

# Tenure-Track Handbook

School of Arts and Sciences,  
University of Pennsylvania



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This guide presents an introduction to and overview of important policies. It is superseded by the fully-worded School and University policies that appear in the manuals listed on page 17.

### *Acknowledgements*

The Dean’s Office gratefully acknowledges materials created by Harvard University from which portions of this guide borrow.

## Welcome from the Dean

Dear Colleagues,

As a major institution of research and teaching, the University of Pennsylvania's School of Arts and Sciences is deeply committed to a tenure-track system. Having spent my entire academic career at Penn, I too have experienced the tenure track and appreciate the importance of making this system transparent and easy to navigate. This handbook, which outlines the tenure-track process, is intended to address many of your questions and concerns. Although expectations and norms may differ by discipline, each tenure-track faculty member experiences the same formal system of reviews with the same general criteria. It is our hope that this handbook will demystify the tenure-track process and provide you with a basic framework for success.

All of our tenure-track faculty have been appointed because they have the intellectual ability, creativity, and drive to be excellent candidates for promotion to tenure here at Penn. The department chairs, divisional associate deans, and I are committed to supporting your intellectual and professional development. This handbook is one tool that will help you accomplish this goal. These measures benefit us all because they create an inclusive and supportive environment that attracts and promotes the very best tenure-track faculty, thereby ensuring that Penn remains an institution with the highest standards for teaching and research.

I hope you find this handbook useful and that you will consult it not only at the beginning of your appointment, but also throughout your time as an Assistant Professor at Penn. We welcome your thoughts on how to improve it.

With my best wishes and many thanks for all that you bring to our institution.

Sincerely,



Steven J. Fluharty  
Dean and Thomas S. Gates, Jr. Professor  
of Psychology, Pharmacology, and Neuroscience

## I. Overview

The organization of this handbook reflects the progression along the tenure track for assistant professors in the School of Arts and Sciences. We describe the various reviews that take place, then address a few special issues that pertain to tenure-track faculty, and conclude with resources of information and advice.

Your experience as a tenure-track faculty member began with the search that resulted in your appointment. Following the acceptance of your offer and the start of your first appointment, you are now on the tenure track: a member of the **standing faculty** of the School of Arts and Sciences.

The standing faculty forms the core of the School's academic staff. It is composed of all faculty members with tenure or with tenure-probationary status consisting of the following ranks:

**Assistant Professor:** Appointment as an Assistant Professor is accorded to a person who has completed his or her final earned degree and who has given evidence of superior potential for development in academic stature. Appointment at this rank is for a fixed term: normally an initial appointment of four years and, upon a successful reappointment review, a second term of three years.

**Associate Professor:** Outside appointment or internal promotion to the tenured rank of Associate Professor<sup>1</sup> is made for an indefinite term. Tenure is granted to faculty members who are scholars of the first order of eminence who have demonstrated excellence in research and teaching and who have the capacity to make significant and lasting academic contributions. The foremost criteria for appointment are scholarly achievement and impact on the field, evidence of intellectual leadership and creative accomplishment, potential for future accomplishments, and effective teaching and service.

**Professor (also known as Full Professor):** The title of Professor signifies that the holder is a mature scholar whose achievements have won outstanding approval both by scholars outside the University and by faculty colleagues. Outside appointment or internal promotion to this rank, made for an indefinite term, is not merely a recognition of length of service, but also of outstanding quality.

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<sup>1</sup> In rare cases, an initial appointment from outside the University may be made at the rank of Associate Professor without tenure, for a fixed term, at the end of which the faculty member is reviewed for conversion to Associate Professor with tenure.

The following is a summary of the timeline of the course of your Assistant Professor appointment. Your “tenure clock” may be formally extended for childbirth or other reasons; that issue is addressed beginning on page 9.

## Assistant Professor Schedule

*Does not take into account any extensions of the tenure probationary period for childbirth or other reasons*



\*Collection of materials typically begins in spring of Year 5

The steps in this schedule are explained in more detail in the pages that follow. We encourage you to review this material both at the beginning of your appointment and then again as you progress through the steps of reviews and promotions.

## II. Third Year Reappointment Review

In the third year of your initial four-year term as an Assistant Professor, you will be reviewed for reappointment for a second, three-year Assistant Professor term. This review will assess your progress to date in research, teaching, and service. The primary goals of the reappointment review are to ensure that your research and teaching are developing well and to inform you of any potential concerns as you advance toward the tenure review. The reappointment review is a rigorous process that you should take seriously, even though the majority of Assistant Professors are successfully reappointed.

The review is not an externally-oriented assessment and is conducted only with reference to the opinions of your internal senior colleagues. Required components of the review dossier are:

- Curriculum vitae, plus the items below as appropriate
  - (If relevant) Professional reviews of candidate's books
  - (If relevant) Summary of external grant activity
- Personal research and teaching statements by the candidate
- Teaching chronicle and evaluation: The chronicle includes a list of courses taught with student evaluation scores, and summary of graduate students supervised and undergraduate independent study. In addition, an evaluation is provided (either as a separate document or as part of the department chair's cover letter) that indicates the candidate's record and promise for future growth as a teacher.
- At least three letters from University faculty commenting on the candidate's performance OR the report of an ad hoc department committee
- A cover letter from the department chair, written after the department vote and prior to submission of the dossier to the Dean's Office. The Chair's summary of the department's evaluation of the case is expected to provide a balanced account of department discussions.

With these materials in hand, your appointment will be reviewed and voted on by the following bodies (see page 13 for a description of the School- and University-level approval committees).

- Your department (minus the chair letter, not written until after the department vote)
- The School of Arts and Sciences Personnel Committee
- The Provost's Staff Conference

If the case is unsuccessful at any level, it does not proceed for further consideration, and the candidate is notified that he or she will not be reappointed and that his or her Assistant Professor appointment will conclude at the end of his or her fourth year.

Following a successful review, and if the SAS Personnel Committee raises any substantive areas of concern, you and your department chair will receive a summary of the SAS Personnel Committee's concerns, prepared by the divisional associate dean based on the (confidential) Personnel Committee report. You and the chair are asked to have a discussion about these issues, and are both asked to sign a statement at the bottom of the summary indicating that you have done so. The summary and conversation are intended to provide important feedback and advice about your progress and any issues that could affect your promotion to associate professor.

Your third-year review provides a good opportunity to initiate conversations with members of your mentoring and professional development networks for additional advice about how to best invest your energy and develop your research portfolio. You should talk with your department chair about planning for your tenure review and with other colleagues about how to move your research agenda forward, what you plan to accomplish by your next review, how to plan your publications and other activities for maximum impact, etc. You may also want to take this opportunity to talk with colleagues, as well as staff at the Center for Teaching and Learning, about further developing your teaching skills.

### III. Promotion to Associate Professor with Tenure

Your review for promotion to Associate Professor with tenure normally occurs during the penultimate year of your appointment as Assistant Professor. The criteria for tenure in SAS are scholarly achievement and impact on the field both national and internationally, evidence of intellectual leadership and creative accomplishment, potential for future accomplishments, teaching effectiveness in a variety of settings with both undergraduate and graduate students, and potential contributions to the University and broader scholarly communities.

**Timing:** Recommendations for promotion from Assistant Professor to Associate Professor can be made at any time during a person's appointment as an Assistant Professor. However, University policy requires that an Assistant Professor be notified of his or her promotion or termination no later than the end of the sixth full year of service as an Assistant Professor. Most Assistant Professors are reviewed during the sixth year, also known as the mandatory review year. (See page 9 regarding extension of the probationary period for childbirth or other reasons.) However, in order for the many steps of the review to be carried out before the end of the sixth year, your department will typically ask you to provide materials for your dossier in the spring of your *fifth* year. Please be in touch with your chair well in advance to ensure that you understand your department's timeline.

While you may be reviewed for promotion prior to the sixth year, you may only be considered for tenure by the Provost's Staff Conference once during your time as an Assistant Professor. If you are turned down at any time you cannot be reconsidered unless there is clear evidence of egregious procedural error.

**Review Dossier:** The dossier contains the following components.

- Curriculum Vitae
- Copies of major publications, and as appropriate, professional reviews of books and a summary of external grant funding
- Personal research, teaching, and service statements
- Teaching chronicle and evaluation: The chronicle includes a list of courses taught and student evaluation scores, and summary of graduate students supervised and undergraduate independent study. In addition, an evaluation is provided that includes:
  - Full course evaluations, including student comments
  - Letters from current or former students
  - (Optional) Letters from teaching assistants



- (Optional) Letters from faculty who have observed the candidate's teaching, co-taught with them, etc., OR the report of an ad hoc faculty committee on teaching
- At least three letters from University faculty from within the department OR the report of an ad hoc departmental committee
- Letters from external reviewers assess your scholarly achievements and provide a recommendation on whether to grant you tenure. Both the candidate and the department propose names, and the list must be approved by the Dean's and Provost's offices. The candidate must nominate three individuals and the department must nominate at least eight. The University requires six external letters in the dossier in addition to those from reviewers nominated by the candidate. If fewer than six letters are received from reviewers proposed by the department, the department must ask for authorization of additional reviewers to ensure that the minimum of six letters is received. The solicitation letter sent by the department to reviewers must be approved by the Dean's office to ensure consistency and compliance with University policies.
- A cover letter from the department chair, written after the department vote and prior to submission of the dossier to the Dean's Office. The Chair's summary of the department's evaluation of the case is expected to provide a balanced account of department discussions.

With these materials in hand, your appointment will be reviewed and voted on by the following bodies (see page 13 for a description of the School- and University-level approval committees).

- Your department (minus the chair letter, not written until after the department vote)
- The School of Arts and Sciences Personnel Committee
- The Provost's Staff Conference

If the case is unsuccessful at any level, under most circumstances it does not proceed for further consideration, and the candidate is notified that they will not be promoted and that their University appointment will conclude at the end of their term as Assistant Professor (typically the seventh year in the absence of a previously approved extension – see page 9).

## IV. Policies Relating to a New Child, Serious Illness, or Catastrophic Event

There are two University policies that between them address the topics above.

First, the University will grant extensions of the tenure probationary period by one year in the following two circumstances. Requests are made by submitting a form to the Provost's office that is signed by you, your chair, and the Dean's Office ***within one year of the qualifying event***. All requests must be made before July 1 of the mandatory review year.

- The first, granted routinely, is made in connection with a new child entering the home or the faculty member either experiencing a persistent serious health condition themselves or caring for a close family member who is seriously ill.
- The second, granted very rarely, is made in response to a "catastrophic event" that interferes with one's research, such as destruction of data or interruptions in laboratory operations. While this policy is little invoked, it is valuable for junior faculty to be aware of its existence.

In addition, for faculty welcoming a new child into the home, there is a University Faculty Parental policy that allows for a reduction in teaching even if they choose not to extend the tenure probationary period.

### ***Extension of the Tenure Probationary Period***

The tenure-track timeline on page 4 may be extended for one year when, consistent with University policy, a new child enters the faculty member's home, when the faculty member has a persistent serious health condition, or when the faculty member is caring for a parent, child, spouse or domestic partner who has a persistent serious health condition.

The relevant University policy (below) makes clear that faculty are in no way penalized at the time of the tenure review for having received the extension, and are evaluated as if they had been on the standard tenure clock.

It is every junior faculty member's right to receive this extension where eligible. It is essential, however, that the appropriate paperwork be completed in a timely way, ***within one year of the qualifying event***.

The full text of the University policy follows below. (Source: University *Handbook for Faculty and Academic Administrators*, Section II.E.3, revised February 28, 2006)

- A. A non-tenured member of the Standing Faculty shall be eligible for an extension of the tenure probationary period ... corresponding to the semester or year during which any of the following events occurred:
1. A child is born, adopted, or placed for foster care, into the faculty member's household and the faculty member is the primary or co-equal parental caregiver;<sup>[1]</sup>
  2. By reason of a serious health condition (as defined in Section 2611(11)\* of the Family and Medical Leave Act of 1993) persisting for a substantial portion of the extension is sought, the faculty member is required to act as the primary or co-equal caregiver for a parent, child, spouse, or domestic partner (as defined in the domestic partner benefits policy); or
  3. By reason of a serious health condition (as defined in Section 2611(11)\* of the Family and Medical Leave Act of 1993) persisting for a substantial portion of the extension is sought, the faculty member is unable to perform the functions of his or her position.

If both spouses or domestic partners (as defined in the domestic partner benefits policy) are co-equal caregivers, then both may obtain extensions of the tenure probationary period.

- B. The length of each extension shall be one year. The faculty member shall complete the Notification of Extension form and transmit it to the Provost's office within one year of the birth, adoption, or foster care placement. Deans and department chairs are responsible for ensuring that all faculty eligible for an extension receive the Notification of Extension form.
- C. Extensions of the tenure probationary period shall be without prejudice to the obligation of the University to provide faculty members with twelve months' notice of termination.
- D. When a faculty member who has taken an extension under this section is being reviewed for tenure or promotion to associate professor, the dean, in his/her letter soliciting evaluations from external reviewers, should explicitly state that the candidate has taken an extension pursuant to this policy. The dean should further state that the policy of the University of Pennsylvania is to evaluate the productivity of each candidate who has been granted an extension as if he or she had been in probationary status for the normal duration, so that the candidate is not penalized for having received the extension.

Upon being notified of a faculty member's application for a one-year extension of the probationary period, the University will approve the application unless specific and compelling factors require its denial. The action of the Provost shall be communicated in writing to the faculty member and shall specify the revised date of tenure review and termination date of the probationary period and (in the event that the request is denied) shall specify the grounds for the denial.

For untenured members of the Standing Faculty on the tenure track, the total probationary period cannot exceed ten years.

\*N.B. The statute defines a “serious health condition” as “an illness, injury, impairment, or physical or mental condition that involves”—“(A) inpatient care in a hospital, hospice, or residential medical care facility” or “(B) continuing treatment by a health care provider.” “Health care provider” is defined as: “(A) a doctor of medicine or osteopathy who is authorized to practice medicine or surgery (as appropriate) by the State in which the doctor practices or “(B) any other person determined by the Secretary [of Health and Human Services] to be capable of providing health care services.”

[1] As clarified in the "PSCS Policy Discussions" memo of July 3, 2008, "multiple births or multiple adoptions at the same time result in the same one-year extension right as single births or adoptions."

### ***Catastrophic Event Policy***

This policy allows for the granting of an extension of the tenure probationary period in response to a “catastrophic event” that interferes with one’s research, such as destruction of data or interruptions in laboratory operations.

An excerpt of the policy appears below; the full text, including the guidelines for review and evaluation of a request, appears [here](#) (Source: University *Handbook for Faculty and Academic Administrators*, Section II.E.3, October 2005). The policy requires that the faculty member report the event to the dean or department chair as soon as feasible, but in any event no later than thirty days following the catastrophic event or the discovery of the catastrophic event. The formal request to the Provost for an extension must be made ***within one year of the qualifying event.***

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The University recognizes that rare and unusual situations may occur in which a faculty member in a probationary period will be the victim of an unforeseen, catastrophic event. A “catastrophic event” is defined under this policy as either: (1) the destruction, loss, or unavailability of, or interference with access to, materials, data or research opportunities necessary for completion of a research project, such that the research project is unable to proceed or is disrupted for at least sixty days, or (2) unforeseen interruptions in the availability of building facilities or suspension of laboratory operations that deprive the faculty member or appropriate members of the research team of access to a laboratory or the availability of other essential supports for at least sixty days. It is understood that a “catastrophic event” has a serious impact on the faculty member’s ability to pursue his/her area of scholarly focus or activity in a customary and timely fashion and occurs through no fault of the faculty member. Under those circumstances, a faculty member may be eligible

for an extension of the probationary period applied to the granting of tenure or promotion to associate professor. The extension shall be for one year. A faculty member may apply for additional extensions up to the maximum permissible under University policies.

### ***Faculty Parental Policy***

This policy allows for a reduction in teaching after a new child has entered the home, even if the faculty member chooses not to extend the tenure probationary period.

The full text of the policy appear below. (Source: *University Handbook for Faculty and Academic Administrators*, Section II.E.4, revised May 21, 2015)

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The arrival of a new child into a family, either at the time of birth or adoption, typically requires that one parent devote substantial time to child care duties, often of such a nature that the duties cannot be delegated to another adult. The assumption of these substantial child care duties often is incompatible with the time required by a full time faculty member's University obligations. In recognition of this, a member of the Standing Faculty who is the primary caregiver of a child newly arrived in his/her home is entitled, without reduction in pay, to a reduction in teaching duties amounting to a fifty percent reduction in a given academic year. Depending on how teaching duties are assigned in the faculty member's school, this may or may not correspond to a semester without teaching duties. The period without teaching duties will commence within six months of the baby's birth or the child's arrival in the home. The date of the birth or adoption and the faculty member's teaching schedule will determine the appropriate timing for the relief from teaching. The faculty member is expected to notify the department chair and/or dean in writing of his/her preferred teaching schedule at an early date so that appropriate arrangements can be made to cover his/her teaching. This relief from teaching duties is not a leave of absence. Outside the period of incapacity due to childbirth or family and medical leave taken, and as compatible with the particular situation, the faculty member will be expected to meet his/her other normal departmental and University responsibilities, including research, committee membership, and advising.

The preceding sentence does not authorize assignment of additional such duties to compensate for the reduction in teaching duties. Where both parents are faculty members at the University, each parent is entitled to the fifty percent reduction in teaching duties.

A faculty member who gives birth normally is entitled to eight weeks' paid time off, or longer if her physician certifies a longer period, under the University's sick leave/short term disability policies. Those seeking a longer period relieved from teaching or who wish relief from all other duties should consider whether they qualify under the Faculty Parental Policy or should apply for a child care leave.

## V. Review Committees for Faculty Appointments and Promotions

Standing faculty appointments, reappointments, and promotions are reviewed at the department, School, and University levels.

### ***Department Review***

Every department has its own customs and procedures for reviewing and voting on standing faculty appointments; often these are documented in department bylaws. Voting on promotion is limited to those holding the proposed rank or higher.

### ***School Review: School of Arts and Sciences Personnel Committee and Dean***

The SAS Personnel Committee consists of 13 full professors who are appointed for three-year terms. The committee consists of three four-member panels – one each in the humanities, social sciences, and natural sciences – plus a non-voting chair. Cases for appointment, reappointment, or promotion of the standing faculty are first reviewed by the appropriate panel and then taken to the full committee for a discussion and formal vote.

Unlike at many universities, the Dean plays no official role in the SAS Personnel Committee, nor is it merely “advisory” to him or her. The Dean is required to carry forward positive recommendations of the Committee to the Provost, although it is accompanied by his or her own recommendations. If a Personnel Committee decision is negative, the rules are structured so that the Dean is expected not to forward the case to the Provost, even if he or she personally supports it.

### ***University Review: Provost’s Staff Conference***

Review at the University level is carried out by the Provost’s Staff Conference. This body is convened by the Provost and consists of a number of Vice Provosts and the Deans of several Penn schools. PSC’s recommendations are advisory to the Provost, who makes final decisions.

PSC reviews all cases involving appointment or promotion to Associate or Full Professor. All other cases and transactions, including the appointment and reappointment of Assistant Professors as well as the minuting of extensions of the tenure probationary period, are reviewed by the Provost’s Staff Conference Subcommittee, convened by the Vice Provost for Faculty and consisting of several Associate Deans from schools around Penn.

### ***Final Ratification***

The Provost, after receiving the advice of the Provost's Staff Conference, consults with the President. The President and the Provost then decide on the final recommendations to be made to the Trustees of the University.

## VI. Leaves of Absence for Tenure-Track Faculty

### ***Research Leaves for Assistant Professors***

The School believes that it is essential that all junior faculty be given an opportunity to focus attention on their scholarship for a concentrated period at some time during their probationary period. The Research Leave for Assistant Professors is intended to guarantee that each assistant professor will receive, during the first five years of his or her appointment here, the equivalent of complete relief from teaching responsibilities for one semester.

Junior faculty members who have or have had support available from fellowships or grants may receive additional teaching relief for up to one semester (or equivalent). Except in rare cases, Research Leaves may not be used to extend the total period a junior faculty member is free from teaching for more than one full year (or equivalent) during the first five years of his or her appointment. Research Leaves may normally be taken at any time between the beginning of the fourth year (i.e., following reappointment) and the end of the fifth year of full-time service at the rank of Assistant Professor at Penn. Exceptions may be made to allow this leave to be taken earlier if it is combined with an externally-funded leave that is time-specific (e.g., a fellowship associated with a particular theme year).

For full details and application procedures, see this [website](#).

### ***Externally-Funded Leaves of Absence***

Assistant Professors are often successful in receiving support for teaching relief from fellowships and grants. As noted above, except in rare circumstances, the total period in which a junior faculty member may be free from teaching is one year (or equivalent) during the first five years of his or her appointment. Normally junior faculty may take externally-funded leaves at any time between the beginning of the fourth year (i.e., following reappointment) and the end of the fifth year of full-time service at the rank of Assistant Professor at Penn. Exceptions may be made to allow the faculty member to take advantage of an opportunity that is time-specific (e.g., a fellowship associated with a particular theme year).

Faculty should always coordinate with their department chairs whenever they apply for external funding for a leave, so that the departments can plan their curricula and the School can plan for the budgetary implications of the leaves.

## VII. Advice and Information: Policy Questions, Mentoring, and Reference Resources

As you progress through the tenure track, you will no doubt have many questions, both about the mechanics of personnel processes and about your general career development. The many sources of answers and advice available to you are outlined below.

### ***Policy Questions***

Junior faculty who have questions about official School and University policies (e.g., the promotion review process, the tenure clock, leaves of absence) should direct them to their department chair or their divisional Associate Dean (see list on p. 17).

We urge Assistant Professors to be cautious about seeking answers to official policy questions from peers and mentors who otherwise provide useful general career advice. We have seen many cases of well-meaning faculty unintentionally misinforming junior colleagues, sometimes with serious consequences.

### ***Mentoring***

#### **Individual Mentoring**

SAS Junior Faculty Mentoring Program: All Assistant Professors will be assigned to a small mentoring team during the first semester. The goal of the program is to monitor your progress toward tenure; provide guidance on scholarship and teaching responsibilities, and discuss your overall career development. You will be invited to give input into the composition of the team; the mentee and team members will be given written materials with basic guidance and best practices, although it is understood that the culture and structure of mentoring varies by department and discipline.

#### **Group Mentoring**

Both the School of Arts and Sciences and the University offer group mentoring opportunities for junior faculty.



- SAS Program

The First Two Years: This program, which is open to all SAS assistant professors who are in the first two years of their Penn appointment, offers eight sessions per year, led by different SAS faculty. It aims to help junior faculty learn the “lay of the land” in terms of “who is who” and what opportunities (and challenges) you may face including time management, teaching, mentoring, and promotion. The workshop is intended to be an informal space where you can get to know others and gain additional support and learn strategies. New faculty received an invitation to participate in early August 2018; for more information contact Jody Chavez at [jchavez@sas.upenn.edu](mailto:jchavez@sas.upenn.edu).

- Provost’s Office Programs

The Provost’s Office currently offers two more specialized mentoring programs for junior faculty that have limited space and are open by application only.

- Humanities: A pilot program is being launched this year for early career (second- and third-year) tenure-track professors in Penn humanities departments. The goal of the program is to develop the skills they need to navigate the tenure-track process at Penn and get promoted to tenure. These skills include career planning, writing strategies, classroom innovation, and effective communication of research. The program will also facilitate networking and collaboration and identification of models of teaching, research, and service outside of their home departments.
- STEM: [Penn Faculty Pathways](#) The goal of the Penn Pathways program is to improve academic productivity as well as job satisfaction in junior faculty by providing resources to guide their career planning, personal development, and scholarly success at Penn. Fellows report significant increases in job satisfaction, knowledge of their personal strengths, confidence in their negotiation skills, and progress towards their career goals. They also develop a sense of camaraderie, support and shared experience that transcend school and department boundaries to create a culture of collaboration. Assistant professors who have been faculty members for at least one or two years (here at Penn or at another institution) may be better positioned to get the most out of this program (as compared with those just appointed). The Provost’s office will, however, accept applications of assistant professors at any stage (from recent appointment to pre-promotion review) for consideration.

(A program for social scientists is under development for the future.)

## Summary of Reference Resources

Policies and procedures for reviews and promotion	<a href="#">SAS Policies and Procedures for Appointments and Promotion</a> <a href="#">University Faculty Handbook</a> Department Chair Divisional Associate Deans in the SAS Dean's Office (see list in next section)
Leave policies and eligibility	<a href="#">Research Leaves for Assistant Professors</a> <a href="#">Externally-supported Leaves</a>
Mentoring	<i>New materials on the SAS mentoring program will be issued early in fall 2018</i>
Teaching	Undergraduate and Graduate Chairs <a href="#">Center for Teaching and Learning</a> <a href="#">College of Arts and Sciences</a> <a href="#">SAS Graduate Division</a> <a href="#">College of Liberal and Professional Studies</a>
Research/Grant Opportunities	<a href="#">SAS Faculty Research Support</a> <a href="#">Vice Provost for Research grant resource page</a>

### Divisional Associate Deans

Three SAS faculty members serve as the Associate Deans of the School's three "divisions" – the humanities, social sciences, and natural sciences. They oversee faculty matters in the departments in their respective area (see the lists below) and work closely with department chairs on faculty recruitment and personnel processes including promotion. Please do not hesitate to reach out to them for information and advice: they can help clarify policies, discuss the tenure process, or serve as a resource on issues you are not comfortable discussing with your chair.

All three are located in the SAS Dean's Office, 116 College Hall, 215-898-7320

#### Larry Gladney

Associate Dean for the Natural Sciences, Edmund J. and Louise W. Kahn Professor for Faculty Excellence, and Professor of Physics and Astronomy  
 gladney@sas.upenn.edu

Departments: Biology, Chemistry, Earth and Environmental Science, Linguistics, Mathematics, Physics and Astronomy, and Psychology

(note: Larry is leaving Penn at the end of Fall 2018. Stay tuned for announcements about his successor or please contact the Dean's office if you need to be directed to the right person after January 2019.)

**Emily Hannum**

Associate Dean for the Social Sciences and Professor of Sociology  
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Departments: Anthropology, Criminology, Economics, History and Sociology of Science,  
Political Science, and Sociology

**Jeffrey Kallberg**

Associate Dean for Arts and Letters, and William R. Kenan, Jr. Professor of Music  
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Departments: Africana Studies, Classical Studies, East Asian Languages and Civilizations,  
English, German, History, History of Art, Music, Near Eastern Languages and Civilizations,  
Philosophy, Religious Studies, Romance Languages, Russian and East European Studies,  
and South Asia Studies