

COLLEGE OF OSTEOPATHIC MEDICINE RPT STANDARDS

University of New England College of Osteopathic Medicine

**Updates approved by COMFA
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Introduction:

This document will set forth the organization of the faculty within the University of New England College of Osteopathic Medicine. It will specifically address the process for the granting of promotion and tenure within the faculty of the College of Osteopathic Medicine (COM). The COM consists of faculty with diverse backgrounds and varied job responsibilities. The purpose of this document is to develop a process which will allow the COM faculty across all disciplines to evaluate their peers in a fair and equitable manner.

I. UNECOM RANKS AND CLASSIFICATIONS

A. Ranks and Classifications within COM

The faculty ranks are set by the University of New England Faculty and can be found in the UNE Faculty Handbook. In addition to the classification set in the UNE Faculty Handbook, UNE COM has the classification of Affiliate Faculty, as defined below. All classifications at UNE COM use the same rank criteria which is defined herein.

B. UNECOM Faculty Classifications

1. Tenure Track Regular Faculty

- a. Tenured positions within UNECOM adhere to all RPT policies as presented in the UNE Faculty Handbook with specific criteria for each area listed in this UNECOM RPT document. Tenure track is determined at the time of hire. The criteria for teaching, scholarship and service will be reviewed in accordance with the Personal Responsibility Agreements (PRAs) over the course of the review period. The PRA is an annual agreement between the faculty member and the College which delineates responsibilities and the faculty member's percentage effort in teaching, scholarship and service, including clinical and administrative if appropriate. Tenure-track faculty must be evaluated in all three areas of teaching, scholarship and service. If they have responsibilities in the clinical domain, they may be evaluated in that.

2. Non-Tenured Regular Faculty

Non-tenured positions within UNECOM adhere to RPT policies as presented in the UNE

Faculty Handbook. Faculty members with regular half- and regular full-time non-tenure teaching track, clinical track, or research track appointments will be evaluated for reappointment and promotion using the same procedures and criteria as for tenure track faculty members with the exception that expectations for the academic areas vary as below:

- a. Non-tenure track clinical or teaching professor faculty are not required to engage in research or scholarship. Decisions for reappointment or promotion will be based on the percent effort in assigned academic areas as stated in the Personal Responsibility Agreement (PRA). Scholarship/scholarly activity above and beyond what is delineated in the faculty member's PRA will be respected and may be considered in the RPT process.
- b. Non-tenure track research faculty should negotiate effort through the chair and/or Dean to include any requirements applying to Review and Promotion. In these cases, productivity in scholarship/research should be considered in decisions for reappointment or promotion. The percent effort will be identified on the Personal Responsibility Agreement (PRA).

3. COM Adjunct Faculty (not eligible for tenure track)

- a. UNE COM adjunct faculty are hired at-will on a per diem or less than half-time basis. The following process is used to appoint faculty rank seeking promotion.
- b. Faculty appointments for adjunct faculty are made by the Dean of the College of Osteopathic Medicine upon the recommendation of the Associate Dean of Academic Affairs.
- c. The rank conferred at the time of initial hire will depend on the criteria established in this document and/or the rank achieved at another institution. If a faculty member receives a change in designation from the other institution while holding an appointment at UNE COM, the dean may grant this change automatically as well.
- d. Adjunct faculty members are not required to engage in research or scholarship. Teaching, and service will be the primary considerations in decisions for promotion. If the faculty member engages in scholarship, this will be included in the review.
- e. Promotion requests and review will be processed through the Office of Academic Affairs. The faculty member may initiate a review for promotion by submitting:
 - i. A cover request letter addressed to the Office of Academic Affairs. Letter should include information supporting request for promotion
 - ii. A current CV

- iii. Promotion to Adjunct Professor (full professor) is reserved for faculty members who have demonstrated their potential for excellence and long-term contributions to their profession nationally and the College of Osteopathic Medicine. This status is not granted automatically for time served or satisfactory performance.
 - iv. For promotion to Adjunct Professor, the Associate Dean Academic Affairs will initiate a review committee appropriate to the field of the candidate. Each candidate will solicit three or more letters of recommendation from local, college, and/or national faculty. Each candidate will submit a current academic curriculum vitae as well as a professional portfolio in evidence of achievement in teaching, service, patient care, and scholarship if the faculty engages in scholarship. The committee may seek outside review within the scholar's field.
- f. Adjunct Faculty Rank (not eligible for tenure track, detailed criteria in next section)
- i. Adjunct Instructor: A faculty member with a doctorate or other appropriate professional degree and/or graduate training that have less than three (3) years of teaching experience in the appropriate field. There is no possibility for promotion to Assistant Professor in absence of a terminal degree. A resident PGY-II or greater may hold this position.
 - ii. Adjunct Assistant Professor: a faculty member with a doctorate or other appropriate professional degree engaged in teaching and/or providing a practice or service activity and/or supervising learners in academic, or field settings, and/or providing service with usually more than three (3) years of teaching experience.
 - iii. Adjunct Associate Professor: a faculty member with a doctorate or other appropriate professional degree engaged in teaching; and/or providing a practice or service activity; and/or supervising learners in academic, or field settings; and/or providing service with usually more than nine (9) years of teaching experience. First consideration for promotion to this level ordinarily will occur during the sixth (6th) full year of service as Adjunct Assistant Professor
 - iv. Adjunct Professor: a faculty member with a doctorate or other appropriate professional degree engaged in teaching; and/or providing a practice or service activity; and/or supervising students in academic, or field settings; and/or providing service with usually more than twelve (12) years of teaching experience. First opportunity for promotion to this level ordinarily will be in the sixth (6th) full year in rank as Adjunct Associate Professor.

II. REVIEW CRITERIA FOR UNECOM

The following are the criteria for reappointment, promotion, and tenure that apply to faculty members in UNE COM. In cases where a faculty's workload contains duties as an administrator, such work is not reviewed by the RPT process. For regular faculty, **all RPT levels of review will assess performance in each domain with reference to the PRA percentages assigned by the Department Chair:**

A. Teaching

Faculty carry out the educational mission of the College of Osteopathic Medicine, using a variety of teaching strategies that foster student learning and result in professional knowledge, attitudes, and skills. Teaching excellence is the keystone for review of faculty in academic medicine; however, the teaching load is not universal across all faculty members. Evidence through multiple data sets will determine successful teaching.

Examples of teaching in academic medicine comprise activities including:

- Classroom teaching of students or peers (e.g. lectures, small group facilitation, simulation laboratory, standardized patient, laboratory instruction, continuing education courses, grand rounds, professional development programs)
 - Curricular development, operations, and mentorship: The candidate may participate in the development of longitudinal teaching tools such as case development or rubric design, participate in curricular planning committees, and/or attain a teaching leadership role, e.g. course or program director. This may also include a lead teaching role, giving instructional feedback, staff development, capstone course, thesis and/or dissertation direction, or leading interdisciplinary collaboration.
 - Clinical teaching and mentorship (e.g. teaching in the clinic or hospital including clinical precepting, bedside teaching)
1. **Criteria:** Faculty member engages in teaching activities that benefit the College, University, profession, and society. The faculty member should examine and provide evidence for the quality, breadth, and quantity of the teaching endeavor:
- a. **Evidence of Quantity:** (e.g., amount of teaching) include: number of hours teaching (duration and frequency of lectures); number of years teaching; number of learners and/or groups taught.
 - b. **Dimensions of Breadth:** (e.g., diversity of teaching) might include: different levels or types of learners; different courses; different styles/formats of teaching or assessment; different teaching settings/ small or large groups; old versus new curriculum; internal versus external teaching.
 - c. **Evidence of Quality:** (e.g., success of teaching) include: evidence of excellence through student evaluations; peer observation/review; course

director ratings; peer letters of support; outcome indicators (student performance).

2. Teaching Products or Exhibits examples:

- Examples of self-written learning objectives, teaching, and assessment materials
- Evaluations: Student evaluations; Peer evaluations and letters of support
- Developed case vignettes
- Local awards for teaching or mentoring; honors or recognitions for teaching contributions
- Invited presentation in the field of educational expertise
- Invitations to speak locally, and in many cases regionally & nationally, on issues related to area of clinical expertise
- Senior local leadership role in education
- Invitations to speak and teach locally about education, including outside the candidate's department
- Contributions to local professional educational organizations
- Selection for participation in limited enrollment training programs for educators
- Leadership role in regional or national courses related to education
- Awards for teaching or mentoring from sources other than the candidate's department/institution
- Visiting professorships and invitations to speak nationally or internationally on issues related to education
- Leadership of national or international courses related to education
- Serving as a consultant nationally or internationally on issues related to development of educational programs, methods, policy, or assessment
- National and/or international awards related to education or educational scholarship

3. Examples of Teaching Expertise Across Ranks:

- a. **Assistant Professor:** The Assistant Professor should provide evidence that they are performing at a competent level and are working towards excellence in view of future promotions. The assistant professor may be involved in the development and local adoption of educational material in print or other media including items such as syllabi, curricula, web-based training modules or courses, and/or technologies (e.g., simulation); they may also include development of educational methods, policy statements, and/or assessment tools.
- b. **Associate Professor:** The candidate for promotion to Associate Professor should provide evidence of excellence in teaching. They should have strong teaching evaluations from students and faculty, with colleagues who request assistance in peer observations and improving instructional effectiveness. A candidate for

promotion to associate professor develops sound teaching methods, participates meaningfully in curricular development, educational policy, or assessment tools. The candidate could be developing curricula in clinic-based education such as clerkships or specific topics. These curricular materials could have the opportunity for regional and/or national adoption. The candidate may begin tracking the number and stature of trainees upon whom they had a major influence, including feedback from trainees and publications with trainees.

- c. **Professor:** The candidate for Professor must show continued excellence in teaching as reflected in student and peer evaluations. A candidate for professor is teaching/lecturing nationally and/or internationally. Innovation in classroom teaching methods may be adopted nationally and/or internationally. The candidate should show increasing and sustained national and/or international presence as an educator. The candidate may have trainees upon whom they had a major influence, including feedback from trainees and publications with trainees.

B. Scholarship

Faculty carry out the mission of the College of Osteopathic Medicine to create new knowledge. In recognition of diverse faculty in the COM, the RPT process must take a broad view of scholarship while still demanding excellence in scholarship. The COM recognizes an expanded view of scholarship originally codified by Boyer in 1997. This includes four types of scholarship: discovery, integration, application, and the scholarship of teaching.

Tenure and research track faculty are required to meet these criteria. Clinical and teaching track faculty are not required to meet criteria in this domain.

Evidence of a program of inquiry constituting a credible body of work that is peer-reviewed and disseminated will determine successful scholarship. When considering a faculty member for reappointment, promotion, or tenure, acceptable evidence of scholarship can include but is not limited to the publication of books and articles in peer reviewed journals. However, to qualify as excellence in scholarship, the product of one's professional efforts must be disseminated and must satisfy standards of peer review common to the discipline. Ordinarily, this will entail some form of independent critical scholarly evaluation. Although evaluators will consider submitted documentation of unpublished scholarship (e.g., theses, dissertations, or summaries of work in progress), it is incumbent upon candidates to demonstrate that their endeavors constitute scholarship as defined above.

1. Examples of may include, but are not limited to:

- Basic science research
- Quantitative and qualitative social science research such as epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others
- Develop/implement/conduct studies; data collection and/or analysis of new or

- existing data; may make intellectual contributions to multicenter studies
- Faculty may engage in clinical research involving patients, e.g., case reports, case series, and clinical trials
- Development of new methods/technologies and/or novel applications of existing methods/technologies in basic science, clinical research, education, and social sciences and humanities

2. Evidence of meaningful scholarship might come in the form of:

- Invited or competitive scholarly presentations
- Honors or recognitions for scholarly contributions
- Publication in refereed journals or proceedings
- Publication of books or chapters in edited volumes
- Citation of candidate's published work
- Grant/contract awards

****Attendance at routine continuing education for maintenance of certification or staying current in one's area of expertise is not considered scholarship

3. Examples of Scholarship Across Ranks:

- Assistant Professor:** The Assistant Professor begins the development of a research program. The Assistant Professor should provide evidence of scholarly work that has or will be disseminated and peer reviewed in view of future promotions. The junior faculty should have protected time for the development of a research program. Work should begin to be disseminated through scholarly presentations to the college and at local and national conferences. The faculty member should be beginning the process of publication in peer reviewed journals. The faculty member should be seeking initial funding through small grants from foundations and national agencies.
- Associate Professor:** The candidate for Associate Professor should have a program of scholarship that is focused and shows sustained productivity. The candidate should be publishing in peer reviewed journals on a regular basis. They should have regular presentations at national and/or international meetings within the discipline. The candidate for Associate Professor continues to apply for funding from granting agencies. The research program should begin to broaden and may include collaborations with colleagues.
- Professor:** The candidate for Professor must show excellence and leadership in a scholarly program that has shown an increase in depth and breadth relative to the Associate Professor. The scholarship should show a continued strong focus with an increase in the complexity of the research. The candidate will have a national and/or international reputation as evidenced by presentation at national and/or

international conferences. The candidate is committed to training future scholars through undergraduate and graduate research programs. The candidate will also be serving as a mentor to junior faculty. These accomplishments should be clear from evaluations from peers within the UNE COM faculty as well as from the peers in the faculty's discipline outside of UNE.

C. Service

Faculty carry out the mission of the College of Osteopathic Medicine through excellence in service to the College, University, the community, and the profession. Participation in governance and other civic activities is expected of everyone within the percent time employed. Evidence of the work performed, and time spent on conducting committee (or other service) business should be provided. Evaluation should include the academic importance of service roles the faculty member has filled, the effectiveness of the faculty member's work in those roles, and the appropriateness of the service record given the faculty member's career stage. As faculty members advance through the professional ranks, they are expected to exhibit an increasing record of service in their professional area of performance. In summary, significant service need not be continuous, but it should appear in a balanced record over time, generally extending beyond a single review period. Meritorious service on the part of faculty members should include frequent periods of active engagement at all levels, and the score of such service is expected to increase as faculty member proceeds up the academic ladder of the professorate.

Clinical Service: faculty who engage in direct patient care benefit the health care facility, the community, the college, the University, and the profession. The faculty member plays a key role in activities that influence clinical practice and the delivery of healthcare. Faculty may engage in innovation and reform of healthcare policy and delivery. (e.g. participates on a clinical agency committee or task force to develop solutions to patient care problems, serves on community task force or committee to address health policy (delivery system) concerns) As a *Clinician advancing in rank*, one might see movement from managing individual cases to managing larger patient groups, and from influencing one's individual patients to influencing clinical and social health practice policies.

1. Examples of Service to the College/University and Profession Include:

- Serves on standing committee or academic council, either by election or appointment, in order to conduct School/University business
- Serves on college/university ad hoc committee
- Maintains membership or holds office in local, state, national, regional, international professional organization
- Serves as board member for health related local, state, regional, or national organization
- Attends business meeting of national professional organization
- Attends community meetings of organizations whose purpose is to promote health

- Attends COM Faculty Assembly and UNE Faculty Assembly meeting
- Review of grant proposals or books

2. Examples of Clinical Service

- Up to date board certificate in specialty of practice
- Up to date medical license
- Engagement in innovation and reform of healthcare policy and delivery. (e.g. participates on a clinical agency committee or task force to develop solutions to patient care problems, serves on community task force or committee to address health policy (delivery system) concerns)
- Service as peer reviewer for clinical journals; Membership on editorial boards in area of clinical expertise

3. Evidence of Service Might Include:

- Descriptions of duties and responsibilities on committees
- Letters of appointment to committees
- Letters of support from committee chairs
- Program and thank you note from a community function where you were leader or speaker
- Community, College, or University Presentation/paper on an issue
- Testifying (oral or written) regarding a policy change
- Organizing a community event
- Serving on a community or association Board of Directors (letter, webpage, photo)
- Starting a new department (report)
- Response to presentation to community organization
- Op-Ed piece in community newspaper
- Testimony on a specific issue to city council, legislative committee, e.g., health policy change
- A creative work illustrating diversity
- Honor or recognition for service
- Participation and/or Leadership role in community or professional organization

4. Evidence of Clinical Service Might Include:

- Colleague Review
- Quality Service ribbons
- CIR (Clinical Improvement Ratings)
- OPPE (Ongoing Professional Performance reviews)
- FPPE (Focused Professional Performance Reviews)
- Recognition for expertise -- serving as clinically oriented task force, consultant
- Obtaining certification in area of specialty, receipt of honors/awards/recognition for excellence in specialty (Diplomat/Fellow)

- Role in local professional organizations related to clinical expertise
- Service on regional, and most often national, committees developing guidelines and policies for management in area of clinical expertise

5. Examples of Service across Ranks:

- Assistant Professor:** The college and the university benefits from the involvement of its junior level faculty member. An assistant professor is normally expected to provide service at the *local level* of the department or college, for example, by serving as a student advisor, as a member of the admissions committee, or as a member of a faculty search committee. Service at the Faculty Assembly or university level is relatively rare for Assistant Professor, but when it occurs, it is most appropriate for the service to be on university committees that do not have intensive and prolonged time demands.
- Associate Professor:** Candidates for Associate Professor are expected to serve their department, the college and the university, for example, as chairs and directors as well as through membership on standing committees and ad hoc committees. It is also expected that candidates for Associate Professor ranks give time to their profession through service on editorial boards, grant review committees, program and conference program committees. Candidates also serve as elected or appointed officers of professional societies or associations.
- Professor:** At the level of Professor, the expectations for candidates increase to include all of the categories initiated in the lower ranks of the professorate, including leadership at all levels of service. Service on certain high impact committees requiring senior faculty (e.g. RPT and Faculty Assembly committees) is expected. In addition, a candidate for Professor level is expected to serve on university-wide committees when appointed or invited. Candidates are expected to offer *frequent* and *broadly distributed* service to multiple constituencies within the academic community.

6. Examples of Clinical Service Expertise across Ranks:

- Assistant Professor:** Candidates for assistant professor are expected to maintain competence, licensure and certification in clinical practice. Clinical effort is centered around direct patient care. The candidate may hold local clinical leadership roles including operations level committees such as quality assurance.
- Associate Professor:** Candidates for Associate Professor should provide continued high quality clinical care with increasing focus on maintaining the health of the community. The individual builds either strong regional or national, reputation as an expert. The candidate should be participating and beginning to lead in the local and regional service delivery system including medical directorships, committee chair positions, and policy level committees.
- Professor:** Candidates for professor should either have a sustained national,

or international reputation as a leader and innovator in a clinical field.

III. UNECOM SPECIFIC RPT CONSIDERATIONS

A. UNECOM Levels of Review for Promotion and/or Tenure:

Note: Each Level of Review states UNECOM specific policies, see the UNE Faculty Handbook RPT Section for information on UNE RPT Review Processes.

1. Level I Review: UNECOM Subcollege RPT committee (RPTC):

- a. Faculty are notified if they are to be candidates for RPT and are required to submit a portfolio.
- b. Following the timeline in the faculty handbook, the candidate informs the Department Chair and the Dean of their intention to go through the RPT process and submits the names of three UNE COM Faculty members to their Department Chair for Subcollege RPTC consideration. The Department Chair will pick two of the three names submitted by the candidate and will pick one additional member to make a Subcollege RPTC of three UNECOM faculty. The candidate or the Department Chair may suggest up to one non-UNE COM faculty member to be part of the Subcollege RPTC.
- c. Subcollege RPTC members will select a chair of their committee and send this information to the COM Dean's office. Should the Subcollege RPTC not select a chair, the COM Department Chair will appoint a subcollege committee chair.
- d. All Subcollege RPTC members, tenure or non-tenure must be at the rank of Associate Professor or Professor.
- e. At least one Subcollege RPTC member for tenure track faculty must be tenured faculty member.
- f. At least one Subcollege RPTC member for candidates in Clinical Departments must be from clinical departments.
- g. The committee will follow the procedure outlined in the Faculty Handbook.

2. Level II Review: UNECOM Department Chair – as defined in the Faculty Handbook

3. Level III: UNECOM RPT Committee - as defined in the Faculty Handbook

4. Level IV: UNECOM Dean - as defined in the Faculty Handbook

B. Early Consideration for RPT Process

Petition for early consideration for Promotion and/or Tenure must be approved by the department/program chair and the Dean.

C. COM peer letters of recommendation

Each candidate will solicit two letters of recommendation from COM faculty. Faculty on tenure track will ask for letters from tenured faculty; non-tenure track faculty will ask for letters from faculty at an associate professor or professor rank. Members of the subcollege committee, COM RPTC and URPTC can not provide letters of recommendation. If necessary for a member of COM RPTC or URPTC to write a letter of recommendation due unique knowledge of the candidate, that member can then recuse themselves from the candidate's committee review.

D. External Reviews for Scholarship and Professional standing

The quality of scholarship for the consideration of promotion and tenure is an important aspect of the review. Candidates on the research and/or tenure tracks undergoing tenure review or promotion are required, by June 1st, to submit the names of at least 6 professionals with the same or higher academic ranks from outside the UNE who would be capable of critically reviewing their scholarship and professional recognition (if applying for the rank of Professor). The candidate should provide a brief description of the reviewers' qualifications and standing in their field. The Department Chair will select two names of the six submitted and will determine a third reviewer who is qualified to review the candidate's work. By July 1, the Dean's Office will be responsible for contacting the reviewers, sending out the appropriate review materials, i.e. candidate's curriculum vitae, the UNECOM RPT protocol. The external reviewers will be able to add letters directly in the RPT platform. If this upload fails, the letters will be sent to the UNECOM Dean, who will be responsible for placing the letters confidentially into the candidate's portfolio at the appropriate time.