

Policy 3.1.5 Appointment of Affiliated Clinical Track Faculty NEOMEN

The Northeast Osteopathic Medical Education Network shall receive notice of the selection of faculty through each program as submitted by the residency program director, the Osteopathic Director of Medical Education and/or an existing faculty member. Primary responsibility for the selection and evaluation of faculty rests with the program. The Board of Governors shall appoint the faculty by assignment of the formal process to the Dean of the University of New England College of Osteopathic Medicine, who shall provide such appointment and ranks appropriate to the role and duties in accordance with the following guidelines:

Preamble:

UNECOM and NEOMEN recognize the varying roles and responsibilities of individuals from the health professions who participate in the educational process for our curriculum. UNECOM and NEOMEN also recognize the special circumstances of the service through practice inherent in these roles. While UNECOM and NEOMEN recognize that the selection and evaluation of faculty rests with the clinical campus and/or residency program, this document will set forth the process for the granting of appointments, review, and promotion for affiliated clinical faculty in the College of Osteopathic Medicine (COM) and at the NEOMEN Residencies.

I. Appointment, Review and Promotion Process of Affiliated Clinical Faculty

- a. Faculty appointments are made by the Dean of the College of Osteopathic Medicine upon the recommendation of the Associate Dean of Educational Programs.
- b. The rank conferred at the time of initial appointment 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 UNECOM, the Dean may grant this change automatically as well.
- c. Nominations for faculty appointment may originate from a current UNECOM faculty member, a Regional Assistant Dean, the ODME of a NEOMEN residency, a COM department chair, a COM Associate Dean or the Dean.
 - i. The nomination letter should include the nominee's teaching role for UNECOM, teaching experience and statement of teaching quality.
- d. Each nominee's appointment application should include:
 - i. A letter of nomination addressed to the Director of Faculty Development
 - ii. A completed and signed faculty appointment application
 - iii. A current CV that includes a specific teaching section
 - iv. A copy of a current medical license:

Clinical Teaching Role - A current medical license is required in the state of clinical activity in which the affiliated faculty member is involved in a UNECOM teaching role that involves direct patient care and/or supervision.

Didactic Teaching Role - A current U.S. medical license is required for all affiliated clinical faculty members involved in a UNECOM teaching role.

- e. The nomination and review of a completed appointment application will be processed through the UNECOM Office of Faculty Development.
- f. Reviews for reappointment are conducted every three (3) years.

- g. Non-tenure affiliate clinical faculty members are not required to engage in research or scholarship, except for those seeking appointment or promotion to Affiliate Clinical Professor. Teaching, service, and patient care criteria (section III) will be considered in decisions for reappointment or promotion.
- h. The faculty member may initiate a review for promotion by submitting:
 - i. A cover request letter addressed to the Director of Faculty Development. The letter should include information supporting request for promotion.
 - ii. A current CV
 - iii. A professional portfolio
- i. Promotion requests and review will be processed through the Office of Faculty Development.
- j. Promotion to Affiliated Clinical Professor (full professor) is not granted automatically for time served or satisfactory performance. Rather, promotion is considered for faculty members who have demonstrated their potential for excellence and long-term contributions to the local institution, their profession nationally and the College of Osteopathic Medicine.
- k. For promotion to Affiliated Clinical Professor, the Associate Dean of Educational Programs and the Director of the Office of Faculty and Professional Development 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. The committee may seek outside review within the scholar's field.

II. Affiliated Clinical Faculty Rank (non-tenure)

- a. **Affiliate Clinical Instructor:** A faculty member with a doctorate or other appropriate professional degree and/or graduate training that has less than three (3) years of teaching experience in the appropriate field. There is no possibility for promotion to Assistant Clinical Professor in absence of a graduate degree. This rank level shall be given to physicians who are not board certified. A resident PGY-II or greater may hold this position.
- b. **Affiliate Assistant Clinical 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, clinical or field settings, and/or providing service with usually more than three (3) years of teaching experience.
- c. **Affiliate Associate Clinical 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, clinical 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 Affiliate Assistant Clinical Professor.
- d. **Affiliate Clinical 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, clinical 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 Associate Clinical Professor.

III. Review Criteria for UNECOM Affiliated Clinical Faculty

The following are the criteria for appointment, reappointment, and promotion that apply equally to affiliated faculty members in UNECOM and the NEOMEN Residencies. The criteria areas are Teaching, Service, Patient Care, and Scholarship/Research (needed for full Professor).

1. Teaching

Affiliated clinical faculty carry out the educational mission of the College of Osteopathic Medicine using a variety of teaching strategies that foster learning and result in professional knowledge, attitudes, and skills. Teaching is the keystone for review of faculty in academic medicine; however, the teaching load is not universal across all faculty members. Teaching excellence should be the hallmark of affiliated clinical faculty engaged in the academic mission.

Teaching in academic medicine comprises activities from three primary areas: 1. Didactic teaching of learners (e.g., lectures, small group facilitation, laboratory instruction, continuing education courses, grand rounds, professional development programs); 2. Clinical teaching and mentorship (e.g., teaching in the clinic or hospital including clinical precepting, bedside teaching, bedside simulations); 3. Teaching leadership role (e.g., residency or fellowship director, course or seminar). The role of teaching may include lead teacher role, giving and receiving instructional feedback, staff development, educational research project, capstone course, role modeling, mentoring, interdisciplinary collaboration, staying current in focused area of teaching expertise, participating in continuing education offerings.

Criteria: Faculty members engage in teaching activities that benefit the College, University, profession, and/or society. The faculty member should examine the quantity and quality of the teaching endeavor:

- **Evidence of Quality:** (e.g., success of teaching) Include summarized learner ratings; peer observation/review; course director ratings; peer letters of support; outcome indicators (learner performance); awards for teaching.
- **Dimensions of Breadth:** (e.g., diversity of teaching) Include different levels or types of learners; different courses; different styles/formats of teaching or evaluation; old versus new curriculum; internal versus external teaching.
- **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.

Teaching Products or Exhibits: Teaching products or exhibits exemplify the quality, breadth and quantity of teaching experience.

- a. Examples of syllabi, modules, and lesson plans including objectives/learning outcomes
- b. Teaching and Examination materials
- c. Evaluations: Student-evaluations summaries; Peer evaluations and letters of support; Honors or recognitions for teaching contributions
- d. Case vignettes development
- e. Local and national awards for teaching or mentoring
- f. Local, national and/or international awards related to medical education or educational scholarship
- g. Local leadership role in education
- h. Invited or peer-reviewed presentation in the field of clinical or educational expertise
- i. Invitations to speak and teach locally about education, including outside the candidate's department
- j. Contributions to local professional educational organizations

- k. Selection for participation in limited enrollment training programs for educators
- l. Leadership role in regional and national courses related to education
- m. Invitations to speak nationally or internationally on issues related to educational expertise
- n. Serving as a consultant nationally or internationally on issues related to development of medical educational programs or on educational methods, policy or assessment

Examples of Teaching Expertise Across Ranks:

Affiliate Clinical Instructor. The Affiliate Clinical Instructor is an entry-level appointment for those who do not meet the criteria of higher ranks.

Affiliate Assistant Clinical Professor. The Affiliated Assistant Professor who is a physician must be board eligible and have usually more than three (3) years of previous experience in teaching. The assistant professor should provide evidence that s/he is performing at a competent level and is working towards excellence in teaching. 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); s/he may also participate in the development of educational methods, policy statements, and/or assessment tools.

Affiliate Associate Clinical Professor. The candidate for appointment or promotion to Associate Professor should provide evidence of excellence in teaching and usually has more than nine (9) years of teaching experience. They should have strong teaching evaluations from students and faculty, with colleagues who request assistance in peer observations and improving instructional effectiveness. The candidate may begin tracking the number and stature of trainees upon whom s/he had a major influence, including feedback from trainees and publications with trainees. An associate professor with primary responsibility in teaching develops sound teaching methods, curricula, educational policy or assessment tools. These curricular materials could have the opportunity for regional or national adoption. The associate professor will examine the success of programs developed or innovations to existing programs.

Affiliate Clinical Professor. The candidate for appointment or promotion to full Affiliated Clinical Professor must show continued excellence in teaching as reflected in student and peer evaluations teaching and usually has more than twelve (12) years of teaching experience. S/he should show capabilities in curriculum development in addition to excellence in teaching. A full professor with primary responsibility in teaching is teaching/lecturing nationally and/or internationally about issues related to education. Innovation in classroom teaching methods may be adopted nationally and, in some cases, internationally. The full Professor shows increasing and sustained national and, in some cases, international leadership role related to education in a professional society.

2. Service

Affiliated Clinical Faculty members participate in the mission of the College of Osteopathic Medicine through service to the College, University, the community and the profession.

Criteria: As faculty members advance through the professional ranks, they are expected to exhibit an increasing record of service in their professional area of performance. Meritorious service on the part of faculty members should include frequent periods of active engagement at all levels, and the impact of such service is expected to increase as faculty member moves up in rank.

- **Evidence of Quality:** (e.g., success of service) The effectiveness of the faculty member's work in those roles, the impact of such service and the appropriateness of the service record given the faculty member's career stage.

- **Dimensions of Breadth:** (e.g., diversity of service) The service performed, including the academic importance of service roles the faculty member has filled.
- **Evidence of Quantity:** (e.g., amount of service) The time spent on conducting committee (or other service) business. Significant service need not be continuous, but it should appear in a balanced record over time, generally extending beyond a single review period.

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 institutional business
- Serves on institutional ad hoc committee
- Participates on a clinical agency committee or task force to develop solutions to patient care problems
- Maintains membership or holds office in local, state, national, regional, or international professional organizations
- Serves on community task force or committee to address health policy concerns
- 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 institutional faculty/staff meetings

Evidence of service might include:

- Descriptions of duties and responsibilities on committees
- Program and thank you note from a community function where you were leader or speaker
- Testifying (oral or written) regarding a policy change
- Organizing a community event
- Serving on a community or association Board of Directors (letter, Web page, photo)
- New department proposal (report)
- Response to presentation to community organization
- Testimony on a specific issue to city council, legislative committee, e.g., health policy change
- Honor or recognition for service
- Participation and/or leadership role in community or professional organization

Examples of Service Across Ranks:

Affiliated Clinical Instructor. The local institution benefits from the involvement of its affiliated clinical faculty members.

Affiliated Assistant Clinical Professor. The college and the home institution benefits from the involvement of its affiliated clinical faculty. An affiliated clinical assistant professor is normally expected to provide service at the *local level* of the department, for example, by serving as an advisor or as a member of a search or admissions committee. Service at the institutional level is relatively rare for Assistant Professor, but, when it occurs, it is most appropriate for the service to be on committees that do not have intensive and prolonged time demands.

Affiliated Associate Clinical Professor. Affiliated Associate Clinical Professors are expected to serve their department, the institution and, potentially, the college. For example, the affiliated associate professor may serve as chairs and directors as well as through membership on standing committees and ad hoc committees. It is also expected that faculty in the Associate Professor ranks give time to their profession through service at the state, region or national level. Associate Professors often serve as elected or appointed officers of professional societies or associations.

Affiliated Clinical Professor. At the level of Affiliated Clinical Professor, the expectations increase to include all of the categories initiated in the lower ranks, including leadership at all levels of service. Full Professors are expected to offer *frequent* and *broadly distributed* service to multiple constituencies within the academic community. Service on certain high impact committees requiring senior faculty is expected. In addition, a faculty member at the full Professor level is expected to serve on institutional committees when appointed or invited.

3. Patient Care: Clinical Expertise and Innovation

Clinical Expertise and Innovation comprises activities related to health care expertise and innovation in patient care. Clinicians carry out the clinical and administrative missions of their institution and the College of Osteopathic Medicine, using professional knowledge, attitudes, and skills to provide direct care or to advance clinical and organizational systems. Clinical Expertise and Innovation occurs when faculty (educator, researcher practitioner) builds a reputation as a practitioner, innovator, and mentor in the health care field.

Criteria: Faculty engages in clinical care and innovation that 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 the practice and the health care system. As a *Clinician*, one might see movement from caring for simple cases and well-persons' health management to management of more complex health problems, from managing individual cases to managing larger client groups, and from influencing one's individual clients to influence on clinical practice policies in specific agencies and social health practice policies.

Examples/Evidence/Products of Clinical Expertise and Innovation: Clinicians may be recognized through examples such as the following exhibits:

- a. Colleague Review
- b. Quality Service Ribbons
- c. Clinical Improvement Ratings (CIR)
- d. Ongoing Professional Performance Reviews (OPPE)
- e. Focused Professional Performance Reviews (FPPE)
- f. Recognition for expertise -- serving as clinically oriented task force, consultant
- g. Obtaining certification in area of specialty, receipt of honors/awards/recognition for excellence in specialty (Diplomat/Fellow)
- h. Invitations to speak locally, regionally and nationally on issues related to area of clinical expertise
 - i. Role in local professional organizations related to clinical expertise, including participation as a speaker in courses and program development
 - j. Invitations to participate locally in the development of guidelines/protocols for quality improvement or management in area of clinical expertise
 - k. Service on regional and/or national committees developing guidelines and policies for management in area of clinical expertise
 - l. Membership on editorial boards in area of clinical expertise
 - m. Peer-reviewed funding to support innovations that influence clinical practice locally
 - n. Peer-reviewed funding to support innovations that influence clinical practice regionally, and most often nationally
 - o. Local, regional or national awards for contributions and/or innovation in the area of clinical expertise

Examples of Clinical Expertise and Innovation Across Ranks:

- **Affiliated Clinical Instructor.** Affiliated clinical instructor is expected to provide continued clinical care and should be actively teaching in the clinical field.
- **Affiliated Assistant Clinical Professor.** Affiliated assistant clinical professor is expected to provide continued clinical care, may be recognized as a clinical expert who influences the clinical practice and should be actively teaching in the clinical field. For example, the clinician plays a key role in the development of development or local adoption of innovative health care approaches, applications of technology to clinical care and/or in developing models of care delivery. The individual has a strong local reputation as a clinical expert and may hold local clinical leadership roles. The assistant clinical professor may assist with the creation of a novel interdisciplinary clinical service and play a key role in development and local implementation of practice guidelines for care or to prevent medical errors.
- **Affiliated Associate Clinical Professor.** Affiliated associate clinical professor is expected to provide continued clinical care, builds a strong regional and/or national reputation as an independent expert who has influenced a clinical field and should be actively teaching in the clinical field. The associate professor participates in the development of innovative approaches to diagnosis, treatment or prevention of disease, applications of technologies and/or models of care delivery that influence care at a regional, and most often national, level. Examples of activities (many others are possible) include the development of: a clinical care model, practice guidelines, or an innovative application of an existing technology.
- **Affiliated Clinical Professor.** After sustained practice at the associate clinical professor level in areas of teaching, service and patient care, an experienced clinician may be promoted to full Affiliated Clinical Professor. The full Affiliated Clinical Professor should have a sustained national and/or international reputation as a leader and innovator in a clinical field; expertise must be demonstrated through scholarship that impacts the health care profession; must have a significant influence on practice in the clinical field as a result of his/her teaching, scholarship and innovation.

4. Scholarship

Senior affiliated clinical faculty members contribute to the mission of the College of Osteopathic Medicine through their scholarly voice. In recognition of diverse faculty in medical education, COM takes a broad view of scholarship while still demanding excellence. The COM recognizes an expanded view of scholarship originally codified by Boyer in 1997 including four types of scholarship: discovery, integration, application and the scholarship of teaching.

Criteria: 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 or promotion, 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/applied project, dissertations, or summaries of work in progress), it is incumbent upon candidates to demonstrate that their endeavors constitute scholarship as defined above.

- **Evidence of Quality:** (e.g., success of scholarship) Include diversity of peer-reviewed and disseminated scholarly activities/endeavors; awards for scholarly contributions; publication of

first or second authorship; citations of published work; and invited or competitive scholarly presentations.

- **Dimensions of Breadth:** (e.g., diversity of scholarship) Include different levels or types of scholarly activities/endeavors.
- **Evidence of Quantity:** (e.g., amount of scholarship) Include number of scholarly activities and endeavors.

Examples of scholarship may include, but are not limited to:

- a. Scholarly writing including commentaries, editorials, and review of literature as well as medical literature such as clinical guidelines and summaries
- b. Review of grant proposals, books, chapters, journal manuscripts, and conference proposals
- c. Community, College, or University presentation/paper on an issue
- d. Basic science and translational research
- e. Clinical research involving patients, e.g., case reports, case series and clinical trials
- f. 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
- g. Quantitative and qualitative research in medical education
- h. Development/implementation, conduct of studies, data collection and/or analysis of new or existing data; may make intellectual contributions to multicenter studies
- i. Development of new methods/technologies and/or novel applications of existing methods/technologies in basic science, clinical research, education, and social sciences and humanities
- j. Development of creative works such as poetry, prose, and original art

Evidence of meaningful scholarship might come in the form of:

- a. Invited or competitive scholarly presentations
- b. Honors or recognitions for scholarly contributions
- c. Publication in refereed journals or proceedings
- d. Publication of books or chapters in edited volumes
- e. Citation of candidate's published work
- f. Grant/contract awards
- g. Ongoing research leading toward dissemination and peer review
- h. Op-Ed piece in community newspaper
- i. Published creative works such as poetry, prose, and original art

Scholarship in the clinical arena may take varied forms:

- Publication of first or second authorship of original research, reviews and/or chapters related to area of clinical expertise; may include publication of research that assesses the effectiveness of innovative approaches to clinical care
- Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted locally
- Commentary written about the health care field

Examples of Scholarship Across Ranks:

Affiliated Clinical Instructor, Assistant Professor and Associate Professor. Individuals at this rank are not required to have a scholarly record. If the individual plans to seek rank of full Professor, the following guidelines apply:

Affiliated Assistant Clinical Professor. The Affiliated Assistant Clinical Professor begins the development of a scholarly voice and should provide evidence of scholarly work that has or will be disseminated and peer reviewed. 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 may seek initial funding through small grants from foundations and national agencies.

Affiliated Associate Clinical Professor. The Affiliated Associate Clinical Professor may have a program of scholarship that is focused and shows sustained productivity. The faculty member should be publishing in peer-reviewed journals. They should have regular presentations at national and international meetings within the discipline and/or in medical education. The Affiliated Associate Clinical Professor will continue to apply for funding from granting agencies. The scholarly program should begin to broaden and may include collaborations with colleagues.

Affiliated Clinical Professor. The Affiliated Clinical Professor must show excellence and leadership in a scholarly program that has shown an increase in depth and breadth. The scholarship should show a continued strong focus with an increase in the complexity of the research. The full Affiliated Clinical Professor will have a national and international reputation as evidenced by presentation at national and international conferences. This faculty member is committed to training future scholars through undergraduate and graduate programs and will also be serving as a mentor to junior faculty. These accomplishments are clear from evaluations from peers within the UNECOM faculty as well as from the peers in the faculty's discipline outside of UNE.

Faculty-Appointment Termination:

Each NEOMEN site will send notification of faculty members who, for whatever reason, are no longer teaching within the residency. Notification should be made to the Central Office. Upon notification, NEOMEN will remove the person from the list of approved faculty at that site.

Approved Board of Governors February 2012

APPENDIX A

For Non-Tenured UNECOM and NEOMEN Affiliated Clinical Faculty Appointment, Reappointment, and Promotion Process

Items Required:

1. Nomination Letter from a current UNECOM faculty member, a Regional Assistant Dean, the ODME of a NEOMEN residency, a COM department chair, a COM Associate Dean or the Dean.
2. Appointment Application Form must be completed and **signed** by each faculty member seeking appointment.
3. **Current** CV with "**Teaching Activities**" section.
4. Copy of current state medical license.

Note:

- CV Template showing a "Teaching Activities" section can be provided for your review (please see page 4 of CV). This CV is for example only. We do not expect each candidate to reformat their CV, but it is important to be current and include the "Teaching Activities" section.
****Sample nomination letter, appointment application, and template CV are available electronically from the Office of Faculty Development.**

Details:

Nomination Letter. This should be a letter in support of the applicant's nomination from a current UNECOM faculty member. It should state how the applicant interacts with our students as well as the quality of the nominee's teaching abilities. It should be addressed to the Director of Faculty Development.

Appointment Application. Must be completed and **signed** by each faculty member requesting/nominated for appointment.

Current CV. Each faculty nomination must have a **current** CV. There are times that an older CV is submitted or the CV that is submitted does not contain a "teaching" section that references experience supporting an academic appointment. Show a specific category on your CV that is entitled "Teaching Activities" and outline how and in what areas you teach UNE students and/or residents (CV example attached - "Teaching Activities" is on page 4).

Copy of Current State Medical License. Please make sure it is current and valid in the state in which you are teaching UNE medical students and/or residents.

Common Mistakes and Reasons Faculty Appointments May Be Held Up:

- **CV not current**
 - Address not current
 - Most recent activities not updated
 - No "Teaching Activities" section

Questions and application submissions can be sent to the Director, UNECOM Faculty Development, 11 Hills Beach Road, Biddeford, ME 04005. You may contact the Faculty Development Office support staff, Lisa Bean, at lbean1@une.edu, Phone (207) 602-2648, Fax (207) 602-5908.

2/2012