

**COLLEGE OF OSTEOPATHIC MEDICINE AND HEALTH SCIENCES**  
granting of promotion and tenure within the faculty of the College  
COM) The COM consists of faculty with diverse backgrounds and va  
The purpose of this document is to develop a process which will all  
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 Handbook and can be found in the Faculty Handbook, Section Two.

### **B. UNECOM Faculty Classifications**

#### **1. Tenure Track UNECOM Faculty**

- a. Tenured positions within UNECOM adhere to all RPT policies as presented in the UNE Faculty Handbook [Section Two. II] with specific criteria for each area listed in Section II of 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 UNECOM Faculty**

- a. Non-tenured positions within UNECOM adhere to RPT policies as



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
- 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:

- Assistant Professor:** The Assistant Professor should provide evidence that s/he is performing at a competent level and is 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); s/he may also include development of educational methods, policy statements, and/or assessment tools.
- 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. These curricular materials could have the opportunity for regional or national adoption. 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.
- 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 s/he had a major influence, including feedback from trainees and publications with trainees.

B. ~~Signature~~

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
- Development/implementation, conduct of studies, data collection and/or analysis of new or existing data; may make intellectual contributions to multicenter studies
- 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
- Ongoing research leading toward dissemination and peer review
- Attendance at routine continuing education for maintenance of certification or or staying current in one's area of expertise is not considered scholarship

3. Examples of Scholarship Across Ranks:

- a. **Assistant Professor:** The Assistant Professor begins the

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.

- b. **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 international meetings within the discipline.

- 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 meetings
- Review of grant proposals or books

2. 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
- Of organization

(r)5 (n)TJOC Ofw 324 Tc 0.g.,zi-2 2 Tc -0egatag po .0 Tw.21 0h

- b. **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.
- c. **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.

#### **D. Clinical Domain**

The College of Osteopathic Medicine recognizes the clinical domain as a separate category from the traditional categories of teaching, scholarship, and service. Clinicians carry out the clinical and administrative missions of the College of Osteopathic Medicine. Clinical Expertise comprises activities related to patient care, healthcare delivery, bedside education, and clinical research.

##### 1. Criteria:

- a. **Faculty engages in clinical care 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 clinical practice and the delivery of healthcare.** As a *Clinician*, 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.
- b. Faculty engages in clinical teaching and mentorship (e.g. teaching in the clinic or hospital including clinical precepting, bedside teaching)
- c. Faculty may engage in clinical research involving patients, e.g., case reports, case series, and clinical trials
- d. 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)



2. Process or



Subcollege RPTC not adhere to this timeline for selecting a



<b>Non-Tenure Track Classifications</b>	
<b>Deadline</b>	<b>Action</b>
March 1	Dean informs candidate of required review for reappointment and/or tenure, or eligibility for promotion to associate level, or promotion to professor level.
May 1	<ol style="list-style-type: none"> <li>1. Candidate declares their intent to apply for promotion in writing to their chair/director and dean. If a candidate wishes to be considered for promotion from the associate level to professor level, they must submit a petition to their chair/director and dean.</li> <li>2. Candidate submits the names of three UNE COM Faculty members to their Department Chair for Subcollege RPTC consideration.</li> </ol>
May 15	<ol style="list-style-type: none"> <li>1. The dean will send a list of candidates to the College RPT Committee and Provost</li> <li>2. The Department Chair will inform the candidate of the final composition/P ✗</li> </ol>

