

**COLLEGE OF OSTEOPATHIC MEDICINE
COLLEGE RPT STANDARDS**

**University of New England College of Osteopathic Medicine
Approved by COM Faculty Assembly March 27, 2024**

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 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 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:

Criteria

- i. Non-tenure track clinical or teaching professor faculty are not required to engage in research or scholarship. In these cases, decisions for reappointment or promotion will be based on the percent effort in assigned academic areas as stated in the Personal Responsibility Agreement (PRA). Any scholarship/scholarly activity included above and beyond what is delineated in the faculty member's PRA can be considered in the RPT process.
- ii. 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).

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. **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 from two primary areas:

- 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.

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. 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
- 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 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.

- 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. 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.
- c. **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 international reputation as evidenced by presentation at national and international conferences. The candidate is committed to training futures scholars through undergraduate and graduate research programs. The candidate will also be serving as a mentor to junior faculty. These accomplishments are 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.

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 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
- 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

3. Examples of Service across Ranks:

- a. **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.

- 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 Strategy Examples/Evidence/Products of Clinical Expertise

- Up to date board certificate in specialty of practice
- Up to date medical license
- 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)
- Invitations to speak locally, and in many cases regionally & nationally, on issues related to area of clinical expertise
- Role in local professional organizations related to clinical expertise, including participation as a speaker in courses and program development
- Invitations to participate locally in the development of guidelines/protocols for quality improvement or management in area of clinical expertise; Service on regional, and most often national, committees developing guidelines and policies for management in area of clinical expertise
- Service as peer reviewer for clinical journals; Membership on editorial boards in area of clinical expertise
- Peer-reviewed funding to support innovations that influence clinical practice locally; Peer-reviewed funding to support innovations that influence clinical practice regionally, and most often nationally
- Local, regional or national awards for contributions and/or innovation in the area of clinical expertise

3. 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 healthcare field.

4. Examples of Clinical Expertise across Ranks:

- a. **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 and bedside teaching. The candidate may hold local clinical leadership roles including operations level committees such as

quality assurance, and/or participate in but not lead clinical research projects.

- b. **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 strong regional, and most often national, reputation as an expert and should be actively teaching in the clinical field. The candidate should be developing curricula in clinic based education such as clerkships or specific topics. 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. They may lead clinical research projects and mentor students in clinical scholarship.
- c. **Professor:** Candidates for professor should have a sustained national, and in many cases international, reputation as a leader and innovator in a clinical field. Expertise must be demonstrated through scholarship, leadership in healthcare systems and/or policy development, high level curricular design. The candidate may be mentoring faculty in clinical teaching and scholarship.

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 by March 1st if they are to be candidates for RPT and are required to submit a portfolio by the following September 1st
- b. By May 1st, 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. The Department Chair will inform the candidate of the final composition of the Subcollege RPTC by May 15th.
- d. Subcollege RPTC members will select a chair of their committee by June 1st and send this information to the COM Dean's office. Should the

Subcollege RPTC not adhere to this timeline for selecting a chair, the COM Department Chair will appoint a chair by this date.

- e. All Subcollege RPTC members, tenure or non-tenure must be at the rank of Associate Professor or Professor.
- f. At least one Subcollege RPTC member for tenure track faculty must be tenured faculty member.
- g. At least one Subcollege RPTC member for candidates in Clinical Departments must be from clinical departments.
- h. The committee will follow the procedure outlined in SECTION THREE (Reappointment, Promotion, and Tenure Guidelines) and Attachment 2 of the Faculty Handbook.

2. Level II Review: UNECOM Department Chair

As outlined in SECTION THREE and Attachment 2 of the Faculty Handbook.

3. Level III: UNECOM RPT Committee

As outlined in SECTION THREE and Attachment 2 of the Faculty Handbook.

4. Level IV: UNECOM Dean

As outlined in SECTION THREE and Attachment 2 of the Faculty Handbook.

ATTACHMENT 2 - EXCERPT

University Timeline for Annual Reviews and the RPT Process

Tenure Track Classifications	
Deadline	Action
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	<p>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.</p> <p>2. Candidate submits the names of three UNE COM Faculty members to their Department Chair for Subcollege RPTC consideration.</p> <p>3. Names for external reviewers shall be submitted to the dean for tenure review and promotion.</p>
May 15	<p>1. The dean will send a list of candidates to the College RPT Committee and Provost</p> <p>2. The Department Chair will inform the candidate of the final composition of the Subcollege RPTC</p>
June 1	Subcollege RPTC members will select a chair of their committee
	<i>MORE- See handbook</i>

Non-Tenure Track Classifications	
Deadline	Action
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	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. 2. Candidate submits the names of three UNE COM Faculty members to their Department Chair for Subcollege RPTC consideration.
May 15	1. The dean will send a list of candidates to the College RPT Committee and Provost
	2. The Department Chair will inform the candidate of the final composition of the Subcollege RPTC
June 1	Subcollege RPTC members will select a chair of their committee
	<i>MORE- See handbook</i>

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. Considerations for Promotion in Rank to Associate Professor or Professor

The criteria for promotion to Associate Professor and the granting of tenure are outlined in Section 3, III, A of the UNE Faculty Handbook.

The criteria for promotion to Professor are outlined in Section 2, III, B of the UNE Faculty Handbook. Promotion to Professor is the ultimate promotion for faculty at UNE. This rank requires excellence in all areas of teaching, scholarship and service. There is an expectation that there is an increase in the level and complexity of a faculty member's scholarship and service at the rank of Professor. Thus, faculty in the non-tenure tracks must show accomplishment in all areas to receive this honor.

D. 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.

E. 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. Given the diverse nature of scholarship within the College it is valuable to seek outside review within the scholar's field. If the candidate's portfolio offers evidence of scholarship then an external review is required. By June 1, the candidate will submit the names of at least three 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. Names of collaborators (including co-authors) within the last three years should not be submitted. The Department Chair will select two of the three 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 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.