

**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

- 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.

## **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 (6<sup>th</sup>) 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



- 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.

**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:

- a. Serves on standing committee or academic council, either by election or appointment, in order to conduct institutional business
- b. Serves on institutional ad hoc committee
- c. Participates on a clinical agency committee or task force to develop solutions to patient care problems
- d.

**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:**

## 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

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 f 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](mailto:lbean1@une.edu), Phone (207) 602-2648, Fax (207) 602-5908.