

## Guidelines for Reappointment, Promotion and Tenure in the College of Osteopathic Medicine—UPDATED 10.17.22

### I. Operating Guidelines of the Committee

- A. The Advisory Committee on Promotion and Tenure shall be a standing committee of the college.
- B. Unless otherwise stated, the Advisory Committee on Promotion and Tenure shall be in accordance with the Bylaws of the College of Osteopathic Medicine-Michigan State University regarding standing committees of the college.
- C. The committee shall meet at the beginning of each academic year (Fall) to elect a chairperson, to review all operating documents of the committee, and to conduct any business before the committee. Thereafter, the committee shall meet on an as-needed basis.

### II. Purpose

The purpose of the Advisory Committee on Promotion and Tenure is to advise the dean of the college by:

- A. Reviewing departmental recommendations for reappointment, promotion or tenure to the faculty ranks cited in Section V of this document.
- B. Reviewing and recommending the appropriate rank and tenure status of prospective faculty appointees for faculty ranks cited in Section V of this document.
- C. Recommending minimum criteria for reappointment, promotion or appointment to faculty ranks cited in Section V.
- D. Reviewing for completeness and compliance with established college and university policy materials submitted by departments on behalf of candidates seeking promotion or tenure. (P & T Packets)
- E. Commenting on issues related to the promotion of faculty or faculty interested in entering the tenure system of the college.

While not an appeals body, the committee may comment upon and review matters of controversy related to promotion and tenure.

### III. Committee Composition

Each department of the College of Osteopathic Medicine shall nominate one of its tenured faculty at the associate professor or professor rank to the Advisory Committee on Promotion and Tenure. In addition, those departments that have

Health Programs appointment system faculty shall nominate one such person; departments with non-HP fixed-term faculty shall also nominate one candidate in years in which the committee has a vacancy in that position. The elected membership of the Advisory Committee on Promotion and Tenure shall be comprised of nine faculty at the level of associate professor or professor. The composition will include four tenured faculty and five fixed-term faculty meeting the following criteria. The four tenured faculty will include one clinically active professor, one research focused professor, and two researchers (either PhD or dual degree such as DO/PhD or DO/MS). The five fixed-term faculty will include two professors, two clinically active faculty and one nonclinical faculty. Each department with faculty so qualified shall nominate members of its faculty during years when position vacancies occur. The college shall construct a ballot that is stratified by academic rank, appointment system and primary focus of work; those candidates receiving the highest number of votes shall be elected to the committee provided the above committee composition. Members shall serve two-year terms and may be reelected. The dean of the College may appoint up to two additional members to the committee to assure a representative body of the faculty, in particular women and minorities. In matters related to the granting of tenure, only tenured faculty on the committee may vote; in matters related to promotion to professor, only professors on the committee may vote.

#### IV. Committee Chairperson

The Chair and Vice-Chair of the committee shall be elected from the membership of the committee at its first meeting of each academic year. The Chair shall be a tenured professor.

#### V. Faculty Rank

Promotion or reappointment to the following faculty rank/titles are recognized as coming under the scope of the committee:

##### A. Tenure system faculty (reappointment or promotion)

1. Professor
2. Associate Professor
3. Assistant Professor

##### B. Faculty appointed under the Health Programs appointment system (promotion)

1. Professor
2. Associate Professor

C. Non-HP fixed term faculty (promotion)

1. Professor
2. Associate Professor

D. Research faculty (promotion)

1. Professor
2. Associate Professor

VI. RPT REVIEW PROCESS

- A. Timeline: Completed applications for promotion and tenure are due to the college by the first working day of January. Tenure system reappointment applications are due the first working day of January.
- B. Department/Unit level review: Each department/unit shall review candidates based on departmental review procedures according to Unit's bylaws regarding Promotion and Tenure. A letter from the department RPT committee shall become part of the dossier.
- C. College level review: The College RPT Committee is advisory to the Dean. Recommendations made by the committee will be based on department/unit recommendations and taking into consideration the college level criteria and department expectations. A letter from the COM RPT committee shall become part of the dossier. The Dean shall make the final recommendation to the University.

VII. General Guidelines for Applications of RPT

- A. Faculty listed in Section V will be judged under the following general categories:
  1. Tenure system faculty/Fixed-term non-HP non-clinician faculty (using Academic Human Resources Form D) will provide evidence of accomplishments in:
    - a. Teaching
    - b. Scholarly Activity and Research
    - c. Service and Outreach
  2. Health Programs appointment system faculty/Fixed-term non-HP faculty with predominantly clinical responsibilities (using Academic Human Resources Form HP-D) will provide evidence of accomplishments in:
    - a. Patient Care Services

- b. Clinical and Preclinical Teaching
  - c. Scholarly Productivity and Research
  - d. Institutional Service
- B. Evidence of periodic unit and peer review by a department committee or equivalent is required for all promotion and tenure applications. For consideration of promotion or tenure within the tenure system, evidence of accomplishment in all categories must be presented. Time in rank or years of service is a necessary but not a sufficient condition for promotion or tenure. Clinical activities, particularly direct patient care services, are seen as important to the role of individuals who hold the D.O. or M.D. degree; however, evidence of accomplishment in the general categories listed above is a necessary condition for promotion and tenure. Likewise, it is to be noted that those individuals who are engaged in administration as their major responsibility for the college shall still show evidence of accomplishment in the areas cited in Section VII A. Promotion to associate professor should be based on evidence of accomplishment in the three categories listed in Section VII A. In addition, promotion to professor requires strong evidence of national or international peer recognition in the scientific or clinical discipline of the candidate. Tenure system faculty and non-Health Programs fixed-term non-clinician faculty shall be evaluated according to guidelines of their academic unit. Persons hired under the Health Programs faculty appointment system and non-Health Programs fixed term faculty with predominantly clinical responsibilities are to be evaluated according to [the Form HP-D instructions](#) (“Health Programs Recommendation for Promotion”) guidelines for evaluation. For purposes of evaluation the following subdivisions of the general categories should be considered:
- 1. Teaching
    - a. Pre-clinical teaching
    - b. Clinical teaching (clerks, interns, resident, and fellows)
    - c. Other teaching (undergraduate, graduate, postgraduate, continuing medical education [CME], lifelong learning students)
    - d. Advising
  - 2. Scholarly Activity/Research
    - a. Basic research
    - b. Clinical research
    - c. Theoretical or other scholarly activities
  - 3. Service/Outreach
    - a. Departmental, college, university, community, state, national, and international activities.

- b. Clinical and clinically related activities at the college, university, community, state, national, or international level.

C. General Expectations for all faculty of the College of Osteopathic Medicine

1. Teaching, Clinical and Pre-clinical Teaching:

Includes preclinical, clinical (clerks, interns, residents, fellows), undergraduate, graduate, postgraduate, continuing medical education, lifelong learning and advising. Evidence of teaching excellence may include but is not limited to special recognition at the departmental, college (to include student-initiated awards), university, local, state, national, or international level, and assessment as an effective teacher by learner evaluation and by colleagues and other faculty.

2. Scholarly Activity Scholarly Productivity and Research:

Includes foundational science research, clinical research, and theoretical activities. Evidence of excellence in scholarly activity may include, but is not limited to research abstracts, conference presentations, published peer-reviewed manuscripts, external and/or internal research funding, letters of support from outside the university or recognition by senior colleagues for independent and original thinking.

3. Service, Outreach, and Institutional Service:

Includes departmental, college, university, community, state, national and international activities. All faculty of the College of Osteopathic Medicine are expected to engage in activities that address community or societal needs. These may be activities that foster public benefit beyond one's own professional boundaries. This can be demonstrated by committee membership, committee leadership, program development, program conferences, consultation, and other activities generally considered to be outside one's professional sphere. These activities may include interaction with other universities, societies, business, or government and may be performed at the local, state, national, or international level. They may be sponsored by a department, college, university, or non-university organizations. Service can also be activities that address direct patient care. Examples of outreach/service also include non-teaching direct patient care services, or participation in credit or non-credit instructional activities such as CME, certificate programs, community programs, or extension programming.

All faculty of the College of Osteopathic Medicine are expected to participate in the ongoing functioning of the department to which they are assigned. This

includes committee membership at the departmental, college or university level. It may include some administrative responsibilities in clinical settings (hospital, ambulatory clinic, etc.).

#### 4. Ethical Responsibility

All faculty of the College of Osteopathic Medicine are expected to adhere to the highest standards of professional conduct and ethics. In matters of scholarly inquiry, they are expected to be intellectually honest in all phases of the inquiry process. They are expected to follow methods identified as appropriate by their discipline in question design, data initiation, gathering, analyzing, and reporting. All persons engaged in patient service shall conduct themselves at all times in a professional manner and engage only in acceptable medical treatments and regimens. All faculty of the college are expected to conform to legal, professional, and university codes, policies and regulations that govern scholarly endeavors and clinical practice as well as the American Osteopathic Association ethics statement approved by the faculty.

#### 5. Diversity Equity and Inclusion

According to the [University Philosophy and Guiding Policies on Faculty Tenure and Promotion](#) and [University Guide for RPT](#): Because DEI are core values of Michigan State University, candidates should detail their DEI efforts, providing evidence of their activities and accomplishments in the context of research/creative activities, teaching, service, outreach, and engagement. Faculty should include evidence of their activities and accomplishments in DEI, as appropriate, when detailing information on relevant research/creative activities, teaching, and service in appropriate sections of their dossier. Faculty should describe how these efforts are interwoven and enhance all other areas of faculty accomplishment. Whenever applicable, faculty commitment to learning and engaging in DEI efforts will be recognized and considered in the RPT process. Certainly, scholars across campus engage in a myriad of research and teaching efforts, not all of which can incorporate DEI activities. Significant involvement in DEI efforts can be viewed as a metric for advancement. Examples of excellence in DEI are available from [Council of Diversity Deans](#).

#### D. Required Documentation

1. A minimum of four letters of reference are required for all faculty being considered for promotion (tenure system, Health Programs appointment system, and fixed term faculty) and tenure. The process for all faculty by which these letters are solicited shall be consistent with the university policy stated in the [Faculty Handbook](#).

- a. Letters for tenure system faculty will strictly follow the external letters policy as outlined in the [Faculty Handbook](#). Two letters are required from an external referee to be selected by the chairperson.
  - b. Letters for HP and fixed-term faculty will adhere to the [external letters policy](#) for proper letter structure, composition, and confidentiality as well as the process of (and materials provided for) solicitation. A minimum of four letters are required, three of which are from referees outside the primary department. Three of the letters are required from referees at or above the candidate's desired rank. Two letters are required from an external referee at or above the candidate's desired rank, and outside the university system, to be selected by the chairperson.
2. All applications must include a letter from the department Promotion and Tenure Committee or its equivalent.
- VIII. These guidelines shall be reviewed by a joint subcommittee of the Advisory Committee on Promotion and Tenure and the College Advisory Council every three years commencing in the 2015 academic year, or sooner if deemed necessary by these bodies.

## **Additional Information for Promotion of Tenure System, Health Programs (HP), Fixed-Term, and Research Faculty in the MSU-College of Osteopathic Medicine\*:**

*\*Note: all information presented here is to support (and should not conflict with) the MSU [COM Bylaws](#) or the MSU COM P&T guidelines regarding RPT. Additionally, this information aligns with the [MSU Faculty handbook](#).*

MSU-COM values all of its faculty, and in so doing has established policies and procedures regarding promotion to recognize the many efforts of our faculty, be they in educational, research, outreach, administration, and/or clinical and other service activities that are all vital to the continued success of anyone impacted by MSU-COM. In these pages and links, we have centralized a number of documents as well examples, to better assist faculty as they consider being recognized for their efforts. In addition, COM continuously seeks to provide growing opportunities for [professional development](#) and formalized [mentoring](#) for all COM faculty.

MSU-COM policies and procedures regarding RPT align with MSU [recommendations](#), excerpts of which have been included herein. Briefly, MSU-COM goals and policies align with MSU guidance, in that assessments of faculty performance should recognize the importance of both teaching and research and their extension beyond the borders of the campus as part of the outreach dimension. This assessment will take into account the quality of outcomes as well as their quantity; it will acknowledge the creativity of faculty effort and its impact on students, on others the University serves, and on the field(s) in which the faculty member works. In many cases, faculty demonstrate excellence through individual scholarly activities. Collaborative scholarly efforts, cross-disciplinary activities, and the integration of scholarship into the creation, application, and dissemination of knowledge are also recognized as relevant dimensions of faculty performance in COM.

Promotion to the following faculty rank/titles are recognized as coming under the scope of the COM Reappointment, Promotion, and Tenure (RPT) committee, click on the appropriate faculty rank to learn more.

### **Tenure system faculty promotion and tenure**

[TS Checklist](#)

[Associate Professor](#)

[Professor](#)

### **Fixed term non-HP faculty promotion**

[FT Checklist](#)

[Associate Professor](#)

[Professor](#)

### **Health Programs (HP) faculty promotion**

[HP Checklist](#)

[Associate Professor](#)

[Professor](#)

### **Research faculty promotion**

[Associate Professor](#)

[Professor](#)

### **Part Time Fixed Term faculty promotion**

[PT FT Checklist](#)

[Associate Professor](#)

[Professor](#)



## COM Tenure system faculty promotion to Associate Professor

[Note: also see MSU Tenure System Policies](#)

### Associate Professor

[As per MSU guidelines](#), a recommendation for promotion from assistant professor to associate professor in the tenure system should be based on several years of sustained, outstanding achievements in education and scholarship across the mission, consistent with performance levels expected for promotion to associate professor at peer universities. A reasonably long period in rank before promotion is usually necessary to provide a basis in actual performance for predicting capacity to become an expert of national and/or international stature and long-term, high-quality professional achievement.

Evidence of periodic unit and peer review by a department committee or equivalent is required for all promotion and tenure applications. For consideration of promotion or tenure within the tenure system, evidence of accomplishment in all categories noted below must be presented. Time in rank or years of service is a necessary but not a sufficient condition for promotion or tenure, with part-time appointments taken into further account in these considerations. Clinical activities, particularly direct patient care services, are seen as important to the role of individuals who hold the D.O. or M.D. degree; however, evidence of accomplishment in the general categories listed is a necessary condition for promotion and tenure. Likewise, it is to be noted that those individuals who are engaged in administration as their major responsibility for the college shall still show evidence of accomplishment in the same areas cited. All faculty of the College of Osteopathic Medicine are expected to participate in the ongoing functioning of the department to which they are assigned. This includes committee membership at the departmental, college or university level. It may include some administrative responsibilities in clinical settings (hospital, ambulatory clinic, etc.).

### **Ethical Responsibility:**

All faculty of the College of Osteopathic Medicine are expected to adhere to the highest standards of professional conduct and ethics. In matters of scholarly inquiry, they are expected to be intellectually honest in all phases of the inquiry process. They are expected to follow methods identified as appropriate by their discipline in question design, data initiation, gathering, analyzing, and reporting. All persons engaged in patient service shall conduct themselves at all times in a professional manner and engage only in acceptable medical treatments and regimens. All faculty of the college are expected to conform to legal, professional, and university codes, policies and regulations that govern scholarly endeavors and clinical practice as well as the American Osteopathic Association ethics statement approved by the faculty.

Tenure system faculty/Fixed-term non-HP non-clinician faculty will be judged by the RPT committee under the following general categories (using Academic Human Resources [Form on Progress and Excellence](#): according to the [instructions](#)). For purposes of evaluation the following general categories of teaching, Scholarly Activity/Research, and Service/Outreach; should be considered, and specific efforts noted to be Departmental, college, university, community, state, national, or international activities.

While promotion to associate professor should be based on evidence of accomplishment in the three categories listed below, promotion to professor additionally requires strong evidence of national or international peer recognition in the scientific or clinical discipline of the candidate.

*Note: Tenure system faculty and non-Health Programs fixed-term non-clinician faculty shall be evaluated according to guidelines of their academic unit.*

**Teaching:**

Evidence of teaching excellence may include but is not limited to special recognition at the departmental, college (to include student-initiated awards), university, local, state, national, or international level, and assessment as an effective teacher by learner evaluations and by colleagues and other faculty. These teaching efforts can include:

- a. Non-clinical teaching
- b. Clinical teaching (clerks, interns, residents, and fellows)
- c. Other teaching (undergraduate, graduate, postgraduate, continuing medical education [CME], lifelong learning students)
- d. Advising

**Scholarly Activity and Research:**

(Excerpted and adapted from the *MSU Appointment, Reappointment, Tenure, and Promotion Recommendations*) COM faculty must infuse progressive scholarship into the full range of their efforts. At MSU COM our faculty are expected to be both active scholars and student-focused educators, demonstrating substantial scholarship and ability to promote learning through our on-campus and off-campus education and research programs. The essence of scholarship is the thoughtful discovery, transmission, and application of knowledge, including creative activities, that is based in the ideas and methods of recognized disciplines, professions, and interdisciplinary fields. What qualifies an activity as scholarship is that it be deeply informed by the most recent knowledge in the field, that the knowledge is skillfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate, and criticism. Evidence of excellence in scholarly activity may include, but is not limited to, [letters of support](#) from outside the university or recognition by senior colleagues for independent and original thinking.

- a. Basic research
- b. Clinical research
- c. Theoretical or other scholarly activities

**Service and Outreach:**

All faculty of the College of Osteopathic Medicine are expected to engage in activities that address community or societal needs. These may be activities that foster public benefit beyond one's own professional boundaries. This can be demonstrated by committee membership, committee leadership, program development, program conferences, consultation, and other activities generally considered to be outside one's professional sphere. These activities may include interaction with other universities, societies, business or government and may be performed at the local, state, national, or international level. They may be sponsored by a department, college, university or non-university organizations. Service can also be activities that address direct patient care. Examples of outreach/service may include but are not limited to committee leadership, project or committee membership (local, statewide, national, and international) leadership position in professional organization, non-teaching direct patient

care services, or participation in credit or non-credit instructional activities such as CME, certificate programs, community programs, or extension programming. Also see [A Guidebook for Planning and Evaluating Quality Outreach](#)

**Diversity Equity and Inclusion:**

As per [University Philosophy and Guiding Policies on Faculty Tenure and Promotion](#) and [University Guide for RPT](#): Because DEI are core values of Michigan State University, candidates should detail their DEI efforts, providing evidence of their activities and accomplishments in the context of research/creative activities, teaching, service, outreach, and engagement. Faculty should include evidence of their activities and accomplishments in DEI, as appropriate, when detailing information on relevant research/creative activities, teaching, and service in appropriate sections of their dossier. Faculty should describe how these efforts are interwoven and enhance all other areas of faculty accomplishment. Whenever applicable, faculty commitment to learning and engaging in DEI efforts will be recognized and considered in the RPT process. Certainly, scholars across campus engage in a myriad of research and teaching efforts, not all of which can incorporate DEI activities. Significant involvement in DEI efforts can be viewed as a metric for advancement. Examples of excellence in DEI are available from [Council of Diversity Deans](#).

## COM Tenure system faculty promotion to Professor

[Note: also see MSU Tenure System Policies](#)

### Professor

General Guidelines: As per MSU guidelines, recommendation for promotion from associate professor to professor in the tenure system should be based on several years of sustained, outstanding achievements in education and scholarship across the mission, consistent with performance levels expected at peer universities. A reasonably long period in rank before promotion is usually necessary to provide a basis in actual performance to permit endorsement of the individual as an expert of national and/or international stature and to predict continuous, long-term, high-quality professional achievement.

Evidence of periodic unit and peer review by a department committee or equivalent is required for all promotion and tenure applications. For consideration of promotion or tenure within the tenure system, evidence of accomplishment in all categories noted below must be presented. Time in rank or years of service is a necessary but not a sufficient condition for promotion or tenure, with part-time appointments taken into further account in these considerations. Clinical activities, particularly direct patient care services, are seen as important to the role of individuals who hold the D.O. or M.D. degree; however, evidence of accomplishment in the general categories listed is a necessary condition for promotion and tenure. Likewise, it is to be noted that those individuals who are engaged in administration as their major responsibility for the college shall still show evidence of accomplishment in the same areas cited. All faculty of the College of Osteopathic Medicine are expected to participate in the ongoing functioning of the department to which they are assigned. This includes committee membership at the departmental, college or university level. It may include some administrative responsibilities in clinical settings (hospital, ambulatory clinic, etc.).

### Ethical Responsibility:

All faculty of the College of Osteopathic Medicine are expected to adhere to the highest standards of professional conduct and ethics. In matters of scholarly inquiry they are expected to be intellectually honest in all phases of the inquiry process. They are expected to follow methods identified as appropriate by their discipline in question design, data initiation, gathering, analyzing, and reporting. All persons engaged in patient service shall conduct themselves at all times in a professional manner and engage only in acceptable medical treatments and regimens. All faculty of the college are expected to conform to legal, professional, and university codes, policies and regulations that govern scholarly endeavors and clinical practice as well as the American Osteopathic Association ethics statement approved by the faculty.

Tenure system faculty/Fixed-term non-HP non-clinician faculty will be judged by the RPT committee under the following general categories (using Academic Human Resources [Form on Progress and Excellence](#): according to the [instructions](#)). For purposes of evaluation the following general categories of teaching, Scholarly Activity/Research, and Service/Outreach; should be considered, and specific efforts noted to be Departmental, college, university, community, state, national, or international activities.

While promotion to associate professor should be based on evidence of accomplishment in the three categories listed below, promotion to professor additionally requires strong evidence of national or international peer recognition in the scientific or clinical discipline of the candidate.

Note: Tenure system faculty and non-Health Programs fixed-term non-clinician faculty shall be evaluated according to guidelines of their academic unit.

**Teaching:**

Evidence of teaching excellence may include but is not limited to special recognition at the departmental, college (to include student-initiated awards), university, local, state, national, or international level, and assessment as an effective teacher by learner evaluations and by colleagues and other faculty. These teaching efforts can include:

- a. Non-clinical teaching
- b. Clinical teaching (clerks, interns, residents, and fellows)
- c. Other teaching (undergraduate, graduate, postgraduate, continuing medical education [CME], lifelong learning students)
- d. Advising

**Scholarly Activity/Research:**

(Excerpted and adapted from the MSU Appointment, Reappointment, Tenure, and Promotion Recommendations) COM faculty must infuse progressive scholarship into the full range of their efforts. At MSU COM our faculty are expected to be both active scholars and student-focused educators, demonstrating substantial scholarship and ability to promote learning through our on-campus and off-campus education and research programs. The essence of scholarship is the thoughtful discovery, transmission, and application of knowledge, including creative activities, that is based in the ideas and methods of recognized disciplines, professions, and interdisciplinary fields. What qualifies an activity as scholarship is that it be deeply informed by the most recent knowledge in the field, that the knowledge is skillfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate, and criticism. Evidence of excellence in scholarly activity may include, but is not limited to, letters of support from outside the university or recognition by senior colleagues for independent and original thinking.

- a. Basic research
- b. Clinical research
- c. Theoretical or other scholarly activities

**Service/Outreach:**

All faculty of the College of Osteopathic Medicine are expected to engage in activities that address community or societal needs. These may be activities that foster public benefit beyond one's own professional boundaries. This can be demonstrated by committee membership, committee leadership, program development, program conferences, consultation, and other activities generally considered to be outside one's professional sphere. These activities may include interaction with other universities, societies, business or government and may be performed at the local, state, national, or international level. They may be sponsored by a department, college, university or non-university organizations. Service can also be activities that address direct patient care. Examples of outreach/service may include but are not limited to committee leadership, project or committee membership (local, statewide, national, and international) leadership position in professional organization, non-teaching direct patient

care services, or participation in credit or non-credit instructional activities such as CME, certificate programs, community programs, or extension programming. Also see A Guidebook for Planning and Evaluating Quality Outreach

**Diversity Equity and Inclusion:**

As per [University Philosophy and Guiding Policies on Faculty Tenure and Promotion](#) and [University Guide for RPT](#): Because DEI are core values of Michigan State University, candidates should detail their DEI efforts, providing evidence of their activities and accomplishments in the context of research/creative activities, teaching, service, outreach, and engagement. Faculty should include evidence of their activities and accomplishments in DEI, as appropriate, when detailing information on relevant research/creative activities, teaching, and service in appropriate sections of their dossier. Faculty should describe how these efforts are interwoven and enhance all other areas of faculty accomplishment. Whenever applicable, faculty commitment to learning and engaging in DEI efforts will be recognized and considered in the RPT process. Certainly, scholars across campus engage in a myriad of research and teaching efforts, not all of which can incorporate DEI activities. Significant involvement in DEI efforts can be viewed as a metric for advancement. Examples of excellence in DEI are available from [Council of Diversity Deans](#).

A COMPLETE SUBMISSION FOR COM TENURE SYSTEM FACULTY REAPPOINTMENT, PROMOTION OR TENURE INCLUDE THE FOLLOWING:

Form D-I	Recommendation Form to be filled out by chairpersons or directors and deans
Form D-II	Summary Information to be filled out by chairpersons or directors and deans
Form D-III	Summary Evaluation of each of the functional areas: patient care services, clinical and pre-clinical teaching, scholarly productivity and research, and institutional services to be filled out by chairpersons or directors.
Form D-IV	Materials submitted by the candidate: <ul style="list-style-type: none"><li>· Evidence of scholarly activities</li><li>· A reflective essay about accomplishments over the reporting period (5 page maximum)</li><li>· A curriculum vita as a more complete listing of scholarly activities and works</li></ul>
Samples	An academic portfolio that includes representative samples of candidate's scholarly work. Evidence of excellence in performing assigned duties, e.g., significance, impact, and innovation of research/creative activities, instructional activities, and service provided by the candidate.
Reviews	Evidence of annual reviews provided by the department
RPT Letter	A letter from the department Promotion and Tenure Committee, or its equivalent provided by the department
References	A minimum of four letters of reference are required for all faculty being considered for promotion or tenure. Referees are defined as those who are professionally capable of assessing the candidate's work objectively and to comment on its significance in the discipline or specialty area. Letters for tenure system faculty will strictly follow the external letters policy as outlined in the <a href="#">Faculty Handbook</a> . Two letters are required from an external referee to be selected by the chairperson.

Please note that, wherever needed, additional sheets may be attached

Candidates completed promotion packet must be under 500 pages

## COM Fixed Term (non-HP) faculty promotion to Associate Professor

[Note: also see MSU Tenure System Policies](#)

As per MSU guidelines, a recommendation for promotion from assistant professor to associate professor in the fixed term system should be based on several years of sustained, outstanding achievements in education and scholarship across the mission, consistent with performance levels expected for promotion to associate professor at peer universities. A reasonably long period in rank before promotion is usually necessary to provide a basis in actual performance for predicting capacity to become an expert of national and/or international stature and long-term, high-quality professional achievement.

Evidence of periodic unit and peer review by a department committee or equivalent is required for all promotion and tenure applications. For consideration of promotion within the fixed term system, evidence of accomplishment in all categories noted below must be presented. Time in rank or years of service is a necessary but not a sufficient condition for promotion or tenure, with part-time appointments taken into further account in these considerations. Clinical activities, particularly direct patient care services, are seen as important to the role of individuals who hold the D.O. or M.D. degree; however, evidence of accomplishment in the general categories listed is a necessary condition for promotion. Likewise, it is to be noted that those individuals who are engaged in administration as their major responsibility for the college shall still show evidence of accomplishment in the same areas cited. All faculty of the College of Osteopathic Medicine are expected to participate in the ongoing functioning of the department to which they are assigned. This includes committee membership at the departmental, college or university level. It may include some administrative responsibilities in clinical settings (hospital, ambulatory clinic, etc.).

### **Ethical Responsibility:**

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Fixed-term non-HP non-clinician faculty will be judged by the RPT committee under the following general categories (using Academic Human Resources [Form on Progress and Excellence](#): according to the [instructions](#)). For purposes of evaluation the following general categories of teaching, Scholarly Activity/Research, and Service/Outreach; should be considered, and specific efforts noted to be Departmental, college, university, community, state, national, or international activities.

While promotion to associate professor should be based on evidence of accomplishment in the three categories listed below, promotion to professor additionally requires strong evidence of national or international peer recognition in the scientific or clinical discipline of the candidate.

*Note: Tenure system faculty and non-Health Programs fixed-term non-clinician faculty shall be evaluated according to guidelines of their academic unit.*



**Teaching :**

Evidence of teaching excellence may include, but is not limited to special recognition at the departmental, college (to include student-initiated awards), university, local, state, national, or international level, and assessment as an effective teacher by learner evaluations and by colleagues and other faculty. These teaching efforts can include:

- a. Non-clinical teaching
- b. Clinical teaching (clerks, interns, residents, and fellows)
- c. Other teaching (undergraduate, graduate, postgraduate, continuing medical education [CME], lifelong learning students)
- d. Advising

**Scholarly Activity/Research:**

(Excerpted and adapted from the *MSU Appointment, Reappointment, Tenure, and Promotion Recommendations*) COM faculty must infuse progressive scholarship into the full range of their efforts. At MSU COM our faculty are expected to be both active scholars and student-focused educators, demonstrating substantial scholarship and ability to promote learning through our on-campus and off-campus education and research programs. The essence of scholarship is the thoughtful discovery, transmission, and application of knowledge, including creative activities, that is based in the ideas and methods of recognized disciplines, professions, and interdisciplinary fields. What qualifies an activity as scholarship is that it be deeply informed by the most recent knowledge in the field, that the knowledge is skillfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate, and criticism. Evidence of excellence in scholarly activity may include, but is not limited to, [letters of support](#) from outside the university or recognition by senior colleagues for independent and original thinking.

- a. Basic research
- b. Clinical research
- c. Theoretical or other scholarly activities

**Service/Outreach:**

All faculty of the College of Osteopathic Medicine are expected to engage in activities that address community or societal needs. These may be activities that foster public benefit beyond one's own professional boundaries. This can be demonstrated by committee membership, committee leadership, program development, program conferences, consultation, and other activities generally considered to be outside one's professional sphere. These activities may include interaction with other universities, societies, business or government and may be performed at the local, state, national, or international level. They may be sponsored by a department, college, university or non-university organizations. Service can also be activities that address direct patient care. Examples of outreach/service may include but are not limited to: committee leadership, project or committee membership (local, statewide,

national, and international) leadership position in professional organization, non-teaching direct patient care services, or participation in credit or non-credit instructional activities such as CME, certificate programs, community programs, or extension programming. Also see [A Guidebook for Planning and Evaluating Quality Outreach](#)

**Diversity Equity and Inclusion:**

As per [University Philosophy and Guiding Policies on Faculty Tenure and Promotion](#) and [University Guide for RPT](#): Because DEI are core values of Michigan State University, candidates should detail their DEI efforts, providing evidence of their activities and accomplishments in the context of research/creative activities, teaching, service, outreach, and engagement. Faculty should include evidence of their activities and accomplishments in DEI, as appropriate, when detailing information on relevant research/creative activities, teaching, and service in appropriate sections of their dossier. Faculty should describe how these efforts are interwoven and enhance all other areas of faculty accomplishment. Whenever applicable, faculty commitment to learning and engaging in DEI efforts will be recognized and considered in the RPT process. Certainly, scholars across campus engage in a myriad of research and teaching efforts, not all of which can incorporate DEI activities. Significant involvement in DEI efforts can be viewed as a metric for advancement. Examples of excellence in DEI are available from [Council of Diversity Deans](#).

## COM Fixed Term (non-HP) faculty promotion to Professor

[Note: also see MSU Tenure System Policies](#)

### **General Guidelines:**

[As per MSU guidelines](#), recommendation for promotion from associate professor to professor in the fixed-term system should be based on several years of sustained, outstanding achievements in education and scholarship across the mission, consistent with performance levels expected at peer universities. A reasonably long period in rank before promotion is usually necessary to provide a basis in actual performance to permit endorsement of the individual as an expert of national and/or international stature and to predict continuous, long-term, high-quality professional achievement.

Evidence of periodic unit and peer review by a department committee or equivalent is required for all promotion and tenure applications. For consideration of promotion within the fixed term system, evidence of accomplishment in all categories noted below must be presented. Time in rank or years of service is a necessary but not a sufficient condition for promotion, with part-time appointments taken into further account in these considerations. Clinical activities, particularly direct patient care services, are seen as important to the role of individuals who hold the D.O. or M.D. degree; however, evidence of accomplishment in the general categories listed is a necessary condition for promotion. Likewise, it is to be noted that those individuals who are engaged in administration as their major responsibility for the college shall still show evidence of accomplishment in the same areas cited. All faculty of the College of Osteopathic Medicine are expected to participate in the ongoing functioning of the department to which they are assigned. This includes committee membership at the departmental, college or university level. It may include some administrative responsibilities in clinical settings (hospital, ambulatory clinic, etc.).

### **Ethical Responsibility:**

All faculty of the College of Osteopathic Medicine are expected to adhere to the highest standards of professional conduct and ethics. In matters of scholarly inquiry, they are expected to be intellectually honest in all phases of the inquiry process. They are expected to follow methods identified as appropriate by their discipline in question design, data initiation, gathering, analyzing, and reporting. All persons engaged in patient service shall conduct themselves at all times in a professional manner and engage only in acceptable medical treatments and regimens. All faculty of the college are expected to conform to legal, professional, and university codes, policies and regulations that govern scholarly endeavors and clinical practice as well as the American Osteopathic Association ethics statement approved by the faculty.

Fixed-term non-HP non-clinician faculty will be judged by the RPT committee under the following general categories (using Academic Human Resources [Form on Progress and Excellence](#): according to the [instructions](#)). For purposes of evaluation the following general categories of teaching, Scholarly Activity/Research, and Service/Outreach; should be considered, and specific efforts noted to be Departmental, college, university, community, state, national, or international activities.

While promotion to associate professor should be based on evidence of accomplishment in the three categories listed below, promotion to professor additionally requires strong evidence of national or international peer recognition in the scientific or clinical discipline of the candidate.

*Note: Tenure system faculty and non-Health Programs fixed-term non-clinician faculty shall be evaluated according to guidelines of their academic unit.*

### **Teaching :**

Evidence of teaching excellence may include but is not limited to special recognition at the departmental, college (to include student-initiated awards), university, local, state, national, or international level, and assessment as an effective teacher by learner evaluations and by colleagues and other faculty. These teaching efforts can include:

- a. Non-clinical teaching
- b. Clinical teaching (clerks, interns, residents, and fellows)
- c. Other teaching (undergraduate, graduate, postgraduate, continuing medical education [CME], lifelong learning students)
- d. Advising

### **Scholarly Activity/Research:**

(Excerpted and adapted from the *MSU Appointment, Reappointment, Tenure, and Promotion Recommendations*) COM faculty must infuse progressive scholarship into the full range of their efforts. At MSU COM our faculty are expected to be both active scholars and student-focused educators, demonstrating substantial scholarship and ability to promote learning through our on-campus and off-campus education and research programs. The essence of scholarship is the thoughtful discovery, transmission, and application of knowledge, including creative activities, that is based in the ideas and methods of recognized disciplines, professions, and interdisciplinary fields. What qualifies an activity as scholarship is that it be deeply informed by the most recent knowledge in the field, that the knowledge is skillfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate, and criticism. Evidence of excellence in scholarly activity may include, but is not limited to, [letters of support](#) from outside the university or recognition by senior colleagues for independent and original thinking.

- a. Basic research
- b. Clinical research
- c. Theoretical or other scholarly activities

**Service/Outreach:**

All faculty of the College of Osteopathic Medicine are expected to engage in activities that address community or societal needs. These may be activities that foster public benefit beyond one's own professional boundaries. This can be demonstrated by committee membership, committee leadership, program development, program conferences, consultation, and other activities generally considered to be outside one's professional sphere. These activities may include interaction with other universities, societies, business or government and may be performed at the local, state, national, or international level. They may be sponsored by a department, college, university or non-university organizations. Service can also be activities that address direct patient care. Examples of outreach/service may include but are not limited to: committee leadership, project or committee membership (local, statewide, national, and international) leadership position in professional organization, non-teaching direct patient care services, or participation in credit or non-credit instructional activities such as CME, certificate programs, community programs, or extension programming. Also see [A Guidebook for Planning and Evaluating Quality Outreach](#)

**Diversity Equity and Inclusion:**

As per [University Philosophy and Guiding Policies on Faculty Tenure and Promotion](#) and [University Guide for RPT](#): Because DEI are core values of Michigan State University, candidates should detail their DEI efforts, providing evidence of their activities and accomplishments in the context of research/creative activities, teaching, service, outreach, and engagement. Faculty should include evidence of their activities and accomplishments in DEI, as appropriate, when detailing information on relevant research/creative activities, teaching, and service in appropriate sections of their dossier. Faculty should describe how these efforts are interwoven and enhance all other areas of faculty accomplishment. Whenever applicable, faculty commitment to learning and engaging in DEI efforts will be recognized and considered in the RPT process. Certainly, scholars across campus engage in a myriad of research and teaching efforts, not all of which can incorporate DEI activities. Significant involvement in DEI efforts can be viewed as a metric for advancement. Examples of excellence in DEI are available from [Council of Diversity Deans](#).

A COMPLETE SUBMISSION FOR COM FIXED-TERM FACULTY PROMOTION INCLUDE THE FOLLOWING:

Form D-I	Recommendation Form to be filled out by chairpersons or directors and deans
Form D-II	Summary Information to be filled out by chairpersons or directors and deans
Form D-III	Summary Evaluation of each of the functional areas: patient care services, clinical and pre-clinical teaching, scholarly productivity and research, and institutional services to be filled out by chairpersons or directors
Form D-IV	Materials submitted by the candidate: <ul style="list-style-type: none"><li>· Evidence of scholarly activities</li><li>· A reflective essay about accomplishments over the reporting period (5 page maximum)</li><li>· A curriculum vita as a more complete listing of scholarly activities and works</li></ul>
Samples	An academic portfolio that includes representative samples of candidate's scholarly work. Evidence of excellence in performing assigned duties, e.g., significance, impact, and innovation of research/creative activities, instructional activities, and service provided by the candidate
Reviews	Evidence of annual reviews provided by the department
RPT Letter	A letter from the department Promotion and Tenure Committee, or its equivalent provided by the department
References	A minimum of four letters of reference are required for all faculty being considered for promotion. Letters for HP and fixed term faculty will adhere to the <a href="#">external letters policy</a> for proper letter structure, composition, and confidentiality as well as the process of (and materials provided for) solicitation. The referees must meet the following minimal requirements. Referees are defined as those who are professionally capable of assessing the candidate's work objectively and to comment on its significance in the discipline or specialty area. A minimum of four letters are required, three of which are from referees outside the primary department. Three of the letters are required from referees at or above the candidate's desired rank. Two letters are required from an external referee at or above the candidate's desired rank, and outside the university system, to be selected by the chairperson.

Please note that, wherever needed, additional sheets may be attached

Candidates completed promotion packet must be under 500 pages

## Health Programs (HP) faculty promotion to Associate Professor

**General Guidelines:** [also see MSU HP Faculty handbook](#)

Evidence of periodic unit and peer review by a department committee or equivalent is required for all promotion and tenure applications. For consideration of promotion or tenure within the HP system, evidence of accomplishment in all categories must be presented. Time in rank or years of service is a necessary but not a sufficient condition for promotion or tenure, with part-time appointments taken into further account. Clinical activities, particularly direct patient care services, are seen as important to the role of individuals who hold the D.O. or M.D. degree; however, evidence of accomplishment in the general categories listed is a necessary condition for promotion and tenure. Likewise, it is to be noted that those individuals who are engaged in administration as their major responsibility for the college shall still show evidence of accomplishment in the same areas cited. All faculty of the College of Osteopathic Medicine are expected to participate in the ongoing functioning of the department to which they are assigned. This includes committee membership at the departmental, college or university level. It may include some administrative responsibilities in clinical settings (hospital, ambulatory clinic, etc.).

### **Ethical Responsibility:**

All faculty of the College of Osteopathic Medicine are expected to adhere to the highest standards of professional conduct and ethics. In matters of scholarly inquiry they are expected to be intellectually honest in all phases of the inquiry process. They are expected to follow methods identified as appropriate by their discipline in question design, data initiation, gathering, analyzing, and reporting. All persons engaged in patient service shall conduct themselves at all times in a professional manner and engage only in acceptable medical treatments and regimens. All faculty of the college are expected to conform to legal, professional, and university codes, policies and regulations that govern scholarly endeavors and clinical practice as well as the American Osteopathic Association ethics statement approved by the faculty.

Health Programs appointment system faculty/Fixed-term non-HP faculty with predominantly clinical responsibilities will be judged by the RPT committee under the following general categories of Patient Care Services, Clinical and Non-clinical teaching, Scholarly Activity/Research, and Institutional Service; Specific efforts relevant to Departmental, college, university, community, state, national, or international activities should be submitted using [Academic Human Resources Form HP-D](#), according to the [Form HP-D instructions](#).

For promotion to associate professor in the HP system, the assistant professor HP is expected to meet, in at least 2 areas, all of the basic criteria and one or more of the distinguishing criteria. In all four of the areas listed below it is expected that the faculty member will display excellence as an academic role model for medical, nursing and graduate students, for junior colleagues, for patients and for clients.

A recommendation for promotion from assistant professor (HP) to associate professor (HP) should also be based on several years (adjusted for part-time faculty) of sustained and outstanding achievements in clinical patient care services, teaching, scholarship and/or public service as an assistant professor, consistent with performance levels for similar faculty expected at a premier, land-grant AAU University.

## **Patient Care Services**

For COM, Patient Care Service and Consultation includes those services to patients that occur in the Clinical Center, affiliated hospitals and clinics in Lansing and the surrounding communities, as well as in the community programs of the college. For such services to be included as part of the individual's promotion consideration they must have been billed through University billing procedures within the Medical Services Plan.

### **1.1 The Basic Criteria are:**

- 1.1.1 Participates as a member of the Medical Services Plan, the CON-Practice Plan, or the Veterinary Teaching Hospital; and as a member of departmental/college group practice
- 1.1.2 Achieves or exceeds practice expectations as defined by the unit
- 1.1.3 Maintains clinical skills/knowledge base through participation in local and national clinical symposia, seminars and courses
- 1.1.4 Participates in local professional societies
- 1.1.5 Contributes as a faculty member in the operation, development and improvement of the department or college patient care services
- 1.1.6 Participates in quality assurance programs and/or other peer review activities related to patient care

### **1.2. The Distinguishing Criteria are:**

- 1.2.1 Demonstrates a scientific and scholarly approach to a major field of clinical medicine
- 1.2.2 Serves as Chair, Lead or Director of Section
- 1.2.3 Demonstrates cost-effective practices in the delivery of high-quality patient care
- 1.2.4 Demonstrates excellence as a clinician in the provision of high-quality patient care services in the chosen specialty of the faculty member
- 1.2.5 Coordinates and/or actively participates in activities directed at maintaining or enhancing clinical skills
- 1.2.6 Demonstrates satisfaction by patients/clients
- 1.2.7 Participates and/or collaborates in clinical studies/research sponsored externally
- 1.2.8 Provides leadership on committees of the department, the college, or other committees that deal with patient care issues

## **Clinical and non-clinical Teaching**

Evidence of teaching excellence may include, but is not limited to special recognition at the departmental, college (to include student-initiated awards), university, local, state, national, or international level, and assessment as an effective teacher by learner evaluation and by colleagues and other faculty. Teaching includes all direct instruction for pre-clinical, clinical, residency and post-graduate programs, as well as faculty development teaching. It includes instructional development that leads to products (articles, textbooks, instructional videotapes, software, etc.) or processes that improve the provision of instructional services. It also includes advising.



## 2.1. The Basic Criteria are:

- 2.1.1 Complies with the Michigan State University Code of Teaching Responsibilities
- 2.1.2 Discharges assigned teaching responsibilities competently, including preparation and presentation of material in a well-organized, current and stimulating fashion
- 2.1.3 Accepts teaching assignments routinely and teaches in college programs of instruction on a regular basis
- 2.1.4 Participates in postgraduate educational activities

## 2.2. The Distinguishing Criteria are:

- 2.2.1 Is assessed to be an effective teacher by learner evaluation
- 2.2.2 Is assessed to be an effective teacher by colleagues and other faculty
- 2.2.3 Provides evidence that teaching activities are based on current literature and the meaningful incorporation of that literature
- 2.2.4 Assumes and effectively discharges responsibilities related to assumption of leadership in instruction or instructional design
- 2.2.5 Provides evidence that he/she is requested as a teacher in college-level programs
- 2.2.6 Demonstrates ability to stimulate trainees towards scholarship in medicine and medical practice
- 2.2.7 Demonstrates ability to evaluate and counsel students, (medical, nursing, graduate, undergraduate), and residents.

### Scholarly Activity and Research:

(Excerpted and adapted from the *MSU Appointment, Reappointment, Tenure, and Promotion Recommendations*) COM faculty must infuse progressive scholarship into the full range of their efforts. At MSU COM our faculty are expected to be both active scholars and student-focused educators, demonstrating substantial scholarship and ability to promote learning through our on-campus and off-campus education and research programs. The essence of scholarship is the thoughtful discovery, transmission, and application of knowledge, including creative activities, that is based in the ideas and methods of recognized disciplines, professions, and interdisciplinary fields. What qualifies an activity as scholarship is that it be deeply informed by the most recent knowledge in the field, that the knowledge is skillfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate, and criticism. Evidence of excellence in scholarly activity may include, but is not limited to, [letters of support](#) from outside the university or recognition by senior colleagues for independent and original thinking. Candidates may demonstrate active and consistent scholarship by the publication of articles, research reports, case studies and other observations in refereed medical and nursing journals and by the publication of books, book chapters and review articles in non-refereed journals.

### **3.1 The Basic Criteria are:**

- 3.1.1 Provides evidence of participation in research and scholarly activities related to the mission of department and college
- 3.1.2 Presents research, scholarly or development efforts to the medical education community, community of the candidate's discipline, and/or to his/her own professional community
- 3.1.3 Participates in professional groups and/or organizations appropriate to research field
- 3.1.4 Publishes in refereed journals

### **3.2 The Distinguishing Criteria are:**

- 3.2.1 Participates in the development of research proposals for external funding
- 3.2.2 Publishes texts, reference materials, monographs or instructional materials which receive favorable review
- 3.2.3 Provides leadership in professional organizations, appointed or elected to positions of leadership in professional organizations
- 3.2.4 Serves as principal investigator (or co-PI) on funded research projects
- 3.2.5 Has significant publication record in a defined area of work
- 3.2.6 Demonstrates lead authorship in his/her curriculum vitae

### **Institutional Service/Outreach:**

All faculty of the College of Osteopathic Medicine are expected to engage in activities that address community or societal needs. These may be activities that foster public benefit beyond one's own professional boundaries. This can be demonstrated by committee membership, committee leadership, program development, program conferences, consultation, and other activities generally considered to be outside one's professional sphere. These activities may include interaction with other universities, societies, business or government and may be performed at the local, state, national, or international level. They may be sponsored by a department, college, university or non-university organizations. Service can also be activities that address direct patient care. Examples of outreach/service may include but are not limited to: committee leadership, project or committee membership (local, statewide, national, and international) leadership position in professional organization, non-teaching direct patient care services, or participation in credit or non-credit instructional activities such as CME, certificate programs, community programs, or extension programming. Also see [A Guidebook for Planning and Evaluating Quality Outreach](#)

Committee and administrative service includes election to standing committees of department, or the college, or appointment to ad hoc committee of department, or college or appointment to a major administrative function within the department, college or the general university.

### **4.1 The Basic Criteria are:**

- 4.1.1 Participates as appointed or elected member of department, or college committees
- 4.1.2 Provides evidence of productive service in support of college committees, and/or administrative activities

#### 4.2 The Distinguishing Criteria are:

- 4.2.1 Leads or chairs department, or college projects or committees
- 4.2.2 Is appointed for major administrative position, in the department or college
- 4.2.3 Provides intellectual leadership in helping committees, task groups or other organizations develop solutions to significant problems at department/college level
- 4.2.4 Attains leadership positions in relevant state and/or national professional associations or organizations

#### **Diversity Equity and Inclusion:**

As per [University Philosophy and Guiding Policies on Faculty Tenure and Promotion](#) and [University Guide for RPT](#): Because DEI are core values of Michigan State University, candidates should detail their DEI efforts, providing evidence of their activities and accomplishments in the context of research/creative activities, teaching, service, outreach, and engagement. Faculty should include evidence of their activities and accomplishments in DEI, as appropriate, when detailing information on relevant research/creative activities, teaching, and service in appropriate sections of their dossier. Faculty should describe how these efforts are interwoven and enhance all other areas of faculty accomplishment. Whenever applicable, faculty commitment to learning and engaging in DEI efforts will be recognized and considered in the RPT process. Certainly, scholars across campus engage in a myriad of research and teaching efforts, not all of which can incorporate DEI activities. Significant involvement in DEI efforts can be viewed as a metric for advancement. Examples of excellence in DEI are available from [Council of Diversity Deans](#).

## Health Programs (HP) faculty promotion to Professor

**General Guidelines:** [also see MSU HP Faculty handbook](#)

Evidence of periodic unit and peer review by a department committee or equivalent is required for all promotion and tenure applications. For consideration of promotion or tenure within the HP system, evidence of accomplishment in all categories must be presented. Time in rank or years of service is a necessary but not a sufficient condition for promotion or tenure, with part-time appointments taken into further account. Clinical activities, particularly direct patient care services, are seen as important to the role of individuals who hold the D.O. or M.D. degree; however, evidence of accomplishment in the general categories listed is a necessary condition for promotion and tenure. Likewise, it is to be noted that those individuals who are engaged in administration as their major responsibility for the college shall still show evidence of accomplishment in the same areas cited. All faculty of the College of Osteopathic Medicine are expected to participate in the ongoing functioning of the department to which they are assigned. This includes committee membership at the departmental, college or university level. It may include some administrative responsibilities in clinical settings (hospital, ambulatory clinic, etc.).

### **Ethical Responsibility:**

All faculty of the College of Osteopathic Medicine are expected to adhere to the highest standards of professional conduct and ethics. In matters of scholarly inquiry they are expected to be intellectually honest in all phases of the inquiry process. They are expected to follow methods identified as appropriate by their discipline in question design, data initiation, gathering, analyzing, and reporting. All persons engaged in patient service shall conduct themselves at all times in a professional manner and engage only in acceptable medical treatments and regimens. All faculty of the college are expected to conform to legal, professional, and university codes, policies and regulations that govern scholarly endeavors and clinical practice as well as the American Osteopathic Association ethics statement approved by the faculty.

Health Programs appointment system faculty/Fixed-term non-HP faculty with predominantly clinical responsibilities will be judged by the RPT committee under the following general categories of Patient Care Services, Clinical and Non-clinical teaching, Scholarly Activity/Research, and Institutional Service. Specific efforts relevant to Departmental, college, university, community, state, national, or international activities should be submitted using [Academic Human Resources Form HP-D](#), according to the [Form HP-D instructions](#).

In order to be promoted to full professor in the HP system, the associate professor HP must meet a majority of the distinguishing criteria in three areas. In all four of the areas listed below it is expected that the faculty member will display excellence as an academic role model for medical, nursing and graduate students, for junior colleagues, for patients and for clients.

A recommendation for promotion from associate professor (HP) to professor (HP) should be based on several years (adjusted for part-time faculty) of outstanding achievement in clinical patient care service, teaching, research and/or public service as an Associate Professor consistent with performance levels for similar faculty expected at a premier, land-grant AAU University, and additionally requires strong evidence of national or international peer recognition in the scientific or clinical discipline of the candidate.

## **Patient Care Services**

For COM, Patient Care Service and Consultation includes those services to patients that occur in the Clinical Center, affiliated hospitals and clinics in Lansing and the surrounding communities, as well as in the community programs of the college. For such services to be included as part of the individual's promotion consideration they must have been billed through University billing procedures within the Medical Services Plan.

### **1.1 The Basic Criteria are:**

- 1.1.1 Participates as a member of the Medical Services Plan, the CON-Practice Plan, or the Veterinary Teaching Hospital; and as a member of departmental/college group practice
- 1.1.2 Achieves or exceeds practice expectations as defined by the unit
- 1.1.3 Maintains clinical skills/knowledge base through participation in local and national clinical symposia, seminars and courses
- 1.1.4 Participates in local professional societies
- 1.1.5 Contributes as a faculty member in the operation, development and improvement of the department or college patient care services
- 1.1.6 Participates in quality assurance programs and/or other peer review activities related to patient care

### **1.2 The Distinguishing Criteria are:**

- 1.2.1 Demonstrates a scientific and scholarly approach to a major field of clinical medicine
- 1.2.2 Serves as Chair, Lead or Director of Section
- 1.2.3 Demonstrates cost-effective practices in the delivery of high-quality patient care
- 1.2.4 Demonstrates excellence as a clinician in the provision of high-quality patient care services in the chosen specialty of the faculty member
- 1.2.5 Coordinates and/or actively participates in activities directed at maintaining or enhancing clinical skills
- 1.2.6 Demonstrates satisfaction by patients/clients
- 1.2.7 Participates and/or collaborates in clinical studies/research sponsored externally
- 1.2.8 Provides leadership on committees of the department, the college, or other committees that deal with patient care issues

## **Clinical and non-clinical Teaching**

Evidence of teaching excellence may include, but is not limited to special recognition at the departmental, college (to include student-initiated awards), university, local, state, national, or international level, and assessment as an effective teacher by learner evaluation and by colleagues and other faculty. Teaching includes all direct instruction for pre-clinical, clinical, residency and post-graduate programs, as well as faculty development teaching. It includes instructional development that leads to products (articles, textbooks, instructional videotapes, software, etc.) or processes that improve the provision of instructional services. It also includes advising.

### 2.3. The Basic Criteria are:

- 2.3.1 Complies with the Michigan State University Code of Teaching Responsibilities
- 2.3.2 Discharges assigned teaching responsibilities competently, including preparation and presentation of material in a well-organized, current and stimulating fashion
- 2.3.3 Accepts teaching assignments routinely and teaches in college programs of instruction on a regular basis
- 2.3.4 Participates in postgraduate educational activities

### 2.4. The Distinguishing Criteria are:

- 2.4.1 Is assessed to be an effective teacher by learner evaluation
- 2.4.2 Is assessed to be an effective teacher by colleagues and other faculty
- 2.4.3 Provides evidence that teaching activities are based on current literature and the meaningful incorporation of that literature
- 2.4.4 Assumes and effectively discharges responsibilities related to assumption of leadership in instruction or instructional design
- 2.4.5 Provides evidence that he/she is requested as a teacher in college-level programs
- 2.4.6 Demonstrates ability to stimulate trainees towards scholarship in medicine and medical practice
- 2.4.7 Demonstrates ability to evaluate and counsel students, (medical, nursing, graduate, undergraduate), and residents.

### Scholarly Activity and Research:

(Excerpted and adapted from the *MSU Appointment, Reappointment, Tenure, and Promotion Recommendations*) COM faculty must infuse progressive scholarship into the full range of their efforts. At MSU COM our faculty are expected to be both active scholars and student-focused educators, demonstrating substantial scholarship and ability to promote learning through our on-campus and off-campus education and research programs. The essence of scholarship is the thoughtful discovery, transmission, and application of knowledge, including creative activities, that is based in the ideas and methods of recognized disciplines, professions, and interdisciplinary fields. What qualifies an activity as scholarship is that it be deeply informed by the most recent knowledge in the field, that the knowledge is skillfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate, and criticism. Evidence of excellence in scholarly activity may include, but is not limited to, [letters of support](#) from outside the university or recognition by senior colleagues for independent and original thinking. Candidates may demonstrate active and consistent scholarship by the publication of articles, research reports, case studies and other observations in refereed medical and nursing journals and by the publication of books, book chapters and review articles in non-refereed journals.

### **3.1 The Basic Criteria are:**

- 3.1.5 Provides evidence of participation in research and scholarly activities related to the mission of department and college
- 3.1.6 Presents research, scholarly or development efforts to the medical education community, community of the candidate's discipline, and/or to his/her own professional community
- 3.1.7 Participates in professional groups and/or organizations appropriate to research field
- 3.1.8 Publishes in refereed journals

### **3.3 The Distinguishing Criteria are:**

- 3.3.1 Participates in the development of research proposals for external funding
- 3.3.2 Publishes texts, reference materials, monographs or instructional materials which receive favorable review
- 3.3.3 Provides leadership in professional organizations, appointed or elected to positions of leadership in professional organizations
- 3.3.4 Serves as principal investigator (or co-PI) on funded research projects
- 3.3.5 Has significant publication record in a defined area of work
- 3.3.6 Demonstrates lead authorship in his/her curriculum vitae

### **Institutional Service/Outreach:**

All faculty of the College of Osteopathic Medicine are expected to engage in activities that address community or societal needs. These may be activities that foster public benefit beyond one's own professional boundaries. This can be demonstrated by committee membership, committee leadership, program development, program conferences, consultation, and other activities generally considered to be outside one's professional sphere. These activities may include interaction with other universities, societies, business or government and may be performed at the local, state, national, or international level. They may be sponsored by a department, college, university or non-university organizations. Service can also be activities that address direct patient care. Examples of outreach/service may include but are not limited to: committee leadership, project or committee membership (local, statewide, national, and international) leadership position in professional organization, non-teaching direct patient care services, or participation in credit or non-credit instructional activities such as CME, certificate programs, community programs, or extension programming. Also see [A Guidebook for Planning and Evaluating Quality Outreach](#)

Committee and administrative service includes election to standing committees of department, or the college, or appointment to ad hoc committee of department, or college or appointment to a major administrative function within the department, college or the general university.

### **5.1 The Basic Criteria are:**

- 5.1.1 Participates as appointed or elected member of department, or college committees
- 5.1.2 Provides evidence of productive service in support of college committees, and/or administrative activities

## 5.2 The Distinguishing Criteria are:

- 5.2.1 Leads or chairs department, or college projects or committees
- 5.2.2 Is appointed for major administrative position, in the department or college
- 5.2.3 Provides intellectual leadership in helping committees, task groups or other organizations develop solutions to significant problems at department/college level
- 5.2.4 Attains leadership positions in relevant state and/or national professional associations or organizations

### **Diversity Equity and Inclusion:**

As per [University Philosophy and Guiding Policies on Faculty Tenure and Promotion](#) and [University Guide for RPT](#): Because DEI are core values of Michigan State University, candidates should detail their DEI efforts, providing evidence of their activities and accomplishments in the context of research/creative activities, teaching, service, outreach, and engagement. Faculty should include evidence of their activities and accomplishments in DEI, as appropriate, when detailing information on relevant research/creative activities, teaching, and service in appropriate sections of their dossier. Faculty should describe how these efforts are interwoven and enhance all other areas of faculty accomplishment. Whenever applicable, faculty commitment to learning and engaging in DEI efforts will be recognized and considered in the RPT process. Certainly, scholars across campus engage in a myriad of research and teaching efforts, not all of which can incorporate DEI activities. Significant involvement in DEI efforts can be viewed as a metric for advancement. Examples of excellence in DEI are available from [Council of Diversity Deans](#).



A COMPLETE SUBMISSION FOR COM HEALTH PROGRAMS FACULTY PROMOTION SHOULD INCLUDE THE FOLLOWING:

- |                 |  |
|-----------------|--|
| Form (HP-)D-I   | Recommendation Form to be filled out by chairpersons or directors and deans  |
| Form (HP-)D-II  | Summary Information to be filled out by chairpersons or directors and deans  |
| Form (HP-)D-III | Summary Evaluation of each of the functional areas: patient care services, clinical and pre-clinical teaching, scholarly productivity and research, and institutional services to be filled out by chairpersons or directors   |
| Form (HP-)D-IV  | Materials submitted by the candidate: <ul style="list-style-type: none"><li>· Evidence of scholarly activities</li><li>· A reflective essay about accomplishments over the reporting period (5 page maximum)</li><li>· A curriculum vita as a more complete listing of scholarly activities and works</li></ul>  |
| Reviews         | Evidence of annual reviews provided by the department  |
| RPT Letter      | A letter from the department Promotion and Tenure Committee, or its equivalent provided by the department  |
| References      | A minimum of four letters of reference are required for all faculty being considered for promotion. Letters for HP and fixed term faculty will adhere to the <a href="#">external letters policy</a> for proper letter structure, composition, and confidentiality as well as the process of (and materials provided for) solicitation. The referees must meet the following minimal requirements. Referees are defined as those who are professionally capable of assessing the candidate's work objectively and to comment on its significance in the discipline or specialty area. A minimum of four letters are required, 3 of which are from referees outside the primary department. Three of the letters are required from referees at or above the candidate's desired rank. Two letters are required from an external referee at or above the candidate's desired rank, and outside the university system, to be selected by the chairperson. |

Please note that, wherever needed, additional sheets may be attached

Candidates completed promotion packet must be under 500 pages

## Research faculty promotion to Associate Professor and Professor

MSU GUIDELINES: The following information spells out the entire University policy related to Research Faculty: [https://www.hr.msu.edu/policies-procedures/faculty-academic-staff/faculty-handbook/research\\_appointment.html](https://www.hr.msu.edu/policies-procedures/faculty-academic-staff/faculty-handbook/research_appointment.html) Key elements of the policy are summarized below:

**DUTIES AND RESPONSIBILITIES:** Research faculty may serve as principal investigators or project directors on research awards and are expected to seek independent external funding in areas related to the research mission and goals of the academic unit(s). Research faculty may not be assigned regular teaching responsibilities and may not participate in the governance of the University or of an academic unit. In rare cases where a research faculty member is considered for a teaching (or other non-research) assignment, the effort of the research faculty appointment must be reduced accordingly so that the research appointment is not funding the teaching appointment. Similarly, effort related to proposal writing may not be funded by external sources.

**REAPPOINTMENT:** Reappointment is at the discretion of the appointing unit, college, and Office of the Provost. Decisions not to reappoint may be for failure to meet unit standards for competence or performance, and/or changes in program needs or in economic circumstances, e.g., lack of external funding support. A research faculty member must be informed in writing regarding reappointment 90 days prior to the appointment end date.

Subject to the availability of external funding support, research faculty may be reappointed for the following periods:

- Research Assistant professor: up to 3 years;
- Research associate professor: up to 5 years;
- Research professor: up to five years.

**PROMOTION:** Research faculty may be promoted at any time in accordance with the annual timetable for promotion recommendations. Promotion to research associate professor or research professor requires meeting College standards and criteria, including the qualifications specified below. Promotion should be based on a record of several years (generally five to seven) of sustained, outstanding achievements.

**PERFORMANCE REVIEW:** Research faculty are expected to meet the research standards for comparably ranked tenure system faculty.

**MSU QUALIFICATIONS FOR RESEARCH FACULTY RANKS:** Research faculty hired at the rank of Associate Professor or above must be reviewed by the Department and College RPT Committee for recommendation to the Dean.

1. Research assistant professor
  - a) Terminal degree (or equivalent) appropriate to the field;
  - b) Evidence of productive scholarship, including external funding support;
  - c) Evidence of ability to fulfill relevant responsibilities in the research enterprise.
2. Research associate professor
  - a) Terminal degree (or its equivalent) appropriate to the field;
  - b) Record of productive scholarship, including evidence of sustained external research funding and salary support; A longitudinal track record of securing peer-reviewed grants as a Principal Investigator from federal agencies, the private sector, or foundations to support research and scholarly activities.
  - c) Fulfillment of important responsibilities in the research enterprise.

### 3. Research professor

- a) Terminal degree (or its equivalent) appropriate to the field;
- b) Record of research excellence as in independent investigator, including an established record of continued research funding;
- c) Evidence of national or international recognition by peers

Consistent with University guidelines, COM faculty in the research appointment system are required to meet only the expectations in the area of Research and Scholarly Activity for promotion consideration. All research faculty in the College of Osteopathic Medicine are expected to be highly engaged in research and scholarly activities consistent with the missions of the College and Michigan State University. Research, creative and scholarly activities are broadly defined as “the systematic application of established methodologies recognized by different disciplines and professions that generate the scholarship of discovery, scholarship of integration, scholarship of application, and the scholarship of instruction”. (Boyer EL, 1990) Regardless of scholarship type, all faculty are expected to generate extramural funding to support their research and to regularly communicate outcomes to their professional communities via peer- reviewed publications in quality journals, and other acceptable forms of peer-reviewed scholarship (abstracts, presentations, etc.).

#### 1 Team Science Definition and Criteria

Where relevant, a faculty member’s contributions to an interdisciplinary research team will be included as part of the evaluation in this review area. Criteria for evaluating the contributions of a research faculty member involved in team science research projects include documentation and/or evidence of:

- original and independent contributions
- indispensability and unique abilities
- impact of contributions to the team
- original contribution for authorship in the research output/publication

Research faculty must include as part of their Academic Portfolio a description of their role in the overall activities of the team. The departmental review process must include solicitation of information about the candidate from the principal investigator/project director as well as others who have first-hand knowledge that would clarify the candidate’s role in the overall team effort. Finally, the Chair must spell out such collaborations in detail, especially if interdisciplinary team activities are felt to be an important aspect of the case being made for promotion.

Letters of Reference: COM follows the MSU tenure principles and procedures for the [external letters of reference](#). Review of faculty in the research appointment system must include four to six external letters of reference. External letters of reference are required in order to ensure that individuals recommended for promotion have an achievement and performance level that is comparable with faculties of peer institutions. Two letters are required from an external referee at or above the candidate’s desired rank, and outside the university system, to be selected by the chairperson.

Faculty are expected to adhere to the highest standards of professional conduct and ethics. In matters of scholarly inquiry, they are expected to be intellectually honest in all phases of the inquiry process. They are expected to follow methods identified as appropriate by their discipline in question design, data initiation, gathering, analyzing, and reporting. All faculty of the college are expected to conform to legal, professional, and university codes, policies and regulations that govern scholarly endeavors and clinical practice as well as the American Osteopathic Association ethics statement approved by the faculty.

COM Research faculty must meet the following criteria for promotion:

ASSISTANT TO ASSOCIATE PROFESSOR	ASSOCIATE PROFESSOR TO PROFESSOR
<p>1.1.1. Having identified and conducted a longitudinal body of original research and scholarship in an area consistent with the missions of the college and university.</p> <p>1.1.2. A longitudinal track record of securing peer-review grants as a Principal Investigator from federal agencies, the private sector, or foundations to support research and scholarly activities.</p> <p>1.1.3. Publication of research and scholarly activities as senior/corresponding/lead author in quality refereed journals.</p> <p>1.1.4. Dissemination of research and scholarly projects at relevant peer-reviewed professional meetings.</p> <p>1.1.5. Participation in relevant professional organizations and societies.</p> <p>1.1.6. Invited presentations, symposia, research awards or other forms of peer recognition as a respected authority in their area of research and scholarship.</p>	<p>1.2.1. Continuing to meet 1.1.1-1.1.6</p> <p>1.2.2. Having achieved national recognition for their research by:</p> <ul style="list-style-type: none"> <li>a. Serving regularly as a member of a relevant grant review study section or advisory group.</li> <li>b. Having assumed a leadership position in a relevant professional organization or society.</li> <li>c. Having received college, university, regional, national or international awards and recognition for excellence in their area of research and scholarship.</li> </ul>

**Diversity Equity and Inclusion:**

As per [University Philosophy and Guiding Policies on Faculty Tenure and Promotion](#) and [University Guide for RPT](#): Because DEI are core values of Michigan State University, candidates should detail their DEI efforts, providing evidence of their activities and accomplishments in the context of research/creative activities, teaching, service, outreach, and engagement. Faculty should include evidence of their activities and accomplishments in DEI, as appropriate, when detailing information on relevant research/creative activities, teaching, and service in appropriate sections of their dossier. Faculty should describe how these efforts are interwoven and enhance all other areas of faculty accomplishment. Whenever applicable, faculty commitment to learning and engaging in DEI efforts will be recognized and considered in the RPT process. Certainly, scholars across campus engage in a myriad of research and teaching efforts, not all of which can incorporate DEI activities. Significant involvement in DEI efforts can be viewed as a metric for advancement. Examples of excellence in DEI are available from [Council of Diversity Deans](#).

## **Promotion guidelines for COM Part Time Fixed Term Faculty – Clinicians in Fixed Term Appointments hired by MSU for teaching capacity**

### **Introduction of promotion guidelines:**

Several faculty members are hired annually to provide teaching expertise that is integral to the curriculum. Over time many have taken on other roles than just the provision of small group leadership or lecture content. To that end it is appropriate that there be a way to advance in rank, while upholding high expectations in accordance with promotion criteria for full time faculty. As an example of this faculty, all the Osteopathic Medical Specialties part time faculty are currently physicians practicing medicine who have carved out a piece of their time to be available on a regularly scheduled basis to provide academic content for the COM curriculum. The part time faculty are appointed in the fixed-term system. These guidelines serve as a pathway to provide the opportunity for promotion.

As they are most similar to HP faculty, these proposed guidelines were structured from the current HP promotion requirements to reflect a reasonable facsimile of the full HP requirements, with more emphasis in instruction while keeping and/or exceeding rigorous expectations currently in the other categories (patient care, scholarly productivity and research, and service). The part-time fixed-term faculty are faculty initially appointed as Assistant Professors and in some cases as Associate Professors in the fixed-term system. These faculty are considered non-prefixed as they receive a regular check from MSU.

**Proposed by Mary Hughes DO 5-27-2021**

**Revised 6-3-2021 by Osteopathic Medical Specialties faculty**

**Revised 1-28-2022 by COM Advisory committee on RPT; updated 1-31-2022 (v4)**

**Approved by COM RPT on 1-31-2022**

**Approved by COM CAC on 2-01-2022**

**Approved by COM Faculty Assembly on 3-23-2022**

## **COM Part Time Fixed Term faculty promotion to Associate Professor Clinicians in Fixed Term Appointments hired by MSU for teaching capacity**

### **General Guidelines:**

[As per MSU guidelines](#), recommendation for promotion from assistant to associate professor should be based on several years of sustained, outstanding achievements in scholarship, teaching, and service across the mission, consistent with performance levels expected for promotion to associate professor at peer universities. A reasonably long period in rank before promotion is usually necessary to provide a basis in actual performance for predicting capacity to become an expert of national and/or international stature and long-term, high-quality professional achievement and University service. Recommendations for promotion from associate professor to professor should be based on several years of sustained, outstanding achievements in education and scholarship across the mission, consistent with performance levels expected at peer universities. A reasonably long period in rank before promotion is usually necessary to provide a basis in actual performance to permit endorsement of the individual as an expert of national and/or international stature and to predict continuous, long-term, high-quality professional achievement.

[As per MSU FT promotion guidelines](#), while the mix of duties performed by fixed term faculty may vary within and across units, academic rank at Michigan State University must be based on standards that result in a progressively stronger faculty. A fixed term faculty member's level of accomplishment, even if limited to a narrow range of duties (e.g., only teaching), should reflect the same level of accomplishment for that set of duties as is required for a tenure system faculty member being promoted to the same rank.

The faculty member to be considered for promotion must meet the qualifications contained in the following guidelines for the areas of 1) Patient Care Services, 2) Clinical and Pre-Clinical Teaching, 3) Scholarly Productivity and Research, and 4) Institutional Services. In all four of the areas listed below it is expected that the faculty member will display excellence as an academic role model for medical, PA, NP, nursing, and graduate students, for junior colleagues, and for patients. Part time fixed term faculty are required to submit [Academic Human Resources Form HP-D](#).

### **Ethical Responsibility:**

All faculty of the College of Osteopathic Medicine are expected to adhere to the highest standards of professional conduct and ethics. In matters of scholarly inquiry they are expected to be intellectually honest in all phases of the inquiry process. They are expected to follow methods identified as appropriate by their discipline in question design, data initiation, gathering, analyzing, and reporting. All persons engaged in patient service shall conduct themselves at all times in a professional manner and engage only in acceptable medical treatments and regimens. All faculty of the college are expected to conform to legal, professional, and university codes, policies and regulations that govern scholarly endeavors and clinical practice as well as the American Osteopathic Association ethics statement approved by the faculty.

## 1. **PATIENT CARE SERVICE**

Although not a part of the MSU Health Care system and do not receive an HSRC, it is imperative that these academic faculty maintain a clinically active practice for a portion of their 'outside MSU time' to assure that they are up to date in their clinical knowledge and how the current healthcare system functions, whether their practice site be an inpatient or outpatient setting. Faculty must meet all the basic criteria.

### 1.1 The Basic Criteria are:

- 1.1.1 Faculty must participate in continuous provision of healthcare over the last 5 years defined as a minimum of 12 hours/week (30%), but ideally 20 hours/week
- 1.1.2 Faculty must participate in local and state healthcare organizations
- 1.1.3 Faculty must demonstrate participation in quality improvement or other peer review activities

## 2. **CLINICAL AND PRE-CLINICAL TEACHING**

Teaching includes all direct instruction for pre-clinical, clinical, residency and post-graduate programs, as well as faculty development teaching. It includes instructional development that leads to products (articles, textbooks, instructional videotapes, software, etc.) or processes that improve the provision of instructional services. It also includes advising. Faculty must meet all basic criteria and 50% of distinguished characteristics as this is the major focus of their university responsibility.

### 2.1 The Basic Criteria are:

- 2.1.1 Complies with the Michigan State University Code of Teaching Responsibilities
- 2.1.2 Discharges assigned teaching responsibilities competently, including preparation and presentation of material in a well-organized, current, and stimulating fashion
- 2.1.3 Accepts teaching assignments routinely and teaches in college programs of instruction on a regular basis
- 2.1.4 participates in postgraduate educational activities

### 2.2 The Distinguishing Criteria are:

- 2.2.1 Is assessed to be an effective teacher by learner evaluation
- 2.2.2 Is assessed to be an effective teacher by colleagues and other faculty
- 2.2.3 Provides evidence that teaching activities are based on current literature and the meaningful incorporation of that literature
- 2.2.4 Assumes and effectively discharges responsibilities related to assumption of leadership in instruction or instructional design
- 2.2.5 Provides evidence that they are requested as a teacher in college-level programs

- 2.2.6 Demonstrates ability to stimulate trainees towards scholarship in medicine and medical practice
- 2.2.7 Demonstrates ability to evaluate and counsel students, (medical, nursing, graduate, undergraduate), and residents.

### 3. SCHOLARLY PRODUCTIVITY AND RESEARCH

Candidates may demonstrate active and consistent scholarship by the publication of articles, research reports, case studies and other observations in refereed medical and nursing journals and by the publication of books, book chapters and review articles in non-refereed journals. Faculty must meet all the basic criteria.

#### 3.1 The Basic Criteria are:

- 3.1.1 Provides evidence of participation in research and scholarly activities related to the mission of department and college.
- 3.1.2 Presents research, scholarly or development efforts to the medical education community, community of the candidate's discipline, and/or to their own professional community
- 3.1.3 Authorship in four peer-reviewed publications during the review period. May substitute regional, state, or national research presentations for 2 of the 4 publications

### 4. INSTITUTIONAL SERVICES

Committee and administrative service includes election to standing committees of department, or the college, or appointment to ad hoc committee of department, or college or appointment to a major administrative function within the department, college, or the general university. Faculty must meet all the basic criteria.

#### 4.1 The Basic Criteria are:

- 4.1.1 Participates as appointed or elected member of department, or college committees
- 4.1.2 Provides evidence of productive service in support of college committees, and/or administrative activities

#### **Diversity Equity and Inclusion:**

As per [University Philosophy and Guiding Policies on Faculty Tenure and Promotion](#) and [University Guide for RPT](#): Because DEI are core values of Michigan State University, candidates should detail their DEI efforts, providing evidence of their activities and accomplishments in the context of research/creative activities, teaching, service, outreach, and engagement. Faculty should include evidence of their activities and accomplishments in DEI, as appropriate, when detailing information on relevant research/creative activities, teaching, and service in appropriate sections of their dossier. Faculty should



describe how these efforts are interwoven and enhance all other areas of faculty accomplishment. Whenever applicable, faculty commitment to learning and engaging in DEI efforts will be recognized and considered in the RPT process. Certainly, scholars across campus engage in a myriad of research and teaching efforts, not all of which can incorporate DEI activities. Significant involvement in DEI efforts can be viewed as a metric for advancement. Examples of excellence in DEI are available from [Council of Diversity Deans](#).

## **COM Part Time Fixed Term faculty promotion to Professor**

### **Clinicians in Fixed Term Appointments hired by MSU for teaching capacity**

#### **General Guidelines:**

[As per MSU guidelines](#), recommendation for promotion from assistant to associate professor should be based on several years of sustained, outstanding achievements in scholarship, teaching, and service across the mission, consistent with performance levels expected for promotion to associate professor at peer universities. A reasonably long period in rank before promotion is usually necessary to provide a basis in actual performance for predicting capacity to become an expert of national and/or international stature and long-term, high-quality professional achievement and University service. Recommendations for promotion from associate professor to professor should be based on several years of sustained, outstanding achievements in education and scholarship across the mission, consistent with performance levels expected at peer universities. A reasonably long period in rank before promotion is usually necessary to provide a basis in actual performance to permit endorsement of the individual as an expert of national and/or international stature and to predict continuous, long-term, high-quality professional achievement.

[As per MSU FT promotion guidelines](#), while the mix of duties performed by fixed term faculty may vary within and across units, academic rank at Michigan State University must be based on standards that result in a progressively stronger faculty. A fixed term faculty member's level of accomplishment, even if limited to a narrow range of duties (e.g., only teaching), should reflect the same level of accomplishment for that set of duties as is required for a tenure system faculty member being promoted to the same rank.

The faculty member to be considered for promotion must meet the qualifications contained in the following guidelines for the areas of 1) Patient Care Services, 2) Clinical and Pre-Clinical Teaching, 3) Scholarly Productivity and Research, and 4) Institutional Services. In all four of the areas listed below it is expected that the faculty member will display excellence as an academic role model for medical, PA, NP, nursing, and graduate students, for junior colleagues, and for patients. Part time fixed term faculty are required to submit [Academic Human Resources Form HP-D](#).

#### **Ethical Responsibility:**

All faculty of the College of Osteopathic Medicine are expected to adhere to the highest standards of professional conduct and ethics. In matters of scholarly inquiry they are expected to be intellectually honest in all phases of the inquiry process. They are expected to follow methods identified as appropriate by their discipline in question design, data initiation, gathering, analyzing, and reporting. All persons engaged in patient service shall conduct themselves at all times in a professional manner and engage only in acceptable medical treatments and regimens. All faculty of the college are expected to conform to legal, professional, and university codes, policies and regulations that govern scholarly endeavors and clinical practice as well as the American Osteopathic Association ethics statement approved by the faculty.

## 1. PATIENT CARE SERVICE

Although not a part of the MSU Healthcare system and do not receive an HSRC, it is imperative that these academic faculty maintain a clinically active practice for a portion of their 'outside MSU time' to assure that they are up to date in their clinical knowledge and how the current healthcare system functions, whether their practice site be an inpatient or outpatient setting. Faculty must meet the basic criteria.

### 1.1 The Basic Criteria are:

- 1.1.1 Faculty must participate in continuous provision of healthcare over the last 5 years defined as a minimum of 12 hours/week (30%), but ideally 20 hours/week
- 1.1.2 Faculty must participate in local and state healthcare organizations
- 1.1.3 Faculty must demonstrate participation in quality improvement or other peer review activities
- 1.1.4 Faculty must be recognized by state and national specialty college as an academic leader as demonstrated by invited lectures to symposiums, conferences at the state level and preferably at the national level over time
- 1.1.5 Faculty must demonstrate participation in quality improvement or other peer review activities
- 1.1.6 If in a hospital-based practice must have been chair during the review period of at least one department or hospital-based committee related to patient care
- 1.1.7 Faculty must have served on a state or national specialty committee
- 1.1.8 Faculty must participate in or collaborate in clinical studies/externally sponsored research
- 1.1.9 Faculty must provide leadership on committees at the department or college level or other committees that deal with patient care issues

## 2. CLINICAL AND PRE-CLINICAL TEACHING

Teaching includes all direct instruction for pre-clinical, clinical, residency and post-graduate programs, as well as faculty development teaching. It includes instructional development that leads to products (articles, textbooks, instructional videotapes, software, etc.) or processes that improve the provision of instructional services. It also includes advising. Faculty must meet all basic and distinguished characteristics as this is the major focus of their university responsibility.

- 2.1 The Basic Criteria are:
- 2.1.1 Complies with the Michigan State University Code of Teaching Responsibilities
  - 2.1.2 Discharges assigned teaching responsibilities competently, including preparation and presentation of material in a well-organized, current, and stimulating fashion
  - 2.1.3 Accepts teaching assignments routinely and teaches in college programs of instruction on a regular basis
  - 2.1.4 Participates in postgraduate educational activities
- 2.2 The Distinguishing Criteria are:
- 2.2.1 Is assessed to be an effective teacher by learner evaluation
  - 2.2.2 Is assessed to be an effective teacher by colleagues and other faculty
  - 2.2.3 Provides evidence that teaching activities are based on current literature and the meaningful incorporation of that literature
  - 2.2.4 Assumes and effectively discharges responsibilities related to assumption of leadership in instruction or instructional design
  - 2.2.5 Provides evidence that they are requested as a teacher in college-level programs
  - 2.2.6 Demonstrates ability to stimulate trainees towards scholarship in medicine and medical practice
  - 2.2.7 Demonstrates ability to evaluate and counsel students, (medical, nursing, graduate, undergraduate), and residents.

### 3. SCHOLARLY PRODUCTIVITY AND RESEARCH

Candidates may demonstrate active and consistent scholarship by the publication of articles, research reports, case studies and other observations in refereed medical and nursing journals and by the publication of books, book chapters and review articles in non-refereed journals. Faculty must meet all the basic criteria.

- 3.1 The Basic Criteria are:
- 3.1.1 Provides evidence of participation in research and scholarly activities related to the mission of department and college.
  - 3.1.2 Presents research, scholarly or development efforts to the medical education community, community of the candidate's discipline, and/or to their own professional community
  - 3.1.3 Participates in professional groups and/or organizations appropriate to research field
  - 3.1.4 Authorship in four peer-reviewed publications during the review period. May substitute regional, state or national research presentations for 2 of the 4 publications

#### 4. INSTITUTIONAL SERVICES

Committee and administrative service includes election to standing committees of department, or the college, or appointment to ad hoc committee of department, or college or appointment to a major administrative function within the department, college, or the general university. Faculty must meet all the basic and distinguishing criteria.

4.1 The Basic Criteria are:

- 4.1.1 Participates as appointed or elected member of department, or college committees
- 4.1.2 Provides evidence of productive service in support of college committees, and/or administrative activities

4.2 The Distinguishing Criteria are:

- 4.2.1 Leads or chairs department, or college projects or committees
- 4.2.2 Is appointed for major administrative position, in the department or college
- 4.2.3 Provides intellectual leadership in helping committees, task groups or other organizations develop solutions to significant problems at department/college level
- 4.2.4 Attains leadership positions in relevant state and/or national professional associations or organizations

#### **Diversity Equity and Inclusion:**

As per [University Philosophy and Guiding Policies on Faculty Tenure and Promotion](#) and [University Guide for RPT](#): Because DEI are core values of Michigan State University, candidates should detail their DEI efforts, providing evidence of their activities and accomplishments in the context of research/creative activities, teaching, service, outreach, and engagement. Faculty should include evidence of their activities and accomplishments in DEI, as appropriate, when detailing information on relevant research/creative activities, teaching, and service in appropriate sections of their dossier. Faculty should describe how these efforts are interwoven and enhance all other areas of faculty accomplishment. Whenever applicable, faculty commitment to learning and engaging in DEI efforts will be recognized and considered in the RPT process. Certainly, scholars across campus engage in a myriad of research and teaching efforts, not all of which can incorporate DEI activities. Significant involvement in DEI efforts can be viewed as a metric for advancement. Examples of excellence in DEI are available from [Council of Diversity Deans](#).

A COMPLETE SUBMISSION FOR COM PART-TIME FIXED-TERM FACULTY PROMOTION INCLUDE THE FOLLOWING:

Form D-I	Recommendation Form to be filled out by chairpersons or directors and deans
Form D-II	Summary Information to be filled out by chairpersons or directors and deans
Form D-III	Summary Evaluation of each of the functional areas: patient care services, clinical and pre-clinical teaching, scholarly productivity and research, and institutional services to be filled out by chairpersons or directors
Form D-IV	Materials submitted by the candidate: <ul style="list-style-type: none"><li>· Evidence of scholarly activities</li><li>· A reflective essay about accomplishments over the reporting period (5 page maximum)</li><li>· A curriculum vita as a more complete listing of scholarly activities and works</li></ul>
Samples	An academic portfolio that includes representative samples of candidate's scholarly work. Evidence of excellence in performing assigned duties, e.g., significance, impact, and innovation of research/creative activities, instructional activities, and service provided by the candidate
Reviews	Evidence of annual reviews provided by the department
RPT Letter	A letter from the department Promotion and Tenure Committee, or its equivalent provided by the department
References	A minimum of four letters of reference are required for all faculty being considered for promotion. Letters for HP and fixed term faculty will adhere to the <a href="#">external letters policy</a> for proper letter structure, composition, and confidentiality as well as the process of (and materials provided for) solicitation. The referees must meet the following minimal requirements. Referees are defined as those who are professionally capable of assessing the candidate's work objectively and to comment on its significance in the discipline or specialty area. A minimum of four letters are required, three of which are from referees outside the primary department. Three of the letters are required from referees at or above the candidate's desired rank. Two letters are required from an external referee at or above the candidate's desired rank, and outside the university system, to be selected by the chairperson.

Please note that, wherever needed, additional sheets may be attached

Candidates completed promotion packet must be under 500 pages