

Faculty Handbook for the MD Curriculum

SECTION 7. PROFESSIONAL ADVANCEMENT

APPOINTMENT, PROMOTION, AND TENURE

Appointment, promotion, and tenure (AP&T) is the process wherein an individual's qualifications and performance undergo a peer-reviewed process by members of their tenure initiating unit (TIU), their college, and finally the university. Criteria are established by each TIU and differ for faculty on the regular tenure track, regular clinical track, and adjunct clinical track. The university mission states, "The Ohio state university will be recognized worldwide for the quality and impact of its research, teaching, and service." Each TIU is responsible for establishing criteria for appointment, reappointment, and promotion and tenure that are consistent with this mission and for ensuring that every faculty appointment, reappointment, and promotion and tenure recommendation is consistent with this mission. [Faculty rule 3335-6-02].

Each TIU shall have an AP&T document. The document shall describe, in qualitative terms, the unit's criteria for AP&T and evidence to be provided to support a case within the context of the TIU's mission and the standards set forth in rule 3335-6-02 as well as the mission and standards of the college. The document should indicate with some specificity how the quality and effectiveness of teaching, the quality and significance of scholarship, and the quality and effectiveness of service are to be documented and assessed.

Each faculty member should consult the document of their individual TIU to determine the role of teaching for their specific appointment.

[Reference: Faculty rule 3335-6. <https://trustees.osu.edu/bylaws-and-rules/3335-6>]

<https://medicine.osu.edu/faculty/promotion-and-tenure>

NOMINATIONS

Each spring, the Vice Dean for Education puts out a call for nominations for interested faculty to serve on the committees associated with medical student education. Individuals may self-nominate. An election is conducted among all faculty. This process permits interested faculty to become involved in the operations and governance of the education mission.

Committees include:

- Admissions Committee
- Executive Curriculum Committee

- Academic Program Committees (Part 1, Part 2, Part 3)
- Student Review Committees: Academic Behavioral Review Committee, USMLE Review Committee, Academic Review Board

Information on the first 3 bulleted committees follows. Student Review committees are discussed in Section 6 of the Faculty Handbook.

ADMISSIONS COMMITTEE BYLAWS

[Pattern of Administration, OSU COM, Appendix A, page 36; approved 4/14/2020]

I. RESPONSIBILITIES

It is the responsibility of the Admissions Committee to select a class of diverse students who demonstrate the intelligence, integrity, personal and emotional characteristics necessary for them to become effective physicians. To do so, they are charged to establish and implement the criteria and procedures that shall govern the selection of students for entry into the MD degree program of the College of Medicine, within University regulations.

Under the direction of the Associate Dean for Admissions, the Admissions Committee:

A. Develops and implements a holistic, confidential selection process that is shielded from political or financial influence. The elements of this process include: the use and content of secondary applications, the screening of applications for interviews and the interview and deliberation process.

B. Develops and oversees the implementation of procedures and criteria for the screening of each submitted application and the selection of candidates for interview.

C. Develops and educates committee members on effective and legal interview and deliberation techniques. Using these techniques and the established criteria, the Admissions Committee will consider each candidate and recommend them for acceptance, 2) deferral, 3) rejection, or 4) alternate training pathways

D. Charges a subcommittee of the full committee to manage the holistic confidential review process for the following categories of applicants:

- Students who are deferred for admission
- Students applying for admission to the combined BS/MD program
- Students applying for the combined MD/PhD program

E. Maintains individual records of candidates with documentation of the reason(s) for or against admissions.

F. Annually reviews class admission statistics and prepares a report on admission process and outcomes for the Vice Dean for education, the College Council, and the Dean of the College of Medicine.

II. COMPOSITION

Diverse faculty representation from basic science and clinical departments is expected, including practicing physicians from the community. Minimum number of members is thirty (30) with a maximum of fifty (50).

Nominees to the committee may be presented by TIU head, members of the Admissions Committee, and other appropriate channels. The Elections and Appointments Committee will make final appointment. Appointments are renewed annually if member is able to attend a minimum of two monthly meetings and demonstrate effectiveness/engagement on the Committee.

III. ORGANIZATION

The chairperson shall be appointed by the Dean, who may delegate this responsibility to the Vice Dean for Education.

The Associate Dean for Admissions (and/or Director of Admissions) shall be the secretary of the committee and staff liaison. The Associate Dean shall be a voting member of the committee, as long as this individual holds a faculty appointment.

The Associate Dean for Admissions, either alone or in conjunction with the chairperson, may appoint as appropriate subcommittees to manage specific functions of the committee.

The committee meets twice a week for five hours each time through the normal recruitment and admissions period (September through April). The Associate Dean for Admissions or the chairperson may call additional meetings as required with not less than one week's written notice.

A. Members are expected to attend a minimum of two (2) meetings of the committee per month.

B. A quorum shall consist of those members present at any standing or called meeting.

EXECUTIVE CURRICULUM COMMITTEE BYLAWS

[Pattern of Administration, OSU COM, Appendix F, page 44; approved 4/14/2020]

I. RESPONSIBILITIES

The ultimate responsibility for design, control and conduct of the curriculum lies with the Executive Curriculum Committee. However, decisions of the committee should be made

in consultation with the Dean of the OSU College of Medicine (Dean), in recognition of the fact that the Dean is responsible for providing the resources necessary for the execution of the decisions of the Committee.

A. The Executive Curriculum Committee (ECC) provides integrated institutional responsibility for the overall design, management, and evaluation of a coherent and coordinated curriculum. The ECC shall be a standing committee of the College of Medicine. It shall exhibit participation by faculty, students, and administration. The ECC, at the request of the Dean and in conjunction with the college governance system, has the responsibility to insure that the curriculum meets LCME accreditation standards at all times.

B. The Executive Curriculum Committee shall:

1. Define the college's institutional objectives for curricular content and insure that the curriculum provides a general professional education
2. Oversee the system for the evaluation of student achievement of knowledge, skills, behaviors, and attitudes throughout medical school which includes formative and summative evaluation of student achievement in each course and clerkship
3. Review and revise the academic programs to achieve a logical sequencing of the various segments of the curriculum, content that is coordinated and integrated within and across the academic periods of study (horizontal and vertical integration), and methods of pedagogy and student evaluation that are appropriate for the achievement of the college's institutional objectives.
4. Approve or modify substantive changes recommended by academic program committees concerning the curriculum or evaluation of students.
5. Evaluate program effectiveness by outcomes analysis, monitor content and workload in each discipline, identify omissions and unwanted redundancies, and review the stated objectives of individual courses and clerkships to assure congruence with institutional educational objectives
6. Develop and monitor standards that address the depth and breadth of knowledge required for a general professional education, currency and relevance of content, and the extent of redundancy needed to reinforce learning of complex topics.
7. Monitor the amount of classroom time and examination frequency as well as the hours that medical students work during the clinical years and the educational value of their clinical activities.
8. Maintain minutes that document that above activities take place and document findings and recommendations, and provide reports as needed to the Faculty Council, College Council, and the Dean.

C. Day-to-day management of academic programs is delegated to the academic program directors under the supervision of the Associate Dean for Medical Education.

D. The ECC may appoint sub-committees, ad hoc committees or task forces to examine curricular issues in detail.

E. The Executive Curriculum Committee meets on a regular basis (monthly). Periodic reports may be requested by the Dean, Faculty Council, or College Council.

II. COMPOSITION

A. Membership shall be appointed by the Vice Dean for Education using the following guidelines:

1. Academic Program Directors as determined by the Executive Curriculum Committee (See Addendum I for a list of the academic programs).
2. Five (5) faculty members, including the committee chair and two (2) members appointed by the Dean/designee, and at least two (2) members voted in by the faculty of the College of Medicine.
3. One (1) basic science chair.
4. One (1) clinical science chair.
5. Associate Dean, Medical Education.
6. Chair, Academic Review Board.
7. Assistant/Associate Deans involved in medical student education.
8. Assistant Deans, affiliated programs.
9. Two (2) representatives of the student body.
10. Membership shall not be less than 15, and will not exceed 25 voting members. Voting faculty members are appointed for one year terms. Student representatives are appointed for one year terms.

B. The quorum shall consist of those members who are present at a regularly scheduled meeting or 50% of the total membership for a specially convened meeting.

C. The chair of the Executive Curriculum Committee is appointed by the Dean/designee for a period of five (5) years. The chair and vice chair together shall set the agenda for the ECC. The chair shall run the meetings and communicate decisions and minutes as appropriate.

D. The vice-chair shall be selected annually by the chair from among the Assistant or Associate Deans on the committee. The vice chair shall run meetings in the absence of the chair. The Associate Dean for Medical Education shall be responsible for implementing decisions of the ECC.

III. ORGANIZATION

A. The ECC will designate academic program committees to run the operation of the curriculum. Members of these committees will be appointed by the Vice Dean for Education and include members voted in by the College of Medicine faculty. From time to time these committees may change. [Descriptions of these committees are included in the following section].

B. The following academic standing committees are appointed directly by the ECC or the Dean/designee and except for the Academic Review Board include members voted in by the College of Medicine faculty:

1. Academic Review Process Committee This committee oversees the Academic Review process serving in a quality assurance capacity. This committee will monitor the academic review process and report in a yearly fashion to the ECC.
2. The Academic Advancement Committee This committee is responsible for determining an individual student's academic status.
3. Academic Behavioral Review Committee This sub-committee of the Academic Review Process Committee oversees the evaluation of all students. This committee will meet with any student who has been recommended for a change in a substantial portion of the curriculum; recommendation for a repetition of a substantial portion of the curriculum; recommendation of dismissal excluding those that have been heard through the USMLE Review sub-committee, the Honor & Professionalism Council or the Violations Committee; recommendations for action because of any combination of lapses in academic or professional behavior that is not heard through the Honor & Professionalism Council or the Violations Committee.
4. USMLE Review Committee This sub-committee of the Academic Review Process Committee meets with students who have two failures on Step 1, Step 2CK and/or Step 2CS. In addition this committee meets with students who have not met the established deadline for taking Step 1, Step 2CK and/or Step 2CS.
5. Academic Review Board (Appointed by the Dean/designee) This committee is advisory to the Dean and oversees all student dismissals and reinstatements.

C. The chairperson of each academic program committee shall be appointed by the Vice Dean for Education and shall serve as the director of the academic program.

D. Suggested guidelines for general functions of the academic program committees include:

1. Each academic program committee should meet on a regular basis with minutes sent to the chair and vice-chair of the Executive Curriculum Committee.
2. Each academic program committee prepares an end-of-year report on its program, including the general performance of students, which is presented to and acted upon by the Executive Curriculum Committee.
3. Significant new policies and changes in the academic program will be shared with the appropriate faculty.

IV. CURRICULUM AND POLICY CHANGES

Occasionally, substantive changes in the degree requirements may be necessary, either at the recommendation of accrediting bodies or as initiated by the faculty. The ECC will bring recommendations for major curricular change to the Dean and the College Council for comprehensive input from the Dean and the faculty.

ACADEMIC PROGRAM COMMITTEES

[Pattern of Administration, OSU COM, Appendix F, page 48; approved 4/14/2020]

Clinical Foundations Academic Program (MEDCOL 7762 & 7763)

The Academic Program Committee meets regularly to discuss the operation of Part 1 of the LSI curriculum. This committee determines passing criteria and policies which govern its operation. Areas of responsibility include: content and sequencing of the curriculum, grading criteria, faculty and student responsibilities within the program, and the integration of curricular content across curricular units. This committee is responsible for ensuring that there exists a functional relationship of Part 1 to other academic programs and administrative units of the college. The Committee also acts on the recommendations of the Clinical Foundations Student Review Subcommittee and the Executive Curriculum Committee. The committee is chaired by the Director and consists of directors and associate directors of Part 1 curricular units and other faculty and staff assigned by the college.

Clinical Applications Academic Program (MEDCOL 8764)

The Academic Program Committee meets regularly to discuss the operation of Part 2 of the LSI curriculum. This committee determines passing criteria and policies which govern its operation. Areas of responsibility include: content and sequencing of the curriculum, grading criteria, faculty and student responsibilities within the program, and the integration of curricular content across ground school and curricular rings. This committee is responsible for ensuring that there exists a functional relationship of Part 2 to other academic programs and administrative units of the college. The Committee also acts on the recommendations of the Clinical Applications Student Review Subcommittee and the Executive Curriculum Committee. The committee is chaired by the Director and consists of directors and associate directors of Part 2 ground school and curricular rings as well as other faculty and staff assigned by the college.

Advanced Clinical Management (MEDCOL 8864)

The Academic Program Committee meets regularly to discuss the operation of Part 3 of the LSI curriculum. This committee determines passing criteria and policies which govern its operation. Areas of responsibility include: content and sequencing of the curriculum, grading criteria, faculty and student responsibilities within the program, and the integration of curricular content across curricular units. This committee is responsible for ensuring that there exists a functional relationship of Part 3 to other academic programs and administrative units of the college. The Committee also acts on the recommendations of the Advanced Clinical Management Student Review Subcommittee and the Executive Curriculum Committee. The committee is chaired by the Director and consists of directors and associate directors of Part 3 curricular units as well as other faculty and staff assigned by the college.

MEDPATH Program

The Office for Diversity and Inclusion (ODI) is committed to creating an environment at the COM that facilitates the academic achievement of medical students who are underrepresented in

medicine (URM). Services include academic and career counseling, student advocacy, notification of grants and scholarships, and support for certain student organizations. The ODI's diversity recruitment efforts include administering the MEDPATH program, a 10 month program aimed at developing and enriching the academic knowledge base and skills of students prior to their entrance into medical school, and increasing the number of students underrepresented in medicine (URM) and/or students from economically and/or educationally disadvantaged backgrounds and those who will serve underrepresented populations who graduate from medical school.

Medical Scientist Training Program

The goal of the MSTP is to provide MD/PhD students the rigor, depth, and breadth of both scientific and medical education in a way that facilitates integrating both sets of training to prepare for careers as physician-scientists. Students in the MSTP take a modified LSI curriculum that facilitates the integration of medical school and graduate school.

UNIQUE FACULTY OPPORTUNITIES

In addition to the governance committees, faculty may participate in aspects of the LSI curriculum that have more direct student contact. Calls for nominations go out each spring. Faculty are chosen after an interview process.

Learning Community

The COM has 78 small groups that meet across all four years of the curriculum operated by the Office of Student Life. The program has been in place since 2007, prior to the implementation of the LSI curriculum. The goals are to promote caring, trust, and teamwork and to help students establish academic and social support networks. Each small group has at least one faculty leader.

<http://learningcommunitiesinstitute.org/content/schools/member-spotlights/osu-wexner-college-medicine-member-spotlight>

Longitudinal Group

Students are assigned to Longitudinal Groups in Part 1 LSI to develop skills in communication, history-taking, physical examination components, and behaviors and attitudes. The topics addressed are linked to the didactic portion of the Part 1 curriculum. Each group has at least one faculty leader. Group leaders participate in OSCE review and assessment for students outside their group.

Longitudinal Practice

Students are assigned to a single ambulatory practice in Part 1 LSI to practice history-taking and physical examination skills and observe the real world practice of medicine. The skills to be

practiced are linked to what has been covered in Part 1 didactics and the Longitudinal Groups. Participating faculty may have one or more students for 1-2 years and have the opportunity to get to know these individuals well.

Portfolio Coach

Students in the LSI curriculum will receive an account for a web-based education ePortfolio. The ePortfolio allows students to post written reflections on their educational experiences and performance or other topics of choice, with the aim of charting their improved performance and achievements and establishing patterns of lifelong reflective practice and self-directed learning. Students share their portfolios in meetings with a faculty coach, who acts as a mentor and guide throughout the four years of the medical school program, and provides feedback on the student's ability to reflect on his or her experiences and assist in establishing goals and plans for the student's next steps. Coaches have regular informational and training sessions to enhance their coaching ability. Coaches provide formative feedback to students. Coaches participate in OSCE review and assessment for students outside their coaching cohort.

Expert Educator

Expert Educators work within Part 1, Part 2, Part 3, and the Evaluation and Assessment group of the LSI curriculum and have duties assigned by the Program Directors. Expert Educators may be asked to review components of the curriculum, map components within the Vitals curriculum management system, observe clinical skills, develop OSCE cases, develop assessment items, and work with students who need improvement in knowledge and skills. Expert Educators serve on the formative Student Review committee. Expert Educators participate in OSCE review and assessment for students.

ECC-MICRO (Management, Innovation, Compliance, Revision, Optimization)

[Reviewed by ECC, July 2019]

Charge: subcommittee of ECC, charged to review LSI programs, policies, and curriculum, and make recommendations to the ECC for consideration and final action. All proposed program, policy, assessment, and course changes are to be vetted by this committee with consideration of the appropriateness of the proposed action in the context of the overall curriculum, service to students, and COM/University/ECC missions. In order to facilitate more nimble operation and responsiveness of the curriculum, the ECC grants authority to this subcommittee to implement curricular decisions urgently as needed, though final authority rests with the ECC, who will ultimately approve or disallow continuance of subcommittee decisions.

Voting Membership: Associate Dean for Medical Education (chair), Academic Program Directors or Co-Directors(4), Directors of Competencies (8), Director of Evaluation & Assessment (1); and faculty with at least 0.25 FTE invested in diverse areas of curricular leadership (maximum of 4). There are 18 voting members. Quorum is 6. The chair votes.

The 4 faculty will be chosen by election from among those faculty meeting the 0.25 or greater FTE mark who are not otherwise an Academic Program Director or Director of Competency. They will serve a 2 year term on the committee. Terms will be staggered with two faculty members changing each year.

Ex officio, non-voting members include: Associate Dean for Student Life, Director of Medical Education, Director of OCS, Directors of Curricular Projects (LG, LP, Portfolio, HC, CHE, AHSS), LCME CQI Director, VITALS representation. Other non-voting members may be invited as needed.

Meetings: Monthly, between ECC meetings.

Reporting: LSI-MICRO reports to the ECC. Minutes will be reported back to the ECC monthly. As above, all actions taken by the subcommittee will be reviewed by the ECC for approval/disapproval.

FUNDING FOR FACULTY INVOLVEMENT

CURRICULUM FUNDING STRUCTURE FOR REGISTERED STUDENTS

LSI Education Leadership: Curriculum leadership positions within the LSI curriculum are supported through an FTE offset using the AAMC average salary data. Program directors, associate directors, expert educators, and portfolio coaches are supported through this mechanism. Every year there is a call to all faculty for applications for any open education leadership positions.

Faculty Teaching Funds: At the end of each academic year the total number of hours is calculated for all teaching in the College of Medicine. These hours are then used to determine an amount of money that is transferred to each department to support the educational efforts. These funds are expected to be specifically used by the chair to support the department's teaching mission.

The College of Medicine tracks teaching hours by faculty in undergraduate, graduate programs and professional programs. Graduate and undergraduate hours are calculated as

Course credit hours x the number of students registered for the course

In the professional program, hours are tracked in the VITALS learning management system. This system tracks lectures, clinical experiences, labs etc. with the data used according to the following formula.

Formula for determining teaching "credit hours"

Criteria in the following table apply to teaching undergraduate, graduate, and medical students; they do not apply to residents or post-doctoral fellows. Hours of teaching for undergraduate and graduate courses for registered students are obtained through the University in the form of teaching hours. Teaching funds flow to departments based on the departmental contribution to total undergraduate, graduate and professional teaching hours.

| <u>Activity</u> | <u>Prep Time</u> <u>(hrs)</u> | <u>Credit Hours</u> (Prep + session time) |
|---|----------------------------------|--|
| New lecture–basic science or clinical science | 3.50 | 4.50 |
| Established lecture | 1.00 | 2.00 |
| Lab session (2 hr session) | 1.50 | 3.50 |
| Lab session (1 hr session) | 0.75 | 1.75 |
| Small group or tutorial leader (2 hr session) | 1.50 | 3.50 |
| Small group or tutorial leader (1 hr session) | 0.75 | 1.75 |
| Teaching med students in clinic (per ½ day) | -- | 2.00 |
| Teaching med students in OR (per ½ day) | -- | 2.00 |
| Teaching med students at bedside (per hour) | -- | 2.00 |
| Clinical didactics (1 hr session) | 2.00 | 3.00 |
| Writing test questions (per lecture hour) | 1.00 | 1.00 |
| New electronic/digital presentation | 8.00 | 8.00 |
| Update of electronic/digital presentation | 1.00 | 1.00 |
| Research seminar (2 hr session) | 1.50 | 3.50 |
| Research seminar (1 hr session) | 0.75 | 1.75 |
| Research preceptorship (per ½ day) | -- | 2.00 |

GRADUATE MEDICAL EDUCATION (GME) FUNDING STRUCTURE

The GME Administrative Office utilizes the payment allocation methodology described below to compensate Program Directors and Faculty.

A) Program Director Funding Structure:

GME Program support is based on actual % of time of the specific Program Director. The actual time percentage is based on protected time recommended by an accrediting body (such as the ACGME). This provides direct relationship correlation of funding to the specific appointee. Each program director provides a corresponding time log in the CPD system.

B) Program Faculty Supervision Funding Structure:

GME Program Support to departments is based on a trainee count 4-tiered system, being:

- Few = 1-3 Trainees
- Small = 4-14 Trainees
- Medium = 15-29 Trainees
- Large = 30 trainees minimum

EDUCATIONAL RESEARCH – OFFICE OF CURRICULUM AND SCHOLARSHIP

The Office of Curriculum and Scholarship (OCS) collaborates with faculty to optimize health professions education in the COM by promoting, evaluating and researching innovations in education. Services include educational research and evaluation, instructional design, and technical support for education and research technology.

The research consultants in OCS are expert methodologists and can help with optimization of educational research and evaluation. Contact them for help in

- Designing evaluation or research protocols,
- Developing grant proposals,
- Navigating the IRB,
- Accessing COM data repositories,
- Analyzing data, or
- Developing scholarship.

<https://medicine.osu.edu/faculty/office-of-curriculum-and-scholarship>

FACULTY ADVANCEMENT, MENTORING AND ENGAGEMENT (FAME)

The FAME program was created to help ensure the success of OSU COM faculty. FAME fosters the skills that benefit individuals and the COM alike: leadership, scholarship, communication and organizational success. The program offers mentoring opportunities, competency-based instruction, and recognition programs that foster professional fulfillment and growth.

FAME provides comprehensive faculty career development throughout all domains of an academic medical center. The program develops faculty to be expert educators, leaders, superlative clinicians and eminent scholars. It provides unique opportunities for women and minority faculty who are underrepresented in academic medicine and in leadership.

<https://medicine.osu.edu/faculty/fame>

TEACHING AWARDS

There are several opportunities for faculty recognition for outstanding teaching, mentoring, and role modeling. There are awards nominated and voted upon by the students for each year and/or program, awards selected by program leadership, and the graduating class selects the ultimate faculty award, Professor of the Year, for overall excellence in teaching during the entire medical

school experience. Outstanding house staff and fellow awards are also selected by the Med 4 class. The faculty holds these awards in high regard. The outstanding teacher awards are:

LSI Part 1 Awards

- Excellence in Education Award
- Longitudinal Group Facilitator Award
- Longitudinal Practice Preceptor Award
- Longitudinal Practice/Practice Award
- Best Teaching and Learning Methods

LSI Part 2 Awards

- Excellence in Education Award
- Understanding Patients within Populations Outstanding Educator Award
- Understanding Patients with Specialized Medical Needs Outstanding Educator Award
- Understanding Patients with Surgical and Reproductive Needs Outstanding Educator Award

LSI Part 3 Awards

- Excellence in Education Award (Clinical Teaching Award)
- Portfolio Coach Excellence Award

Overall LSI awards (selected by program leadership)

- LSI LEAD Award (staff and faculty eligible)
- LSI SERVE Award (staff and faculty eligible)
- LSI INSPIRE Award (staff and faculty eligible)

Awards chosen by the graduating class and presented by students at the Hooding Convocation:

- Professor of the Year Award
- Outstanding House Staff Teaching Award