Agenda
P&T Task Force
August 21, 2023 4pm

Present: Kelly Donovan, Ann Botash, Steve Taffet, Greg Conners, JoAnne Race, Margaret Maimone, Peggy Turk, Stacy Mehlek, Anthony Tracey, Katie King, Palma Shaw, Richard Veenstra, Grace VanNortwick, Chris Morley, Sipho Mbuqe, Rebecca Garden, Jay Brenner,

The first part of the meeting was used to review discussions so far and highlight <u>areas of agreement:</u>

- o Requirement for 3 external evaluator letters for all;
    - Discussed need for creating a templated format (like a checklist) for the chair to use to help them to create a standard letter of request for external evaluator letter writers. The impact/influence of the candidate's work on others should be one of the important facets of the letter and the need for this should be clearly explained. The chair needs to explain that the evaluator letter should incorporate key points to explain what we are requesting and why. The importance of the external evaluator letter to explain the value of scholarship was re-iterated.
    - Note: It has been suggested that the number of letters may vary depending on rank requested and tenure (eg. 3 letters for associate, 5 for Professor, 6 for tenure). FUTURE DISCUSSION.
    - It was also noted that the Chair, P&T Chair, or letters of support could point out all supporting factors as well. Difference between solicited vs. unsolicited material in a portfolio was mentioned –for example student feedback on evaluations is rarely used by the promotion committee. Should it be? Press Ganey reports can provide data for clinicians. TO BE DISCUSSED IN THE FUTURE.

- o Definition of scholarship using three components as described previously.
    - Discussed wording on the scholarship definition table. Specifically, the "examples" for impact/influence are examples of documentation that support impact. This was confusing to some task force members who expected this to be an example of scholarship produced by the promotion candidate. This column was re-labeled, but could be removed and included with details of the definition.

    - "Examples" column needed clarification so that it is clear that this list is not limited to the examples provided. This was discussed in response t to a question about how many examples would suffice for us to be satisfied that we were inclusive of various pathways to promotion. TABLE UPDATED.
- o Requirement for personal statements (<mark>template to be developed).</mark>

- o Review of graphic demonstrating the current process (will be uploaded to website)—TO BE UPLOADED TO WEBSITE
- o Need for robust education when the new policy is rolled out. Short forums to faculty will be rolled out by this task force to highlight the changes that were made to the policy.

New Agenda items:

- o Definition of scholarship approved (for now) via consensus, as is.
  - ▪ What is an "enduring" accomplishment (mentioned last time)? Is this something we expect for all areas? –Discussed that enduring could mean many things, but we generally mean to convey tangible and impactful (not necessarily long-lasting). Wording was changed in the row for dissemination to reflect this discussion.

- o Additional examples of scholarship --- request to include more input:
  - ▪ Plan to review this list with P&T committee, Dept P&T committee chairs and Department Chairs.
  - ▪ Plan to update the CV template to reflect these examples (eg. add a spot for pre-prints and interim research projects, policy statements, white papers, devices, software applications, other?).
    - Our portfolios allow for the addition of many other accomplishments, however, our CV may lack some "headers" that might be valuable to include. Examples mentioned included: Online and peer reviewed Blogs, Online journals
    - Biosketch (NIH) includes other accomplishments
    - Need to add categories that allow for new (as yet not invented) developments
    - ==FUTURE SUBCOMMITTEE FOR CV TEMPLATE REVIEW==

- Next steps:
  - o Do we want to continue to have required areas of proficiency? Do these need to be updated? At what point in our process should we finalize these? TO BE DISCUSSED IN RELATION TO BULLET BELOW.
  - o Develop a framework for our areas of excellence (do we want to continue to call them areas of excellence? Pros, cons) Under each "pathway," what are three to four categories of criteria. Scholarship is one, what are the others? Excellence, Recognition? Examples provided from UMass.
    - ▪ Our criteria currently identifies leadership as an important factor for promotion. Is leadership a category for criteria or is it part of "excellence?" We don't have categories in our policy like UMass however, our examples are very similar and could be categorized. Consensus: supported the idea of categories and noting, letter writers

may find it easier to understand and follow an itemized criteria list. Our current criteria list skips around and we include requirements for documentation within criteria, not explaining that the documentation is a requirement to support criteria. That is, criteria and requirements are not distinguishable in our policy. For a subtle example, excellence in education for associate professor includes a bullet point: "Reviews by recipients of teaching efforts that support a rating of excellent." This is a documentation requirement to support "excellence in teaching." Teaching is one aspect (of the five domains of teaching). ==Possible FUTURE SUBCOMMITTEE REVIEW.==

- o Do we want to include a 4th area of excellence to provide for public health/bioethics/humanities? Or can this be incorporated into the framework in other ways? SAVED FOR FUTURE DISCUSSION.

PLAN:
- The initial plan was for Committee members to be divided into groups to work on TWO different areas for discussion next time: 1) Criteria categories for each of our current pathways, 2) CV template update. They will have until September 14th to work on different areas for the policy; they will then bring their findings/work back to the committee for review as a whole group.
- ==Upon further reflection…there are still big questions that need to be answered before doing small group work. See email and agenda for next meeting== ==(September 14, 2023 at 4PM).==

*Note: The American Association of Colleges of Nursing (AACN) scholarship definition: "Scholarship is the communication of knowledge generated through multiple forms of inquiry that inform clinical practice, nursing education, policy, and healthcare delivery…. The hallmark attribute of 4 scholarship is the cumulative impact of the scholar's work on the field of nursing and health care… Nursing scholarship is the generation, synthesis, translation, application, and dissemination of knowledge that aims to improve health and transform health care" (AACN, 2018, p. 2)

UMASS pages:
https://www.umassmed.edu/ofa/governance-policies/academic-personnel-policy/
https://www.umassmed.edu/ofa/academic/Evaluation/
https://www.umassmed.edu/ofa/academic/eligibility-criteria/
https://www.umassmed.edu/globalassets/office-of-faculty-affairs/documents/apptable1.pdf

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Definition of Scholarship Draft:

The three essential components of scholarship	Definition	Examples of components of scholarship (activities, products, measures), including but not limited to:
Advancement of Knowledge	Scholarship involves the systematic pursuit and advancement of research, education, practice or service through discovery, integration, application, and/or creation of new knowledge.	• Discovery or creation of new knowledge through investigation and inspiration; • Integration of knowledge to generate a new understanding, theories, or original ideas; • Application of knowledge to provide new solutions and/or novel methods of teaching for individuals or communities;
Dissemination	Scholars have primary responsibility for sharing and promoting their work. Scholarship must be in a form that is widely disseminated beyond the home institution and recognized, validated, and evaluated by peers and/or other scholars.	• peer-reviewed publications; books, book chapters, case reports, and reviews; • preprints and other interim research products; • innovative educational materials; • peer-reviewed meeting abstracts and presentations; • patents, • new therapies and technologies; • evidence-based products such as policy statements, safety and quality studies, innovations in patient care, and clinical guidelines • Internet based publications such as blogs, interactive websites, maintenance of certification courses, Apps • AR, VR programs • creative works such as Performances, simulation programs, poetry, public art, other published forms of story telling
Influence	Scholarship must influence the work of local, regional, or national levels of disciplines, practices, or communities. The influence should be measurable and provide a	• Citations (need to discuss) • Social media measures • External evaluator letters

	platform for others to build upon.	