Recommendations of the Academic Advancement Work Group on Revision of the Academic Personnel Policy of the University of Massachusetts Medical School

ATTACHMENT 1. SCHOLARSHIP

Definition of Scholarship
To achieve academic advancement at UMMS, faculty must demonstrate scholarship individually or through contribution(s) to a team. Scholarship has three essential components: advancement of knowledge, dissemination, and impact.

a. Scholarship advances research, education or practice through discovery, integration, application or transmission of knowledge. Scholarly activities can include the discovery of new knowledge through investigation, the integration of knowledge to generate new understanding, the application of knowledge to provide new solutions for individuals or communities, or the development of novel educational approaches for the transmission of knowledge. Scholarship is valued in each of the three missions of research, education and clinical practice.

b. Scholarship must be in a form that is disseminated and evaluated, allowing critical review. Scholarly work results from a rigorous and structured approach and may include peer-reviewed publications; books, book chapters and reviews; innovative educational materials; peer-reviewed meeting abstracts and presentations; patents, new therapies and technologies; and evidence-based products such as policy statements, safety and quality studies, innovations in patient care, and clinical guidelines.

c. Scholarship has a measurable impact at the local, regional, national or international level on a discipline, practice or community. For example, a research discovery influences the direction of a field or provides a platform for others to build on; a meta-analysis integrates an area of knowledge for new policies or guidelines; application of knowledge to clinical practice improves the health of individuals or communities; a novel educational approach enhances learning.

The scholarship of a candidate is assessed by the quality and quantity of a body of scholarly work, and the depth and breadth of impact of the scholarship. The quality, quantity and impact of scholarly work should be judged in the context of the field or discipline of scholarship. The specific contributions of the candidate to the scholarly work must be clear and substantial. In particular, scholarly contributions to multi and interdisciplinary collaborations should be supported by statements of the candidate’s role and intellectual contributions to the work. The impact of scholarship may be determined by statements by external evaluators and measures of the influence of the work on the discipline, practice or community. The breadth of impact of the scholarship (local, regional, national, international) is expected to expand with academic rank.

Academic Reputation and Service
The academic reputation and service activities of a candidate reflects their scholarly impact and can be assessed by measures such as: invitations to speak on the area of the candidate’s scholarship; contributions to professional organizations; leadership responsibilities; funding to conduct research, educational projects, or clinical innovations; service on committees developing guidelines or policies; service on review panels; service as a consultant; service as a peer reviewer, on editorial boards or as editor of a journal; honors and awards.
ATTACHMENT 2. ORGANIZATION OF ACADEMIC POSITIONS

Appointment of Faculty.
Appointment to the faculty of the University of Massachusetts School of Medicine is based on an individual’s academic and professional accomplishments and their commitment of effort to the academic programs of the School of Medicine, rather than on hospital rank, degree of responsibility, or seniority in other professional endeavors. Courtesy or honorary appointments for individuals who provide no contribution to School of Medicine academic programs are not allowed.

Standing Faculty Appointments.
Standing faculty are appointed under the Procedures for Appointment and Promotion (Article 7) and fall into three categories:

a. Employed Faculty
Individuals who are employed by UMMS, UMMHC, or University-approved external foundations (e.g., the Howard Hughes Medical Institute). These individuals may be appointed as, or promoted to, Instructor, Assistant Professor, Associate Professor, or Professor, according to the criteria for these ranks.

The employed faculty constitute the Faculty-at-Large of the School of Medicine and are members of the Faculty-at-Large of the University of Massachusetts Worcester, for the purpose of voting and other rights, as defined in the Bylaws of the School of Medicine and the Governance Document (Doc. T03-035) of the University of Massachusetts Worcester, respectively.

b. Affiliate Faculty
Individuals who are not employed by UMMS, UMMHC, or University-approved external foundations but who contribute to School of Medicine academic programs. Such individuals may include Courtesy Staff appointed to the UMass Memorial Medical Center, faculty at UMMS regional campuses (e.g., UMMS Baystate), full or part-time members of the medical, nursing or other professional staff at affiliated hospitals or other health care facilities; physicians and other health professionals in private practice; or individuals based at affiliated research institutions.

Individuals who devote a small proportion of effort (generally <10%) to School of Medicine academic programs are appointed as Instructor. Individuals who devote a larger proportion of effort (generally ≥10%) to UMMS academic programs are appointed as, or promoted to, Assistant Professor, Associate Professor, or Professor, according to the criteria for these ranks.

c. Adjunct Faculty
Individuals who hold a primary appointment as a faculty member at another academic or research institution and who desire an appointment in the School of Medicine to formalize their connection and contributions to School of Medicine academic programs. Adjunct faculty are usually appointed at the faculty rank they hold at their primary institution. The term “Adjunct” precedes their academic title: e.g., Adjunct Professor of Department.

Conferred Faculty Appointments.
Conferred faculty appointments do not require the Procedures for Appointment and Promotion (Article 7) and fall into three categories:

a. Visiting Faculty
Individuals who hold a primary appointment as a faculty member at another academic or research institution and who are participating in School of Medicine academic programs for a limited time. This title may be conferred for up to twelve months with the approval of the Chair of the host department and the concurrence of the Provost. Appointments longer than a year require the approval of the school Personnel Action Committee. The term “Visiting” precedes their academic title: e.g., Visiting Professor of Department.
b. **Emeritus Faculty** *(Section 5.11)*

Individuals who, at the time of retirement from the School of Medicine, are so designated by the Chancellor upon recommendation of the Provost and at the request of the Department Chair and Dean. Emeritus Status is granted in accordance with the University of Massachusetts Policy for Awarding Emeritus Status (Doc. T93-054, as amended). Emeritus Faculty may continue to serve the School of Medicine on a voluntary basis. The term “Emeritus” follows their academic title: e.g., Professor Emeritus of Department.
ATTACHMENT 3. AREAS OF DISTINCTION

UMMS recognizes four Areas of Distinction in which individuals may demonstrate their academic accomplishments in consideration for appointment or promotion. The area of distinction should represent the individual’s major area of achievement and impact, and be the basis of their academic reputation and recognition. The area of distinction may be different at a subsequent promotion.

a. **Clinical Medicine.** A candidate in this area is expected to have an area of clinical expertise that provides a unifying theme for their academic activities and achievements, and is expected to demonstrate clinical excellence through a scholarly approach to clinical medicine. In addition, the candidate may have developed innovative programs or approaches to advance healthcare that improve safety, quality or efficacy of healthcare delivery.

b. **Education.** A candidate in this area is expected to have expertise in education that provides a unifying theme for their academic activities and achievements and is expected to demonstrate educational excellence through a scholarly approach to education. In addition, the candidate may have developed innovative programs or approaches to education that advance learning in the health sciences.

c. **Investigation.** A candidate in this area is expected to have expertise in investigation that provides a unifying theme for their academic activities and achievements, and advances knowledge in the biomedical and health sciences, including development or novel application of methods or technologies. This area of distinction may also be used to recognize the contributions of individuals who bring a unique or critical expertise to the research team. It includes individuals participating in large collaborative and multicenter research programs, as well as those conducting research individually or in small groups.

d. **Population Health and Public Policy.** This area of distinction is broadly defined to include the development, analysis, implementation and evaluation of health policy, population health relevant tools, and health interventions for communities and populations, locally, nationally and internationally. A candidate in this area is expected to have an area of expertise that provides a unifying theme for their academic activities and achievements and is expected to demonstrate excellence through a scholarly approach to population and community health and health policy.
ATTACHMENT 4. EDUCATIONAL ACTIVITIES

All faculty are expected to be engaged in education. Educational activities are defined broadly, may vary according to the area of distinction, and are assessed in the context of the area of distinction. Educational activities include:

a. **Educational Programs & Courses.** Education of students, residents, clinical fellows, postdoctoral trainees, faculty in courses, programs and other formal settings.
   Examples include (but are not limited to): Lectures, seminars, and small groups in the medical, graduate or nursing schools and/or in educational programs for postdocs, clinical residents and fellows, including inter-professional education, service-learning or other community-engaged pedagogy.

b. **Research Education & Mentoring.** Research education and mentoring of students, residents, clinical fellows, and postdoctoral trainees.
   Examples include (but are not limited to): Advising and mentoring of graduate students, postdocs, residents or fellows in the research setting, including activities such as journal clubs; training in research skills and techniques, including community engaged research; service on thesis committees; membership/participation in graduate programs.

c. **Clinical Education & Mentoring.** Education and mentoring of students, residents, fellows and other healthcare professionals in the healthcare setting.
   Examples include (but are not limited to): Clinical education and precepting of students, residents, fellows and other healthcare professionals in the healthcare setting, including activities such as morning report and mortality and morbidity conferences; mentoring of students, residents and fellows in medical and clinical settings.

d. **Educational Leadership, Administration and Service.** Educational leadership positions and service on internal & external educational committees.
   Examples include (but are not limited to): Course director or co-director; residency or fellowship program director or associate director; graduate program director; membership & leadership of educational committees and organizations internally and nationally; faculty development programs and responsibilities.

e. **Educational Development.** Development of courses, curricula, or educational materials and resources.
   Examples include (but are not limited to): Development of educational materials and resources, including syllabi, curricula, web-based educational materials, educational technologies (e.g., simulation), policy statements, assessment tools, service-learning or other community-engaged pedagogy.

f. **External Educational Activities.** Educational programs for the profession and public.
   Examples include (but are not limited to): CME programs, professional development and educational workshops; education of the public, including patient education, community education, and education of policy makers.

g. **Mentoring.** Mentoring of faculty and others not listed above.
   Examples include (but are not limited to): Mentoring of faculty in UMMS and departmental mentoring programs; external mentoring relationships.

The effectiveness of a candidate’s educational activities can be assessed by a variety of measures, including (but not limited to): measures of teaching effectiveness (e.g., teaching evaluations), assessments of impact on learners, feedback from community partners; number and status of trainees and mentees, publications and other scholarly works with trainees, feedback from trainees (teaching evaluations, trainee or mentee letters); evaluations of courses or programs for which the candidate was a leader or made a major contribution (course evaluations, learner scores on standardized tests); evaluation, dissemination and impact of courses, curricula, or educational materials developed by the candidate and advances in the field/discipline related to education; awards for education.
Instructor

a. **Eligibility.** Candidates for appointment as *Instructor* are individuals who are employed by UMMS, UMMHC, or University-approved external foundations and are one of the following:

   i. Individuals with terminal degrees (i.e. doctoral level) who devote a small proportion of effort (generally <10%) to UMMS academic programs. This category can include individuals in non-ACGME accredited fellowship programs who devote a proportion of effort to UMMS academic programs independent of their training program.

   ii. Individuals with terminal degrees (i.e. doctoral level) who are non-independent investigators transitioning to the academic pathway.

   iii. Individuals without a terminal degree (i.e. doctoral level) who contribute to UMMS academic programs.

Individuals participating in ACGME approved residency and fellowship programs are not eligible for a faculty appointment.

b. **Criteria.** A candidate for appointment as Instructor must have a record of activities that demonstrate expertise in one or more of the Areas of Distinction (Section 6.1), as documented by the candidate’s curriculum vitae and letters of reference.

Assistant Professor

a. **Eligibility.** Candidates for appointment as, or promotion to, Assistant Professor are individuals who are employed by UMMS, UMMHC, or University-approved external foundations and who devote a larger proportion of effort (generally ≥10%) to UMMS academic programs.

A candidate for appointment as, or promotion to, Assistant Professor should have a terminal degree (i.e., doctoral level) and have completed formal training as follows:

   i. Individuals trained in clinical medicine must have completed all necessary training to be eligible for board certification.

   ii. Individuals trained in other areas, such as investigation, must have completed a minimum of 2 years post-doctoral training (or equivalent postdoctoral experience). This requirement may be waived for individuals with terminal degrees in specific disciplines (e.g., Economics, Biostatistics) where postdoctoral training is not expected for a faculty position.

Individuals not included above, such as those who do not have a terminal degree, must have equivalent previous professional experience, achievement, responsibility and strength of professional development to merit consideration for appointment as, or promotion to, Assistant Professor.

b. **Criteria.** A candidate for appointment as, or promotion to, Assistant Professor must have a record of activities that demonstrate expertise in one or more Areas of Distinction (Section 6.1), sufficient to enable the candidate to function as an independent practitioner, as documented by the candidate’s curriculum vitae and letters of reference. Letters of reference must document the competence of the candidate in their area of expertise and their readiness for a faculty position in academic medicine.
ATTACHMENT 6. ASSOCIATE PROFESSOR AND PROFESSOR

a. **Eligibility.** Candidates for appointment as, or promotion to, Associate Professor or Professor are individuals who are employed by UMMS, UMMHC, or University-approved external foundations and who devote a larger proportion of effort (generally ≥10%) to UMMS academic programs.

Candidates should have a terminal degree (i.e. doctoral level). Individuals without terminal degrees must have equivalent previous professional experience, achievement, responsibility and strength of professional development to merit consideration for appointment as, or promotion to, Associate Professor or Professor.

b. **General Criteria.** Candidates for appointment as, or promotion to, Associate Professor or Professor are evaluated according to the following general criteria:

i. **Area of Distinction.** The quality and quantity of the candidate’s activities that provide evidence for excellence in an Area of Distinction.

ii. **Scholarship.** The quality, quantity and impact of the candidate’s record of scholarship. Scholarship is defined broadly and may include defined contributions to the scholarship of team projects.

iii. **Academic Reputation and Service.** The breadth of the academic reputation of the candidate and their service activities. Academic reputation reflects a candidate’s accomplishments and is expected to expand with academic rank.

iv. **Education.** The effectiveness of the candidate’s educational activities. All faculty are expected to be engaged in education. Educational activities are defined broadly and may vary according to the candidate’s area of distinction.

v. **Contributions in Other Areas of Distinction.** A candidate may have accomplishments in other areas of distinction that elevate their overall record and support appointment or promotion.

Specific criteria are defined for appointment as, or promotion to, Associate Professor or Professor in each Area of Distinction.

Evaluation of a candidate’s record using these criteria should be weighted according to the candidate’s academic track (tenure or non-tenure track), distribution of effort across the missions of UMMS and the expectations for the candidate as defined in the original letter of offer to the candidate and modified by subsequent performance evaluations, such as the Annual Performance Review and Mini-Tenure Review.

For example,

- a candidate who devotes a majority of effort to research activities has more opportunities for scholarship than a candidate who devotes a majority of effort to clinical practice; consequently, the respective records of scholarship (quantity and quality) should be weighed differently
- a candidate who has all or most effort assigned to a specific mission may have limited opportunity for service or educational activities
- a candidate who is on the tenure track is expected to demonstrate independence and a high level of performance in their area of distinction, as documented by scholarship, external support, and/or impact on a field or discipline.
- a candidate who is on the non-tenure track is expected to demonstrate a high level of performance in their area of distinction but may or may not have independent funding. Candidates should have a record of scholarship, which may include major, defined contributions to the scholarship of team projects but not necessarily lead or senior authorship.

In rare circumstances, appointment as, or promotion to, Associate Professor or Professor may be justified for candidates who do not meet all criteria but who otherwise have an exceptional record of accomplishments.
Criteria for Promotion: Distinction in Clinical Medicine
This area of focus is appropriate for faculty who devote a high proportion of effort to clinical medicine. A candidate in this area is expected to have an area of clinical expertise that provides a unifying theme for their academic activities and achievements, and is expected to demonstrate clinical excellence through a scholarly approach to clinical medicine. In addition, the candidate may have developed innovative programs or approaches to advance healthcare that improve safety, quality or efficacy of healthcare delivery.

Associate Professor
A candidate for promotion to, or appointment as, Associate Professor should have a strong record of clinical activities that demonstrate excellence in health care delivery, should have a record of scholarship reflecting their clinical expertise, should have an academic reputation within and beyond UMMS and its academic affiliates, and must demonstrate effectiveness in their educational activities. In rare circumstances, promotion to, or appointment as, Associate Professor may be justified for candidates who do not meet these criteria but who otherwise have an exceptional record of accomplishments.

Area of Distinction
The candidate should have a strong record of clinical activities that demonstrate excellence in health care delivery. Examples of clinical activities include:
- Scope, quality and productivity of clinical practice
- Referrals and peer attestations
- Leadership positions, committee membership and other service activities in the institution related to clinical expertise, including responsibility for a clinical program or quality improvement initiative
- Development of innovative approaches to advance healthcare that improve safety, quality or efficacy of healthcare delivery or coordinate care across disciplines and institutions
- Development of a unique clinical program, diagnostic test, or intervention with documented effectiveness or impact
- Contributions to standards in area of expertise
- Identification by peers and trainees as a role model of professionalism in clinical practice
- Invitations to consult, review or assess clinical activities in other medical schools and healthcare organizations
- Engagement in patient-oriented or other area of research

Scholarship
The candidate should have a record of scholarship reflecting their clinical expertise, which may include defined contributions to the scholarship of team projects. Examples of scholarship include:
- Peer-reviewed publications, books, book chapters and reviews
- Evidence-based products such as safety and quality studies, and models of care coordination
- Guidelines and/or protocols for patient treatment or delivery of care
- Peer-reviewed meeting abstracts, workshops, and presentations
- Innovative educational materials in print or other media that advance health or healthcare delivery
- Policy development in the area of clinical expertise or coordination of care

Academic Reputation and Service
The candidate should have an academic reputation within and beyond UMMS and its academic affiliates. Examples of activities that demonstrate the candidate’s academic reputation include:
- Invitations to speak on areas of clinical expertise or innovation
- Funding to support clinical or translational research as the principal investigator or team contributor
- Honors and awards for contributions or innovation in the areas of clinical expertise, education or investigation
- Peer reviewer for journals in areas of clinical expertise
- Consulting in area of clinical expertise, including health care delivery, improvement or design
- Service on committees developing guidelines and policies or evaluating programs in areas of clinical expertise
- Leadership positions, committee membership and other service activities in professional organizations related to clinical expertise, including responsibility for organizing professional society meetings or clinical symposia
- Spokesperson for the school or university on areas of clinical expertise, which enhances the reputation of the department and/or institution
- Service to the department, school and university

Education
The candidate must demonstrate effectiveness in their educational activities. Examples of educational activities include:
- Lectures, seminars, and small groups in the medical, graduate or nursing schools and/or in educational programs for postdocs, clinical residents and fellows, including interprofessional education
- Clinical education, precepting and mentoring of students, residents, fellows and other healthcare professionals
- Leadership and service responsibilities in education, such as, course director or co-director, residency or fellowship program director or associate director, graduate program director, membership of educational committees
- Mentoring of faculty in UMMS and departmental mentoring programs and external mentoring relationships
- CME programs, professional development and educational workshops; public and community education programs
Professor
A candidate for promotion to, or appointment as, Professor is an expert who has developed innovative programs or approaches to advance healthcare that improve safety, quality or efficacy of healthcare delivery. The candidate should have a sustained strong record of clinical activities that demonstrate excellence in health care delivery, must have a sustained record of scholarship reflecting their clinical expertise, should have a national, and in some cases international, academic reputation as a leader and innovator in a clinical field, and must demonstrate effectiveness in their educational activities. In rare circumstances, promotion to, or appointment as, Professor may be justified for candidates who do not meet these criteria but who otherwise have an exceptional record of accomplishments.

Area of Distinction
The candidate should have a sustained strong record of clinical activities that demonstrate excellence in health care delivery. Examples of clinical activities include:

- Scope, quality and productivity of clinical practice
- Referrals and peer attestations
- Leadership positions, committee membership and other service activities in the institution related to clinical expertise, including responsibility for a clinical program or quality improvement initiative
- Development of innovative approaches to advance healthcare that improve safety, quality or efficacy of healthcare delivery or coordinate care across disciplines and institutions
- Development of a unique clinical program, diagnostic test, or intervention with documented effectiveness or impact
- Major contributions to standards in area of expertise
- Identification by peers and trainees as a role model of professionalism in clinical practice
- Invitations to consult, review or assess clinical activities in other medical schools and healthcare organizations
- Engagement in patient-oriented or other area of research

Scholarship
The candidate must have a sustained record of scholarship reflecting their clinical expertise, which may include defined contributions to the scholarship of team projects. Examples of scholarship include:

- Peer-reviewed publications, books, book chapters and reviews
- Evidence-based products such as safety and quality studies, and models of care coordination
- Guidelines and/or protocols for patient treatment or delivery of care
- Peer-reviewed meeting abstracts, workshops, and presentations
- Innovative educational materials in print or other media that advance health or healthcare delivery
- Policy development in the area of clinical expertise or coordination of care

Academic Reputation and Service
The candidate should have a national, and in some cases international, academic reputation. Examples of activities that demonstrate the candidate's academic reputation include:

- Invitations to speak on areas of clinical expertise or innovation
- Funding to support clinical or translational research as the principal investigator or team contributor
- Honors and awards for contributions or innovation in the areas of clinical expertise, education or investigation
- Peer reviewer for journals in areas of clinical expertise
- Consulting in area of clinical expertise, including health care delivery, improvement or design
- Service on committees developing guidelines and policies or evaluating programs in areas of clinical expertise
- Leadership positions, committee membership and other service activities in professional organizations related to clinical expertise, including responsibility for organizing professional society meetings or clinical symposia
- Spokesperson for the school or university on areas of clinical expertise, which enhances the reputation of the department and/or institution
- Service to the department, school and university

Educational Activities
The candidate must demonstrate effectiveness in their educational activities. Examples of educational activities include:

- Lectures, seminars, and small groups in the medical, graduate or nursing schools and/or in educational programs for postdocs, clinical residents and fellows, including interprofessional education
- Clinical education, precepting and mentoring of students, residents, fellows and other healthcare professionals
- Leadership and service responsibilities in education, such as, course director or co-director, residency or fellowship program director or associate director, graduate program director, membership of educational committees
- Mentoring of faculty in UMMS and departmental mentoring programs and external mentoring relationships
- CME programs, professional development and educational workshops; public and community education programs
- Education of thought leaders, government or other officials and policy makers
Criteria for Promotion: Distinction in Education

This area of distinction is appropriate for candidates who devote a high proportion of effort to education. A candidate in this area is expected to have expertise in education that provides a unifying theme for their academic activities and achievements and is expected to demonstrate educational excellence through a scholarly approach to education. In addition, the candidate may have developed innovative programs or approaches to education that advance learning in the health sciences.

Associate Professor

A candidate for promotion to, or appointment as, Associate Professor should have a strong record of educational activities that demonstrate excellence in education and advance learning in the health sciences, and has developed innovative teaching methods, curricula, educational policy or assessment tools or has conducted research related to education. The candidate must demonstrate effectiveness in their educational activities. The candidate should have a record of scholarship, preferably educational scholarship, and should have an academic reputation within and beyond UMMS and its academic affiliates. In rare circumstances, promotion to, or appointment as, Associate Professor may be justified for candidates who do not meet these criteria but who otherwise have an exceptional record of accomplishments.

Area of Distinction

The candidate should have a strong record of educational activities that demonstrate excellence in education and advance learning in the health sciences. The candidate must demonstrate effectiveness in their educational activities.

Examples of educational activities include:

- Lectures, seminars, and small groups in the medical, graduate or nursing schools and/or in educational programs for postdocs, clinical residents and fellows, including interprofessional education
- Leadership and service responsibilities in education, such as, course director or co-director, residency or fellowship program director or associate director, graduate program director, membership of educational committees
- Formal advising and mentoring of graduate students, postdocs, residents or fellows in research, including service on thesis committees and membership in graduate programs
- Clinical education, precepting and mentoring of students, residents, fellows and other healthcare professionals
- Development, implementation and evaluation of innovative educational materials and resources, including syllabi, curricula, web-based educational materials, educational technologies (e.g., simulation), policy statements and assessment tools
- Mentoring of faculty in UMMS and departmental mentoring programs and external mentoring relationships
- CME programs, professional development and educational workshops; public and community education programs

Scholarship

The candidate should have a record of scholarship, preferably educational scholarship, which may include defined contributions to the scholarship of team projects. Examples of scholarship include:

- Peer-reviewed publications on education, including original educational research
- Books, book chapters and reviews on education
- Peer-reviewed meeting abstracts and presentations on education
- Innovative educational materials in print or other media such as syllabi, curricula, web-based training modules or courses, or technologies (e.g., simulation)
- Educational methods, policy statements, or assessment tools

Academic Reputation

The candidate should have an academic reputation within and beyond UMMS and its academic affiliates.

Examples of activities that demonstrate the candidate’s academic reputation include:

- Invitations to speak on areas of educational expertise
- Leadership positions, committee membership and other service activities in the institution, including responsibility for an educational program
- Funding to support educational projects or research as the principal investigator or major contributor
- Honors and awards for contributions or innovation in education
- Service on review committees developing guidelines and policies for educational programs or assessing grants
- Peer reviewer for journals in education
- Consulting in areas of educational expertise
- Leadership positions, committee membership and other service activities in professional organizations, including responsibility for organizing professional society meetings
- Spokesperson for the school or university on education, which enhances the reputation of the department and/or institution
- Service to the department, school and university
**Professor**
A candidate for promotion to, or appointment as, Professor demonstrates a scholarly approach to education, has a **sustained** strong record of educational activities that demonstrate excellence in education and advance learning in the health sciences, and has developed innovative teaching methods, curricula, educational policy or assessment tools or performing research related to education. The candidate must demonstrate effectiveness in their educational activities. The candidate must have a **sustained** record of scholarship, preferably educational scholarship, and should have a **national, and in some cases international** academic reputation. In rare circumstances, promotion to, or appointment as, Professor may be justified for candidates who do not meet these criteria but who otherwise have an exceptional record of accomplishments.

**Activities:**
The candidate should have a **sustained** record of educational activities that demonstrate excellence in education and advance learning in the health sciences. The candidate must demonstrate effectiveness in their educational activities.

Examples of educational activities include:
- Lectures, seminars, and small groups in the medical, graduate or nursing schools and/or in educational programs for postdocs, clinical residents and fellows, including interprofessional education
- Leadership and service responsibilities in education, such as, course director or co-director, residency or fellowship program director or associate director, graduate program director, membership of educational committees
- Formal advising and mentoring of graduate students, postdocs, residents or fellows in research, including service on thesis committees and membership in graduate programs
- Clinical education, precepting and mentoring of students, residents, fellows and other healthcare professionals
- Development, implementation and evaluation of innovative educational materials and resources, including syllabi, curricula, web-based educational materials, educational technologies (e.g., simulation), policy statements and assessment tools
- Mentoring of faculty in UMMS and departmental mentoring programs and external mentoring relationships
- CME programs, professional development and educational workshops; public and community education programs

**Scholarship:**
The candidate must have a **sustained** record of scholarship, preferably educational scholarship, which may include major, defined contributions to the scholarship of team projects. Examples of scholarship include:
- Peer-reviewed publications on education, including original educational research
- Books, book chapters and reviews on education
- Peer-reviewed meeting abstracts and presentations on education
- Innovative educational materials in print or other media such as syllabi, curricula, web-based training modules or courses, or technologies (e.g., simulation)
- Educational methods, policy statements, or assessment tools

**Academic Reputation:**
The candidate should have a **national**, and in some cases **international**, academic reputation. Examples of activities that demonstrate the candidate’s academic reputation include:
- Invitations to speak on areas of educational expertise
- Leadership positions, committee membership and other service activities in the institution, including responsibility for an educational program
- Funding to support educational projects or research as the principal investigator or major contributor
- Honors and awards for contributions or innovation in education
- Service on review committees developing guidelines and policies for educational programs or assessing grants
- Peer reviewer for journals in education
- Consulting in areas of educational expertise
- Leadership positions, committee membership and other service activities in professional organizations, including responsibility for organizing professional society meetings
- Spokesperson for the school or university on education, which enhances the reputation of the department and/or institution
- Service to the department, school and university
Criteria for Promotion: Distinction in Investigation
This area of distinction is appropriate for candidates who devote a high proportion of their effort to research. A candidate in this area is expected to have expertise in investigation that provides a unifying theme for their academic activities and achievements, and advances knowledge in the biomedical and health sciences, including development or novel application of methods or technologies. This area of distinction may also be used to recognize the contributions of individuals who bring a unique or critical expertise to the research team. It includes individuals participating in large collaborative and multicenter research programs, as well as those conducting research individually or in small groups.

Associate Professor
A candidate for promotion to, or appointment as, Associate Professor should have a strong record of research activities that demonstrate excellence in investigation and advance biomedical or health sciences, and should have a successful funding record independently or as part of a team. The candidate must have a record of scholarship, which should include publication of original research that has advanced the field and which may include publications from collaborative research to which the candidate contributed critical ideas or innovations. The candidate should have an academic reputation within and beyond UMMS and its academic affiliates, and must demonstrate effectiveness in their educational activities. In rare circumstances, promotion to, or appointment as, Associate Professor may be justified for candidates who do not meet these criteria but who otherwise have an exceptional record of accomplishments.

Area of Distinction
The candidate should have a strong record of research activities that demonstrate excellence in investigation and advance biomedical or health sciences, and should have a successful funding record independently or as part of a team.

Examples of activities include:
• Original research in areas of biomedical or health science, such as basic, translational and clinical research, including epidemiology, outcomes and health services research, and biostatistics, as well as research in social sciences, ethics, bioinformatics, public health, health policy and health economics
• Development of innovative methods, technologies or therapies and novel applications of existing methods and technologies
• Principal investigator on external and internal funding but may be a major contributor to funded team projects
• A defined role in a multi-disciplinary team or center
• A defined role in design of studies, conduct of study and/or analysis of data for team or multi-center studies
• Leadership of or major responsibility for research projects
• Leadership of or major responsibility for a research core service

Scholarship
The candidate must have a record of scholarship, which should include publication of original research that has advanced the field and which may include publications from collaborative research to which the candidate contributed critical ideas or innovations. Examples of scholarship include:
• Peer-reviewed publications
• Books, book chapters and reviews
• Peer-reviewed meeting abstracts and presentations
• Patents, new therapies and technologies

Academic Reputation and Service
The candidate should have an academic reputation within and beyond UMMS and its academic affiliates.

Examples of activities that demonstrate the candidate’s academic reputation include:
• Invitations to speak on areas of expertise
• Leadership positions, committee membership and other service activities in the institution, including responsibility for a scientific or educational program
• Funding to support research as the principal investigator or major contributor
• Honors and awards for research
• Service on committees related to research, such as grant review panels or data and safety monitoring boards
• Leadership positions, committee membership and other service activities in professional organizations, including responsibility for organizing professional society meetings
• Peer reviewer for journals
• Consulting in areas of expertise
• Spokesperson for the school or university on areas of expertise, which enhances the reputation of the department and/or institution
• Service to the department, school and university

Education
The candidate must demonstrate effectiveness in their educational activities. Examples of educational activities include:
• Formal advising and mentoring of graduate students, postdocs, residents or fellows in research, including service on thesis committees and membership in graduate programs
• Lectures, seminars, and small groups in the medical, graduate or nursing schools and/or in educational programs for postdocs,
clinical residents and fellows, including interprofessional education

- Mentoring of faculty in UMMS and departmental mentoring programs and external mentoring relationships

Professor
A candidate for promotion to, or appointment as, Professor is a leading investigator in the field with a **sustained** strong record of research activities that demonstrate excellence in investigation and advance biomedical or health sciences. The candidate must have a **sustained** record of publication of original research that has a major impact on the field, which may include publications from collaborative research to which the candidate contributed critical ideas or innovations. The candidate should have a **consistent** record of funding independently or as part of a team, should have a **national**, and in some cases **international**, academic reputation, and must demonstrate effectiveness in their educational activities. In rare circumstances, promotion to, or appointment as, Professor may be justified for candidates who do not meet these criteria but who otherwise have an exceptional record of accomplishments.

Area of Distinction
The candidate should have a **sustained** strong record of research activities that demonstrate excellence in investigation and advance biomedical or health sciences. Examples of activities include:

- Original research in areas of biomedical or health science investigation, such as basic, translational and clinical research, including epidemiology, outcomes and health services research, and biostatistics, as well as research in social sciences, ethics, bioinformatics, public health, health policy and health economics
- Development of innovative methods, technologies or therapies and novel applications of existing methods and technologies
- Principal investigator on external and internal funding but may be a major contributor to funded team projects
- A defined role in a multi-disciplinary team or center
- A defined role in design of studies, conduct of study and/or analysis of data for team or multi-center studies
- Leadership of or major responsibility for research projects
- Leadership of or major responsibility for a research core service

Scholarship
The candidate must have a **sustained** record of publication of original research that has a major impact on the field, which may include publications from collaborative research to which the candidate contributed critical ideas or innovations. Examples of scholarship include:

- Peer-reviewed publications
- Books, book chapters and reviews
- Peer-reviewed meeting abstracts and presentations
- Patents, new therapies and technologies

Academic Reputation and Service
The candidate should have a **national**, and in some cases **international**, academic reputation. Examples of activities that demonstrate the candidate’s academic reputation include:

- Invitations to speak on areas of expertise
- Leadership positions, committee membership and other service activities in the institution, including responsibility for a scientific or educational program
- Funding to support research as the principal investigator or major contributor
- Honors and awards for research
- Service on committees related to research, such as grant review panels or data and safety monitoring boards
- Leadership positions, committee membership and other service activities in professional organizations, including responsibility for organizing professional society meetings
- Editor or service on editorial boards for journals
- Consulting in areas of expertise
- Spokesperson for the school or university on areas of expertise, which enhances the reputation of the department and/or institution
- Service to the department, school and university

Education
The candidate must demonstrate effectiveness in their educational activities. Examples of educational activities include:

- Formal advising and mentoring of graduate students, postdocs, residents or fellows in research, including service on thesis committees and membership in graduate programs
- Lectures, seminars, and small groups in the medical, graduate or nursing schools and/or in educational programs for postdocs, clinical residents and fellows, including interprofessional education
- Mentoring of faculty in UMMS and departmental mentoring programs and external mentoring relationships
Criteria for Promotion: Distinction in Population Health and Public Policy
This area of distinction is appropriate for individuals who devote a high proportion of effort to the areas of population health, community health and health policy. This area of distinction is broadly defined to include the development, analysis, implementation and evaluation of health policy, population health relevant tools, and health interventions for communities and populations, locally, nationally and internationally. A candidate in this area is expected to have an area of expertise that provides a unifying theme for their academic activities and achievements and is expected to demonstrate excellence through a scholarly approach to population and community health and health policy.

Associate Professor
A candidate for promotion to, or appointment as, Associate Professor should have a strong record of activities that demonstrate excellence in population and community health, and health policy. The activities should be focused on improving health care and health status and can include enhancing access to care and improving its efficacy and experience, as well as working with communities to identify and address health and health-related issues of concern. The candidate should have a record of scholarship in their areas of expertise, should have an academic reputation within and beyond UMMS and its academic affiliates, and must demonstrate effectiveness in their educational activities. In rare circumstances, promotion to, or appointment as, Associate Professor may be justified for candidates who do not meet these criteria but who otherwise have an exceptional record of accomplishments.

Area of Distinction
The candidate should have a strong record of activities that demonstrate excellence in population and community health, and health policy. The activities should be focused on improving health care and health status and can include enhancing access to care and improving its efficacy and experience, as well as working with communities to identify and address health and health-related issues of concern. Examples of activities include:

- Development, analysis, implementation and/or evaluation of programs that enhance community or population health, including global health projects
- Development, analysis, implementation and/or evaluation of health or health care policy
- Development, analysis, implementation and/or evaluation of technology and analysis tools for community and population health
- Development, analysis, implementation and/or evaluation of healthcare initiatives in specific systems, such as the legal and criminal justice system
- Developing a robust partnership with community members/organizations that contributes to shaping population and community health or health policy

Scholarship
The candidate should have a record of scholarship in their areas of expertise, which may include defined contributions to the scholarship of team projects and/or the scholarship of community engagement. Examples of scholarship include:

- Peer-reviewed publications
- Books, book chapters and reviews
- Peer-reviewed meeting abstracts and presentations
- Innovative educational materials in print or other media
- Evidence-based products such as policy statements, white papers, legislative or legal advances
- Academically relevant work that meets the university’s as well as the community’s needs

Academic Reputation and Service
The candidate should have an academic reputation within and beyond UMMS and its academic affiliates. Examples of activities that demonstrate the candidate’s academic reputation include:

- Invitations to speak on areas of expertise
- Leadership positions, committee membership and other service activities in the institution, including responsibility for a program
- Funding to support research or projects as the principal investigator or major contributor
- Honors and awards for contributions or innovation in the areas of expertise
- Service on government committees/advisory boards that require expertise in the candidate’s area
- Service on review committees developing guidelines and policies for management or evaluating programs
- Peer reviewer for journals
- Consulting in areas of expertise
- Leadership positions, committee membership and other service activities in professional organizations, including responsibility for organizing professional society meetings
- Spokesperson for the school or university on areas of expertise, which enhances the reputation of the department and/or institution
- Change in practice or policy because of candidate’s work OR use of candidate’s work by others to influence policy
- Adoption of candidate’s models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems
- Service to the department, school and university
Education
The candidate must demonstrate effectiveness in their educational activities. Examples of educational activities include:

- Lectures, seminars, and small groups in the medical, graduate or nursing schools and/or in educational programs for postdocs, clinical residents and fellows, including interprofessional education
- Formal advising and mentoring of graduate students, postdocs, residents or fellows, including service on thesis committees and membership in graduate programs
- Mentoring of faculty in UMMS and departmental mentoring programs and external mentoring relationships
- CME programs, professional development and educational workshops; public and community education programs
- Service-learning or other community-engaged pedagogy that offers experiential, reflective opportunity and builds from a community/academic partnership

Professor
A candidate for promotion to, or appointment as, Professor is a leading contributor to population and community health and health policy. The candidate should have a sustained strong record of activities that demonstrate excellence in population and community health, and health policy candidate. The candidate should have developed, analyzed, implemented and/or evaluated population or community health relevant tools or programs, health policy, white papers, and other legislative or legal advances that enhance health care or overall health at a national or international level. The candidate must have a sustained record of scholarship with impact at a national or international level, should have a national, and in some cases international, academic reputation as a leader and innovator, and must demonstrate effectiveness in their educational activities. In rare circumstances, promotion to, or appointment as, Professor may be justified for candidates who do not meet these criteria but who otherwise have an exceptional record of accomplishments.

Area of Distinction
The candidate should have a sustained strong record of activities that demonstrate excellence in population and community health, and health policy candidate. The candidate should have developed, analyzed, implemented and/or evaluated population or community health relevant tools or programs, health policy, white papers, and other legislative or legal advances that enhance health care or overall health at a national or international level. Examples of activities include:

- Development, analysis, implementation and/or evaluation of programs that enhance community or population health, including global health projects
- Development, analysis, implementation and/or evaluation of health or health care policy
- Development, analysis, implementation and/or evaluation of technology and analysis tools for community and population health
- Development, analysis, implementation and/or evaluation of healthcare initiatives in specific systems, such as the legal and criminal justice system
- Developing a robust partnership with community members/organizations that contributes to shaping population and community health or health policy

Scholarship
The candidate must have a sustained record of record of scholarship with impact at a national or international level, which may include major, defined contributions to the scholarship of team projects and/or the scholarship of community engagement. Examples of scholarship include:

- Peer-reviewed publications
- Books, book chapters and reviews
- Peer-reviewed meeting abstracts and presentations
- Innovative educational materials in print or other media
- Evidence-based products such as policy statements, white papers, legislative or legal advances
- Academically relevant work that meets the university’s as well as the community’s needs

Academic Reputation and Service
The candidate should have a national, and in some cases international, academic reputation. Examples of activities that demonstrate the candidate’s academic reputation include:

- Invitations to speak on areas of expertise
- Leadership positions, committee membership and other service activities in the institution, including responsibility for a program
- Funding to support research or projects as the principal investigator or major contributor
- Honors and awards for contributions or innovation in the areas of expertise
- Service on national or international advisory boards to government
- Service on review committees developing guidelines and policies for management or evaluating programs
- Peer reviewer for journals
- Consulting in areas of expertise
- Leadership positions, committee membership and other service activities in professional organizations, including responsibility for organizing professional society meetings
• Spokesperson for the school or university on areas of expertise, which enhances the reputation of the department and/or institution
• Service to the department, school and university
• Change in practice or policy because of candidate’s work OR use of candidate’s work by others to influence policy
• Adoption of candidate’s models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems

Education
The candidate must demonstrate effectiveness in their educational activities. Examples of educational activities include:
• Lectures, seminars, and small groups in the medical, graduate or nursing schools and/or in educational programs for postdocs, clinical residents and fellows, including interprofessional education
• Formal advising and mentoring of graduate students, postdocs, residents or fellows, including service on thesis committees and membership in graduate programs
• Mentoring of faculty in UMMS and departmental mentoring programs and external mentoring relationships
• CME programs, professional development and educational workshops; public and community education programs
• Service-learning or other community-engaged pedagogy that offers experiential, reflective opportunity and builds from a community/academic partnership
ATTACHMENT 7. ANNUAL PERFORMANCE REVIEW (APR)

Purpose
The goal of the Annual Performance Review (APR) of faculty is to review the performance of each faculty member during the previous academic year and to set goals and expectations for the next year, including any needs for faculty development. Thus the APR provides both retrospective evaluation and proactive career planning. The APR also ensures that each faculty member will have at least one meeting a year with their chair or designated supervisor to discuss their academic progress.

Responsibilities of Department Chair
Except as defined below, the department Chair is responsible for ensuring that each faculty member in their department receives an APR. The Chair may delegate the responsibility for conducting the APR to other faculty in the department, such as Division Chiefs or Vice Chairs, but the Chair must approve all APRs for the faculty in the Department.

For faculty with joint appointments, both Chairs must contribute to the performance evaluation. For faculty with secondary appointments, the Chair of the secondary department has the option to contribute to the performance evaluations of faculty holding secondary appointments in their departments. For faculty with funded positions in Programs, Centers, Institutes or other entities, the Director of the unit is responsible for the performance evaluation in consultation with the Chair of the faculty member’s academic department.

Process
a. Individual Faculty
   A faculty member submits to their department annually a record of their activities during the previous academic year, a self-assessment of their goals for the previous year, and their goals for the next academic year, together with any supporting material.

b. Evaluation
   The Chair or their designee provides a written evaluation of the faculty member’s performance for the previous academic year and their goals for the next year, and rates their performance as satisfactory or unsatisfactory. A rating of unsatisfactory performance is based on documented evidence of one or more of the following:
   I. Failure to meet expectations defined for the review period.
   II. Repeated failure by the faculty member to respond to feedback from the supervisor or Chair.
   III. Violations of policies, procedures, or codes of conduct.

c. Meeting with Faculty
   The Chair or their designee meets with each faculty member to discuss their evaluation and goals for the next academic year. The faculty member may modify their goals as a result of this meeting; the faculty member also has the right to provide a written response to their evaluation.

d. Approval
   The Chair approves the completed APR and submits to the Office of Faculty Affairs.

e. Resolution and Appeal
   If the Chair and faculty member cannot reach agreement on the APR, the faculty member may bring the issue to the attention of the Vice Provost for Faculty Affairs for consultation, mediation and resolution. If there is continued disagreement, the faculty member may also seek resolution through other means as defined in the Rights of Members of the Faculty in Academic Personnel Matters. 
   (see Current APP, Section 14.1)
Current APP

ARTICLE 14. RIGHTS OF MEMBERS OF THE FACULTY IN ACADEMIC PERSONNEL MATTERS

Section 14.1 Faculty Rights. Policies, criteria, and procedural standards established herein and additional policies established by the University of Massachusetts Medical School shall not infringe upon the following rights of faculty members in personnel matters:

a. For personnel reviews, recommendations and decisions, the right and responsibility to present all materials which the faculty member believes will be essential to an adequate consideration of the case, and the opportunity to supplement the original presentation with additional relevant information pertaining to the period under review.

b. The right to have access to information on the current needs and long-range plans of the department, school, campus and University.

c. The right to have extra-departmental service contributions considered at the department level as well as at other levels of review, recommendation and decision.

d. The right to be considered for tenure if given an appointment or a reappointment in the Tenure Track through the end of the probationary period.

e. The right to equitable treatment in personnel matters so as to ensure generally consistent recognition to departmental faculty members whose chosen field, overall professional development, period of service on the campus, and quality of contributions, all taken as a whole, are judged to be approximately equal.

f. The right to discuss his/her professional progress and any personnel matter of concern with his/her Department Chair (if any) and, if such discussions prove unsatisfactory, with the Dean of the school, the Senior Administrator with responsibility for Academic Affairs or the Chancellor.

g. The right to be informed in a timely manner of the personnel recommendations made at the department or school level.

h. For academically-salaried faculty, the right to notification of non-reappointment as specified in Section 10.7 and 10.8.

i. The right to discuss reasons for a negative personnel decision at all appropriate administrative levels.

j. The right to invoke grievance procedures as specified in university policies.
ATTACHMENT 8. TENURE

Criteria for Tenure
The award of tenure can be made only by the President with the concurrence of the Board of Trustees. Consideration of a candidate for tenure is based on the following (except in unusual circumstances):

a. A record of academic excellence in one or more Areas of Distinction, supported by a strong record of scholarship and national and/or international recognition for the candidate’s accomplishments. The candidate must demonstrate effectiveness in their educational activities and must demonstrate a commitment to service for the school, university and profession.

b. A record of consistent productivity and scholarship that provides compelling assurance that the candidate has the promise of sustained high quality performance with impact on a discipline, practice or community.

Failure to Achieve Tenure (Limits on Probationary Appointments)
No academic appointment without tenure should carry with it any assurance, explicit or implicit, of reappointment, promotion, or the eventual award of tenure. The only exception is that a faculty member in his/her tenure decision year, having been denied tenure, is transferred to the non-tenure track and is entitled to a contract (1 year in the case of faculty employed by UMMS or by an University-approved external foundation such as the Howard Hughes Medical Research Institute) beyond the tenure decision year. Future employment of such individuals is subject to the policies for faculty in the non-tenure track.

Periodic Multi-Year Review (PMYR) of Tenured Faculty
A Periodic Multi Year Review (PMYR) of tenured faculty is intended to serve two purposes. First, such a review expands the 12-month time window of the annual performance review (APR) into an overview of a faculty member’s long term interests, achievements, professional activities and plans. Second, such an evaluation makes possible timely consultation, intervention, and assistance, where indicated, that should stimulate and encourage professional development, new initiatives or changes in direction that will benefit both the faculty member and the institution.

To meet these needs, every seven years the APR for tenured faculty must include a review of the individual’s long term goals for the next seven years. In addition to the materials required for the APR, the faculty member must provide a brief description of their long term plans for review and evaluation by the chair. The outcomes of these goals are then evaluated in successive annual reviews as part of the APR process. In adopting a PMYR policy, the University and the tenured faculty address the external concern for accountability, while upholding the integrity of tenure and academic freedom.
ATTACHMENT 9. DEFINITION AND GUARANTEES OF TENURE

Purpose of Tenure
The award of tenure provides continuing employment and security of salary to recognize and retain our most accomplished faculty for the benefit and prestige of the University of Massachusetts Medical School.

Definition of Tenure
The award of tenure at the University of Massachusetts Medical School is the acknowledgement that a faculty member has achieved academic excellence and has the promise of sustained high quality performance with impact on a discipline, practice or community throughout a career of accomplishment and productivity.

Guarantees of Tenure
The award of tenure at the University of Massachusetts School of Medicine guarantees:

a. The right of continuous employment in an academic position subject to ongoing satisfactory performance as determined by periodic review.

b. Academic freedom within the defined mission of the Institution.

c. A defined salary.

The salary guarantee for tenured faculty is based upon the following tenets:

- The academic excellence, prestige and sustained impact of tenured faculty justify institutional investment in these individuals.

- Faculty are expected to provide funding for their salaries with a defined minimum.

- There should be a simple, predictable and equitable process for reducing salary for faculty who do not provide the minimum salary or who demonstrate continuing poor performance.

- A standing process for salary reduction should provide mechanisms for deferral or exemption of the reduction in salary (based on justification by the Chair and approval by the Provost) and for faculty to dispute a reduction in salary.

Salary Guarantee for Tenured Faculty

- Tenure provides “full academic salary”, except as described in procedures for salary reduction (see below). This definition of academic salary is based on the expectation that a tenured faculty member maintains a full time appointment.

- For a tenured faculty member who is employed by UMMS, full academic salary is defined as the individual’s total salary less any additional salary for administrative duties.

- For a tenured faculty member who is employed by UMass Memorial Health Care, full academic salary is defined as the average salary of all tenured UMMS basic science faculty at the same rank, or the individual’s total salary, whichever is lower. Additional compensation of clinical faculty related to clinical practice and/or clinical administrative services must be determined by activity in these areas, relative to expectations defined in clinical department compensation plans, and is not part of the tenure guarantee.

- Academic salary is guaranteed with the expectation that each tenured faculty member provides at least 50% of their academic salary or as defined in the individual’s letter of offer approved by the Provost.

Salary Reduction Procedure for Tenured Faculty Employed by UMMS

- This procedure applies to a tenured faculty member who is persistently performing their academic duties at such a minimal level (but not at a level sufficient for “just cause” for dismissal) that their current salary can no longer be justified. The procedure is invoked in the following situation:
  o If a tenured faculty member demonstrates unsatisfactory performance as documented by the APR for two academic years in a three year period [see Annual Performance Review (Attachment 7, p17) for a definition of unsatisfactory performance], or
• If a tenured faculty member provides less than 50% of their academic salary for a period of three consecutive academic years.

• Following this period (2 or 3 years) the individual will receive a 10% decrease in academic salary in the next academic year provided that the individual has received at least a one year notice of salary reduction. If the individual continues to provide less than 50% of their academic salary or demonstrate poor performance, they will receive an additional 10% decrease in academic salary in the next academic year (year 2) and a further 10% decrease in academic salary in the following year (year 3).

• The academic salary will not be reduced below 70% of academic salary or below any salary support provided by the faculty member (see table below).

<table>
<thead>
<tr>
<th>Portion of academic salary provided by faculty member</th>
<th>50%</th>
<th>45%</th>
<th>40%</th>
<th>35%</th>
<th>30%</th>
<th>25%</th>
<th>≤20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum academic salary</td>
<td>100%</td>
<td>95%</td>
<td>90%</td>
<td>85%</td>
<td>80%</td>
<td>75%</td>
<td>70%</td>
</tr>
</tbody>
</table>

• If the faculty member provides the expected 50% of academic salary at any time in this process, their full academic salary will be restored. Subsequently, if the faculty member provides less than the expected 50% of their academic salary at any future time, their academic salary is reduced immediately according to the portion of academic salary provided by the faculty member.

• A tenured faculty member who transfers employment from UMass Memorial Health Care to UMMS is expected to provide 50% of their academic salary from non-clinical activities. If they provide less than 50% salary from non-clinical sources their academic salary is reduced immediately on transfer according to the table above.

• Implementation of the policy on salary reduction for currently tenured faculty should be deferred for two years after approval of the policy by the Board of Trustees: i.e., the academic salaries of faculty tenured at the time of Board of Trustees approval would be maintained for five years after approval and any salary reduction would only take effect in the sixth year after approval. Implementation of this policy takes effect immediately for faculty awarded tenure after approval by the Board of Trustees.