

**UNIVERSITY OF VERMONT COLLEGE OF MEDICINE
STANDARDS AND GUIDELINES FOR FACULTY APPOINTMENT,
REAPPOINTMENT AND PROMOTION**

**As Approved by
The College of Medicine Faculty
DATE 6/13/2011**

**Amended 4/2/2014
Amended 3/1/16**

I. INTRODUCTORY STATEMENT

The COM mission is to educate the next generation of physicians and scientists, to render compassionate and effective health care, serve the public, and create medical knowledge through research and scholarship. To accomplish this mission, the Standards and Guidelines (S&G) of the COM are designed to create a shared sense of purpose among the faculty and provide a set of policies with regard to appointment, reappointment and promotion that are transparent, equitable, and based on clearly defined standards of excellence and achievement.

The College of Medicine (COM) faculty represents a heterogeneous group of educators, scientists and clinicians who, as a group, are responsible for applying their different skills, educational backgrounds and goals to delivering the highest possible level of education, scholarship and service.

No one set of standards can apply to all members of this faculty. Performance in education is documented based on evidence of quantity, quality and demonstration of a scholarly approach. Evaluation of the effectiveness of clinicians who do not teach in the classroom setting is more difficult because it is based upon a one-on-one, small group or bedside setting; but can be accomplished. Productivity in biomedical research generally can be documented by publications in refereed journals, presentations at prestigious regional and national scientific meetings, the sustained ability to capture competitive extramural funding for research, and invitations to serve on research-related committees such as Study Sections. Clinical Scholarship can be demonstrated through a variety of venues such as developing case conferences or new clinical pathways, teaching in the simulation center, initiating and executing a quality assurance project, case reports, invited presentations or participation in multidisciplinary / translational activities. Similarly, scholarship in the field of education can be demonstrated through contributions such as curriculum development, development of new teaching strategies, creation of novel teaching modules or development of new assessment tools. Service and leadership accomplishments are evaluated on the basis of the quality of contributions to the Department, College, University and extramural organizations; as well as to the discipline, including basic and clinical teaching, research and clinical care, as evaluated by those who are the

1 recipients. Delivering on the teaching, scholarship and service missions of the
2 College often involves teams of faculty, such as within a department and within
3 which individual faculty contributions often fluctuate. Thus, documented effective
4 participation in team efforts may be recognized as an important contribution.

5
6 This document describes the Standards and Guidelines (S&Gs) that have been
7 approved by the faculty for all matters related to faculty appointment, reappointment
8 and promotion. These S&Gs are consistent with the provisions of those established
9 by the University of Vermont and University approved COM Handbook, dated
10 2/17/2011.

11
12 These Standards and Guidelines do not supersede, invalidate, or replace the
13 requirements for appointment, reappointment and promotion described in the COM
14 Faculty Handbook (hereafter referred to as the Handbook). Rather, these Standards
15 and Guidelines complement the Handbook by describing the criteria and their
16 measures by which faculty are evaluated according to department, College and
17 University regulations.

18
19 The following describes the process and elements of review for each of the College
20 of Medicine faculty Pathways in the College. All faculty personnel actions must
21 contain the documentation described herein.

22
23 These Standards and Guidelines are to be reviewed for modification a minimum of
24 every five years. At such time, the Dean will convene a committee of faculty to
25 review and propose revisions that are to be voted on at a duly warned meeting of
26 the College of Medicine faculty.

27 28 **II. GENERAL PROCEDURES AND GUIDELINES APPLICABLE TO ALL** 29 **FACULTY PATHWAYS**

30
31 These Standards and Guidelines and related documents can be found at the
32 College of medicine web site.

33 34 **A. Recruitment.**

35
36 The potential recruitment of a faculty position and the Pathway involved is a
37 decision reached jointly by the Chair and the Dean, ultimately also requiring
38 approval by the Provost. Responsibility at the search level then moves to the Chair,
39 Search Committee and Department in terms of matching qualified applicants to the
40 College and University approved job description.

41 42 **B. Initial Appointments.**

43
44 All COM and COM department offers of initial appointment must be approved in
45 advance by the Dean and Provost. The initial letter of appointment, which shall be

1 issued from the COM Dean, must minimally establish the length and type of
2 appointment, FTE percentage if applicable, and salary.

3 A faculty member may initially be appointed to a faculty position in one of the
4 following pathways: Tenure Pathway, Research Scholar Pathway, Faculty Scientist
5 Pathway, Education Scholar Pathway, Clinical Scholar Pathway, Clinical Practice
6 Physician Pathway or Volunteer Pathway.

7
8 Decisions regarding the switch of a faculty member from one Pathway to another
9 are permitted, requiring a joint decision and justification by the Chair and Dean,
10 with approval by the Provost. A switch in any Pathway requires additional
11 documentation of why the faculty member is best qualified for the position (e.g.
12 "target of opportunity") vs. recruiting for a new position.

13
14 All faculty must have a primary or adjunct appointment in a specific academic
15 department within the College of Medicine. A summary of written expectations at
16 the time of initial appointment must be part of the record.

17
18 Secondary appointments granted at the time of initial appointment or thereafter
19 must be agreed upon in writing by the faculty member, the Chair of the department
20 holding the primary appointment and the Chair and faculty of the department
21 where the secondary appointment is to be held. The title of appointment (e.g.
22 Assistant Professor, Associate Professor, Professor) shall be at the discretion of
23 the department where the secondary appointment is to be held. All secondary
24 appointments require approval of the Dean and Provost.

25
26 Any change in FTE must be approved by the Dean and Provost.

27
28 In the case of faculty who have an appointment in an approved Faculty Practice
29 Plan, the terms and conditions must be clearly delineated in a Faculty Practice
30 appointment letter attached to the COM letter of initial appointment and any
31 subsequent COM letters of appointment, including reappointments.

32 33 **C. Responsibilities for faculty development.**

34
35 As described in the Handbook and as described in the University Manual, Chair
36 responsibilities include: evaluating and mentoring the professional development of
37 the faculty member; maintaining faculty appointment, status reviews, and related
38 records; initiating recommendations regarding changes in appointment status; and
39 assuming budgetary responsibility, including any tenure commitment.

40 41 **D. Annual review of performance.**

42
43 The mechanism for annual review of faculty performance together with a summary
44 of the process to be followed is provided in the Handbook (PART THREE, Section
45 3).

E. Reappointment and promotion

The Handbook provides general standards and criteria by which decisions on reappointment and promotion shall be made (Handbook, PART 3, SECTION 4, pp. 23ff). and in accord with those established by the University. This includes the need to recognize the balance of responsibilities that have been given to the faculty member when assessing accomplishments (PART 3, SECTION 5, pp 27ff) .

III. DOCUMENTATION FOR ALL PATHWAYS

The dossier prepared as part of faculty performance review is to be provided in entirety, both in paper copy and in electronic form, as a PDF file.

The following documentation pertains to all Pathways. The nature and need for documentation under the categories of Teaching, Scholarship and Service will depend on the individual Pathway and the performance expectations that must be discussed annually between faculty member and Chair or designee.

A candidate's achievements invariably will be reviewed by individuals whose areas of specialization do not coincide with those of the candidate. Accordingly, it is critical for documentation to provide a clear, analytic description of the basis for the recommended faculty action, one that can be expected to be understandable to faculty with broad academic backgrounds.

When appropriate, materials describing performance since last review for reappointment or promotion must be included.

A. Assembling the Record

It is the responsibility of the Chair to oversee with the candidate the objective assembly of all pertinent, candidate-approved supportive materials pertaining to educational, scholarly and service activities. It is the further responsibility of the Chair to evaluate the record.

1. Distribution of effort.

The Candidate must present and document achievements in teaching, scholarship and service, specifying the percent effort that has been directed toward each. The full or part-time nature of the position, as assigned by the chair or designee, also must be specified.

2. Teaching

Demonstration of a scholarly approach to teaching is required of all faculty assigned that responsibility. This can be demonstrated, as examples, by evidence indicating: 1/ mastery of the subject material; 2/ reflection and drawing upon prior

1 teaching experience; 3/ taking advantage of the professional literature and best
2 practice; 4/ learning from input provided by students and peers. Scholarship in the
3 field of Education encouraged in all Pathways and is required for advancement in
4 the Education Scholar Pathway. Categories defining educational activities of
5 teaching include direct teaching (classroom, small group, laboratory, clinical, etc),
6 curriculum development, advising and mentoring, educational leadership and
7 administration and learner assessment. Educational activities must be evaluated
8 regularly and the full results of those evaluations presented systematically for
9 consideration in all reappointment, promotion and tenure decisions.

10
11 a. Direct Teaching.

12
13 Roles and Philosophy

14
15 The faculty member should describe his / her teaching philosophy and overall
16 role(s) in terms of the audience (e.g. University undergraduate teaching,
17 undergraduate and graduate medical education, graduate and post-doctoral
18 student education, etc).

19
20 1/ Classroom.

21
22 When applicable, education taking place in the classroom must be evaluated
23 systematically through the use of approved student evaluations and peer
24 evaluation. Courses taught and their curricular purpose (e.g. courses serving as
25 core requirements, multi-section courses, new courses) credit hours, course
26 responsibilities, time commitment, size and type of classes must be outlined in
27 tabular / chart form. For team-taught courses, the extent of faculty responsibilities
28 and class commitments must be specified.

29
30 2/ Clinical Setting.

31
32 When applicable, the teaching effectiveness of the candidate in the clinical setting
33 must be evaluated systematically through the use of approved methodologies.

34 The faculty member shall describe the setting, purpose and time commitment for
35 these efforts.

36
37 3/ Postgraduate Education.

38
39 In cases where the candidate is involved in house staff training or graduate /
40 postdoctoral training (interns, residents, fellows, graduate students and / or
41 postdoctoral fellows) from this or other institutions, the extent of those responsibilities
42 must be described. Continuing Medical Education and faculty development activities
43 taught should be listed.

44
45 4/ Peer Evaluation.

46

1 When promotion is sought letters documenting teaching effectiveness, redacted for
2 the record, should be directed to the Chair from faculty peers who have observed
3 teaching and / or have participated in teaching with the candidate in any setting (e.g.
4 classroom, small group, seminar, bedside).

5
6 b. Curriculum Development.

7
8 When applicable, contributions to Curricular / Course Development and their use at
9 UVM and elsewhere, such as the development of new techniques of instruction
10 and instructional materials, contributions to textbooks / manuals / electronic
11 modules / electronic libraries and other like course materials must be described.

12
13 c. Advising and Mentoring.

14
15 When applicable, a summary statement of responsibilities related to student
16 advising / mentoring (e.g. undergraduate research, undergraduate and graduate
17 thesis advising and committees, postdoctoral fellows, interns / residents, visiting
18 fellows / Scientist's, other students and / or educators) must be provided. This
19 should include student name, degree to be earned, discipline, time period of
20 supervision, etc., as applicable. Letters directed to the Chair from those individuals
21 who have been advised by the faculty member must be included, as should other
22 sources of input such as from those responsible for student advising.

23
24 Should letters of evaluation be solicited from students, alumni, clients, or other like
25 sources, the Chair must indicate the process by which those evaluators were
26 selected. Unsolicited letters should be so-identified.

27
28 d. Educational Leadership.

29
30 When applicable, describe leadership positions (e.g., course or clerkship
31 directorships, educational committees at UVM, regionally and / or nationally).
32 Assessment should come from Instructional Improvement Committee evaluation.
33 Leadership contributions should be assessed by peers, courses through the
34 Instructional Improvement Committee.

35
36 e. Learner Assessment.

37
38 When applicable, learner assessments developed to measure mastery of
39 educational objectives or competencies must be described. Assessments include
40 exam questions, ratings sheets, simulation or standardized patient cases,
41 computer based exercises, and like materials. Evidence that tools developed were
42 valid and reliable and if they were peer reviewed, disseminated to the educational
43 community (e.g., into national repositories or test banks) must be provided.

44
45 9/ Honors / Awards.

The purpose, nature and importance of educational honors and awards received should be included.

3. Scholarship.

Evidence for excellence in scholarship in any of the four faculty Pathways must be presented and evaluated. This includes workshops, the evaluation of published original articles and monographs, invited presentations, competitive funding, professional activities (e.g. service on Study Sections, Journal editorship / Reviewer responsibilities), and scholarly products in education.

a. The Record.

1/ Publications.

For the categories listed below, list in chronologic order, numbered beginning with the most recent, all significant contributions, including for each: authors, title, journal citation, full pagination. Include for each category: Published, Accepted / In Press, Under Review / Submitted but under revision / Submitted but not accepted (manuscripts to be included with the record). When appropriate, indicate contributions since last review under a heading so-labeled.

Peer reviewed Contributions.

List all works that were peer reviewed prior to publication. In the case of multi-authored contributions, provide a brief description (1-2 sentences) of the contribution made by the candidate. Include a description of the stature of the journal and other scholarly venues and the method used in this determination (e.g. impact factors, acceptance rates, together with any necessary explanation regarding limits to their interpretation).

Indicate up to five of the most important contributions with a double asterisk, briefly explain why these choices have been made and provide an electronic access to each.

Non-Peer reviewed Contributions.

List all such contributions (e.g. books, book reviews, brief reports, other contributions deemed appropriate) In the case of books, describe the purpose, content, and distribution / extent of use.

2/ Invited Presentations

List in order by date, beginning with the earliest, invited presentations at other academic institutions, institution and the title of the presentation.

3/ Grants / Contracts

Provide the funding agency, award period, amount, role, and a 1-2 sentence description of all grants and / or contracts awarded. Indicate those that are peer-reviewed by placing them in a separate category. The peer review process also may be described, including membership on the review committee when known, as external evaluators. List: Previous, Current, Pending, Submitted, Submitted but not funded. Include priority and percentile score when available.

4/ Creative Scholarship in Education

Education activities can provide clear evidence of creative scholarship. This might include the development of new educational programs, the creation of electronic educational modules, textbooks, and similar products connected with teaching, when it can be demonstrated that these accomplishments have been disseminated through peer-reviewed means. Such activities also should be included with the record, presented in the same format with the same explanations as above.

5/ Patents.

The successful patent shall be considered a valued contribution to research / scholarship and should be listed with a brief description.

6/ Honors / awards

Provide a list and the nature of honors or awards received.

7/ Additional Accomplishments

Describe any other scholarly contributions related to academic appointment that should be considered and that are not included above.

4. Service

Service that might be performed by any faculty member includes administrative or committee assignments in the individual's department; membership on College / University committees or involvement in their administration; contributions to student and / or faculty development in education, scholarship or service; professional service to the discipline within the department and University, at the community, State, regional, national or international levels.

a. The Record.

1/ Provide in chronological order for each activity, as appropriate: assignment, dates, specific roles / responsibilities, time commitment.

1 Department
2 College
3 University
4 FAHC
5 Profession / Discipline-related
6 Community
7 Other
8

9 2/ Honors and Awards

10
11 Provide a list and the nature of honors and awards received.
12

13 3/ Evaluation.
14

15 Documentation of service performance must include evaluation, such as is
16 provided by letters from organizations or committee chairs on which the faculty
17 member has served; letters from student or community groups or agencies served;
18 letters from clinical colleagues in relationship to the clinical practice of medicine;
19 honors / awards received; service to national clinical organizations; and like input.
20

21 **B. Evaluation of the record**
22

23 1. External Evaluation.
24

25 All promotions of salaried faculty from the rank of Assistant or Associate Professor
26 require external evaluation, as per University mandate. This input, be it evaluation
27 of scholarship, education or service, must come from people whose ability to
28 provide an objective evaluation of the academic performance and reputation of the
29 candidate is not put into question by prior associations with the candidate, as
30 defined further by the University Green Sheets.
31

32 2. Standards / Expectations.
33

34 a/ Of the Discipline.
35

36 The Chair or designee shall provide a summary of the expectations of the
37 academic discipline and department in the areas of education, scholarship and
38 service. This is a generic statement that can be expected to apply to all faculty
39 evaluations.
40

41 b/ Expectations placed on the faculty member.
42

43 The Chair shall provide a summary of written expectations at the time of initial
44 appointment and as discussed at subsequent annual reviews.
45

46 3. Prior Review.

When applicable, the Chair is to provide a concise summary of comments made at prior reviews for reappointment and / or promotion, clearly indicating the review level (e.g. reappointment, promotion) and source (e.g. Department Committee, College Committee, Dean, Professional Standards, Provost, as appropriate for the Pathway). Any response by the candidate to those earlier reviews that was made at the time must also be included.

4. Chair's Evaluation.

In preparing the Summary Statement, the Chair shall summarize performance in those responsibilities in teaching / advising, scholarship and service to which the faculty member has been assigned. This may include evaluation of the contributions of the faculty member to team efforts within or between those areas.

a. Teaching / Advising.

In all cases where a systematic method of evaluation is used as a major assessment tool, a summary shall be provided that describes the instruments used and the substance of the input. Similarly, as appropriate, an evaluative summary of all other input, such as letters received from students and peers must be provided. It is on the basis of those summaries that the Chair shall provide a complete and overall evaluation of the faculty member's performance.

b. Scholarship.

Evaluation by the Chair must evaluate all aspects of scholarly performance, including documentation of the quality of publications (professional reputation of the journals, acceptance rates, etc), other scholarly contributions to the discipline, success at obtaining extramural funding and like indices. An evaluative summary of input from external review must be included when external review must take place, as for all cases of promotion above the level of Assistant Professor. Evaluation of the scholarly approach to education as well as scholarship in the education field quality of teaching accomplishments viewed as scholarship also must be provided when applicable.

c. Service.

The Chair must evaluate the quality and effectiveness of the service provided by the faculty member. This must recognize and discuss the evaluative input received in the form of letters and other input received. When applicable, the Chair shall evaluate faculty with clinical responsibilities regarding the demonstration of appropriate professionalism and as role models for students and residents in training, with supporting evidence.

d. Department input.

1
2 In preparing the Summary Statement, the Chair shall seek input from all salaried
3 faculty in the department which evaluates the candidate's overall performance, and
4 include a faithful summary of any advice received, as well as the faculty vote.
5 Additionally, the Chair must solicit input from the Chair of any academic unit in
6 which the candidate holds a secondary appointment and report the substance of
7 that input.

8
9 e. Summary.

10
11 The Chair may wish to provide a brief overall evaluative summary of faculty
12 performance that leads to the recommended action.

13
14 5. Candidate Response to Chair's Summary.

15
16 The candidate must be provided up to seven (7) days to respond, if desired, to the
17 Chair's summary statement.

18
19 **IV. PATHWAY – SPECIFIC STANDARDS AND GUIDELINES**

20
21 **A. Tenure Pathway.**

22
23 The University of Vermont College of Medicine strives to maintain and recruit a
24 distinguished faculty and, accordingly, must have a promotion and tenure system
25 that encourages excellence and creates an atmosphere of free inquiry and
26 expression. This requires faculty to be unfettered by pressures, restraints and
27 reprisals which would otherwise inhibit their independent thought and actions in
28 performing their professional responsibilities. Tenure implies a mutual
29 responsibility on the part of the institution and the tenured faculty member. Tenure
30 carries the expectation that the faculty member will maintain or even improve upon
31 the high level of performance which is required for the original award of tenure.

32
33 A decision to enter the tenure Pathway is allowed only once, a decision that most
34 usually occurs at the time of initial appointment. Faculty members who are not
35 initially recruited on the Tenure Pathway may switch to that Pathway, a rare event
36 requiring the recommendation of the Chair and approval of the Dean and Provost.
37 A switch onto the Tenure Pathway requires documentation of why the faculty
38 member is best qualified for the position vs recruiting for a new position.

39
40 The granting of tenure can take place whenever the necessary criteria have been
41 satisfied prior to the obligatory end to the probationary period.

42
43 The tenure decision shall be based on a thorough evaluation of the candidate's
44 total contribution to the mission of the University of Vermont College of Medicine.
45 By the time of the award of tenure, the assembled documentation must demonstrate
46 that expectations placed on the faculty member have been met in terms of: (1)

1 sustained excellence and scholarly approach in educational endeavors, as evidenced
2 by demonstrated knowledge and mastery of the subject material, student and peer
3 evaluation; (2) a sustained independent scholarship program of distinction, as
4 evidenced by regular publications in peer reviewed journals of high caliber, the ability
5 to obtain extramural competitive funding as appropriate to the discipline, and
6 evidence of national / international stature through involvement in the discipline at
7 those levels; (3) sustained effective service demonstrated by committee work,
8 administrative leadership, and exemplary professional clinical performance where
9 clinical service is a responsibility. For the award of tenure, it is expected that a
10 faculty member will provide evidence of outstanding and sustained contributions in
11 two areas with demonstration of excellence in the third.

12 13 **1. Initial Appointment.**

14
15 The potential faculty titles are Assistant Professor, Associate Professor, and
16 Professor. All appointments require the approval of the Chair, Dean and Provost.

17 18 a. As Assistant Professor.

19
20 An Assistant Professor is initially appointed for a three-year term. Appointment to
21 Assistant Professor or to a higher rank requires the terminal degree offered by the
22 discipline except under extremely unusual circumstances.

23 24 b. As Associate Professor.

25
26 An Associate Professor may be initially appointed for a two-year term without
27 tenure. Appointment requires that all criteria necessary for promotion to that rank
28 have been satisfied, as has been determined by customary review procedures.
29 Initial appointment as Associate Professor with tenure may be made if the
30 individual meets all criteria for tenure at the time of appointment, as determined by
31 customary review procedures.

32 33 c. As Professor.

34
35 Initial appointment to the rank of Professor in all cases comes with the award of
36 tenure. Appointment requires that all criteria necessary for promotion to that rank
37 have been satisfied, as has been determined by customary review procedures.

38 39 **2. Reappointment.**

40
41 The first three-year appointment on the Tenure Pathway requires full COM review but
42 does not proceed to the University level. An Assistant Professor can be reappointed
43 for two additional three year terms, each requiring full University review and final
44 approval of the Provost. The tenure decision is made at the subsequent review if
45 tenure has not been granted before that time. The ninth year becomes the terminal
46 year in cases where tenure has been denied.

1
2 a. As Assistant Professor.

3
4 Reappointment at the Assistant Professor requires evidence that the faculty
5 member meets the standards described in the COM Handbook, based on the
6 evidence provided as described above in Section III – DOCUMENTATION FOR
7 ALL PATHWAYS, together with those described at the disciplinary / departmental
8 level.

9
10 The record of the successful candidate at first reappointment should provide: (1)
11 growing evidence of excellence in teaching in those arenas to which the faculty
12 member has been assigned; (2) evidence of growing research independence from
13 previous mentors and / or other faculty; (3) evidence that the candidate is likely to
14 be successful at capturing substantial, competitive extramural funding on a
15 sustained basis; and (4) growing evidence that significant service contributions can
16 be expected, recognizing that emphasis, at first, should be on establishing
17 teaching and scholarship credentials.

18
19 The record at second reappointment should provide evidence that the
20 requirements for promotion with tenure are achievable within the required time
21 frame. In particular, the likelihood of demonstrating sustained excellence in
22 education, scholarship and service must be made apparent. The Chair must
23 evaluate the strengths and weaknesses of performance to date, in preparation for
24 presenting the case for tenure.

25
26 b. As Associate Professor.

27
28 An Associate Professor appointed without tenure may be reappointed for one
29 subsequent two-year term without tenure. Initial appointment as Associate
30 Professor with tenure may be made if the individual meets all criteria for tenure at
31 the time of appointment, as outlined below and determined by customary review
32 procedures.

33
34 c. As Professor.

35
36 No further academic appointment review is required. Annual performance reviews
37 remain in place.

38
39 **3. Promotion to Associate Professor with Tenure.**

40
41 Promotion to Associate Professor with tenure must take place by the end of year
42 eight as Assistant Professor on the tenure pathway. It must take place by the end
43 of year three for faculty initially appointed at the Associate Professor level without
44 tenure at the time of appointment. This promotion requires the approval of the
45 Chair, Dean and Provost.

1 Promotion may take place before the aforementioned time periods at any time at
2 which it can be demonstrated that the candidate has met the necessary criteria for
3 the promotion and evidence is compelling that the required level of
4 accomplishment will be maintained.

5
6 If the tenure decision at the end of the obligatory probationary period is negative,
7 the faculty member will be notified by the end of year eight, year nine then
8 constituting the terminal year of appointment. If a faculty member applies for tenure
9 prior to the eighth year and should tenure not be granted, the probationary period
10 on the Tenure Pathway shall continue on the tenure pathway under the condition
11 that reappointment has been recommended and approved.

12
13 Promotion to Associate Professor requires evidence that the faculty member meets
14 the standards Described in the Handbook, based on the evidence provided as
15 described above in Section III – DOCUMENTATION FOR ALL PATHWAYS. In all
16 instances, sustained excellent intellectual attainment in accordance with the criteria
17 set forth herein, together with those described at the disciplinary and departmental
18 levels, must be demonstrated, as must be the likelihood that this will continue.

19 20 *Teaching / Education*

21
22 The successful candidate will have demonstrated consistent and
23 sustainable excellence in, and scholarly approach to, the categories of
24 teaching and education to which s/he has been assigned.

25 26 *Scholarship*

27
28 The successful candidate will have demonstrated sustainable excellence in
29 scholarship. Essential to this is demonstration by the candidate of the
30 sustained ability to capture substantial competitive extramural funding at the
31 national and / or international levels, including the federal government,
32 health organizations and foundations. It also is essential to demonstrate
33 recognition for scholarly excellence at the national and / or international
34 levels, as evidenced by the stature of refereed publications and active
35 involvement in the discipline. External letters of evaluation are required from
36 recognized scholars. This input must come from people whose ability to
37 provide an objective evaluation of the academic performance and reputation
38 of the candidate is not put into question by prior associations with the
39 candidate, as further described in the University Green Sheets.

40 41 *Service*

42
43 The successful candidate will have continued to make significant
44 contributions to service for the department, College, University and / or the
45 profession (e.g. active participation in the relevant societies, service on

Study Sections and / or other like review bodies, Journal editorships and review service).

4. Promotion to Professor.

There is no minimum or maximum time interval by which promotion to Professor takes place. There also is no assumption that promotion to Professor is inevitable. This promotion requires the approval of the Chair, Dean and Provost.

The successful case requires continued exemplary performance in education, research and service. In addition, documentation must be presented to indicate that the faculty member is truly outstanding in two or more area(s). The consistently superior, nationally or internationally recognized teacher, the nationally and internationally recognized investigator and / or the individual who has given outstanding service may be recognized. External letters of evaluation are required from recognized scholars. This input must come from people whose ability to provide an objective evaluation of the academic performance and reputation of the candidate is not put into question by prior associations with the candidate, as further described in the University Green Sheets.

5. Policy on Variable Salary Reductions

The purpose of this policy is to establish the conditions and process by which a reduction in the variable component of the salary of Tenure Pathway faculty can occur.

The Handbook specifies that base is secured by tenure. It further indicates that the variable is to be increased or decreased annually and that the decision must be productivity based. Starting professorial salary will not be decreased during the term of an initial salary contract, usually 5 years assuming reappointment at the Assistant Professor level; and 3 years following first appointment without tenure at the Associate Professor level.

The Handbook specifies that the Standards and Guidelines are to include criteria by which productivity is measured, in the context of the standards of the academic unit and that are further refined by the expectations placed on the faculty member at time of hire and at subsequent annual reviews.

The criteria in the areas of education, research / scholarship, and service by which performance is to be judged are as described in the Standards and Guidelines. The weighting of those criteria is determined by the expectations that are laid out between the Chair and faculty member.

Any recommended reduction due to performance must be based on a clear set of expectations, with specific explanation regarding how they have not been met.

1 Absent clearly enunciated expectations, a reduction in variable salary shall not
2 occur.

3
4 When a reduction is recommended by the Chair, there must be a clear statement
5 as to how deficiencies can be remediated.

6
7 A salary reduction can take place one year after a warning that expectations need
8 to be met and that there will be a reduction in variable salary if they are not.

9
10 The upper limit on a reduction in variable salary in a given year is 10% of total
11 salary, mirrored by a potential to restore that reduction in variable salary in
12 subsequent years.

13
14 The following process will be implemented in all cases where a Chair recommends
15 a reduction in variable salary. The faculty member is at liberty to appeal to an
16 Appeal Committee of three, one member recommended by the faculty member,
17 one by the Chair and one by the Dean. The Appeal Committee then makes its
18 recommendation to the Dean who makes the final decision.

19 20 **B. RENEWABLE APPOINTMENTS**

21
22 Faculty in the following Pathways are salaried and work either full- or part-time.

23 24 **1. Research Scholar Pathway.**

25
26 Faculty titles are Assistant Professor, Associate Professor, and Professor.

27
28 The Research Scholar Pathway is for individuals whose predominant effort is in
29 biomedical research. As described in the Handbook, appointments and
30 reappointments of faculty in the Research Scholar Pathway who hold salaried
31 positions are contingent upon the availability of restricted funding. Thus, whatever
32 the length of the current appointment period, if restricted funding ceases or is
33 reduced at anytime during the appointment, the appointment may be terminated or
34 reduced in FTE with commensurate effect on compensation, as recommended by
35 the Chair and approved by the Dean and Provost.

36
37 Faculty in this Pathway are expected to participate in research activities and render
38 service related to the research arena. Demonstration of active scholarly involvement
39 in the discipline at the national and international levels is required for advancement.
40 Teaching or service not related to the Research Scholar Pathway is permitted,
41 recognizing the individual's contributions in the research arena are the primary
42 responsibility and the cornerstone of personnel decisions.

43 44 **a. Initial Appointment.**

45
46

1/ To Assistant Professor.

An Assistant Professor is initially appointed by the Chair with the prior approval of the Dean and Provost for a two-year term. Appointment requires that the individual hold the terminal degree in his/her field and that two years of additional postgraduate training have been completed, except under extremely unusual circumstances also requiring approval of the Dean in consultation with the Chair and final approval by the Provost. Appointment requires that the candidate meets all the criteria for promotion to this rank at the time of appointment, which include independent extramural funding (Principal Investigator or Co-Principal Investigator) and authorship (first or corresponding author) on peer reviewed publications.

2/ To Associate Professor:

An Associate Professor initially is appointed by the Chair with the prior approval of the Dean and Provost for a four-year term. Appointment requires that the candidate meets all the criteria for promotion to this rank at the time of appointment, including acquisition of extramural research funding (Principal Investigator or Co-Principal Investigator) and authorship ("corresponding" author) on peer reviewed publications.

3/ To Professor.

A Professor initially is appointed by the Chair with the prior approval of the Dean and Provost for a six-year term. Appointment requires that the candidate meets all the criteria for promotion to this rank at the time of appointment, including demonstration of sustained ability to capture major competitive extramural funds at the national and / or international level; and recognition for scholarly excellence at those same levels, in the form of refereed publications, invited research presentations, and other indices of active involvement in the discipline.

b. Reappointment: Research Scholar Pathway.

Faculty in the Research Scholar Pathway are reviewed for reappointment up through the College level according to the schedule below. Reappointments are not reviewed at the University level. The format for review involves either full College of Medicine review, including by the Faculty Standards Committee and signed by the Dean; or review only by the Chair and the Dean.

Reappointment at all levels requires the same documentation of excellent performance in research / scholarship as for the tenure pathway. Performance criteria likewise are the same, except it must be recognized that the dominant responsibility of the faculty member in this Pathway lies in scholarly productivity.

1/ As Assistant Professor.

An Assistant Professor in the Research Scholar Pathway may be reappointed for additional two-year terms at the discretion of the Chair with the prior approval of the Dean. Reappointments are by full College of Medicine review involving the Faculty Standards Committee every four years. Bi-annual reappointments in the intervening years will involve review only by the Chair and Dean.

2/ As Associate Professor.

An Associate Professor in the Research Scholar Pathway may be reappointed for additional four-year terms at the discretion of the Chair with the prior approval of the Dean. Each reappointment is by full College of Medicine review involving the Faculty Standards Committee.

3/ As Professor.

A Professor in the Research Scholar Pathway may be reappointed for additional six-year terms at the discretion of the Chair with the prior approval of the Dean. Each reappointment is by full College of Medicine review involving the Faculty Standards Committee.

c. Promotion: Research Scholar Pathway.

All promotions require full University review.

1/ To Associate Professor.

Promotion to Associate Professor requires demonstration of independent research, as through the acquisition of competitive extramural funding (Principal Investigator or Co-Principal Investigator) and authorship ("corresponding" author) of peer reviewed research publications. National / international reputation is expected. Scholarly productivity is the predominant performance criterion to be assessed. Reinforcement of the research / scholarship of fellow faculty is an additional positive credential but is not a requirement. External letters of evaluation are required from recognized scholars. This input must come from people whose ability to provide an objective evaluation of the academic performance and reputation of the candidate is not put into question by prior associations with the candidate, as further described in the University Green Sheets.

2/ To Professor.

Promotion to Professor requires demonstration of sustained ability to capture major competitive extramural funds at the national level, and demonstrated leadership based on scholarly excellence at the national and / or international levels in the

1 form of refereed publications, invited research presentations, and other indices of
2 active involvement in the discipline. Scholarly productivity is the predominant
3 performance criterion to be assessed. Reinforcement of the research / scholarship
4 of fellow faculty is an additional positive credential but is not a requirement.
5 External letters of evaluation are required from recognized scholars. This input
6 must come from people whose ability to provide an objective evaluation of the
7 academic performance and reputation of the candidate is not put into question by
8 prior associations with the candidate, as further described in the University Green
9 Sheets.

10 11 **2. Faculty Scientist Pathway.**

12 13 **The faculty title is Faculty Scientist.**

14
15 The role of the Faculty Scientist is to contribute to activities that generate new
16 scientific knowledge and hence the predominant effort is in biomedical research.
17 Faculty in this pathway are expected to participate in research activities and render
18 service related to the research arena. Faculty Scientists provide high technical
19 support, significant input into study design, supervision of other laboratory
20 personnel, a degree of independent research and other activities of a highly trained
21 and skilled scientist. Some teaching or service (e.g. committee work) not related to
22 the Faculty Scientist position may be expected, if approved by the supervisor but
23 recognizing the individual's contributions to research programs is the primary
24 responsibility and cornerstone of personnel decisions.

25 26 **a. Initial Appointment.**

27
28 Appointment of a Faculty Scientist is usually on a full-time basis but may be part-
29 time with the prior approval of the Chair, Senior Associate Dean of Research and
30 Dean of the College. Appointments are for a renewable 5-year term. As described
31 in the Handbook, appointments and re-appointments of faculty on the Faculty
32 Scientist Pathway who hold these positions are contingent upon the availability of
33 restricted funding. Thus, whatever the length of the current appointment period, if
34 restricted funding ceases or is reduced at any time during the appointment, the
35 appointment may be terminated or reduced in FTE with commensurate effect on
36 compensation, as recommended by the Chair and approved by the Dean and
37 Provost. The individual is expected to have a terminal degree, usually a doctoral
38 degree and appropriate postdoctoral training except under unusual circumstances
39 with the approval of the Dean.

40 41 **b. Reappointment: Faculty Scientist Pathway.**

42
43 Faculty in the Faculty Scientist Pathway are reviewed for reappointment up
44 through the College level. Reappointments are not reviewed at the University
45 level. Faculty Scientists will be reappointed for additional 5-year terms at the
46 discretion of the Chair and with prior approval of the Dean.
47

1 Reappointment requires the same documentation of excellent performance in
2 research as with the Research Scholar Pathway. Performance criteria likewise is
3 similar to that of the Research Scholar except that it must be recognized that the
4 dominant responsibility of the faculty member in the Faculty Scientist Pathway is in
5 technical skills and research activities. Review for reappointment will be
6 determined and managed by the Senior Associate Dean for Research.
7 Reappointment is contingent upon availability of restricted funds. Appointments
8 may be terminated immediately for cause or upon 90 days written notice with or
9 without cause.

10 11 **c. Change of Pathway.**

12
13 New appointments to other pathways can be considered upon request from the
14 Chair with prior approval by the Dean. Following two or more years of employment
15 and if a Faculty Scientist develops substantial independence or extramural funding
16 or there is evidence of the likelihood of garnering extramural support for their
17 research program, he or she may then be considered for Assistant Professor. Such
18 appointments will be treated as opportunity hires in the customary process.

19 20 21 **3. Clinical Scholar Pathway.**

22
23 Faculty titles are Instructor, Assistant Professor, Associate Professor, and
24 Professor.

25
26 The Clinical Scholar Pathway is for salaried members of the full- or part-time
27 Faculty in Clinical Departments of the College whose appointments require
28 significant involvement in the clinical practice of medicine and who have additional
29 responsibilities in teaching and scholarship. Clinical Service includes duties as
30 assigned by the Chair, in terms of productivity, outcome measures, patient
31 satisfaction and professionalism. Membership on Hospital committees or
32 administrative services to Fletcher Allen Health Care, and hospitals affiliated with
33 the College of Medicine all represent important service commitments and should
34 be described, as should clinical service to other organizations.

35
36 The application and weighting of criteria for reappointment and promotion and the
37 means of fulfilling those criteria may vary among and even within departments
38 depending on the distribution of effort in teaching, scholarship and service. In
39 addition, effective performance often involves teams of faculty within which
40 individual faculty contributions and responsibilities may fluctuate. Accordingly,
41 documented effectiveness in team efforts also may be recognized as an important
42 contribution.

43
44 Documentation of scholarly work in the area of clinical expertise, research and/or
45 creative teaching, is required for advancement beyond the rank of Assistant
46 Professor. Examples of scholarly contributions in the clinical arena that provide clear

evidence of creative scholarship but do not usually entail publication include but are not limited to: presenting clinical lectures; developing case conferences; developing a new clinical pathway; participation in clinical trials; teaching procedures in the simulation center; initiating and executing a quality assurance project that measurably improves patient outcomes; authorship on case reports; mentoring a student or resident research project; creation of educational materials that are locally / regionally disseminated; development and maintenance of clinical skills and / or programs that are locally and / or regionally distinctive and of recognized excellence; invited presentations within the University and elsewhere. Participation in multidisciplinary / translational activities provides an additional significant opportunity. Scholarly activities in the field of medical education would include research on the effectiveness of existing methods and practices; the development of new teaching modules and technologies assessments or programs; assessment of national trends in education; and like activities.

All Faculty on the Clinical Scholar Pathway must demonstrate a high level of professionalism, as expected of role models for students, interns, and residents and other health care professionals.

a. Initial Appointment.

1/ As Instructor.

An Instructor in the Clinical Scholar Pathway is initially appointed by the Chair with the prior approval of the Dean and Provost for a one-year term.

This appointment normally is used as an entry level faculty appointment for senior trainees considering transition to a standard academic track, providing time to gain experience in research, teaching or clinical practice prior to embarking on an academic career. An Instructor in the Clinical Scholar Pathway is appointed by the Chair with prior approval by the Dean and Provost for one year. Appointment requires that the individual hold a graduate degree in his / her field except under extremely unusual circumstances.

2/ As Assistant Professor.

An Assistant Professor in the Clinical Scholar Pathway is initially appointed by the Chair with the prior approval of the Dean and Provost for a two-year term. Appointment requires that the individual hold a terminal professional degree in his / her field and has completed three years of postdoctoral experience except under extremely unusual circumstances. Initial appointment as Associate Professor in this Pathway requires that the individual meets all applicable standards and criteria for promotion from Assistant Professor at the time of appointment, as determined by customary review procedures.

3/ As Associate Professor.

1
2 An Associate Professor in the Clinical Scholar Pathway is initially appointed by the
3 Chair with the prior approval of the Dean and Provost for a four-year term. Initial
4 appointment as Associate Professor in this Pathway requires that the individual
5 meets all applicable standards and criteria for promotion to Associate Professor at
6 the time of appointment, as determined by customary review procedures.

7
8 4/ As Professor.
9

10 A Professor in the Clinical Scholar Pathway is initially appointed by the Chair with
11 the prior approval of the Dean and Provost for a six-year term. Initial appointment
12 as Professor in this Pathway requires that the individual meets all applicable
13 standards and criteria for promotion to Professor at the time of appointment.
14

15 **b. Reappointment: Clinical Scholar Pathway.**
16

17 Faculty in the Clinical Scholar Pathway are reviewed for reappointment up through
18 the College level according to the schedule below. Reappointments are not reviewed
19 at the University level. The format for review involves either full College of Medicine
20 review, including by the Faculty Standards Committee and signed by the Dean; or
21 review only by the Chair and the Dean.
22

23 Evidence for involvement and excellent performance in the educational mission of
24 the College is essential for reappointment. This includes involvement in the
25 education of all students and health professionals, including medical students,
26 Interns Residents, Fellows, Postdoctoral Students, Visiting Faculty or Clinicians
27 and like individuals.
28

29 Evidence must be provided that the faculty member continues to provide excellent
30 service contributions in the clinical arena. Particularly important shall be the
31 demonstration of continued excellent contributions to the faculty member's practice
32 and of a high standard of professionalism.
33

34 Documentation of scholarly work in the area of clinical expertise, research and / or
35 creative teaching, is required for promotions above the rank of Assistant Professor.
36 As described previously, this includes but is not limited to such contributions as :
37 presenting clinical lectures; developing case conferences; developing a new
38 clinical pathway; participation in clinical trials; teaching procedures in the
39 simulation center; initiating and executing a quality assurance project that
40 measurably improves patient outcomes; authorship on case reports; mentoring a
41 student or resident research project; creation of educational materials that are
42 locally / regionally disseminated; development and maintenance of clinical skills and /
43 or programs that are locally and/or regionally distinctive and of recognized
44 excellence; invited presentations within the University and elsewhere. Participation in
45 multidisciplinary / translational activities provides an additional significant opportunity,
46 as do scholarly contributions to the field of education.

1/ As Instructor.

An Instructor may be reappointed for additional one-year terms at the discretion of the Chair with the prior approval of the Dean, upon having satisfied the criteria described above. Reappointments are by full College of Medicine review involving the Faculty Standards Committee every four years. Annual reappointments in the intervening years will involve review only by the Chair and Dean.

2/ As Assistant Professor.

An Assistant Professor may be reappointed for additional two-year terms at the discretion of the Chair with the prior approval of the Dean, upon having satisfied the criteria described above. Scholarship is encouraged though is not required. Reappointments are by full College of Medicine review involving the Faculty Standards Committee every four years. Bi-annual reappointments in the intervening years will involve review only by the Chair and Dean.

3/ As Associate Professor.

An Associate Professor may be reappointed for additional four-year terms at the discretion of the Chair with the prior approval of the Dean, upon having satisfied the criteria described above. Each reappointment is by full College of Medicine review involving the Faculty Standards Committee.

4/ As Professor.

A Professor may be reappointed for additional six-year terms at the discretion of the Chair with the prior approval of the Dean, upon having satisfied the criteria described above. Each reappointment is by full College of Medicine review involving the Faculty Standards Committee.

c. Promotion: Clinical Scholar Pathway.

All promotions except from Instructor to Assistant Professor require full University review.

Demonstration of sustained excellence in education and clinical service characterized by a high degree of professionalism and contributions to scholarship such as described previously are required. Active participation in appropriate professionally-related activities provides an additional essential criterion. Decisions regarding promotion will not be time dependent, but can occur when the applicable criteria have been met. Continued excellent clinical service and performance at the rank of Assistant Professor by itself, while necessary for reappointment, shall not, in itself, constitute grounds for promotion to Associate Professor.

1 External letters of evaluation from recognized scholars are required for all
2 promotions beyond the level of Assistant Professor. This input must come from
3 people whose ability to provide an objective evaluation of the academic
4 performance and reputation of the candidate is not put into question by prior
5 associations with the candidate, as further described in the University Green Sheets.

6
7 There are general guidelines that each candidate is expected to meet.
8 Competence in all three of the areas outlined below, together with outstanding
9 achievement in at least one of the three areas is required, depending on the level
10 of promotion. The area(s) where outstanding achievement is expected are
11 determined by the expectations jointly agreed upon by the faculty member, as
12 indicated in his / her letter of appointment and at annual review, further based on
13 the distribution of effort.

14
15 1/ To Assistant Professor.

16
17 The successful candidate must have developed a reputation for sustained
18 competence in teaching and clinical service, as well as in scholarly work where
19 that is an assigned responsibility. This promotion requires full College but does not
20 require University review

21
22 2/ To Associate Professor.

23
24 a/ Service.

25
26 Documentation of continuing excellent and significant clinical service, non-
27 clinical service also being encouraged. Excepting truly outstanding
28 performance both in education and clinical service, evidence of local and/or
29 regional stature must be provided. Particularly important shall be the
30 continuing demonstration of excellent contributions to the faculty member's
31 practice and of a high standard of professionalism. Evidence of competence in
32 a clinical area must be provided by the departmental chair or health care
33 service leader. Documentation of development of a local and/or regional
34 reputation for competence in a clinical area can also be provided through
35 patient referrals; testimony from clinical colleagues; or the use of innovative
36 approaches, technologies, or systems of patient care in clinical practice.
37 Service to the College, University, Hospital, professional disciplines, and
38 community are expected and must be evaluated as described above (Section
39 III, DOCUMENTATION FOR ALL PATHWAYS). A leadership role in non-
40 clinical service, such as service as a chair of a committee, program and/or
41 governing boards, or service in a significant administrative role, would be
42 considered strong supportive evidence for promotion to this academic rank.

43
44 b/ Teaching.

45
46 Evidence must be presented that visibility and prowess in medical education

are known locally or within the region, as judged by student / resident and peer evaluations, as well as external letters of evaluation from peers outside of the candidates department and either within the UVM / FAHC communities or regionally. Evidence of continued excellence in training, teaching, and advising of undergraduate, medical, and graduate students, residents, clinical and postdoctoral research fellows, and / or colleagues is essential. In the context of this pathway, service in a major responsibility in education (e.g., director of residency training in discipline) shall constitute a significant achievement.

b/ Scholarship.

The individual appointed or promoted to this rank shall have demonstrated creative contributions to the instructional and clinical service programs of the College such as outlined above, documented with evidence appropriate to the field of assignment and recognizing effort distribution. External letters of evaluation are required. This input must come from people whose ability to provide an objective evaluation of the academic performance and reputation of the candidate is not put into question by prior associations with the candidate, as further described in the University Green Sheets.

3/ To Professor.

Exemplary performance must be demonstrated. Continued service and performance at the rank of Associate Professor shall not, by itself, constitute grounds for promotion to Professor. Demonstration of national / international prominence in the discipline as an educator and clinician-scholar is required. A national reputation in the specific area in which the individual has developed expertise, publications in authoritative refereed journals, presentations to prestigious national societies and recognition by colleagues within the University, all are important indicators for this promotion. Membership on editorial boards, study sections, and/or advisory groups, elected leadership and membership in major scientific / professional societies, and recognition by peers and patients as a premier practitioner and consultant, are additional measures by which to assess national / international prominence. There must, in addition, be continuing evidence of involvement in curricular matters of the College. External letters of evaluation are required. This input must come from people whose ability to provide an objective evaluation of the academic performance and reputation of the candidate is not put into question by prior associations with the candidate, as further described in the University Green Sheets.

4. Education Scholar Pathway.

The faculty titles are Instructor, Assistant Professor, Associate Professor, and Professor.

1 The Education Scholar Pathway is for individuals whose predominant effort is
2 dedicated to scholarly educational activities. Education Scholar appointments are
3 intended to extend the educational capabilities of the College of Medicine, fully
4 utilize available resources in a way that is responsive to the educational goals,
5 create and sustain collaboration, provide research opportunities for additional
6 faculty and demonstrate measurable achievements.

7
8 Faculty in this Pathway are expected to participate in scholarship / research
9 activities or render service related to the educational mission of the College, such
10 as membership on the medical student Admissions or Advancement Committees,
11 the Instructional Improvement Committee or other such committees that have
12 direct bearing on the educational mission of the College. Evidence of a scholarly
13 approach to education must be demonstrated when the delivery of educational
14 materials is a defined expectation. Demonstration of active scholarly involvement in
15 the discipline at the national and international levels is required for advancement
16 beyond the rank of Assistant Professor. Research or service not related to the
17 education pathway is encouraged, recognizing the individual's contributions in the
18 education arena are the primary responsibility and the cornerstone of personnel
19 decisions.

20
21 As described in the Handbook, the appointment and reappointment of faculty who
22 hold salaried positions in this pathway are contingent upon the need to fulfill the
23 teaching mission of the College of Medicine, as assessed by the Chair in
24 consultation with the Dean, taking into account budgetary, enrollment, and
25 programmatic considerations for the College. If the effort of the individual is no
26 longer needed to fulfill the teaching mission of the College of Medicine the
27 appointment may be terminated or reduced in FTE with commensurate effect on
28 compensation, whatever the length of the current appointment period.

29
30 Faculty recognition and reward through promotion shall be based upon
31 contributions made to the defined educational mission of the College as expected
32 and supported by the department in which the faculty member holds the primary
33 appointment. The application and weighting of criteria for reappointment and
34 promotion and the means of fulfilling those criteria is determined by the
35 expectations that have been placed on the faculty member at the time of
36 appointment and at subsequent annual reviews.

37
38 As described in the COM Faculty Handbook, educational activities are divided into
39 the following five categories: 1/ teaching; 2/ curriculum development; 3/ advising
40 and mentoring; 4/ education leadership and administration; and 5/ assessment at
41 learner, course, program and institutional levels. Faculty seeking advancement in
42 this Pathway must present evidence focused within these categories. Thus, the
43 detailed documentation provided will vary according to the activities in which the
44 faculty member is engaged.

45

To advance in this pathway, the Education Scholar must be involved with scholarship within the five categories of education outlined previously, the extent and external identity of which depends on faculty rank. Scholarly activities can be documented by traditional means, such as original peer reviewed publications, clinical case reports, invited reviews, books, book chapters, and like contributions. Success at obtaining competitive grant funding is an additional important measure. Other valued scholarly activities might include but are not limited to development of new teaching modules, on-line publications, reports and reviews, position papers developed for national organizations, private or government agencies, or the public. Development of innovative new electronic educational products such as for the internet, DVDs, and pod casts also can represent scholarly contributions.

It cannot be expected that any faculty member in the Education Scholar Pathway would demonstrate scholarship in all arenas; nor that scholarship in any one particular arena is required. The high quality of such scholarship must be so-recognized by external evaluation from scholars in the field whose ability to provide an objective evaluation of the academic performance and reputation of the candidate is not put into question by prior associations with the candidate, as further defined in the University Green Sheets.

a. Initial Appointment.

1/ As Instructor.

An Instructor in the Education Scholar Pathway is appointed by the Chair with prior approval of the Dean and Provost for one year. Appointment requires that the individual hold a graduate degree in his / her field except under extremely unusual circumstances, as approved by the Dean and Provost.

2/ As Assistant Professor,

An Assistant Professor in the Education Scholar Pathway is initially appointed by the Chair with the prior approval of the Dean and Provost for a two-year term. This initial appointment requires that the individual meets all applicable standards and criteria for promotion to Assistant Professor at the time of appointment. Appointment requires that the individual hold a terminal degree in his / her field except under extremely unusual circumstances, exceptions requiring recommendation by the Chair documenting the basis for such a recommendation and approval by the Dean and Provost.

3/ As Associate Professor.

An Associate Professor in the Education Scholar Pathway is initially appointed by the Chair with the prior approval of the Dean and Provost for a four-year term. Initial appointment as Associate Professor requires that the individual meets all

applicable standards and criteria for promotion to Associate Professor in this pathway at the time of appointment. Appointment requires that the individual hold a terminal degree in his / her field except under extremely unusual circumstances.

4/ As Professor

A Professor in the Education Scholar Pathway is initially appointed by the Chair with the prior approval of the Dean and Provost for a six-year term. Initial appointment as Professor requires that the individual meets all applicable standards and criteria for promotion to Professor in this pathway at the time of appointment. Appointment requires that the individual hold a terminal degree in his / her field except under extremely unusual circumstances.

b. Reappointment.

Faculty in the Education Scholar Pathway are reviewed for reappointment up through the College level according to the schedule below. Reappointments are not reviewed at the University level. The format for review involves either full College of Medicine review, including by the Faculty Standards Committee and signed by the Dean; or review only by the Chair and the Dean.

Demonstration of sustained excellence in this Pathway requires documentation of the quantity and quality of the educational activity(ies) in which the faculty member is engaged, and evidence that the educator is engaged with the broader educational community within and external to the university, as required by rank. As noted above, the Handbook describes faculty responsibility for demonstrating the quality and quantity of professional achievements. In addition, the faculty member's scholarship, as required by rank, should draw from the literature and educational community to inform his / her own work, recognizing best practices, as well as contribute to that community to inform others' work. In that regard, the following guidelines serve as examples to illustrate what would be considered to *draw from* and *contribute to* the overall educational community as regards the five educational activities.

Examples of how an Education Scholar may draw from the overall education community:

1/ Teaching:

- Teaching approach is informed by the literature, scholarly discussion and continuing education activities;

2/ Curriculum development:

- Objectives are informed by external sources and new curriculum is informed by other models.

3/ Mentoring and/or advising:

- Professional development activities have enhanced mentoring effectiveness;
- Extramural funding has been obtained for mentoring practices.

4/ Educational leadership and administration:

- Evidence that the literature and best practices have been employed to effect change;
- Evidence that resources can be garnered from competitive sources;
- Leadership in professional organizations.

5/ Learner assessment:

- Evidence that methods being used are based on best practices;
- Creation of professional development programs.

Examples of how an Education Scholar may contribute to the overall education community.

1/ Teaching:

- Learning exercises are published in peer-reviewed collections;
- The faculty member receives invitations to present his / her teaching approach in the College of Medicine, UVM and / or at other regional, national and/or international venues.

2/ Curriculum development:

- Reports of peer review of curriculum by local and/or national experts have been forthcoming;
- The curriculum has been adopted within the College of Medicine, UVM and / or at other institutions;
- Acceptance of curriculum in peer-reviewed publications.
- Development or implementation of innovative instructional programs.

3/ Mentoring and/or advising:

- Invited presentations and co-authored publications by trainees / mentees have appeared;
- Mentoring processes have been adopted by others;

4/ Education leadership and administration:

- Invitations have been obtained to speak regionally, nationally and / or internationally;
- Evidence that developed work has been adopted within the College of Medicine, UVM and / or at other institutions;

- Participation and leadership in continuing professional development education programs at regional, national and/or international levels, in specialty societies, Centers or like organizations, in the award and administration of competitive grants.

5/ Learner assessment:

- Assessment at learner, course, program and institutional levels;
- Presentations discussing innovative testing strategy and publications detailing assessment strategy have appeared at the regional, national / and / or international level;
- Assessment strategies have been adopted by other areas within the College of Medicine, UVM and / or at other institutions.

Thus, reappointment as faculty in the Education Scholar Pathway requires assessment of their educational activities in terms of their quantity and quality, as well as through engagement with the broader educational community.

1/ As Instructor.

An Instructor may be reappointed for additional one-year terms at the discretion of the Chair with the prior approval of the Dean. Reappointment requires demonstrating continuing excellent performance in those responsibilities described in the original letter of appointment and subsequent annual reviews. Reappointments are by full College of Medicine review involving the Faculty Standards Committee every four years. Annual reappointments in the intervening years will involve review only by the Chair and Dean.

2/ As Assistant Professor.

An Assistant Professor may be reappointed for additional two-year terms at the discretion of the Chair with the prior approval of the Dean. Reappointment requires demonstrating continuing excellent performance in those responsibilities described, in the original letter of appointment and subsequent annual reviews. Reappointments are by full College of Medicine review involving the Faculty Standards Committee every four years. Bi-annual reappointments in the intervening years will involve review only by the Chair and Dean.

3/ As Associate Professor.

An Associate Professor may be reappointed for additional four-year terms at the discretion of the Chair with the prior approval of the Dean. Reappointment requires demonstrating continuing excellent performance in those responsibilities described, in the original letter of appointment and subsequent annual reviews. Each reappointment is by full College of Medicine review involving the Faculty Standards Committee.

1
2 4/ As Professor.

3
4 A Professor may be reappointed for additional six-year terms at the discretion of
5 the Chair with the prior approval of the Dean. Reappointment requires
6 demonstrating continuing excellent performance in those responsibilities described
7 in the original letter of appointment and subsequent annual reviews with the Chair
8 or Chair designee. Each reappointment is by full College of Medicine review
9 involving the Faculty Standards Committee..

10
11 **c. Promotion.**

12
13 All promotions except from Instructor to Assistant Professor require full University
14 review.

15
16 Demonstration of sustained excellent performance must be accompanied by
17 evidence of a level of productivity consistent with activities being performed by
18 individuals of the higher rank if promotion is to be considered. Decisions regarding
19 promotion, will not be time dependent, but can occur when the criteria defined
20 below are met. Likewise, continued service and performance at any particular rank
21 shall not, in itself, constitute grounds for promotion to Associate Professor.

22
23 External letters of evaluation from recognized scholars are required for all
24 promotions beyond the level of Assistant Professor. This input must come from
25 people whose ability to provide an objective evaluation of the academic
26 performance and reputation of the candidate is not put into question by prior
27 associations with the candidate, as further described in the University Green Sheets.

28
29 1/ To Assistant Professor.

30
31 The successful candidate must provide evidence of sustained excellent
32 accomplishment and scholarly approach in his / her area(s) of responsibility.
33 Evidence of scholarship in the field of education, while not required, is highly
34 desirable. This promotion requires full College but does not require University
35 review

36
37
38 2/ To Associate Professor.

39
40 In addition to accomplishments described above for promotion to Assistant
41 Professor, there must be demonstration of scholarly accomplishment in the field of
42 education, as described above. This could, for example, take the form of
43 development and use of innovative teaching modules and like activities, novel
44 curriculum development or new methods of learner assessment. In all cases, the
45 scholarly and high quality of such contributions must be recognized at the local /
46 regional level and, critically, by external evaluation as described above. Evidence

of significant service commitment in the educational arena (e.g. Admissions Committee, Instructional Improvement Committee) also must be forthcoming. Research or service not related to the education pathway would further strengthen the case, with recognition that the individual's contributions in the education arena form the cornerstone of personnel decisions.

3/ To Professor.

In addition to accomplishments described above for promotion to Associate Professor, the successful candidate must demonstrate a national reputation in education and be a leader in assigned educational arenas. This can be evidenced by peer-reviewed scholarship including regular publication in peer-reviewed journals, active participation in professional societies at the national and international levels, funding from major, competitive extramural sources at the national level, external awards and like accomplishments. External letters of evaluation are required. Research or service not related to the education pathway would further strengthen the case, with recognition that the individual's contributions in the education arena form the cornerstone of personnel decisions.

5. Clinical Practice Physician Pathway

The faculty title is Clinical Practice Physician.

The role of the Clinical Practice Physician is first to provide the highest quality of patient care consistent with the policies, standards and guidelines of the UVM Medical Group. Providing a patient base for clinical teaching and research as well as modest amounts of personal teaching are also expected.

a. Initial Appointment.

Appointment as a Clinical Practice Physician is usually on a full-time basis, but may be on a part-time clinical basis with approval of the Senior Associate Dean for Clinical Affairs. All appointments of Clinical Practice Physicians require the favorable recommendation of the Chair of the applicable department and approval by the Senior Associate Dean for Clinical Affairs and the Dean of the College. No further approvals shall be required by any other University official. Once a physician has been offered employment by UVM Medical Group and is recommended for appointment by the Chair, approvals of the appointment shall not be unreasonably withheld or delayed more than thirty (30) days from the date the Chair's recommendation is submitted. Appointments as Clinical Practice Physician shall be for terms of up to five years, depending on individual circumstances, and shall be renewable.

b. Reappointment.

A Clinical Practice Physician will be appointed for additional five year terms at the discretion of the Chair with the prior approval of the Dean. Review for

reappointment will be determined and managed by the Senior Associate Dean for Clinical Affairs. Review, at the minimum, will consist of evaluation of clinical activities, professionalism and teaching with a recommendation to reappoint made to the Dean of College of Medicine. These appointments shall terminate automatically, without further action by any person, upon termination of the physician's employment with UVM Medical Group. Appointments may be terminated immediately for cause, or upon 90 days written notice with or without cause.

c. Change of Pathway

These appointments are considered as opportunity hires of physicians currently in practice in our clinical service catchment area. In addition, physicians who are recruited or employed by UVM Medical Group who spend the majority of their time in non-teaching roles may also serve in this role. If a Clinical Practice Physician develops substantial academic activities after two or more years of employment, he or she may be considered for Clinical Scholar or Education Scholar appointments as opportunity hires.

6. Volunteer Pathway

The Volunteer Pathway is for non-salaried individuals who volunteer their time and effort to the College of Medicine. This may include Allied Health Professionals, Residents, Educators, Basic Scientists and Physicians. Their effort is dedicated to the education of health professionals in the setting of clinical care, and / or research, and / or the education of students in the classroom and / or laboratory. Faculty in this Pathway may also be involved in Departmental, College or University governance.

Faculty in the Volunteer Pathway may focus in the clinical, education and / or research arenas. The appointment / reappointment / promotion schedules and standards criteria are based upon the assigned duties within those arenas, recognizing, however, the level of effort expected faculty member in the Volunteer Pathway. Review criteria include fulfillment of assigned teaching, research and service obligations, and demonstration of quality teaching, medical practice and professionalism.

a. Appointment

1/ Instructor

An Instructor in the Volunteer Pathway is appointed by the Chair with prior approval by the Dean and Provost for one year. Appointment requires that the individual hold a graduate degree in his / her field except under extremely unusual circumstances.

2/ Assistant Professor.

An Assistant Professor is initially appointed by the Chair with the prior approval of the Dean and Provost for a four-year term. Appointment requires that the individual hold a terminal degree in his / her field and has completed three years of postdoctoral experience except under extremely unusual circumstances. Initial appointment as Assistant Professor in this Pathway requires that the individual meets all applicable standards and criteria for promotion from Instructor at the time of appointment, as determined by customary review procedures.

3/ Associate Professor.

An Associate Professor is initially appointed by the Chair with the prior approval of the Dean and Provost for a four-year term. Appointment requires that the individual hold a terminal degree in his / her field and has completed three years of postdoctoral experience except under extremely unusual circumstances. Initial appointment as Associate Professor in this Pathway requires that the individual meets all applicable standards and criteria for promotion from Assistant Professor at the time of appointment, as determined by customary review procedures.

4/ Professor.

A Professor is initially appointed by the Chair with the prior approval of the Dean and Provost for a six-year term. Initial appointment as Professor in this Pathway requires that the individual meets all applicable standards and criteria for promotion from Associate Professor at the time of appointment.

b. Reappointment

Reappointment in the Volunteer Pathway may occur when the individual meets all the relevant requirements described in the Handbook and additionally having undergone customary review procedures as outlined below. The standards for review are based upon the duties outlined for the faculty member at the time of reappointment and as may be further established at subsequent reviews. Requirements include the fulfillment of assigned teaching, scholarship and / or service obligations and demonstrated quality of performance in assigned responsibilities.

Faculty at off-campus Affiliation sites initially are reviewed by the corresponding department Chair, if applicable, otherwise the Chair to whom the individual reports, followed by review and recommendation by the appropriate department Chair in the College of Medicine. Faculty in the Clinical Scholar Pathway are reviewed for reappointment up through the College level according to the schedule below. Reappointments are not reviewed at the University level. The format for review involves review only by the UVM Chair and the Dean.

1/ Instructor

An Instructor may be reappointed for additional one-year terms at the discretion of the Chair with the prior approval of the Dean. Reappointments involve review by the UVM Chair and Dean.

2/ Assistant Professor.

An Assistant Professor may be reappointed for additional four-year terms at the discretion of the Chair with the prior approval of the Dean. Reappointments involve review by the UVM Chair and Dean.

3/ Associate Professor.

An Associate Professor may be reappointed for additional four-year terms at the discretion of the Chair with the prior approval of the Dean. Reappointments involve review by the UVM Chair and Dean.

4/ Professor.

A Professor may be reappointed for additional six-year terms at the discretion of the Chair with the prior approval of the Dean. Reappointments involve review by the UVM Chair and Dean.

c. Promotion.

Promotion of non-salaried faculty requires full COM review including the College Faculty Standards Committee with approval by the Dean. University-level Green Sheet review is not required. Faculty at Affiliation sites are reviewed and recommended for promotion by the corresponding department Chair, if applicable, otherwise the Chair to whom the individual reports, followed by review and recommendation by the appropriate department Chair in the College of Medicine. The standards for review are based upon the duties outlined for the faculty member at the time of reappointment and as may be further established at subsequent reviews.

Criteria for promotion are as for the corresponding Pathways for salaried faculty on the Research, Clinical Scholar or Education Scholar Pathway (see above) with due regard to the part-time commitment of the faculty member. Exceptions are that volunteer faculty in the Clinical Scholar Pathway are not required to perform scholarly work, the pursuit of which, nonetheless, is encouraged and adds further strength to the case for promotion, particularly for promotion to Professor, rare except for departmental and / or section Chairs.

7. Adjunct Faculty Appointments

The titles of Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, and Adjunct Professor are reserved for non-salaried faculty whose primary academic appointment is with an academic institution other than the University of Vermont. Adjunct appointments may be requested with the recommendation of the Chair and must be approved by the Dean and Provost.

Adjunct appointments are valuable tools that represent a real cost, and potential liability, to the University. They should be extended only when there is a valid academic purpose and need and when there is joint benefit. Adjunct Faculty may focus in the clinical, educational and / or research arenas.

The review process for appointment, reappointment and promotion is as described above for the Volunteer Pathways. Initial appointment shall be at the same level / title as where the primary appointment is held. Reappointment is dependent upon the referring departmental recommendation, on the same schedule as for Volunteer faculty on the same Pathway. Promotion will take place automatically in step with promotion at that institution where the primary academic appointment is held.

8. Visiting Appointments.

The titles of Visiting Lecturer and Visiting Assistant Professor, Visiting Associate Professor, or Visiting Professor are reserved for a salaried or unsalaried appointment of a temporary nature, ordinarily involving faculty from other institutions. Visiting appointments may be granted for a single period of up to two years. Visiting faculty may focus in the clinical, education and / or research arenas.