



**University of Vermont**  
Larner College of Medicine

**The Robert Larner, MD College of Medicine**  
*at*  
**The University of Vermont**

**STANDARDS AND GUIDELINES**  
**For Faculty Appointment,**  
**Reappointment, Promotion, and Tenure**

**As Approved by**  
**The College of Medicine Faculty**  
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## **INTRODUCTION**

The mission at The Robert Larner, M.D. College of Medicine (LCOM) at The University of Vermont (UVM) is to educate a diverse group of dedicated physicians and biomedical scientists to serve across all the disciplines of medicine; to bring hope to patients by advancing medical knowledge through research; to integrate education and research to advance the quality and accessibility of patient care; and to engage with our communities to benefit Vermont and the world.

In support of this mission, the Larner College of Medicine Standards and Guidelines for Faculty Appointment, Reappointment and Promotion (Standards and Guidelines) were developed to create a shared sense of collaborative purpose among the faculty and provide a set of policies that are transparent, equitable, and based on clearly defined standards of excellence and achievement.

This document describes the Standards and Guidelines that have been approved by the LCOM faculty for all matters related to appointment, reappointment, and promotion in alignment with the provisions of the LCOM Faculty Handbook and those established by UVM.

These Standards and Guidelines do not supersede, invalidate, or replace the requirements for appointment, reappointment, and promotion described in the LCOM Faculty Handbook, but rather describe the process, criteria, and measures for evaluating faculty according to department, LCOM, and UVM expectations and regulations.

Additional relevant governance documents include the Larner College of Medicine Faculty Handbook (Faculty Handbook); the Larner College of Medicine Bylaws (Bylaws); Larner College of Medicine and Department policies; and the University of Vermont (UVM) University and University Officers' Manual, which compiles certain policies regarding the governance, structure, and administration of the institution.

The most current Standards and Guidelines, and other governance documents and policies can be found on the LCOM and UVM websites:

<https://med.uvm.edu/facultyaffairs/home>

<https://www.med.uvm.edu/governance>

<https://www.uvm.edu/policies>

## **SECTION 1                    GENERAL PROVISIONS AND PRINCIPLES**

### **1.1      Adoption and Revision.**

The Standards and Guidelines shall be maintained by the LCOM Office of the Dean. The Dean, in consultation with the Provost, the UVM Office of General Counsel, and any committee of LCOM faculty appointed by the Dean for such purpose, shall periodically, and no less than every eight years in alignment with accreditation by the Liaison Committee on Medical Education, review the Standards and Guidelines, present proposed revisions for approval by the LCOM leadership and faculty, and ensure approved actions are implemented by persons or bodies having jurisdiction over such matters.

Material amendments or revisions of the Standards and Guidelines require approval by the LCOM Advisory Council, a vote of the LCOM faculty, and approval by the Provost.

### **1.2      Rule of Precedence.**

Except as otherwise authorized through proper governance channels, or as expressly noted herein, the following descending order of precedence shall apply in the event of conflicts between the Standard and Guidelines and those of UVM: Bylaws; Board of Trustees' resolutions; UVM policies, including legislation of the Faculty Senate; LCOM Faculty Handbook.

All UVM policies and procedures that apply to non-represented employees or to faculty generally (other than collective bargaining agreements) also apply to LCOM faculty unless expressly addressed in the Faculty Handbook. LCOM guidelines and policies and LCOM departmental policies also apply to LCOM faculty, with the Faculty Handbook taking precedence over any conflicting LCOM guidelines or policies or LCOM departmental policies.

### **1.3      General Considerations.**

The LCOM faculty represent a heterogeneous group of educators, scientists, and clinicians who are responsible for applying their skills, educational backgrounds, goals, and achievements to delivering the highest possible level of medical education, scholarship, and service.

No single set of standards can apply to all members of this faculty. Faculty performance is documented based on evidence of quantity, quality, and demonstration of a scholarly approach in the classroom, laboratory, and clinic; effectiveness in one-on-one, small group, and large group settings; a commitment to professionalism and a supportive learning environment; contributions to the broader community, and impact across the discipline.

Scholarship in the field of education can be demonstrated through contributions such as curriculum development and dissemination, development of new teaching strategies, creation of

novel teaching modules or development of new assessment tools. New modalities of scholarship such as blogs, virtual textbooks or similar are also recognized with documentation of dissemination and effectiveness. LCOM values and is committed to open scholarship that promotes open access of sharing scholarly output.

Productivity in biomedical research 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 the development of case conferences or new clinical pathways, participation in simulation center initiatives, quality assurance projects, books and book chapters, review articles, invited presentations, and participation in multidisciplinary, translational activities and entrepreneurship.

Service and leadership accomplishments are evaluated on the quality of contributions to the department, LCOM, UVM, and extramural organizations, as well as to the discipline.

Delivering on the teaching, scholarship, and service missions of LCOM often involves teams of faculty, such as within a department, within which individual faculty contributions often fluctuate. LCOM encourages and supports collaborative and interdisciplinary research. Documented collaborative scholarship performed by faculty members while serving a critical role in team research will be valued in a manner similar to comparable accomplishments in independent research within appropriate faculty pathways.

#### **1.4 Professionalism.**

For all matters of appointment, reappointment and promotion, faculty are expected to demonstrate professionalism, as summarized in the LCOM Statement on Professionalism:

*Our Larner College of Medicine community upholds the highest standards of professionalism as we follow our passion for lifelong learning and improvement. We demonstrate professionalism through integrity, accountability, compassion, altruism, and social responsibility. We honor the trust our society has placed in us as stewards of the art and science of medicine, relying cultural humility, kindness, and respect to guide our daily interactions. We expect all members of our community to embrace these principles of professionalism as we strive to conduct and support patient care, research, and education that is second to none.*

<https://www.med.uvm.edu/com/professionalism>

#### **1.5 Definitions.**

*Academic Unit:* The recognized categories of academic units at the University are college, department, division, program, center, and institute.

*Academic Year:* The academic year is set annually through adoption of the academic calendar pursuant to governance protocols.

*Adjunct Appointment:* Appointments for non-salaried faculty whose primary affiliation is with an organization other than UVM.

*Arm's Length and Referee Letters of Support.* **Arm's length letters of support** must be from recognized scholars whose ability to provide an objective evaluation of the academic performance and reputation of the Candidate is not put into question by prior associations, such as involvement in the Candidate's education; having served together on the faculty at another institution; having been a co-author, co-investigator, or collaborator in publications, patents, or other scholarly contributions; and/or being close personal or family friends. **Referee letters of support** for Candidates are based on the letter writer's personal and clinical experience with the Candidate and are not considered to be arm's length.

*Candidate:* A faculty member who is under consideration for appointment, reappointment, promotion, or tenure.

*Chair:* The Chairperson of an academic department.

*Days:* Except as otherwise specified in this Faculty Handbook, calendar days. When a time period to which the Faculty Handbook refers would otherwise begin or expire on a weekend or University holiday, or that of an approved Medical Group, the time period begins or ends respectively on the next University business day.

*Dossier/Record:* A file containing the detailed records, reports, pertinent data, letters of reference, promotion matrix tables, learner evaluations, and narratives that explain the faculty member's activities, effectiveness, and accomplishments in the areas of teaching, scholarship, and service.

*Dually Employed Faculty Member:* A faculty member who also practices medicine through a University approved Medical Group or organization

*Faculty or Faculty Member(s):* A faculty member who is appointed to the faculty of the University of Vermont as described in Section III. of this Faculty Handbook.

*Fiscal Year:* The UVM fiscal year is July 1 – June 30, annually.

*FTE:* Full-time equivalent, a unit of measurement that represents the number of hours worked by a single employee in a week

*Grievance:* A formal complaint by a faculty against a supervisor, administrator or other official of the University, that there has been a misapplication, misinterpretation or violation of specific rules, practices, or policies of the University or one of its subdivisions.



*Faculty Handbook:* The Faculty Handbook of the Robert Larner, M.D., College of Medicine (LCOM) at the University of Vermont contains policies and provisions governing the appointment and employment of LCOM faculty. Material amendments or revisions require approval by the LCOM Advisory Council, a vote of the LCOM faculty, approval by the Provost, and approval by the UVM Board of Trustees.

*Medical Group:* A formal arrangement between LCOM and a clinical enterprise that simultaneously meets the service needs of patients, families, and communities, while meeting the teaching, practice, service, and research needs of faculty and students. The UVM Health Network Medical Group is an approved and primary clinical enterprise for LCOM.

*Outside Professional Service:* Professionally related activity in which a faculty member engages, whether compensated or otherwise, externally and for a third party, such as teaching or consulting. The practice of medicine in a University-approved clinical practice venue does not constitute outside professional service.

*Primary Appointment:* All LCOM faculty members are initially appointed to a primary home (administrative) department, in alignment with their expertise, expectations, and contributions to the academic missions.

*Restricted funds:* Funds whose expenditure is restricted to a specific purpose, such as a research grant.

*RPT/APRT:* (Appointment/) Reappointment/Promotion/Tenure. The policies and processes that govern the hiring and employment of LCOM faculty.

*Secondary/Tertiary Appointment:* A secondary or tertiary appointment applies to individuals who hold a primary salaried appointment at UVM, and a second or third appointment in a different unit that is without salary (0 FTE).

*Service:* Service performed by faculty includes providing clinical services; administrative or committee assignments in the department; membership on LCOM and UVM committees and/or involvement in their administration; contributions to student and/or faculty development in education, scholarship, and service; and professional service to the discipline at local, regional, national, or international levels.

*Teaching Academy:* The LCOM Teaching Academy sustains and supports an interdisciplinary community of educators, facilitates educator development, and promotes an academic environment that increases the value and impact of educators locally, regionally, and nationally.

*University/UVM:* The University of Vermont and State Agricultural College.

*University Holiday:* University specific holidays determined under the direction of the University President.

*Waiver Hire/Target of Opportunity:* When an individual is hired without an open recruitment for a compelling reason that is in the best interest of the University. For faculty positions, this is typically used for, but not necessarily limited to, non-tenure pathway positions and must follow respective LCOM policy.

## **SECTION 2                    GENERAL GUIDELINES FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION**

These Standards and Guidelines describe the process and elements of review for LCOM faculty appointment, reappointment, and promotion. All faculty personnel actions must contain the documentation described herein. Policies, along with related documents and forms can be found on the LCOM Office for Faculty website.

<https://med.uvm.edu/facultyaffairs/home>

### **2.1     Department Chair Responsibilities.**

Chair responsibilities for faculty include, but are not limited to, the following:

- Evaluating and mentoring professional development
- Initiating corrective action relative to faculty performance or conduct
- Maintaining faculty status reviews, and related records
- Operationalizing and documenting Reappointment, Promotion and Tenure Processes
- Conducting annual performance reviews,
- Initiating recommendations regarding changes in appointment status
- Assuming budgetary responsibility, including any tenure commitment

### **2.2     Recruitment.**

The potential recruitment of a faculty position, pathway, and rank is a decision reached jointly by the Chair and the Dean, with approval by the Provost. Once the recruitment and position description are approved, the Chair, with support from a search committee and the department, has responsibility for identifying qualified applicants.

### **2.3     Initial Appointments.**

All LCOM and LCOM department offers of initial appointment must be approved by the Dean and Provost, with the exception of appointments as Faculty Scientist, which do not require approval by the Provost.

The initial letter of appointment, which shall be issued from the LCOM Dean, must minimally establish the length and type of appointment, rank, FTE percentage if applicable, and salary.

A faculty member shall be initially appointed to one of the following pathways:

- a. Tenure, ranked (promotable) pathway
- b. Non-tenure, ranked (promotable) pathways:
  - Clinical Pathway

- Clinical Scholar Pathway
  - Education Scholar Pathway
  - Research Scholar Pathway
- c. Non-tenure, single rank (non-promotable) pathway:
- Faculty Scientist
- d. Non-salaried Volunteer Pathway
- Volunteer Clinical Pathway
  - Volunteer Education Pathway
  - Volunteer Research Pathway

All LCOM faculty must have a primary or adjunct appointment in a specific LCOM academic department. A summary of written expectations at the time of initial appointment must be part of the record.

Secondary appointments granted at the time of initial appointment or thereafter must be agreed upon in writing by the faculty member, the Chair of the department holding the primary appointment, and the Chair of the department where the secondary appointment is to be held. All secondary appointments require approval of the Dean and the Provost.

In the case of dually employed faculty members who also have an appointment in an approved Medical Group, the terms and conditions related to academic activities must be clearly delineated in a Medical Group appointment letter to accompany the LCOM letter of initial appointment and any subsequent LCOM letters of appointment, including reappointments.

## **2.4 Consideration for Prior Academic Appointments.**

Entering LCOM faculty are hired at the faculty rank held at their current academic institution. Consideration for time in rank at another institution is reviewed at time of hire. A maximum of four (4) years of credit may be allowed for time in rank, as recommended by the Chair and approved by the Dean. Faculty must be at LCOM for at least one (1) year before consideration for promotion.

## **2.5 Faculty Annual Performance Reviews.**

Chairs shall annually review the performance of all salaried faculty holding appointments in their departments. Non-salaried faculty shall undergo annual reviews at their primary institution. Annual reviews focus primarily on the performance of the faculty member during the year in which they occur, but may also take into account cumulative performance. Promotion or tenure and the process entailed should be discussed if applicable. Performance shall be evaluated in view of the duties assigned and based on all applicable standards and criteria as described in the Faculty Handbook and these Standards and Guidelines.

It is on the basis of such annual reviews and discussions that faculty assignments and adjustments in the variable salary component may be made. Chairs may delegate this responsibility to unit and division chiefs or designees where appropriate.

#### 2.5.1 Annual Performance Review Process.

The annual performance review process for faculty shall include a meeting between the LCOM Chair, or their designee such as the division or section chief, and the faculty member. The Chair shall finalize the results of the performance review in writing using the approved LCOM Annual Review Form, and place a copy in the faculty member's academic status file with a copy provided to the faculty member. A faculty member has the right to rebut any written performance evaluation within 90 days from receipt of their letter. Written rebuttals shall be placed in the file with the evaluation.

#### 2.5.2 Timing of Reviews for Salaried Faculty.

In alignment with the annual UVM salary determination process, including the customary onset date of new fiscal year salaries as of July 1, all full-time salaried faculty will be reviewed by March 1.

### **2.6 Reappointment Promotion and Tenure.**

In considering faculty members for reappointment and promotion, each Candidate will be judged with respect to the proposed rank, status, and duties with consideration of their record of performance in teaching, scholarly activity, and service (administrative and clinical when appropriate).

In evaluating a Candidate's qualifications within the areas of performance under review, reasonable flexibility shall be exercised balancing heavier assignments and responsibilities in one area against lighter assignments and responsibilities in another. Each Candidate is expected to be engaged in a program of work that is sound and productive, and that can be expected to continue to develop and progress throughout their professional career.

In all instances, excellent intellectual attainment and a high level of professionalism and citizenship are crucial qualifications for reappointment, promotion, and tenure. In addition, UVM recognizes that teaching and scholarship are related, and it is thus essential to foster an environment that promotes scholarship and teaching, as well as the service activities and clinical care that enhances these activities.

#### 2.6.1 Time at Rank.

On the Tenure Pathway, there is an indicated set timeline that should be followed accruing to specific rank. Please see Appendix C: Tenure Pathway Timelines.

For non-tenure pathways, adequate time in rank, as defined below, is also necessary to establish sufficient contributions for promotion.

To be considered for promotion to Associate Professor on a non-tenure pathway, six (6) years as an Assistant Professor is recommended, such that the promotion process would begin, at the earliest, near the end of the fifth year in rank. Candidates with an exceptional academic record, with documented significant national presence, may be considered for promotion to Associate Professor after five (5) years as an Assistant Professor, such that the promotion process would begin, at the earliest, near the end of the fourth year in rank.

To be considered for promotion to Professor on a non-tenure pathway, six (6) years as an Associate Professor is recommended, such that the promotion process would begin, at the earliest, near the end of the fifth year in rank. Candidates with an exceptional academic record, with documented significant international presence, may be considered for promotion to Professor after five (5) years as an Associate Professor, such that the promotion process would begin, at the earliest, near the end of the fourth year in rank.

#### 2.6.2 Expectations.

Candidates for reappointment and promotion are expected to demonstrate competence and meeting expectations in all three of the mission areas: Teaching, Scholarship, and Service (both administrative and clinical when appropriate). In addition, outstanding achievement in at least one of the three areas is required for promotion to Associate Professor, and outstanding performance in two areas or exceptional achievement in one area is required for promotion to Professor.

### 2.7 Change of Pathway.

When appropriate, a faculty member may switch from one pathway to another with justification and a joint recommendation by the Chair and the Dean, and approval by the Provost. Such appointments will be documented as waiver hires and follow the customary process as outlined on the LCOM Office for Faculty website.

<https://med.uvm.edu/facultyaffairs/home>

## **SECTION 3                    GUIDELINES FOR DOSSIER DOCUMENTATION PREPARATION**

### **3.1     Assembly of the Record.**

The nature and need for documentation under the categories of Teaching, Scholarship, and Service will depend on the pathway and performance expectations that must be discussed annually between each faculty member and their Chair or designee. Candidate dossiers prepared as part of faculty performance or review for promotion in rank are to be provided in entirety to the Dean's Office as outlined on the Office for Faculty website.

<https://med.uvm.edu/facultyaffairs/home>

A Candidate's achievements are likely to be reviewed by individuals whose areas of specialization differ from those of the faculty member. Accordingly, it is critical for documentation to provide a clear, analytical description of the basis for the recommended faculty action, which can be expected to be understood by faculty with broad academic backgrounds. A standardized LCOM curriculum vitae format is provided for this purpose, and is a requirement for LCOM faculty actions.

It is the responsibility of the Chair, or their designee, to oversee with the Candidate the objective assembly of all relevant supportive materials pertaining to educational, scholarly, and service activities. The full- or part-time nature of the position, as assigned by the Chair, or their designee, must be specified, and materials describing performance since the last review for reappointment or promotion must be included.

The Candidate must document and present achievements in teaching, scholarship, and service, specifying the percent effort that has been directed toward each.

It is the responsibility of the Chair to evaluate the submitted record.

### **3.2     Teaching.**

Categories defining educational activities of teaching include:

1. Direct teaching
2. Mentoring and Advising
3. Curriculum development and dissemination
4. Educational leadership and administration
5. Learner assessment

Scholarship in education is encouraged in all pathways, and required for advancement on the Education Scholar Pathway. A scholarly approach to teaching can be demonstrated by evidence indicating:

- Mastery of the subject material
- Reflection and drawing upon prior teaching experience

- Drawing on the professional literature and best practice
- Learning from input provided by students and peers
- Assessment beyond quantity to include quality and engagement

Educational activities, including education evaluations, must be evaluated at least annually and the full results of those evaluations presented systematically for consideration in all promotion and tenure decisions.

### 3.2.1 Direct Teaching.

#### a. Roles and Philosophy.

The Candidate should describe their teaching philosophy and overall role(s) in terms of the audience (e.g., undergraduate and graduate medical education, graduate and post-doctoral student education, and undergraduate education).

#### b. Classroom.

Education taking place in the classroom must be evaluated systematically through the use of approved student and peer evaluations. Courses taught and their curricular purpose (e.g., core requirements, multi-section courses, and new courses), course responsibilities, time commitment, class size, and medium of instruction (e.g., in-person, asynchronous, hybrid, etc.) class must be outlined. For team-taught courses, the extent of Candidate responsibilities and class commitments must be clearly specified or described.

#### c. Clinical Setting.

Teaching effectiveness of the Candidate in the clinical setting must be evaluated systematically through the use of approved or validated methodologies. The Candidate shall describe the setting, purpose, numbers of learners, and time commitment for these efforts.

#### d. Postgraduate Education.

In cases where the Candidate is involved in house staff training or graduate postdoctoral training of interns, residents, fellows, graduate students, postdoctoral fellows, and faculty from UVM or other institutions, the extent of those responsibilities must be described. Continuing Medical Education and faculty development activities taught should be listed.

### 3.2.2 Mentoring and Advising.



An advisor helps an advisee in a focused capacity surrounding a decision or course of conduct, or provides suggestions for a specific project. A mentor helps a mentee to achieve personal and professional success by providing guidance, support, and the creation of opportunities for the mentee. This requires an ongoing, committed relationship with a clear objective to help the mentee achieve their own definition of success.

A summary must be provided outlining responsibilities related to mentoring of undergraduate and graduate medical students, undergraduate and graduate students, postdoctoral fellows, interns and residents, visiting fellows and scientists, faculty colleagues, and other learners and educators. Advising of dissertations and thesis committee membership should be documented.

Mentoring documentation should include the student's or mentee's name, degree to be earned, discipline, time period of supervision, and outcomes. Candidates should distinguish between formalized mentoring relationships with scholarly products such as abstracts and manuscripts; and cursory, short term, or more focused relationships, such as academic or career advising. Effective documentation of outcomes can serve to illuminate this distinction.

Although not required, in rare cases in which they provide clarification to the overall academic record, letters of evaluation may be solicited from mentees, alumni, or other sources, such as clerkship or course directors. The Chair must indicate the process by which those evaluators were selected. Unsolicited letters should be identified.

### 3.2.3 Curriculum Development and Dissemination.

Curriculum development refers to the creation of a longitudinal set of educational activities, with goals, teaching methods appropriate for those goals, an informed approach to the design, a means of evaluation of its effectiveness, and ongoing improvement based upon the evaluation results.

Contributions to curricular course development, used at UVM and beyond, such as the development of new techniques of instruction and instructional materials, contributions to textbooks, manuals, electronics, teaching modules, electronic textbooks or libraries and other like course materials, must be described. Examples may include a basic science lecture series, a set of clinical reasoning cases, a series of clinical skill workshops, and faculty development workshops.

### 3.2.4 Educational Leadership and Administration.

Effective leaders in education transform educational programs and advance the field, seeking ongoing excellence, evaluating outcomes, disseminating results, and maximizing resources.

Candidates should describe educational leadership positions, such as course or clerkship directorships and educational committee service at UVM, regionally, and nationally. Leadership contributions should be assessed by peers. In the case of co-lead courses or responsibility, a statement on the Candidate's role and assessment of teaching effectiveness should be provided.

### 3.2.5 Learner Assessment.

Learner assessment is defined as all activities associated with measuring learners' knowledge, skills, attitudes, and behaviors. Candidates should describe how they developed, implemented, and/or analyzed an assessment project to measure mastery of educational objectives or competencies, such as exam questions, ratings sheets, simulation, or standardized patient cases must be described. Evidence must be provided demonstrating that tools developed were valid and reliable, if they were peer reviewed, and if disseminated to the educational community (e.g., national repositories or test banks).

### 3.2.6 Educational Scholarship.

Educational scholarship can be demonstrated with an array of work products that can be peer or non-peer reviewed, including invited book chapters, reviews in professional journals, published curricula, opinion pieces, invited presentations, teaching aids, teaching modules, blogs, podcasts, and other forms of communications that are educational in nature. The Candidate should describe the quality, impact, and dissemination of these products. Success in obtaining education based grant support is further evidence of educational scholarship.

### 3.2.7 Teaching Honors and Awards.

Candidates should provide a list of teaching honors and awards received, including the nature, significance, and purpose of the award. Mentee teaching honors and awards should also be documented, including the role of the Candidate.

### 3.2.8 Additional Accomplishments.

Candidates may describe any additional teaching contributions to be considered that are not included above.

### 3.3 Scholarship.

Evidence for excellence in scholarship must be presented and evaluated, including evaluation of published original articles, invited presentations, competitive funding, professional activities (e.g., service on educational grant review committees, journal editorship, and peer reviewer). Scholarly products and their dissemination should be evident in the record including impact and/or application of scholarship.

#### 3.3.1 Publications.

Publications, other than those published, should be categorized as:

- Accepted
- In Press
- Under Review
- Submitted but Under Revision
- Submitted but Not Accepted.

Candidates should list all contributions in each category, numbered and in chronological order beginning with the earliest publication, including the authors, title, journal citation, full pagination, and PMID number.

Consult the LCOM curriculum vitae format for the latest headings and format.

For reappointment, indicate contributions since last review using the LCOM Faculty Annual Review form found on the LCOM Office for Faculty website.

<https://med.uvm.edu/facultyaffairs/home>

##### a. Peer Reviewed Contributions.

Candidates will list all works that were peer reviewed prior to publication. For tenured faculty and Candidates identifying scholarship as their driving achievement, the following are highly advised: a description of the stature of the journal and other scholarly venues, and the method used in this determination, such as impact factors, citations/H-index, and acceptance rates, together with any necessary explanation regarding limits to their interpretation. Candidates under consideration for promotion should indicate up to five (5) of the most important contributions with a double asterisk and briefly explain why these choices have been made.

In the case of multi-authored contributions, a brief description (1-2 sentences) of the nature and percentage of contribution made by the Candidate should be provided. Non-original data publications that are peer reviewed (e.g., reviews, opinion pieces, and chapters) should be clearly indicated.

b. Non-Peer Reviewed Contributions.

Candidates should list all such contributions that were not peer reviewed (e.g., books, book reviews, and brief reports), and describe the purpose, content, and distribution extent of use.

3.3.2 Invited Presentations.

Candidates should provide a list of invited presentations at other academic institutions, professional meetings, and local, regional, national, and international conferences. The list should be in chronological order, beginning with the earliest date, and include the institution and the title of the presentation as outlined in the LCOM curriculum vitae format.

3.3.3 Grants and Contracts.

Candidates should provide details on the funding agency, award period, amount, role, and a 1-2 sentence description of all grants and contracts awarded in the following categories: Previous, Current, Pending, Submitted, and Submitted but Not Funded. Those that are peer-reviewed should be in a separate category, with the peer review process described. Include priority and percentile scores when available. Use the format suggested in the LCOM standardized curriculum vitae format found on the Office for Faculty website. <https://med.uvm.edu/facultyaffairs/home>

3.3.4 Patents and Entrepreneurship.

Entrepreneurship and innovation are valued and in keeping with UVM as a land grant institution. Meritorious activities of high quality that serve to enhance institutional reputation, provide opportunities for educational activities, and generate extramural funding should be included. A Candidate's successful patent shall be considered a valued contribution to research scholarship and should be listed with a brief description.

3.3.5 Academic Honors and Awards.

Candidates should provide a list of academic honors and awards received, including the nature, significance, purpose of the award, and role of mentee or team collaborators.

3.3.6 Additional Accomplishments.

Candidates may describe any additional scholarly contributions to be considered that are not included above.

### **3.4 Service.**

Service performed by faculty includes providing clinical services; administrative or committee assignments in the department; membership on LCOM and UVM committees and/or involvement in their administration; contributions to student and/or faculty development in education, scholarship, and service; and professional service to the discipline at local, regional, national, or international levels.

#### **3.4.1 Service Activities.**

Candidates should provide, in chronological order for each activity, the assignment, dates, specific roles/responsibilities, and time commitment for service to the following:

- Department
- College
- Medical Center or Health System
- University
- Government
- Professional and Discipline Organizations
- Professional Publications
- Public/Community

#### **3.4.2 Invited Presentations.**

Candidates should provide a list of invited presentations at other academic institutions, professional meetings, and local, regional, national, and international conferences. The list should be in chronological order, beginning with the earliest date, and include the institution and the title of the presentation as outlined in the LCOM curriculum vitae format.

#### **3.4.3 Service Honors and Awards.**

Candidates should provide a list of service honors and awards received, including the nature, significance, and purpose of the award.

#### **3.4.4 Additional Accomplishments.**

Candidates may describe any additional service contributions to be considered that are not included above.

### **3.5 Evaluation of the Record.**

#### 3.5.1 Standards and Expectations.

##### a. Of the Discipline.

The Chair, or their designee, shall provide a summary of the expectations of the academic discipline and the department in the areas of education, scholarship, and service. This summary statement is expected to apply to all faculty evaluations.

##### b. Of the Faculty Member Candidate.

The Chair, or their designee, shall provide a summary of written expectations for the Candidate at the time of initial appointment, and to be discussed at subsequent annual reviews.

#### 3.5.2 Prior Reviews.

The Chair is to provide a concise summary of comments made at prior reviews for reappointment and/or promotion of the Candidate, clearly indicating the review purpose and source (e.g., Department Committee, College Committee, Dean, Professional Standards Committee, and Provost). Any response by the Candidate, made at the time of these earlier reviews, must also be included.

#### 3.5.3 Arm's Length and Referee Letters of Support.

##### a. Arm's Length Letters of Support.

In cases where promotion or tenure is proposed, the department must solicit arm's length letters of support that speak to the quality and significance of the Candidate's academic work. This holds for all tenure and non-tenure scholar pathways (see details for the Clinical Pathway below). This evaluation of teaching, scholarship, and service must come from those who can provide an objective evaluation of the academic performance and reputation of the Candidate, without undue influence from prior associations. from recognized scholars, whose ability to provide an objective evaluation of the academic performance and reputation of the Candidate is not put into question by prior associations, such as involvement in the Candidate's education; having served together on the faculty at another institution; having been a co-author, co-investigator, or collaborator in publications, patents, or other scholarly contributions; and/or being close personal or family friends.

The selection of possible arm's length letter writers from outside the institution is the joint responsibility of the Candidate and the Chair or their designee. The requesting of arm's length letters is the responsibility of the Chair or their designee.

b. Criteria for Arm's Length Letters of Support.

The high quality of scholarship must be so recognized by external evaluation from scholars in the field who are:

- Faculty at an institution of higher education comparable to UVM (R1, R2)
- Leaders of regional, national, or international organizations with knowledge of the Candidate's work, reputation, and impact
- Recognized faculty currently at or above the academic rank being considered by the Candidate
- Experts in the field with a curriculum vitae that establishes them as an appropriate reviewer for the Candidate
- Those with no real or perceived bias related to the applicant

Arm's length letters must be from reviewers whose ability to provide an objective evaluation of the academic performance and reputation of the Candidate is not put into question by prior associations, such as involvement in the Candidate's education; having served together on the faculty at another institution; having been a co-author, co-investigator, or collaborator in publications, patents, or other scholarly contributions; and/or being close personal or family friends.

c. Number of Arm's Length and Referee Letters of Support.

Tenure Pathway: A minimum of five (5) arm's length letters of support are required for Tenure Pathway promotions and tenure.

Non-Tenure Scholar Pathways: A minimum of three (3) arm's length letters of support are required for promotions beyond the level of Assistant Professor.

Non-Tenure Clinical Pathway: A minimum of three (3) referee letters of support must be included in the promotion packet. Referee letters of support are based on the letter writer's personal and/or clinical experience with the Candidate and are not considered to be arm's length. For promotion to Associate Professor, one (1) referee letter from regional or national reviewers and two (2) referee letters from internal or local reviewers must be included. For promotion to Professor, two (2) referee letters from regional or national reviewers and one (1) referee letter from internal or local reviewers must be included.

3.5.4 Chair's Evaluation.

In preparing the Summary Statement, the Chair shall summarize performance in those responsibilities in teaching, scholarship, and service assigned to the Candidate. This may include the evaluation of contributions by the Candidate to team efforts within or between those areas.

a. Teaching/Mentoring.

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, an evaluative summary of all other input, such as letters received from students and peers, must be provided. It is on the basis of these summaries that the Chair shall provide a complete and overall evaluation of the Candidate's performance.

b. Scholarship.

Evaluation by the Chair must encompass all aspects of scholarly performance, including documentation of the quality of publications (professional reputation of the journals, acceptance rates, impact etc.), other scholarly contributions to the discipline, success at obtaining extramural funding, and like indices. Evaluation of the scholarly approach to education as well as scholarship in the education field will be considered, as well as quality and engagement of teaching accomplishments viewed as scholarship.

c. Service.

The Chair must evaluate the quality and effectiveness of the service provided by the Candidate, recognizing and reviewing letters and other input received. The Chair shall evaluate Candidates with clinical responsibilities regarding the demonstration of appropriate professionalism and service as a role model for students and residents in training, with supporting evidence.

d. Department Input.

The Chair or appropriate delegate must seek input from a department RPT committee or equivalent relative to the Candidate's work in the performance areas evaluated. Additionally, the Chair must solicit input from the Chair of any academic unit in which the Candidate holds a secondary appointment. The Summary Statement will include a faithful summary of any advice received, as well as a report of the department RPT committee, or equivalent. If a Candidate receives a "no" vote, an explanation of the vote must be included.

e. Summary: Chair's Statement.

Following consultation, the Chair shall make a written determination on the proposed faculty action under consideration, known as the Chair's Statement, which shall contain:

- An assessment of the Candidate's record, to include a narrative evaluation of the Candidate's teaching and advising; scholarship, /research, and creative work; and service appropriate to faculty pathway and rank



- A summary of prior annual evaluations and reappointment, promotion, and tenure reviews as applicable
- A measure of the Candidate's performance against departmental and LCOM guidelines
- A description of the balance of assignments for the Candidate's effort, relative to teaching, research, and service (including patient care where applicable) that warrant identification and consideration in assessing the faculty member's academic contributions
- A faithful summary of the feedback received, both favorable and unfavorable, from RPT or departmental committee
- A summary of comments from the Chair or equivalent administrator for any secondary appointments regarding the Candidate's record in the areas of teaching/advising, scholarship/research, and service
- An advisory and anonymous numerical tally of the voting faculty RPT committee
- A written explanation of the rationale for the Chair's decision

#### 3.5.5 Candidate Response to Chair's Summary.

The Chair's Statement will be transmitted to the Candidate for a written response within seven days of its issuance. The Candidate may elect to withdraw their request for RPT action within fifteen days of issuance of the Chair's Statement, with any such request to be communicated to the Associate Dean for Faculty and the Dean.

## **SECTION 4                    PROCEDURES FOR THE TENURE PATHWAY**

The University of Vermont Larner College of Medicine strives to recruit and maintain a distinguished faculty through an appointment, promotion, and tenure system that encourages excellence and creates an atmosphere of free inquiry and expression. Faculty must be unfettered by pressures, restraints, and reprisals that would otherwise inhibit independent thought and actions in performing their professional responsibilities. Tenure implies a mutual responsibility on the part of the institution and the tenured faculty member, and carries the expectation that the faculty member will maintain or improve upon the high level of performance that is required for the original award of tenure.

Rank at initial appointment determines the timeline and steps for promotion and tenure in this pathway. See Appendix C: Tenure Pathway Timelines for specific timeline examples.

- Assistant Professor without tenure: appointed for a three-year term, two three-year reappointments, promotion and tenure review in year eight (8)
- Associate Professor without tenure: appointed for a two-year term, one two-year reappointment, tenure review in year three (3)
- Associate Professor with tenure: no further reappointment or tenure review
  - Promotion to Professor review can begin any time after one (1) year of service
  - For new hires of faculty tenured at outside institutions, UVM tenure review must occur prior to obtaining tenure status at UVM
  - Professor with tenure: no further reappointment, tenure, or promotion reviews. For new hires of faculty tenured at outside institutions, UVM tenure review must occur prior to obtaining tenure status at UVM

### **4.1      Criteria for Tenure Decisions.**

The tenure decision is based on a thorough evaluation of the Candidate's total contribution to the missions of LCOM. The granting of tenure can take place when the necessary criteria have been satisfied prior to the end of the tenure probationary period, through documentation demonstrating that expectations placed on the faculty member have been met in the three mission areas:

- Sustained excellence and scholarly approach in educational endeavors, as evidenced by demonstrated knowledge and mastery of the subject material, student, and peer evaluation.
- Sustained independent scholarship program of distinction, as evidenced by regular publications in peer reviewed journals of high caliber, first and last position authorship, the ability to obtain extramural competitive funding as appropriate to the discipline, invitations to speak at the national level, and evidence of national/international stature through involvement in the discipline at those levels.
- Sustained effective service demonstrated by committee work, administrative leadership, a commitment to professionalism, and exemplary clinical performance where clinical service is a responsibility.

The Candidate will provide evidence of outstanding and sustained contributions in two areas with demonstration of excellence in the third.

A decision to enter the Tenure Pathway is allowed only once, usually at the time of initial appointment. On rare occasion, faculty members who are not initially recruited on the Tenure Pathway may move to that Pathway with the recommendation of the Chair and approval of the Dean and the Provost following the LCOM Non-Tenure to Tenure Pathway Policy, available on the LCOM Office for Faculty website. (<https://med.uvm.edu/facultyaffairs/home>) Such appointments will be documented as waiver hires and follow the customary process.

## **4.2 Initial Appointment on the Tenure Pathway.**

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

### **4.2.1 Appointment as Assistant Professor on the Tenure Pathway.**

An Assistant Professor is initially appointed for a three-year term without tenure. Appointment to Assistant Professor or higher requires the terminal degree offered by the discipline.

### **4.2.2 Appointment as Associate Professor on the Tenure Pathway.**

An Associate Professor may be initially appointed for a two-year term without tenure. Appointment requires that all criteria necessary for promotion to Associate Professor have been satisfied, as determined by customary UVM review procedures.

### **4.2.3 Appointment as Associate Professor with Tenure.**

An Associate Professor may be initially appointed with tenure if the individual meets all criteria for tenure at the time of appointment, as determined by customary UVM review procedures. No further academic reappointment review is required. Annual performance reviews will continue to be completed at the department level. Promotion to Professor review can begin any time after one year of service.

### **4.2.4 Appointment as Professor with Tenure.**

Initial appointment to Professor on this Pathway in all cases comes with the award of tenure. Appointment requires that all criteria necessary for promotion to Professor have been satisfied, as determined by customary UVM review procedures. No further

academic reappointment review is required. Annual performance reviews will continue to be completed at the department level.

### **4.3 Reappointment on the Tenure Pathway.**

First reappointments on the Tenure Pathway are reviewed at the LCOM level. Subsequent reappointments decisions are reviewed at both LCOM and University levels.

#### **4.3.1 Reappointment as Assistant Professor on the Tenure Pathway.**

An Assistant Professor can be reappointed for two additional three-year terms. The first is reviewed at the LCOM level, the second requires full UVM review including review by the Faculty Senate's Professional Standards Committee and approval from the Provost. The tenure decision is made at the third review if tenure has not been granted before that time. The ninth year becomes the terminal year in cases where tenure has been denied.

The record of the successful Candidate at first reappointment should provide:

- Growing evidence of excellence in teaching in those arenas to which the faculty member has been assigned.
- Evidence of growing research independence from previous mentors and other faculty, as is customary for the discipline.
- Evidence that the Candidate is likely to be successful at capturing substantial, competitive extramural funding on a sustained basis.
- Growing evidence that significant service contributions and leadership can be expected, recognizing that emphasis, at first, should be on establishing teaching and scholarship credentials.

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

#### **4.3.2 Reappointment as Associate Professor on the Tenure Pathway.**

An Associate Professor without tenure may be reappointed for one additional two-year term without tenure. Promotion to Associate Professor with tenure must take place by the end of year three (3) for faculty appointed as Associate Professor without Tenure.

#### 4.3.3 Reappointment as Associate Professor with Tenure.

For faculty who have acquired tenure, no further academic reappointment review is required. Annual performance reviews will continue to be completed at the department level. An Associate Professor with tenure may continue on the path to promotion to Professor. While there are no time requirements for promotion to Professor for Associate Professors with tenure, criteria for promotion must be met, highlighting the continued expectation setting between faculty and their Chair or designee within and beyond annual reviews.

#### 4.3.4 Reappointment as Professor with Tenure.

For faculty who have acquired tenure, no further academic reappointment review is required. Annual performance reviews are still required to be completed at the department level.

### **4.4 Promotion and Tenure Decisions on the Tenure Pathway.**

Rank at initial appointment determines the timeline and steps for promotion and tenure in this pathway.

#### 4.4.1 Promotion and Tenure Review: Assistant Professor to Associate Professor with Tenure.

The promotion and tenure review for Assistant Professor on the Tenure Pathway to Associate Professor with tenure must take place by the end of year eight (8) as Assistant Professor. This promotion requires the support of the Chair, the Dean, and the approval of the Provost.

The promotion and tenure review may take place before the aforementioned time periods if it can be demonstrated that the Candidate has met the necessary criteria with compelling evidence that the required level of accomplishment will be maintained. Application for early promotion and tenure with less than six (6) years at rank is strongly discouraged.

If a faculty member applies for tenure prior to year eight (8) and should tenure not be granted, the probationary period on the Tenure Pathway shall continue under the condition that reappointment has been recommended and approved.

If the tenure decision at the end of the obligatory probationary period is negative, the Candidate will be notified by the end of year eight, and year nine will constitute the terminal year of appointment.

Extension for the tenure probation period can be requested for a two-year period and renewed once for a second two-year period under circumstances such as prolonged illness, birth or adoption of children, and other well-documented unforeseen or unexpected circumstances. Any extension requires the support of the Chair, the Dean, and the approval of the Provost.

Please see Appendix C: Tenure Pathway Timelines for specific tenure timeline templates.

#### 4.4.2 Criteria for Promotion with Tenure: Assistant Professor to Associate Professor with Tenure.

Promotion to Associate Professor with Tenure requires evidence that the Candidate meets the standards described in Section 3 and in the Faculty Handbook. In all instances, sustained excellent intellectual attainment must be demonstrated as likely to continue and be sustained, in accordance with the criteria below together with those described at the disciplinary and departmental levels.

a. Teaching/Education.

The successful Candidate will have demonstrated consistent and sustainable excellence in, and scholarly approach to, the assigned categories of teaching and education.

b. Research/Scholarship.

The successful Candidate will have demonstrated sustainable excellence in scholarship. Essential to this is demonstration of sustained ability to capture substantial competitive extramural funding at the national and/or international levels, including the federal government, charities, health organizations, and foundations. It is essential to demonstrate recognition for scholarly excellence at the national and international levels, as evidenced by the stature of refereed publications and active involvement in the discipline.

c. Service.

The successful Candidate will have continued to make significant contributions to service for the department, LCOM, UVM and the profession (e.g., clinical service, active participation in relevant societies, national governmental committees, Study Sections and review bodies, and journal reviewer or editor).

#### 4.4.3 Tenure Review: Associate Professor without Tenure to Associate Professor with Tenure.

For faculty initially appointed at the Associate Professor level without tenure, the tenure review must take place by the end of year three (3), and requires the approval of the Chair, the Dean, and the Provost.

The tenure review may take place before year three (3) if it can be demonstrated that the Candidate has met the necessary criteria for tenure with compelling evidence that the required level of accomplishment will be maintained.

If the tenure decision at the end of the obligatory probationary period is negative, the Candidate will be notified by the end of year three, and year four will then constitute the terminal year of appointment. If a faculty member applies for tenure prior to the third year and should tenure not be granted, the probationary period on the Tenure Pathway shall continue under the condition that reappointment has been recommended and approved.

Extension for the tenure probation period can be requested for a two-year period and renewed once for a second two-year period under circumstances such as prolonged illness, birth or adoption of children, and other well-documented unforeseen or unexpected circumstances. Any extension requires the approval of the Chair, the Dean, and the Provost.

Please see Appendix C: Tenure Pathway Timelines for specific tenure timeline templates and Section 4.1 above for criteria for success on the tenure pathway.

#### 4.4.4 Promotion Review: Associate Professor with Tenure to Professor with Tenure.

The successful case of promotion to Professor with Tenure requires continued exemplary performance in education, research, and service. In addition, documentation must be presented to indicate that the Candidate is truly outstanding in two or more areas: as a consistently superior nationally or internationally recognized teacher; as a nationally or internationally recognized investigator; or as an individual who has given outstanding service.

This promotion requires the approval of the Chair, the Dean, and the Provost.

#### 4.4.5 Arm's Length Letters for Promotion and Tenure Decisions on the Tenure Pathway.

A minimum of five (5) arm's length letters of support are required for Tenure Pathway promotions and tenure actions. The selection of Candidate letter writers is the joint responsibility of the Candidate and the Chair or their designee; however, the authority to name the final list of evaluators rests with the Chair or their designee. The final list of evaluators must be chosen in a way that ensures that the Candidate cannot identify who has been asked to serve as an external evaluator.

Arm's length letter writers supporting tenure or promotion must meet the following criteria:

- Faculty at an institution of higher education comparable to UVM (R1, R2)

- Leaders of regional, national, or international organizations with knowledge of the Candidate's work, reputation, and impact
- Recognized faculty currently at or above the academic rank being considered
- Experts in the field with a curriculum vitae that establishes them as an appropriate reviewer for the Candidate
- Those with no real or perceived bias related to the applicant

An "arm's length" evaluator is a person who is not compromised in their ability to provide an objective evaluation of the professional performance and reputation of the individual being evaluated. The following commonly perceived to put in question the objectivity of an external evaluator:

- Having acted as the thesis or dissertation advisor for the Candidate
- Having been a faculty or student colleague at a previous institution
- Having been a co-investigator on grants, a co-author on publications or a co-investigator of intellectual property
- Having related to the Candidate by birth or marriage
- Having a financial partnership or consulting arrangement with the Candidate
- Having a close personal or family/social friend. External evaluators that are personally known to the Candidate are not, per se, excluded from eligibility, nor are persons with whom the faculty members being evaluated may have discussed a project, attended a conference, or participated on professional committee.



## SECTION 5

## PROCEDURES FOR THE SALARIED NON-TENURE PATHWAYS

### 5.1 Salaried Non-Tenure Pathways.

**Clinical Pathway** is for individuals whose predominant focus is on exemplary clinical care, with support for clinical teaching and research. Appointments and reappointments are contingent upon continued employment with an approved Medical Group.

**Clinical Scholar Pathway** is for individuals whose effort is dedicated to direct clinical care, education in the clinical setting, and clinical scholarship. Appointments and reappointments are contingent upon continued employment with an approved Medical Group.

**Education Scholar Pathway** is for individuals who focus on the education of students and health professionals, and who have an academic approach to scholarship and service. Appointments and reappointments are contingent upon the teaching needs of LCOM and UVM.

**Research Scholar Pathway** is for individuals whose predominant effort is dedicated to the generation of new knowledge in the research setting, with support for teaching and service. Appointments and reappointments are contingent upon the availability of restricted funding.

**Faculty Scientist** appointments are made to secure professional expertise in support of research projects directed by LCOM faculty, or to support the needs of a core facility or research center. Appointments and reappointments are contingent upon the availability of restricted funding.

### 5.2 Clinical Pathway.

The Clinical Pathway is for salaried full or part-time faculty in LCOM clinical departments whose predominant effort (approximately 95% or more) is in direct patient care and/or patient care administration. Providing a patient base for clinical teaching and research and modest amounts of personal teaching are also expected. Faculty titles are Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. These faculty must be dually employed by an approved Medical Group.

#### 5.2.1 Criteria for Success on the Clinical Pathway.

An accomplished faculty member on the Clinical Pathway is an innovative, evidence-based practitioner who is recognized locally, regionally, or nationally for their clinical skills and/or clinical leadership.

Faculty on this pathway are expected to support the broader educational and research missions of LCOM in conjunction with clinical care and engagement in teaching and research during clinical duties may be appropriate; however, promotion review is based on demonstration of clinical excellence. Citizenship is an expectation, as a member of the

LCOM community, and is demonstrated through active engagement in service such as committees, task forces, supporting clinical trials, curriculum development, teaching in the clinical setting, and/or community outreach.

The application and weighting of criteria for reappointment and promotion and the means of fulfilling those criteria may vary among and even within departments depending on specificity of discipline and assigned responsibilities by the Chair. Participation in quality improvement activities and clinical program-building initiatives are meritorious endeavors on this pathway to the extent they are substantive and documented.

Documented effectiveness in team efforts also may be recognized as an important contribution. This pathway rewards clinical excellence that has the potential to enhance the overall reputation of the department and LCOM.

Documentation of outcomes of clinical excellence is required for advancement beyond the rank of Clinical Assistant Professor. All faculty on the Clinical Pathway must demonstrate a high level of professionalism as expected of role models for students, residents, and other health care professionals.

#### 5.2.2 Initial Appointment on the Clinical Pathway.

##### a. Appointment as Clinical Instructor on the Clinical Pathway.

A Clinical Instructor on the Clinical Pathway is initially appointed by the Chair, with the approval of the Dean and the Provost, for a two-year term. This appointment is often an entry level faculty appointment for senior trainees considering transition to a standard academic pathway, providing time to gain experience in clinical practice prior to embarking on an academic career. Appointment requires that the individual hold a terminal clinical degree in their field.

##### b. Appointment as Clinical Assistant Professor on the Clinical Pathway.

A Clinical Assistant Professor on the Clinical Pathway is initially appointed by the Chair, with the approval of the Dean and the Provost, for a two-year term. Appointment requires the individual to hold a terminal professional degree in their field and to have completed an appropriate level of postdoctoral experience. Initial appointment as Clinical Assistant Professor requires the individual to meet all applicable standards and criteria for promotion to Clinical Assistant Professor at the time of appointment, as determined by customary review procedures. The rank of Clinical Assistant Professor is by far the most common appointment in the Clinical Pathway.

##### c. Appointment as Clinical Associate Professor on the Clinical Pathway.

A Clinical Associate Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a four-year term. Initial appointment as Associate Professor requires the individual to meet all applicable standards and criteria for promotion to Clinical Associate Professor at the time of appointment, as determined by customary review procedures.

d. Appointment as Clinical Professor on the Clinical Pathway.

A Clinical Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a six-year term. Initial appointment as Professor requires the individual to meet all applicable standards and criteria for promotion to Clinical Professor at the time of appointment, as determined by customary review procedures.

5.2.3 Reappointment on the Clinical Pathway.

Faculty on the Clinical Pathway are reviewed for reappointment at the LCOM level according to the schedule below; reappointments are not reviewed at the UVM level.

Evidence must be provided that the Candidate is employed by an approved Medical Group, and provides continued excellence in contributions to the clinical practice. Particularly important shall be the demonstration of a high standard of professionalism and citizenship as a member of the LCOM community.

a. Reappointment as Clinical Instructor on the Clinical Pathway.

A Clinical Instructor may be reappointed for additional two-year terms at the discretion of the Chair with review by the Associate Dean for Faculty and/or the Faculty Standards Committee, and approval from the Dean. Reappointment requires demonstrating continuing excellent performance in those responsibilities described in the original letter of appointment and subsequent annual reviews.

b. Reappointment as Clinical Assistant Professor on the Clinical Pathway.

A Clinical Assistant Professor may be reappointed for additional two-year terms at the discretion of the Chair with review by the Associate Dean for Faculty and/or the Faculty Standards Committee, and approval from the Dean. Reappointment requires demonstrating continuing excellent performance in those responsibilities described in the original letter of appointment and subsequent annual reviews.

c. Reappointment as Clinical Associate Professor on the Clinical Pathway.

A Clinical Associate Professor may be reappointed for additional four-year terms at the discretion of the Chair with review by the Associate Dean for Faculty and/or the Faculty Standards Committee, and approval from the Dean. Reappointment requires

demonstrating continuing excellent performance in those responsibilities described in the original letter of appointment and subsequent annual reviews.

d. Reappointment as Clinical Professor on the Clinical Pathway.

A Clinical Professor may be reappointed for additional six-year terms at the discretion of the Chair with review by the Associate Dean for Faculty and/or the Faculty Standards Committee, and approval from the Dean. Reappointment requires demonstrating continuing excellent performance in those responsibilities described in the original letter of appointment and subsequent annual reviews.

5.2.4 Promotion on the Clinical Pathway.

All promotions must meet the time at rank conditions, and require full LCOM and UVM review, except from Clinical Instructor to Clinical Assistant Professor, which does not require UVM review.

Documentation of outcomes of clinical excellence, clearly outlined in the dossier, is required for advancement beyond the rank of Clinical Assistant Professor. Promotion is value based, not volume based, and will not be granted purely on length of service or clinical productivity. Given the unique nature of clinical excellence scholarship, supportive annual evaluations that record clinical effort and outcomes in the years leading up to promotion are essential documents on this pathway. Equally important are the narrative sections of the promotion dossier, which should describe the activities, outcomes, and impact which qualify for clinical excellence and how they align with departmental and LCOM goals.

Demonstration of sustained excellence in clinical service characterized by a high degree of professionalism and contributions to citizenship are required. Scholarship of clinical practice, novel contributions to the advancement of their respective clinical practice, evidence of outstanding clinical outcomes, and active participation in appropriate professionally related activities provides additional essential criterion.

Candidates on this pathway are expected to support the broader educational and research missions of LCOM in conjunction with clinical care and engagement in teaching and research during clinical duties may be appropriate; however, promotion review is based on demonstration of clinical excellence. Citizenship, as demonstrated through appropriate service activities, is an expectation. Outstanding achievement at the local and regional level in clinical service and/or administration is required for promotion to Clinical Associate Professor, and exceptional performance at a national level in clinical service and/or administration is required for promotion to Clinical Professor.

The following are general guidelines. The Clinical Pathway Promotion Summary Document (Appendix B) provides further examples and outlines the area(s) where outstanding achievement is expected, as determined by the expectations jointly agreed

upon by the Candidate and the Chair, and as indicated in the initial letter of appointment and modified at the time annual review, further based on the distribution of effort.

a. Referee Letters of Support for Promotion on the Clinical Pathway.

Referee letters of support are required for all promotions beyond the level of Clinical Assistant Professor. Referee letters of support for Candidates are based on the letter writer's personal experience with the Candidate and are not considered to be arm's length. A minimum of three (3) referee letters must be included in the promotion packet. For promotion to Clinical Associate Professor, one (1) letter from regional or national reviewers and two (2) letters from internal or local reviewers must be included. For promotion to Clinical Professor, two (2) letters from regional or national reviewers and one (1) letter from internal or local reviewers must be included.

b. Promotion to Clinical Assistant Professor on the Clinical Pathway.

The successful Candidate, usually a Clinical Instructor, must have developed a reputation for sustained competence in clinical service. This promotion requires full LCOM review, but does not require UVM review.

c. Promotion to Clinical Associate Professor on the Clinical Pathway.

Sustained local and regional recognition for outstanding clinical care is a hallmark of qualification for Clinical Associate Professor. Sustained excellence in clinical service at the rank of Clinical Assistant Professor (a minimum of 6 years) is necessary for consideration of promotion. Promotion is value based, not volume based, and will not be granted purely on length of service, or clinical productivity. Continued clinical service and performance at the rank of Clinical Assistant Professor by itself, while necessary for reappointment, shall not, in itself, constitute grounds for promotion to Clinical Associate Professor.

i. Teaching.

Evidence of continued engagement in training, teaching, and advising of trainees in the area of clinical health care should be included.

ii. Scholarship.

Examples of clinical scholarly contributions include presenting clinical lectures, developing case conferences, developing a new clinical program, participation in clinical trials, teaching procedures in the simulation center, initiating a quality assurance project that measurably improves patient outcomes, authorship on case reports, and development and maintenance of clinical skills and programs that are distinctive and of recognized excellence within UVM and elsewhere.

iii. Service.

Promotion to Associate Professor requires evidence demonstrating outstanding clinical outcomes and a record of impact related to clinical care, including state and regional recognition for outstanding clinical care. Supportive annual evaluations that record clinical effort and outcomes in the years leading up to promotion are essential documents for promotion. Particularly important shall be the continuing demonstration of excellent contributions to the approved Medical Group and a high standard of professionalism. Evidence of competence in a clinical area must be provided by the departmental Chair, or designee.

Documentation of a reputation for competence in a clinical area can be provided through patient referral, testimony from clinical colleagues, or the use of innovative approaches, technologies, or systems of patient care in clinical practice. Service to LCOM, UVM, the approved Medical Group, professional disciplines, and community are expected and must be included.

d. Promotion to Clinical Professor on the Clinical Pathway.

Sustained excellence in clinical service at the rank of Clinical Associate Professor, a minimum of six (6) years, is necessary for consideration of promotion. Promotion is value based, not volume based, and will not be granted purely on length of service, clinical productivity, or continuation of projects which supported the Candidate's promotion to Clinical Associate Professor.

There must be convincing evidence that the Candidate has demonstrated a sustained and enhanced level of excellence in clinical care and/or leadership and has developed a national impact and recognition since appointment or promotion to the rank of Clinical Associate Professor. Mentorship of junior clinical faculty is an expectation for faculty being considered to the rank of Clinical Professor.

Clear and convincing evidence of a body of work that highlights a level of excellence and a record of impact beyond the usual clinician's scope or sphere of influence, must be demonstrated. Supportive annual evaluations that record increasing clinical impact and performance since achieving the rank of Associate Professor are essential documents for promotion.

Continued clinical service and performance at the rank of Clinical Associate Professor by itself, while necessary for reappointment, shall not, in itself, constitute grounds for promotion to Clinical Professor. Promotion to rank of Clinical Professor on the Clinical Pathway requires evidence demonstrating outstanding clinical outcomes and a record of impact related to clinical care. Promotion to this rank is reserved for exceptional accomplishments in this faculty pathway.

### 5.3 Clinical Scholar Pathway.

The Clinical Scholar Pathway is for individuals whose predominant effort is dedicated to direct clinical care, the education of health professionals and other individuals in the setting of clinical care, and clinical scholarship. The faculty titles are Assistant Professor, Associate Professor, and Professor. These faculty must be dually employed by an approved Medical Group.

Clinical service includes duties that are assigned by the Chair and evaluated in terms of productivity, outcome measures, patient satisfaction, and professionalism. Membership on affiliated hospital or clinical committees, and administrative service to an approved Medical Group or hospitals affiliated with LCOM all represent important service commitments and should be described, as well as clinical service to other professional organizations.

#### 5.3.1 Criteria for Success on the Clinical Scholar Pathway.

The application and weighting of criteria for appointment, reappointment, and promotion, and the means of fulfilling those criteria, depend on the assigned distribution of effort in teaching, scholarship, and service. A holistic review process is utilized to evaluate the merits of the case for promotion. In addition, effective performance often involves teams of faculty within which individual faculty contributions and responsibilities may fluctuate. Accordingly, documented effectiveness in team efforts also may be recognized as an important contribution.

Documentation of scholarly work in the area of clinical expertise, research, and teaching is required for advancement beyond the rank of Assistant Professor.

Participation in multidisciplinary and translational activities provides an additional significant opportunity. Scholarly activities in the field of medical education include research on the effectiveness of existing methods and practices, the development of new teaching modules, technologies assessments or programs, and assessment of national trends in education. See Appendix A Promotion Matrix for further examples.

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

#### 5.3.2 Initial Appointment on the Clinical Scholar Pathway.

##### a. Appointment as Assistant Professor on the Clinical Scholar Pathway.

An Assistant Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a two-year term. Appointment requires the individual to hold a terminal professional degree in their field and to have completed three years of postdoctoral experience. Initial appointment as Assistant Professor requires the

individual to meet all applicable standards and criteria for promotion to Assistant Professor, as determined by customary review procedures.

b. Appointment as Associate Professor on the Clinical Scholar Pathway.

An Associate Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a four-year term. Initial appointment as Associate Professor requires the individual to meet all applicable standards and criteria for promotion to Associate Professor, as determined by customary review procedures.

c. Appointment as Professor on the Clinical Scholar Pathway.

A Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a six-year term. Initial appointment as Professor requires the individual to meet all applicable standards and criteria for promotion to Professor, as determined by customary review procedures.

### 5.3.3 Reappointment on the Clinical Scholar Pathway.

Faculty on the Clinical Scholar Pathway are reviewed for reappointment at the LCOM level according to the schedule below; reappointments are not reviewed at the UVM level. The process involves LCOM review at the intervals noted, including review by the Faculty Standards Committee and/or the Associate Dean for Faculty, and approval from the Dean.

Evidence of involvement and excellent performance in the educational mission of LCOM is essential for reappointment. This includes involvement in the education of medical students and health professionals including interns, residents, fellows, postdoctoral students, faculty, and clinical colleagues.

Evidence must be provided that the Candidate is employed by an approved Medical Group, and provides continued service excellence in the clinical arena. Particularly important shall be the demonstration of a high standard of professionalism and citizenship as a member of the LCOM community.

Documentation of scholarly work in the area of clinical expertise, research and teaching, is required for promotion above the rank of Assistant Professor, including presenting clinical lectures; developing case conferences; developing a new clinical pathway; designing or conducting clinical trials; teaching procedures or developing curriculum in a simulation center; initiating a quality assurance project that measurably improves patient outcomes; authorship of peer reviewed publications,; 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; and invited presentations within UVM and elsewhere. Participation in multidisciplinary and



translational activities provides an additional opportunity, as do scholarly contributions to the field of education. See Appendix A Promotion Matrix for further examples.

a. Reappointment as Assistant Professor on the Clinical Scholar Pathway.

An Assistant Professor may be reappointed for additional two-year terms at the discretion of the Chair, with review by the Associate Dean for Faculty and/or the Faculty Standards Committee, and approval from the Dean. Reappointment requires demonstrating continuing excellent performance in those responsibilities described in the original letter of appointment and subsequent annual reviews.

b. Reappointment as Associate Professor on the Clinical Scholar Pathway.

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

c. Reappointment as Professor on the Clinical Scholar Pathway.

A Professor may be reappointed for additional six-year terms at the discretion of the Chair with review by the Associate Dean for Faculty and/or the Faculty Standards Committee, and approval from the Dean. Reappointment requires demonstrating continuing excellent performance in those responsibilities described in the original letter of appointment and subsequent annual reviews.

#### 5.3.4 Promotion on the Clinical Scholar Pathway.

All promotions must meet the time at rank conditions noted and require full LCOM and UVM review.

Demonstration of sustained excellence in education and clinical service, characterized by a high degree of professionalism, and contributions to scholarship and citizenship are required. Scholarship of clinical practice, novel contributions to the advancement of their respective clinical practice, evidence of outstanding clinical outcomes, and active participation in appropriate professionally related activities provides additional essential criterion.

Candidates are expected to demonstrate competence and meeting expectations in all three of the mission areas: Teaching, Scholarship, and Service. In addition, outstanding achievement in at least one of the three areas is required for promotion to Associate Professor, and outstanding performance in two areas or exceptional achievement in one area is required for promotion to Professor.

The Promotion Matrix (see Appendix A) provides examples and further outlines the distinction between meeting expectations and excellence in academic pursuits. The area(s) where outstanding achievement is expected are determined by the expectations jointly agreed upon by the Candidate and the Chair, as indicated in the initial letter of appointment and modified at the time of annual review, further based on the distribution of effort.

a. Arm's Length Letters of Support for Promotion on the Clinical Scholar Pathway.

A minimum of three (3) arm's length letters are required for Clinical Scholar Pathway promotions. 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, such as involvement in the Candidate's education; having served together on the faculty at another institution; having been a co-author, co-investigator, or collaborator in publications, patents, or other scholarly contributions; and/or being close personal or family friends. The selection of letter writers is the joint responsibility of the Candidate and the Chair or their designee. The requesting of arm's length letters is the responsibility of the Chair or their designee.

b. Promotion to Associate Professor on the Clinical Scholar Pathway.

Sustained excellence at the rank of Assistant Professor, a minimum of six (6) years, is necessary for consideration of promotion. Candidates with exceptional academic record, such as documented significant national presence, may be considered for promotion to Associate Professor after five (5) years as an Assistant Professor, such that the promotion process would begin, at the earliest, near the end of the fourth year in rank.

i. Teaching.

Evidence must be presented demonstrating visibility and accomplishment in medical education, as judged by student, resident, and peer evaluations; membership at the appropriate level in the LCOM Teaching Academy; and external letters of evaluation from peers outside the Candidate's department. Evidence of continued excellence in training, teaching, and advising of undergraduate, medical, and graduate students; residents and fellows, and faculty and clinical colleagues is essential. Holding a major responsibility in education (e.g., director of residency training or medical school course director) shall constitute a significant achievement.

ii. Scholarship.

Candidates shall demonstrate creative contributions to the instructional and clinical service programs of LCOM, documented with evidence appropriate to the field of assignment and recognizing effort distribution. External letters of evaluation are required 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.

iii. Service.

Documentation of continuing excellent and significant clinical service is required, along with non-clinical service activities. Excepting truly outstanding performance both in education and clinical service, evidence of local and/or regional stature must be provided. Particularly important shall be the continuing demonstration of excellent contributions to the approved Medical Group and a high standard of professionalism. Evidence of competence in a clinical area must be provided by the departmental Chair, or designee. Documentation of a reputation for competence in a clinical area can be provided through patient referral, testimony from clinical colleagues, or the use of innovative approaches, technologies, or systems of patient care in clinical practice. Service to LCOM, UVM, the approved Medical Group, professional disciplines, and community are expected and must be included. A leadership role in nonclinical service, such as service as chair of a committee, program and/or governing boards, or service in a significant administrative role, would be considered strong supportive evidence for promotion to this academic rank. For further examples, see Appendix A Promotion Matrix.

c. Promotion to Professor on the Clinical Scholar Pathway.

Sustained excellence in clinical service at the rank of Associate Professor, a minimum of six (6) years, is necessary for consideration of promotion.

Exemplary performance and national/international prominence in the discipline as an educator and clinician-scholar must be demonstrated. A national reputation in the specific area(s) in which the Candidate has developed expertise, publications in authoritative refereed journals, presentations to prestigious national societies, and recognition by colleagues within UVM 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 to demonstrate national and international prominence. There must be evidence of continued involvement in LCOM curricular matters.

#### **5.4 Education Scholar Pathway.**

The Education Scholar Pathway is for individuals whose predominant effort is dedicated to scholarly educational activities. Education Scholar appointments are intended to enhance and extend the educational capabilities of LCOM and UVM, create and sustain collaboration, provide research opportunities, produce measurable achievements, and utilize resources in a way that

supports educational goals. The faculty titles are Instructor, Assistant Professor, Associate Professor, and Professor.

#### 5.4.1 Criteria for Success on the Education Scholar Pathway.

Faculty on this pathway are expected to participate in scholarship and research activities and render service related to the educational mission of LCOM and UVM, such as service on the medical student Admissions or Advancement Committees or other such engagement that has direct bearing on the educational mission. Membership in the Teaching Academy is highly encouraged for faculty on the Education Scholar Pathway.

Evidence of a scholarly approach to education must be demonstrated, and active scholarly involvement in the discipline at the regional level is required for advancement beyond the rank of Assistant Professor and national/international level for advancement beyond the rank of Associate Professor. Candidate contributions to research and service in the area of education take precedence over other scholarly activities, and are the primary cornerstone of personnel decisions.

As described in the Faculty Handbook, the appointment and reappointment of faculty who hold salaried positions on the Education Scholar Pathway are contingent upon the need to fulfill the teaching mission of LCOM and UVM, as assessed by the Chair in consultation with the Dean, taking into account budgetary, enrollment, and programmatic considerations. If the effort of an individual is no longer needed to fulfill the teaching mission, the appointment may be terminated or reduced in FTE with commensurate effect on compensation, whatever the length of the current appointment period.

Faculty reappointment and promotion shall be based upon contributions made to the defined educational mission of LCOM, as expected and supported by the department in which the faculty member holds a primary appointment. The application and weighting of criteria for reappointment and promotion, and the means of fulfilling those criteria, is determined by the responsibilities and expectations for the faculty member at the time of appointment and at subsequent annual reviews.

As described in the Faculty Handbook, educational activities are recognized in the following five categories:

1. Direct teaching
2. Mentoring and Advising
3. Curriculum development and dissemination
4. Educational leadership and administration
5. Learner assessment

Faculty seeking advancement on the Education Scholar Pathway must present evidence focused within these categories, which may vary depending on the activities in which the Candidate is engaged. Components of the Teaching Academy Educators Portfolio may serve as appropriate documentation.

To advance on the Education Scholar Pathway, Candidates must be involved with scholarship within the five categories of education outlined above, the extent and external identity of which depends on faculty rank. Scholarly activities can be documented by means such as original peer reviewed publications, clinical case reports, invited reviews, books, book chapters, and success at obtaining competitive grant funding. Other valued scholarly activities might include development of new teaching modules, on-line publications, reports and reviews, blogs and podcasts, and position papers developed for national organizations, private or government agencies, and the public. Development of innovative new electronic educational products also can represent scholarly contributions. For other examples, see Appendix A Promotion Matrix.

It is not expected that Candidates on 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, such as involvement in the Candidate's education; having served together on the faculty at another institution; having been a co-author, co-investigator, or collaborator in publications, patents, or other scholarly contributions; and/or being close personal or family friends.

#### 5.4.2 Initial Appointment on the Education Scholar Pathway.

##### a. Appointment as Instructor on the Education Scholar Pathway.

An Instructor on the Education Scholar Pathway is appointed by the Chair, with approval of the Dean and the Provost, for a two-year term. Appointment requires the individual to hold a graduate degree in their field.

##### b. Appointment as Assistant Professor on the Education Scholar Pathway.

An Assistant Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a two-year term. Appointment requires the individual to hold a terminal degree in their field. Initial appointment as Assistant Professor requires the individual to meet all applicable standards and criteria for promotion to Assistant Professor, as determined by customary review procedures.

##### c. Appointment as Associate Professor on the Education Scholar Pathway.

An Associate Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a four-year term. Initial appointment as Associate Professor requires the individual to meet all applicable standards and criteria for promotion to Associate Professor, as determined by customary review procedures.

d. Appointment as Professor on the Education Scholar Pathway.

A Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a six-year term. Initial appointment as Professor requires the individual to meet all applicable standards and criteria for promotion to Professor, as determined by customary review procedures.

5.4.3 Reappointment on the Education Scholar Pathway.

Faculty on the Education Scholar Pathway are reviewed for reappointment at the LCOM level with review by the Associate Dean for Faculty and/or the Faculty Standards Committee, and approval from the Dean. Reappointments are not reviewed at the UVM level.

Reappointment on the Education Scholar Pathway requires assessment of a Candidate's educational activities in terms of their quantity and quality, as well as through engagement with the broader educational community. Particularly important shall be the demonstration of a high standard of professionalism and citizenship as a member of the LCOM community.

a. Reappointment as Instructor on the Education Scholar Pathway.

An Instructor may be reappointed for additional two-year terms at the discretion of the Chair with review by the Associate Dean for Faculty and/or the Faculty Standards Committee, and approval from the Dean. Reappointment requires demonstrating continuing excellent performance in those responsibilities described in the original letter of appointment and subsequent annual reviews.

b. Reappointment as Assistant Professor on the Education Scholar Pathway.

An Assistant Professor may be reappointed for additional two-year terms at the discretion of the Chair with review by the Associate Dean for Faculty and/or the Faculty Standards Committee, and approval from the Dean. Reappointment requires demonstrating continuing excellent performance in those responsibilities described in the original letter of appointment and subsequent annual reviews.

c. Reappointment as Associate Professor on the Education Scholar Pathway.

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

d. Reappointment as Professor on the Education Scholar Pathway.

A Professor may be reappointed for additional six-year terms at the discretion of the Chair with review by the Associate Dean for Faculty and/or the Faculty Standards Committee, and approval from the Dean. Reappointment requires demonstrating continuing excellent performance in those responsibilities described in the original letter of appointment and subsequent annual reviews.

5.4.4 Promotion on the Education Scholar Pathway.

All promotions must meet the time at rank conditions, and require full LCOM and UVM review, except from Instructor to Assistant Professor, which does not require UVM review.

Demonstration of sustained excellence, characterized by a high degree of professionalism and contributions to scholarship and citizenship are required. Candidates must provide evidence of a level of productivity and engagement consistent with activities being performed by individuals of the higher rank. Continued service and performance at any particular rank shall not, in itself, constitute grounds for promotion.

Demonstration of sustained excellence requires documentation of the quantity and quality of the educational activities in which the Candidate is engaged, and evidence that the educator is engaged with the broader educational community within and external to the university.

The Candidate's scholarship should draw from the literature and educational community to inform their own work, recognizing best practices, as well as contribute through dissemination efforts to the broader community to inform the work of others. For further examples see Appendix A Promotion Matrix.

a. Arm's Length Letters of Support for the Education Scholar Pathway.

A minimum of three (3) arm's length letters are required for Education Scholar Pathway promotions. 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, such as involvement in the Candidate's education; having served together on the faculty at another institution; having been a co-author, co-investigator, or collaborator in publications, patents, or other scholarly contributions; and/or being close personal or family friends. The selection of letter writers is the joint responsibility of the Candidate and the Chair or their designee. The requesting of arm's length letters is the responsibility of the Chair or their designee.

b. Promotion to Assistant Professor on the Education Scholar Pathway.

The successful Candidate, usually an Instructor, must provide evidence of sustained accomplishment and scholarly approach in their educational area(s) of responsibility. Evidence of scholarship in the field of education, while not required, is highly desirable. This promotion requires full LCOM review, but does not require UVM review.

c. Promotion to Associate Professor on the Education Scholar Pathway.

Sustained excellence at the rank of Assistant Professor (a minimum of 6 years) is necessary for consideration of promotion. Candidates with exceptional academic record, such as documented significant national presence, may be considered for promotion to Associate Professor after five (5) years as an Assistant Professor, such that the promotion process would begin, at the earliest, near the end of the fourth year in rank.

i. Teaching.

Evidence must be presented demonstrating visibility and accomplishment in medical education, as judged by student, resident, and peer evaluations; membership at the appropriate level in the LCOM Teaching Academy; and external letters of evaluation from peers. Evidence of continued excellence in training, teaching, and advising of undergraduate, medical, and graduate students; residents and fellows, and faculty and clinical colleagues is essential. Holding a major responsibility in education shall constitute a significant achievement.

ii. Scholarship.

Candidates must provide evidence of scholarly accomplishment in the field of education. This might include development and use of innovative teaching modules, novel curriculum development, or new methods of learner assessment. In all cases, the scholarly and high quality of such contributions must be recognized at the local/regional level and, critically, by external evaluation.

iii. Service.

Evidence of significant service commitment in the educational arena (e.g., Admissions Committee, Medical Curriculum Committee, or Teaching Academy committees) must be present. 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. Service to LCOM, UVM, the approved professional disciplines, and community are expected and must be included. A leadership role, such as service as chair of a committee, program and/or governing boards, or service in a significant administrative role, would be considered strong supportive evidence for promotion to this academic rank. For further examples, see Appendix A Promotion Matrix.



d. Promotion to Professor on the Education Scholar Pathway.

Sustained excellence in education at the rank of Associate Professor (a minimum of 6 years) is necessary for consideration of promotion. Candidates with exceptional academic record, with documented significant national presence, may be considered for promotion to Professor after five (5) years as an Associate Professor, such that the promotion process would begin, at the earliest, near the end of the fourth year in rank.

Candidates must demonstrate a national reputation in education and be a leader in assigned educational arenas. Publication in peer-reviewed journals, active participation in professional societies at the national and international levels, funding from major, competitive extramural sources level, and external awards are important indicators for this promotion.

Membership on editorial boards, invited presentations, elected leadership and membership in professional societies, and recognition by peers are additional measures to demonstrate national and international prominence. There must be evidence of continued involvement in LCOM and/or UVM curricular matters.

## **5.5 Research Scholar Pathway.**

The Research Scholar Pathway is for individuals whose predominant effort is dedicated to biomedical research. Faculty titles are Assistant Professor, Associate Professor, and Professor.

### **5.5.1 Criteria for Success on the Research Scholar Pathway.**

Faculty on this Pathway are expected to participate in research activities and render service related to the research arena. Demonstration of active scholarly involvement in the discipline at the local and regional level is required for advancement beyond the rank of Assistant Professor and national/international levels beyond the rank of Associate Professor. Candidates on this pathway are expected to support the broader educational and service missions of LCOM in conjunction with scholarly activities; however, promotion review is based on demonstration of research excellence. In addition, effective performance often involves teams of faculty and/or staff. Accordingly, documented effectiveness in team efforts also may be recognized as an important contribution. As described in the Faculty Handbook, the appointment and reappointment of faculty who hold salaried positions on the Research Scholar Pathway are contingent upon the availability of restricted funding. If restricted funding ceases or is reduced at any time during the appointment, the appointment may be terminated or reduced in FTE with commensurate effect on compensation, as recommended by the Chair and approved by the Dean and Provost.

### 5.5.2 Initial Appointment on the Research Scholar Pathway.

#### a. Appointment as Assistant Professor on the Research Scholar Pathway.

An Assistant Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a two-year term. Appointment requires the individual to hold a terminal degree in the field and to have completed appropriate postgraduate training. Initial appointment as Assistant Professor requires the individual to meet all applicable standards and criteria for promotion to Assistant Professor, as determined by customary review procedures, which include the expectation of excellence in the research arena.

#### b. Appointment as Associate Professor on the Research Scholar Pathway.

An Associate Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a four-year term. Initial appointment as Associate Professor requires the individual to meet all applicable standards and criteria for promotion to Associate Professor, as determined by customary review procedures, including history of acquisition of extramural research funding, authorship on peer reviewed publications, and potential for excellence in research.

#### c. Appointment as Professor on the Research Scholar Pathway.

A Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a six-year term. Initial appointment requires the individual to meet all standards and criteria for promotion to Professor as determined by customary review procedures, including demonstration of sustained ability to capture major competitive extramural funds at the national 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.

### 5.5.3 Reappointment on the Research Scholar Pathway.

Faculty on the Research Scholar Pathway are reviewed for reappointment at the LCOM level with review by the Associate Dean for Faculty and/or the Faculty Standards Committee, and approval from the Dean. Reappointments are not reviewed at the UVM level.

Reappointment at all levels requires documentation of performance in research scholarship. Performance criteria likewise are the same, except it must be recognized that the dominant responsibility of the faculty member on this Pathway lies in scholarly productivity. Particularly important shall be the demonstration of a high standard of professionalism and citizenship as a member of the LCOM community.

- a. Reappointment as Assistant Professor on the Research Scholar Pathway.

An Assistant Professor on the Research Scholar Pathway may be reappointed for additional two-year terms at the discretion of the Chair with review by the Associate Dean for Faculty and/or the Faculty Standards Committee, and approval from the Dean. Reappointment requires demonstrating continuing excellent performance in those responsibilities described in the original letter of appointment and subsequent annual reviews.

- b. Reappointment as Associate Professor on the Research Scholar Pathway.

An Associate Professor on the Research Scholar Pathway may be reappointed for additional four-year terms at the discretion of the Chair with review by the Associate Dean for Faculty and/or the Faculty Standards Committee, and approval from the Dean. Reappointment requires demonstrating continuing excellent performance in those responsibilities described in the original letter of appointment and subsequent annual reviews.

- c. Reappointment as Professor on the Research Scholar Pathway.

A Professor on the Research Scholar Pathway may be reappointed for additional six-year terms at the discretion of the Chair with review by the Associate Dean for Faculty and/or the Faculty Standards Committee, and approval from the Dean. Reappointment requires demonstrating continuing excellent performance in those responsibilities described in the original letter of appointment and subsequent annual reviews.

#### 5.5.4 Promotion on the Research Scholar Pathway.

All promotions must meet the time at rank conditions, and require full LCOM and UVM review. While teaching and service are valued, they are not sufficient for promotion as scholarly productivity is the predominant performance criterion to be assessed.

The Promotion Matrix (see Appendix A) provides examples and further outlines the distinction between meeting expectations and excellence in academic pursuits. The area(s) where outstanding achievement is expected are determined by the expectations jointly agreed upon by the Candidate and the Chair, as indicated in the initial letter of appointment and modified at the time of annual review, further based on the distribution of effort.

- a. Arm's Length Letters of Support for the Research Scholar Pathway.

A minimum of three (3) arm's length letters are required for Research Scholar Pathway promotions. 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, such as involvement in the Candidate's education; having served together on the faculty at another institution; having been a co-author, co-investigator, or collaborator in publications, patents, or other scholarly contributions; and/or being close personal or family friends. The selection of letter writers is the joint responsibility of the Candidate and the Chair or their designee. The requesting of arm's length letters is the responsibility of the Chair or their designee.

b. Promotion to Associate Professor on the Research Scholar Pathway.

Sustained excellence at the rank of Assistant Professor (a minimum of 6 years) is necessary for consideration of promotion. Candidates with exceptional academic record, such as documented significant national presence, may be considered for promotion to Associate Professor after five (5) years as an Assistant Professor, such that the promotion process would begin, at the earliest, near the end of the fourth year in rank.

Promotion to Associate Professor requires demonstration of independent research, or documented role in strong, consistent support of independent research, through the acquisition of competitive extramural funding and authorship of peer reviewed research publications. Regional reputation is expected. Reinforcement of the research scholarship of fellow faculty is a positive credential but is not a requirement.

Where the predominate effort is in support of other faculty ("Team Science"), a documentation of the quality, quantity, and engagement is required detailing the significance of the research support provided. This input must come from solicited letters 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.

c. Promotion to Professor on the Research Scholar Pathway.

Sustained excellence in education at the rank of Associate Professor (a minimum of 6 years) is necessary for consideration of promotion. Candidates with exceptional academic record, with documented significant national presence, may be considered for promotion to Professor after five (5) years as an Associate Professor, such that the promotion process would begin, at the earliest, near the end of the fourth year in rank.

Promotion to Professor requires demonstration of sustained ability to capture or extensively support major competitive extramural funds at the national level, and demonstrated leadership based on scholarly excellence at the national/international levels in the form of refereed publications, invited research presentations, and other indices of active involvement and reputation in the discipline. External letters of evaluation are required and form an important part of the record as they establish one's national reputation

Scholarly productivity is the predominant performance criterion to be assessed. Reinforcement of the research scholarship of fellow faculty is a positive credential but is not a requirement. Membership on editorial boards, study sections and/or advisory groups, elected leadership and membership in professional societies, and recognition by peers are additional measures to demonstrate national or international prominence.

## **5.6 Faculty Scientist.**

The faculty title is Faculty Scientist. The role of the Faculty Scientist is to contribute to activities that generate new scientific knowledge, with predominant effort in biomedical research. Appointments are made to secure the professional expertise of an individual in support of research projects directed by one or more faculty members. While Faculty Scientists have a modicum of independence in pursuing their research, in general, they are expected to contribute to the intellectual pursuits of an LCOM faculty member's research program or support the needs of a core facility or research center. They may supervise other researchers.

### **5.6.1 Criteria for Success as a Faculty Scientist.**

Faculty Scientists are expected to participate in research activities and render service related to the research arena, provide high-level technical support, significant input into study design, supervision of laboratory personnel, with a degree of independent research and other activities of a highly trained and skilled scientist.

Teaching and service (e.g., committee work) not related to the Faculty Scientist position may be undertaken, if approved by the supervisor, but contributions to research programs is the primary cornerstone of personnel decisions.

Appointments and re-appointments of faculty on the Faculty Scientist Pathway who hold these positions are contingent upon the availability of restricted funding. Thus, whatever the length of the current appointment period, if restricted funding ceases or is reduced at any time during the appointment, the appointment may be terminated or reduced in FTE with commensurate effect on compensation, as recommended by the Chair and approved by the Dean.

### **5.6.2 Initial Appointment as Faculty Scientist.**

A Faculty Scientist is appointed by the Chair, with approval from the Dean, for a three-year term. Appointment requires the individual to have completed doctoral training and postdoctoral fellowship, and demonstrate a high degree of technical expertise, research skills, and associated research productivity.

### 5.6.3 Reappointment as Faculty Scientist.

Faculty Scientists may be reappointed for additional three-year terms at the discretion of the Chair with approval from the Dean. Reappointment is contingent upon availability of restricted funds.

Review for reappointment will be determined and managed by the Chair and the Senior Associate Dean for Research. Appointments may be terminated immediately for cause or upon 90 days written notice with or without cause.

Reappointment requires documentation of excellent performance in research, as well as demonstration of a high standard of professionalism and citizenship as a member of the LCOM community.

Performance criteria is similar to that of the Research Scholar, recognizing that the dominant responsibility of the Faculty Scientist is in technical skills and research activities.

### 5.6.4 Change of Pathway.

Appointments to other pathways can be considered upon request from the Chair with approval by the Dean. Following three or more years of employment, if a Faculty Scientist develops substantial independence or extramural funding or there is evidence of the likelihood of garnering extramural support for their research program, they may request to be considered for appointment as Assistant Professor on the Research Scholar Pathway, following the customary process. Such appointments will be documented as waiver hires and follow the customary process.

## 5.7 Clinical Practice Physician

### 5.7.1 Appointment as Clinical Practice Physician.

The Clinical Practice Physician was historically considered a waiver hire of a physician currently in practice in the clinical service catchment area. From the date of the most recent Faculty Handbook revision, Clinical Practice Physician will no longer be a viable recruitment option.

### 5.7.2 Reappointment as Clinical Practice Physician.

Faculty holding a Clinical Practice Physician appointment prior to this date will have the option to maintain their appointment as approved at the time of hire, or change their faculty pathway as deemed appropriate by the chair with approval from the Dean.

Those faculty who hold Clinical Practice Physician appointments are for terms of up to five years, depending on individual circumstances, and are renewable following a standardized reappointment process.

The appointments shall terminate automatically, without further action by any person, upon termination of the physician's employment with the approved Medical Group. If the approved Medical Group provides notice of termination of employment and the dually employed faculty member ceases to actively perform duties for the Medical Group during the notice period, the University and LCOM appointment will be terminated effective upon the commencement of the Medical Group notice period.

### 5.7.3 Change of Pathway.

Transition reappointments to the Clinical Pathway can be considered upon request from the Chair with approval by the Dean. Such transitions will be documented as waiver hires and follow the customary process as outlined on the LCOM Office for Faculty website. <https://med.uvm.edu/facultyaffairs/home>

## SECTION 6

## PROCEDURES FOR THE NON-SALARIED PATHWAYS

### 6.1 Volunteer Pathway.

Faculty titles: Instructor, Assistant Professor, Associate Professor, and Professor with the modifier of Clinical, Education or Research.

The Volunteer Pathway is for non-salaried individuals who volunteer their time and effort to the LCOM. 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 on this Pathway may also be involved in Departmental, College or University governance.

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

Criteria for appointment, reappointment, and promotion are those outlined for the corresponding Pathways for salaried faculty on the Clinical Scholar, Education Scholar, and Research Scholar Pathways (see Section 5) with consideration of the part-time focused commitment of the Volunteer Pathway faculty.

#### 6.1.1 Volunteer Clinical Pathway.

##### a. Initial Appointment on the Volunteer Clinical Pathway.

##### i. Appointment as Clinical Instructor on the Volunteer Pathway.

An Instructor on the Volunteer Pathway is appointed by the Chair, with approval by the Dean and the Provost, for a three-year term. For those persons in postgraduate training, such as residents and fellows, the appointment term will be for the normal duration of the training program with the opportunity to extend the appointment under special circumstances (e.g., Chief Resident or an additional research year) as resolved by the Dean in consultation with the Chair. Appointment requires the individual to hold a graduate degree in their field.

##### ii. Appointment as Clinical Assistant Professor on the Volunteer Pathway.

An Assistant Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a three-year term. Appointment requires the individual to hold a terminal degree in their field and appropriate postgraduate experience. Initial appointment as Assistant Professor requires the individual to meet all



applicable standards and criteria for promotion to Assistant Professor, as determined by customary review procedures.

- iii. Appointment as Clinical Associate Professor on the Volunteer Pathway.  
An Associate Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a three-year term. Initial appointment as Associate Professor requires the individual to meet all applicable standards and criteria for promotion to Associate Professor, as determined by customary review procedures.
- iv. Appointment as Clinical Professor on the Volunteer Pathway.  
A Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a three-year term. Initial appointment as Professor requires the individual to meet all applicable standards and criteria for promotion to Professor, as determined by customary review procedures.

b. Reappointment on the Volunteer Clinical Pathway.

Volunteer Pathway faculty are reviewed for reappointment by the Chair, or their designee, and the Dean; reappointments are not reviewed at the UVM level. Volunteer faculty at affiliated sites are reviewed by the affiliate department Chair, or their designee, followed by review and recommendation by the LCOM department Chair and approval from the Dean.

Reappointment on the Volunteer Pathway may occur when the individual meets all the relevant requirements described in the Faculty Handbook and has undergone customary review procedures. The standards for review are based upon the duties outlined for the faculty member at the time of appointment and further established at subsequent reviews. Requirements include the fulfillment of assigned teaching, scholarship, and service obligations, and a demonstrated quality of performance and professionalism in assigned responsibilities.

- i. Reappointment as Clinical Instructor on the Volunteer Pathway.  
An Instructor may be reappointed for additional three-year terms at the discretion of the Chair with approval from the Dean. In the case of persons in postgraduate training such as residents and fellows, who hold appointments for the normal duration of the training program, reappointment requires maintenance of good standing within their program of instruction.
- ii. Reappointment as Clinical Assistant Professor on the Volunteer Pathway.  
An Assistant Professor may be reappointed for additional three-year terms at the discretion of the Chair with approval from the Dean.
- iii. Reappointment as Clinical Associate Professor on the Volunteer Pathway.  
An Associate Professor may be reappointed for additional three-year terms at the discretion of the Chair with approval from the Dean

iv. Reappointment as Clinical Professor on the Volunteer Pathway.  
A Professor may be reappointed for additional three-year terms at the discretion of the Chair with approval from the Dean.

c. Promotion on the Volunteer Clinical Pathway.

Promotion of Volunteer Pathway faculty requires full LCOM review including approval by the Faculty Standards Committee and/or the Associate Dean for Faculty, and the Dean. Faculty at affiliate sites are reviewed and recommended for promotion by the affiliate site department Chair, or their designee, followed by review and recommendation by the LCOM department Chair and full LCOM review. The standards for review are based upon the duties outlined for the faculty member at the time of appointment and further established at subsequent reviews.

d. Change of Pathway/Transition to Clinical Pathway.

Volunteer Clinical Pathway faculty may request a move to the salaried, non-tenure Clinical Pathway with justification and a joint recommendation by the Chair and the Dean, and approval by the Provost. Accumulated contributions and years of service will be considered in determining rank. Appointments will be documented as waiver hires and follow the customary process.

#### 6.1.2 Volunteer Education Pathway.

a. Initial Appointment on the Volunteer Education Pathway.

i. Appointment as Education Instructor on the Volunteer Pathway.

An Instructor on the Volunteer Pathway is appointed by the Chair, with approval by the Dean and the Provost, for three years. Appointment requires the individual to hold a graduate degree in their field and appropriate postgraduate experience.

ii. Appointment as Education Assistant Professor on the Volunteer Pathway.

An Assistant Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a three-year term. Appointment requires the individual to hold a terminal degree in their field and appropriate postgraduate experience. Initial appointment as Assistant Professor requires the individual to meet all applicable standards and criteria for promotion to Assistant Professor, as determined by customary review procedures.

iii. Appointment as Education Associate Professor on the Volunteer Pathway.

An Associate Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a three-year term. Appointment requires the individual to hold a terminal degree in their field and the appropriate postgraduate experience. Initial appointment as Associate Professor requires the individual to

meet all applicable standards and criteria for promotion to Associate Professor, as determined by customary review procedures.

iv. Appointment as Education Professor on the Volunteer Pathway.

A Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a three-year term. Initial appointment as Professor requires the individual to meet all applicable standards and criteria for promotion to Professor, as determined by customary review procedures.

b. Reappointment on the Volunteer Education Pathway.

Volunteer Pathway faculty are reviewed for reappointment by the Chair, or their designee, and the Dean; reappointments are not reviewed at the UVM level.

Volunteer faculty at affiliated sites are reviewed by the affiliate department Chair, or their designee, followed by review and recommendation by the LCOM department Chair and approval from the Dean.

Reappointment on the Volunteer Pathway may occur when the individual meets all the relevant requirements described in the Faculty Handbook and has undergone customary review procedures. The standards for review are based upon the duties outlined for the faculty member at the time of appointment and further established at subsequent reviews. Requirements include the fulfillment of assigned teaching, scholarship, and service obligations, and a demonstrated quality of performance and professionalism in assigned responsibilities.

i. Reappointment as Education Instructor on the Volunteer Pathway.

An Instructor may be reappointed for additional three-year terms at the discretion of the Chair with approval from the Dean. In the case of persons in postgraduate training such as residents and fellows, who hold appointments for the normal duration of the training program, reappointment requires maintenance of good standing within their program of instruction.

ii. Reappointment as Education Assistant Professor on the Volunteer Pathway.

An Assistant Professor may be reappointed for additional three-year terms at the discretion of the Chair with approval from the Dean.

iii. Reappointment as Education Associate Professor on the Volunteer Pathway.

An Associate Professor may be reappointed for additional three-year terms at the discretion of the Chair with approval from the Dean

iv. Reappointment as Education Professor on the Volunteer Pathway.

A Professor may be reappointed for additional three-year terms at the discretion of the Chair with approval from the Dean.

c. Promotion on the Volunteer Education Pathway.

Promotion of Volunteer Pathway faculty requires full LCOM review including approval by the Faculty Standards Committee and/or the Associate Dean for Faculty, and the Dean. Faculty at affiliate sites are reviewed and recommended for promotion by the affiliate site department Chair, or their designee, followed by review and recommendation by the LCOM department Chair and full LCOM review. The standards for review are based upon the duties outlined for the faculty member at the time of appointment and further established at subsequent reviews.

6.1.3 Volunteer Research Pathway.

a. Initial Appointment on the Volunteer Research Pathway.

i. Appointment as Research Instructor on the Volunteer Pathway.

An Instructor on the Volunteer Pathway is appointed by the Chair, with approval by the Dean and the Provost, for a three-year terms. Appointment requires the individual to hold a graduate degree in their field and appropriate postgraduate experience.

ii. Appointment as Research Assistant Professor on the Volunteer Pathway.

An Assistant Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a three-year term. Appointment requires the individual to hold a terminal degree in their field and appropriate postgraduate experience. Initial appointment as Assistant Professor requires the individual to meet all applicable standards and criteria for promotion to Assistant Professor, as determined by customary review procedures.

iii. Appointment as Research Associate Professor on the Volunteer Pathway.

An Associate Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a three-year term. Initial appointment as Associate Professor requires the individual to meet all applicable standards and criteria for promotion to Associate Professor, as determined by customary review procedures.

iv. Appointment as Research Professor on the Volunteer Pathway.

A Professor is initially appointed by the Chair, with the approval of the Dean and the Provost, for a three-year term. Initial appointment as Professor requires the individual to meet all applicable standards and criteria for promotion to Professor, as determined by customary review procedures.

b. Reappointment on the Volunteer Research Pathway.

Volunteer Pathway faculty are reviewed for reappointment by the Chair, or their designee, and the Dean; reappointments are not reviewed at the UVM level.

Volunteer faculty at affiliated sites are reviewed by the affiliate department Chair, or

their designee, followed by review and recommendation by the LCOM department Chair and approval by the Dean.

Reappointment on the Volunteer Pathway may occur when the individual meets all the relevant requirements described in the Faculty Handbook and has undergone customary review procedures. The standards for review are based upon the duties outlined for the faculty member at the time of appointment and further established at subsequent reviews. Requirements include the fulfillment of assigned teaching, scholarship, and service obligations, and a demonstrated quality of performance and professionalism in assigned responsibilities.

- i. Reappointment as Research Instructor on the Volunteer Pathway.  
An Instructor may be reappointed for additional three-year terms at the discretion of the Chair with approval from the Dean. In the case of persons in postgraduate training who hold appointments for the normal duration of the training program, reappointment requires maintenance of good standing within their program of instruction.
- ii. Reappointment as Research Assistant Professor on the Volunteer Pathway.  
An Assistant Professor may be reappointed for additional three-year terms at the discretion of the Chair with approval from the Dean.
- iii. Reappointment as Research Associate Professor on the Volunteer Pathway.  
An Associate Professor may be reappointed for additional three-year terms at the discretion of the Chair with approval from the Dean.
- iv. Reappointment as Research Professor on the Volunteer Pathway.  
A Professor may be reappointed for additional three-year terms at the discretion of the Chair with approval from the Dean.

c. Promotion on the Volunteer Research Pathway.

Promotion of Volunteer Pathway faculty requires full LCOM review including approval by the Faculty Standards Committee and/or the Associate Dean for Faculty, and the Dean. Faculty at affiliate sites are reviewed and recommended for promotion by the affiliate site department Chair, or their designee, followed by review and recommendation by the LCOM department Chair and full LCOM review. The standards for review are based upon the duties outlined for the faculty member at the time of appointment and further established at subsequent reviews.

## **6.2 Adjunct Faculty.**

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 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. Adjunct appointments may be requested on the recommendation of the Chair and must be approved by the Dean and Provost.

The review process for appointment, reappointment and promotion is as described above for the Volunteer Pathways. Initial appointment shall be at the same level and 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.

## **6.3 Visiting Faculty.**

The titles of Visiting Lecturer and Visiting Assistant Professor, Visiting Associate Professor, or Visiting Professor are reserved for an 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 and may be renewed for additional 2 year periods. Visiting faculty may focus on the clinical, education and or research arenas. University rules concerning Visiting scholars or Scientist need to be followed.

## FACULTY STANDARDS AND GUIDELINES

### APPENDIX A: PROMOTION CRITERIA MATRIX

The promotion process is meant to describe and reward continued professional growth and achievement. The following is intended to present examples only of various levels of accomplishment in the areas of teaching, research, service, clinical activity, and scholarship. It is not exclusionary, but is intended to assist faculty, department chairs, and promotion committees in matching Candidates' accomplishments to the promotion criteria. Moreover, areas frequently overlap in practice, although they are presented as distinct entities here. It should also be noted that the matrix specifies just two categories: expectations and excellence. Professors will need to achieve excellence by a number of criteria. Associate Professors will have met fewer of these criteria or in not as great depth.

*Adapted with permission from the University of Colorado School of Medicine (2017)  
with contributions from Duke University School of Medicine Appointment, Promotion and Tenure  
Framework for Scholarship in Justice, Equity, Diversity, Antiracism and Inclusion (2022),  
and the Larner College of Medicine Inclusivity in Promotion Activities Task Force (2023)*

*Created November 1, 2020*

Approved by LCOM Advisory Council March 14, 2024

**LCOM FACULTY STANDARDS AND GUIDELINES  
PROMOTION CRITERIA MATRIX**

<b>TEACHING</b>	
<b>Expectation</b>	<b>Excellence</b>
Active participation in teaching activities of the department, college, or university, including two or more of the following: presenting lectures covering one or more topics; coordinating a course; acting as a primary instructor in a course; advising or mentoring students, residents, or faculty; clinical teaching on an inpatient or outpatient service; organizing or facilitating a seminar series, journal clubs or laboratory exercises; participating as a teacher in continuing education activities	Successful leadership of local, regional, or national continuing education courses or similar
Meritorious teaching evaluations from students and peers	Consistently receives outstanding teaching evaluations or teaching awards
Development or redevelopment of teaching materials for students, continuing education courses or other faculty training	Recognition as an outstanding and influential role model for students, fellows, residents, or other trainees
Self-improvement activities (e.g., participation in workshops or courses that are designed to improve teaching or mentoring effectiveness)	Record of successful mentorship of students, residents, fellows, or other faculty, as measured by letters of support from mentees; publications, presentations, grants, awards, or other evidence of mentees' academic success; evidence that mentees have pursued outstanding careers  Invitations to present Grand Rounds or seminars at other institutions, invitations to present lectures or courses outside of primary department
Participation as a mentor on a training grant or teaching academy	Development of impactful mentoring programs that focus on career development or academic promotion of students, residents, fellows, or faculty
Invitations to speak at local seminars, grand rounds, conferences, etc.	Development of innovative teaching methods, such as educational websites, simulations, videotapes, on-line courses, or workshops



**LCOM FACULTY STANDARDS AND GUIDELINES  
PROMOTION CRITERIA MATRIX**

TEACHING	
Occasional book chapter or review	Book author or editor, author of a series of reviews, or similar scholarly works that are educational in nature or purpose
Adopts best practices promoting accessibility, equity, diversity and inclusion in teaching and mentoring (e.g., practices inclusive course design, fosters inclusive learning environment)	<p>Leadership in a mentorship or pathway program targeting groups that are underrepresented in medicine (e.g., LCOM Mentors, SNMA)</p> <p>Teaching methods and curriculum focused on public health, environmental change, population health, health services data, informatics and/or artificial intelligence</p>
<p>Teaching in a manner that prepares students to critically interrogate and engage with a global, multicultural, and rapidly changing world as scholars and citizens</p> <p>Systematically reviewing, revising, and enhancing existing course or curricular material to embed principles of justice, equity, and inclusion</p> <p>Pedagogy fostering learning environments in which students who are members of underrepresented populations are socially and culturally included</p> <p>Academic advising for students from underrepresented and underserved populations</p> <p>Participation in professional development activities that lead to greater understanding and work toward equity-minded teaching practices</p>	<p>Developing and evaluating courses, curricula, or academic programs, focused on equity and inclusivity particularly in the context of healthcare (e.g., development of a 4<sup>th</sup> year elective on social medicine)</p> <p>Mentoring or sponsorship of learners and trainees from BIPOC and other marginalized groups, with documented outcomes including development of independent productivity</p> <p>Serving as an LCOM advisor (e.g., student specialty advisor, student interest group leader, PCR facilitator)</p> <p>Developing, implementing, leading, evaluating programs to increase and foster diversity of potential learners (from grade school to graduate school)</p> <p>Developing and leading faculty development workshops to promote equity and inclusivity in the classroom, labs, workplaces, and clinical learning environment</p> <p>Leadership in state, regional, national, and international educational organizations (e.g., accreditation and/or professional associations)</p>

**LCOM FACULTY STANDARDS AND GUIDELINES  
PROMOTION CRITERIA MATRIX**

TEACHING	
	<p>Consistent participation in national educational activities (e.g., residency review committees, programs sponsored by professional organizations, re-certification courses or workshops)</p> <p>Invitations to be a visiting professor at other institutions</p> <p>Development of innovative courses, high-quality syllabi, novel lectures, problem-based learning cases, laboratory exercises or other instructional materials</p> <p>Demonstration of educational leadership (e.g., by serving as a course, fellowship or training program director or associate dean)</p> <p>Evidence of teaching scholarship (e.g., research, grants, publications, or national presentations that focus on understanding the best methods, or outcomes, of teaching)</p> <p>Completion of advanced faculty development programs that result in a certificate or degree in education, with evidence that the faculty member has applied these new skills or new knowledge to improve his or her teaching or pedagogy</p>

**LCOM FACULTY STANDARDS AND GUIDELINES  
PROMOTION CRITERIA MATRIX**

<b>RESEARCH</b>	
<b>Expectation</b>	<b>Excellence</b>
Authorship of papers in peer-reviewed journals that demonstrate the ability to generate and test hypotheses and represent a significant contribution to the published literature	<p>An ongoing, peer-reviewed publication record with first- or senior-author publications</p> <p>Demonstrated evidence of originality as an Investigator</p> <p>Demonstrated evidence of being a major contributor to team science and/or leading a successful core facility</p> <p>Scholarly productivity presented via media (e.g., journalism, social, other digital formats)</p> <p>Provides significant independent intellectual contributions to a successful team-based research program and/or publications</p>
<p>Co-investigator status on grants</p> <p>Participating in clinical trials</p>	<p>Principal investigator status on competitive peer reviewed research grants commensurate with rank (e.g., R03 or R21 awards or mentored K08 or K23 awards from NIH or private foundations; R01, P01 or other independent awards)</p> <p>Leading (site PI) clinical trials</p>
A principal and sustained role in the management of a research program with external funding	<p>Demonstration of significant independent intellectual contributions to successful research programs</p> <p>A consistent level of peer-reviewed or other funding for research awarded in a competitive manner over a sustained period of time</p> <p>Success developing and obtaining of a patent</p>
Presentations of personal research at national meetings; invited research seminars at this and other institutions; service as an ad hoc member on study sections	A national or international reputation, as evidenced by arm’s length external letters of reference; invitations to present at national or international meetings; invitations to write authoritative reviews or chapters, or to provide unique expertise as a collaborator on a research

**LCOM FACULTY STANDARDS AND GUIDELINES  
PROMOTION CRITERIA MATRIX**

RESEARCH	
	<p>project; visiting professorships; service on as a regular member on study sections; chair of study sections; membership on internal or external scientific advisory panels or committees; leadership of national meetings; service as a national consultant or on editorial boards of journals</p>
	<p>Research incorporates themes of equity, diversity, and/or inclusion in objects of study (e.g., including measures in research design and analysis)</p> <p>Incorporation of research practices and processes that lead to improvements in health equity and inclusion</p> <p>Demonstrated support for innovation and entrepreneurship</p> <p>External funding for research that focuses on health equity, inclusion, and diversity</p> <p>Engaging communities in relevant research projects</p> <p>Research that leads to changes in policy at local, state, or federal levels to reduce health disparities and/or address public health issues identified by our community</p> <p>Development of protocols, programs, repositories, or databases to increase representation of diverse participants in clinical trials and research studies</p>
Development of clinical guidelines or QI projects	Dissemination, beyond local, of clinical guidelines or QI/QA project results

**LCOM FACULTY STANDARDS AND GUIDELINES  
PROMOTION CRITERIA MATRIX**

<b>SERVICE: Administration and Leadership</b>	
<b>Expectation</b>	<b>Excellence</b>
Service on committees or task forces within the program, division, department, school, or university	Administrative leader in service to college, university, professional discipline, or community
Service to local, state, national or international organizations through education, clinical consultation, or other roles	<p>Appointment to leadership positions within the institution such as chair of a committee, department DEI champion, program director, department vice chair, or division chief</p> <p>Appointment to leadership positions dealing with health care, research, or educational issues at the local, state, regional, national, or international levels</p>
Service as a manuscript peer reviewer for clinical, educational, or scientific journals	<p>Journal editor</p> <p>Service as an officer or committee chair in professional or scientific organizations</p> <p>Service as a member or chair of a scientific study section or service as an editor or an editorial board member on professional or scientific journals</p>
Work with diverse groups of individual students and/or organizations on and off campus	Participation in program building efforts targeting increased diversity, equity, and inclusion (e.g., faculty works with local Indigenous population to increase provision and uptake of preventative health care)
<p>Service that contributes to inclusion, equity, or access.</p> <p>Inclusive Climate: service that fosters environments in which students, faculty, and staff who are members of underrepresented populations are socially and culturally included</p> <p>Contributions to student life: such activities as working with student clubs and organizations, mentoring students, as distinct from advising or counseling, guiding trainees and helping them adapt and flourish</p>	<p>Development of programs that create diversity by increasing the representation of women, sexual and gender minorities, individuals with disabilities and/or persons underrepresented in medicine (URM) among our students, trainees, or faculty</p> <p>Leadership or participation in a research group that addresses equity, diversity, and/or inclusion (e.g., faculty leads a multidisciplinary group focused on health disparities in COVID)</p>

**LCOM FACULTY STANDARDS AND GUIDELINES  
PROMOTION CRITERIA MATRIX**

<b>SERVICE: Administration and Leadership</b>	
<p>Participating in department, college, state, or national events that encourage self-reflection and education regarding issues of justice, diversity and inclusion</p>	<p>Demonstrating leadership in strengthening ties with Hispanic-serving institutions and historically Black college and universities (HBCUs) in the US to facilitate research and enhance recruitment and retention</p> <p>Engage in the community at large to encourage biomedical science careers in underrepresented and rural populations, to expand access to quality care and improve health literacy and/or reduce disparities in health</p> <p>Strengthen policy and advocacy to promote public health and health equity; improve social conditions, including rural and racial health disparities</p>
	<p>Leadership of activities or programs that address challenges in education, training of scientists, assessment of competency or learning outcomes, mentorship, professionalism, or education.</p> <p>Service awards from the University or from a local, national, or international organization (civic, scientific, or professional).</p>

**LCOM FACULTY STANDARDS AND GUIDELINES  
PROMOTION CRITERIA MATRIX**

<b>SERVICE: Clinical Activity if Applicable</b>	
<b>Expectation</b>	<b>Excellence</b>
Invitations to speak on clinical topics on campus, or participation on institutional clinical care committees	Creative, active participation and leadership in the evaluation of the effectiveness of care (quality, outcomes, patient safety, utilization, access, cost); chairing institutional clinical care committees
Demonstration of clinical skills that are highly effective (e.g., mastery of important clinical techniques, high degree of patient satisfaction, evidence of high quality and efficient patient care)	Continuing, significant participation for an extended period of time in clinical activities that are highly effective – “the go to person”
Support of peers at the site of practice	Development of new and innovative techniques, therapies, clinical guidelines, patient care practices or health care delivery systems that have improved the health of patients or populations
Active and effective participation in the clinical activities of the academic unit	Dissemination of knowledge gained from clinical work
Board certification or recertification	Participation in significant self-assessment activities and audits of one’s own practice that have led to improvements in quality, efficiency, or outcomes of care
Active participation in activities that promote health care quality and patient safety	Recognition for excellence in clinical activity at the local, regional, national, or international level as evidenced by letters of reference, honors, awards, institutional evaluations, membership in practice guideline efforts, invitations to speak or requests to write reviews  Demonstrated commitment to public health, population health services research and value based population care
Completion of self-improvement activities (e.g., participation in workshops or continuing medical education activities that are designed to improve knowledge or clinical skills)	Demonstration of effective leadership at the site of clinical practice (e.g., director of a clinical service, head of a division, chair of a department, head of an interdisciplinary team that creates and manages a clinical pathway) and evidenced by objective outcomes evaluation

**LCOM FACULTY STANDARDS AND GUIDELINES  
PROMOTION CRITERIA MATRIX**

<b>SERVICE: Clinical Activity if Applicable</b>	
	<p>Assumption of a substantive leadership role at the regional level (e.g., chairing committees, or serving as officer of local or statewide professional organizations)</p> <p>Significant involvement in health care advocacy, community service, or activities that shape policy on health care delivery or address health disparities</p> <p>Leadership of structured activities that promote quality of care and patient safety and that advance the science and practice of health care quality improvement as exemplified by publications, reviews, etc. on this topic, including equity-based QI</p> <p>Evidence of health care-related scholarship (e.g., grants, publications, authoritative review articles, national presentations, innovations, or other activities that advance the science and practice of health care quality improvement)</p>



## LCOM FACULTY STANDARDS AND GUIDELINES PROMOTION CRITERIA MATRIX

<b>SCHOLARSHIP</b>

There is an expectation of scholarship for all LCOM faculty as outlined in the Faculty Handbook and the Standards and Guidelines.

This section presents examples of the scholarship of discovery, teaching, integration, and application<sup>1</sup>. There may be considerable overlap between scholarship and the other areas of faculty accomplishment in teaching, research, and service, and while the line between “engaged” and “excellent” scholarship may not be easy to define, excellence in scholarship is intended here to signify a higher level of accomplishment and implies that the work meets one or more of the following tests:

- *Recognition*: the work is recognized as excellent by peers
- *Impact and importance*: the work has contributed to an improved understanding of the discipline
- *Coherence*: the publications, innovative curricula, or other scholarly products represent a coherent body of work
- *Creative Leadership*: there is evidence of creativity and leadership by the faculty member

<sup>1</sup>*El Boyer Scholarship Reconsidered-Priorities for the Professorate, Carnegie Foundation, 1990*

**LCOM FACULTY STANDARDS AND GUIDELINES  
PROMOTION CRITERIA MATRIX**

<b>SCHOLARSHIP OF DISCOVERY</b>	
The “scholarship of discovery” refers to traditional, hypothesis-driven research that results in the generation and dissemination of new knowledge.	
<b>Engaged</b>	<b>Excellent</b>
Serves as a collaborator in a basic science, clinical, translational, educational, or other research program	Designs and directs a basic science, clinical, translational, or other research program and plays a major role in writing up the results
Authorship of peer-reviewed journal articles that demonstrate the ability to generate and test hypotheses and represent a significant contribution to the published literature.  Coauthorship of manuscript series that demonstrate significant contribution and ability to work in collaborative team.	Has an ongoing record of first- or senior-author publications in peer-reviewed journals that: a) represent significant contributions to the published literature; b) demonstrate the ability to generate and test hypotheses; and c) demonstrate originality and independence as an investigator  Provides significant independent intellectual contributions to a successful team-based research program
Co-investigator status on grants  Contributor to Team Science	A consistent level of peer-reviewed or other funding for research awarded in a competitive manner over a sustained period of time  Unique and significant contribution to team science
A principal and sustained role in the management of a research program with external funding	Principal investigator status on commensurate competitive peer reviewed research grants (e.g., R03, R21 or mentored K08 or K23 awards from NIH or private foundations; R01, P01, or other independent awards)
Development of patents and copyrights	Development of a significant number of patents or commercialization of patents
Service as an ad hoc reviewer or member of an editorial board for a medical or scientific journal	Service as an editor, associate editor, or section editor for a medical or scientific journal
Ad hoc grant review	Service as a regular member on scientific study sections

**LCOM FACULTY STANDARDS AND GUIDELINES  
PROMOTION CRITERIA MATRIX**

<b>SCHOLARSHIP OF TEACHING</b>	
The “scholarship of teaching” focuses on the development of new teaching methods, assessments of learning outcomes and preparation and dissemination of highly effective curricula or other instructional materials.	
<b>Engaged</b>	<b>Excellent</b>
Improvement or expansion of an existing course or curriculum  Development of innovative sessions, novel lectures, problem-based learning cases, laboratory exercises or other instructional materials	Development of innovative courses
Adaptation of a curriculum from elsewhere into an effective learning experience for learners	Development of original and/or innovative teaching methods, such as educational websites, simulations, on-line degree courses, packaged CME courses, or workshops, etc.
Constant improvement and enhancement of an impactful and engaged learning experience	A strong record of first- or senior-author publications in health professions education or evidence of significant and unique contributions to team based science projects (may or may not be first/last author)
Novel, original presentations on teaching	Other evidence of teaching scholarship (e.g., research, grants, or national presentations that focus on understanding the best methods, or outcomes, of teaching)

**LCOM FACULTY STANDARDS AND GUIDELINES  
PROMOTION CRITERIA MATRIX**

<b>SCHOLARSHIP OF INTEGRATION</b>	
<p>The “scholarship of integration” (horizontal scholarship) includes creative synthesis or analyses that define “connections across disciplines” or bring new insights to bear on original research. The scholarship of integration seeks to interpret, analyze, and draw together the results of the original research. Review articles and book chapters are examples of the scholarship of integration.</p>	
<b>Engaged</b>	<b>Excellent</b>
Co-authorship of articles integrating knowledge in a field and assessing overall value of discoveries in relationship patient care, teaching, or other areas.	Consistent record of senior-author review or other scholarly products; these reviews or other integrative works represent a major body of scholarship that also provides a demonstrable national or international reputation.
Publication of review articles, book chapters, case series or other reports that integrate knowledge and put new discoveries into perspective.	Textbook author and/or editor  Journal editor

**LCOM FACULTY STANDARDS AND GUIDELINES  
PROMOTION CRITERIA MATRIX**

<b>SCHOLARSHIP OF APPLICATION</b>	
<p>The “scholarship of application” includes activities that build bridges between theory and practice or that apply knowledge to practical problems. Examples include development of new medical treatment modalities, clinical care pathways, or other activities that address community health care needs, shape public policy on health care, promote quality of care delivery and patient safety, and advance the science and practice of health care quality improvement.</p>	
<b>Engaged</b>	<b>Excellent</b>
Active participation in activities that promote health care quality, cost-efficiency, access, or patient safety within the institution (Provide documentation of interventions and outcomes)	Leadership of projects that have improved the quality of care, cost-efficiency, access, or patient safety locally, nationally, or internationally (Provides documentation of interventions and outcomes)
Co-authorship of articles, policy reports or other publications related to clinical or health services topics	A record of multiple publications related to clinical or health services topics, which may include clinical trials, investigative reports, case studies, policy reports or other publications that have advanced the science and practice of health care delivery and quality improvement
	<p>Articles, white papers, or other products of scholarship that focus on health care advocacy, community service or other activities that shape public policy on health care or that address health disparities</p> <p>Other evidence of clinical scholarship (e.g., research, authoritative review articles, grants, contributions to clinical information systems, publications, or national presentations) that promote health care quality, health care delivery or patient safety or that advance the science and practice of health care quality improvement</p> <p>Development of new techniques, therapies, clinical guidelines, patient care practices or health care delivery systems that have improved the health of patients or populations</p>

## STANDARDS AND GUIDELINES

### APPENDIX B: THE CLINICAL PATHWAY SUMMARY

#### **Definition**

The Clinical Pathway was created as a separate pathway within the LCOM promotion and tenure process to recognize outstanding clinical service by select members of LCOM clinical faculty. The Clinical Pathway exists for faculty members who focus on exemplary clinical care that has the potential to enhance the overall reputation of their Department and LCOM. Faculty members on this track typically devote 95 percent or more of their effort to patient care or administrative service. An accomplished faculty member on the Clinical Pathway is an innovative, evidence- based practitioner who is recognized locally, regionally, or nationally for exemplary clinical skills and/or clinical leadership.

A faculty member should be discussing which pathway best suits their career goals, and progress towards promotion within that pathway, with their Division Director, Chair, and department RPT Chair on a regular basis. This conversation should be centered around the pathway criteria established in the LCOM Standards and Guidelines, which can be found on the LCOM Office for Faculty website, and should be documented in the faculty member's annual reviews and in the forms, dossier, and other documents required for promotion.

The titles of faculty members on the clinical faculty are: Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor.

#### **Determinants**

Faculty on this Pathway are expected to support the broader educational and research missions of LCOM in conjunction with clinical care. Participation in teaching and research during clinical duties may be appropriate; however, promotional review is based on demonstration of clinical excellence. Citizenship is an expectation, as a member of the LCOM community, and is demonstrated through active engagement in service such as committees, task forces, supporting clinical trials, curriculum development, teaching in the clinical setting, and/or community outreach.

In line with the LCOM Promotion Matrix (Standards and Guidelines Appendix A), a guiding list of examples of clinical excellence are provided below. This is not exclusionary, but is intended to assist faculty, department chairs and promotion committees in matching Candidates' accomplishments to the promotion criteria. The application and weighting of criteria for reappointment and promotion and the means of fulfilling those criteria may vary among and even within departments depending on specificity

of discipline and assigned responsibilities by the Chair. The promotion process is meant to describe and reward continued professional growth and achievement.

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

### **Example Metrics for Clinical Excellence**

#### ***Recognition as a Clinical expert***

- Invitations to speak on issues related to area of clinical expertise
- Role in professional organizations/societies related to clinical expertise
- Peer reviewer for clinical journal
- Patient Care related awards
- Benchmarked (objective) evidence supporting excellence in clinical performance (e.g., complication rates, process improvement, reduction in health disparities, improved community health outcomes)
- Service as a consultant and/or preferred referral patterns

#### ***Influence and Innovation Clinical Practice***

- Clinical program development
- Developing guidelines/protocols for quality improvement or improved patient management
- Developing innovative treatments, procedures, or technologies with demonstrated improvement from previous approaches
- Operational improvements that make practice more efficient, effective, and/or easier to access
- Record of exemplary clinical leadership
- Interactions with LCOM educators; supervise students and trainees in direct care of patients
- Mentoring faculty and trainees in area of clinical expertise
- Clinical collaborator supporting researchers and/or clinical trials
- Leadership in quality improvement or innovation and high-value healthcare
- Development of initiatives that promote diversity, inclusion, and health equity

#### ***Dissemination***

- Publication of reviews, case reports in area of clinical practice
- Guidelines and/or protocol for patient treatment adopted within and/or outside the institution
- Innovative approach to patient care becomes a standard of practice
- Dissemination of clinical expertise through invited presentations (e.g., Grand Rounds or equivalent local/regional/national conferences, visiting professorship)
- Creation and/or participation in web-based education, podcasts, blogs, online seminars, educational websites relating to patient care to the extent their impact can be quantified
- Participation in community engagement

## **Documentation**

Documentation of outcomes of clinical excellence, clearly outlined in the dossier, is required for advancement beyond the rank of Assistant Professor. Promotion is value based, not volume based and will not be granted purely on length of service or clinical productivity. Given the unique nature of clinical excellence scholarship, supportive annual evaluations that record clinical effort and outcomes in the years leading up to promotion are essential documents on the Clinical Pathway. Equally important are the narrative sections of the promotion dossier, which should describe the activities, outcomes, and impact that qualify for clinical excellence, and how they align with departmental and LCOM goals. Examples of clinical accomplishments are provided above. These guiding questions are intended to assist in the preparation of a promotion dossier on the Clinical Pathway.

1. How have you advanced clinical operations, patient care, or programs; what is the relevance of this change?
2. What are your metrics for success; Provide specific outcomes achieved.
3. Who and what has improved because of this work (e.g., patient population, department/program and/or hospital network).
4. Specify personal role/contribution relative to individual vs team.
5. How have you disseminated your work and/or has it been adopted elsewhere (locally, regionally and/or nationally).
6. Who can best attest to the impact of your work?





**STANDARDS AND GUIDELINES**

**APPENDIX C: TENURE PATHWAY TIMELINES**

**TENURE PATHWAY ASSISTANT PROFESSOR to ASSOCIATE PROFESSOR WITH TENURE**

An Assistant Professor on the Tenure Pathway will be appointed for an initial three-year term and may be reappointed for up to two additional three-year terms, reviews taking place in years two, five and eight. Tenure may be granted to an Assistant Professor following successful promotion and tenure review at any time, in accordance with all applicable standards and criteria as described in the Faculty Handbook and in the Standards and Guidelines. The probationary period may include full-time service to UVM at another rank or pathway with the approval of the Department Chair, the Dean, and the Provost. If a faculty member applies for promotion and tenure prior to the eighth year and should promotion and tenure not be granted, the probationary period on the Tenure Pathway shall continue under the condition that reappointment has been recommended and approved. An Assistant Professor will be informed no later than the end of the eighth year of service whether tenure will be granted. If reappointment or tenure is not granted, the succeeding year (three, six, nine) shall be the terminal year of the UVM Tenure Pathway appointment.

**Assistant Professor:** Appointment beginning in 2024, appointed through 6/30/2027  
**Terms of appointments:** 3, 3, 3  
**Tenure Expect Date:** 7/1/2032 (8 years)

Year	Action Cycles	Required Evaluation	Due Date to Dean’s Office	Level of Review	Action Effective and Notification Dates
	Hired 1/1/24-12/31/24				Appointment effective through 6/30/2027
1	Fall 2024 – Spring 2025	No Action			
2	Fall 2025 – Spring 2026	First Reappointment Dossier	March 1, 2026	LCOM Only	Reappointment effective 7/1/2027-6/30/2030 Notification to Candidate by 6/30/2026
3	Fall 2026 – Spring 2027	No Action			
4	Fall 2027 – Spring 2028	No Action			
5	Fall 2028 – Spring 2029	Second Reappointment Dossier	October 1, 2028	LCOM & UVM	Reappointment effective 7/1/2030 – 6/30/2033 Notification to Candidate by 6/30/2029
6	Fall 2029 – Spring 2030	No Action			
7	Fall 2030 – Spring 2031	No Action			
8	Fall 2031 – Spring 2032	Promotion with Tenure Dossier	October 1, 2031	LCOM & UVM	Promotion and Tenure Effective 7/1/2032 Notification to Candidate by 6/30/2032
9	Fall 2032 – Spring 2033				Final Tenure Pathway year, if not promoted and tenured

**ASSOCIATE PROFESSOR to ASSOCIATE PROFESSOR WITH TENURE**

*An Associate Professor on the Tenure Pathway will be appointed for an initial two-year term and may be reappointed for an additional two-year term. Tenure may be awarded to an Associate Professor at any time in accordance with applicable tenure standards and criteria. An Associate Professor will be informed by the third year of service whether tenure will be granted, tenure review taking place in year three if not before. If reappointment or tenure is not granted, the succeeding year (two or four) shall be the terminal year of the UVM Tenure Pathway appointment.*

**Associate Professor:** Appointment beginning in 2024, appointed through 6/30/2026  
**Term of appointments:** 2, 2  
**Tenure Expect Date:** 7/1/2028 (4 years)

Year	Action Cycles	Required Evaluation	Due Date to Dean’s Office	Level of Review	Action Effective and Notification Dates
	Hired 1/1/24 – 12/31/24				Appointment effective through 6/30/2026
1	Fall 2024 – Spring 2025	No Action			
2	Fall 2025 – Spring 2026	Reappointment Dossier	October 1, 2025	LCOM Only	Reappointment effective 7/1/2026-6/30/2028 Notification to Candidate by 12/15/25
3	Fall 2026 – Spring 2027	Tenure Dossier	October 1, 2026	LCOM & UVM	Tenure Effective July 1, 2027 Notification to Candidate by 6/30/27
4	Fall 2027 – Spring 2028				Final Tenure Pathway year, if not tenured

**ASSOCIATE PROFESSOR WITH TENURE**

An individual hired with the proposed title of Associate Professor with Tenure will be reviewed for tenure prior to the start of their employment or as an off-cycle tenure review upon appointment. This requires a determination, under customary tenure review procedures, that the Candidate meets the standards and criteria for the award of tenure and reasonable assurance that this level of achievement will be sustained. Internal tenure review and award is thus a condition of an initial appointment at the rank of Associate Professor with Tenure. For faculty who have acquired tenure, no further academic reappointment review is required. Annual performance reviews will continue to be completed at the department level. An Associate Professor with Tenure may continue on the path to promotion to Professor. While there are no time requirements for promotion for Associate Professors with tenure, criteria for Professor should be reviewed with their Chair or designee.

**PROFESSOR WITH TENURE**

An individual hired with the proposed title of Professor with Tenure will be reviewed for tenure prior to the start of their employment or as an off-cycle tenure review upon appointment. This requires a determination, under customary tenure review procedures, that the Candidate meets the standards and criteria for the award of tenure and reasonable assurance that this level of achievement will be sustained. Internal tenure review and award is thus a condition of initial appointment at the rank of Professor with Tenure. For faculty who have acquired tenure, no further academic reappointment review is required. Annual performance reviews remain a requirement and are completed at the department level.