

Nova Southeastern University
Dr. Kiran C. Patel College of Allopathic Medicine
Merit and Promotion Guidelines 2020-21

Introduction

The success of the Dr. Kiran C. Patel College of Allopathic Medicine (the College or NSU MD) requires broad and deep levels of excellence throughout its missions in education, research, patient care, and service. Each faculty member contributes unique value to the overall mission of the College. The College's Merit and Promotion Guidelines are designed to allow the College to reward excellence in each role to which faculty are assigned while maintaining consistency with NSU standards. These guidelines define the levels of achievement that will indicate readiness for advancement within the College and should be used for career planning by the faculty in regular discussions with their mentors and Department Chairs.

Missions of the College

The College considers four major categories of academic responsibility for faculty evaluation and promotion: education, research and scholarship, patient care, and service. For consideration for promotion in rank, candidates must show participation in leadership activities in one or more of these categories that transform programs and advance the field in the regional, national and/or international arena.

Education

Contribution to the educational mission is required of all faculty. The College adheres to the AAMC's definition of education (which AAMC terms "teaching") as including five categories of activities in which faculty can demonstrate excellence (see [Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship](#), AAMC Consensus Conference on Educational Scholarship; July 2007). These categories are:

1. Teaching, defined as direct teaching and creation of associated instructional materials, such as instruction of students in classroom, small group, and laboratory settings; instruction of students, residents and fellows in inpatient and outpatient clinical settings and procedural areas; and supervision of theses and dissertations.
2. Curriculum development or revision
3. Advising and mentoring
4. Educational leadership and administration
5. Learner assessment

Research and Scholarship

Research includes laboratory and clinical investigation and discovery, whether as an independent investigator or as a major contributor to a successful investigative team. In addition, discovery and scholarship in methodology, population sciences, educational methods, clinical practice, quality and safety, and other areas constitute research and scholarship for the College.

Patient Care

As appropriate for the faculty member's training and qualifications, the provision of compassionate, cost-effective, excellent medical care to patients is a critically important mission of the College. An assignment to patient care requires the candidate to demonstrate effective clinical skills, provide or improve clinical innovations, develop clinical research and/or clinical programs, and participate in programs that measurably improve patient outcomes.

Service

All faculty members are expected to demonstrate good citizenship through service activities for their Department, the College, and NSU as well as interaction, engagement and leadership within their scholarly communities and in the public domain and such service is generally not considered as a metric for promotion. For consideration in promotion recommendations, candidates must show exceptional service both within the College of Medicine and University and to the community and profession. Examples of exceptional service include active participation in governance of professional organizations, engaging in the review of research grants, leading Departmental, College, or University committees and initiatives, commendable participation in community service or other volunteer activities, creative scholarly contributions to an administrative discipline, or evidence that community professional service (such as care of the indigent) makes a substantial contribution to the health of the College over and above the individual's clinical activity.

Administration

Administrative activities are not considered as a separate category, but will be considered within the area to which they apply. For example, administrative responsibility for an educational activity (e.g., residency director; course director; assistant or associate dean for education) will be considered within educational effort and evaluation. Administrative responsibility for a clinical activity (e.g., clinic director, clinical program director, chief of service) will be considered within patient care effort and evaluation. Administrative responsibility for a research activity (e.g., departmental vice chair for research, departmental research coordinator, associate dean for research) will be considered within research effort and evaluation.

Significant administrative assignments that do not fall into the four recognized categories, but serve a broader function (e.g., division chief, department chair, assistant or associate dean for advocacy, diversity, faculty) may be considered under the category of service. Excellence and scholarship in this type of administrative activity may be presented as a supplement to the activities in education, research and scholarship, and/or patient care in promotion considerations.

Overview of the College's Faculty Progression Model

Decisions on promotion are a key to the future quality and operation of NSU MD and the College is committed to supporting professional growth of its faculty through mentoring and clear expectations for performance and advancement in academic rank. The College expects all of its faculty members to have assignments in at least two of its mission areas of education, research and scholarship, patient care, and service. In general, faculty members with a primary assignment in research and scholarship or patient care will be expected to contribute to the education and/or service missions.

All faculty members will have opportunities for promotion based on the achievement of documented excellence within their assignments. Evidence of scholarship is required for all promotions. **Scholarly activity must be demonstrated regularly (i.e., on average annually) for a satisfactory review for faculty on continuing (5-year) contracts and for promotion to the rank of Associate Professor or**

Professor. Recommendations for promotion will be based on evidence that the candidate has achieved excellence in the major area of effort, see pages 6-14), while demonstrating proficiency (as defined on pages 4-5) in all other assigned areas. As a rule, promotion from Assistant to Associate Professor requires regional and/or national recognition, while promotion from Associate to Full Professor requires national and/or international recognition.

The offer letter from the Department Chair will describe the percentage effort in each area at the time of hiring. Thereafter, the annual Assignment of Responsibilities (AOR) from the Department Chair will describe the relative efforts for education, research and scholarship, patient care, and service.

To ensure fair and objective evaluation of faculty members in the context of their academic assignments, achievements in education, research and scholarship, patient care, and service will be emphasized proportionally, based on the individual candidate's percent of effort in these areas over time during his/her progress toward promotion.

Time-in-rank toward promotion to the next rank is typically 6 years. However, promotion will be based on demonstrated merit and not years of departmental employment.

While it is recognized that the responsibilities of part-time faculty may differ from those with full-time appointments, the definitions of the expectation of excellence and proficiency will be applied in the same manner as for full-time faculty.

Annual and Mid-Cycle Appraisal of Progress toward Promotion

Annual Evaluation: The Department Chair is responsible for completing an Annual Evaluation of each faculty member and for assessing the progress of faculty toward promotion. The Annual Evaluation will examine the assigned duties including education, research and scholarship, patient care, and service based on the faculty member's specific assignments as documented in the Assignment of Responsibilities or AOR (including any interim amendment). The Chair will provide a copy of the Annual Evaluation to each faculty member.

Periodic Career Review (Mid-Cycle Review): In addition to the Annual Evaluation, a comprehensive review of progress towards promotion will be conducted, at the latest, within three years after the time of hiring or 3 years after the time of the last promotion in rank.

Faculty Portfolio: All faculty will maintain a portfolio that documents their activities and accomplishments in each area of their AOR. The portfolio will document the breadth of the faculty member's accomplishments and contributions to the Department and College missions of education, research and scholarship, patient care, and service. The portfolio will be reviewed by the Department Chair annually, will be used to provide feedback on progress toward promotion at the mid-cycle review, and must be submitted as part of the promotion packet.

Outside Independent Reference Letters: Promotion from Assistant to Associate Professor does not require attainment of a national reputation in the candidate's discipline, while promotion from Associate to Full Professor generally requires attainment of a national or international reputation. For all promotions, unequivocal demonstration of scholarship is expected. Therefore, the promotion packet must include letters from referees outside of the university, at or above the rank to which the candidate is being promoted, who are acceptable to the Department Chair (based on expertise in the candidate's area). At least 3 such letters are required for promotion to the rank of Associate Professor, while promotion to Professor requires at least 5 letters. These should not come from persons closely identified with the

candidate (such as graduate advisors and post-doctoral mentors) so as to be objective. The list of potential reviewers should be compiled by the Chair in consultation with senior faculty in the candidate's area of expertise (Associate or Full Professors). These consultants may be faculty in the Department, or in other university departments if expertise within the department is not available. The list of potential referees will be provided in writing to the candidate, who will review this list for conflict of interest, or evidence that the reviewers do not have sufficient expertise in the candidate's field, and are therefore not qualified.

Role of the Merit and Promotion Committee in Appointments and Promotions

As described in the College's Bylaws, the Merit and Promotions Committee reviews the credentials of all prospective employed faculty who are proposed to be appointed at the rank of Associate Professor or Professor and reviews applications for promotion of employed faculty to the rank of Associate Professor or Professor. Rank for prospective affiliate faculty is recommended by the Department Chair to the Dean, who will make the final determination of rank. Following review, the Committee makes recommendations regarding appointments and promotions to the Dean. Faculty being appointed or promoted to the rank of Assistant Professor do not need to have their qualifications reviewed by the Merit and Promotion Committee.

Proficiency Standards

Proficiency in Education

Proficiency in education is best demonstrated by a documented education assignment and satisfactory supervisory, peer, and learner reviews of the documented educational activities. The following are required as documentation of proficiency:

- Peer reviews that demonstrate satisfactory teaching/education performance.
- Reviews by recipients of the educational efforts (e.g., students or residents) that demonstrate satisfactory educational performance. This evidence should include the number of evaluations collected and should summarize the results, including recipient comments when available.
- Additional evidence of proficiency in other areas of educational activity may be included, for example engaging in structured mentoring or advising activities, developing new instructional or curricular materials, evidence of learning (e.g., analysis of learner portfolios or critical incidents or results of pre- and post-teaching assessments of learner performance), and participation in interdisciplinary education efforts. Descriptions of the quantity and quality of these educator activities should demonstrate proficiency.

Proficiency in Research and Scholarship

Research is the systematic investigation into and study of aspects of the natural world to generate new knowledge, while scholarship refers to any activities that advance knowledge by being made available in a form others may build on or use, for which the contribution to the field is evaluated by peers. Proficiency in research and scholarship, at a minimum, is demonstrated by the faculty member's satisfactory performance of their assigned research or scholarship goals. The following are required for documentation of proficiency:

- For those with a work assignment of greater than 20%, regular dissemination of research findings (on average, at least annual publication), the majority of which should be through peer-reviewed publications.

- For those with a work assignment of 20% or less, at least one peer-reviewed publication or other evidence of dissemination of knowledge) during the period of review.
- Reviews by collaborators, peers, and external reviewers indicating satisfactory performance.
- Evidence in the portfolio of a scholarly approach and dissemination of knowledge may include journal articles, papers on pedagogic issues, review articles, case reports, clinical or educational outcomes studies, electronic dissemination (e.g., computer programs, CD-ROM, videos, web-based), textbooks, book chapters, presentations of scholarship in internal and regional fora, technology transfer, development of new protocols that are widely accepted, service development of educational tools, curricula or curricular models, study guides, computer-aided tools, new evaluation methodologies, well subscribed faculty development programs, development of patents, funding (e.g., research grants, training grants, clinical contracts, investigational drug studies, funded educational initiatives, cooperative industry agreements, etc.).

Proficiency in Patient Care

Proficiency in patient care is essential for any faculty member having an assignment to provide medical care to patients. At a minimum, proficiency in patient care is demonstrated by the faculty member's satisfactory performance of the assigned patient care responsibilities. Other evidence of proficiency may include the following:

- Satisfactory peer and supervisor reviews of the clinical service.
- Reviews by recipients of the service (e.g., colleagues, referring physicians, collective reviews/patient satisfaction inventories) that document proficiency.
- Measurable satisfactory participation in Quality Improvement (QI) activities of the clinical program. QI activities include adherence to national quality standards, successful achievement of national quality standards, targeted clinical-service-related collaborative partnerships with the community, improved health care outcomes, cost effectiveness/clinical efficiencies of the program, support/adoption of new technologies, and methods or procedures that contribute to improved health care outcomes or improve public health.

Proficiency in Service

Proficiency in service is best demonstrated by documented service and satisfactory peer and supervisory reviews of the service. Reviews by the recipients of the service or colleagues with knowledge of the service must also be obtained to document proficiency. Community service is defined as service to the Department, College, University, local community, region, state, or nation. Service to the profession is defined as service to research, to medical education, or to the candidate's professional organization(s). In order for the activities to be considered, they must involve expertise in patient care, one or more of the sciences basic to medicine (e.g., biomedical, social, behavioral), and/or medical education. Evidence of significantly increased clinical-service-related collaborative partnerships with the community may be presented as a supplement to the activities in service in promotion and periodic career review consideration.

Instructor

The criteria for appointment at the rank of Instructor include:

- A master's degree or higher.
- Related work experiences, professional licensure and certifications, honors and awards, documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching.
- Demonstrated interest in being a productive and collegial professional in the field of medical education.

Assistant Professor

The criteria for initial appointment at the rank of Assistant Professor, or promotion to the rank of Assistant Professor, include:

- A doctoral degree (Ph.D., M.D., D.O., or equivalent) with successful completion of a postgraduate training program; ABMS or AOA board certification or board eligibility in a clinical discipline, or the equivalent for non-M.D. specialists; and a major commitment to education, research and scholarship, and/or patient care.
- Evidence of the ability to be an effective teacher and carry out research and/or scholarly activity.
- Demonstrated interest in being a productive and collegial professional in the field of medicine, medical education and/or science.

Promotion from Assistant to Associate Professor

Promotion from Assistant to Associate Professor requires EXCELLENCE in the faculty member's primary mission and PROFICIENCY in all other assigned missions. Definitions of "excellence" as required for promotion from Assistant to Associate Professor are described below. Definitions of "proficiency" can be found on pages 4-5. As a rule, promotion from Assistant to Associate Professor requires regional or national recognition in the faculty member's primary mission.

Education Excellence

Promotion from Assistant Professor to Associate Professor with a primary assignment in education requires demonstration of excellence in educational activities as documented by achievements detailed in the education and the research/scholarship sections of the portfolio. These sections of the portfolio should be organized to clearly identify the candidate's contributions in one or more of the five categories recognized by the College: teaching, curriculum design and revision, mentoring and advising, educational leadership and administration, and learner assessment. The patient care and/or research sections of the portfolio should be completed as appropriate, to document proficiency in the other missions and to fully describe the candidate's scope of work. All candidates must complete the service section of the portfolio.

The education section of the portfolio must include the following:

- Documentation of a substantial education assignment with major responsibility (e.g., leadership role) for an educational program.
- Description of the faculty member's role for an educational program, with concise descriptions of the frequency and duration of the responsibility (quantity) and outcomes (quality).
- Peer and supervisory reviews that support the rating of excellence. The evidence should include the number of evaluations collected and should summarize results, including comments when available.
- Reviews by the recipients (students or residents) that support the rating of excellence. The evidence should include the number of evaluations collected and should summarize results, including comments when available.

Excellence in scholarly activity in education should be documented in the research/scholarship section of the portfolio. Types of evidence of scholarly activity include but are not limited to:

- Journal articles, papers on pedagogic issues, review articles, case reports, educational outcomes studies, electronic dissemination (e.g., computer programs, CD-ROM, videos, web-based), textbooks, book chapters.
- Technology transfer, development of new approaches that are widely accepted, development of educational tools, curricula or curricular models, study guides, computer-aided tools, new evaluation methodologies, well-subscribed faculty development programs, workbooks adopted by other institutions.
- Invited lectureships, grand rounds, presentations of scholarship at regional or national forums.
- Serving as a specialty board reviewer, writing board review questions, or writing questions for the MCAT or USMLE examinations.
- Intramural or extramural funding for an educational project. Funding also demonstrates peer acceptance and is important to sustaining the program of scholarship.
- Leadership role in a local, regional, or national conference or in a multidisciplinary or interprofessional intramural conference on education.
- Evidence-based development or revision of organizational policy.
- Poster or oral presentations at local, regional, or national meetings.
- Incorporation of new educational technology or an evidence-based educational module into a curriculum.
- Evidence-based consultation to public officials at community, regional, state, or national venues.

The Chair's letter should indicate the Departmental expectations for education and whether the candidate meets these expectations.

Research/Scholarship Excellence

Promotion from Assistant Professor to Associate Professor with a primary assignment in research requires attainment of excellence in research/scholarship as documented by achievements detailed in the research/scholarship section of the portfolio. The education and/or patient care sections of the portfolio should be completed as appropriate, to document proficiency in the other missions and to fully describe the candidate's scope of work. All candidates must complete the service section of the portfolio.

The research/scholarship section of the portfolio must include the following:

- Description of the faculty member's research focus, development of his/her research program over the period of review, and role in research team activities.

- Reviews by peers and supervisors that support the rating of excellence. The evidence should include the number of evaluations collected and should summarize results, including comments when available.

Demonstration of research excellence may be documented by:

- Publication of peer-reviewed articles in authoritative scholarly journals. The quality and impact of published articles are more important than the number published. Calculation of the candidate's publication h-index or citing the publication's impact factor may be added to the listing of publications as a means to demonstrate the candidate's impact in the field. The candidate must indicate his/or her contribution as an author for each publication.
- Publications as a member of a successful research team which include a description of the candidate's contributions to the research effort.
- Attainment of investigator-initiated, peer-reviewed research funding, beyond mentored awards, or demonstration of equivalent levels of scholarship.
- Publication of invited, important review articles, state-of-the-art articles, chapters, books and other forms of enduring scholarly work and communications.
- Invited presentations of research findings at meetings of scientific societies.
- Invited participation in national advisory committees for research foundations, federal funding agencies or other authoritative bodies.
- Professional contributions, such as serving on committees to develop clinical practice guidelines or healthcare policies.
- Listing and description of inventions and patent applications and awards.

Demonstration of the candidate's reputation within his/her discipline may be documented by activities such as those outlined below. Achievement of a national reputation is encouraged, but not required.

- Peer reviewer for scholarly publications.
- Service on editorial boards.
- Peer reviewer/grader for abstract submissions to extramural, regional, national and international meetings.
- Peer reviewer of research proposals for funding agencies, including foundation and federal study sections.
- Membership and leadership within leading national scientific societies of the candidate's field.
- Invited service as the chair or moderator of sessions for presenting original research at national meetings.

The Chair's letter should indicate the Departmental expectations for research productivity and whether the candidate meets these expectations, including the candidate's exact role in research team activities.

Patient Care Excellence

A candidate with a primary mission assignment in patient care may be promoted to Associate Professor with the demonstration of excellence in patient care as documented by achievements detailed in the patient care section of the portfolio. The education and/or research/scholarship sections of the portfolio should be completed as appropriate, to document proficiency in the other missions and to fully describe the candidate's scope of work. All candidates must complete the service section of the portfolio.

A candidate's portfolio may demonstrate excellence in patient care even if one or more of the elements are not applicable or not available. For example, for faculty candidates who have not had many years to compile a full portfolio, a minimum of two (2) peer evaluations of clinical work should be submitted. If

other elements, including patient satisfaction scores are not available for the evaluation period, that section should be noted as “not available”.

The patient care section of the portfolio should demonstrate the breadth and impact of the candidate’s academic clinical practice and include the following:

- Scope of the faculty member’s clinical practice.
- Interdisciplinary and/or interprofessional evaluations.
- Patient satisfaction scores.
- Demonstrated commitment to ongoing growth in clinical performance.
- Quality of care metrics.
- Clinical leadership roles.
- Professional contributions, such as serving on committees to develop clinical practice guidelines or healthcare policies.
- Clinical referrals.
- Clinical publications.
- Clinical presentations.
- Awards and Honors.
- Other information deemed pertinent to fully describing the candidate’s contributions.

Clinical excellence must be supported by annual letters of evaluation documenting excellence in clinical care, innovation in practice methods, development of new programs, and leadership in safety and quality initiatives.

The Chair’s letter should indicate the Departmental expectations for clinical performance and reputation and whether the candidate meets these expectations.

Service Excellence

Service contributions are expected of every faculty member but normally will not, in and of themselves, constitute accomplishments suitable for the basis for promotion. In general, service activities external to the University will help to establish the candidate’s reputation in his/her discipline and area of primary assignment. However, if a faculty member has a primary service assignment that cannot be designated within the education, research and scholarship, or patient care missions and would like those activities to be considered in decisions about promotion, the candidate should fully describe the role and accomplishments achieved within that role. Scholarship must be demonstrated. The Chair’s annual evaluation and promotion letter should document excellence in the performance of the candidate’s activities. Outside evaluators should confirm the candidate’s achievement of excellence in service. Other elements that may document excellence in such service activities could include:

- Documentation of substantial activity and productivity within the service assignment.
- Excellent regional or exceptional internal reputation as a leader within the service assignment, as documented in letters of evaluation.
- Scholarship related to the primary service mission.
- A record of one or more of the following:
 - Evidence of novel and/or innovative program development and implementation.
 - Evidence of a major leadership role in a Department or Center.
 - Invited presentations at extramural meetings.
 - Documentation that the candidate has had significant interaction and positive engagement with communities outside the College.

- Acquisition of external funding in support of service programs.
- Scholarship related to community professional service.

Promotion from Associate Professor to Professor

Promotion from Associate Professor to Professor requires EXCELLENCE in the faculty member's primary mission, and PROFICIENCY in all other assigned missions. Definitions of "excellence" as required for promotion from Associate Professor to Professor are described below. Promotion to Professor is largely based on accomplishments since promotion to Associate Professor, and the portfolio should demonstrate scholarly achievements since that time. As a rule, promotion from Associate Professor to Professor requires national and/or international recognition in the faculty member's primary mission.

Education Excellence

Promotion from Associate Professor to Professor with a primary assignment in education requires demonstration of excellence in educational activities as documented by achievements detailed in the education and the research/scholarship sections of the portfolio. These sections of the portfolio should be organized to clearly identify the candidate's contributions in one or more of the five categories recognized by the College: teaching, curriculum design and revision, mentoring and advising, educational leadership and administration, and learner assessment. The patient care and/or research sections of the portfolio should be completed as appropriate, to document proficiency in the other missions and to fully describe the candidate's scope of work. All candidates must complete the service section of the portfolio.

The education section of the portfolio must include the following:

- Documentation of a substantial education assignment with major responsibility (i.e., leadership role) for an educational program.
- Description of the faculty member's role for an educational program, with concise descriptions of the frequency and duration of the responsibility (quantity) and outcomes (quality).
- Peer and supervisory reviews that support the rating of excellence. The evidence should include the number of evaluations collected and should summarize results, including comments when available.
- Reviews by the recipients (students or residents) that support the rating of excellence. The evidence should include the number of evaluations collected and should summarize results, including comments when available.

Excellence in scholarly activity in education should be documented in the research/scholarship section of the portfolio. For promotion to professor, *extra-university leadership* in education, curriculum development, advising/mentoring, educational leadership/administration, and/or learner assessment is required. Types of evidence of scholarly activity include but are not limited to:

- Journal articles, papers on pedagogic issues, review articles, case reports, educational outcomes studies, electronic dissemination (e.g., computer programs, CD-ROM, videos, web-based), textbooks, book chapters.
- Technology transfer, development of new approaches that are widely accepted, development of educational tools, curricula or curricular models, study guides, computer-aided tools, new

evaluation methodologies, well-subscribed faculty development programs, workbooks adopted by other institutions or by national or international educational organizations.

- Invited lectureships, grand rounds, presentations of scholarship at national or international forums.
- Invited participation in evaluation of an educational activity at another institution.
- Serving as an accreditation site visitor nationally (e.g., LCME or ACGME) or internationally.
- Serving as a specialty board reviewer, writing board review questions, or writing questions for the MCAT or USMLE examinations.
- Intramural or extramural funding for an educational project. Funding also demonstrates peer acceptance and is important to sustaining the program of scholarship.
- Leadership role in a national or international conference on education.
- Evidence-based development or revision of extra-university organizational policy.
- Poster or oral presentations at national or international meetings.
- Evidence-based consultation to public officials at regional, state, national or international venues.

The Chair's letter should indicate the Departmental expectations for education and whether the candidate meets these expectations.

Research/Scholarship Excellence

Promotion from Associate Professor to Professor with a primary assignment in research requires attainment of excellence in research/scholarship as documented by achievements detailed in the research/scholarship section of the portfolio. The education and/or patient care sections of the portfolio should be completed as appropriate, to document proficiency in the other missions and to fully describe the candidate's scope of work. All candidates must complete the service section of the portfolio.

The research/scholarship section of the portfolio must include the following:

- Description of the faculty member's research focus, development of his/her research program over the period of review, and role in research team activities.
- Reviews by peers and supervisors that support the rating of excellence. The evidence should include the number of evaluations collected and should summarize results, including comments when available.

Demonstration of research excellence may be documented by:

- Sustained record of publication of peer-reviewed articles in authoritative scholarly journals. The quality and impact of published articles are more important than the number published. Calculation of the candidate's publication h-index or citing the publication's impact factor may be added to the listing of publications as a means to demonstrate the candidate's impact in the field. The candidate will indicate his/or her contribution as first or senior author for each publication.
- Publications as a member of a successful research team which include a description of his/her contributions to the research effort.
- Attainment of investigator-initiated, peer-reviewed research funding, beyond mentored awards, or demonstration of equivalent levels of scholarship. Participation as one of multiple PIs for grant funding or as a key member of a multidisciplinary research team should be documented.
- Publication of invited, important review articles, state-of-the-art articles, chapters, books and other forms of enduring scholarly work and communications.

- Invited presentations of research findings at meetings of scientific societies.
- Invited participation in national advisory committees for research foundations, federal funding agencies or other authoritative bodies.
- Listing and description of inventions and patent applications and awards.

Demonstration of one's reputation within his/her discipline should be documented as outlined below. Achievement of a national or international reputation is required.

- Documentation from letters of evaluation by referees outside of the university (see page 3) that the candidate has achieved a reputation of excellence in research and scholarship.
- Publication of invited, important review articles, state-of-the-art articles, chapters, books and other forms of enduring scholarly work and communications.
- Peer reviewer for scholarly publications.
- Service on editorial boards.
- Peer reviewer/grader for abstract submissions to extramural, regional, national and international meetings.
- Peer reviewer of research proposals for funding agencies, including foundation and federal study sections.
- Membership and leadership within leading national or international scientific societies of the candidate's field.
- Invited service as the chair or moderator of sessions for presenting original research at national or international meetings.

The Chair's letter should indicate the Departmental expectations for research productivity and whether the candidate meets these expectations, including the candidate's exact role in research team activities.

Patient Care Excellence

A candidate with a primary mission assignment in patient care may be promoted from Associate Professor to Professor with the demonstration of sustained excellence in patient care as documented by achievements detailed in the patient care section of the portfolio. The education and/or research/scholarship sections of the portfolio should be completed as appropriate, to document proficiency in the other missions and to fully describe the candidate's scope of work. All candidates must complete the service section of the portfolio.

Evidence for sustained clinical scholarship is required. Peer evaluations should be completed on each faculty member by a minimum of two evaluators every three years. A candidate's portfolio may demonstrate excellence in patient care even if one or more of the elements are not applicable or not available. Publications and presentations should be highlighted in the patient care section of the portfolio if they are particularly relevant to the demonstration of excellence. Demonstration of contributions and accomplishments in patient care should be rated well above average in annual evaluations.

The patient care section of the portfolio should demonstrate the breadth and impact of the candidate's academic clinical practice and include the following:

- Scope of the faculty member's clinical practice.
- Interdisciplinary and/or interprofessional evaluations that support the rating of excellence.
- Peer and supervisory reviews that support the rating of excellence.
- Patient satisfaction scores and/or reviews by patients that support the rating of excellence.
- Demonstrated commitment to ongoing growth in clinical performance.
- Quality of care metrics.

- Clinical leadership roles.
- Professional contributions, such as serving on committees to develop clinical practice guidelines or healthcare policies.
- Clinical referrals.
- Clinical publications.
- Clinical presentations.
- Awards and Honors.
- Other information deemed pertinent to fully describing the candidate's contributions.
- Evidence that the clinician measurably and significantly improved the clinical program, as demonstrated by:
 - Obtaining funding support for the program through contracts, significantly increased revenues, or new patient referrals.
 - Evidence of significantly increased clinical-service-related collaborative partnerships with the community.
 - Evidence of improved health care outcomes.
 - Evidence of significantly increased cost effectiveness of the program (for example, improved clinic efficiencies).
 - Introduction of new technologies, methods or procedures that contribute to improved health care outcomes; or evidence of a significant contribution to improved public health.

Clinical excellence must be supported by annual letters of evaluation documenting excellence in clinical care, innovation in practice methods, development of new programs, and leadership in safety and quality initiatives.

The Chair's letter should indicate the Departmental expectations for clinical performance and reputation and whether the candidate meets these expectations.

Service Excellence

Service contributions are expected of every faculty member but normally will not, in and of themselves, constitute accomplishments suitable for the basis for promotion. In general, service activities external to the University will help to establish the candidate's reputation in his/her discipline and area of primary assignment. However, if a faculty member has a primary service assignment that cannot be designated within the education, research and scholarship, or patient care missions and would like those activities to be considered in decisions about promotion, the candidate should fully describe the role and accomplishments achieved within that role. Scholarship must be demonstrated. The Chair's annual evaluation and promotion letter should document excellence in the performance of the candidate's activities. Outside evaluators should confirm the candidate's achievement of excellence in service. Other elements that may document excellence in such service activities could include:

- Documentation of substantial activity and productivity within the service assignment.
- Excellent regional or exceptional internal reputation as a leader within the service assignment, as documented in letters of evaluation.
- Scholarship related to the primary service mission.
- A record of one or more of the following:
 - Evidence of novel and/or innovative program development and implementation.
 - Evidence of a major leadership role in a Department or Center.
 - Invited presentations at extramural meetings.

- Documentation that the candidate has had significant interaction and positive engagement with communities outside the College.
- Acquisition of external funding in support of service programs.
- Scholarship related to community professional service.

Publication, Use and Revision of the Guidelines

Each faculty member will have access to the updated electronic version of these guidelines and to the NSU, NSU MD and any Departmental websites that provide additional clarifications. Each faculty member has the responsibility to complete all elements of their portfolio and promotion packet and to ensure the accuracy of the information provided. Each Department should provide advice on the preparation of the packet through mentors or other assigned individuals who are knowledgeable about the process. Personnel in the Office of Faculty Development in the College are available to provide guidance at any time during the promotion process and efforts to inform faculty and staff about the promotion process will be ongoing.

These Guidelines will be reviewed regularly. All proposed changes will be presented for faculty review and comment. Modifications will be approved by majority vote of the Executive Committee of the College as defined in the Bylaws. For substantial changes, the new approved Guidelines will become final 24 months from the date of approval. However, faculty members may elect either the previous or the new Guidelines for consideration of their promotion packets for the two (2) years from the date of approval of any changes to the guidelines. The selection of which guidelines will be applied will be indicated by inserting the selected version in the promotion packet.