

## **AHEC-AFFILIATED RESIDENCY PROGRAM FACULTY (CONSORTIUM)**

### **MUSC COLLEGE OF MEDICINE**

### **APPOINTMENT, REAPPOINTMENT, AND PROMOTION CRITERIA AND PROCEDURES FOR FULLTIME AHEC FACULTY**

#### **Preamble**

The Medical University of South Carolina (MUSC) College of Medicine recognizes the importance of full-time, AHEC-affiliated faculty members (salaried by AHEC-affiliated institutions) who do not pursue traditional tenure-track faculty appointments. These clinicians play a very important role both in their programs and in their communities. The heavy teaching and patient care responsibilities of these clinicians may limit their ability to participate in significant research or scholarship endeavors. However, their contributions to the education of medical students, residents, peers, and the local, state, and national medical communities warrant their consideration for appointment at MUSC as AHEC faculty.

The following procedures and criteria provide a structure for appointing, evaluating, and promoting AHEC-affiliated faculty members. Evaluation of performance should be based on both quantitative and qualitative estimates of activities relevant to the candidate's work.

**Fulltime AHEC Faculty Track:** The AHEC faculty track is an appointment track that recognizes the contributions of professionals at the institutions that comprise the SC AHEC system. This is a non-tenure granting track.

**Eligibility:** All full-time faculty who work at affiliated teaching sites that constitute the SCAHEC system and who are not employees of MUSC may be considered for faculty appointments on the AHEC track.

**Appointments:** Processing of applications for faculty appointments has been contractually assigned to **VERGE Solutions**. For further information, go to the APT website:

<http://www.musc.edu/com/faculty/apt.htm>. Faculty proposed for appointment on the AHEC Track system will be submitted to and reviewed by the AHEC Executive Director. If the application is complete and the requested rank is consistent with the criteria, the AHEC Executive Director has the authority to approve the appointment. If there are any questions, the Executive Director will request that the AHEC Promotions (AHEC AP) Committee meet to consider the application. Appointments approved by the AHEC AP Committee are sent to the Dean of the MUSC College of Medicine for final action.

**AHEC AP Committee:** This committee will include a member of the faculty from each AHEC-affiliated family medicine residency program (excluding the residency program director). The AHEC Executive Director will serve as an ex officio member of the committee. Membership on the AHEC AP Committee will be a rolling four-year appointment where two individuals will rotate off annually. Everyone is eligible to remain for another four-year term.

#### **Types of Appointment:**

**AHEC Instructor:** an entry level position for new faculty members who may not have had time to demonstrate the skills or commitment necessary for a teaching career; eligible for certification by the board of their specialty (applies to physicians).

**AHEC Assistant Professor:** a board certified (applies to physicians) faculty member who is developing teaching and clinical skills. AHEC Assistant Professors should demonstrate excellence in teaching (through the accumulation of teaching awards, regional teaching invitations, and/or the participation in statewide teaching programs), excellence in clinical skills (including a heavy clinical load or clinical leadership within their institution), and some scholarly contribution (such as presenting at CME

programs outside their institution, publishing scholarly paper(s), participating in a leadership role in clinical research activities, developing or revising curricular materials).

**AHEC Associate Professor:** a board certified (applies to physicians), mid-career educator who has demonstrated excellence at their own site. AHEC Associate Professors should demonstrate continued excellence in teaching and recognition for their educational services (consistent teaching awards, invitations to speak at regional and/or national meetings, publication of teaching methods or programs, administrative leadership of educational programs such as residency program director, clinic medical director, etc.), excellent clinical skills, and continued scholarly work (publications in national journals, participation in national committees or task forces, etc.).

**AHEC Professor:** a board certified, developed, mature educator with a regional and national reputation for leadership, educational excellence, and scholarship.

### **Appointment and Promotion Process:**

Each appointment or promotion through the AHEC track will be initiated by an AHEC Program Director and forwarded to the AHEC Executive Director. If the application is complete and the requested rank is consistent with the criteria, the AHEC Executive Director has the authority to approve the appointment. If there are any questions, the Executive Director will request that the AHEC Promotions (AHEC AP) Committee meet to consider the application.

Recommendations for promotion of AHEC faculty will be reviewed by the AHEC AP Committee. Appointments approved by the AHEC AP Committee are sent to the Dean of the MUSC College of Medicine for final action.

**AHEC Faculty Track Designations:** An AHEC track faculty member will use the title MUSC AHEC Assistant Professor (AHEC site/specialty) (e.g., MUSC AHEC Associate Professor (Florence/Family Medicine)) as their official title in all material relating to their appointment at MUSC.

### **Promotion Criteria**

Evidence of progressively effective performance is required for advancement through faculty ranks. Members of the Appointment and Promotions Committee will be guided by the following criteria in making their recommendations:

#### **Instructor to Assistant Professor**

Promotion from the rank of Instructor to the rank of Assistant Professor should be requested once individuals have demonstrated a keen interest and aptitude as teachers, clinicians, and/or researchers/ scholars. Evidence should be provided based on the candidate's local, and where applicable, regional contributions. A physician candidate at the rank of Assistant Professor must be board certified, possess maturity of judgment, personal and professional integrity, motivated productivity, and a commitment to institutional and professional goals. Promotion from the rank of Instructor to the rank of Assistant Professor generally requires at least an "Adequate" record in two of the three categories (teaching, scholarship/ research, service/ patient care) and the accrual of a minimum of three points. If a category is not applicable to a candidate, the minimum requirement becomes two points.

#### **Assistant Professor to Associate Professor**

Promotion from the rank of Assistant Professor to the rank of Associate Professor should be requested only if individuals demonstrate real promise that they will become leading teachers, clinicians, and/or scholars/ researchers. Promise should, in fact, be substantiated by tangible, developing evidence. A candidate at the rank of Associate Professor must possess maturity of judgment, personal and professional integrity, highly motivated productivity, potential for leadership, and commitment to

institutional and professional goals. Promotion from the rank of Assistant Professor to the rank of Associate Professor generally requires at least an “Adequate” record in each of the three categories (teaching, scholarship/ research, service/ patient care) and the accrual of a minimum of four points. If a category is not applicable to a candidate, the minimum requirement becomes three points.

Associate Professor to Professor

Promotion from the rank of Associate Professor to the rank of Professor should normally be based upon promise fulfilled. A move to the rank of Professor should be accompanied by evidence of attainment of national or international stature in a field. Additionally, a candidate for promotion at the rank of Professor must demonstrate maturity of judgment, personal and professional integrity, leadership skills, administrative abilities, and commitment to institutional and professional goals. Promotion from the rank of Associate Professor to the rank of Professor generally requires at least a “Substantial” record in each of the three categories (teaching, scholarship/ research, service/ patient care) and accrual of a minimum of seven points. If a category is not applicable to a candidate, the minimum requirement becomes five points.

<b>Performance Categories Levels</b>	<b>Teaching</b>	<b>Scholarship/Research</b>	<b>Service/Patient Care</b>
Unsatisfactory	0	0	0
Adequate	1	1	1
Substantial	2	2	2
Outstanding	3	3	3

Criteria for Achievement

1. Criteria for “Adequate” Achievement

- Teaching

Recognition as an effective teacher of medical students and residents. Documentation will include a rating of at least “3” (on a scale of “1” to “5” with “1” being lowest and “5” being highest) on the majority of student and peer evaluations and favorable letters from the clerkship and/ or training director(s).

- Scholarship/ Research

Publications of merit and significance as senior author or principal collaborator. It is not possible to give a precise, quantitative criterion for the number of publications, since the scope and influence of the work must be weighed in each case. Ordinarily the candidate would be expected to have published a minimum of 4 articles in refereed journals or the equivalent within an area in which the individual has demonstrated a consistent level of expertise. Documentation will include copies of publications and favorable review of the significance of the candidate’s scholarship in outside letters of reference. Educational products such as book chapters and comprehensive written curricula for use in educating students and/ or residents will be considered as contributions in the scholarship/ research category. Other qualifying activities would include funding of a competitive research grant with the candidate as the principal investigator; editorship (or associate or assistant editor) of a refereed professional or scientific journal; reviewer of several manuscripts for refereed journals or of several grant proposals for a study section; service on a scientific task force or advisor group for NIH or equivalent; or several refereed or invited scientific presentations at regional, state, national, or international meetings will also be evidence of proficiency in this area. Articles counted in the teaching category may not be counted again under scholarship/ research or service/ patient care. (Book reviews, letters to the editor, abstracts of oral presentations and papers submitted but not yet accepted are not considered as meeting this requirement). Documentation will include copies of published work and drafts of work that have been accepted by a journal or are in press.

- Service/ Patient Care

Recognition as effective in carrying out assigned roles as leader or coordinator of programs, committee assignments, and/ or counterpart activities in the community (e.g., participation in local, state or national professional organizations). Effective participation in assigned patient care activities. Documentation will include a favorable letter from the principal clinical program supervisor and the individual(s) to whom the candidate is accountable for committee work and public service assignments.

## 2. Criteria for “Substantial” Achievement

The criteria that follow are in addition to those required for “Adequate” achievement:

- Teaching

Documentation will include a rating of at least “4” (on a scale of “1” to “5” with “1” being lowest and “5” being highest) on the majority of student and peer evaluations and favorable letters from the clerkship and/ or training director(s) for a significant teaching load. In addition, publication in a refereed journal on educational issues; teaching awards from residents or medical students; peer (CME) teaching beyond the institution at regional, state, or national professional meetings; or receipt of a career teacher grant or award, or serving as principal investigator for a training grant awarded to the department will also be evidence of proficiency in this area.

- Scholarship/ Research

A “Substantial” publication record is required. While this is impossible to quantify precisely, it would ordinarily be expected that the candidate has published 8 or more articles, acting as senior author of at least 4, in referred journals, or the equivalent within an area in which the individual has demonstrated a consistent level of expertise. Documentation will include copies of publications and favorable review of the significance of the candidate’s scholarship in outside letters of reference. Articles counted in the teaching category may not be counted again under scholarship/ research or service/ patient care. Educational products such as book chapters and comprehensive written curricula for use in educating students and/ or residents will be considered as contributions in the scholarship/ research category. Other qualifying activities would include funding of a competitive research grant with the candidate as the principal investigator; editorship (or associate or assistant editor) of a refereed professional or scientific journal; reviewer of several manuscripts for refereed journals or of several grant proposals for a study section; service on a scientific task force or advisory group for NIH or equivalent; or several refereed or invited scientific presentations at regional, state, national, or international meetings will also be evidence of proficiency in this area.

- Service/ Patient Care

Candidate will have served effectively on committees, or the candidate will have documented a “Substantial” patient care record in any of several ways.

A “Substantial” service record also requires that the candidate will have served effectively on local, regional, or national committees.

Documentation of a “Substantial” patient care record requires that the candidate has become known for expertise and innovation in the diagnosis and/ or treatment of a particular disease or of a particular group of patients. Or, the candidate might have developed a substantial reputation as a clinician treating a broad range of patients in support of the clinical mission of the program. The best documentation of these clinical contributions would come from the letter written by the program director; and if the reputation of the clinician has gone beyond the institution, outside letters as well.

In addition to the above, refereed publications on administrative or patient care issues; presenting one or more workshops or demonstrations on diagnosis or treatment at a regional, state, or national meeting; appointment to a regional, state, or national task force or committee addressing administrative, organizational, service delivery, or patient care issues; serving as a principal investigator for a training,

clinical program, or public service grant awarded to the department; receipt of a grant or award for research on patient treatment or participation in a multi-center collaborative treatment study; or department receipt of a national recognition award for excellence of a clinical program in which the candidate has devoted significant effort will also be evidence of proficiency in service/ patient care.

### 3. Criteria for “Outstanding” Achievement

The criteria that follow are in addition to those required for “Substantial” achievement:

- Teaching

Documentation will include a rating of “5” (on a scale of “1” to “5” with “1” being lowest and “5” being highest) on a majority of student and peer evaluations and favorable letters from the clerkship and/ or training director(s) for a very significant teaching load. Further evidence of proficiency in this area can be demonstrated as in the criteria for “Substantial” achievement.

- Scholarship/ Research

Fifteen papers, 7 as senior author, published in refereed journals, or the equivalent as described in the “Substantial Achievement” section for Scholarship/ Research within an area in which the individual has demonstrated consistent level of expertise depending on the percent of candidate’s effort assigned to scholarship/ research (e.g., a candidate whose principal activity is research would be expected to meet the quantitative requirement at the high end of the range). Articles counted in the teaching category may not be counted again under scholarship/ research or service/ patient care. Outside letters should indicate that the candidate has a state, regional, and national reputation in some area in his or her field. Further evidence of proficiency in this area can be demonstrated as in the criteria for “Substantial” achievement.

- Service/ Patient Care

Candidate will have served the department in a major administrative role (e.g., with oversight for a clinical, teaching, or research program that has multiple program elements, typically requiring supervision of the work of junior faculty or comparable personnel, or a similar major role or roles, continuing over several years, in a regional, state, or national professional organization); or the candidate will have demonstrated an “Outstanding” patient care record. In addition, the candidate’s administrative leadership will have received regional, state, or national recognition by peers, or the candidate will have achieved regional, state, or national prominence in some aspect of patient care.

An “Outstanding” service record also requires that the candidate will have served effectively on at least three local, regional, or national committees. Documentation of an “Outstanding” service record requires a favorable letter from committee chairs and/ or from the program director. Outside letters will give favorable comment on the candidate’s regional, state, or national reputation as an outstanding organizational leader.

Documentation of an “Outstanding” patient care record requires that the candidate will have a regional, state, or national reputation for expertise and innovation in the diagnosis and/ or treatment of a particular disease or of a particular group of patients. Outside letters will give favorable comment on the candidate’s regional, state, or national reputation as an outstanding clinician.

In addition to the above, further evidence of proficiency in the area of service/ patient care can be demonstrated as in the criteria for “Substantial” achievement.

### **Appendix: Additional Suggested Sources for Documentation of Performance**

#### 1. Teaching

Contribution to:

##### a. Curriculum development

- Undergraduate medical education: give course number and type of activity
- Graduate medical education: describe curriculum, type of student, goals of program
- Postgraduate education: describe curriculum, type of student, goals of program
- Continuing medical education: describe curriculum, type of participants, goals of program

b. Undergraduate, graduate, postgraduate, and continuing medical education

- Classroom lecture: give number of contact hours, number of learners
- Case conference: give frequency, number and type of participants, topic area
- Clinical teaching and supervision: give frequency, number of learners, type of activity
- Course coordination: final number of contact hours, number of students

c. Participation in training and educational curricula of affiliated programs

d. Evidence of teaching quality and quantity of teaching load

- Peer evaluations
- Student and/ or resident evaluations
- Residents' performance on objective tests (e.g., In-training Exam, Specialty Boards)
- Evaluation by department chair
- Evaluation by faculty of higher rank

e. Development of teaching methods or aids

- Computer simulation
- Audio-visual presentations
- Medical illustrations
- Handouts
- Models (anatomical, biochemical, etc.)
- Other (weekend symposium, etc.)

2. Scholarship/ Basic and Applied Research

a. Publications

- Refereed journal articles
- Books
- Book chapters
- Clinical and case reports
- Invited reviews
- Non-refereed journal articles

b. Presentations

- Invited talks at scientific and professional meetings
- Non-invited talks
- Seminars given

c. Grants

- Applications submitted, approved, and/ or funded

d. Development and supervision of student research projects

- Medical student research projects

- Resident research projects
  - Membership on dissertation committees, oral examination committees
- e. Attendance at and participation in professional and scientific meetings

### 3. Service/ Patient Care

#### Service

a. To students and/ or residents:

- Faculty advisor
- Student counseling
- Advisor to student organizations
- Membership on student-faculty committees

b. To the program:

- Course coordination
- Committees and subcommittees (e.g., practice plan, curriculum development, library, etc.)
- Administrative responsibilities

c. To affiliated hospitals:

- Committees and subcommittees (e.g., quality assurance, medical staff, etc.)
- Administrative responsibilities

d. To the profession:

- Presentations at professional meetings
- Development of symposia, professional meetings, etc.
- Chair at professional meetings
- Professional organization/ society officer
- Service on ethics boards, boards of examiners
- Editorial board membership
- Professional organization/ society memberships and activities
- Research and grant review panels
- Membership on accreditation committees
- Development of grants

e. To the community:

#### Professional services

- Program development (e.g., programs for specific reference groups, such as the handicapped, etc.), patient education
- Support and assistance to community groups (e.g., hospice, homeless, the blind)
- Advisor to federal, state, and local decision-making groups (e.g., regarding health care to the indigent, crisis intervention, disaster preparedness, utilization of medical care, etc.)
- Consultations to hospitals, nursing homes, etc.

#### Other: Civic activities

- Presentation to schools, civic groups and agencies
- Membership on governing boards of voluntary agencies, schools, churches
- Talks to schools, clubs

### Patient Care

- a. Participation in clinical services
  - b. Publications in refereed journals on patient care
  - c. Presentations at professional meetings on patient care
  - d. Membership on regional or national task force or committee on patient care
  - e. Grant for research on patient care
  - f. Participation in multi-center collaborative treatment study
  - g. Award for excellence in clinical services
  - h. Reputation among peers as an excellent clinician
4. Special Honors

### **Procedure for Appointment and Promotion of AHEC Track Faculty:**

The following information should be submitted to the Executive Director of the South Carolina AHEC:

1. Letter of recommendation from the Program Director at the AHEC residency program to Executive Director of SC AHEC to include: name, degree, recommended academic rank, effective date of appointment, qualifications of candidate, description of responsibilities and duties, and an assessment of the candidate's performance based on the Performance Category Levels.
2. Statement of distribution of candidate's time and effort in teaching, scholarship/research, and service/patient care.
3. Appointment to Associate Professor and Professor requires two or more letters of recommendation from colleagues addressed to the Executive Director, SC AHEC.
4. An abbreviated one-page curriculum vitae (Appendix 1).
5. An up-to-date curriculum vitae utilizing the College of Medicine Standard Format (Appendix 2).
6. Signed candidate's personal statement (Appendix 3).
7. VERGE transcript release form (Appendix 4).

### **Provision for Extended Absences**

If someone is required to take a leave of absence due to military service, illness, family leave, etc. upon their return they would return to their prior appointment and be eligible for promotion based on the criteria contained in this document.

### **Appeal Provision**

1. If the Program Director chooses to appeal a decision made by the AHEC AP Committee or by the Dean of the College of Medicine at MUSC, the following steps should be taken: If the appeal is made to the AHEC AP Committee, a letter of appeal would be sent to the Executive Director of the South Carolina AHEC. The Executive Director, in turn, would schedule a special meeting of the AP Committee to consider the appeal. The Program Director presenting the appeal would be invited to participate in this meeting. Such a meeting would occur in person or by other means of communication. After hearing



the appeal, the AHEC AP Committee would render its opinion and so inform the Program Director. If the Program Director was not satisfied with the response to the appeal, he/she can present a letter and request an appointment for an appeal with the Dean of the College of Medicine.

2. If the Program Director seeks to appeal a decision made by the Dean of the College of Medicine, the Program Director would submit a letter of appeal to the Dean and request a time to meet with the Dean to discuss the reasons for the appeal. Such a meeting could occur in person or by other means of communication.

Medical University of South Carolina  
 College of Medicine  
 ABBREVIATED CURRICULUM VITAE

Date: \_\_\_\_\_

Name: \_\_\_\_\_  
Last
First
Middle

Citizenship and/or Visa Status: \_\_\_\_\_

Office Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

**Education: (*Baccalaureate and above*)**

<u>Institution</u>	<u>Years attended</u>	<u>Degree/Date</u>	<u>Field of Study</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Graduate Medical Training: (*Chronological*)**

	<u>Place</u>	<u>Dates</u>
<b>Internship</b>	_____	_____
	_____	_____

	<u>Place</u>	<u>Dates</u>
<b>Residencies or Postdoctoral:</b>	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

**Board Certification:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
 \_\_\_\_\_ **Date:** \_\_\_\_\_  
 \_\_\_\_\_ **Date:** \_\_\_\_\_

**Licensure:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
 \_\_\_\_\_ **Date:** \_\_\_\_\_  
 \_\_\_\_\_ **Date:** \_\_\_\_\_  
 \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty appointments: (*Begin with initial appointment*)**

<u>Years</u>	<u>Rank</u>	<u>Institution</u>	<u>Department</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**First Appointment to MUSC: Rank** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Appendix 2

An up-to-date curriculum vitae utilizing the College of Medicine standard format. Include only published or in-press citations. Conform exactly to the College of Medicine format; departures from this format may result in delayed or postponed consideration of the appointment/promotion.

### CURRICULUM VITAE FORMAT

Name: Birth Date: (Optional)

Home Address: Phone:

Office Address: Phone: Fax:

Citizenship and/or Visa Information:

Education (Beginning with Baccalaureate Degree):

Institution/Location Years Degree/Date Field of Study

Internship: (Place) (Dates)

Residencies or Post Doctoral: (Place) (Dates)

Specialty/Board Certification: Date:

Licensure: Date:

Military Service:

Faculty Appointments (Begin with initial appointment):

Years Rank Institution Department

Administrative Appointments:

Years Position Institution Department

Hospital Appointments/Privileges:

Years Active/Inactive Institution

Other Experience:

Years Position Institution Department

Membership in professional/scientific societies (include offices held):

National Societies

Local Societies

Editorial Positions:

Extramural Grants/award amount (current and past):

As Principal Investigator (% time)

As Co-Investigator (% time)

Intramural Grants/amount of award:

Awards, Honors, Membership in Honorary Societies:

Academic Committee Activities (past 5 years):

University

College

Department

Division

Major Teaching Interests and Responsibilities (Current):

Undergraduate Medical Education

Graduate Medical Education

Graduate Studies Education

Continuing Medical Education

## CURRICULUM VITAE FORMAT (Continued)

### Mentoring Activities

### Major Clinical Interests and Responsibilities:

### Major Research Activities and Responsibilities:

**Lectures and Presentations** during the last 3 years – Identify the name and location of the meeting/conference. List presentations under the following headings:

Invited lectures and presentations

Submitted presentations (e.g., abstract or paper presentations)

### Extramural Professional Activities:

### Faculty Development:

### Community Service:

**NOTE:** Please use the following symbols to identify names of  
Medical students\*  
Graduate students#  
Residents+  
who appear as co-authors on publications.

**Publications:** Number and list in chronological order publications under the following headings in the order shown.

Peer Reviewed Journal Articles: Published or accepted for publication in final form

Non- Peer Reviewed: Published non-peer reviewed journal articles

Scholarly Books and Monographs:

Chapters in Scholarly Books and Monographs

Peer Reviewed Electronic Publications:

Non-Peer Reviewed Electronic Publications:

Other Publications: (e.g., newspapers and magazines)

### Products or Patents:

Revised 1/2013

### **Appendix 3**

#### **Signed candidate's personal statement**

Describe personal reflections on accomplishments, areas of particular strength of your Appointment/ Promotion Packet, and your future professional plans spanning the next five years.

**The contents of this packet represent a true and accurate statement of my activities and accomplishments.**

**Signed \_\_\_\_\_ Date \_\_\_\_\_**

## Appendix 4

### FACULTY APPOINTMENT FOR MUSC

(Please Fax to 1-888-455-1101)

#### **PLEDGE**

I pledge to abide by the MUSC code of Conduct and the Rules and Regulations set forth for members of the Faculty as indicated in the institution's Faculty Handbook.

#### **AUTHORIZATION AND RELEASE**

I, \_\_\_\_\_, having filed an application for appointment to the Faculty of the Medical University of South Carolina (MUSC) hereby submit authorization and release to have an investigation made as to my qualifications for staff appointment. I agree to give any other requested information that may be required in reference to my past record. I understand and acknowledge that this investigation may be conducted in full or in part by Verge Solutions, Inc. and hereby authorize Verge Solutions, Inc or other agents of MUSC to receive and process information on behalf of MUSC.

I hereby authorize and request any individual, institution, organization, agency or entity, having control of any documents, records or other information pertaining to me, relevant to my professional qualifications, competency, character, mental or emotional stability, physical condition, ethics or any other matter that might directly or indirectly have an effect on my ability to perform as a faculty member, to furnish the originals or copies of such documents, records or other information to the MUSC or its authorized representatives, to inspect and/ or make copies of such documents, records and other information. I hereby authorize all such persons as set out above to answer any inquiries or questions concerning the undersigned which may be submitted to them by the MUSC or its authorized representatives and to give full and complete information concerning the undersigned, including any information furnished by the undersigned.

I hereby release, discharge and exonerate the MUSC, its agents and representatives, the Faculty of MUSC, its agents and representatives and any person furnishing information, and Verge Solutions LLC., from any and all liability of every nature and kind arising out of the furnishing or inspection of such documents, records and other such information, of the investigation made by the Medical University of South Carolina.

I hereby release and exonerate any individual, institution, organization, agency or entity which shall comply in good faith with the authorization and request made herein from any and all liability of every nature and kind growing out of or in any wise pertinent to the furnishing or inspection of such documents, records or other information or the investigation made by the MUSC. The undersigned further waives absolutely any privileges he/ she may have relevant to his/ her fitness to perform the responsibilities of a faculty member of the MUSC.

I have read the foregoing application for appointment to the Faculty and have answered all questions fully and frankly. The answers are complete and true to my own knowledge.

***A PHOTOCOPY OF THIS AUTHORIZATION SHALL HAVE THE SAME EFFECT AS THE ORIGINAL.***

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(Applicant signature here)

DATE

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**Please Print Full Name**