

College of Medicine Promotion & Tenure Guidelines for Core Faculty

(Salaried and Non-Salaried)

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INTRODUCTION

The University of Central Florida, College of Medicine promotion and tenure criteria set forth the principles for faculty appointment, promotion, and the award of tenure. These criteria and guidelines expand the University of Central Florida's regulations on promotion and tenure pertaining to the College of Medicine. The document addresses specific criteria for faculty in the Departments of Medical Education, Internal Medicine, Clinical Sciences and in the Burnett School of Biomedical Sciences. Each unit has established criteria for faculty who are in a tenure track position and aspire to be awarded tenure and/or be considered for promotion. Each unit also has developed criteria for promotion of non-tenure track faculty. Separate criteria have also been developed by the Burnett School of Biomedical Sciences for those non-tenure track faculty who function as part of a scientific team of scientists working with a PI.

COLLEGE OF MEDICINE GENERAL REQUIREMENTS

Scholarship and Scholarly Activity

The academic mission of the College of Medicine requires all faculty members to engage in scholarship and scholarly activity. Faculty efforts in these areas are reported and assessed during the annual evaluation process and are considered pivotal when a faculty member is considered for promotion.

Scholarship, marked by the methodical accumulation and acquisition of knowledge leads to expert mastery in one or more areas of academic study. The generation and dissemination of new knowledge demonstrates proficiency in a field of study and sets the pace for future generations of professionals and researchers. Scholarship is demonstrated by scientific investigation and publication, and is often accompanied by funded research.

Scholarly activity draws from the current literature and, when appropriate, "best practices" in one's field-to create new knowledge.

Scholarship and scholarly activity requires the dissemination and acceptance of new knowledge by one's peers. Evidence of this can include creative works in teaching, research, academic leadership, clinical expertise, and/or other activities in which the College of Medicine faculty might be engaged. In all cases, the faculty member assumes primary responsibility for dissemination of new knowledge and submission for peer review.

Promotion Profile

Faculty members in the College of Medicine engage in a range of activities, which may include teaching, research, clinical expertise, academic leadership, service, and/or other activities. Such activities support the academic mission of the college and thereby allow the promotion profile to reflect the unique combination of activities and accomplishments of each faculty member and may vary substantially from one faculty member to another. Moreover, the efforts of some faculty members may be concentrated largely in a single area such as teaching or research (thereby establishing a specialized area of concentration for that person), whereas the efforts of other faculty members may be distributed over two or more areas of concentration.

Aspects to the evaluation of faculty members for promotion in the College of Medicine include: (1) evidence of scholarship in research, e.g., peer-reviewed publications, experimental research, clinical trials, population studies, scientific grants, scientific reviews, membership on editorial boards, service on national committees or in scientific societies, (2) evidence of scholarship in teaching, e.g., peer-reviewed publications, classroom teaching, curriculum design, textbook authorship, mentorship, teaching awards, invitations to speak at national conferences, and (3), when appropriate (for clinical faculty), evidence of excellence in clinical practice, e.g., innovative clinical treatment, effective clinical outcomes, evidence of patient safety and quality improvement. To facilitate evaluation of a faculty member's activities in all of the areas in which he/she may support the college's academic mission, the college has identified for each of these areas examples of accomplishments that represent evidence of excellence in scholarly activity and scholarship (Appendix I).

General Qualifications for Promotion to the Rank of Associate Professor

Candidates must have a terminal degree and postdoctoral experience and/or training. Clinician faculty candidates must also have board certification. The usual time in rank as Assistant Professor is five years.

Therefore, requests for promotion to Associate Professor normally will not be considered until a full five years in the Assistant Professor rank has been served. Early consideration for promotion to Associate Professor is appropriate when all of the criteria that would have been evaluated after a five-year interval are clearly fulfilled in fewer than five years. Years in the equivalent rank at one or more other institutions prior to beginning employment at UCF may be counted when calculating the total number of years in rank. All candidates for promotion to Associate Professor must demonstrate a sustained record of productive scholarship and scholarly activity demonstrating regional or national prominence, e.g., peer-reviewed publications, invitations to present at regional or national meetings, service on editorial boards.

General Qualifications for Promotion to the Rank of Professor

The title of Professor represents the highest academic award within the institution and holds special recognition in the College and academic community. Not all Associate Professors will reach the rank of Professor. Promotion to Professor is not awarded based on longevity, but rather because of superior achievement at the national or international level with the promise of continued contribution. The usual minimum time in rank as Associate Professor is five years. There is no limit to the maximum years for consideration. Early consideration for promotion to Professor is appropriate when all of the criteria that would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion to Professor must demonstrate a sustained record of productive scholarly activity and scholarship, e.g., grants and peer-reviewed publications, demonstrating national or international prominence.

General Qualifications for Appointment to the Rank of Medical Instructor Librarian

Candidates must have a master's degree in library science from an ALA-accredited institution. No experience is required, but academic transcripts and documented recommendations should indicate potential for successful performance as an academic librarian. This rank should be considered an initial rank. Individuals are expected to seek promotion after serving as a Medical Instructor Librarian for at least two years.

General Qualifications for Promotion to the Rank of Medical Assistant Librarian

Candidates must have a master's degree in library science from an ALA-accredited institution and at least two years of experience as a professional librarian or equivalent after completing the master's degree.

The usual time in rank as Medical Instructor Librarian is at least two years. Therefore, requests for promotion to Medical Assistant Librarian normally will not be considered until two years at the Medical

Instructor Librarian rank has been served. Early consideration for promotion to Medical Assistant Librarian is not appropriate. All candidates for promotion to Medical Assistant Librarian must demonstrate a record of productive scholarship and scholarly activity demonstrating university or local prominence, e.g., participation in peer-reviewed publications, presenting at meetings, service on committees.

General Qualifications for Promotion to the Rank of Medical Associate Librarian

Candidates must have a master's degree in library science from an ALA-accredited institution and at least five years of experience as a professional librarian or equivalent after completing the master's degree. The usual time in rank as Medical Assistant Librarian is 5 years.

Therefore, requests for promotion to Medical Associate Librarian normally will not be considered until a full five years in the Medical Assistant Librarian rank has been served. Early consideration for promotion to Medical Associate Librarian is appropriate when all of the criteria that would have been evaluated after a five-year interval are clearly fulfilled in fewer than five years. Years in the equivalent rank at one or more other institutions prior to beginning employment at UCF may be counted when calculating the total number of years in rank. All candidates for promotion to Medical Associate Librarian must demonstrate a sustained record of productive scholarship, scholarly activity and service demonstrating state-wide or regional prominence, e.g., participation in peer-reviewed publications, invitations to present at meetings, service on committees, mastery of one or more fields of library specialization.

General Qualifications for Promotion to the Rank of Medical Librarian

The title of Medical Librarian represents the highest academic award within the Librarian track and holds special recognition in the College and academic community. Not all Medical Associate Librarians will reach the rank of Medical Librarian. Promotion to Medical Librarian is not awarded based on longevity, but rather because of superior achievement at the national level with the promise of continued contribution. The usual minimum time in rank as Medical Associate Librarian is five years. There is no limit to the maximum years for consideration. Early consideration for promotion to Medical Librarian is appropriate when all of the criteria that would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion to Medical Librarian must demonstrate a sustained record of productive scholarly activity, scholarship, and service demonstrating national prominence e.g., participation in grants, peer-reviewed publications, mastery and recognized leadership in one or more fields of library specialization, invited presentations.

TENURE-TRACK FACULTY BURNETT SCHOOL OF BIOMEDICAL SCIENCES

Criteria for Assistant Professor

First Two Years

Teaching: A clear indication of a commitment to quality teaching as demonstrated by satisfactory participation in instructional programs at an appropriate level.

Research: By the end of the second year, clear indications of having made significant progress in establishing an independent research program must be documented. By this time, results of research conducted at the University of Central Florida will be at some stage in the publication process. Faculty members will be expected to have competitive extramural funding by the end of the second year.

Service: By the end of the second year, service to the academic unit by participation in committee activities may be expected.

Fourth Year

Teaching: High quality of instruction is expected as indicated by student evaluations and/or peer review. By this time participation in student advising is expected and the commitment to quality teaching in the broader sense should be clear.

Research: By the fourth year, clear proof of research productivity in the form of publications of results generated at UCF in standard front-line journals in the profession must be available. A record of strong research grant support must be clear by securing nationally competitive grants. If the faculty member does not secure a significant competitive grant (such as ROI, NSF, DOE, USDA or equivalent) as PI by the end of the fourth year it will be considered unsatisfactory progress toward tenure.

Service: By the fourth year, service to the department and to the broader academic community should be demonstrated by participation in some committees.

Criteria for Tenure and Promotion to Associate Professor

Teaching: Sustained high quality of instruction and/or development of new courses, involvement in curriculum issues, and active participation in advising including graduate student mentoring at MS and PhD levels.

Research: By tenure time, a record of sustained extramural support from competitive granting agencies such as renewal of grants will be expected. Current substantial active grants as PI, such as those indicated under fourth year, will be expected. A strong record of publication in front-line journals in the profession will be essential. By this time, the faculty member should be able to document professional recognition such as editorial board membership, invitations to speak at national and international symposia, invitations to write review articles and chapters, membership in national panels for review of grants, etc.

Service: A clear commitment to the welfare of the overall mission of the unit should be demonstrated by active participation in committee activities. By then, professional service in the form of review of manuscripts for journals, grant reviews for federal agencies, foundations, etc., is expected.

Criteria for Promotion to Professor

The title of Professor represents the highest academic award within the institution and holds special recognition in the College and academic community. Not all Associate Professors will reach the rank of Professor. Promotion to Professor is not awarded on the basis of longevity, but rather on the basis of superior achievement at the national or international level with the promise of continued contribution. The usual minimum time in rank as Associate Professor is five years. There is no limit to the maximum years for consideration. Early consideration for promotion to Professor is appropriate when all of the criteria that would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion to Professor must demonstrate: a sustained record of productive scholarly activity and scholarship demonstrating national or international prominence.

Teaching: Promotion to professor will require an established reputation as a very good teacher with demonstrated continuing commitment to teaching, advising, and student welfare. Successful graduate student mentoring at the PhD level will be expected.

Research: The faculty member must be a recognized leader in his or her profession before promotion to professor. The impact of the publications as measured by citation analysis will be one criterion used. Normally about 1000 citations or other quantitative measures to demonstrate that the citation level is equivalent to that expected in other major state universities in the United States will be required. A record of sustained and substantial extramural support from competitive sources is a requirement. This record would normally include sustained grant support including current substantial active grants, as PI. Normally more than one concurrent grant support will be expected.

Other types of professional recognition would include membership in editorial boards, invited addresses at major national and international symposia, invited reviews in major professional publications, membership in national panels for granting agencies, etc.

Service: Promotion to professor will require clear demonstration of service to the unit, College and University, as well as the profession. Service in study sections and other review boards will be expected; service to professional societies will also be considered a significant contribution.

TENURE-TRACK FACULTY DEPARTMENT OF CLINICAL SCIENCES

The following criteria shall be used in developing recommendations for promotion and/or the award of tenure for tenure-track faculty in the Department of Clinical Sciences.

General Criteria for Promotion and Tenure

Tenure-track faculty members in the Department of Clinical Sciences typically concentrate on clinical care delivery, teaching (primarily in the M.D. program, although some may have additional teaching responsibilities) and scholarly activity involving research (primarily in clinical education, although some may pursue research in other areas). To qualify for promotion to a higher rank, then, all tenure-track faculty members in the department must both demonstrate excellence in clinical care and have a sustained, productive record of scholarship and scholarly activity. Some faculty members in the department also play a significant role in educational leadership (e.g., as module directors or year directors), in which case evidence of excellence in this area is also required for promotion to a higher rank. Finally, all faculty members in this department participate in service activities. Service activities typically represent a relatively small proportion of any faculty member's assignment; yet, significant contributions in this area should also be recognized when considering a faculty member's qualifications for promotion.

The College of Medicine has identified examples of evidence (Appendix I) that may be used to demonstrate excellence in teaching, scholarship, leadership, and other activities when a faculty member is considered for promotion to a higher rank. These lists of examples are intended to cover the wide range of activities and products that might be associated with a diverse group of faculty. Therefore, a faculty member is not expected to demonstrate every example of evidence listed. The actual mix of examples included as evidence of excellence and achievement in a promotion portfolio may vary from one individual to another.

The College recognizes the contributions of individuals with research training in diverse fields who contribute critical expertise to a biomedical research team. It can include individuals participating in large collaborative and multicenter research, as well as those conducting investigations in small groups or individually. Excellence in research is demonstrated by having major responsibility for an independent research program, or by playing a documented leadership or other critical role in a collaborative research program. To demonstrate this, publication in peer-reviewed journals for which the faculty member is a

major author is preferred. A viable research program requires sustained extramural funding, by federal or other external, peer-reviewed sources. Reviews of the research via extramural letters must be obtained and should support the rating of excellence.

By the end of the third year, clear indications of having made significant progress in establishing an independent research program must be documented. By this time, results of research conducted at the University of Central Florida will be at some stage in the publication process. Faculty members will be expected to have competitive extramural funding by the end of the third year. By the fourth year, clear proof of research productivity in the form of publication of results generated at UCF in peer-reviewed journals in the profession must be available. A record of strong research grant support must be clear by securing nationally competitive grants. If a faculty member does not secure a significant competitive grant (e.g., from NSF, DOE, USDA or equivalent) as PI by the end of the fourth year it will be considered unsatisfactory progress toward tenure.

Award of Tenure – Tenure Earning Associate Professor

A faculty member shall be recommended for promotion to Associate Professor prior to or at the same time tenure is recommended, however, in rare instances, faculty can be hired into tenure-earning Associate Professor positions. In order to receive tenure, the candidate must have a record of sustained extramural support from competitive granting agencies. Current substantial grants as PI, such as those indicated in previous paragraph, will be expected. A strong record of publication in peer-reviewed journals in the profession will be essential. By this time, the faculty member should be able to document professional recognition in the form of editorial board membership, invitations to speak at national and international symposia, invitations to write review articles and chapters, and/or membership in national panels for review of grants. There must be a record of independent scholarship, which includes first or senior authorship on high quality peer-reviewed publications.

Award of Tenure – Tenure Earning Professor

A faculty member shall be recommended for promotion to Professor prior to or at the same time tenure is recommended, however, in rare instances, faculty can be hired into tenure-earning Professor positions. In order to receive tenure, the candidate must have sustained federal or nationally competitive funding. Evidence of national and international prominence in the field must be provided. The candidate must have a longstanding record of exceptional scholarship, which includes senior authorship on high impact publications and invited lectures, service on national study sections or

editorial boards, and national awards. The faculty member must be a recognized leader in his or her profession. The impact of the publications as measured by citation analysis will be one criterion used, and quantitative measures to demonstrate that a candidate's citation level in their research area is equivalent to that expected at other major state universities in the United States will be required. A record of sustained and substantial extramural support from competitive sources is a requirement. This record would normally include sustained grant support including current substantial grants as PI. Normally more than one concurrent grant will be expected.

Criteria for Promotion to Tenured Associate Professor

To receive promotion to tenure Associate Professor in the Department of Clinical Sciences, a candidate must demonstrate: (1) a sustained and productive record of peer-reviewed scholarship in his/her area(s) concentration with a regional or national reputation, (2) excellence in clinical care, (3) excellence in teaching contributions, and (4) substantial service contributions. Examples of achievement of these criteria include, but are not limited to the following. Additional examples are located in Appendix I.

Scholarship in Research

Promotion to tenured Associate Professor in the Department of Clinical Sciences in some cases requires the candidate to have established a strong regional or national reputation for scholarship in his/her area(s) of concentration. Acceptance of educational or other materials in peer-reviewed repositories, acceptance of articles for publication in refereed journals, invitations to speak at regional or national meetings, service as an ad hoc reviewer or on editorial boards, service on regional or national committees or review panels and other lines of evidence can indicate that a candidate has established a strong regional or national reputation for scholarship in research

Teaching and Educational Leadership

Excellence in teaching is an imperative component of promotion to non-tenure Associate Professor in the Department of Clinical Sciences. Examples of this achievement include but are not limited to leading or participating in didactic courses; mentorship of medical students, graduate students and postdoctoral fellows; development of novel material; and teaching in the clinical arena. These activities must be supported by objective, systematic evaluation by students, residents, and fellows trained by the faculty member. Additionally, systematic evaluation by senior faculty within the department and by faculty within other divisions and/or departments in which the candidate has played an active teaching role are considered.

Service Activities and Academic Leadership

Can include:

Membership on committees of affiliated institutions, such as IRB, IACUC Committee, QI committee, or search committees

Membership on departmental, college, and/or university committees

Participation in activities such as accreditation, assessment, or institutional effectiveness programs.

Criteria for Promotion to Tenured Professor

The title of Professor represents the highest academic award within the institution and holds special recognition in the College and academic community. Not all Associate Professors will reach the rank of Professor. Promotion to Professor is not awarded on the basis of longevity, but rather on the basis of superior achievement at the national or international level with the promise of continued contribution. The usual minimum time in rank as Associate Professor is five years. There is no limit to the maximum years for consideration. Early consideration for promotion to Professor is appropriate when all of the criteria that would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion to Professor must demonstrate: a sustained record of productive scholarly activity and scholarship demonstrating national or international prominence. To receive appointment as tenured Professor in the Department of Clinical Sciences, a candidate must demonstrate: (1) a sustained and productive record of peer-reviewed scholarship demonstrating a national or international reputation, (2) continued excellence in teaching, and (3) continued significant service contributions. Examples of the lines of evidence that may be used to demonstrate achievement of these criteria besides those listed above can be found in Appendix I.

TENURE-TRACK FACULTY DEPARTMENT OF INTERNAL MEDICINE

The following criteria shall be used in developing recommendations for promotion and/or the award of tenure for tenure-track faculty in the Department of Internal Medicine.

General Criteria for Promotion and Tenure

Tenure-track faculty members in the Department of Internal Medicine typically concentrate on clinical care delivery, teaching (primarily in the M.D. and GME program, although some may have additional teaching responsibilities) and scholarly activity involving research (primarily in clinical education, clinical studies and translational research although some may pursue research in other areas). To qualify for promotion to a higher rank, then, all tenure-track faculty members in the department must both demonstrate excellence in clinical care and have a sustained, productive record of scholarship and scholarly activity. Some faculty members in the department also play a significant role in educational leadership (e.g., as module directors or program directors), in which case evidence of excellence in this area is also required for promotion to a higher rank. Finally, all faculty members in this department participate in service activities. Service activities typically represent a relatively small proportion of any faculty member's assignment; yet, significant contributions in this area should also be recognized when considering a faculty member's qualifications for promotion.

The College of Medicine has identified examples of evidence (Appendix I) that may be used to demonstrate excellence in teaching, scholarship, leadership, and other activities when a faculty member is considered for promotion to a higher rank. These lists of examples are intended to cover the wide range of activities and products that might be associated with a diverse group of faculty. Therefore, a faculty member is not expected to demonstrate every example of evidence listed. The actual mix of examples included as evidence of excellence and achievement in a promotion portfolio may vary from one individual to another.

The College recognizes the contributions of individuals with research training in diverse fields who contribute critical expertise to a biomedical research team. It can include individuals participating in large collaborative and multicenter research, as well as those conducting investigations in small groups or individually. Excellence in research is demonstrated by having major responsibility for an independent research program, or by playing a documented leadership or other critical role in a collaborative research program. To demonstrate this, publication in peer-reviewed journals for which the faculty member is a

major author is preferred. A viable research program requires sustained extramural funding, by federal or other external, peer-reviewed sources. Reviews of the research via extramural letters must be obtained and should support the rating of excellence.

By the end of the third year, clear indications of having made significant progress in establishing an independent research program must be documented. By this time, results of research conducted at the University of Central Florida will be at some stage in the publication process. Faculty members will be expected to have competitive extramural funding by the end of the third year. By the fourth year, clear proof of research productivity in the form of publication of results generated at UCF in peer-reviewed journals in the profession must be available. A record of strong research grant support must be clear by securing nationally competitive grants. If a faculty member does not secure a significant competitive grant (e.g., from NSF, DOE, USDA or equivalent) as PI by the end of the fourth year it will be considered unsatisfactory progress toward tenure.

Award of Tenure – Tenure Earning Associate Professor

A faculty member shall be recommended for promotion to Associate Professor prior to or at the same time tenure is recommended, however, in rare instances, faculty can be hired into tenure-earning Associate Professor positions. In order to receive tenure, the candidate must have a record of sustained extramural support from competitive granting agencies. Current substantial grants as PI, such as those indicated in previous paragraph, will be expected. A strong record of publication in peer-reviewed journals in the profession will be essential. By this time, the faculty member should be able to document professional recognition in the form of editorial board membership, invitations to speak at national and international symposia, invitations to write review articles and chapters, and/or membership in national panels for review of grants. There must be a record of independent scholarship, which includes first or senior authorship on high quality peer-reviewed publications.

Award of Tenure – Tenure Earning Professor

A faculty member shall be recommended for promotion to Professor prior to or at the same time tenure is recommended, however, in rare instances, faculty can be hired into tenure-earning Professor positions. In order to receive tenure, the candidate must have sustained federal or nationally competitive funding. Evidence of national and international prominence in the field must be provided. The candidate must have a longstanding record of exceptional scholarship, which includes senior authorship on high impact publications and invited lectures, service on national study sections or

editorial boards, and national awards. The faculty member must be a recognized leader in his or her profession. The impact of the publications as measured by citation analysis will be one criterion used, and quantitative measures to demonstrate that a candidate's citation level in their research area is equivalent to that expected at other major state universities in the United States will be required. A record of sustained and substantial extramural support from competitive sources is a requirement. This record would normally include sustained grant support including current substantial grants as PI. Normally more than one concurrent grant will be expected.

Criteria for Promotion to Tenured Associate Professor

To receive promotion to tenure Associate Professor in the Department of Internal Medicine, a candidate must demonstrate: (1) a sustained and productive record of peer-reviewed scholarship in his/her area(s) concentration with a regional or national reputation, (2) excellence in clinical care, (3) excellence in teaching contributions, and (4) substantial service contributions. Examples of achievement of these criteria include, but are not limited to the following. Additional examples are located in Appendix I.

Scholarship in Research

Promotion to tenured Associate Professor in the Department of Internal Medicine in some cases requires the candidate to have established a strong regional or national reputation for scholarship in his/her area(s) of concentration. Acceptance of educational or other materials in peer-reviewed repositories, acceptance of articles for publication in refereed journals, invitations to speak at regional or national meetings, service as an ad hoc reviewer or on editorial boards, service on regional or national committees or review panels and other lines of evidence can indicate that a candidate has established a strong regional or national reputation for scholarship in research

Teaching and Educational Leadership

Excellence in teaching is an imperative component of promotion to non-tenure Associate Professor in the Department of Internal Medicine. Examples of this achievement include but are not limited to leading or participating in didactic courses; mentorship of medical students, residents, graduate students and postdoctoral fellows; development of novel material, and; teaching in the clinical arena. These activities must be supported by objective, systematic evaluation by students, residents, and fellows trained by the faculty member. Additionally, systematic evaluation by senior faculty within the department and by faculty within other divisions and/or departments in which the candidate has played an active teaching role are considered.

Service Activities and Academic Leadership

Can include:

Membership on committees of affiliated institutions, such as IRB, IACUC Committee, QI committee, or search committees

Membership on departmental, college, and/or university committees

Participation in activities such as accreditation, assessment, or institutional effectiveness programs.

Criteria for Promotion to Tenured Professor

The title of Professor represents the highest academic award within the institution and holds special recognition in the College and academic community. Not all Associate Professors will reach the rank of Professor. Promotion to Professor is not awarded on the basis of longevity, but rather on the basis of superior achievement at the national or international level with the promise of continued contribution. The usual minimum time in rank as Associate Professor is five years. There is no limit to the maximum years for consideration. Early consideration for promotion to Professor is appropriate when all of the criteria that would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion to Professor must demonstrate: a sustained record of productive scholarly activity and scholarship demonstrating national or international prominence. To receive appointment as tenured Professor in the Department of Internal Medicine, a candidate must demonstrate: (1) a sustained and productive record of peer-reviewed scholarship demonstrating a national or international reputation, (2) continued excellence in teaching, and (3) continued significant service contributions. Examples of the lines of evidence that may be used to demonstrate achievement of these criteria besides those listed above can be found in Appendix I.

TENURE-TRACK FACULTY DEPARTMENT OF MEDICAL EDUCATION

The following criteria shall be used in developing recommendations for promotion and/or the award of tenure for tenure-track faculty in the Department of Medical Education

General Criteria for Promotion and Tenure

Tenure-track faculty members in the Department of Medical Education typically concentrate on teaching (primarily in the M.D. program, although some may have additional teaching responsibilities) and scholarly activity involving research (primarily in medical education, although some may pursue research in other areas). To qualify for promotion to a higher rank, then, all tenure-track faculty members in the department must both demonstrate excellence in teaching and have a sustained, productive record of scholarship and scholarly activity. Some faculty members in the department in addition to teaching and research activities, play a significant role in educational leadership (e.g., as module directors or year directors), in which case evidence of excellence in this area is also required for promotion to a higher rank. Finally, all faculty members in these departments participate in service activities. Service activities typically represent a relatively small proportion of any faculty member's assignment; yet, significant contributions in this area should also be recognized when considering a faculty member's qualifications for promotion.

The College of Medicine has identified examples of evidence (Appendix I) that may be used to demonstrate excellence in teaching, scholarship, leadership, and other activities when a faculty member is considered for promotion to a higher rank. These lists of examples are intended to cover the wide range of activities and products that might be associated with a diverse group of faculty. Therefore, a faculty member is not expected to demonstrate every example of evidence listed. The actual mix of examples included as evidence of excellence and achievement in a promotion portfolio may vary from one individual to another.

The College recognizes the contributions of individuals with research training in diverse fields who contribute critical expertise to a biomedical research team. It can include individuals participating in large collaborative and multicenter research, as well as those conducting investigations in small groups or individually. Excellence in research is demonstrated by having major responsibility for an independent research program, or by playing a documented leadership or other critical role in a collaborative research program. To demonstrate this, publication in peer-reviewed journals for which the faculty member is a major author is preferred. A viable research program requires sustained extramural funding, by federal or other external, peer-reviewed sources. Reviews of the research via extramural letters must be

obtained and should support the rating of excellence.

By the end of the third year, clear indications of having made significant progress in establishing an independent research program must be documented. By this time, results of research conducted at the University of Central Florida will be at some stage in the publication process. Faculty members will be expected to have competitive extramural funding by the end of the third year. By the fourth year, clear proof of research productivity in the form of publication of results generated at UCF in peer-reviewed journals in the profession must be available. A record of strong research grant support must be clear by securing nationally competitive grants. If a faculty member does not secure a significant competitive grant (e.g., from NSF, DOE, USDA or equivalent) as PI by the end of the fourth year it will be considered unsatisfactory progress toward tenure.

Award of Tenure – Tenure-Earning Associate Professor

A faculty member shall be recommended for promotion to Associate Professor prior to or at the same time tenure is recommended; however, in rare instances, faculty can be hired into tenure-earning Associate Professor positions. In order to receive tenure, the candidate must have a record of sustained extramural support from competitive granting agencies. Current substantial grants as PI, such as those indicated in previous paragraph, will be expected. A strong record of publication in peer-reviewed journals in the profession will be essential. By this time, the faculty member should be able to document professional recognition in the form of editorial board membership, invitations to speak at national and international symposia, invitations to write review articles and chapters, and/or membership in national panels for review of grants. There must be a record of independent scholarship, which includes first or senior authorship on high quality peer-reviewed publications.

Award of Tenure – Tenure-Earning Professor

A faculty member shall be recommended for promotion to Professor prior to or at the same time tenure is recommended; however, in rare instances, faculty can be hired into tenure-earning Professor positions. In order to receive tenure, the candidate must have sustained federal or nationally competitive funding. Evidence of national and international prominence in the field must be provided. The candidate must have a longstanding record of exceptional scholarship, which includes senior authorship on high impact publications and invited lectures, service on national study sections or editorial boards, and national awards. The faculty member must be a recognized leader in his or her profession. The impact of the publications as measured by citation analysis will be one criterion used, and quantitative measures to demonstrate that a candidate's citation level in their research area is equivalent to that expected at other major state universities in the United States will be required. A record of sustained and substantial extramural support from competitive sources is a requirement. This record would normally include sustained grant support including current substantial grants as PI. Normally more than one concurrent grant will be expected.

Criteria for Promotion to Tenured Associate Professor

To receive promotion to tenured Associate Professor in the Department of Medical Education, a candidate must demonstrate: (1) a sustained and productive record of peer-reviewed scholarship in his/her area(s) concentration with a regional or national reputation, (2) excellence in teaching contributions, and (3) substantial service contributions. Examples of achievement of these criteria include, but are not limited to the following. Additional examples are located in Appendix I.

Scholarship in Research

Promotion to tenured Associate Professor in the Department of Medical Education in some cases requires the candidate to have established a strong regional or national reputation for scholarship in his/her area(s) of concentration. Acceptance of educational or other materials in peer-reviewed repositories, acceptance of articles for publication in refereed journals, invitations to speak at regional or national meetings, service as an ad hoc reviewer or on editorial boards, service on regional or national committees or review panels, and other lines of evidence can indicate that a candidate has established a strong national or international reputation for scholarship in research.

Teaching and Educational Leadership

Excellence in teaching is an imperative component of promotion to tenured Associate Professor in Medical Education. Examples of achievement in this area include but are not limited to leading or participating in didactic courses; mentorship of medical students, graduate students, and/or postdoctoral fellows; development of novel materials; and teaching in diverse components of the MD program. These activities must be supported by objective, systematic evaluation by students taught or mentored by the faculty member. Additionally, systematic evaluation by senior faculty within the department and by faculty within other divisions and/or departments in which the candidate has played an active teaching role are considered.

Service Activities and Academic Leadership

Can include:

Membership on committees of affiliated institutions, such as IRB, QI committee, or residence selection committee

Membership on departmental, college, and/or university committees

Participation in activities such as accreditation, assessment, or institutional effectiveness programs.

Criteria for Promotion to Tenured Professor

The title of Professor represents the highest academic award within the institution and holds special recognition in the College and academic community. Not all Associate Professors will reach the rank of Professor. Promotion to Professor is not awarded on the basis of longevity, but rather on the basis of superior achievement at the national or international level with the promise of continued contribution. The usual minimum time in rank as Associate Professor is five years. There is no limit to the

maximum years for consideration. Early consideration for promotion to Professor is appropriate when all of the criteria that would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion to Professor must demonstrate: a sustained record of productive scholarly activity and scholarship demonstrating national or international prominence. To receive appointment as tenured Professor in the Department of Medical Education or the Department of Clinical Sciences, a candidate must demonstrate: (1) a sustained and productive record of peer-reviewed scholarship demonstrating a national or international reputation, (2) continued excellence in teaching, and (3) continued significant service contributions. Examples of the lines of evidence that may be used to demonstrate achievement of these criteria besides those listed above can be found in Appendix I.

NON-TENURE-TRACK FACULTY BURNETT SCHOOL OF BIOMEDICAL SCIENCES

General Criteria

Non-tenure track faculty in the Burnett School of Biomedical Sciences devote most of their effort to teaching with a substantial portion of this effort committed to the scholarly education of undergraduate, graduate and medical students. future generations of investigators, e.g. demonstration of ability to evaluate and counsel biomedical, pre-professional health science or graduate students, effective communication and mentorship skills, success and accomplishments of trainees, recruitment, and effective mentorship of postdoctoral fellows. The following promotion guidelines present the timing, procedures and requirements for promotion in the teaching track. Promotion decisions are not merely a totaling of an employee's annual performance evaluations, rather, the University, through its faculty, professional employees, and administrators assesses the employee's potential for growth, high quality teaching, and scholarly contribution as well as meritorious performance.

Beginning with the third year in a rank, an individual is eligible for consideration for promotion and may be appraised of their progress towards it, if they desire. The appraisal shall be included as a separate component of the annual evaluation and is intended to provide assistance and counseling to faculty to help them fulfill the necessary requirements to qualify for promotion. The faculty member may request, in writing, a meeting with an administrator at the next higher level to discuss concerns regarding the promotion appraisal, which were not resolved in previous discussion with the evaluator. Promotion decisions shall be a result of meritorious performance as outlined in the promotional criteria.

Criteria for promotion consist of a (1) productive record of scholarly teaching and educational leadership, and (2) demonstrated commitment to service to BSBS, the College, and the University. An individual's achievements in these areas will be evaluated with exceptional performance required for promotion. Faculty are expected to produce scholarship in teaching activities for promotion. Teaching itself, no matter how scholarly, is not scholarship; however the associated products of scholarly teaching may be, e.g., research of teaching/learning processes that generate new and/or effective methods and approaches.

Criteria for Promotion to Non-tenure Track Associate Professor

Non-tenure track faculty in the Burnett School of Biomedical Sciences must possess an earned doctorate or terminal degree. Promotion from assistant to associate professor requires substantive contributions to scholarship in teaching and educational leadership, as well as appropriate service contributions. Usually 5 years of service at the rank of assistant professor is required. Examples of achievement of these criteria include, but are not limited to the following: effectiveness in instructional activities through outstanding evaluations; development of curricular and instructional materials; web-based or computer-assisted novel learning mechanisms; published refereed journal articles on pedagogic issues; curricular models with peer review; presentations on teaching methods at meetings or professional conferences; membership on committees of affiliated institutions, university, college and department; participation in activities such as accreditation, assessment or institutional effectiveness programs. Additional examples are located in Appendix I under teaching and educational leadership, scholarship in research and service activities.

These activities must be supported by objective, systematic evaluation by students trained by the faculty member. Additionally, systematic evaluation by senior faculty within the department and by faculty within other divisions and/or departments in which the candidate has played an active teaching role are considered.

Criteria for Promotion to Non-tenure Track Professor

The title of Professor represents the highest academic award within the institution and holds special recognition in the College and academic community. Not all Associate Professors will reach the rank of Professor. Promotion to Professor is not awarded based on longevity, but rather because of superior achievement at the national or international level with the promise of continued contribution. The usual minimum time in rank as Associate Professor is five years. There is no limit to the maximum years for consideration. Early consideration for promotion to Professor is appropriate when all of the criteria that would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion from non-tenure track associate professor to non-tenure track Professor must demonstrate: (1) continued excellence in scholarship of teaching and education, (2) a sustained and productive record of scholarship, and (3) continued significant service contributions. Other examples of the lines of evidence that may be used to demonstrate achievement of these criteria are listed in Appendix I under teaching and educational leadership, scholarship in research and service activities

NON-TENURE TRACK RESEARCH FACULTY BURNETT SCHOOL OF BIOMEDICAL SCIENCES

General Considerations

This track is appropriate for scientists who are engaged primarily in research activities. The individuals are typically part of a scientific team of scientists working with a PI or a unit/department or have achieved independence in a research program and have demonstrated excellence in initiation, direction and completion of research projects. Research faculty also may have either independent extramural funding in which they are the principal investigator or their contribution is crucial to the funding of the host laboratory under a mentoring PI or to the sponsoring unit as a con-investigator. Appointments to this track are temporary in nature and the titles may be used for the stated term of the appointment, not to exceed 4 years, with no guarantee or expectation of renewal or promotion. The PI or unit head will establish mutually agreed milestones and outcome measures for this type of position. Non-tenure track research faculty in the Burnett School of Biomedical Sciences will be eligible for consideration for appointment and promotion based on the following criteria.

Promotion Criteria for Non-tenure Track Research Assistant Professor

- A clear proof of research productivity, with a minimum of 3 peer-reviewed publications of results in standard front-line journals in the profession the past 4 years at UCF. The candidate needs to be either first/corresponding/or senior author.
- Documented co-mentoring at least one student at the MS or PhD level.
- Co-investigator or joint principal investigator on one competitively funded federal grant.
- Manage or supervise everyday laboratory activities such as biological, chemical and radiation safety compliance, human subjects and animal use standards, and ordering/budgeting.
- Manage (supervise use and/or maintain) one or more pieces of Core equipment.
- Promotion subject to availability of funds from the appropriate source(s) of funding in the current appointment.

Promotion Criteria for Non-tenure Track Research Associate Professor

- Meet and exceed criteria for Research Assistant Professor.
- A strong record of publication - co-author on a minimum of 5 peer-reviewed publications in front-line journals in the profession in the past 6 years. The candidate needs to be either first/corresponding/or senior author.

- Documented co-mentoring of at least three students at the MS or PhD level.
- Co-investigator on at least one federal-level grant and the PI or joint PI of a federal or non-federal extramural grant award.
- By this time, the faculty member should be able to document professional recognition, such as invitations to speak at national and international symposia or invitations to write review articles and chapters or membership in national panels for review of grants, etc.
- Promotion subject to availability of funds from the appropriate source(s) of funding in the current appointment/grants.

Promotion Criteria for Non-tenure Track Research Professor

- Meet and exceed criteria for Research Associate Professor as exemplified by:
- Documented co-mentoring of at least three students at the MS or PhD level.
- Recognized as a leader in his/her profession by peers with three outside support letters.
- Maintains a strong record of publications - at least 6 total publications in the last 3 years in top-tier peer-reviewed journals, as first/senior/or corresponding author
- Co-investigator on at least one competitive federal level grant or secures own funding from competitive extramural sources with the role as PI.
- Other types of recognition would include invitations to write reviews in major professional journals, review manuscripts, give addresses at major national and international symposia, and review grants.
- Promotion subject to availability of funds from the appropriate source(s) of funding in the current appointment/grants.
- Promotion from the rank of research associate professor to the rank of research professor: In addition to the above, successful development of independent research program and documented abilities to attract independent extramural funding, collaboration with other PIs within and/or outside the institution, participation in peer review processes (manuscript and grant) reviews, national and international scientific reputation, are essential.

NON-TENURE-TRACK FACULTY DEPARTMENT OF CLINICAL SCIENCES

General Considerations

Non-tenure-track faculty members in the Department of Clinical Sciences typically divide their time among the following areas: clinical practice, medical student teaching, and research. They may participate in scholarly activity in any or all of these domains. To qualify for promotion to a higher rank, all non-tenure-track faculty members in the department must both demonstrate excellence in their primary area of concentration and competence in the other areas in which they have responsibilities. In addition, they should be able to show evidence of sustained productivity in scholarship pertaining to their primary area(s) of concentration. Some faculty members in the department in addition to clinical, teaching and research activities, play a significant role in educational leadership (e.g., as module directors or year directors), in which case evidence of excellence in this area is also required for promotion to a higher rank.

Finally, all faculty members in the department participate in service activities. Service activities typically represent a relatively small proportion of any faculty member's assignment; yet, significant contributions in this area should also be recognized when considering a faculty member's qualifications for promotion.

The College of Medicine has identified examples of evidence (Appendix I) that may be used to demonstrate excellence in clinical activities, teaching, scholarship, leadership, and other activities when a faculty member is considered for promotion to a higher rank. These lists of examples are intended to cover the wide range of activities and products that might be associated with a diverse group of faculty. Therefore, a faculty member is not expected to demonstrate every example of evidence listed. The actual mix of examples included as evidence of excellence and achievement in a promotion portfolio may vary widely from one individual to another.

Founding Faculty effort with Curriculum Development, Achievement of Full Accreditation and Developing Pegasus Health

Faculty hired by the College between 2007 and 2013 are designated Founding Faculty. Specific activities of these individuals that differ from other university faculty are outlined in Appendix II. The founding faculty, in varying degrees, has devoted their efforts to developing the educational program for the MD degree at the expense of having protected time to produce individual scholarly works. The highly integrative MD educational program necessitated that the efforts of these faculty were directed to having module or clerkship meetings to develop and integrate the content of these courses. Accreditation standards required the development of integrated formative and summative assessment questions related to overall goals and objectives that required faculty to develop questions in group meetings much like processes of the National Board of Medical Examiners. The LCME has twice commended the college for the internally developed system that evaluates module/clerkship performance as well as that of individual faculty. This process of continual quality improvement has been exercised since day one and the result is a dynamic and highly integrated educational program developed and approved by faculty and recognized by the LCME.

National data is available on the performance of the students within the program attesting to the excellence faculty have exhibited in their founding efforts in these initial years. Evaluation of the faculty and the assessment of the particular module/clerkship are paramount and should be outstanding for this recognition in the promotion qualifications. In addition, evidence will need to be provided concerning the continued productivity of the respective faculty.

Some physicians were hired with the responsibility of developing the Pegasus Health Practice. Like those faculty who developed the educational program, these individuals have devoted their efforts in making the practice functional. Specific activities in this regard are also found in Appendix II. Quality improvement measures and evidence based medicine practice will be used for their evaluation and assessment of effectiveness.

Founding faculty who demonstrate significant involvement in the examples of founding activities which are found in Appendix II may use these activities as evidence of one component of accomplishment for one step in the promotion process either from Assistant to Associate or from Associate to full Professor. It is expected that the founding faculty will also be involved in other activities demonstrating scholarship.

Criteria for Promotion to Non-tenure Track Associate Professor

For promotion to Associate Professor, a candidate must demonstrate: (1) excellence in at least one area of concentration (teaching, clinical or research, and competence in the others, (2) a sustained and productive record of peer-reviewed scholarship in his/her area(s) concentration and, (3) substantial service contributions. Examples of lines of evidence that may be used to demonstrate achievement of these criteria are listed in Appendix I. Moreover, for promotion to Associate Professor, the candidate must have established a strong regional or national reputation for scholarship in his/her area(s) of concentration.

Acceptance of educational or other materials in peer-reviewed repositories, acceptance of articles for publication in refereed journals, invitations to speak at regional or national meetings, service as an ad hoc reviewer or on editorial boards, service on regional or national committees or review panels and other lines of evidence can indicate that a candidate has established a strong regional or national reputation for scholarship.

Clinical Practice and Clinical Leadership

Excellence in clinical practice is an important component for promotion to non-tenure track Associate Professor in Clinical Sciences. Examples of achievement in this area include but are not limited to founding faculty activities in the establishment of the College's clinical practice, documented practice of evidence-based medicine, excellent clinical outcomes, high patient satisfaction, establishment of a regional or national referral base, effective participation in clinical quality and safety initiatives and regional or national recognition as a clinical authority.

Teaching and Educational Leadership

Excellence in teaching is an important component for promotion to non-tenure Associate Professor in Clinical Sciences. Examples of this achievement include but are not limited to leading or participating in didactic courses; mentorship of medical students, graduate students and/or postdoctoral fellows; development of novel materials; and teaching in diverse components of the MD program. These activities must be supported by objective, systematic evaluation by students taught or mentored by the faculty member. Additionally, systematic evaluation by senior faculty within the department and by faculty within other divisions and/or departments in which the candidate has played an active teaching role are considered.

Service Activities and Academic Leadership

Can include:

- Membership on committees of affiliated institutions, such as IRB, IUCUC committee, QI committee, or search committees
- Membership on departmental, college, and/or university committees
- Participation in activities such as accreditation, assessment, or institutional effectiveness programs

Criteria for Promotion to Non-tenure Track Professor

The title of Professor represents the highest academic award within the institution and holds special recognition in the College and academic community. Not all Associate Professors will reach the rank of Professor. Promotion to Professor is not awarded on the basis of longevity, but rather on the basis of superior achievement at the national level with the promise of continued contribution. The usual minimum time in rank as Associate Professor is five years. There is no limit to the maximum years for consideration. Promotion is not based solely on performance at another university; one must demonstrate productivity at UCF. Early consideration for promotion to Professor is appropriate when all of the criteria that would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion to Professor must demonstrate: a sustained record of productive scholarly activity and scholarship in their area(s) of concentration leading to national prominence. To receive appointment to non-tenure earning Professor in the Department of Clinical Sciences, a candidate must demonstrate: (1) continued excellence in his/her primary area of concentration, (2) a sustained, and productive record of scholarship in his/her area(s) of concentration, and (3) continued significant service contributions. Examples of the lines of evidence that may be used to demonstrate achievement of these criteria besides those listed above can be found in Appendix I.

NON-TENURE-TRACK FACULTY DEPARTMENT OF INTERNAL MEDICINE

General Considerations

Non-tenure-track faculty members in the Department of Internal Medicine typically divide their time among the following areas: clinical practice, medical student and resident teaching, and research. They may participate in scholarly activity in any or all of these domains. To qualify for promotion to a higher rank, all non-tenure-track faculty members in the department must both demonstrate excellence in their primary area of concentration and competence in the other areas in which they have responsibilities. In addition, they should be able to show evidence of sustained productivity in scholarship pertaining to their primary area(s) of concentration. Some faculty members in the department in addition to clinical, teaching and research activities, play a significant role in educational leadership (e.g., as module directors or program directors), in which case evidence of excellence in this area is also required for promotion to a higher rank.

Finally, all faculty members in the department participate in service activities. Service activities typically represent a relatively small proportion of any faculty member's assignment; yet, significant contributions in this area should also be recognized when considering a faculty member's qualifications for promotion.

The College of Medicine has identified examples of evidence (Appendix I) that may be used to demonstrate excellence in clinical activities, teaching, scholarship, leadership, and other activities when a faculty member is considered for promotion to a higher rank. These lists of examples are intended to cover the wide range of activities and products that might be associated with a diverse group of faculty. Therefore, a faculty member is not expected to demonstrate every example of evidence listed. The actual mix of examples included as evidence of excellence and achievement in a promotion portfolio may vary widely from one individual to another.

Founding Faculty effort with Curriculum Development, Achievement of Full Accreditation and Developing Pegasus Health

Faculty hired by the College between 2007 and 2013 are designated Founding Faculty. Specific activities of these individuals that differ from other university faculty are outlined in Appendix II. The founding faculty, in varying degrees, has devoted their efforts to developing the educational program for the MD degree at the expense of having protected time to produce individual scholarly works. The highly integrative MD educational program necessitated that the efforts of these faculty were directed to having module or clerkship meetings to develop and integrate the content of these courses. Accreditation standards required the development of integrated formative and summative assessment questions related to overall goals and objectives that required faculty to develop questions in group meetings much like processes of the National Board of Medical Examiners. The LCME has twice commended the college for the internally developed system that evaluates module/clerkship performance as well as that of individual faculty. This process of continual quality improvement has been exercised since day one and the result is a dynamic and highly integrated educational program developed and approved by faculty and recognized by the LCME.

National data is available on the performance of the students within the program attesting to the excellence faculty have exhibited in their founding efforts in these initial years. Evaluation of the faculty and the assessment of the particular module/clerkship are paramount and should be outstanding for this recognition in the promotion qualifications. In addition, evidence will need to be provided concerning the continued productivity of the respective faculty.

Some physicians were hired with the responsibility of developing the Pegasus Health Practice. Like those faculty who developed the educational program, these individuals have devoted their efforts in making the practice functional. Specific activities in this regard are also found in Appendix II. Quality improvement measures and evidence based medicine practice will be used for their evaluation and assessment of effectiveness.

Founding faculty who demonstrate significant involvement in the examples of founding activities which are found in Appendix II may use these activities as evidence of one component of accomplishment for one step in the promotion process either from Assistant to Associate or from Associate to full Professor. It is expected that the founding faculty will also be involved in other activities demonstrating scholarship.

Criteria for Promotion to Non-tenure Track Associate Professor

For promotion to Associate Professor, a candidate must demonstrate: (1) excellence in at least one area of concentration (teaching, clinical or research, and competence in the others, (2) a sustained and productive record of peer-reviewed scholarship in his/her area(s) concentration and, (3) substantial service contributions. Examples of lines of evidence that may be used to demonstrate achievement of these criteria are listed in Appendix I. Moreover, for promotion to Associate Professor, the candidate must have established a strong regional or national reputation for scholarship in his/her area(s) of concentration.

Acceptance of educational or other materials in peer-reviewed repositories, acceptance of articles for publication in refereed journals, invitations to speak at regional or national meetings, service as an ad hoc reviewer or on editorial boards, service on regional or national committees or review panels and other lines of evidence can indicate that a candidate has established a strong regional or national reputation for scholarship.

Clinical Practice and Clinical Leadership

Excellence in clinical practice is an important component for promotion to non-tenure track Associate Professor in Internal Medicine. Examples of achievement in this area include but are not limited to founding faculty activities in the establishment of the College's clinical practice, documented practice of evidence-based medicine, excellent clinical outcomes, high patient satisfaction, establishment of a regional or national referral base, effective participation in clinical quality and safety initiatives and regional or national recognition as a clinical authority.

Teaching and Educational Leadership

Excellence in teaching is an important component for promotion to non-tenure Associate Professor in Internal Medicine. Examples of this achievement include but are not limited to leading or participating in didactic courses; mentorship of medical students, residents, graduate students and/or postdoctoral fellows; development of novel materials; and teaching in diverse components of the MD and/or GME program. These activities must be supported by objective, systematic evaluation by students and/or residents taught or mentored by the faculty member. Additionally, systematic evaluation by senior faculty within the department and by faculty within other divisions and/or departments in which the candidate has played an active teaching role are considered.

Service Activities and Academic Leadership

Can include:

- Membership on committees of affiliated institutions, such as IRB, IUCUC committee, QI committee, or search committees
- Membership on departmental, college, and/or university committees
- Participation in activities such as accreditation, assessment, or institutional effectiveness programs

Criteria for Promotion to Non-tenure Track Professor

The title of Professor represents the highest academic award within the institution and holds special recognition in the College and academic community. Not all Associate Professors will reach the rank of Professor. Promotion to Professor is not awarded on the basis of longevity, but rather on the basis of superior achievement at the national level with the promise of continued contribution. The usual minimum time in rank as Associate Professor is five years. There is no limit to the maximum years for consideration. Promotion is not based solely on performance at another university; one must demonstrate productivity at UCF. Early consideration for promotion to Professor is appropriate when all of the criteria that would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion to Professor must demonstrate: a sustained record of productive scholarly activity and scholarship in their area(s) of concentration leading to national prominence. To receive appointment to non-tenure earning Associate Professor in the Department of Internal Medicine, a candidate must demonstrate: (1) continued excellence in his/her primary area of concentration, (2) a sustained, and productive record of scholarship in his/her area(s) of concentration, and (3) continued significant service contributions. Examples of the lines of evidence that may be used to demonstrate achievement of these criteria besides those listed above can be found in Appendix I.

NON-TENURE-TRACK FACULTY DEPARTMENT OF MEDICAL EDUCATION

General Considerations

Non-tenure-track faculty members in the Department of Medical Education typically concentrate on teaching (primarily in the MD program, although some may have additional teaching responsibilities) and scholarly activity involving research (primarily in medical education, although some may pursue research in other areas). To qualify for promotion to a higher rank, non-tenure-track faculty members in the department must both demonstrate excellence in teaching and have a sustained, productive record of scholarship and scholarly activity. Some faculty members in the department in addition to teaching and research activities, play a significant role in educational leadership (e.g., as module directors or year directors), in which case evidence of excellence in this area is also required for promotion to a higher rank. Finally, all faculty members in the department participate in service activities. Service activities typically represent a relatively small proportion of any faculty member's assignment; yet, significant contributions in this area should also be recognized when considering a faculty member's qualifications for promotion.

The College of Medicine has identified examples of evidence (Appendix I) that may be used to demonstrate excellence in teaching, scholarship, leadership, and other activities when a faculty member is considered for promotion to a higher rank. This list of examples is intended to cover the wide range of activities and products that might be associated with a diverse group of faculty. Therefore, a faculty member is not expected to demonstrate every example of evidence listed. The actual mix of examples included as evidence of excellence and achievement in a promotion portfolio may vary from one individual to another.

Founding Faculty effort with Curriculum Development, Achievement of Full Accreditation and Developing Pegasus Health

Faculty hired by the College between 2007 and 2013 are designated Founding Faculty. Specific activities of these individuals that differ from other university faculty are outlined in Appendix II. The founding faculty, in varying degrees, has devoted their efforts to developing the educational program for the MD degree at the expense of having protected time to produce individual scholarly works. The highly integrative MD educational program necessitated that the efforts of these faculty were directed to having module or clerkship meetings to develop and integrate the content of these courses. Accreditation standards required the development of integrated formative and summative assessment questions related to overall goals and objectives that required faculty to develop questions in group meetings much like processes of the National Board of Medical Examiners. The LCME has twice commended the college for the internally developed system that evaluates module/clerkship performance as well as that of individual faculty. This process of continual quality improvement has been exercised since day one and the result is a dynamic and highly integrated educational program developed and approved by faculty and recognized by the LCME.

National data is available on the performance of the students within the program attesting to the excellence faculty have exhibited in their founding efforts in these initial years. Evaluation of the faculty and the assessment of the particular module/clerkship are paramount and should be outstanding for this recognition in the promotion qualifications. In addition, evidence will need to be provided concerning the continued productivity of the respective faculty.

Some physicians were hired with the responsibility of developing the Pegasus Health Practice. Like those faculty who developed the educational program, these individuals have devoted their efforts in making the practice functional. Specific activities in this regard are also found in Appendix II. Quality improvement measures and evidence based medicine practice will be used for their evaluation and assessment of effectiveness.

Founding faculty who demonstrate significant involvement in the examples of founding activities which are found in Appendix II may use these activities as evidence of one component of accomplishment for one step in the promotion process from Assistant to Associate or from Associate to full Professor. It is expected that the founding faculty will also be involved in other activities demonstrating scholarship.

Criteria for Promotion to Non-Tenure-Track Associate Professor

To receive appointment to non-tenure-track Associate Professor in the Department of Medical Education, a candidate must demonstrate: (1) a sustained and productive record of peer-reviewed scholarship in his/her area(s) of concentration with regional or national reputation, (2) excellence in teaching contributions, and (3) substantial service contributions. Examples of achievement of these criteria include the following: (Additional examples are located in Appendix I.)

Scholarship in Research

Promotion to non-tenure-track Associate Professor in the Department of Medical Education in some cases requires the candidate to have established a strong regional or national reputation for scholarship in his/her area(s) of concentration. Acceptance of educational or other materials in peer-reviewed repositories, acceptance of articles for publication in refereed journals, invitations to speak at regional or national meetings, service as an ad hoc reviewer or on editorial boards, service on regional or national committees or review panels, and other lines of evidence can indicate that a candidate has established a strong regional or national reputation for scholarship in research.

Teaching and Educational Leadership

Excellence in teaching is an imperative component of promotion to non-tenure-track Associate Professor in Medical Education. Examples of achievement in this area include but are not limited to leading or participating in didactic courses; mentorship of medical students, graduate students and/or postdoctoral fellows; development of novel materials; and teaching in diverse components of the MD program. These activities must be supported by objective, systematic evaluation by students taught or mentored by the faculty member. Additionally, systematic evaluation by senior faculty within the department and by faculty within other divisions and/or departments in which the candidate has played an active teaching role are considered.

Service Activities and Academic Leadership

Can include:

- Membership on committees of affiliated institutions, such as IRB, IACUC, QI committee, or search selection committee
- Membership on departmental, college, and/or university committees
- Participation in activities such as accreditation, assessment, or institutional effectiveness programs.

Criteria for Promotion to Non-Tenure-Track Professor

The title of Professor represents the highest academic award within the institution and holds special recognition in the College and academic community. Not all Associate Professors will reach the rank of Professor. Promotion to Professor is not awarded based on longevity, but rather on the basis of superior achievement at the national level with the promise of continued contribution. The usual minimum time in rank as Associate Professor is five years. There is no limit to the maximum years for consideration. Promotion is not based solely on performance at another university; one must demonstrate productivity at UCF. Early consideration for promotion to Professor is appropriate when all of the criteria that would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion to Professor must demonstrate: a sustained record of productive scholarly activity and scholarship demonstrating national prominence. To receive appointment to non-tenure-track Professor in the Department of Medical Education, a candidate must demonstrate: (1) a sustained and productive record of peer-reviewed scholarship demonstrating a national or international reputation, (2) continued excellence in teaching, and (3) continued significant service contributions. Examples of the lines of evidence that may be used to demonstrate achievement of these criteria besides those listed above can be found in Appendix I.

Approved by COM Faculty, December 2011

Approved by UCF Faculty Affairs, April 2012

Approved by Provost, May 2012

Approved by COM Faculty, August-December 2012

Updated: March 4, 2014

NON-TENURE-TRACK LIBRARY FACULTY

General Considerations

Non-tenure-track faculty members in the Health Sciences Library typically concentrate on administrative service, teaching and scholarly activity involving research. To qualify for promotion to a higher rank, non-tenure-track medical library faculty members in the department must both demonstrate excellence in library and information sciences and teaching and have a sustained, productive record of scholarship and scholarly activity. Additionally, medical library faculty must also participate in service activities appropriate to their rank (national, regional, university, college or departmental). Service activities typically represent a relatively small proportion of any faculty member's assignment; yet, significant contributions in this area should also be recognized when considering a faculty member's qualifications for promotion.

The College of Medicine has identified examples of evidence (Appendix III) that may be used to demonstrate excellence in library and information sciences, teaching, scholarship, leadership, and other activities when a faculty member is considered for promotion to a higher rank. This list of examples is intended to cover the wide range of activities and products that might be associated with a diverse group of faculty. Therefore, a faculty member is not expected to demonstrate every example of evidence listed. The actual mix of examples included as evidence of excellence and achievement in a promotion portfolio may vary from one individual to another.

Founding Faculty effort with Curriculum Development, Creation of Health Sciences Library, and Achievement of Full Accreditation

Faculty hired by the College between 2007 and 2013 are designated Founding Faculty. Specific activities of these individuals that differ from other library faculty are outlined in Appendix IV. The founding faculty, in varying degrees, has devoted their efforts to developing the infrastructure and educational program for the MD degree at the expense of having protected time to produce individual scholarly works. This process of continual quality improvement has been exercised since day one and the result is a dynamic and highly integrated educational program developed and approved by faculty and recognized by the Liaison Committee on Medical Education (LCME).

National data is available on the performance of the students within the program attesting to the excellence faculty have exhibited in their founding efforts in these initial years. The library was a key component to the success of the curriculum developed. Founding library faculty who were involved in the creation of the Health Sciences Library should therefore be given recognition for their activities during this time.

Founding faculty who demonstrate significant involvement in the examples of founding activities which are found in Appendix IV may use these activities as evidence of one component of accomplishment for one step in the promotion process from Medical Assistant to Medical Associate or from Medical Associate to Medical Librarian. It is expected that the founding faculty will also be involved in other activities demonstrating scholarship.

Criteria for Promotion to Non-Tenure-Track Medical Assistant Librarian

To receive appointment to non-tenure-track Medical Assistant Librarian, a candidate must demonstrate: (1) Academy of Health Information Professions (AHIP) certification (2) progress towards mastery of one or more fields of library specialization (3) interest in making scholarly contributions including abstracts, posters and presentations at local or regional meetings (4) instructional contributions, and (5) substantial service contributions. Examples of achievement of these criteria include the following: (Additional examples are located in Appendix III.)

Library and Information Sciences

It is expected that candidates will demonstrate expertise and accomplishments related to one or more fields of specialization. These could include: reference services, electronic resources, technology services, public services, or other specialties relevant to the candidate's position. Additionally, the non-tenure-track Medical Assistant Librarian must exhibit autonomy in supporting assigned faculty and student groups through the Personal Librarian and Medical Library Liaison programs.

Scholarship in Research

Promotion to non-tenure-track Medical Assistant Librarian in some cases requires the candidate to have established a local or university-based reputation for scholarship in his/her area(s) of concentration. Submission of educational or other materials in peer-reviewed repositories or refereed journals, presenting at local or regional meetings, service as an ad hoc reviewer, service on local or regional committees or review panels, and other lines of evidence can indicate that a candidate has established a local or regional reputation for scholarship in research.

Instructional Contributions

Instructional contributions are an important component of promotion to non-tenure-track Medical Assistant Librarian. Examples of achievement in this area include but are not limited to participating in didactic courses; one-on-one and small group interactions with faculty and/or students; and planning or teaching faculty development or continuous professional development training programs.

Service Activities and Academic Leadership

Can include:

- Service to local, state, or regional library associations.

- Membership on departmental, college, and/or university committees.
- Participation in activities such as accreditation, assessment, or institutional effectiveness programs.

Criteria for Promotion to Non-Tenure-Track Medical Associate Librarian

To receive appointment to non-tenure-track Medical Associate Librarian, a candidate must demonstrate: (1) AHIP certification (2) mastery of one or more fields of library specialization (3) a productive record of peer-reviewed scholarship and/or research in his/her area(s) of concentration with regional or national reputation, (4) instructional contributions, and (5) substantial service contributions. Examples of achievement of these criteria include the following: (Additional examples are located in Appendix III.)

Library Service

It is expected that candidates will demonstrate expertise and accomplishments related to one or more fields of specialization. These could include: reference services, electronic resources, technology services, public services, or other specialties relevant to the candidate's position. Evidence of excellence in this area may include: recognition by peers for subject or professional expertise, invitations to serve on regional or national library-related associations or committees and presentations at regional or national meetings. Additionally, the non-tenure-track Medical Associate Librarian must exhibit autonomy in supporting and leading the Personal Librarian and Medical Library Liaison programs.

Scholarship in Research

Promotion to non-tenure-track Medical Associate Librarian in some cases requires the candidate to have established a strong regional or national reputation for scholarship in his/her area(s) of concentration. Examples include but are not limited to acceptance of educational or other materials in peer-reviewed repositories, acceptance of articles or reports for publication in refereed journals, book chapters, books, invited reviews, funded grant submissions, papers and/or presentations at professional associations, speaking at regional or national meetings, service as an ad hoc reviewer or on editorial boards, service on regional or national committees or review panels.

Instructional Contributions

Instructional contributions are an important component of promotion to non-tenure-track Medical Assistant Librarian. Examples of achievement in this area include but are not limited to

participating in didactic courses; one-on-one and small group interactions with faculty and/or students; and planning or leading faculty development or continuous professional development training programs.

Service Activities and Academic Leadership

Can include:

- Service to regional or national library associations.
- Membership on committees of affiliated associations including AAMC, AAHSL, HIMSS.
- Membership on departmental, college, and/or university committees.
- Participation in activities such as accreditation, assessment, or institutional effectiveness programs.

Criteria for Promotion to Non-Tenure-Track Medical Librarian

Promotion is not based solely on performance at another university; one must demonstrate productivity at UCF. Early consideration for promotion to Medical Librarian is appropriate when all of the criteria that would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion to Medical Librarian must demonstrate: a sustained record of productive scholarly activity and scholarship demonstrating national prominence. To receive appointment to non-tenure-track Medical Librarian, a candidate must demonstrate: (1) evidence of continued mastery of one or more fields of library specialization (2) leadership in library and information science (3) a sustained and productive record of peer-reviewed scholarship demonstrating a national or international reputation, (4) continued instructional contributions, and (5) continued significant service contributions. Examples of the lines of evidence that may be used to demonstrate achievement of these criteria besides those listed above can be found in Appendix III.

Guidelines for Medical Librarians approved by Faculty in Department of Medical Education, March 4, 2015

Guidelines for Medical Librarians approved by Office of Faculty Excellence, August 17, 2015

CLINICAL TRACK NON-TENURE TRACK FACULTY

Approved by the College of Medicine Enterprise Committee February 19, 2015

Approved by Faculty Excellence April 15, 2015

General Considerations

Clinical track non-tenure track faculty are those who dedicate the majority of their effort to 1) direct patient care at UCF COM faculty practice sites such as UCF Health and affiliated hospitals, 2) clinical teaching and direct supervision of trainees (medical students and residents) at affiliated hospitals and practice sites, and 3) educational leadership and administrative roles (program, department, and division heads/chairs, CMOs). Clinical track non-tenure track faculty may participate in teaching and scholarly activities in any or all of these domains.

To qualify for promotion to a higher rank, clinical track non-tenure track faculty members are expected to demonstrate excellence in a primary area of focus (clinical practice and clinical leadership, teaching and educational leadership, scholarship and academic leadership), and competence in the other areas in which they have responsibilities. All faculty members participate in institutional service activities that augment the missions of the College (committees, task forces, etc). Service activities typically represent a relatively small proportion of any faculty member's assignment; yet significant contributions in this area should be recognized when considering qualifications for promotion.

The College of Medicine has identified examples of evidence (Appendix V) that may be used to demonstrate excellence in clinical service, teaching, scholarship, leadership, and other activities when a faculty member is considered for promotion to a higher rank. These lists of examples are intended to cover a wide range of activities and work products associated with a diverse faculty. Therefore, a faculty member is not expected to demonstrate every example of evidence listed. Consequently, evidence of excellence and achievement submitted as part of a promotion portfolio may vary significantly from one individual to another.

Criteria for Appointment to Clinical Track Non-Tenure at any Academic Rank

Appointment to Assistant Professor requires the physician to participate in clinical care for at least 50% of their effort.

Criteria for Promotion to Clinical Track Non-Tenure Track Associate Professor

The rank of Associate Professor recognizes accomplishments in:

- 1) clinical practice
- 2) education
- 3) scholarship in area of concentration
- 4) substantial service contributions

Promotion to Associate Professor requires demonstrated **excellence in one of the areas** indicated by numbers 1-3 above, and **competence in the other two areas**. In addition, a record of substantial service contributions is expected. Examples of lines of evidence that may be used to demonstrate achievement of these criteria are listed in Appendix V. The criteria are not based on the duration of an applicant's rank at the assistant level. National trends indicate that a period of at least 6 years is typical in order to fulfill the criteria; however, faculty may choose to be considered for promotion when they have met the requirements. It is prudent to initiate a promotion review only when a positive outcome can be reasonably assured.

Clinical Practice and Clinical Leadership

Excellence in clinical practice is an important element for promotion to Associate Professor in the clinical track non-tenure track. Examples of achievement in this area include but are not limited to founding faculty activities toward establishment of the College's clinical practice, documented practice of evidence-based medicine, excellent clinical outcomes, high patient satisfaction, establishment of a local or regional referral base, effective participation in clinical quality and safety initiatives, and local or regional recognition as a clinical authority in specialties of clinical practice.

Teaching and Educational Leadership

Excellence in teaching is an important component for promotion to Associate Professor in the clinical track non-tenure track. Examples of this achievement include but are not limited to course and module leadership, leading or participating in didactic sessions, mentorship of medical students, residents, graduate students and/or postdoctoral fellows, development of novel instructive materials, and teaching in diverse components of the MD and/or GME programs. These activities must be supported by objective, systematic evaluation by students and/or residents taught or mentored by the faculty member. Additionally, systematic evaluations by senior faculty within the department and by faculty within other divisions and/or departments in which the candidate has had an active teaching role are considered.

Scholarship and Academic Leadership

Acceptance of educational or other materials in peer-reviewed repositories, acceptance of articles for publication in refereed journals, poster presentations, invitations to speak at regional or national meetings, service as an *ad hoc* reviewer or on editorial boards, service on regional or national committees or review panels, and other similar lines of evidence are indicators that a candidate has established a strong regional or national reputation for scholarship.

Service Activities

Evidence of service to the college and/or university may encompass a broad range of activities including but not limited to the following:

- Membership on committees of affiliated institutions, such as IRBs, IUCUC committees, QI committees, or search committees
- Membership on department, program, college, and/or university committees

- Participation in activities such as accreditation, assessment, or institutional effectiveness programs

Criteria for Promotion to Clinical Track Non-Tenure Track Professor

The title of Professor represents the highest academic award within the institution and holds special recognition in the College and academic communities. Not all Associate Professors will reach the rank of Professor. Promotion to Professor is not awarded on the basis of longevity, but rather on the basis of superior achievement with the promise of continued contributions. The usual minimum time in rank as Associate Professor is five years, and there is no limit to the maximum years in rank prior to consideration for promotion. Promotion is not based solely on performance at another university; one must demonstrate productivity at UCF. Early consideration for promotion to Professor is appropriate when all of the criteria that would have been evaluated after a five-year interval are clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number limitation, and more than five years might be required to establish acceptable credentials.

All candidates for promotion to Professor must demonstrate a record of productive scholarly activity in their area(s) of concentration. To receive appointment to clinical track non-tenure track Professor, a candidate must demonstrate achievements beyond the requirements for Associate Professor as referenced in Appendix V.

Clinical Practice and Clinical Leadership

Continued excellence in his/her primary area of concentration

Teaching and Educational Leadership

A productive record of scholarship in his/her area(s) of concentration

Scholarship and Academic Leadership

A productive record of scholarship in his/her area(s) of concentration

Service Activities

Continued significant service contributions

APPENDIX I

UCF College of Medicine Examples of Evidence of Scholarship and Scholarly Activities

NOTE: The examples of scholarship, teaching, and service listed at each rank below are not exclusive to that rank. In particular, those examples of excellence in scholarly activity and teaching listed under Associate Professor, if sustained, would provide evidence for promotion to the rank of Professor. Founding faculty activities apply only to non-tenure track faculty.

Area	Associate Professor	Professor (In addition to examples for Associate Professor)
Scholarship in Research	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty • Experimental studies in basic research or clinical trials • Scientific grants • Publication of original research findings in peer-reviewed journals • Publication of materials in peer-reviewed depositories such as MedEdPORTAL • Publication of book chapters • Publication of teaching tools • Publication of guidelines and/or protocols for patient treatment or delivery of care • Presentations at national/international meetings (with refereed published abstracts) • Invited seminars/lectures at other institutions • Peer evaluation of materials presented at meetings or published in MedEdPORTAL • Peer review of curricular materials • Peer review of manuscripts for major journals • Adoption of innovative 	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum practice/research programs only applies to non-tenure track faculty • Citations in peer-reviewed journals • Chairmanship of study sections/peer review groups • Publication of original findings in highest-impact journals within one's field • Publication of invited review articles • Procurement (as PI) of competitive grant funding for research, curriculum development, or other scholarly activities • Authoring entire textbook or other books • Invited presentations at national/international meetings • Editor of text, research, or other types of books • Editor or member of editorial board of journals • Member of grant review panels for major funding agencies (NIH, NSF, AHA, ACS, etc.) • Awards or other recognition for excellence in the scholarship of teaching and learning (SoTL) • Evidence of sustained

	<p>educational materials by other institutions</p> <ul style="list-style-type: none"> • Co-investigator on funded grants • Invitations to serve on regional clinical or research study groups • Invitations to serve ad-hoc reviewer for journals • Invitations to serve ad-hoc reviewer for grant proposals • Invitations for consulting (clinical, educational, or research) • Contribution to the development or enhancement of a model program that is integral to the success of one’s own department or other departments or programs within University of Central Florida College of Medicine • Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the University of Central Florida College of Medicine 	<p>performance as an outstanding faculty member with demonstrated commitment to teaching, advising, and student welfare</p> <ul style="list-style-type: none"> • Development, enhancement, or management of a model program that is integral to the success of one’s own department or other departments or programs within University of Central Florida College of Medicine • Development, enhancement, or management of a program that expands the services, productivity, revenue, and reputation of the University of Central Florida College of Medicine • Organizing committee member/executive committee/board of scientific organizations
<p>Teaching and Educational Leadership</p>	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty • College/university teaching awards • Documented effectiveness in research training and mentorship of medical students, graduate students, postdoctoral fellows, and/or 	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty • National/international teaching awards • National recognition for curriculum development, evaluation, and/or integration • Adoption of course materials, curricular designs, novel technologies, etc. by other

	<p>residents</p> <ul style="list-style-type: none"> • Participation in thesis committees of masters and Ph.D. level students • Success and accomplishments of trainees • Documentation of effective learning outcomes (student, self-reported outcomes, performance on exams, etc.) • Student performance on NBME subject exams and USMLE Step 1 & Step 2 exams • Demonstrated use of "Best Practices" in pedagogies and instructional materials • Demonstrated effectiveness in curricular integration and/or use of highly innovative approaches • Development of educational technology • Development of effective formative and summative assessment tools • High ratings on student, peer, and/or supervisory teaching evaluations • High ratings on evaluations of faculty member clerkship, module, course director, or residency program director • High ratings on Program Evaluation Subcommittee report • High ratings on evaluations of instructional and/or curricular materials • Student or other evaluations of advising and mentoring effectiveness 	<p>institutions</p> <ul style="list-style-type: none"> • Documented effectiveness in research training and mentorship of medical students, graduate students, postdoctoral fellows, and/or residents • Participation in thesis committees of masters and Ph.D. level students • Sustained high ratings on teaching evaluations, teaching evaluations, evaluations of course materials, evaluations of mentoring/advising, etc. • Development, enhancement, or management of a model program that is integral to the success of one's own department or other departments or programs within the College of Medicine • Development, enhancement, or management of a program that expands the services, productivity, revenue, and reputation of the College of Medicine
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	<ul style="list-style-type: none"> • Contribution to the development or enhancement of a model program that is integral to the success of one’s own department or other departments or programs within the College of Medicine • Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the College of Medicine 	
Clinical Activity	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty • Use of innovative clinical treatments • Effective clinical outcomes • High patient satisfaction scores • Evidence of safety and quality improvement • Involvement in clinical outreach, as evidenced by regional referrals for care and by recognition as clinical expert • Demonstrated practice of evidence-based medicine • Contribution to the development or enhancement of a model program that is integral to the success of one’s own department or other departments or programs within the College of 	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty • National recognition for new patient programs and/or clinical innovation • National recognition for safety and quality improvement • Impact on care at national level • National referrals for care • Development, enhancement, or management of a model program that is integral to the success of one’s own department or other departments or programs within the College of Medicine • Development, enhancement, or management of a program that expands the services, productivity, revenue, and reputation of the College of Medicine • Participation in multi-center clinical trials, initiation of new clinical trials • Procurement of extramural support for clinical trials

	<p>Medicine</p> <ul style="list-style-type: none"> • Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the College of Medicine • Participation in multi-center clinical trials, initiation of new clinical trials • Procurement of extramural support for clinical trials • Collaboration and participation in translational research 	<ul style="list-style-type: none"> • Collaboration and participation in translational research
<p>Service Activities and Academic Leadership</p>	<ul style="list-style-type: none"> • Membership on departmental, college, and/or university committees • Membership on committees of affiliated institutions, such as IRB, QI committee, or residence selection committee • Participation in activities such as accreditation, assessment, or institutional effectiveness programs • Provision of continuing education programs for community and/or university • Recognition from regional or national societies • Service to local community and community organizations • Development of programs that promote diversity • Officer/leadership of regional academic, medical, or research organizations 	<ul style="list-style-type: none"> • Membership on national/international academic, medical, or research committees • Chairing of departmental, college, and/or university committees • Officer/leadership of national/international academic, medical, or research organizations • Recognition from national/international societies • Development of mentoring programs for new faculty • Organization of teaching workshops, seminars, and/or professional meetings • Member of accreditation site teams (LCME, SACS, etc.) • Unpaid service as journal editor, book editor, or member of journal editorial board • Unpaid service on grant panels for major funding agencies • Service as department chair, assistant dean, or associate dean • Service as director, or associate director in established units • Representation of COM in official

	<ul style="list-style-type: none">• Unpaid ad hoc reviewing of journal articles and/or grant proposals• Service as Department Chair• Service as Assistant or Associate Dean• Service as director of laboratory or practice site (or other practice program-related leadership)• Demonstration of attainment of benchmarks for successful change (i.e., AAMC graduation questions.)	activities
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Appendix II

Founding Faculty Activities in establishing foundation of a new medical school

Planning and arranging for interim facilities to conduct laboratory experiences in anatomy, histology, pathology, physiology and microbiology for establishing foundation of a new medical school

Travel to other institutions to observe systems in place for educational programs

Establishing interim facilities for establishing foundation of a new medical school

Arranging for transportation back and forth to facilities on main campus from Research Park for students and faculty

Planning and arranging for interim Clinical Skill facilities with Department of Army in Research Park

Conceptualization, operation and actual design of laboratory facilities in Education Building at Lake Nona from working with architects to contractors

Planning, designing and initiating a human body donation program to receive human remains

Planning and implementing surgical courses for faculty in Florida, other states and other countries to learn new methods and technologies

Design of simulation and clinical skills center in Education Building at Lake Nona

Recruitment and training of standardized patients to participate in educational program

Development of individual preceptor training sites for each medical student to spend 4 hours every other week in the first and second years

Conducted personal visits to each preceptor site and provided faculty development and orientation to the educational goals of the college

Creating underlying policies and procedures for faculty and students for a new medical school in all aspects

Participation in orientation sessions conducted for volunteer/affiliated faculty who were going to participate in different modules (N=14) and clerkships (N=10)

Search committee responsibilities as faculty (N=25) were recruited for establishing foundation of a new medical school

Hiring of a full component of faculty to teach medical students

Participating in the preparation of support materials for the LCME site visits required for the stages leading to full accreditation of the college of medicine

Development of acceptable training sites for six core third-year clerkships and four, fourth-year clerkships

Development of over 100 electives in various disciplines in medicine at multiple hospital and practice locations throughout Central Florida to include Orlando, Titusville, and Melbourne

Recruitment of mentors for research projects for Focused Individualized Research Experience module

Fulfilling criteria for 135 LCME standards to achieve preliminary, provisional and full accreditation

Establishing clinical practice at practice site on University Boulevard

Participating in the design and space planning for the site

Selecting and implementing an electronic medical record

Participation in marketing activities for the new practice

Establishing a medical staff model

Developing policies and procedures for the practice

Developing quality and safety programs

Establishing patient satisfaction monitoring program

Establishing appropriate work flow at the practice site

Integrating evidence based medicine into the electronic medical record

Planning, designing, implementing and evaluating an integrated medical curriculum

Developing a process for fostering continuous quality improvement of the medical curriculum

Exploring and implementing new computer technologies for the educational experiences in the new and evolving medical curriculum

Training support staff involved in the implementation of the medical curriculum

Development of educational and research programs in UME and GME at VAMC-Orlando and Nemours Children's Hospital

Appendix III

UCF College of Medicine Examples of Evidence of Scholarship, Instructional and Service Activities for Medical Librarian Faculty

NOTE: The examples of scholarship, instruction, and service listed at each rank below are not exclusive to that rank. In particular, those examples of excellence in scholarly activity and instruction listed under Medical Associate Librarian, if sustained, would provide evidence for promotion to the rank of Medical Librarian.

Area	Medical Assistant Librarian	Medical Associate Librarian (In addition to examples for Medical Assistant Librarian)	Medical Librarian (In addition to examples for Medical Associate Librarian)
Scholarship in Research	<ul style="list-style-type: none"> • Founding faculty activities in development of curriculum and library infrastructure • Submission and/or publication and/or presentation of abstracts, posters, reports and/or workshops/presentations at regional, local, university or college events • Contributions to grant proposal development • Program evaluation-based research 	<ul style="list-style-type: none"> • Peer reviewed articles, invited reviews, reports • Papers presented at professional associations • Presentations and workshops for external audiences • College or university-based competitive grant recipient • Publication of materials in peer-reviewed depositories such as MedEdPORTAL • Presentations at regional and/or national meetings (with refereed published abstracts) • Invited seminars/lectures at other institutions • Peer review of manuscripts for major journals • Adoption of innovative educational materials by other institutions • Major contributions to grant proposal development • Co-investigator on funded grants 	<ul style="list-style-type: none"> • Citations in peer-reviewed journals • Publication of invited review articles • Procurement (as PI or Co-Investigator) of competitive grant funding for research, curriculum development, or other scholarly activities • Authoring chapters in textbook or other books • Invited presentations at national meetings • Editor of text, research, or other types of books • Editor or member of editorial board of journals • Awards or other recognition for excellence in librarianship

		<ul style="list-style-type: none"> • Invitations to serve ad-hoc reviewer for journals or grant proposals • Contribution to the development or enhancement of a model program that is integral to the success of one's own department or other departments or programs within University of Central Florida College of Medicine • Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the University of Central Florida College of Medicine 	
Teaching and Educational Leadership	<ul style="list-style-type: none"> • Founding faculty activities in development of curriculum and library infrastructure • Participation in didactic courses, faculty development and continuous professional development training programs • Mentorship of medical students, graduate students and/or postdoctoral fellows • Development of novel materials • Creation of in-house publications, presentations, LibGuides, reports, papers for courses and websites 	<ul style="list-style-type: none"> • Leading or participating in didactic courses, faculty development and continuous professional development training programs • Mentorship of medical students, graduate students and/or postdoctoral fellows • Participation in consulting activities related to areas of expertise • Success and accomplishments of students • Development of educational technology • Contribution to the development or enhancement of a model 	<ul style="list-style-type: none"> • Mentorship of medical students, graduate students and/or postdoctoral fellows • Lead consulting activities related to areas of expertise

	<ul style="list-style-type: none"> • Instruct students through Personal Librarian Program 	<p>program that is integral to the success of one's own department or other departments or programs within the College of Medicine</p> <ul style="list-style-type: none"> • Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the College of Medicine 	
Library Service	<ul style="list-style-type: none"> • Founding faculty activities in development curriculum and library infrastructure • Demonstrate expertise and accomplishments related to one or more fields of specialization • Exhibit autonomy in supporting assigned faculty and student groups through the Personal Librarian Program. 	<ul style="list-style-type: none"> • Recognition by peers for subject or professional expertise • Liaison with vendors and partners to establish innovative programs • Host state-wide, regional or national conferences, meetings and/or workshops • Invitations to serve on local, or regional library-related associations, committees or task forces • Invitations to present at state-wide and/or regional meetings • Exhibit autonomy in supporting the Personal Librarian Program and new library initiatives • Contribution to the development or enhancement of a model program that is integral to the success of one's own department or other departments or programs within the College of 	<ul style="list-style-type: none"> • Recognition by national peers for subject or professional expertise • Invitations to serve on national library-related associations, committees or task forces • Invitations to present at national meetings. • Lead in the development of new library programs and initiatives • National recognition for library innovations • Serve as a consultant for other libraries

		<p>Medicine</p> <ul style="list-style-type: none"> • Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the College of Medicine 	
Service Activities and Academic Leadership	<ul style="list-style-type: none"> • Membership on departmental, college, and/or university committees • Participation in activities such as accreditation, strategic planning, assessment, or institutional effectiveness programs • Interviewing prospective students for COM admissions 	<ul style="list-style-type: none"> • Membership on committees of affiliated institutions • Provision of continuing education programs for community and/or university • Recognition from regional or national medical education or library societies • Service to local community organizations • Development of programs that promote diversity • Unpaid ad hoc reviewing of journal articles and/or grant proposals • Demonstration of attainment of benchmarks for successful change (i.e., AAMC graduation questions) 	<ul style="list-style-type: none"> • Membership on national academic, medical, or research committees • Chair of departmental, college, and/or university committees • Officer/leadership of national academic, medical, or research organizations • Recognition from national service societies • Organization of teaching workshops, seminars, and/or professional meetings • Unpaid service as journal editor, book editor, or member of journal editorial board • Service as director, or associate director in established units/departments • Representation of COM in official activities

APPENDIX IV

Founding Library Faculty Activities in establishing foundation of a new medical school

Planning and arranging for interim facilities to support medical library services at a new medical school

Travel to other institutions to observe systems in place for educational and library programs

Conceptualization, operation and actual design of library facilities in Education Building at Lake Nona from working with architects to contractors

Creating underlying policies and procedures for faculty and students for a new medical school in all aspects

Create, design and deliver orientation sessions for core faculty, volunteer/affiliated faculty, and medical students

Search committee responsibilities as faculty were recruited for establishing foundation of a new medical school

Participating in the preparation of support materials for the LCME site visits required for the stages leading to full accreditation of the college of medicine

Fulfilling criteria for 135 LCME standards to achieve preliminary, provisional and full accreditation

Participation in marketing activities for the health sciences library

Planning, designing, implementing and evaluating an integrated medical curriculum

Exploring and implementing mobile technologies for the educational experiences in the new and evolving medical curriculum

Acquiring and cataloging of opening day physical and electronic collections

Develop and implementation of the health science library website

Creation and implementation of the Medical Informatics longitudinal curricular theme

Negotiate subscription costs and license agreements for health sciences library electronic resources

Develop library public services for staff, faculty and medical students

Establish consumer health services collection

Facilitate tours and deliver presentations regarding the new health sciences library

Appendix V
Examples of Evidence for Clinical Track Non-Tenure Track

	Associate Professor	Professor (In addition to examples for Associate Professor)
Clinical Activity, Teaching, and Scholarship	<ul style="list-style-type: none"> • Attainment of local reputation for clinical excellence • Founding faculty activities or other significant role in development of the curriculum and practice program • Promotes use of innovative clinical treatments • Effective clinical outcomes • High patient satisfaction scores • Evidence of safety and quality improvement • Demonstrated practice of evidence-based medicine • Contribution to the development or enhancement of programs which enhance the success and reputation of one's department or other departments or programs within the College of Medicine • Participation in evaluation of patient outcomes data or participation in clinical trials. • Participation in LCME or ACGME accreditation activities • Demonstrated activity in professional societies • Invitations to speak at conferences • Evidence of publications which may include case 	<ul style="list-style-type: none"> • Attainment of regional reputation for clinical excellence • Founding faculty or other significant activities in development of the curriculum and practice program • Recognized for new patient programs and/or clinical innovation • Recognition for safety and quality improvement • Regional patient referrals and recognition as an expert in area of clinical practice • Development, enhancement, or management of a program that is integral to the success of one's own department or other departments or programs within the College of Medicine • Designs or participates in clinical trials or translational research • Evidence of research funding • Service as journal editor, book editor, or member of journal editorial board • Service on grant panels for major funding agencies • Participation in national boards and leadership groups within the candidate's field (i.e. board examiner, specialty boards, ACGME, NBME, site visits, inspector [CAP], etc.) • Invitations to present at national conferences or symposia • Evidence of peer-reviewed publications

	studies	<ul style="list-style-type: none"> • Reviews articles submitted to peer-reviewed journals • Participation in committees advisory to government or professional organizations
Service Activities and Academic Leadership	<ul style="list-style-type: none"> • Membership on departmental, college, and/or university committees • Membership on committees of affiliated institutions, such as IRB, IACUC, QI committee, or resident selection committee • Participation in activities such as accreditation, assessment, or institutional effectiveness programs • Provision of continuing education programs for community and/or university • Recognition from regional, state or national societies • Service to local community and community organizations • Development of programs that promote diversity • Reviewer of journal articles and/or grant proposals • Service as division chief, department chair, vice-chair, or equivalent • Service as assistant or associate dean • Service as director of laboratory or practice site (or other practice program-related leadership) • Demonstration of attainment of benchmarks (i.e., AAMC graduation questions.) 	<ul style="list-style-type: none"> • Membership on academic, medical, or research committees • Chairing of departmental, college, and/or university committees • Recognition from state or national societies • Development of mentoring programs for new faculty • Organization of teaching workshops, seminars, and/or professional meetings • Member of accreditation site teams (LCME, SACS, etc.) • Service as department chair, assistant dean, or associate dean • Service as director, or associate director in established units • Representation of COM in official activities