

College of Medicine Appointment and Promotion Guidelines for Affiliated and Volunteer Faculty

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INTRODUCTION

The University of Central Florida College of Medicine values the contributions made by Affiliated and Volunteer Faculty. The policies for appointment and promotion of faculty listed in this document are designed to foster excellence in all of our missions and to recognize the essential roles Affiliated and Volunteer faculty fulfill in relationship to the academic program.

GENERAL REQUIREMENTS FOR APPOINTMENT

Appointment as Resident Instructor for Affiliated Faculty

The rank of resident instructor is designated for individuals completing their graduate medical education at affiliated hospitals. The term of the appointment will correspond to the dates the individual is in the training program. Individuals remaining on staff at affiliated hospitals after training will be transitioned to an instructor appointment until they become board-certified. Residents who remain in the Central Florida community (outside of our affiliated institutions) must contact the college to be appointed as an instructor. Once board certification is verified, faculty will be appointed at the assistant professor rank.

Appointment as Instructor for Affiliated and Volunteer Faculty

The rank of instructor is appropriate as an entry rank for candidates who are at the early stage of academic and/or clinical service. The rank of instructor is used for physicians who have not yet attained board certification, for basic scientists who have not completed a post-doctoral fellowship, or for other individuals who do not have a terminal degree in their field.

Appointment to the rank of Assistant Professor (early career level) for Affiliated and Volunteer Faculty

The rank of assistant professor signifies that the candidate has made or has the potential to make contributions to at least one of the focus areas of academic and/or clinical achievement that constitute the missions of the College of Medicine. These are:

- teaching (at the medical student and/or resident level; graduate students in the medically-related sciences)
- research/scholarship
- patient care and
- service (administration and/or community service).

Appointment to the rank of Associate Professor (mid career level) for Affiliated and Volunteer Faculty

The rank of associate professor signifies that the candidate has made tangible contributions to at least one of the focus areas of academic and/or clinical achievement that constitute the mission of the College of Medicine (see above) and that the candidate has achieved regional recognition.

As affiliated or volunteer members of the faculty, associate professors will exhibit high levels of skill as educators and/or practitioners. They will contribute actively to the educational

and/or clinical programs of the College of Medicine, and they will demonstrate the ability to stimulate students and trainees toward a scholarly approach to medical practice. Such clinical faculty members must provide high-quality patient care.

Appointment to the rank of Professor (established career level) for Affiliated and Volunteer Faculty

Professors will have achieved undisputed national recognition as outstanding teachers and clinicians. They will demonstrate efficiency in design, organization, and presentation of material, and continue to contribute to the formal teaching programs of the College of Medicine. They must demonstrate a more distinguished level of accomplishment and a longer record of academic involvement than an associate professor.

The Professorial rank represents the highest rank that can be earned in the Professoriate and the highest academic honor at the University of Central Florida College of Medicine. Promotion or appointment as professor requires that the candidate has remained productive in the academic and/or clinical mission of the College of Medicine, and has national standing.

Appointment to this rank will be reviewed by the Office of Faculty & Academic Affairs and Dean. Documentation of accomplishments since initial appointment or promotion at lower ranks must be provided. Promotion or appointment to professor requires that a faculty member be recognized in her/his field at the national or international level. Scholarly presentations or publications of research and/or clinical accomplishments are standard for this promotion.

PROMOTION PROCESS FOR AFFILIATED AND VOLUNTEER FACULTY

Selection and promotion of superb affiliated and volunteer faculty members are important to the future of UCF College of Medicine. The policies for promotion of faculty are designed to foster excellence in all of our missions.

Twice a year – June 30 and December 31 the dean of the UCF College of Medicine will accept nominations of faculty members whose accomplishments warrant consideration for promotion. Nominations are submitted electronically. The dean forwards to the chair of the College Non-Tenure Promotion Committee the supporting materials for those to be considered. Recommendations of the College Committee are made to the dean who makes the decision for advancement. The faculty member is notified of the decision. Notification is made to Faculty Excellence in the Provost's Office. Changes in the faculty member's academic rank become effective at the beginning of the calendar year when request is submitted by June 30 or at the beginning of the next academic year July 1 if submitted by December 31.

Nomination for Promotion

The following are the core components of the material that is provided to the College Promotion and Tenure Committee:

1. Letter of recommendation from the Associate Dean/Faculty and Academic Affairs or department chair to the dean.
2. Curriculum vitae (CV) in format provided in COM Faculty Handbook full bibliography.
3. Professional references (three individuals, one of whom is the module /clerkship/site director if applicable).
4. Evidence of activities, products or achievements commensurate with promotion rank as specified below.

Examples of Expectations for Academic Promotion to Associate Professor

(For summary table see Appendix II)

If teaching is considered a significant factor in promotion, evidence must be presented that the candidate has developed and/or conducted quality teaching programs. The types of teaching that may be distinguished include:

- Teaching that includes laboratories, small groups, discussion sections, workshops, interactive sessions, seminars, lectures.
- Clinical teaching that involves individual or group teaching in a clinical setting, postgraduate education, demonstrations and lectures.

Suggested activities or documentation may include:

- Evidence of contributions to educational administration, curriculum planning and development or analysis within the educational program (modules, clerkships, selectives, electives).
- Department or other peer evaluation of teaching abilities.
- Examples of instructional materials such as 'handouts' used in the candidate's teaching; software, or audiovisual aid.
- A description of the application of new or improved teaching methods.
- Evaluations of teaching by medical and/or graduate students, residents, house staff, and postdoctoral fellows or evidence of teaching awards.

- Supervising or coordinating teaching by others (e.g. module/clerkship, residency program director).
- Developing and participating in teaching of major components of courses (medical student, graduate student, resident, fellow, or CME courses).
- Supervising graduate students and participating in dissertation committees.
- Sustained and substantial teaching in patient care settings.
- Developing significant educational and curricular materials (e.g. syllabi, curricular objectives, teaching cases, software).
- Developing significant evaluation techniques (e.g. examinations, surveys, software, standardized patients).

If scholarship and research are a major component of the candidate's application for promotion, evidence must be presented that the candidate has contributed to a research program that is of high quality and significance. Documentation of such a contribution must include the following using the College of Medicine standardized *curriculum vitae* format:

- A bibliography and statement that describes the research program, accomplishments to date, and future goals.
- A chronology of research support listing its source, principal investigator, candidate's role, and annual and total direct costs.
- Extramural grants or contracts (principal investigator).
- Scientific publications in peer-reviewed journals and equivalent formats (senior author).
- An evaluation of the quality of the journals in which the candidate has published, and the number of citations by others in the field.

Additional documentation may include:

- Patents or other evidence of acceptance of devices or procedures.
- Leadership of group developing local or regional clinical guidelines and/or membership of group developing national guidelines or equivalent activity.
- Leadership of group developing local or regional health policy and/or membership of group developing national policy.
- Peer reviewer of manuscripts for journals as well as *ad hoc* editorial services to professional publications.
- Leadership role in appropriate committees related to research such as IRB.

If clinical service is a major portion of the candidate's application for promotion, evidence must be presented describing the candidate's accomplishments in this or related activities, such as the number of clinics attended, types of patients seen, and procedures performed. Other evidence of clinical accomplishments may include:

- Evaluations of the candidate's clinical activities and performance by authorities in the candidate's field.
- A scholarly approach to patient care as demonstrated by:
 - Knowledge and/or use of current concepts and techniques, or development of new programs.
 - National dissemination of clinical knowledge, as evidenced by the presentation of seminars, workshops or written materials [e.g. a continuing medical education (CME) syllabus] and a bibliography of publications. Copies of CME written materials and publications, which support a scholarly approach to patient care, must be included with the candidate's file.
- Documentation of clinical activities (e.g. yearly statistics describing referral numbers, clinics attended, procedures performed, and number of patients).
- Consulting on a regional basis.

- Awards and other recognition as an outstanding regional clinician or scientist.
- Responsibility for a clinical or scientific program.
- Leadership role in appropriate committees or groups related to clinical services or research, such as IRB.

If Professional Service or service to the Department, College or University is an important aspect of the candidate's application, this service must be documented. Included within this category may be:

- Leadership and substantial contributions to committees and working groups of the College, University, and national/international groups*. Include committee assignments, as well as the candidate's role and time commitment on the committee.
- Substantial administrative responsibility* Include assignments or projects with end product, as well as the candidate's role and time commitment.
- Professional administration and program development with end product, include the candidate's role and time commitment. If supervision of a clinical or administrative unit is involved, this unit must be identified and its mission described together with the duties and responsibilities of the candidate and evidence of program growth that includes its regional and national reputation.
- A spokesperson for the College or University on areas of expertise.
- A leadership role / chair of major committees of professional organizations on a regional basis. Professional service to local, regional, state, or national associations or governmental units must be listed with the candidate's role and time commitment.
- Service as an examiner for a specialty-certifying board.

*In Academic Service, Associate Professors should demonstrate evidence of leadership, initiative, and substantial contributions to the work of groups or conduct of an important facet of academic organization must be demonstrated at the regional level.

Examples of Expectations for Academic Promotion to Professor

(For summary table see Appendix III)

If teaching is considered a significant factor in promotion, evidence must be presented that the candidate has developed and/or conducted quality teaching programs. The types of teaching that may be distinguished include:

- Teaching that includes laboratories, small groups, discussion sections, workshops, interactive sessions, seminars, lectures.
- Clinical teaching that involves individual or group teaching in a clinical setting, postgraduate education, demonstrations and lectures.

Suggested documentation of activities may include:

- Developing a course, curricular materials, or evaluation resources/techniques that are used regionally or nationally.
- Playing a major role in the organization, implementation and evaluation of a national or international educational activity.
- Supervising an educational program for a national or international audience.
- Writing or editing textbooks or equivalent resources adopted by other institutions.
- Acting as an education consultant to national bodies or a reviewer for national grants in education.

If scholarship and research are a major component of the candidate's application for promotion, evidence must be presented that the candidate has contributed to a research program that is of high quality and significance. Documentation of such a contribution must include the following using the College of Medicine standardized *curriculum vitae* format:

- A bibliography and statement that describes the research program, accomplishments to date, and future goals;
- Consistent success in obtaining extramural funding through grants or contracts that are peer-reviewed and depend on scientific excellence
- Substantial and significant published papers
- An evaluation of the quality of the journals in which the candidate has published, and the number of citations by others in the field;

Additional documentation may include:

- Invited presentations to prestigious meetings, workshops, and hearings
- Significant contributions to the development of other scholars and researchers (evidence of mentoring must be provided from the mentees as well as from colleagues and the Department Chair)
- Leadership role in appropriate committees related to research such as IRB
- Regular member or leader of a study section or equivalent review committee
- Contributing editor or regular writer for a major scientific publication
- Member of an editorial board of a major scientific publication

If clinical service is a major portion of the candidate's application for promotion, evidence must be presented describing the candidate's accomplishments in this or related activities

- Evaluations of the candidate's clinical activities and performance by authorities in the candidate's field.
- A scholarly approach to patient care as demonstrated by:
 - Knowledge and/or use of current concepts and techniques, or development of new programs.
 - National dissemination of clinical knowledge, as evidenced by the presentation of seminars, workshops or written materials [e.g. a continuing medical education (CME) syllabus] and a bibliography of publications. Copies of CME written materials and publications, which support a scholarly approach to patient care, must be included with the candidate's file.
- Documentation of clinical activities (e.g. yearly statistics describing referral numbers, clinics attended, procedures performed, and number of patients).
- Consulting on a national basis.
- Awards and other recognition as an outstanding national clinician or scientist.
- Responsibility for a clinical or scientific program.
- Leadership role in appropriate committees or groups related to clinical services or research such as IRB.
- Clinical, public health, or scientific consulting on a national or international basis.
- Recognition as national leader in area of expertise.

If professional and/or academic service is an important aspect of the candidate's application, this service must be documented. Included within this category may be:

- Substantial administrative responsibility*. Include assignments or projects with end product, as well as the candidate's role and time commitment.
- Professional administration and program development with end product, include the candidate's role and time commitment. If supervision of a clinical or administrative unit is involved, this unit

must be identified and its mission described together with the duties and responsibilities of the candidate and evidence of program growth that includes its regional and national reputation.

- Service on a national or international committee or advisory group that substantially impacts health/scientific issues.
- Significant contribution to national standards in area of expertise.
- Leadership role in national or international professional organization.
- Leadership and substantial contributions to committees and working groups of the College, University, and national/international groups*. Include committee assignments, as well as the candidate's role and time commitment on the committee.

*In Academic Service at the **Established Career Levels**, evidence of leadership, initiative, and substantial contributions to the work of groups or conduct of an important facet of academic organization must be demonstrated at the national or international level.

APPENDIX I Summary Table

Examples of Professional Activities and Achievements Considered for Promotion to Associate Professor	
For Teaching	For Scholarship/Research
<ul style="list-style-type: none"> • Sustained and substantial teaching in patient care settings. Document number of student or resident assignments per year. • Developing significant educational and curricular materials (e.g. syllabi, curricular objectives, teaching cases, software). • Developing significant evaluation techniques (e.g. examinations, surveys, software, standardized patients). • Developing and participating in teaching of major components of courses (medical student, graduate student, resident, fellow, or CME courses). • Evidence of contributions to educational administration, curriculum planning and development or analysis within the educational program (modules, clerkships, selectives, electives). • Examples of instructional materials such as ‘handouts’ used in the candidate’s teaching; software, or audiovisual aid. • A description of the application of new or improved teaching methods. • Evaluations of teaching by medical and/or graduate students, residents, house staff, and postdoctoral fellows or evidence of teaching awards. • Department or other peer evaluation of teaching abilities. • Supervising or coordinating teaching by others (e.g. module/clerkship, residency program director). • Supervising graduate students and participating in dissertation committees. 	<i>Required</i>
	<ul style="list-style-type: none"> • A bibliography and statement that describes the research program, accomplishments to date, and future goals. • A chronology of research support listing its source, principal investigator, candidate’s role, and annual and total direct costs. • Extramural grants or contracts (principal investigator) • Scientific publications in peer-reviewed journals and equivalent formats (senior author). • An evaluation of the quality of the journals in which the candidate has published, and the number of citations by others in the field.
	<i>Examples of additional acceptable documentation</i>
	<ul style="list-style-type: none"> • Leadership role in appropriate committees related to research such as IRB. • Peer reviewer of manuscripts for journals as well as <i>ad hoc</i> editorial services to professional publications. • Leadership of group developing local or regional clinical guidelines and/or membership of group developing national guidelines or equivalent activity. • Leadership of group developing local or regional health policy and/or membership of group developing national policy. • Patents or other evidence of acceptance of devices or procedures.
For Patient Care/Clinical Service	For Professional Service
<ul style="list-style-type: none"> • Documentation of clinical activities (e.g. yearly statistics describing referral numbers, clinics attended, procedures performed, and number of patients). • A scholarly approach to patient care as demonstrated by: (a) Knowledge and/or use of current concepts and techniques, or development of new programs; (b) National dissemination of clinical knowledge, as evidenced by the presentation of seminars, workshops or written materials [e.g. a continuing medical education (CME) syllabus] and a bibliography of publications. Copies of CME written materials and publications, which support a scholarly approach to patient care, must be included with the candidate’s file. • Leadership role in appropriate committees or groups related to clinical services or research such as IRB. • Evaluations of the candidate’s clinical activities and performance by authorities in the candidate’s field. • Responsibility for a clinical or scientific program • Consulting on a regional basis. • Awards and other recognition as an outstanding regional clinician or scientist. 	<ul style="list-style-type: none"> • Leadership and substantial contributions to committees and working groups of the College, University, and national/international groups*. Include committee assignments, as well as the candidate’s role and time commitment on the committee. • Substantial administrative responsibility*. Include assignments or projects with end product, as well as the candidate’s role and time commitment. • A spokesperson for the College or University on areas of expertise. • Professional administration and program development with end product, include the candidate’s role and time commitment. If supervision of a clinical or administrative unit is involved, this unit must be identified and its mission described together with the duties and responsibilities of the candidate and evidence of program growth that includes its regional and national reputation. • A leadership role / chair of major committees of professional organizations on a regional basis. Professional service to local, regional, state, or national associations or governmental units must be listed with the candidate’s role and time commitment. • Service as an examiner for a specialty-certifying board.

APPENDIX II Summary Table

Examples of Professional Activities and Achievements Considered for Promotion to Professor	
For Teaching	For Scholarship/Research
<ul style="list-style-type: none"> • Writing or editing textbooks or equivalent resources adopted by other institutions. • Acting as an education consultant to national bodies or a reviewer for national grants in education. • Supervising an educational program for a national or international audience. • Playing a major role in the organization, implementation and evaluation of a national or international educational activity. • Developing a course, curricular materials, or evaluation resources/techniques that are used regionally or nationally. 	<i>Required</i>
	<ul style="list-style-type: none"> • A bibliography and statement that describes the research program, accomplishments to date, and future goals. • Consistent success in obtaining extramural funding through grants or contracts that are peer-reviewed and depend on scientific excellence. • Substantial and significant published papers. • An evaluation of the quality of the journals in which the candidate has published, and the number of citations by others in the field.
	<i>Examples of additional acceptable documentation</i>
	<ul style="list-style-type: none"> • Significant contributions to the development of other scholars and researchers (evidence of mentoring must be provided from the mentees as well as from colleagues and the Department Chair). • Leadership role in appropriate committees related to research such as IRB. • Regular member or leader of a study section or equivalent review committee. • Contributing editor or regular writer for a major scientific publication. • Member of an editorial board of a major scientific publication. • Invited presentations to prestigious meetings, workshops, and hearings.
For Patient Care/Clinical Service	For Professional Service
<ul style="list-style-type: none"> • Documentation of clinical activities (e.g. yearly statistics describing referral numbers, clinics attended, procedures performed, and number of patients). • A scholarly approach to patient care as demonstrated by: (a) Knowledge and/or use of current concepts and techniques, or development of new programs; (b) National dissemination of clinical knowledge, as evidenced by the presentation of seminars, workshops or written materials [e.g. a continuing medical education (CME) syllabus] and a bibliography of publications. Copies of CME written materials and publications, which support a scholarly approach to patient care, must be included with the candidate's file. • Leadership role in appropriate committees or groups related to clinical services or research such as IRB. • Evaluations of the candidate's clinical activities and performance by authorities in the candidate's field. • Responsibility for a clinical or scientific program. • Clinical, public health, or scientific consulting on a national or international basis. • Consulting on a national basis. • Awards and other recognition as an outstanding national clinician or scientist. • Recognition as national leader in area of expertise. 	<ul style="list-style-type: none"> • Leadership and substantial contributions to committees and working groups of the College, University, and national/international groups*. Include committee assignments, as well as the candidate's role and time commitment on the committee. • Substantial administrative responsibility*. Include assignments or projects with end product, as well as the candidate's role and time commitment. • Professional administration and program development with end product, include the candidate's role and time commitment. If supervision of a clinical or administrative unit is involved, this unit must be identified and its mission described together with the duties and responsibilities of the candidate and evidence of program growth that includes its regional and national reputation. • Service on a national or international committee or advisory group that substantially impacts health/scientific issues • Leadership role in national or international professional organization. • Significant contribution to national standards in area of expertise.