

1. COLLEGE OF MEDICINE DEPARTMENT OF CLINICAL SCIENCES PROMOTION CRITERIA FOR NON-TENURE EARNING REGULAR TRACK, CLINICAL TRACK, AND NON-SALARIED CORE FACULTY

A. General Considerations

Non-tenure-track faculty members in the Department of Clinical Sciences typically divide their time among the following areas: 1) Teaching of medical students, 2) Clinical supervision and teaching of residents and fellows, 3) Clinical patient care, 4) Service, and 5) Research. They may participate in scholarly activity in any or all these domains. To qualify for academic promotion, all non-tenure track faculty in the department must demonstrate excellence in their primary area of concentration and at least satisfactory performance 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 also have a significant role in educational leadership (e.g., as module directors, Graduate Medical Education (GME) residency program directors, and other leadership roles). In such cases, evidence of excellence in this area is also required for promotion to a higher rank.

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.

Examples of evidence that may be used to demonstrate excellence in clinical activities, teaching, scholarship, service, and leadership are included in Appendix 1. These examples are intended to cover the wide range of activities

and work products that may be associated with Department of Clinical Sciences faculty efforts but is not intended to be all-inclusive. Department faculty are diverse in clinical specialties and effort assignments, and the actual combination of activities listed as examples included as evidence of excellence and achievement in a promotion portfolio may vary widely from one individual to another.

B. Founding of Programs and Clinical Service Lines

The highly integrative MD and GME educational programs necessitate that the efforts of faculty are focused on developing and maintaining integrated clinical sites that coordinate clinical clerkships, residency, and fellowship training to establish and maintain accreditation by the LCME and ACGME. The UCF Health faculty practice is an important location of the College of Medicine's clinical teaching sites. Establishing a new program at our clinical teaching sites such as a GME residency program or clinical service line at the College's faculty practice-UCF Health involves significant time to establish policies, procedures, prepare for accreditation visits, hire staff, build a referral base and patient panel, provide patient care, and establish a clinical environment for learners.

Faculty who demonstrate evidence of significant involvement in founding such programs or service lines may use these activities as evidence of creative or scholarly work for ONE step in the promotion process (i.e., either from Assistant to Associate or from Associate to Professor).

C. Criteria for Promotion to Associate Professor (Non-Tenure Earning)

For promotion to Associate Professor, a candidate must demonstrate: (1) excellence in at least one area of concentration (teaching, scholarly/creative works, clinical patient care) and at least satisfactory performance in the others, (2) a sustained and productive record including but not limited to peer-reviewed publications, invited presentations, professional society activities, grant funded research, and other activities which demonstrate that a faculty member is a recognized expert in their area(s) of concentration and, (3) substantial service contributions. If the assigned research effort

percentage is 50% or greater, the expectation is that there must be evidence of external funding support. Examples of lines of evidence that may be used to demonstrate achievement of these criteria are listed in Appendix 1. Moreover, for promotion to Associate Professor, the candidate must have established a strong regional or national reputation in their area(s) of concentration as demonstrated by examples of evidence listed in Appendices 1 and 2.

Teaching

Excellence in teaching is an important component for promotion to non-tenure track 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 pre-medical, medical students or graduate students, residents, clinical fellows, postdoctoral fellows, development of novel materials, and/or teaching in diverse components of the educational programs. These accomplishments must include systematic evaluation by learners instructed or mentored by the faculty member. Additionally, peer evaluation by 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.

Clinical Practice

Excellence in clinical practice is an important element for promotion to Associate Professor. Examples of achievement in this area include, but are not limited to, documented practice of evidence-based medicine, excellent patient satisfaction scores on patient satisfaction surveys, establishment of a local or regional referral base as indicated by patient travel to the clinic from locations greater less than 2 hours away, contributing authorship of clinical quality and safety policies , and local or regional recognition as a clinical authority in specialty areas of clinical practice.

Scholarship

Evidence of scholarship and/or creative work in one's area of concentration is an important element for promotion to Associate Professor. Demonstration of accomplishments include but are not limited to acceptance of educational or other materials in peer-reviewed repositories, acceptance of articles for

publication in refereed journals, poster presentations, invitations to speak at local, regional or national meetings, service as an *ad hoc* reviewer or on editorial boards, service on regional or national committees or review panels, and/or other similar lines of evidence are indicators that a candidate is on a trajectory to establishing a strong regional or national reputation as an expert in the field.

Service Activities

Service activities and leadership may include membership on a wide variety of departmental, College and University committees and task forces. Service to the profession is evidenced by membership on committees and membership on committees for national professional organizations. Service may also include membership on committees of affiliated institutions, such as Institutional Review Boards (IRBs), Institutional Animal Care and Use Committees (IACUC), Quality Improvement (QI) committees, safety committees, search committees, governance boards, and medical staff or other clinical committees.

D. Criteria for Promotion to Professor (Non-tenure Earning)

The title of Professor represents the highest academic rank 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. 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.

To receive appointment to non-tenure earning Professor in the Department of Clinical Sciences, a candidate must demonstrate: (1) continued excellence in their primary area(s) of concentration, (2) a sustained and productive record of

scholarship including but not limited to peer-reviewed publications, invited presentations, professional society activities, grant funded research, and other activities which demonstrate that a faculty member is a national and/or internationally recognized expert in their area(s) of concentration. If the assigned research effort percentage is 50% or greater, the expectation is that there must be evidence of sustained external funding support.

2. COLLEGE OF MEDICINE DEPARTMENT OF CLINICAL SCIENCES PROMOTION CRITERIA FOR CLINICAL TRACK FACULTY (NON-TENURE EARNING)

A. General Considerations

Clinical track (non-tenure earning) faculty are those who: 1) Have at least **50% effort** providing direct patient care at UCF COM faculty practice sites, such as UCF Health and affiliated hospitals, 2) are engaged in clinical teaching and direct supervision of trainees (medical students, residents, and fellows at affiliated hospitals and practice sites), and 3) provide educational leadership and administrative roles (program, department, division heads/chairs, Chief Medical Officers (CMOs). Clinical track (non-tenure track) faculty may participate in teaching and scholarly activities in any or all 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 and a minimum of satisfactory performance in the other areas in which they have responsibilities. All faculty members participate in institutional service activities that advance the missions of the College (committees, task forces, etc.) with meaningful activity to promote diversity, equity, and inclusion. 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 2) that may be used to demonstrate accomplishments 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 listed. Consequently, evidence of excellence and achievement submitted as part of a promotion dossier may vary significantly from one individual to another.

B. Founding of Programs and Clinical Service Lines

The highly integrative MD and GME educational programs necessitate that the efforts of faculty are focused on developing and maintaining integrated clinical sites that coordinate clinical clerkships, residency, and fellowship training to establish and maintain accreditation by the LCME and ACGME. The UCF Health faculty practice is an important location of the College of Medicine's clinical teaching sites. Establishing a new program at our clinical teaching sites such as a GME residency program or clinical service line at the College's faculty practice-UCF Health involves significant time to establish policies, procedures, prepare for accreditation visits, hire staff, build a referral base and patient panel, provide patient care, and establish a clinical environment for learners.

Faculty who demonstrate evidence of significant involvement in founding such programs or service lines may use these activities as evidence of creative or scholarly work for ONE step in the promotion process (i.e., either from Assistant to Associate or from Associate to Professor).

C. Criteria for Promotion to Associate Professor in the Clinical Track (Non-Tenure Earning)

The rank of Associate Professor recognizes accomplishments in 1) clinical practice, 2) education, 3) scholarship in area(s) of concentration, and, 4) substantial service contributions. Promotion to Associate Professor requires demonstrated excellence in one of the areas of concentration, and a minimum

of satisfactory performance in the other areas respectively. In addition, service to the College, University and profession is expected. Examples of lines of evidence that may be used to demonstrate achievement of these criteria are listed in Appendix 2.

Teaching

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, graduate students and/or postdoctoral fellows, residents, clinical 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 learners 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.

Clinical Practice

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, documented practice of evidence-based medicine, high scores on patient surveys, establishment of a local or regional referral base as indicated by patient travel to the clinic from locations less than 2 hours away, authorship of in clinical quality assurance and patient safety policies, and invitations to speak at grand rounds at local or affiliated hospitals

Scholarship

Evidence of scholarship and/or creative work in one's area of expertise is an important element for promotion to Associate Professor in the Clinical (non-tenure) track. 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/or other similar lines of evidence that a candidate is on a trajectory to establishing a strong reputation as an expert in the field.

Service Activities

Service activities and leadership may include membership on a wide variety of departmental, College and University committees and task forces. Service to the profession is evidenced by membership on committees and leadership roles within national professional organizations. Service may also include membership on committees of affiliated institutions, such as IRBs, IACUC committees, QI committees, Safety committees, search committees, boards, and medical staff committees or other clinical committees.

D. Criteria for Promotion to Professor in the Clinical Track (Non-tenure Earning)

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 based on longevity, but rather on the basis of superior achievement with the promise of continued contributions. Promotion is not based solely on performance at another university; one must demonstrate productivity at UCF.

To receive appointment to Professor in the Clinical Track (Non-Tenure Earning), a candidate must demonstrate evidence of accomplishments beyond those of Associate Professor. Areas of accomplishment include: (1) continued excellence in their primary area(s) of concentration, (2) a sustained record of scholarship in their area(s) of concentration, and (3) continued service contributions.

APPENDIX 1- Examples of Evidence for Promotion of Regular and Non-Salaried Core Faculty (Non-Tenure Earning)

The examples of teaching, scholarship, clinical patient care and service listed at each rank below are not exclusive to that rank. Examples of excellence for promotion to Associate Professor, if sustained, would provide evidence for promotion to the rank of Professor.

Associate Professor

Teaching

- College and/or University teaching awards
- Founding faculty activities for implementation of new educational programs (i.e., GME programs) or UCF Health clinical service lines (May be used ONCE for one step in promotion such as Assistant to Associate or Associate to Professor)
- Development and publication of innovative teaching methods
- Documented effectiveness in mentorship of medical students, graduate students, postdoctoral fellows, and/or residents and fellows
- Participation in thesis committees of masters and Ph.D. level students
- Mentorship of trainees and documentation of trainee success
- Teaching effectiveness as evidenced by student performance on National Board of Medical Examiners (NBME) subject exams and USMLE Step 1 and Step 2 exams
- Demonstrated effectiveness in curricular integration and/or use of highly innovative teaching approaches
- Development of effective formative and summative assessment tools
- High ratings on learner evaluations from students, residents, fellows and peer teaching evaluations
- Successful Module, Clerkship, or GME program Directorship/Assistant Directorship as evidenced by exam scores, learner evaluations, Program Evaluation Subcommittee (PES) reports, or accreditation documents

Research/Scholarship

- Serve as PI or Co-PI for clinical or basic science research studies
- If research assigned effort is 50% or greater, evidence of grant

funding from external sources

- Peer review and publication of curricular materials including acceptance for archiving in depositories for disseminated use
- Peer review of manuscripts for PubMed indexed journals
- Submission of grants for extramural funding
- Publication of original research findings in peer-reviewed journals
- Publication of book chapters
- Contributing authorship of guidelines and/or protocols for patient treatment or delivery of care
- Presentations at national/international meetings (with refereed published abstracts)
- Invited seminars/presentations at local or regional forums
- Invitations to serve as a reviewer for grant proposals for government and private grant agencies
- Contribution to the development of a program that expands the services, productivity, and reputation of the University of Central Florida College of Medicine
- Invitations to serve on local, regional, clinical, or research studygroups
- Invitations to serve as a reviewer for journals

Clinical (Patient Care)

- Attainment of local reputation for clinical excellence as evidenced by patient referrals and invitations to speak at local CME events such as grand rounds at affiliated hospitals, etc.
- High patient satisfaction scores on patient satisfaction surveys.
- Evidence of patient safety and quality improvement
- 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
- Engaged in clinical practice committed to addressing social determinants of health and health equity
- Service as director of laboratory or practice site (or other practice program-related leadership)
- Patient care activities to the underserved including student run clinics such as the Knights Clinic and the Apopka Farmworkers Clinic.
- Involvement in clinical outreach, as evidenced by regional referrals for

care and by recognition as clinical expert

Service

- Membership on departmental, college, and/or university committees
- Service to professional societies at a national level
- Membership on committees of affiliated institutions, such as IRB, IACUC, QI committees, residency program selection committees, other hospital-based committees
- Participation in activities such as accreditation, assessment, or institutional effectiveness programs
- Provision of continuing education programs for UCF faculty and staff
- Recognition from regional, state, or national societies
- Service to local community and community organizations

Professor

In Addition to Criteria for Promotion to Associate Professor:

Teaching

- Documented effectiveness in mentorship of medical students, graduate students, postdoctoral fellows, and/or residents/clinical fellows (i.e. graduated trainees establish independent successful steps to a post-doctoral or clinical fellowship or independent successful career).
- National or international teaching awards/recognition
- Sustained excellence in teaching as indicated by learner and/or peer evaluations

Research/Scholarship

- Publication of scholarly work in peer-reviewed journals considered of high impact to one's field

- If research assigned effort is 50% or greater, evidence of sustained grant funding from external sources
- Chairperson of grant study sections for major funding agencies such as National Institutes of Health (NIH), National Science Foundation (NSF), American Heart Association (AHA), American Cancer Society (ACS), American Lung Association (ALA) and others
- Principal investigator in multi-center clinical trials, initiation of new clinical trials, or other competitive research grants
- Procurement of extramural support for clinical trials
- 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
- Publication of invited review articles
- Authoring or serving as an Editor of textbooks
- Invited presentations at national/international meetings
- Editor or member of editorial board for journals relevant to one's field

Clinical (Patient Care)

- National or international 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

Service

- Service to professional societies at a national/international level
- Chairs committees of national or international professional societies
- Chairing of departmental, college, and/or university committees
- Officer/leadership of national/international professional societies
- 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.)

- Service as Department Chair, Assistant Dean, or Associate Dean
- Service as director, or associate director in established units
- Representation of COM in official activities

APPENDIX 2- Examples of Evidence for Promotion of Clinical Track Faculty (Non-Tenure Earning)

The examples of teaching, scholarship, clinical patient care and service listed at each rank below are not exclusive to that rank. Examples of excellence for promotion to Associate Professor, if sustained, would provide evidence for promotion to the rank of Professor.

Note: Founding faculty activities apply only to non-tenure track faculty.

Associate Professor

Teaching

- College and/or University teaching awards
- Contributing author of published teaching methods
- Participation in thesis committees of masters and Ph.D. level students
- Teaching effectiveness as evidenced by student performance on NBME subject exams and USMLE Step 1 and Step 2 exams
- Development of effective formative and summative assessment tools
- High ratings on learner evaluations from students, residents, fellows and peer teaching evaluations
- Successful Module, Clerkship, or GME program Directorship/Assistant Directorship as evidenced by exam scores, learner evaluations, Program Evaluation Subcommittee (PES) reports, or accreditation documents

Research/Scholarship

- Serve as PI or Co-PI for research studies
- Peer review and publication of curricular materials
- Peer review of manuscripts for PubMed indexed journals
- Submission of grants

- First or contributing author of publications in peer-reviewed journals
- First or contributing author of teaching materials in peer-reviewed depositories
- Contributing author of book chapters
- Participates as a co-author of published guidelines and/or protocols for patient treatment or delivery of care
- Presentations at local, or regional meetings
- Invited seminars/presentations at local or regional institutions or affiliated hospitals
- Invitations to serve as a reviewer for grant proposals for government and private grant agencies
- Founding faculty activities for implementation of a new clinical service line at UCF Health or a new GME program (May be used as evidence ONCE – either for promotion to Assistant or Associate Professor).

Clinical (Patient Care)

- Attainment of local reputation for clinical excellence as evidenced by patient referrals from the Orlando area (less than 2 hours away)
- Demonstrated effective clinical outcomes through high patient satisfaction scores
- Participates in patient safety and quality improvement committees
- 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
- Engaged in clinical practice committed to addressing social determinants of health and health equity
- Service as director of laboratory or practice site (or other practice program-related leadership)
- Provides care to the underserved including student run clinics such as Knights clinic or Apopka clinic

Service

- Membership on departmental, college, and/or university

committees

- Service to professional societies at a local or regional level
- Membership on committees of affiliated institutions, such as IRB, IACUC, QI committees, M.D. program Admission Committee, residency program selection committees, other hospital-based committees
- Participation in activities such as accreditation, assessment, or institutional effectiveness programs
- Provision of continuing education programs for UCF faculty and staff
- Recognition from local, regional or state professional societies or organizations
- Service to local community and community organizations

Professor

In Addition to Criteria for Promotion to Associate Professor:

Teaching

- Documented effectiveness in teaching and mentorship of medical students, graduate students, postdoctoral fellows, and/or residents/clinical fellows as evidenced by learners who advance to successful independent careers as healthcare providers or researchers.

Research/Scholarship

- Senior author for publications of scholarly work in peer-reviewed journals indexed in PubMed
- Chairperson of grant study sections for extramural funding agencies
- Principal Investigator of multi-center clinical trials
- Leads procurement of extramural support for multiple clinical trials
- Leads collaborative research teams for clinical or translational research
- Leads or designs a model program that is integral to the success of one's own department or other departments or programs within the College of Medicine

- Publication of invited review articles
- Authors a book or serves as Editor of a textbook or other book
- Invited presentations at national and/or international meetings
- Editor or member of editorial board for journals relevant to one's field.

Clinical

- National and/or international recognition for new patient programs and/or clinical innovation as evidenced by broad geographical area (including locations greater than 2 hours away) for referrals of patients or published practice standards and guidelines
- National recognition for safety and quality improvement as evidenced by invited lectures, or other acknowledgments of one's expertise in area of clinical care.

Service

- Service to professional societies at a national level
- Chairs committees of national or state professional societies
- Chairing of departmental, college, and/or university committees
- Officer/leadership of professional societies
- Recognition or achievement awards from professional 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.)
- Representation of COM in official activities