

College of Medicine Promotion & Tenure Guidelines for Internal Medicine Core Faculty

(Salaried and Non-Salaried)

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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, educational research, experimental research, clinical trials, population studies, scientific grants, scientific reviews, membership on editorial boards, textbook authorship, service on national committees or in scientific societies, invitations to speak at conferences, (2) evidence of scholarly teaching, e.g., evidence-based classroom teaching, curriculum design, mentorship, teaching awards, 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).

Founding Faculty effort with Curriculum Development, Achievement of Full Accreditation and Developing UCF 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. The evaluation of the faculty and the assessment of a particular module/clerkship must be outstanding for faculty to receive credit for this recognition in their promotion application. 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 UCF 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 have demonstrated significant involvement as identified in the examples found in Appendix II, may use these activities as evidence of one component of accomplishment for one step in the promotion process, e.g., Assistant to Associate or 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

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.

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. In cases where a faculty member plays a significant role in educational leadership (e.g., as module directors or program directors), evidence of excellence in this area is also required for promotion. 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, providing measurable excellent clinical productivity and excellent patient care, developing new programs and/or practice methods, demonstrating leadership in quality improvement/assurance or patient safety initiatives, and authoring of guidelines or quality reports and policies. Additionally, evidence of regional or national recognition of clinical accomplishments as demonstrated by attainment of a regional or national reputation as an authority in a clinical specialty (e.g. patient referrals from a regional national or international area) or for leadership in primary care is required. Organization of clinical services to provide a setting for medical education and/or a data base for clinical research will be considered.

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 with evidence of achievement of national prominence. . To receive appointment to non-tenure earning Professor in the Department of Internal Medicine, a candidate must demonstrate: (1) continued excellence in his/her primary area of concentration (competence in other areas), (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.

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Approved by UCF Faculty Affairs, April 2012
Approved by Provost, May 2012
Approved by COM Faculty, August-December 2012
Updated: March 4, 2014
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Approved by IM Faculty, June 2016

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 III.

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) • Development, enhancement, or

	<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>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</p> <ul style="list-style-type: none"> • 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 residents • Participation in thesis 	<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 • Evidence of sustained performance as an outstanding faculty member with demonstrated commitment to teaching, advising, and student

	<p>committees of masters and Ph.D. level students</p> <ul style="list-style-type: none"> • 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 • Positive ratings on student, peer, and/or supervisory teaching evaluations • Positive ratings on evaluations of faculty member clerkship, module, course director, or residency program director • Positive ratings on Program Evaluation Subcommittee report • Positive ratings on evaluations of instructional and/or curricular materials <ul style="list-style-type: none"> • Student or other evaluations of advising and mentoring effectiveness • Contribution to the development or 	<p>welfare</p> <ul style="list-style-type: none"> • • Adoption of course materials, curricular designs, novel technologies, etc. by other institutions • 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 positive 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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	<p>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</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 	
<p>Clinical Activity</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 • Use of innovative clinical treatments • Effective clinical outcomes • Positive 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 Medicine • Contribution to the development of a program that expands the services, 	<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 • Collaboration and participation in translational research

	<p>productivity, revenue, and reputation of the College of Medicine</p> <ul style="list-style-type: none"> • Participation in multi-center clinical trials, initiation of new clinical trials • Procurement of extramural support for clinical trials • 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 for professional service 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 • Unpaid ad hoc reviewing of journal articles and/or grant proposals 	<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 • 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 activities

	<ul style="list-style-type: none">• 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., AACM graduation questions.)	
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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