UF College of Medicine

Promotion and Tenure Guidelines 2019-20

(Revisions approved 5/13/2019)

Introduction

Members of the faculty are the lifeblood of the University. Their multiple but interdependent roles together enhance the stature of the College of Medicine (COM) and the University of Florida (UF) as a whole. The success of the Academic Health Center (AHC) requires broad and deep levels of excellence throughout its missions in research, education, patient care, and service. Each faculty member contributes unique value to the overall mission of the AHC and UF. The AHC will succeed as its faculty excel. The COM values and rewards excellence in each of the roles to which faculty are assigned. The purpose of this document is to clarify the expectations for promotion and tenure that are tailored to the Departments within the COM while maintaining consistency with University standards. These guidelines define the levels of achievement that will indicate readiness for advancement within the COM. These guidelines should also be useful for career planning by the faculty in regular discussions with their mentors and Department Chairs.

Missions of the College

The COM considers four major categories of academic responsibility for faculty evaluation and promotion:

1. Teaching
2. Research and Scholarship
3. Patient Care
4. Service

Teaching

Teaching/educational efforts are required of all faculty with a title of professor or lecturer. Teaching activities include:

- Instruction of medical, graduate, and physician assistant (PA) students in classroom, small group, and laboratory settings including distance/executive/continuing education
- Instruction of medical and PA students, residents and fellows in the inpatient and outpatient clinical settings and procedural areas
- Supervision of theses and dissertations, as chair or committee member
- Academic advisement and mentoring for professional and doctoral students and post-doctoral trainees
- All preparation for teaching and advising, including study to keep abreast of one's field
- Graduate, postgraduate teaching, course or clerkship directorship

- Residency and fellowship directorship

An Educational Portfolio is required for all faculty members being recommended for promotion on the basis of distinction in teaching/education. Distinction will be documented in the five categories outlined in the Educational Portfolio and will have differing levels of accomplishments required for advancement depending on the rank and track for each candidate, as described below for the specific faculty tracks. In addition, the Chair's annual evaluation and letter supporting promotion/tenure will describe the faculty member's teaching contributions and position the candidate's accomplishments within the teaching duties and expectations of the Department.

Research and Scholarship

Research includes laboratory and clinical investigation and discovery, whether performing as an independent investigator or, in well-established cases, as a major contributor to a successful investigative team. In addition, discovery and scholarship in methodology, population sciences, educational methods, clinical practice, quality and safety (and other areas) constitute research and scholarship for the COM. Promotion will be awarded based on the levels of distinction documented within the specific faculty tracks outlined below.

Patient Care

The provision of clinical care in the outpatient setting or hospital as appropriate for one's training and qualifications is a critically important mission of the College of Medicine. The University of Florida considers patient care one element of service. Attainment of excellence in patient care is documented through achievements described within the Clinical Portfolio and as detailed within the specific faculty tracks outlined below.

Service

All faculty members are expected to demonstrate good citizenship through service activities for their Department, the COM and the University. Faculty service also includes interaction, engagement and leadership within their scholarly communities and in the public domain. Professional and public service contributions that advance the internal and external mission of the University will be evaluated in the promotion process. Examples of service include, but are not limited to

Internal advancement of the missions of the University:

- Service on Faculty Council or Faculty Senate
- Mentoring of junior faculty
- Service or leadership on Departmental committees
- Contributions as a faculty member in the operation, development and improvement of the Department or COM
- Service or leadership on search committees
- Program development that enhances diversity

- Patient care, as described above

Enhancement of the local, regional, or national academic reputation of the University:

- Participation in the committees and governance of regional or national professional societies
- Participation in committees and bodies advisory to government agencies and foundations
- Service to the lay community through education or consultation
- Creative scholarly contributions to the administrative discipline
- Presentations outside of the institution about the activities of the educational, discovery or patient care missions of the COM
- Publication, including within the news media and professional arena, about administrative decisions and outcomes.
- Documentation of community professional service exceeding what most faculty do in their professional capacity, such as taking care of indigent patients at external sites and/or participating in local charities
- Evidence that Community Professional Service makes a substantial contribution to the health of the community over and above the individual's clinical activity

Promotional Tracks

Faculty in the COM may be appointed in one of three tracks: the Tenure Track, the Multi-Mission Track, or the Focused/Single-Mission Track, as described below. All faculty members will have opportunities for promotion based on the achievement of documented excellence within their assignments. Faculty hired into a tenure-accruing position will be eligible for tenure when achievements warrant consideration, up to the end of the tenure probationary period.

Tenure Track

Overview

Faculty hired into a tenure-accruing position within the COM will have a meaningful assignment of effort for the pursuit of research and scholarship. The suggested minimum assignment should usually be no lower than 20% and in most cases will be greater, to provide adequate time for achievement of the research accomplishments needed to advance. In some Departments, lower research assignments may be acceptable if the faculty member has Departmental support to accomplish the research goals necessary to be awarded tenure within the maximum tenure probationary period. Regardless of the assigned percent of effort, the achievement of distinction in research and scholarship will be the measure of readiness for promotion and tenure for an individual candidate.

Teaching and educational effort is required of all faculty members on the tenure track. The suggested teaching assignment should usually be no lower than 10%.

Per UF guidelines, promotion and tenure within the tenure track requires ***distinction in at least two areas***, which should be **teaching and research**. Patient care may be an appropriate second area if distinction is documented in the through the annual evaluation and the clinical portfolio.

The metrics for defining distinction in the COM missions are outlined below. Each Department may clarify the definition of distinction for the COM mission areas with more specificity than outlined for the college, as appropriate for the disciplines within the Department, while maintaining consistency with University standards. Departmental criteria should be developed by the faculty and Chair and should reflect national trends in the relevant disciplines. Every faculty member has an annual written evaluation by the Department Chair, which will address mission assignment and annual performance. Progress toward promotion should also be addressed annually. In addition, assistant professors will undergo a mid-cycle review at the end of the 3rd year and end of the of 6th year employment to address progress toward promotion and tenure. If the faculty member is planning to up for promotion at the end of their 3rd year or end of the 6th year of employment, the faculty member should have their mid-cycle review at the end of the 2nd or 5th year, respectively. Promotion from associate professor to full professor may be considered any time after appointment as associate professor when the faculty member's accomplishments warrant such consideration. The Chair's letter should indicate the Departmental metrics for distinction in documenting the candidate's achievements.

Faculty members in a tenure-accruing position must request consideration for tenure no later than the beginning of the last year of the tenure probationary period but may put themselves up at any time when they are "ready". The tenure probationary period for the COM is ten (10) years. The College anticipates that most faculty members will achieve tenure by seven (7) years. There will be two interim tenure reviews by the COM tenure review committee (at the end of the 3rd year and end of the 6th year of employment), to provide feedback on progress toward tenure. If the faculty member is planning to up for promotion at the end of their 3rd year or end of the 6th year of employment, the faculty member should have their mid-cycle review at the end of the 2nd or 5th year, respectively. The Senior Associate Dean for Faculty Affairs and Professional Development will provide feedback to the Department Chair or designee who will provide feedback directly to the faculty member after the interim tenure reviews. Faculty members will undergo annual review of their readiness for promotion with the department chair and receive feedback.

The University will award tenure "when ready" and faculty members may request consideration for tenure at any time after 1 year in their tenure-accruing position. In most circumstances, a faculty member will apply for promotion and tenure at the same time, as the achievements needed for the award of tenure are essentially the same as for promotion within the tenure track. When a faculty member is hired at the rank of associate professor or professor, he/she may apply for tenure after 1 year as a member of the faculty if he/she meets Departmental and COM criteria for distinction.

If a faculty member is not felt to be on track for achieving tenure after the second mid-cycle review, the faculty member may be eligible for a non-tenure accruing position in the Multi-Mission/Multi-Year Track, described below. If such a position is not available, the faculty member will continue in the tenure accruing position and must request consideration for tenure no later than the beginning of the last year of the tenure probationary period. If unsuccessful, the faculty member will receive a notice of non-renewal of employment.

An extension to the tenure probationary period is available only for certain situations if approved by the Department Chair, the Dean, and the Provost. A one-year extension of the tenure probationary period may be awarded for faculty with parental duties or family illness (as detailed in the University Regulations 7.019 (3)(c) 1-5). A request for such an extension must occur no later than three months after the onset of the circumstances forming the basis of the request, but not later than 15 months prior to the end of the tenure probationary period. No more than two one-year extensions may be requested for the above reasons.

Promotion from Assistant to Associate Professor on the Tenure Track

Promotion from assistant professor to associate professor in the tenure track requires attainment of distinction in two mission areas, one of which will be research and scholarship with the candidate demonstrating attainment or progress towards achievement of a national reputation for their research and scholarship. The second area of distinction will usually be teaching and educational achievement. Patient care may be an appropriate second area if distinction is documented in the through the annual evaluation and the clinical portfolio.

Research distinction on the Tenure Track

Distinction is defined by demonstration of scholarship and discovery through the following accomplishments:

- Publication of peer-reviewed articles in authoritative scholarly journals. The quality and impact of published articles are more important than the number published. Calculation of the candidate's publication h-index or citing the publication's impact factor may be added to the listing of publications as a means to demonstrate the candidate's impact in the field. The candidate will indicate his/or her contribution as first or senior author for each publication.
- Publications as a member of a successful research team should include a description of his/her contributions to the research effort.
- Attainment of investigator-initiated, peer-reviewed research funding, beyond mentored awards, or demonstration of equivalent levels of scholarship.
- Documentation from external letters of evaluation that the candidate has achieved a reputation of excellence in research and scholarship.
- The Chair's letter should indicate the Departmental expectations for publication productivity within the candidate's Department and discipline and whether the candidate meets these expectations, including the candidate's exact role in research team activities.
- Invitations to present research findings at meetings of scientific societies.
- Invitations to participate in national advisory committees for research foundations, federal funding agencies or other authoritative bodies.
- Evidence for integration of the candidate's research and scholarly accomplishments into established Departmental or national programmatic goals through participation or leadership in combined center grants or program project awards.

- Listing and description of inventions and patent applications and awards (to be listed in #14 and #15 of the promotion packet).
- Demonstration of one's reputation within his/her discipline may be documented through participation as:
  - Peer reviewer for scholarly publications
  - Service on editorial boards
  - Peer reviewer/grader for abstract submissions to extramural, regional, national and international meetings
  - Peer reviewer of research proposals for funding agencies, including foundation and federal study sections
  - Serving on committees to develop clinical practice guidelines or to formulate healthcare policies
  - Membership and leadership within leading national scientific societies of the candidate's field
  - Invitations to chair or moderate sessions for presenting original research at national meetings.

Educational Distinction on the Tenure Track

Distinction will be documented through teaching evaluations, peer evaluations and through the elements of the Educational Portfolio. In addition, the internal and external letters of evaluation, the Chair's assessment through annual evaluations and the Chair's promotion letter will provide evidence of distinction. When possible, peer evaluations should be completed on each faculty member by a minimum of two evaluators every three years. For faculty candidates who have not had many years to compile a full portfolio, a minimum of 2 peer evaluations should be included in item #10B of the promotion packet. When the faculty member is involved in the training of residents or fellows, the program director shall also provide a report of teaching effectiveness to include in the Educational Portfolio. If the faculty member is a member of the Graduate Faculty, documentation of participation in theses and dissertations must be included (item #12 in the promotion packet). Other forms of academic advisement should be included in the Educational Portfolio.

Distinction must be documented by excellence in teaching (see Educational Portfolio) documented by learner and peer evaluations, letter(s) from education supervisors, learner outcomes, as well as teaching awards and honors. In addition, the candidate must document participation in other domains as detailed in the Educational Portfolio, e.g. Educational Scholarship, Educational Leadership and Recognition, and Academic Mentorship. Distinction in teaching excellence is the primary requirement for promotion to associate professor.

Other measures of distinction include:

- Evidence that the candidate is recognized outside the institution for his/her educational scholarship through such activities as:
  - Membership and participation in regional, national or international educational societies and boards of the candidate's field
  - Participation in national boards and leadership groups (e.g. ACGME, LCME, RRC, NBME, etc.)
  - Invitations to present at prestigious national conferences or symposia

- Invited professorships at other academic institutions
- Participation in grant review panels
- Membership on the editorial boards of prominent journals
- Editorship of scholarly journals
- Awards from professional organizations

Patient Care Distinction on the Tenure Track

A candidate with a primary assignment for patient care will prepare and submit a Clinical Portfolio which addresses specific metrics for evaluation. Peer evaluations should be completed on each faculty member by a minimum of two evaluators every three years, when possible. For faculty candidates who have not had many years to compile a full portfolio, a minimum of 2 peer evaluations should be included in the Clinical Portfolio. The contribution of the faculty member to establishing the recognition of the UF Health as a provider of excellence will be considered in evaluating the faculty member's accomplishments.

Demonstration of clinical contributions and accomplishments should be rated well above average, in annual evaluations.

In addition, distinction will be supported by:

- Publication of peer-reviewed articles in scholarly or clinical journals. The quality and impact are more important than the number published
- Scholarship through publication of observations impacting clinical practice, including case reports, topic reviews, case series, and interpretation of practice patterns and practice guidelines
- Publication of invited, important review articles, state-of-the-art articles, chapters, books and other forms of enduring scholarly work and communications
- Letters of evaluation documenting excellence in clinical care, innovation in practice methods, development of new programs and leadership in safety and quality initiatives
- Highly regarded clinical presentations that inform the local or regional practice community
- The Chair's letter placing the candidate's performance and reputation in the context of Departmental expectations
- Evidence that the candidate is recognized beyond the institution for his/her clinical accomplishments as documented in the Clinical Portfolio, including:
    - Attainment of a reputation for clinical excellence outside the institution
    - Success in clinical trials or new drug discoveries
    - Record of external grant support
    - Patient referrals from a local, regional, national or international area,
    - Participation in national boards and leadership groups within the candidate's field (e.g. board examiner, specialty boards, ACGME RRCs, site visitor, etc.),
    - Invitations to present at prestigious national conferences or symposia
    - Invited professorships at other academic institutions
    - Participation in grant review panels for foundation and federal funding agencies
    - Membership on the editorial boards of prominent journals
    - Editorship of prominent journals
    - Participation in scientific committees advisory to government or foundations
    - Awards from professional organizations

Service contributions are expected of every faculty member but generally will not constitute accomplishments suitable for the basis for promotion on the tenure track. However, service activities external to the University will help to establish the candidate's reputation in his/her discipline.

Promotion from Associate Professor to Full Professor on the Tenure Track

Promotion from associate professor to full professor in the tenure track requires demonstration of distinction in two mission areas, usually research/scholarship and teaching, unless the primary area of responsibility is in patient care as documented in the annual assignment. In addition, the candidate should demonstrate attainment of a national reputation for their research and scholarship. If the candidate's assignment has changed since promotion to associate professor so that research is no longer a major assignment, demonstration of funding will not be required, but equivalent scholarship productivity must be demonstrated using other metrics.

Distinction in Research and Scholarship on the Tenure Track

Candidates for promotion to full professor on the basis of research and scholarship should document sustained excellence in their field by the following accomplishments:

- Publication of a substantial number of peer-reviewed articles in authoritative scholarly journals. The quality and impact of published articles are more important than the number published. Calculation of the candidate's publication h-index or citing the publication's impact factor may be added to the listing of publications as a means to demonstrate the candidate's impact in the field. The candidate will indicate his/or her contribution as first or senior author for each publication.
- Publications or original work as a member of a successful research team should include a description of his/her contributions to the research effort
- Publication of invited, important review articles, state-of-the-art articles, chapters, books and other forms of enduring scholarly work and communications.
- Establishment of a recognized program of scholarship with national reputation should be described by the candidate's narrative of contribution to the discipline (Item #13 of the packet) and substantiated by the Chair's and evaluators' letters
- The Chair's letter should indicate the Departmental expectations for publication productivity within the candidate's Department and discipline and whether the candidate meets these expectations, including the candidate's exact role in research team activities.
- Attainment of sustained investigator-initiated, peer-reviewed research funding, or demonstration of equivalent levels of scholarship
- Invitations to present research findings at meetings of scientific societies
- Invitations to participate in national advisory committees for research foundations, federal funding agencies or other authoritative bodies
- Evidence for integration of the candidate's research and scholarly accomplishments into established Departmental or national programmatic goals through participation or leadership in combined center grants or program project awards

- Listing and description of inventions and patent applications and awards (to be listed in #14 and #15 of the promotion packet)

Educational Distinction on the Tenure Track

A candidate will document teaching/educational distinction through the Educational Portfolio, the candidate's student and trainee evaluations, peer evaluations, and other information. Scholarship in the field must be demonstrated. In addition the Chair's assessment through annual evaluations and Chair's promotion letter must confirm excellence in the context of the Departmental expectations. When possible, peer evaluations should be completed on each faculty member by a minimum of two evaluators every three years. For faculty candidates who have not had many years to compile a full portfolio, a minimum of 2 peer evaluations should be included in the Educational Portfolio. When the faculty member is involved in the training of residents or fellows, the program director shall also provide a report of teaching effectiveness to include in the Educational Portfolio. If the faculty member is a member of the Graduate Faculty, documentation of participation in theses and dissertations must be included (item #12 in the promotion packet). Other forms of academic advisement should be included in the Educational Portfolio.

- Distinction must be documented by superior performance in teaching documented by learner and peer evaluations, letter(s) from education supervisors, and learner outcomes as well as teaching awards and honors.
- Documentation of excellence is required in two other domains as detailed in the Educational Portfolio, including Educational Scholarship, and Educational Leadership and Recognition
- Letters from outside evaluators must identify the candidate's reputation at a national level for his/her educational scholarship.
- Evidence that the candidate is recognized nationally for his/her educational scholarship through such activities as:
    - Membership and participation in leading national or international educational societies and boards of the candidate's field
    - Participation in national boards and leadership groups (e.g. ACGME, LCME, RRC, NBME, etc.)
    - Invitations to present at prestigious national conferences or symposia
    - Invited professorships at other academic institutions
    - Participation in grant review panels
    - Membership on the editorial boards of prominent journals
    - Editorship of scholarly journals
    - Awards from professional organizations

Patient Care Distinction on the Tenure Track

A candidate with a primary assignment for patient care will prepare and submit a Clinical Portfolio which addresses specific metrics for evaluation. Scholarship in clinical matters must be demonstrated. Peer evaluations should be completed on each faculty member by a minimum of two evaluators every three years, when possible. For faculty candidates who have not had many years to compile a full

portfolio, a minimum of 2 peer evaluations should be included in the Clinical Portfolio. The contribution of the faculty member to establishing the recognition of the UF Health as a provider of excellence will be considered in evaluating the faculty member's accomplishments.

Demonstration of contributions and accomplishments should be rated well above average, in annual evaluations.

In addition, distinction will be supported by:

- Publication of peer-reviewed articles in scholarly or clinical journals. The quality and impact are more important than the number published.
- Scholarship through publication of observations impacting clinical practice, including case reports, topic reviews, case series, and interpretation of practice patterns and practice guidelines
- Publication of invited, important review articles, state-of-the-art articles, chapters, books and other forms of enduring scholarly work and communications
- Letters of evaluation documenting excellence in clinical care, innovation in practice methods, development of new programs and leadership in safety and quality initiatives
- Highly regarded clinical presentations that inform the local or regional practice community
- The Chair's letter placing the candidate's performance and reputation in the context of Departmental expectations
- Evidence that the candidate is recognized nationally for his/her clinical accomplishments as documented in the Clinical Portfolio, including:
    - Attainment of a national reputation for clinical excellence
    - Success in clinical trials or new drug discoveries
    - Record of external grant support
    - Patient referrals from a regional, national or international area
    - Participation in national boards and leadership groups within the candidate's field (e.g. board examiner, specialty boards, ACGME RRCs, site visitor, etc.),
    - Invitations to present at prestigious national conferences or symposia,
    - Invited professorships at other academic institutions,
    - Participation in grant review panels for foundation and federal funding agencies
    - Membership on the editorial boards of prominent journals
    - Editorship of prominent journals
    - Participation in scientific committees advisory to government or foundations
    - Awards from professional organizations

Service contributions are expected of every faculty member but generally will not constitute accomplishments suitable for the basis for promotion on the tenure track. However, service activities external to the University will help to establish the candidate's reputation in his/her discipline.

Multi-Mission Track

Overview

The COM establishes a Multi-Mission (MM) Track for faculty members who have assignments in two or more mission areas of research, education, patient care and service as described by their position of hire and annual assignment. The MM Track is not tenure-accruing. Faculty members previously in the

clinical track or research track as assistant, associate, or full professors, will maintain their rank within the MM track. Promotion will be based on attainment of ***distinction in one mission*** which will be the faculty member's primary mission area of teaching/education, patient care, research or service, as delineated in the annual assignment. After a faculty member is promoted to associate professor or professor, the Department Chair may exercise the option to offer a multi-year contract depending on available resources. If a faculty member is hired at the rank of associate professor or professor, the Department Chair may also offer a multi-year contract based on sustained outstanding performance and depending on available resources.

Faculty members with a primary assignment in research or patient care are also expected to contribute to the teaching mission of the COM and generally should have a teaching and education assignment of no less than 10%. The faculty member must maintain satisfactory performance in all mission areas to be eligible for promotion.

A faculty member with a primary assignment in teaching/education must complete the Educational Portfolio to be included in the promotion packet (insert as item #11.) A faculty member with a primary assignment in patient care must complete the Clinical Portfolio to include in the promotion packet (insert as item #24.) Any MM faculty member may complete and submit either or both portfolios even if they are not being used to support the attainment of distinction in the primary area of assignment. The portfolios will document the breadth of the faculty member's accomplishments and contributions to the Department and COM missions of education and clinical care.

Promotion in the MM track does not require attainment of a national reputation in the candidate's discipline, but unequivocal demonstration of research or scholarly contribution is expected, as described below. By consensus of the faculty and the Chair, each Department should establish the expectations for achievement of distinction in each mission areas to establish the basis for promotion within the MM track. The Chair's letter should document those expectations and describe how the candidate meets the Departmental qualifications.

The timing of promotion within the MM track will generally be at seven (7) years for promotion from assistant to associate professor. Every faculty member has an annual written evaluation by the Department Chair, which will address mission assignment and annual performance. Progress toward promotion should also be addressed annually and the faculty member may apply for promotion when ready. In addition, assistant professors will undergo a mid-cycle review by the COM mission track review committee at the end of the 4th year of employment to address progress toward promotion. If the faculty member is planning to up for promotion at the end of their 4th year of employment, the faculty member should have their mid-cycle review at the end of the 3rd year. The Department Chair or designee will discuss feedback from the review with the faculty member. While all faculty are encouraged to pursue activities that will lead to academic distinction and promotion, faculty on the MM track are not subject to a fixed probationary period.

<u>Promotion from Assistant to Associate Professor on the MM Track</u>

Patient Care Distinction on the MM Track

A candidate with a primary mission assignment in patient care may be promoted to associate professor with the demonstration of distinction in patient care as documented by achievements detailed in the Clinical Portfolio. The entire portfolio will be evaluated for evidence of clinical distinction. A

candidate's portfolio may demonstrate distinction even if one or more of the elements are not applicable or not available. **Evidence for clinical scholarship is required.** Faculty members are also expected to contribute to the teaching mission of the COM and generally should have a teaching and education assignment of no less than 10% and satisfactory performance as a teacher/educator. All applicable elements of the Clinical Portfolio should be completed. The Educational Portfolio may be completed if desired, to document satisfactory performance in the teaching mission and to fully describe the candidate's scope of work. For faculty candidates who have not had many years to compile a full portfolio, a minimum of 2 peer evaluations of clinical work should be submitted. If other elements, including patient satisfaction scores are not available for the evaluation period, that section should be noted "not available". Publications and presentations which may already be entered in the promotion packet can be highlighted in the Clinical Portfolio if they are particularly relevant to the demonstration of distinction. Demonstration of contributions and accomplishments should be rated well above average, in annual evaluations.

The Clinical Portfolio demonstrates the breadth and impact of one's academic clinical practice and includes the following:

- Scope of the faculty member's clinical practice
- Interdisciplinary evaluations
- Patient satisfaction scores
- Commitment to ongoing growth in clinical performance
- Quality of care metrics
- Clinical leadership
- Professional contributions
- Clinical referrals
- Clinical publications
- Clinical presentations
- Awards and Honors
- Other pertinent information

In addition, clinical distinction will be supported by the following elements:

- Annual letters of evaluation documenting excellence in clinical care, innovation in practice methods, development of new programs and leadership in safety and quality initiatives
- The Chair's letter placing the candidate's performance and reputation in the context of Departmental expectations

Research Distinction on the MM Track

Promotion from assistant professor to associate professor in the MM track with a primary assignment in research and scholarship requires attainment of distinction in research and scholarship. The Educational Portfolio and/or Clinical Portfolio may be completed if desired, to document satisfactory performance in the teaching mission and to fully describe the candidate's scope of work. The candidate is expected to demonstrate research distinction through the following accomplishments which will generally be of less impact than would be expected for faculty members on the tenure track:

- Publication of peer-reviewed articles in authoritative scholarly journals. The quality and impact of published articles are more important than the number published. Calculation of the candidate's publication h-index or citing the publication's impact factor may be added to the listing of publications as a means to demonstrate the candidate's impact in the field. The candidate will indicate his/or her contribution as first or senior author for each publication.
- Publications as a member of a successful research team which include a description of his/her contributions to the research effort
- Attainment of investigator-initiated, peer-reviewed research funding, beyond mentored awards, or demonstration of equivalent levels of scholarship
- Documentation from letters of evaluation that the candidate has achieved a reputation of excellence in research and scholarship
- Publication of invited, important review articles, state-of-the-art articles, chapters, books and other forms of enduring scholarly work and communications
- The Chair's letter should indicate the Departmental expectations for research productivity within the candidate's Department and discipline and whether the candidate meets these expectations, including the candidate's exact role in research team activities
- Invitations to present research findings at meetings of scientific societies
- Invitations to participate in national advisory committees for research foundations, federal funding agencies or other authoritative bodies
- Listing and description of inventions and patent applications and awards (to be listed in #14 and #15 of the promotion packet)

Demonstration of one's reputation within his/her discipline should be documented through participation as outlined below. Achievement of a national reputation is not required for faculty in the MM track:

- Peer reviewer for scholarly publications
- Service on editorial boards
- Peer reviewer/grader for abstract submissions to extramural, regional, national and international meetings
- Peer reviewer of research proposals for funding agencies, including foundation and federal study sections
- Serving on committees to develop clinical practice guidelines or to formulate healthcare policies
- Membership and leadership within leading national scientific societies of the candidate's field
- Invitations to chair or moderate sessions for presenting original research at national meetings.

Educational Distinction on the MM Track

A candidate will establish teaching/educational distinction through documentation of the elements of the Educational Portfolio which are:

- Excellence in teaching
- Excellence in educational scholarship
- Educational leadership and recognition

- Mentorship

Scholarship in the field must be demonstrated through information included in the 3rd element of the educational portfolio, Educational Scholarship. In addition, the Chair's assessment through annual evaluations and Chair's promotion letter must confirm excellence in the context of the Departmental expectations. When possible, peer evaluations should be completed on each faculty member by a minimum of two evaluators every three years. For faculty candidates who have not had many years to compile a full portfolio, a minimum of 2 peer evaluations should be included in the Educational Portfolio. When the faculty member is involved in the training of residents or fellows, the program director shall also provide a report of teaching effectiveness to include in the Educational Portfolio. If the faculty member is a member of the Graduate Faculty, documentation of participation in theses and dissertations must be included (item #12 in the promotion packet). Other forms of academic advisement should be included in the Educational Portfolio.

- Distinction will be documented by excellence in teaching (Item #2 of the Educational Portfolio) documented by learner and peer evaluations, letter(s) from education supervisors, and learner outcomes as well as teaching awards and honors.
- Distinction in educational scholarship may include demonstration of a focus of educational scholarship by peer reviewed publications, presentations, educational materials and publication of invited, important review articles, state-of-the-art articles, chapters, books and other forms of enduring scholarly work and communications.
- Academic excellence will be determined by clear evidence of ongoing commitment to advising and mentoring medical students, graduate students, residents, fellows and junior faculty.
- Excellence in educational leadership and service would be demonstrated by curriculum development, service on a major education-related committee within the institution, and improving skills in the education mission.
- Extramural reputation may be documented through participation and leadership in regional or national educational organizations or committees within the candidate's professional societies; participation as a peer reviewer for funding agencies; participation as a peer reviewer of manuscript submissions to prominent journals; service on the editorial board or as editor of scholarly journals; awards from professional organizations.

In addition, educational distinction will be demonstrated by:

- Letters of evaluation documenting excellence in teaching, innovation in educational methods, development of new curricula and leadership in teaching and education
- The Chair's letter placing the candidate's performance and reputation in the context of Departmental expectations

Service Distinction on the MM Track

Service contributions are expected of every faculty member but normally will not constitute accomplishments suitable for the basis for promotion. Service activities external to the University will help to establish the candidate's reputation in his/her discipline. If a faculty member has a primary service assignment which cannot be designated within a Teaching, Clinical or Research Mission, the faculty member should fully describe the role and accomplishments achieved within that role. Scholarship must

be demonstrated. The Chair's annual evaluation and promotion letter should document excellence in the performance of the candidate's activities. Outside evaluators should confirm the candidate's achievement of distinction in service. Other elements that may document distinction in service activities could include:

- Documentation of substantial activity and productivity within the service assignment
- Excellent regional or exceptional internal reputation as a leader within the service assignment as documented in letters of evaluation
- Scholarship related to the primary service mission
- A record of one or more of the following:
  - Evidence of novel and/or innovative program development and implementation
  - Evidence of a major leadership role in a Department or Center
  - Invitations to present at extramural meetings
  - Documentation that the candidate has had significant interaction and positive engagement with communities outside the COM
  - Acquisition of external funding in support of service programs
  - Scholarship related to community professional service

Promotion from Associate Professor to Full Professor on the MM Track

Promotion to full professor requires demonstration of a sustained record of substantial achievement beyond the level of associate professor.

Patient Care Distinction on the MM Track

A candidate with a primary mission assignment in patient care may be promoted to professor with the demonstration of distinction in patient care as documented by substantial achievements detailed in the Clinical Portfolio. The entire portfolio will be evaluated for evidence of clinical distinction. A candidate's portfolio may demonstrate distinction even if one or more of the elements are not applicable or not available. Evidence for sustained clinical scholarship is required. All applicable elements of the Clinical Portfolio should be completed. Peer evaluations should be completed on each faculty member by a minimum of two evaluators every three years. For faculty candidates who have not had many years to compile a full portfolio, a minimum of 2 peer evaluations of clinical work should be submitted. If other elements, including patient satisfaction scores are not available for the evaluation period, that section should be noted "not available". Publications and presentations which may already be entered in the promotion packet should be highlighted in the Clinical Portfolio if they are particularly relevant to the demonstration of distinction. Demonstration of contributions and accomplishments in patient care should be rated well above average, in annual evaluations. The Educational Portfolio may be completed if desired, to document satisfactory performance in the teaching mission and to fully describe the candidate's scope of work.

The elements of the Clinical Portfolio demonstrate the breadth and impact of one's academic clinical practice and include the following:

- Scope of the faculty member's clinical practice
- Interdisciplinary evaluations

- Patient satisfaction scores
- Commitment to ongoing growth in clinical performance
- Quality of care metrics
- Clinical leadership
- Professional contributions
- Clinical referrals
- Clinical publications
- Clinical presentations
- Awards and Honors
- Other pertinent information

In addition, distinction will be supported by:

- Letters of evaluation documenting excellence in clinical care, innovation in practice methods, development of new programs and leadership in safety and quality initiatives
- The Chair's letter placing the candidate's performance and reputation in the context of Departmental expectations

Research Distinction on the MM Track

Promotion to the rank of professor in the MM track with a primary assignment in research and scholarship requires attainment of substantial distinction in research and scholarship. The Educational Portfolio and/or Clinical Portfolio may be completed if desired, to document satisfactory performance in the teaching mission and to fully describe the candidate's scope of work. The candidate is expected to demonstrate research distinction through the following accomplishments which will generally be of less impact than would be expected for faculty members on the tenure track:

- Sustained record of peer-reviewed articles in authoritative scholarly journals. The quality and impact of published articles are more important than the number published. Calculation of the candidate's publication h-index or citing the publication's impact factor may be added to the listing of publications as a means to demonstrate the candidate's impact in the field. The candidate will indicate his/her contribution as first or senior author for each publication.
- Publications as a member of a successful research team which include a description of his/her contributions to the research effort.
- Attainment of investigator-initiated, peer-reviewed research funding, beyond mentored awards, or demonstration of equivalent levels of scholarship. Participation as one of multiple PIs for grant funding or as a key member of a multidisciplinary research team should be documented.
- Documentation from letters of evaluation that the candidate has achieved a reputation of excellence in research and scholarship
- Publication of invited, important review articles, state-of-the-art articles, chapters, books and other forms of enduring scholarly work and communications
- The Chair's letter should indicate the Departmental expectations for research productivity within the candidate's Department and discipline and whether the candidate meets these expectations, including the candidate's exact role in research team activities.

- Invitations to present research findings at meetings of scientific societies
- Invitations to participate in national advisory committees for research foundations, federal funding agencies or other authoritative bodies
- Listing and description of inventions and patent applications and awards (to be listed in #14 and #15 of the promotion packet)

Demonstration of one's reputation within his/her discipline should be documented through participation as outlined below. Achievement of a national reputation is not required for faculty in the MM track. One or more of the following accomplishments are expected:

- Peer reviewer for scholarly publications
- Service on editorial boards
- Peer reviewer/grader for abstract submissions to extramural, regional, national and international meetings
- Peer reviewer of research proposals for funding agencies, including foundation and federal study sections
- Serving on committees to develop clinical practice guidelines or to formulate healthcare policies
- Membership and leadership within leading national scientific societies of the candidate's field
- Invitations to chair or moderate sessions for presenting original research at national meetings

Educational Distinction on the MM Track

A candidate will document sustained distinction in teaching/education through the elements documented in the Educational Portfolio which are:

- Excellence in teaching
- Excellence in educational scholarship
- Educational leadership and recognition
- Mentorship

Scholarship in the field must be demonstrated through information included in the 3rd element of the educational portfolio, Educational Scholarship. In addition, the Chair's assessment through annual evaluations and Chair's promotion letter must confirm excellence in the context of the Departmental expectations. When possible, peer evaluations should be completed on each faculty member by a minimum of two evaluators every three years. For faculty candidates who have not had many years to compile a full portfolio, a minimum of 2 peer evaluations should be included in the Educational Portfolio. When the faculty member is involved in the training of residents or fellows, the program director shall also provide a report of teaching effectiveness to include in the Educational Portfolio. If the faculty member is a member of the Graduate Faculty, documentation of participation in theses and dissertations must be included (item #12 in the promotion packet). Other forms of academic advisement should be included in the Educational Portfolio.

- Distinction must be documented by excellence in teaching (Item #2 of the Educational Portfolio) documented by learner and peer evaluations, letter(s) from education supervisors, and learner outcomes as well as teaching awards and honors.
- Distinction in educational scholarship should include demonstration of a focus of educational scholarship by peer reviewed publications, presentations, or educational materials. Excellence in educational scholarship is required for promotion to professor. On average, approximately one presentation per year and one publication every two years would be suggested for promotion to professor (as detailed in the educational portfolio).
- Academic excellence will be determined by clear evidence of ongoing commitment to advising and mentoring medical students, graduate students, residents, fellows and junior faculty.
- Excellence in educational leadership and service would be demonstrated by curriculum development, service on a major education-related committee within the institution, and improving skills in the education mission.
- An extramural, national reputation may be documented through participation and leadership in regional or national educational organizations or committees within the candidate's professional societies; participation as a peer reviewer for funding agencies; participation as a peer reviewer of manuscript submissions to prominent journals; service on the editorial board or as editor of scholarly journals; awards from professional organizations.

In addition, educational distinction will be demonstrated by:

- Performance of peer evaluations
- Mentoring activities within and outside of the institution
- Letters of evaluation documenting excellence in teaching, innovation in educational methods, development of new curricula and leadership in teaching and education
- The Chair's letter placing the candidate's performance and reputation in the context of Departmental expectations

Service Distinction on the MM Track

Service contributions are expected of every faculty member but generally will not constitute accomplishments suitable for the basis for promotion. Service activities external to the University will help to establish the candidate's reputation in his/her discipline. If a faculty member has a primary service assignment which cannot be designated within a Teaching, Clinical or Research Mission, the faculty member should fully describe the role and accomplishments achieved within that role. Scholarship must be demonstrated. The Chair's annual evaluation and promotion letter should document excellence in the performance of the candidate's activities. Outside evaluators should confirm the candidate's achievement of distinction in service. Other elements that may document distinction in service activities could include:

- Documentation of substantial activity and productivity within the service assignment
- Excellent regional or exceptional internal reputation as a leader within the service assignment as documented in external letters of evaluation
- Scholarship related to the primary service mission
- A sustained record of one or more of the following:

- Evidence of novel and/or innovative program development and implementation
- Evidence of a major leadership role in a Department or Center
- Invitations to present at extramural meetings
- Documentation that the candidate has had significant interaction and positive engagement with communities outside the COM
- Acquisition of multiple or sustained external funding in support of service programs
- Scholarship related to community professional service

Single Mission Track

Overview

Faculty with 100% mission assignment in research or teaching, who carry out the equivalent faculty activities in these areas but may be funded by external or temporary sources, may have an appointment in the Focused/Single Mission (SM) Track in the COM. These positions are not tenure-accruing.

Faculty members whose assignment is 100% research, usually as a member of a successful research team, without the expectation to obtain independent investigator-initiated research funding, will be appointed in the research scientist track. Alternatively, a faculty member with extramural research funding but no other mission assignment may be appointed in the single mission research scientist track. Faculty holding these titles will have no regular teaching duties. Faculty members whose assignment is 100% teaching will be appointed in the lecturer track. In rare circumstances, a faculty member may be appointed on the scholar track with a primary focus on scholarship.

Research Scientist Track

Promotion from Assistant Research Scientist to Associate Research Scientist

Promotion from assistant research scientist to associate research scientist requires demonstrated distinction in research as documented by:

- Publication of peer-reviewed articles in authoritative scholarly journals. The quality and impact of published articles are more important than the number published. Calculation of the candidate's publication h-index or citing the publication's impact factor may be added to the listing of publications as a means to demonstrate the candidate's impact in the field. The candidate will indicate his/her contribution for each publication.
- Contributions to a research team which successfully obtained investigator-initiated, peer-reviewed research funding. The candidate will indicate his/her contributions to the research effort.
- Documentation from letters of evaluation that the candidate has achieved a reputation of excellence in research and scholarship
- The Chair's letter should indicate the Departmental expectations for research productivity within the candidate's Department and discipline and whether the candidate meets these expectations, including the candidate's exact role in research team activities.
- Invitations to present research findings at meetings of scientific societies

- Invitations to participate in national advisory committees for research foundations, federal funding agencies or other authoritative bodies
- Listing and description of inventions and patent applications and awards (to be listed in #14 and #15 of the promotion packet)

Promotion from Associate Research Scientist to Research Scientist

The candidate is expected to demonstrate research distinction through the following accomplishments:

- A sustained record of peer-reviewed articles in authoritative scholarly journals. The quality and impact of published articles are more important than the number published. Calculation of the candidate's publication h-index or citing the publication's impact factor may be added to the listing of publications as a means to demonstrate the candidate's impact in the field. The candidate will indicate his/ her contribution for each publication.
- Contributions to a research team which has a successful record of sustained, extramural investigator-initiated, peer-reviewed research funding. The candidate will indicate his/her contributions to the research effort.
- Documentation from letters of evaluation that the candidate has maintained a reputation of excellence in research and scholarship.
- The Chair's letter should indicate the Departmental expectations for research productivity within the candidate's Department and discipline and whether the candidate meets these expectations, including the candidate's exact role in research team activities.
- Invitations to present research findings at meetings of scientific societies
- Invitations to participate in national advisory committees for research foundations, federal funding agencies or other authoritative bodies
- Listing and description of inventions and patent applications and awards (to be listed in #14 and #15 of the promotion packet)

Lecturer Track

Promotion from Lecturer to Senior Lecturer

A candidate will document teaching/educational distinction through submission of the Educational Portfolio, student and trainee evaluations, peer evaluations, and other information. Scholarship in the field must be demonstrated. In addition, the Chair's annual evaluations and the Chair's promotion letter must confirm excellence in the context of the Departmental expectations. When possible, peer evaluations should be completed on each faculty member by a minimum of two evaluators every three years. For faculty candidates who have not had many years to compile a full portfolio, a minimum of 2 peer evaluations should be included in the Educational Portfolio. If the faculty member is involved in the training of residents or fellows, the program director shall also provide a report of teaching effectiveness to include in the Educational Portfolio. If the faculty member is a member of the Graduate Faculty, documentation of participation in theses and dissertations must be included (item #12 in the promotion packet). Other forms of academic advisement should be included in the Educational Portfolio.

- Distinction must be documented by excellent performance in teaching documented by learner and peer evaluations, letter(s) from education supervisors, and learner outcomes as well as teaching awards and honors.
- Extramural reputation is desirable but not required, through participation and leadership in regional or national educational organizations or committees within the candidate's professional societies; participation as a peer reviewer for funding agencies; participation as a peer reviewer of manuscript submissions to prominent journals; service on the editorial board or as editor of scholarly journals; awards from professional organizations.

Promotion from Senior Lecturer to Master Lecturer

A candidate will document sustained distinction in teaching/education through the elements documented in the Educational Portfolio as well as the candidate's student and trainee evaluations, peer evaluations, and other information. Scholarship in the field must be demonstrated. In addition, the Chair's assessment through annual evaluations and Chair's promotion letter must confirm excellence in the context of the Departmental expectations. When possible, peer evaluations should be completed on each faculty member by a minimum of two evaluators every three years. For faculty candidates who have not had many years to compile a full portfolio, a minimum of 2 peer evaluations should be included in the Educational Portfolio. When the faculty member is involved in the training of residents or fellows, the program director shall also provide a report of teaching effectiveness to include in the Educational Portfolio. If the faculty member is a member of the Graduate Faculty, documentation of participation in theses and dissertations must be included (item #12 in the promotion packet). Other forms of academic advisement should be included in the Educational Portfolio.

- Distinction must be documented by sustained, superior performance in teaching documented by learner and peer evaluations, letter(s) from education supervisors, and learner outcomes as well as teaching awards and honors.
- Excellence in two other domains should be documented through the Educational Portfolio, including Educational Scholarship, and Educational Leadership and Recognition.
- Extramural reputation is desirable, as documented through participation and leadership in regional or national educational organizations or committees within the candidate's professional societies

Scholar Track

Faculty in this track are not normally involved in regular academic programs, but carry out the equivalent faculty duties in research or education and may be funded by external or temporary sources.

Promotion from Assistant Scholar to Associate Scholar

Promotion will be warranted by achievement of distinction in the primary mission assignment, as described for the research scientist track or lecturer track, as is most appropriate. The Chair's annual evaluations and Chair's promotion letter must confirm excellence in the context of the Departmental expectations.

Promotion from Associate Scholar to Scholar

Distinction in the primary mission assignment beyond that expected for the rank of associate scholar is required for promotion to scholar. The Chair's annual evaluations and Chair's promotion letter must confirm excellence in the context of the Departmental expectations.

For Departments within Two Colleges

Faculty in the Department of Epidemiology and the Department of Biostatistics may elect to follow the promotion and tenure policies of either the COM or the College of Public Health and Health Professions (PHHP). The individual faculty member, with approval of the Department Chair, will elect the respective College guidelines at or before the first mid-cycle review for those on the tenure-track, or the mid-cycle review for those in the Multi-Mission or Single Mission Tracks. Early identification of the selected promotion and tenure guidelines will provide a clear path to advancement and direct the faculty member's career planning. At the time of nomination for promotion, the faculty member will insert the applicable sections of the policy of the selected College (Medicine or Public Health and Health Professions) in the promotion packet.

A subcommittee consisting of three members each (at the rank of tenured full professor) from the COM Promotion and Tenure Fact-Finding Committee and College of PHHP Promotion and Tenure Fact-Finding Committee will serve as the Joint College Advisory Committee for candidates in the Departments of Epidemiology and Biostatistics. The Joint College Advisory Committee will review the promotion and/or tenure packet for each candidate from and provide a recommendation to the Dean of the COM and to the Dean of the College of PHHP. Each Dean will indicate support or non-support for the candidate. If the decisions diverge, the Vice President for Health Affairs will submit a decision of support or non-support for the candidate.

Use and Revision of the Guidelines

Each faculty member will have access to the updated electronic version of these guidelines and to the University, College and Departmental websites that provide additional clarifications. Each faculty member has the responsibility to complete all elements of the promotion and tenure packet and to ensure the accuracy of the information provided. Each Department should provide advice on the preparation of the packet through mentors or other assigned individuals who are knowledgeable about the process. Personnel in the Office of Faculty Affairs and Professional Development in the COM are available to provide guidance at any time during the promotion and tenure process. Efforts to inform faculty and staff about the promotion and tenure process will be ongoing.

These Guidelines will be reviewed regularly. All proposed changes will be presented for faculty review and comment. Modifications will be approved by majority vote of the Executive Committee of the COM. For substantial changes, the new approved Guidelines will become final 24 months from the date of

approval. However, faculty members may elect either the previous or the new Guidelines for consideration of their promotion packets for the two (2) years from the date of approval of any changes to the guidelines. The selection of which guidelines will be applied will be indicated by inserting the selected version in the promotion packet.