

**College of Medicine**  
**2025-2026 Mid-Cycle Tenure Accruing 3-Year Review**  
**Candidate's Self-Assessment**

Name:

UFID:

Department:

Rank with Modifier (Clinical/Research):

Please delete this text box after completing this section

Please follow the steps below to access the FEA system to verify and input missing information and download your dossier.

To Access the FEA System

1. Login to My UFL
2. Main Menu
3. My Self Service
4. Fac Excellence and Advancement

To Download Dossier from FEA

1. Select the Reporting tab
2. Vitas and Biosketches
3. Candidate Dossier
4. Start date should be the date that you were hired as a faculty at UF and the end date should be the date that you are downloading the dossier

**FEA Activity Manager Instruction Guides**

<https://hr.ufl.edu/professional-development/toolkits/faculty-excellence-advancement/>

**1. BRIEF DESCRIPTION OF JOB DUTIES**

Please delete this text box after completing this section

Briefly describe your assigned duties and responsibilities. Provide context for these responsibilities (ie. the relevance and importance to your discipline and UF)

\* Use first person. Paragraph preferred (vs. list).

\*You must attain distinction in your primary mission area.

\*Be explicit, "I am a clinical assistant professor of pediatrics in the division of general pediatrics and I have achieved distinction in the educational mission." Then go on and explain the evidence for your distinction. Remember you will not get promoted just for doing your job.

\*Two areas of distinction are required for tenure, one (primary) required for MM, but in the MM you need a second area of excellence. For all promotions, service is required.

Tell your story – which will be supported by the rest of the packet.

No more than 1 -1.5 pages for both sections 2 & 3, ok to be less.

### A. ASSIGNED DUTIES & RESPONSIBILITIES

Please delete this text box after completing this section

\* Use first person. Paragraph preferred (vs. list).

\*Briefly describe your assigned duties and responsibilities. Provide context for these responsibilities (i.e. the relevance and importance to your discipline and UF).

\*Address all missions and note here any gaps in assignment or < 100% FTE.

\*If recently coming from another institution, tell us what you did there (briefly)

No more than 1 -1.5 pages for both sections 2 & 3, ok to be less.

### B. IMPACT STATEMENT

Please delete this text box after completing this section

\* Use first person. Paragraph preferred (vs. list).

\*Impact Statement. In this optional section, faculty may provide a statement regarding the impact of the COVID-19 pandemic / natural disasters / extenuating circumstances on the nominee's professional life -- up to 500 words. This statement should explain how the nominee adjusted/compensated for pandemic-related difficulties, natural disasters (e.g., hurricanes), extenuating circumstances impacting their research, teaching, clinics, extension or service. You should be explicit with how circumstances affected your academic performance. Please see <http://aa.ufl.edu/policies/tenure-and-promotion-information/> for more details.

### 2. AREAS OF SPECIALIZATION

Please delete this text box after completing this section

Briefly describe your assigned duties and responsibilities. Provide context for these Briefly describe your area(s) of specialization. Please frame your specialty within the context of your discipline and the mission of your unit(s) and UF.

### 3. EFFORT REPORTED SINCE LAST PROMOTION

Please delete this text box after completing this section

\* A TABLE LIKE THIS WILL BE AUTOPOPULATED FROM CERTIFIED EFFORT DATA.

Populated assignments can updated to reflect accurate percentages but the table format must not be altered. Make sure that the percentages for each term/year equal 100%.

This is where you are spending your time, not sources of your salary.

\*Applicants with two primary appointments must consolidate the assignments in one effort table to show proportional activity across both appointments. For example: an applicant with two 0.50 FTE appointments who has a 100% research assignment in one and a 0% research assignment in the other, will report a 50% research assignment.

\* There should be only one table in the submitted packet.

If you are part-time your effort should still add up to 100%, but please note in the narratives that you are part-time.

\*Note: Overload and adjunct appointments should not be included in the dossier.

\*If you have questions about the effort reported, contact your unit effort reporting coordinator.

\*If you are being considered for tenure and were hired during this current academic year, also include assigned activity for the current year at UF. If reporting effort under “Other,” please provide a footnote explanation

**The chair progress report should provide an explanation of any significant changes in assignment.**

Term/Year	Teaching	Research	Service	Extension	Clinical	Sabbatical	Leave	Other	Total
Fall 2024									
Summer 2024									
Spring 2024									
Fall 2023									
Summer 2023									
Spring 2023									
Fall 2022									
Summer 2022									
Spring 2022									
Fall 2021									
Summer 2021									
Spring 2021									
Fall 2020									

Summer 2020									
Spring 2020									

#### 4. EDUCATIONAL BACKGROUND

Please delete this text box after completing this section

THIS SECTION WILL AUTOPOPULATE FROM YOUR RECORD IN THE UFHR DATABASE AND SELF-ENTERED DATA IN THE CAREER TAB WITHIN THE FEA ACTIVITY MANAGER.

The Field of Study field shows degree disciplines that are assigned by HR from the national clearing house based on Classification of Instructional Programs (CIP) codes, which are used to standardize and categorize academic programs. While the degree names currently listed in our system may not exactly match the official titles of your programs, they represent the closest available match based on the CIP codes we have on file.

If you find a discrepancy, contact HR Employment Operations and Records at [ufhr-employment@ufl.edu](mailto:ufhr-employment@ufl.edu). If any corrections are made in the UFHR database, you will need to save and redownload the dossier.

Institution	Field of Study	Degree	Year

#### 5. EMPLOYMENT

Please delete this text box after completing this section

\*Please use the word “Clinical or Research” in front of the rank for non-tenured faculty positions. Tenure track or non-tenure track should be listed for each position. List rank and Administrative positions.

List your employment history, with UF employment appearing first. Please show employer, ranks and administrative positions you held at each place of employment, effective dates of each title and whether or not the position was tenured, tenure-accruing, or non-tenure-accruing if employment was with an institution of higher education. Affiliate, joint, courtesy appointments should be listed in a separate table.

Institution	Position	Dates

#### 6. YEAR TENURE/PERMANENT STATUS WAS AWARDED BY THE UNIVERSITY OF FLORIDA

Please delete this text box after completing this section

**ITEM #6 Should be omitted.**

#### 7. TEACHING, ADVISING, AND INSTRUCTIONAL ACCOMPLISHMENTS

Please delete this text box after completing this section

In no more than 750 words, describe your teaching, advising, professional responsibilities (Librarians), and/or instructional accomplishments. Provide context for these responsibilities (i.e. the relevance and importance to your discipline and UF), a brief statement of your teaching philosophy and how it is supported by your activities, how your activities utilize universal design, accessibility and opportunity in the classroom, the lab, the field, or any space where we supervise and inspire students, and the primary educational goals and outcomes of your teaching program. Include, as appropriate, curriculum and course development, service as a graduate or undergraduate coordinator, supervised research through credit courses, and the development of new courses, educational software, and multimedia materials.

Undergraduate instructional activities may include supervision of honors theses and research projects.

This section is also where you would indicate whether the courses you teach are team-taught, the mode of delivery (classroom, online, hybrid or blended, distance learning), context, and whether the course was required. (Required courses are General Education courses and Quest courses, or those required for a particular major. Please note that elective courses are not required courses.

This section is also where you would provide a list or summarize lectures, speeches, or posters presented by undergraduate or graduate students, post-doctoral associates, or others under your supervision. Honors and awards earned by your students should be listed here as well. You may also include placement of mentees and a summary of student-authored publications.

Syllabi, course examinations and other materials used in classroom instruction should be made available at all levels for review as needed or requested. However, they should not be included in the packet

## 8. TEACHING EVALUATIONS

Please delete this text box after completing this section

**UF TEACHING EVALUATIONS WILL AUTOPOPULATE IN THIS SECTION.**

If you have any questions as to the accuracy or completeness of the data, send a query to [evaluations@ufl.edu](mailto:evaluations@ufl.edu) and [GatorEvals-Support@ufl.edu](mailto:GatorEvals-Support@ufl.edu). Any inaccuracies must be corrected in the database to be permanent. If any corrections are made in the Evaluation database, you will need to save and reload the template again as a PDF file. Do NOT remove the summary of all teaching evaluations sections.

NOTE: The departmental and college means are calculated using only either undergraduate or graduate courses, depending on the level of the course being evaluated.

In cases where the number of responses is greater than the number enrolled, provide a footnote explanation.

Evaluations within the past five years from another institution can be added to the Further

Information section.

**Summary Table**

Course	Term	Enroll #	Candidate Overall		Department Overall		College Overall	
			Instructor	Course	Instructor	Course	Instructor	Course
XXX7200	Spring 2017	57	5.00	0.00	4.39	0.00	4.30	0.00
XXX6021	Fall 2015	142	4.40	0.00	4.39	0.00	4.37	0.00

*Term: Spring 2017, Course: XXX7200 Elect Top/Medicine, Sections: XXX, Enrolled: 57*

Questions	Responded	Response Rate	Mean	Dept Mean	College Mean
Description of course objectives and assignments	1	2%	5.00	4.47	4.37
Communication of ideas and information	1	2%	5.00	4.51	4.44
Expression of expectations for performance in this class	1	2%	5.00	4.48	4.36
Availability to assist students in or out of class	1	2%	5.00	4.57	4.42
Respect and concern for students	1	2%	5.00	4.62	4.51

## 9. EDUCATIONAL PORTFOLIO (if applicable)

Please delete this text box after completing this section

This section is for faculty who are expected to develop portfolios in which they document excellence in educational scholarship, leadership and service.

Faculty such as Lecturers whose primary assignment is in teaching and service should include in this section illustrative examples of materials that document the instructional accomplishments described in Section 7. Examples may include sample exams, excerpts from syllabi, and any evidence of teaching effectiveness. Select sample materials carefully: the quality of the materials is more important than their quantity.

### **Educational Portfolio, College of Medicine Template**

The five headings listed below are designed to provide candidates with the opportunity to document their achievement of distinction in teaching/education. Include all elements that are relevant. You do not need to list items which are not applicable to your circumstances. This segment is not intended to duplicate other aspects of the packet, but to enhance and expand the descriptions of your educational accomplishments. You may also indicate “see Educational Portfolio” for relevant referencing within your description of accomplishments in Section #9 (Teaching, Advising, and Instructional Accomplishments). However, you should not avoid completion of a thoughtful response to Section #9. The quality of the elements included in this portfolio is more important than quantity. **Please keep to a limit of 12 pages for the entire portfolio.** You may include selected illustrative examples of course syllabi, assessment tools, novel instructional media, etc. in this portfolio (#3f). **Instructions (in italics) may be deleted** from the completed portfolio.

### **1. Instructional Activities and Evaluations.**

Please delete this text box after completing this section

List all your instructional activities since hire, or since your last promotion – whichever is applicable -- under the applicable categories. If any are recurring activities, list once and indicate the number of times or years you have performed the role(s).

#### **a. Teaching Activities and Evaluations.**

##### **i. Course Director**

Please delete this text box after completing this section

(Indicate if for the College of Medicine, Graduate School, undergraduate course.  
Provide course number and title. Semester and year(s) you were course director.

##### **ii. Lectures within Courses**

Please delete this text box after completing this section

(lecture title, course name and number, semester and year(s) provided)

##### **iii. Lectures in other forums**

Please delete this text box after completing this section

(indicate lecture title and venue, dates, location – if not onsite. CME course can be included here.)

#### **iv. Small group and seminar sessions led**

Please delete this text box after completing this section

(provide course name, frequency of meetings, semester and years(s).

#### **v. Clinical teaching of professional students**

Please delete this text box after completing this section

(medical students, nursing students, PA students, etc.) Provide a description of setting, type of trainee, frequency of contact, number of trainees for each rotation. Indicate the number of weeks or months for each academic year you serve as clinical instructor.

#### **vi. Clinical teaching of residents or fellows.**

Please delete this text box after completing this section

Provide a description of setting, type of trainee, frequency of contact, number of trainees for each rotation. Indicate the number of weeks or months for each academic year you serve as clinical instructor. Provide estimates if exact figures are not available. E.g. “I had an average of two [specialty] residents on my service for 3 weeks at a time over 4 months of the year.”

## **2. Educational materials.**

Please delete this text box after completing this section

Describe new and revised syllabi, assessment tools, video and on-line instruction, simulation methods, and others. Enter illustrative examples in this section, if relevant

- a. Course development**
- b. Curriculum development**
- c. In person, one on one education or course series**

d. **Workshop**

e. **Peer review activities related to educational scholarship.**

**3. Educational Leadership/Recognition**

a. **Major educational Responsibilities.**

Please delete this text box after completing this section

Indicate role, title, and inclusive dates (e.g. clerkship director, program director, residency director, vice chair for education, assistant dean, etc.)

**4. Mentorship.**

Please delete this text box after completing this section

Describe individuals and groups mentored by category below. Indicate, if available, the achievements and accomplishments of mentees. List any individual research mentees. Describe any group mentees, e.g. residency interest groups.

- a. **Faculty** *Include scholarly mentoring of junior faculty, participation in peer evaluation, etc.*
- b. **Residents and fellows**
- c. **Students**
- d. **Post-doctoral fellows**

**5. Letter from an education supervisor.**

Please delete this text box after completing this section

Insert a narrative from the relevant supervisor (residency program director, course director, department chair, Associate Dean for Education, etc.) documenting your performance in your teaching role. Include the scope of teaching, evidence of creativity, highlights or major accomplishments, use of novel and varied pedagogical methods, and responsiveness to feedback regarding teaching skills.

**10. STUDENT MENTORING**

Please delete this text box after completing this section

**This section will auto-populate from Graduate Information Management System (GIMS) information; it is the candidate's responsibility to check for accuracy.** To update your committee information please contact your departmental staff. You will need to reload the template as a PDF file after updates are made in the GIMS database. If you find an error or discrepancy, contact the Graduate School at [graddata@ufl.edu](mailto:graddata@ufl.edu). You should indicate with an asterisk on your role that a Master's committee was a non-thesis option. For active committees, please indicate the anticipated completion date. When serving in a committee as a Co-Chair, please indicate the percentage level of responsibility.

Graduate committee activities at another institution can be added to the Further Information section.

**A. GRADUATE COMMITTEE ACTIVITIES**

Candidate's Role	Student	Major	Complete Date
Chair Ph.D			
Chair Ph.D			
Chair Ph.D			
Chair Ph.D			
Member Ph.D			
Member Ph.D			
Member Ph.D			

**B. STUDENT MENTORING**

Please delete this text box after completing this section

THIS SECTION WILL AUTOPULATE FROM SELF-ENTERED DATA WITHIN THE TEACHING & MENTORING TAB OF THE ACTIVITY MANAGER.

**11. CONTRIBUTION TO DISCIPLINE/RESEARCH NARRATIVE**

Please delete this text box after completing this section

In no more than 750 words explain your research/creative contribution to your discipline. Describe briefly the overall area within which your research/creative program falls and how your publications, creative work, research projects, grants, fellowships, extension works, etc., reflect your research/creative program and your achievements. There is no need to cite specific works or grants listed elsewhere in the packet. Simply reference works published, exhibited, or supported by various sources. Please address the quality of the journals in which you publish and the impact of your research/creative program. Please characterize the nature and extent of your contributions to major publications of which you are not the sole author or senior/principal author.

**12. CREATIVE WORKS OR ACTIVITIES**

Please delete this text box after completing this section

THIS SECTION WILL AUTOPOPULATE FROM SELF-ENTERED DATA WITHIN THE CREATIVE WORKS TAB OF THE ACTIVITY MANAGER.

This area should be used to list exhibitions, concerts, performances, commissioned works, scholarly audio/visual materials developed, scholarly software written, cultivars developed, or other similar creative works, including dates. Include published critical reviews of these creative works in this section. Refer to instructional and informational presentations that may be delivered numerous times as "Instructional Multimedia Presentations." Do not list individually but summarize for each year.

**13. PATENTS AND COPYRIGHTS**

Please delete this text box after completing this section

THIS SECTION WILL AUTOPOPULATE FROM THE SCHOLARSHIP TAB WITHIN THE ACTIVITY MANAGER.

## 14. PUBLICATIONS

**Please delete this text box after completing this section**

**THIS SECTION WILL AUTOPOPULATE FROM DATA WITHIN THE SCHOLARSHIP SECTION OF THE ACTIVITY MANAGER.**

a. **Books**

b. **Book Chapters**

c. **Refereed Articles (excluding EDIS)**

**Please delete this text box after completing this section**

Refereed conference papers with a DOI and a disciplinary acceptance of conference papers being equivalent to refereed articles should be placed in section C.

In the absence of disciplinary acceptance of equivalence, conference papers should go in one of the other categories.

d. **Refereed Articles (including EDIS)**

**Please delete this text box after completing this section**

EDIS is a special type of "refereed" publication for faculty in IFAS/CALS. IFAS/CALS faculty please utilize section d. for your EDIS publications. All other faculty can ignore the EDIS references.

e. **Non-refereed Articles**

f. **Bibliography Publications**

g. **Abstract Publications**

h. **Review Publications**

i. **Other Publications**

## 15. LECTURES, SPEECHES, POSTERS PRESENTED AT PROFESSIONAL CONFERENCES/SEMINARS

Please delete this text box after completing this section

**THIS SECTION WILL AUTOPOPULATE FROM THE SCHOLARSHIP TAB WITHIN THE ACTIVITY MANAGER.**

In determining which sub-category to use, consider the target audience, location of the presentation, type of conference, etc. "International" refers to presentations at locations outside of the United States and/or international societies hosting the event in the United States. "Local" refers to scholarly talks provided within the UF or Gainesville community. Lectures, speeches, or posters presented by postdoctoral associates, graduate students, or others under your supervision and where you were listed as a co-author but not co-presenter should be summarized or discussed in Sections 7 or 9

- a. Online
- b. International
- c. National/Federal
- d. Regional
- e. State
- f. Local
- g. University
- h. Other
- i. Unknown

## 16. SPONSORED PROJECTS

Please delete this text box after completing this section

**THIS INFORMATION WILL AUTOPOPULATE FROM UFIRST DATA AND THE SCHOLARSHIP PORTION (Other Awards and Gifts) OF THE ACTIVITY MANAGER**

Note:

"Awarded" = total dollars encumbered by the sponsor under notices of awards already received by UF over the lifetime of the award to date.

"Anticipated" = total dollars that the sponsor has indicated UF should expect to be encumbered in connection with this award, if it reaches its currently anticipated end date. Should be identical to "Awarded" for grants that have already closed.

"Candidate Allocation" = portion of the already received "Awarded" amount that has been distributed to UF internal project(s) on which the candidate serves or served as project manager.

Sponsored projects at another institution that were not transferred to UF can be added to the Further Information section

**a. Funded -**

**List of Funding - Internal (All Dates)**

Role	Reporting Agency	Grant Title	Dates	Awarded/Anticipated	Candidate Allocation (\$Amount)

**List of Funding - External (Date Range)**

Role	Reporting Agency	Grant Title	Dates	Awarded/Anticipated	Candidate Allocation (\$Amount)

**Summary of Grant Funding - (All Dates)**

Role	Total
Total	

A short narrative explanation of grant funding may be included.

**b. Submitted – Pending Decision**

**c. Submitted – But Not Funded**

## 17. SERVICE NARRATIVE

**Please delete this text box after completing this section**

**THIS SECTION REQUIRES FACULTY INPUT.**

In no more than 750 words explain your participation in the governance processes and service to your unit(s), college, UF or external constituencies. Describe briefly how your engagement has impacted the constituencies for which the service is performed and contributed to opportunity. Include information on how your service connects to or informs your research, teaching, and/or profession and your rationale and goals for engagement. This section allows you to summarize and attach significance to your service activities; do not list items, or repeat items noted elsewhere except to summarize or reference their impact.

## 18. UNIVERSITY GOVERNANCE AND SERVICE

**Please delete this text box after completing this section**

**THIS SECTION WILL AUTO-POPULATE FROM THE SERVICE TAB WITHIN THE ACTIVITY MANAGER.**

This area should include information regarding the nominee's service to UF such as membership on university, college, and department/center committees.

This section will auto populate from the Service Tab within the Activity Manager

## 19. CONSULTATIONS AND PUBLIC SERVICE

**Please delete this text box after completing this section**

**THIS SECTION WILL AUTO-POPULATE FROM THE SERVICE TAB WITHIN THE ACTIVITY MANAGER.**

- A. Consultations comes from Career- Consulting
- B. Public Service comes from Service – Public Service

Use this area for consultations that are not part of your assigned duties and responsibilities but are relevant to your scholarly career. Indicate the work performed, the organization or employer, and the date(s).

## 20. SCHOLARLY REVIEWS AND ASSESSMENTS

**Please delete this text box after completing this section**

**THIS WILL AUTO-POPULATE FROM THE SCHOLARLY SERVICE TAB WITHIN THE ACTIVITY MANAGER.**

EDITOR OF SCHOLARLY JOURNALS, SERVICE OR EDITORIAL ADVISORY BOARDS, REVIEWER FOR SCHOLARLY JOURNALS

Indicate whether you were an editor, served on an editorial advisory board, or were a reviewer; the name of the journal or publication, the date(s) of service; and the approximate amount of reviewing/editing you did.

## 21. INTERNATIONAL ACTIVITIES

**Please delete this text box after completing this section**

**THIS SECTION REQUIRES FACULTY INPUT**

Briefly describe your international teaching, research, and service activities in light of their significance for your scholarly career, including your rationale and goals for engagement in international activities, and any outcomes or impact resulting from your international engagement.

This section allows you to summarize and attach significance to your international work; do not list items, or repeat items noted elsewhere except to summarize or reference their impact.

**22. EXTENSION PROGRAMS (for IFAS only)**

**23. CLINICAL SERVICE, CLINICAL ACTIVITIES, OR CLINICAL PORTFOLIO**

**Please delete this text box after completing this section**

**SOME OF THIS SECTION WILL AUTO-POPULATE FROM THE CLINICAL ACTIVITIES SECTION OF THE ACTIVITY MANAGER AND SOME OF THIS SECTION REQUIRES FACULTY INPUT AS DESCRIBED BY (when applicable) THE HEALTH SCIENCE CENTER COLLEGES.**

The purpose of this clinical portfolio is to provide documentation of clinical excellence for faculty who have a major clinical assignment. Information provided here should not duplicate what is already contained in other sections of the Promotion and Tenure packet. Rather, you should highlight and comment on the importance of some items (e.g. clinical publications, presentations), as well as providing the additional requested data that will establish excellence in patient care. For each of the following 12 components, please enter all information that is available for your clinical activities. You should state “none” or “not available” for elements not applicable in your circumstance. You may delete the instructions (presented in italics) prior to finalizing your portfolio. Please limit the completed portfolio to 12 pages.

**\*Patient satisfaction scores are optional and can be deleted if they don’t help your case. For any metrics you include please explain how they demonstrated distinction to a lay, educated audience.**

**1. Work RVUs**

Time Period	RVUs Earned by Faculty	Clinical FTE	Benchmark 50% Percentile wRVU Expectation for 1.0 Clinical FTE

**Patient Satisfaction Data**

Time Period	Number of Surveys	Top Box Score	Percentile Ranking Among Academic/Teaching Sites

1. **Supervisor’s Statement. Include a letter or statement from your division chief or department chair addressing your clinical assignment and performance.**
  
2. **Evaluations (insert or summarize)**
  - a. **Summary of clinical performance. Highlight the chair’s assessment of clinical performance as contained in the annual letters of evaluation. This information may be presented as a descriptive summary or in table format.**

### 3. Patient satisfaction scores *(insert or summarize)*

Please delete this text box after completing this section

**\*Any data you include to demonstrate your clinical distinction, should be accompanied by an explanation as to how to interpret the data AND how it supports your distinction. Use language that can be understood by a lay, educated audience.**

- a. Patient satisfaction data. *Provide any available assessment of patient satisfaction with the quality of care rendered by the candidate. Metrics should be provided for the most recent five years, if available. This information is collected within UF clinics. The department or hospital may also obtain inpatient information. If individual-level data are not available, include any available information that is relevant to the candidate, such as overall scores for the specific inpatient or outpatient service or clinic location. Indicate your role within that setting, if group data are provided. Provide benchmark results for the department, if available. Questionnaires may cover such items as:*
- i. *Timeliness of access*
  - ii. *Experiences with doctor communication*
  - iii. *Patient centered care – experiences with shared decision making*
  - iv. *Patient centered care – experiences with getting needed information*
  - v. *Overall satisfaction with the care provided*

### 4. Commitment to ongoing growth in clinical performance

*Include any elements that indicate maintenance of skills, participation in certification processes, and participation in programs that advance the scope or skills of your practice in the field. Examples include:*

- a. *Self-improvement activities. Improvement of your knowledge or clinical practice skills through CME courses, maintenance of certification activities, and passing credentialing or board examinations.*
- b. *New skills acquired. Development of new clinical or procedural skills. Providing unique techniques, procedures or skills for care within the department or institution. For patents and copyrights of clinical material refer to items already listed in Section #15 (Patents and copyrights), and describe how these enhance or have the potential to enhance patient care and improve outcomes.*
- c. *Role in new models of patient care. Development and implementation of new models of care delivery, clinical pathways, leadership of interdisciplinary teams or other creative activities designed to evaluate and improve the quality of medical care.*
- d. *Role in efficiency and quality of practice patterns. Include examples of practice reorganizations, analysis of health care delivery, improvements in access or cost-effectiveness or other creative interventions that have improved the health of populations, the efficiency of practice or the quality of care.*
- e. *Summary of creative works and activities related to patient care. Cite works and activities previously described in Section #14 (Creative Works or Activities) here if they are directly related to enhanced patient care.*

### 5. Quality of care metrics

*Insert any available measures of how you or your working group compares to expected performance for standards of clinical practice. Include evidence of excellence in the quality of patient care including compliance with discipline and departmental specific quality metrics that are based on established best practices and evidence from published works or national guideline-establishing authorities.*

*These may include out-patient or inpatient measures over the most recent five years. If five years are not available, a minimum of three years is acceptable. Please provide benchmarks for reference groups for all reported metrics, if available.*

## 6. Clinical leadership

*Provide a description of your role(s) as a leader in clinical practice within the institution or beyond. Examples include membership on departmental or hospital committees such as infection control, utilization review, medical directorships, or departmental physician director of quality. Describe each leadership role and how you positively influenced patient care programs. Additional indicators of clinical leadership include program building and mentoring junior faculty within the clinical practice setting. Building integrated programs that span other disciplines and departments should be highlighted*

## 7. Clinical referrals [Note: faculty members who practice only within the VA system or who practice only in hospital-based practices(hospitalists, radiologist, anesthesiologists) need not complete this section unless applicable]

*Document the number and type of clinical referrals to your specific practice from outside the immediate Gainesville or Jacksonville environs, if available. This may include an analysis of patient demographics from billing data and submission of letters from referring providers. You may also include data that demonstrates the impact of downstream referrals by you to other faculty members or clinical programs of patients outside the usual catchment region. This may include reporting of the number of patients referred over time to the institution for the faculty member's scope of practice such that increases in referrals can be attributed to the faculty member. If such measures are not available, state: not available.*

## 8. Other pertinent information

*Provide documentation that supports clinical excellence not cited in other sections of this package. Examples may include patient testimonials, donations in honor of the clinician by a grateful patient, and other recognitions from peers or trainees. (Indicate if unsolicited by creating a heading "Unsolicited" for any included direct comments.*

## 24. SERVICE TO SCHOOLS

**Please delete this text box after completing this section**

### **THIS SECTION REQUIRES FACULTY INPUT**

In 1984, the Legislature determined that service to the public schools (K-12) would be considered for tenure and/or promotion purposes. List such service in this section. Service must be related to your academic field; do not include general volunteer work.

## 25. MEMBERSHIP AND ACTIVITIES IN THE PROFESSION

**Please delete this text box after completing this section**

### **THIS SECTION WILL AUTOPOPULATE FROM THE ACTIVITY MANAGER.**

- A. Memberships comes from Career – Professional Memberships
- B. Activities in the Profession comes from Service – Professional Service

Use this area to communicate your contributions to your profession including memberships in professional societies and organizations. When listing memberships, be sure to include committee memberships, inclusive years, and any offices held. Examples of independent professional activities would include giving testimony to a

congressional committee, serving on professional society leadership/programming committees, or serving as a reviewer for grants. All listings must indicate dates of service.

## 26. HONORS

**Please delete this text box after completing this section**

**THIS SECTION WILL AUTOPOPULATE FROM THE AWARDS AND HONORS SECTION OF THE ACTIVITY MANAGER.**

List those honors, awards and prizes received as part of your professional career. Write "None" under all subheadings where you have nothing to report. This will auto populate from the awards and honors section of the Activity Manager.

- a. International
- b. National
- c. Regional
- d. State
- e. Local

## 27. FURTHER INFORMATION

**Please delete this text box after completing this section**

**THIS SECTION REQUIRES FACULTY INPUT.**

This is a general section that allows you to include any additional information you wish to include, such as letters of acceptance from publishers, a list of submitted publications, information on forthcoming books, unsolicited letters of recommendation (duly labeled as such), and committee reports. Information should be restricted to professional accomplishments and should not include such items as "thank you" or acknowledgment letters.

Do not include vitas/resumes, publication reprints and reprint requests in the packet.

Do not include the official book contracts.

Teaching evaluations at another institution, graduate committee activities at another institution, and sponsored projects at another institution that were not transferred to UF can be included in this section

## SUMMARY - SELF-ASSESSMENT.

**Please delete this text box after completing this section**

This section is critical and the packet will not be considered complete without a this summary and faculty signature. Provide a statement outlining the strengths and weaknesses of your portfolio and your plans for the coming year(s). Indicate when you are considering entering the tenure/promotion cycle.

**Faculty Member Signature**

**Date**