# Promotion and Tenure Guidelines

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Introduction

The purpose of this document is to set forth the expectations for promotion and tenure that are tailored to the departments within the College of Public Health and Health Professions (PHHP) while maintaining consistency with University of Florida standards. These guidelines define the levels of achievement that will generally indicate readiness for advancement within PHHP. These guidelines will also facilitate career planning by the faculty in regular discussions with their mentors and department chairs.

PHHP considers three major categories of academic responsibility for faculty evaluation and promotion: *teaching*, *research* and *service*.

*Teaching* includes:
- Instruction of students in classroom, small group, and laboratory settings including distance/executive/continuing education
- Instruction of students, trainees, interns and fellows in clinical, research, and community settings
- Supervision of theses and dissertations
- Research/scholarly mentorship

*Research* includes:
- Scientific discovery
- Scholarship

*Service* includes:
- Service to the department, college, and university
- Service to professional and scientific organizations
- Professional service in clinical and community settings

There are two promotional tracks in PHHP:
- Tenure track
- Single mission and multi-mission track

All faculty members will have opportunities for promotion based on the achievement of documented excellence within their assignments in their appointed tracks.
Tenure Track

Overview
Promotion and tenure within the tenure track require distinction in teaching and research.

In general, the application for promotion to associate professor in the tenure track occurs simultaneously with the application for tenure. As stated in UF Regulation 7.019: “Decisions to promote or to grant tenure, although not identical, differ more in emphasis than they do in kind. The granting of tenure is a more critical action than promotion, for it represents a commitment by the institution to the individual, which is a very serious undertaking for the University. . . . Both require not only a consideration of the candidate's fulfillment of his or her assigned responsibilities . . . , but also a broad scale evaluation of his or her fitness to fulfill effectively the responsibilities attendant to membership in the University community. They also require a determination that the individual understands the concepts of academic freedom and academic responsibility and their close interrelationship. The same criteria are to be applied in making or evaluating recommendations in both tenure and promotion judgments.”

In general, application for promotion to professor occurs after tenure has been granted.

The metrics for defining distinction and the process for progressing toward promotion are outlined for each academic rank below.

Promotion to Associate Professor in the Tenure Track
Promotion to associate professor in the tenure track requires attainment of distinction in two mission areas, teaching and research. Promotion also requires satisfactory use of time for performance of service activities. The criteria for distinction in teaching and research, along with the criteria for satisfactory service, are defined below.

Teaching Distinction for Assistant Professors in the Tenure Track
For promotion to associate professor, distinction must be demonstrated by excellence in teaching as documented by:

- Course evaluations by students
- Peer teaching evaluations
- The candidate’s educational portfolio
- Chair’s letter describing contributions and accomplishments in context of departmental expectations and factors that are known to influence course evaluations, for example, whether the class is an elective versus a requirement, whether the class size is small versus large, and whether the student expects a high versus a low grade, etc.

Course evaluations are completed by students toward the end of each course. When possible, peer teaching evaluations should be completed by a minimum of one evaluator every year. For candidates
who have not had sufficient years with the college to compile a full educational portfolio, a minimum of two peer teaching evaluations should be provided.

The candidate must complete an educational portfolio that includes:

- His/her teaching philosophy
- Analysis of course and peer evaluations, including descriptions of the manner in which any identified problems were addressed
- Examples of instructional activities (such as PowerPoint presentations, syllabi, and other relevant course materials; documentation of teaching assessment and/or skill development, such as workshop participation, special training, etc.)

The candidate may also include supplemental materials such as:

- Educational scholarship (e.g., scholarly articles/chapters on pedagogy, contributions to training grants, peer reviewed or invited presentations on teaching approaches, new course content/design, etc.)
- Educational leadership/recognition (e.g., major educational responsibilities, membership on curriculum committees, awards and other forms of recognition)
- Mentorship (e.g., chair of theses or dissertation committees, mentor to pre-doctoral, master’s and post-doctoral students and/or junior faculty members)

The template and additional guidance for completion of the educational portfolio are provided in Appendix A.

Research Distinction for Assistant Professors in the Tenure Track

The candidate must demonstrate attainment of or substantial progress toward achievement of a national reputation for his/her research. Distinction is defined by demonstration of independent scientific discovery and scholarship through the following three primary indicators

- **Publication of peer-reviewed scientific 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, providing the number of citations, 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 his/her field. The citation of the candidate’s research as the basis for decisions and conclusions in governmental reports, clinical guidelines, and authoritative reviews represents an important indicator of the impact of the candidate’s research and scholarly accomplishments. Success in the publication of peer-reviewed scientific articles should be judged relative to the productivity of faculty in the same or similar disciplines in like departments or programs at peer institutions (e.g., public universities that are members of the Association of American Universities [AAU]).

- **Success in attaining significant grant support.** Serving as a principal investigator for extramurally funded research is a key consideration in determining whether a faculty member is making progress toward achieving distinction in research at a national level. Success in attaining grant support should be judged relative to the productivity of faculty in the same or similar disciplines
in like departments or programs at peer institutions (e.g., public universities that are members of the Association of American Universities [AAU]). Wherever possible, comparisons and evaluations should be based on information from empirical databases.

- **Judgments of nationally recognized experts.** Letters of evaluation from nationally recognized experts stating that the candidate has made significant progress toward achieving a national reputation based on excellence in research represents an important indicator of distinction.

Secondary but important indicators of progress toward achieving a national reputation are documented through participation in the following types of activities:

- Publication of invited, important review articles, state-of-the-art articles, chapters, books and other forms of enduring scholarly work and communications
- Service as a 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
- Membership and/or leadership within leading national scientific societies in the candidate’s field
- Participation as chair or moderator of sessions for presenting original research at national meetings
- Presentation of research findings at meetings of scientific societies
- Participation 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
- Award of patents for scientific inventions
- Awards or recognition for research excellence

**Satisfactory Service for Assistant Professors in the Tenure Track**

Satisfactory service is required for promotion of all faculty members in the tenure track. Performance is evaluated by the department chair based on appropriate use of time assigned for service activities. All faculty members are expected to provide service contributions at the department, college or university level. Service responsibilities may include, but are not limited to, the following types of activities:

- **Service to the department, college, or university**
  - Service on faculty council or faculty senate
  - Mentoring of junior faculty
  - Service or leadership on departmental, college or university committees
  - Contributions as a faculty member to the operation, development, and improvement of the department or college
• Service or leadership on search committees
• Program development
• Undergraduate, graduate or professional program coordination

Service to the profession and scientific organizations
• Participation in committees and governance of regional or national professional/scientific societies
• Participation in committees and bodies advisory to government agencies and foundations
• Service on committees to develop clinical practice guidelines or to formulate healthcare policies

Professional service in clinical and community settings
• Clinical service, including consultations, assessments, or interventions with adults and/or children
• Education or professional consultation to the lay community
• Presentations outside the institution about the activities of the educational, discovery, patient care or public health activities of the College of Public Health & Health Professions
• Representation of the college on community committees, advisory boards, and in community activities

Promotion and Tenure Process for Assistant Professors in the Tenure Track
Every faculty member has an annual written evaluation by his/her department chair, which will address his/her annual assignment and performance, as well as progress toward promotion and tenure. The chair’s letter should document the candidate’s distinction relative to national metrics or norms within the candidate’s discipline at peer institutions, taking into account contextual factors related to the candidate’s individual circumstances. In addition, assistant professors will undergo a mid-cycle review by the PHHP Promotion and Tenure Committee at the end of the third year and in the middle of the sixth year of employment to address progress toward promotion and tenure.

A faculty member in a tenure-accruing position must request consideration for tenure no later than the beginning of the last year of the tenure probationary period. The maximum probationary period will be seven years.

The university encourages faculty to put their dossiers forward for tenure review “when ready,” which can be determined in consultation with the department chair. Faculty members may request consideration for tenure at any time after one year in their tenure-accruing position. In most circumstances, a faculty member will apply for promotion to associate professor and tenure at the same time, as the achievements needed for the award of tenure are essentially the same as for promotion to associate professor within the tenure track.

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 to apply for a non-tenure accruing multi-mission track or single mission
track position, 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 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 to Professor in the Tenure Track**

Promotion to professor in the tenure track requires attainment of distinction in teaching and research
beyond what is expected of promotion to associate professor. The candidate must demonstrate
attainment of a national and/or international reputation for his/her research. Promotion also requires
satisfactory use of time for performance of service activities. The criteria for distinction in teaching and
research, along with the criteria for satisfactory service, are defined below.

**Teaching Distinction for Associate Professors in the Tenure Track**

For promotion to professor, distinction must be demonstrated by a sustained pattern of excellence in
teaching, as documented by:

- Course evaluations by students
- Peer teaching evaluations
- The candidate’s educational portfolio
- Chair’s letter describing contributions and accomplishments in context of departmental
  expectations and factors that are known to influence course evaluations, for example, whether
  the class is an elective versus a requirement, whether the class size is small versus large, and
  whether the student expects a high versus a low grade, etc.

Course evaluations are completed by students toward the end of each course. When possible, peer
teaching evaluations should be completed by a minimum of one evaluator every year. For candidates
who have not had sufficient years with the college to compile a full portfolio, a minimum of two peer
evaluations should be provided.

The candidate must complete an educational portfolio that includes:

- His/her teaching philosophy
- Analysis of course and peer evaluations, including descriptions of the manner in which any
  identified problems were addressed
• Examples of instructional activities (such as PowerPoint presentations, syllabi, and other relevant course materials; documentation of teaching assessment and/or skill development, such as workshop participation, special training, etc.)
• Mentorship (e.g., chair of multiple theses or dissertation committees, mentor to multiple pre-doctoral, master’s, post-doctoral students and/or junior faculty)

The candidate may also include supplemental materials in the educational portfolio such as:
• Educational Scholarship (e.g., significant scholarly articles/chapters on pedagogy, PI of a T32 training grant; peer reviewed or invited presentations on teaching approaches, new course content, design, etc.)
• Educational Leadership/Recognition (e.g., major educational responsibilities, leadership on curriculum committees, awards and other forms of recognition)

The template and additional guidance for completing the educational portfolio are in Appendix A.

**Research Distinction for Associate Professors in the Tenure Track**
The candidate must demonstrate attainment of a national and/or international reputation for his/her research. Distinction for promotion to professor is defined by demonstration of sustained independent scientific discovery and scholarship through the following three primary indicators:

• **Publication of peer-reviewed scientific 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, providing the number of citations, 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 his/her field. Citations of the candidate’s research as the basis for decisions and conclusions in governmental reports, clinical guidelines, and authoritative reviews represents an important indicator of the impact of the candidate’s research and scholarly accomplishments. Success in the publication of peer-reviewed scientific articles should be judged relative to the productivity of faculty in the same or similar disciplines in like departments or programs at peer institutions (e.g., public universities that are members of the Association of American Universities [AAU]). In general, faculty should be above the median as compared with other associate professors at peer institutions. Wherever possible, comparisons and evaluations should be based on information from empirical databases.

• **Success in attaining significant, sustained grant support.** Serving as a principal investigator for significant, sustained extramurally funded research is a key consideration in determining whether a faculty member has achieved distinction in research at a national level. Success in attaining grant support should be judged relative to the productivity of faculty in the same or similar disciplines in like departments or programs at peer institutions (e.g., public universities that are members of the Association of American Universities [AAU]). In general, faculty should be above the median as compared with other associate professors at peer institutions. Wherever possible, comparisons and evaluations should be based on information from empirical databases.
• **Judgments of nationally or internationally recognized experts.** Letters of evaluation from nationally or internationally recognized experts indicating that the candidate has achieved a national and/or international reputation based on excellence in research represents an essential indicator of distinction.

Secondary but important indicators of progress toward achieving a national or international reputation include participation in the following types of activities:

- Publication of invited, important review articles, state-of-the-art articles, chapters, books and other forms of enduring scholarly work and communications
- Service as a 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
- Membership and/or leadership within leading national or international scientific societies in the candidate’s field
- Participation as chair or moderator of sessions for presenting original research at national or international meetings
- Presentation of research findings at meetings of scientific societies
- Participation in national or international 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 or international programmatic goals through participation or leadership in combined center grants or program project awards
- **Award of patents for scientific inventions**
- **Awards or recognition for research excellence**

**Satisfactory Service for Associate Professors in the Tenure Track**

Satisfactory service is required for promotion of all faculty members in the tenure track. Performance is evaluated by the department chair based on appropriate use of time assigned for service activities. All faculty members are expected to provide service contributions at the department, college or university level. Satisfactory service for promotion to professor includes leadership and substantial contributions. Service responsibilities may include, but are not limited to, the following:

Service to the department, college, or university through activities including:

- Leadership role in the faculty council or faculty senate
- Primary mentor of junior faculty
- Chair of significant departmental committees
- Leadership role as a faculty member in the operation, development, and improvement of the department or college
- Leadership on search committees
• Program development
• Training program directorship
• Graduate program coordination

Service to the profession and scientific organizations
• Leadership of committees and governance of regional, national, or international professional/scientific societies
• Significant non-peer reviewed publications that address professional issues, such as op-ed pieces and editorials, and presentations that address professional issues at significant national or international meeting.
• Leadership of committees and bodies advisory to government agencies and foundations
• Service on committees to develop clinical practice guidelines or to formulate healthcare policies

Professional service in clinical and community settings
• Clinical service, including consultations, assessments, or interventions with adults and/or children
• Education or professional consultation to the lay community
• Presentations outside the institution about the activities of the educational, discovery, patient care or public health activities of PHHP
• Representation of the college on community committees, advisory boards, and in community activities

Promotion and Tenure Process for Associate Professors in the Tenure Track
Promotion to professor may be considered any time after appointment as associate professor when the faculty member’s accomplishments warrant such consideration.

Every faculty member has an annual written evaluation by his/her department chair, which will address his/her annual assignment and performance, as well as progress toward promotion and tenure, as appropriate. The chair’s letter should document the candidate’s distinction relative to national metrics or norms within the candidate’s discipline at peer institutions, taking into account contextual factors related to the candidate’s individual circumstances. 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.
Single Mission and Multi-Mission Track

Overview
Faculty in the single mission and multi-mission track will typically have one of the following sets of titles:

- Clinical assistant professor, clinical associate professor, and clinical professor
- Research assistant professor, research associate professor, and research professor
- Clinical lecturer, senior clinical lecturer, and master clinical lecturer
- Assistant research scientist, associate research scientist, and research scientist

Single mission track faculty members have a primary assignment in one mission area of research, teaching, or clinical service as described by their letter of hire and annual assignment, and no other significant assignments.

Multi-mission track faculty members have a primary assignment in one mission area of research, teaching, or clinical service as described by their letter of hire and annual assignment. They will also have less significant assignments in one or more other mission area(s).

The single mission and multi-mission track is non-tenure accruing.

Promotion will be based on distinction in the faculty member’s primary mission area of research, teaching or clinical service. Multi-mission faculty members will also demonstrate satisfactory performance in their other mission area(s) as delineated in their annual assignment. Promotion in these tracks does not require attainment of a national reputation in the candidate’s discipline. The metrics for defining distinction and the process for progressing toward promotion are outlined for each academic rank below.

Promotion to Clinical or Research Associate Professor, Senior Clinical Lecturer, or Associate Research Scientist in the Single Mission and Multi-Mission Track
Promotion to clinical or research associate professor—as well as to senior clinical lecturer and associate research scientist—in the single mission track and the multi-mission track requires significant progress toward attaining distinction in the faculty member’s primary mission area. For multi-mission track faculty, promotion also requires satisfactory performance in the other mission area(s). The criteria for distinction in teaching, research and clinical service are defined below.

Teaching Distinction for Clinical Assistant Professors and Clinical Lecturers in the Single Mission and Multi-Mission Track
A candidate with a primary mission in teaching may be promoted to clinical associate professor or senior clinical lecturer with the demonstration of significant progress toward distinction in teaching and/or educational leadership as documented by:
• Course evaluations
• Peer teaching evaluations
• Educational portfolio
• Chair’s letter describing contributions and accomplishments in context of departmental expectations and factors that are known to influence course evaluations, for example, whether the class is an elective versus a requirement, whether the class size is small versus large, and whether the student expects a high versus a low grade, and so on.

Course evaluations are completed by students toward the end of each course. When possible, peer teaching evaluations should be completed by a minimum of one evaluator every year. For candidates who have not had sufficient years with the college to compile a full portfolio, a minimum of two peer teaching evaluations should be provided.

The candidate must complete an educational portfolio that includes:
  • His/her teaching philosophy
  • Analysis of course and peer evaluations, including descriptions of the manner in which problems were addressed
  • Instructional activities (such as PowerPoint presentations, syllabi, and other relevant course materials, documentation of teaching assessment and/or skill development such as workshop participation, special training, etc.)

The candidate may also include supplemental materials in the educational portfolio such as:
  • Educational scholarship (e.g., scholarly articles/chapters on pedagogy, contributions to training grants; peer reviewed or invited presentations on teaching approaches, new course content/design, etc.)
  • Educational leadership/recognition (e.g., major educational administrative responsibilities such as serving as a program director, membership on curriculum committees, awards and other forms of recognition)
  • Mentorship (e.g., member of theses or dissertation committees, mentor to pre-doctoral, master’s, and post-doctoral students and/or junior faculty)
  • Extramural reputation (e.g., participation/leadership in regional/national educational organizations or committees in professional societies, peer reviewer for agencies that fund training grants, peer reviewer for manuscripts submitted to prominent journals in his/her field, service on editorial boards of scholarly education journals, and teaching awards from professional organizations)

The template and additional guidance for completing the educational portfolio are in Appendix A.
Research Distinction for Research Assistant Professors or Assistant Research Scientist in the Single Mission and Multi-Mission Track

A candidate with a primary mission in research may be promoted to research associate professor or associate research scientist with the demonstration of significant progress toward distinction in research as documented by the following types of 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, providing the number of citations, 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.
- Participation as a co-investigator (or PI) in attaining significant grant support is a key consideration in determining whether a faculty member is making significant progress toward achieving distinction in research.
- Publication of review articles, chapters, books and other forms of enduring scholarly work and communications.
- Presentation of research findings at meetings of scientific societies.
- Participation in national advisory committees for research foundations, federal funding agencies or other authoritative bodies.
- Award of patents for scientific inventions.
- A letter from his/her department chair describing departmental expectations for research productivity within the candidate’s track and discipline and whether the candidate meets these expectations, including the candidate’s exact role in research team activities.
- Letters of evaluation documenting the candidate’s progress toward achieving a reputation of excellence in research and scholarship.

Demonstration of a candidate’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 single mission track and multi-mission 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 federal and other major research study sections
- Membership and leadership within leading national scientific societies of the candidate’s field
- Chair or moderator of sessions for presenting original research at national meetings
Clinical Service Distinction for Clinical Assistant Professors in the Single Mission and Multi-Mission Track

A candidate with a primary mission in clinical service may be promoted to clinical associate professor with the demonstration of significant progress toward distinction in clinical service as documented by achievements detailed in the clinical portfolio.

The clinical portfolio demonstrates the breadth and impact of the candidate’s clinical practice and includes the following:

- Scope of the candidate’s clinical practice
- Patient satisfaction scores
- Commitment to continuing education and innovations in clinical practice
- Quality of care metrics
- Clinical leadership
- Professional contributions
- Clinical publications
- Clinical presentations
- Awards and honors
- Other pertinent information

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

- Internal letters of evaluation documenting excellence in clinical care, innovation in practice methods, development of new programs and leadership in safety and quality initiatives.
- His/her department chair’s letter placing the candidate’s performance and reputation in the context of departmental expectations. The chair’s annual evaluation and promotion letter should evaluate the candidate’s performance indicating whether the candidate is making significant progress toward distinction based on his/her review of the candidate’s portfolio.

Satisfactory Performance in Additional Missions

A multi-mission track faculty member with a secondary assignment in teaching/education must complete the educational portfolio to be included in the promotion packet. A multi-mission track faculty member with a secondary assignment in clinical care must complete the clinical portfolio to be included in the promotion packet. Any multi-mission track faculty member may complete and submit either or both portfolios, even if not required, to document the breadth of his/her accomplishments and contributions to his/her department and PHHP missions of clinical service and education. Performance of service activities is determined by the department chair based on completion of assigned duties.

Promotion Process for Clinical or Research Assistant Professors, Clinical Lecturers or Assistant Research Scientists in the Single Mission Track and Multi-Mission Track

The timing of promotion within the multi-mission track and single mission track will generally be at seven years for promotion to clinical or research associate professor, senior clinical lecturer, and
associate research scientist. Every faculty member has an annual written evaluation by his/her 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, clinical or research assistant professors, clinical lecturers, and assistant research scientists will undergo a mid-cycle review by the PHHP Promotion and Tenure Committee at the end of the third year and the middle of the sixth year of employment to address progress toward promotion. While all faculty are encouraged to pursue activities that will lead to academic distinction and promotion, faculty on the single missions and multi-mission track are not subject to a fixed probationary period.

**Promotion to Clinical or Research Professor, Master Clinical Lecturer or Research Scientist in the Single Mission and Multi-Mission Track**

Promotion to clinical or research professor, master clinical lecturer, and research scientist requires demonstration of a sustained record of achievement beyond the level of clinical or research associate professor, senior clinical lecturer and associate research scientist, respectively.

**Teaching Distinction for Clinical Associate Professors or Senior Clinical Lecturers in the Single Mission and Multi-Mission Track**

A candidate with a primary mission in teaching may be promoted to clinical professor or master clinical lecturer with the demonstration of sustained distinction in teaching as documented by:

- Course evaluations
- Peer teaching evaluations
- Educational portfolio
- Chair’s letter describing significant contributions and accomplishments in the context of departmental expectations

Course evaluations are completed by students toward the end of each course. When possible, peer teaching evaluations should be completed by a minimum of one evaluator every year. For candidates who have not had sufficient years with the college to compile a full portfolio, a minimum of two peer teaching evaluations should be provided.

The candidate must complete an educational portfolio that includes:

- His/her teaching philosophy
- Analysis of course and peer evaluations, including descriptions of the manner in which problems were addressed
- Instructional activities (such as PowerPoint presentations, syllabi, and other relevant course materials, documentation of teaching assessment and/or skill development such as workshop participation, special training, etc.)
The candidate may also include supplemental materials in the educational portfolio such as:

- Educational scholarship (e.g., scholarly articles/chapters on pedagogy, contributions to training grants; peer reviewed or invited presentations on teaching approaches, new course content, design, etc.)
- Educational leadership/recognition (e.g., major educational responsibilities, membership on curriculum committees, awards and recognition)
- Mentorship (e.g., member of theses or dissertation committees, mentor of pre-doctoral, master’s, and post-doctoral students and/or junior faculty)
- Extramural reputation (e.g., participation/leadership in regional/national educational organizations or committees in professional societies, peer reviewer for agencies that fund training grants, peer reviewer for manuscripts submitted to prominent journals in his/her field, service on editorial boards of scholarly education journals, and teaching awards from professional organizations)

The template and additional guidance for completing the educational portfolio are in Appendix A.

Research Distinction for Research Associate Professors or Associate Research Scientists in the Single Mission and Multi-Mission Track

A candidate with a primary mission in research may be promoted to research professor or research scientist with the demonstration of sustained distinction in research as documented by the following types of accomplishments:

- 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, providing the number of citations, 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.
- Sustained participation as co-investigator (or PI) in attaining and sustaining significant grant support is a key consideration in determining whether a faculty member has achieved distinction in research.
- Publication of review articles, chapters, books and other forms of enduring scholarly work and communications.
- Presentation of research findings at invited meetings of scientific societies.
- Participation in national advisory committees for research foundations, federal funding agencies or other authoritative bodies.
- Award of patents for scientific inventions
- A letter from his/her department chair describing departmental expectations for research productivity within the candidate’s track and discipline and whether the candidate meets these expectations, including the candidate’s exact role in research team activities.
• Letters of evaluation documenting the candidate’s achievement of a reputation of excellence in research and scholarship.

Demonstration of the candidate’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 single mission track and the multi-mission 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
• Leadership within leading national scientific societies of the candidate’s field
• Chair or moderator of sessions for presenting original research at national meetings

**Clinical Service Distinction for Clinical Associate Professors in the Single Mission and Multi-Mission Track**

A candidate with a primary mission in clinical service may be promoted to clinical professor with the demonstration of sustained distinction in clinical service as documented by achievements detailed in the clinical portfolio.

The elements of the clinical portfolio demonstrate the breadth and impact of the candidate’s clinical practice and include the following:

• Scope of the faculty member’s clinical practice
• Patient satisfaction scores
• Commitment to continuing education and innovations in clinical practice
• Quality of care metrics
• Clinical leadership
• Professional contributions
• 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
• Department chair’s letter placing the candidate’s performance and reputation in the context of departmental expectations
Satisfactory Performance in Additional Mission(s)

A multi-mission track faculty member with a secondary assignment in teaching/education must complete the educational portfolio to be included in the promotion packet. A multi-mission track faculty member with a secondary assignment in clinical care must complete the clinical portfolio to be included in the promotion packet. Any multi-mission track faculty member may complete and submit either or both portfolios, even if not required, to document the breadth of the faculty member’s accomplishments and contributions to the department and PHHP missions of clinical service and education. Performance of service activities is determined by the department chair based on completion of assigned duties.

Promotion Process for Clinical or Research Associate Professors, Senior Clinical Lecturers or Associate Research Scientists in the Single Mission Track and Multi-Mission Track

Promotion to clinical or research professor, master clinical lecturer, and research scientist may be considered any time after appointment as clinical or research associate professor, senior clinical lecturer, and associate research scientist when the faculty member’s accomplishments warrant such consideration.

Every faculty member has an annual written evaluation by his/her department chair, which will address his/her annual assignment and performance, as well as progress toward promotion and tenure, as appropriate. The chair’s letter should document the candidate’s distinction relative to national metrics or norms within the candidate’s discipline, taking into account contextual factors related to the candidate’s individual circumstances. 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.
For Departments within Two Colleges

Faculty in the departments of epidemiology and biostatistics may elect to follow the promotion and tenure policies of either the College of Public Health and Health Professions (PHHP) or the College of Medicine (COM). The individual faculty member, with the approval of his/her 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 single mission track and the multi-mission track. Early identification of the selected promotion and tenure guidelines will provide a clear path to advancement and direct the faculty member’s career planning. Faculty members will not be permitted to change the set of guidelines they have elected to follow after making their initial selection. At the time of nomination for promotion, the faculty member will insert the applicable sections of the policy of the selected college (PHHP or COM) in the promotion packet.

A subcommittee consisting of three members (at the rank of tenured full professor) from PHHP and three members from COM 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 and provide a recommendation to the dean of PHHP and to the dean of COM. Each dean will indicate support or non-support for the candidate. If the decisions diverge, the senior vice president for health affairs will submit a decision of support or non-support for the candidate.

Revision of the Guidelines

These guidelines were adopted on May 12, 2015, following reviews by the College of Public Health and Health Professions Executive Leadership Committee, the PHHP Faculty Council, the University of Florida Office of the Provost, and by a vote of the PHHP faculty.

Following the revision of the promotion and tenure guidelines, faculty members may elect either the previous version or the new guidelines for consideration of their promotion packets for the period two 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.