University of Miami Miller School of Medicine
Appointment, Promotion and Tenure 2020

Excerpted from
Miller School of Medicine Bylaws

Thresholds for consideration for promotion

TENURE-EARNING (TENURE) TRACK

Faculty members in this track are expected to demonstrate a continued trajectory of excellence in teaching, make significant contributions to the advancement of the body of scientific and applied scientific knowledge through funded research and original, scholarly publications, and contribute to the well-being of the UMMSM and the local, regional, national, and/or international community through service. Clinicians on the Tenure Earning track are also expected to make a significant contribution to the advancement of clinical care through innovations in diagnosis, treatment, or health system delivery.

Minimum threshold expectations for promotion to Associate Professor on the Tenure Earning Track include:

(1) Scholarship

a. An overall point total (over the past 5 years) of 6 using the rubric in the Scholarship Matrix of AA

b. A minimum of five (5) peer-reviewed publications (average one (1) per year) since the initial appointment to the tenure-earning track.

c. At least four of the publications contributing to the total points will be as first or senior author in journals with an impact factor of >3.0.

d. The H-Index will be used to measure the productivity and citation impact of the publications of the faculty member.

(2) Research Funding

a. An overall point total of 6 using the rubric in the Research Funding Matrix B8.

b. At least one of the grants contributing to the point total will be as a principal investigator on a NIH R35, SPORE, R01, UC1, U54, Program Project Grant or equivalent federal or state grant (Department of Defense, HRSA, PCORI, NSF, AHRQ, Florida Department of Health Biomedical Research Grant, or major national foundation (e.g., American Cancer Society, American Heart Association, American Lung Association) peer-reviewed research grant.

c. At least 65% of the faculty member's research effort will be funded using extramural research funding. This may include serving as a principal investigator, co-investigator on other projects, as site-Principal Investigator on a multi-center trial, or as director of an extramurally funded research core.

(3) Teaching/Education/Training

a. Evidence of active teaching in the clinical setting, as part of a formal teaching program, or as a mentor for undergraduate, graduate, or postgraduate learners.

b. Average learner evaluations of teaching >3.6 on a 5 point scale if available.
c. At least three peer-evaluations involving direct observation of teaching rated excellent, outstanding, or exemplary if available.

(4) Reputation

Evidence of a **national** reputation supported by at least one of the following:

i. Participation on federal or state or foundation study sections for research funding review.

ii. Leadership in a national professional society.

iii. Invited platform presentations, symposia, or workshops at national meetings.

iv. Participation as an author on national practice guidelines.

v. Participation in at least one national advocacy initiative that results in measurable policy change.

(5) Service

Evidence of service to the University, local community, or national community supported by at least one of the following:

i. Active, documented participation on at least one Department, School, or University Committee.

ii. Active documented participation on a local, regional, state or national policy board.

iii. Active documented participation on a regional or national not-for profit foundation or agency board.

Minimum threshold expectations for promotion from **Associate Professor to Professor with Award of Tenure** include:

(1) Scholarship

a. An overall career point total of at least 22 using the rubric in the Scholarship Matrix of AA.

b. A point total of 12 over the past five years using the rubric in the Scholarship Matrix of AA.

c. Ten (10) peer-reviewed publications over the past five years (average of two per year).

d. At least eight (8) peer reviewed publications as first or senior author over the past five years in journals with an impact factor of >3.0.

e. The H-Index will be used to measure the productivity and citation impact of the publications of the faculty member.

(2) Research Funding

a. An overall point total of 8 using the rubric in the Research Funding Matrix BB with continuous research funding since the last promotion.

b. At least one of the current grants contributing to the point total will be as a principal investigator (PI) or multiple principle investigator (MPI) on a NIH R35, SPORE, P01, R01, U01, U54, or Program Project Grant. A second grant as PI or MPI will be from one of the above or an equivalent federal grant...
(Department of Defense, HRSA, PCORI, NSF, AHRQ), Florida Department of Health Biomedical Research Grant, or major national foundation (e.g., American Cancer Society, American Heart Association, American Lung Association) peer-reviewed research grant.

c. At least 65% of the faculty member’s research effort will be funded using extramural research funding. This may include serving as a principal investigator, co-investigator on other projects, as site-Principal Investigator or a multi-center trial, or as director of an extramurally funded research core.

(3) Teaching/Education/Training

a. Evidence of teaching in the clinical setting, as part of a formal teaching program, or as a mentor for undergraduate, graduate, or post-graduate learners.

b. Average learner evaluations of teaching >3.6 on a 5 point scale if available.

c. At least three peer-evaluations involving direct observation of teaching rated excellent, outstanding, or exemplary if available.

(4) Reputation

a. Evidence of an international reputation supported by at least one of the following:

i. Participation on international research or policy panels (e.g., World Health Organization).

ii. Leadership in an international professional society.

iii. Invited platform presentations, symposia, or workshops at international meetings.

iv. Participation as an author on international practice guidelines.

v. Participation in at least one international advocacy initiative that results in measurable policy change.

(5) Service

a. Evidence of service to the University, local community, or national community supported by at least one of the following:

i. Active, documented participation on at least one Department, School, or University Committee.

ii. Active documented participation on a local, regional, state or national policy board.

iv. Active documented participation on a regional, state, national or international not-for-profit foundation or agency board.
CLINICAL EDUCATOR (CE) TRACK

This track may be selected for full-time members of the faculty (physicians or licensed healthcare providers) whose primary professional activities are teaching and clinical service with an expected tangible contribution to academic scholarship. Individuals with clinical responsibilities are often appointed initially to the CE track even though they may have a significant commitment to research. Faculty on the CE track may subsequently transfer to the tenure-earning track, with appropriate agreements and evaluations.

Promotions in the CE track are based on evaluation of the candidate’s contributions toward advancement of clinical knowledge through (a) significant contributions to clinical care through innovations in diagnosis, treatment, or healthcare delivery, or healthcare administration (b) scholarly contributions, including published clinical reviews, reports of innovative treatment, case reports, outcome studies and authorship of reports by major commissions or committees on health-care issues, (c) outstanding clinical teaching, and (d) service to the University and/or community.

Promotion in the CE track signifies that the candidate has made significant contributions in the area of clinical and/or administrative service and teaching. A tangible contribution in clinical and/or education research is desirable.

Candidates for promotion on the clinical educator track will not be eligible for promotion if (a) they have not met clinical productivity targets for their level of clinical effort and (b) are not in full compliance with documentation needed for billing compliance and patient safety.

Minimal threshold expectations for promotion to Associate Professor on the Clinical Educator Track include:

(1) Clinical Service
a. Exceeds clinical productivity targets for clinical effort as established by the compensation plan.
b. Exceeds accepted benchmarks for patient satisfaction
c. Provides clinical administrative leadership as an associate or full division chief, associate medical director or similar role.

(2) Scholarship
a. Faculty with a clinical effort of <70%

   i. An overall point total (over the past five years) of at least 5 using the rubric in the Scholarship Matrix AA.

   ii. No fewer than 4 total publications over the past five year period or since last promotion if <5 years.

   iii. At least two of the publications contributing to the total points will be as first or senior author in a peer-reviewed, indexed journal.

   iv. The H-Index will be used to measure the productivity and citation impact of the publications of the faculty member.
b. Faculty with a clinical effort of >70%

   i. An overall point total of 3 using the rubric in the Scholarship Matrix AA.
   
   ii. No fewer than 3 total publications over the past five year period.
   
   iii. At least one of the publications contributing to the total points will be as first or senior author on a peer-reviewed, indexed journal.
   
   iv. The H-Index will be used to measure the productivity and citation impact of the publications of the faculty member.

(3) Teaching/Education/Training

a. Evidence of teaching in the clinical setting, as part of a formal teaching program, or as a mentor for undergraduate, graduate, or post-graduate learners.

b. Average learner evaluations of teaching >3.6 on a 5 point scale, if available.

c. At least three peer-evaluations involving direct observation of teaching rated excellent, outstanding, or exemplary.

d. Serves on Department, School, or University educational committee or task force or holds educational administrative/leadership position.

(4) Reputation

Evidence of a regional reputation supported by at least one of the following:

i. Participation on local, state, or regional research boards.

ii. Leadership in a regional professional society.

iii. Invited platform presentations, symposia, or workshops at regional meetings.

iv. Participation as an author on regional policy.

v. Participation in at least one local or regional advocacy initiative that results in measurable policy change.

(5) Service

Evidence of service to the University, local community, or national community supported by at least one of the following:

i. Active, documented participation on at least one Department, School, or University Committee.

ii. Active documented participation on a local, regional, state or national policy board.

iii. Active documented participation on a regional or national not-for-profit foundation or agency board.
Minimal threshold expectations for promotion from Associate Professor to Professor on the Clinical Educator track include:

(1) Clinical Service

a. Exceeds clinical productivity targets for clinical effort as established by the compensation plan.

b. Exceeds accepted benchmarks for patient satisfaction.

c. Provides clinical administrative leadership as a division chief, medical director or similar role.

d. Provides evidence of innovation in clinical care in improved diagnostic, treatment, or care delivery documented by measurable outcomes.

(2) Scholarship

a. Faculty with a clinical effort of <70%
   i. An overall point total (over the last five years or since last promotion) of not less than 7 using the rubric in the Scholarship Matrix AA.
   ii. No fewer than eight total publications over the last 5 years.
   iii. At least four of the publications contributing to the total points will be as first or senior author in a peer-reviewed, indexed journal.
   iv. The H-Index will be used to measure the productivity and citation impact of the publications of the faculty member.

b. Faculty with a clinical effort of >70%
   i. An overall point total of not less than five using the rubric in the Scholarship Matrix AA.
   ii. No fewer than five total publications over the past 5 years.
   iii. At least two of the publications contributing to the total points will be as first or senior author in a peer-reviewed, indexed journal.
   iv. The H-Index will be used to measure the productivity and citation impact of the publications of the faculty member.

(3) Teaching/Education/Training

a. Evidence of active teaching in the clinical setting, as part of a formal teaching program, or as a mentor for undergraduate, graduate, or postgraduate learners.

b. Average learner evaluations of teaching >3.6 on a 5 point scale if available.

c. At least three peer-evaluations involving direct observation of teaching rated excellent, outstanding, or exemplary.

d. Evidence of innovation in clinical teaching (e.g., development of a clinical curriculum for residents or fellows, clinical toolkits for learners, questions for board review).
(4) Reputation

Evidence of a national reputation supported by at least one of the following:

i. Participation on federal or state or foundation study sections for research funding review.

ii. Leadership in a national professional society.

iii. Invited platform presentations, symposia, or workshops at national meetings.

iv. Participation as an author on national practice guidelines.

v. Participation in at least one national advocacy initiative that results in measurable policy change.

(5) Service

Evidence of service to the University, local community, or national community supported by at least one of the following:

i. Active, documented participation on at least one Department, School, or University Committee.

ii. Active documented participation on a local, regional, state or national policy board.

iii. Active documented participation on a regional, state, national or international not-for-profit foundation or agency board.

Clinical Educator Emeritus Faculty

Emeritus status may be awarded to retired members of the Clinical Educator Faculty who have previously held the title of Professor. Awarding of this status shall be by recommendation of the qualified voting faculty of the appointing department, the recommendation of the Chair, and the approval of the Dean of the Miller School of Medicine. Emeritus status is granted only for outstanding and prolonged service to the Miller School of Medicine by the President.
RESEARCH TRACK

Faculty members in this track should be those who devote virtually their entire effort to research. Additional contributions in the areas of teaching and service are also desired.

Minimal threshold expectations for promotion to Associate Professor on the Research Track include:

(1) Scholarship

a. An overall point total of 8 using the rubric in the Scholarship Matrix AA and a minimum of 1 paper per year over the prior five (5) year period.

b. At least two (2) of the publications contributing to the total points will be as first or senior author in journals with an impact factor of >3.0.

c. The H-Index will be used to measure the productivity and citation impact of the publications of the faculty member.

(2) Research Funding

a. An overall point total of 4 using the rubric in the Research Funding Matrix B3.

b. At least one of the grants contributing to the point total will be as a principal investigator or Co-Investigator on a NIH R01, U01, U54, Program Project Grant or equivalent federal or state grant (Department of Defense, HRSA, PCORI, NSF, AHRQ, Florida Department of Health Biomedical Research Grant, or major national foundation (e.g., American Cancer Society, American Heart Association, American Lung Association) peer-reviewed research grant.

c. At least 95% of the faculty member’s effort will be funded using extramural research funding including directed philanthropy. This may include serving as a principal investigator, co-investigator on other projects, as site Principal Investigator on a multi-center trial, or as director of an extramurally funded research core.

(3) Teaching/Education/Training

a. Evidence of teaching in the clinical setting, as part of a formal teaching program, or as a mentor for undergraduate, graduate, or post-graduate learners.

b. Average learner evaluations of teaching >3.6 on a 5 point scale if available

c. At least three peer-evaluations involving direct observation of teaching rated excellent, outstanding, or exemplary if available.

(4) Reputation

a. Evidence of a regional reputation supported by at least one of the following:

i. Participation on local, state, or regional research boards.

ii. Leadership in a regional professional society.

iii. Invited platform presentations, symposia, or workshops at regional meetings.
iv. Participation as an author on regional policy.

v. Participation in at least one local or regional advocacy initiative that results in measurable policy change.

(5) Service

a. Evidence of service to the University, local community, or national community supported by at least one of the following:

i. Active, documented participation on at least one Department, School, or University Committee.

ii. Active documented participation on a local, regional, state or national policy board.

iii. Active documented participation on a regional or national not-for-profit foundation or agency board.

Minimal threshold expectations for promotion from Associate Professor to Professor on the Research track include:

(1) Scholarship

a. An overall point total of 10 using the rubric in the Scholarship Matrix AA and a minimum of 2 papers published per year over the prior five (5) year period.

b. At least four (4) of the publications contributing to the total points will be as first or senior author in journals with an impact factor of >3.0.

c. The H-Index will be used to measure the productivity and citation impact of the publications of the faculty member.

(2) Research Funding

a. An overall point total of 6 using the rubric in the Research Funding Matrix BB with evidence of continuous research funding since the last promotion.

b. At least one of the grants contributing to the point total will be a NIH R01, U01, U54, Program Project Grant or equivalent federal or state grant (Department of Defense, HRSA, PCORI, NSF, AHRQ, Florida Department of Health Biomedical Research Grant, or major national foundation (e.g., American Cancer Society, American Heart Association, American Lung Association) peer-reviewed research grants.

c. Not less than 95% of the faculty member’s total effort will be funded using extramural research funding, including directed philanthropy. This may include serving as a principal investigator, co-investigator on other projects, as site-Principal Investigator on a multi-center trial, or as director of an extramurally funded research core.

(3) Teaching/Education/Training

a. Evidence of active teaching in the clinical setting, as part of a formal teaching program, or as a mentor for undergraduate, graduate, or postgraduate learners.
b. Average learner evaluations of teaching >3.6 on a 5 point scale if available

c. At least three peer-evaluations involving direct observation of teaching rated excellent, outstanding, or exemplary if available.

(4) Reputation

Evidence of a national reputation supported by at least one of the following:

i. Participation on federal or state or foundation study sections for research funding review.

ii. Leadership in a national professional society.

iii. Invited platform presentations, symposia, or workshops at national meetings.

iv. Participation as an author on national practice guidelines.

v. Participation in at least one national advocacy initiative that results in measurable policy change.

(5) Service

a. Evidence of service to the University, local community, or national community supported by at least one of the following:

i. Active, documented participation on at least one Department, School, or University Committee.

ii. Active documented participation on a local, regional, state or national policy board.

iii. Active documented participation on a regional, state, national or international not-for-profit foundation or agency board.
EDUCATOR TRACK

This track may be selected for full-time members of the faculty whose primary professional activities are teaching, educational curriculum development, and/or educational administration. Individuals on the Educator track may have clinical or research responsibilities. These are not a requirement for promotion, but may be considered as part of the evidence supporting promotion. Faculty on the Educator track may subsequently transfer to the tenure-earning track, with appropriate agreements and evaluations.

Promotions in the Educator track are based on evaluation of the candidate’s contributions to education through (a) significant contributions to education through outstanding teaching (e.g., courses, graduate supervision, and continuing education), b) scholarly dissemination of education research findings and/or innovative curriculum, (c) education administration, (d) regional and national reputation, and (e) service to the University and/or community.

Minimal threshold expectations for promotion to Associate Professor on the Educator Track include:

(1) Scholarship

An overall point total of 6 using the rubric in the Scholarship Matrix AA and minimum of 1 paper/book or published curriculum per year over the prior five (5) year period.

b. The H-Index will be used to measure the productivity and citation impact of the publications of the faculty member.

(2) Teaching/Education/Training

a. Evidence of active teaching as part of a formal teaching program, or as a mentor for undergraduate, graduate, or post-graduate learners.

b. Average learner evaluations of teaching >3.6 on a 5 point scale if available.

c. At least three peer-evaluations involving direct observation of teaching rated excellent, outstanding, or exemplary if available.

d. Evidence of curriculum development and/or role in educational administration (such as course coordinator).

(3) Reputation

Evidence of a regional reputation supported by at least one of the following:

i. Participation on local, state, or regional educational committees or task forces.

ii. Leadership in a regional professional society’s educational initiatives.

iii. Invited platform education presentations, symposia, or workshops at regional meetings.

iv. Participation as an author on regional policy.

v. Participation in at least one local or regional advocacy initiative that results in measurable policy change.
(4) Service

Evidence of service to the University, local community, or national community supported by at least one of the following:

i. Active, documented participation on at least one Department, School, or University Committee.

ii. Active documented participation on a local, regional, state or national policy board.

iii. Active documented participation on a regional or national not-for profit foundation or agency board.

Minimal threshold expectations for promotion from Associate Professor to Professor on the Educator track include:

(1) Scholarship

An overall point total of eight (8) using the rubric in the Scholarship Matrix AA and a minimum of two (2) papers on education research or curriculum published per year over the prior five (5) year period.

c. The H-Index will be used to measure the productivity and citation impact of the publications of the faculty member.

(2) Education

a. Evidence of active teaching as part of a formal teaching program, or as a mentor for undergraduate, graduate, or post-graduate learners.

b. Average learner evaluations of teaching >3.6 on a 5 point scale if available.

c. At least three peer-evaluations involving direct observation of teaching rated excellent, outstanding, or exemplary if available.

d. Evidence of significant curriculum development and/or significant educational administration.

(3) Reputation

Evidence of a national reputation supported by at least one of the following:

i. Participation on federal or state educational task forces.

ii. Leadership in a national professional society related to education.

iii. Invited platform presentations, symposia, or workshops on education at national meetings.

iv. Participation as an author on national educational guidelines.

v. Participation in at least one national advocacy initiative that results in measurable policy change.

(4) Service

Evidence of service to the University, local community, or national community supported by at least one of the following:
i. Active, documented participation on at least one Department, School, or University Committee.

ii. Active documented participation on a local, regional, state or national policy board.

iii. Active documented participation on a regional, state, national or international not-for-profit foundation or agency board.