

Criteria for Promotion and Tenure in the Department of Medical Education,
University of Central Florida, College of Medicine

June 2016, rev. Jan 2017

Below are the guidelines for promotion and tenure in the Department of Medical Education at the UCF COM. These criteria should be read in conjunction with [UCF regulation 3.015](#) - College of Medicine - Promotion and Tenure of Tenured and Tenure-earning Faculty which address Policy, Eligibility, Criteria and Procedures. It should be noted that the criteria for tenure are in addition to the criteria for promotion from Assistant to Associate Professor

- 1 **Promotion Process:** Promotion through the professorial stages reflects the growing impact of a faculty member's academic work and recognizes developing leadership and contributions to their particular discipline. A faculty member's focus on a particular academic area accompanied by local, regional, national and international recognition of their accomplishments in their discipline is central to progression through the academic ranks. Not all faculty members will choose to pursue promotion.
 - 1.1 **Promotion from Assistant to Associate Professor in a non-Tenure Earning Line.**
 - 1.1.1 Guiding Principles: Promotion to associate professor recognizes professional development of the faculty member in their area of expertise. In the Department of Medical Education the faculty member may choose to develop either within their basic or clinical science discipline (e.g., microbiology or nephrology) or in the realm of medical education. Promotion will be considered no earlier than at the end of the fifth year of service.
 - 1.1.2 Criteria for promotion: Overall, promotion to associate professor is considered when the assistant professor's contributions are considered significant beyond the institution. Below are examples of this concept presented by mission:
 - 1.1.2.1 Scholarship: The rising associate professor is contributing to scholarship through the methodical accumulation of knowledge and development of expertise in an area of academic study. This is primarily manifested by the publication of peer reviewed literature, and recognition of the value of these ideas through the award of intra- and/or extramural funding, either as an independent investigator or as a co-investigator. The assistant professor on track for promotion will be recognized at least regionally through invitation to lecture and will participate in or lead workshops. Evidence of the impact of this work may be documented in the adoption of their materials at other centers, external awards for scholarship, and similar.
 - To the extent possible, faculty should provide evidence of the rigor of the outlets of publications. These may include traditional metrics (e.g., journal impact factor, citation counts) as well as alternatives (e.g., acceptance rate, journal

circulation, download counts).

- 1.1.2.2 Teaching: Excellence in teaching as reflected in teaching awards, and excellent reviews from students and senior faculty are critical in this area. The rising associate professor demonstrates the capacity to lead within courses and modules and is effective and responsive to both students and administration. Evidence of student learning and effectiveness as a teacher will be considered. Our University, and its Colleges, places strong emphasis on making education accessible, and activities that lead to wide distribution of knowledge, novel methods for delivery of knowledge, or enhancements in educational impact are very important.
- 1.1.2.3 Service: Service is a critical component to the academic life. Since service may compete for valuable time early in the academic career, this should be recognized in service assignments to assistant professors. The assistant professor transitioning to the associate level will typically be assuming leadership positions in a few important service areas in the department, college or university. Extramural service can be demonstrated by participation, for example, in grant review panels, or steady *ad hoc* editorial board participation.
- 1.1.2.4 Clinical: The Department's clinicians will typically have a small assignment to clinical practice. If the clinical concentration becomes the focus of the academic direction, the rising associate professor will be publishing in peer reviewed journals in that discipline and there will be recognition of the impact of their clinical work as evidenced by development of clinical practices that enhance patient care options in central Florida, or evidence of growing clinical referral patterns.
- 1.1.3 Conclusion: Promotion to associate professor signals maturation of the faculty member such that their work is now recognized and valued outside of the institution. Once a faculty member feels that they are ready to go through the promotion process a conversation with their Chair will be mutually informative. The decision ultimately belongs to the faculty member seeking promotion; the Chair guides the process through the administrative steps.
- 1.2 **Promotion from Associate Professor to Professor in a non-Tenure Earning Line.**
 - 1.2.1 Guiding Principles: The title of professor is the highest academic title within the institution and holds special recognition in the College and academic community. Not all associate professors will seek or reach promotion to professor. Promotion to professor is not awarded based on longevity, but rather because of achievements and recognitions at the national or international level.
 - 1.2.2 Criteria for promotion: Promotion recognizes that the academic work of the individual has now reached a much broader community as evidenced by impact that is national or international in reach. Below are examples presented, by mission:

- 1.2.2.1 Scholarship: The associate professor being considered for full professor will have developed a track record of contributions to the literature as evidenced by publication in peer-reviewed journals. The impact of articles as reflected in the impact factor of the journal or citation counts will be considered. Recognition of the impact of the work may also be demonstrated by leading or collaborating on grants for funded research or investigations. Leading national grant review panels and editorial board membership are typically appropriate at this career stage.
- To the extent possible, faculty should provide evidence of the rigor of the outlets of publications. These may include traditional metrics (e.g., journal impact factor, citation counts) as well as alternatives (e.g., acceptance rate, journal circulation, download counts).
- 1.2.2.2 Teaching: The rising full professor whose career is focused on teaching will demonstrate success in this arena through national or international teaching awards, or great impact and leadership in the health sciences educational community. Leadership of national or international educational committees, publication or editorial review of large works (texts and compilations), or organizing and leading national or international educational committees and symposia would be expected. Adoption of the rising professor's educational materials, textbooks, or techniques outside the region would be evidence of the required level of impact.
- 1.2.2.3 Service: Associate professors rising to full professor often lead many important committees within the university and in the state or region. Contribution and leadership in these efforts at the university, national or international level would be expected of those pursuing promotion to Full Professor.
- 1.2.2.4 Clinical: Clinical faculty in the Department of Medical Education will not typically have the opportunity to develop a clinical enterprise that would, in and of itself, support promotion to full professor. In this regard, a faculty member with a clinical practice may choose to seek promotion via the other aspects of COM's mission including Teaching, Research and Service as described above. A rare faculty member will be able to weave a line through this small clinical practice such that their promotional dossier pivots on the clinical practice, though this is generally prohibitive due to the realities of clinical work. Clinical faculty who wish to pursue that direction may be better served in one of the clinical departments of the COM and should investigate that with their Chair. Appropriate maintenance of licensure and board certification is expected of faculty with clinical practices.

- 1.2.3 **Conclusion:** Promotion to professor recognizes the expansion of the impact of a faculty member's work beyond the region to the level of national and/or international recognition. The dossier of a non-tenure earning professor could be quite focused, that is the scholarship, and teaching and service may all be in one narrow field or may be more balanced and include broad contributions across many areas. Take, for example, a clinical subspecialist who is recognized internationally for a technique that they have developed, has been promoted through a successful record of publication and research activities, and now leads the appropriate international society for that effort is a viable candidate for full professor. This professor may have not had the opportunity to work on some of the broader needs of the university and Department, but is at the peak of their specialty – this is the prototypical clinical professor who is not tenured. The concept and process of tenure is presented next.
- 2 **Tenure Process:** Tenure is granted to individuals whose productivity is sustained and wide-ranging and represents great potential for a sustainable and productive relationship with the university that extends beyond the time of tenure being granted. Excellence in scholarship is a minimum requirement for earning tenure. Commitment to a tenure track occurs upon hire to the Department following a rigorous review of the faculty member's credentials and accomplishments and projecting the promise of future success as a tenured faculty member. Promotion and Tenure processes are described in detail in the University Regulations 3.015. A summary of these processes is attached as Appendix I. Cumulative Progress Evaluations (CPE) will be completed annually to give the candidate feedback on progress towards tenure.
 - 2.1 **Promotion to Associate Professor in a Tenure-Earning Line:**
 - 2.1.1 **Guiding Principles:** The Assistant Professor seeking promotion with tenure in medical education is starting to build a dossier that supports excellence in all of the core missions. Specifically, the faculty member will be receiving guidance and responding to the CPE process and starting to define their scholarly direction and research independence. Grant funding is not as broadly available in medical education as it is in the basic and clinical sciences and this reality is acknowledged as tenure is considered. However, there are numerous outlets for impactful dissemination of medical education research, and opportunities to obtain funding will have a strong positive influence on the tenure decision. Promotion with tenure will be considered after the seventh year in service.

- 2.1.2 Scholarship: As a Medical Education Department, sustained scholarly investigation and dissemination of educational techniques in the health sciences is fundamental and defining. Faculty are often basic scientists or clinicians, and scholarship in their respective disciplines will be recognized and assessed towards tenure. Excellence in scholarship is required, though it need not be in medical education and may be in the faculty member's basic or clinical discipline. Evidence of a developing track record for excellence in scholarship is necessary for tenure. Presentation of peer-reviewed work in press, online, and in meetings will be expected.
 - 2.1.2.1 To the extent possible, faculty should provide evidence of the rigor of the outlets of publications. These may include traditional metrics (e.g., journal impact factor, citation counts) as well as alternatives (e.g., acceptance rate, journal circulation, download counts).
- 2.1.3 Teaching: Recognition of teaching excellence as reflected in teaching awards, or adoption of teaching techniques by other institutions is evidence that the faculty member is making significant and innovative contributions beyond the institution. Teaching effectiveness including peer evaluations and student performance on national board examinations can be considered. Development of novel educational strategies and invitations to participate and lead educational (or discipline-specific) workshops are similarly valued.
- 2.1.4 Service:
 - 2.1.4.1 College and University: Tenure-track candidates will contribute to the committees and structures that define the academic life of the College and University. A commitment to participating in these committees is critical for tenure. Committees recognized for their importance to the Department, and the College of Medicine, include the M.D. Program Admissions Committee, the Curriculum Committee and the Program Evaluation Subcommittee of the Curriculum Committee; however, this is only a partial list and the faculty member should work with their Chair in order to develop an appropriate service commitment.
 - 2.1.4.2 Professional: Service contributions to the profession are of value to the faculty member seeking associate professor status in a tenure line and reflect positively on the Department, College and University. Membership in regional, national or international committees or panels is valued. In general faculty should seek to obtain strong supportive evidence of a building national reputation.
- 2.1.5 Clinical Activity: The Department of Medical Education is unique in its faculty makeup having diverse faculty members from numerous professional disciplines. The Department attracts individuals with basic science as well as clinical backgrounds, library faculty and others. Our clinical faculty will generally have a small assignment in a clinical practice; however, performance in the clinical arena will be considered as part of the holistic evaluation of tenure. For example, a clinical member of the Department of Medical Education may have a single clinical day a week at a partnering institution, but by doing so provide a critical and complementary program for our partners.
- 2.2 **Promotion to Professor in a Tenure-Earning Line:** The title of tenured professor represents the recognition that a faculty member is focused on the long-term success of

the Department and the broader university and academic community. The elevation from Associate to Full Professor recognizes that the faculty member's contributions have extended beyond the local community and have reached a broader audience.

Building on the previous definitions the tenured professor would demonstrate:

- 2.2.1 Scholarship: Continued contributions to peer reviewed journals and presentations and evidence of the novelty or impact of the work with invitations to present the material to national and international audiences. Participation on national editorial boards or as ad hoc reviewer for journals and/or conferences, or national committees in education or discipline-specific topics is expected. Obtaining grants or participation in the awarding of grants through national award panel membership will be highly valued in the decision. The award of extramural grants will be very impactful in a decision to promote to professor with tenure as it reflects a broad recognition of the merit of the work as reviewed by granting agencies, adds to the resources of the institution, and allows the faculty member to expand the impact of their research programs.
 - 2.2.1.1 To the extent possible, faculty should provide evidence of the rigor of the outlets of publications. These may include traditional metrics (e.g., journal impact factor, citation counts) as well as alternatives (e.g., acceptance rate, journal circulation, download counts).
- 2.2.2 Service: Leadership in College, and University committees and leadership in national committees grant review panels or editorial boards is expected and provides important evidence that the faculty member is ready to achieve this final promotional stage. Leadership in professional organizations, whether regional or national or international is recognized as a critical function for a tenure track faculty member. Similarly, the responsibility or organizing committees or sessions for regional, national and international organizations will be positively considered in a tenure decision.
- 2.3 Conclusion: Tenure represents the recognition that a faculty member is focused not only on his or her own professional development, but also on the long-term success of the Department and the broader College and University community. The decision to proceed on a tenure track reveals a commitment to that relationship early on from the faculty member and places the faculty member on a timed course for evaluation. Progression towards tenure is marked with annual evaluations and formative review and, in the end, the decision for tenure is based on contributions that reflect a broad and enduring relationship between the faculty member and the Department. As such, the tenured faculty represent the long-term direction and success of all of the Department's missions.

3 Medical Librarians are faculty members in the Department of Medical Education at the UCF COM.

- 3.1 Medical librarians are not offered a tenure track. These valuable faculty members typically concentrate on administrative service, teaching and scholarly activity involving research. To qualify for promotion to a higher rank, medical library faculty members in the department must both demonstrate excellence in library and information sciences and teaching and have a sustained, productive record of scholarship and scholarly activity. Additionally, medical library faculty must also participate in service activities appropriate to their rank (international, national, regional, university, college or

departmental). Service activities typically represent a relatively small proportion of any faculty member's assignment; yet, significant contributions in this area will also be recognized when considering a faculty member's qualifications for promotion.

General Qualifications for Appointment to the Rank of Assistant Medical Librarian. Candidates must have a master's degree in library science from an ALA-accredited institution and zero to five years of experience as a professional librarian or equivalent after completing the master's degree. The usual time in rank as Assistant Medical Librarian is 5 years.

3.2 **General Qualifications for Promotion to the Rank of Associate Medical Librarian.** Candidates must have a master's degree in library science from an ALA-accredited institution and at least five years of experience as a professional librarian or equivalent after completing the master's degree. The usual time in rank as Associate Medical Librarian is 5 years. Therefore, requests for promotion to Associate Medical Librarian normally will not be considered until a full five years in the Assistant Medical Librarian rank has been served. Early consideration for promotion to Associate Medical Librarian is appropriate when all of the criteria that would have been evaluated after a five-year interval are clearly fulfilled in fewer than five years. Years in the equivalent rank at one or more other institutions prior to beginning employment at UCF may be counted when calculating the total number of years in rank. All candidates for promotion to Associate Medical Librarian must demonstrate a sustained record of productive scholarship, scholarly activity and service demonstrating state-wide or regional prominence, e.g., participation in peer-reviewed publications, invitations to present at meetings, service on committees, mastery of one or more fields of library specialization.

3.3 **General Qualifications for Promotion to the Rank of University Medical Librarian.** The title of University Medical Librarian represents the highest academic award within the Librarian track and holds special recognition in the College and academic community. Not all Associate Medical Librarians will reach the rank of University Medical Librarian. Promotion to University Medical Librarian is not awarded based on longevity, but rather because of superior achievement at the national level with the promise of continued contribution. The usual minimum time in rank as Associate Medical Librarian is five years. There is no limit to the maximum years for consideration. Early consideration for promotion to University Medical Librarian is appropriate when all of the criteria that would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion to University Medical Librarian must demonstrate a sustained record of productive scholarly activity, scholarship, and service demonstrating national prominence e.g., participation in grants, peer-reviewed publications, mastery and recognized leadership in one or more fields of library specialization, invited presentations.

3.4 **For Medical Librarians Hired Before January 2017.** Library faculty hired with an appointment title of Medical Instructor Librarian, prior to January, 2017, may apply for promotion to Medical Assistant Librarian upon meeting criteria. The title will be retired upon promotion of all Medical Instructor Librarian faculty members.

NON-TENURE-TRACK LIBRARY FACULTY

- 3.5 **General Considerations.** Non-tenure-track faculty members in the Health Sciences Library typically concentrate on administrative service, teaching and scholarly activity involving research. To qualify for promotion to a higher rank, non-tenure-track faculty members in the department must both demonstrate excellence in library and information sciences and teaching and have a sustained, productive record of scholarship and scholarly activity. Additionally, Library faculty must also participate in service activities appropriate to their rank (national, regional, university, college or departmental). Service activities typically represent a relatively small proportion of any faculty member's assignment; yet, significant contributions in this area should also be recognized when considering a faculty member's qualifications for promotion.
- 3.6 **Founding Faculty effort with Curriculum Development, Creation of Health Sciences Library, and Achievement of Full Accreditation.** Faculty hired by the College between 2007 and 2013 are designated Founding Faculty. Specific activities of these individuals that differ from other library faculty are outlined in Section 4.1. The founding faculty, in varying degrees, has devoted their efforts to developing the infrastructure and educational program for the MD degree at the expense of having protected time to produce individual scholarly works. This process of continual quality improvement has been exercised since day one and the result is a dynamic and highly integrated educational program developed and approved by faculty and recognized by the Liaison Committee on Medical Education (LCME).
- 3.7 **Criteria for Promotion to Non-Tenure-Track Associate Medical Librarian.** To receive appointment to non-tenure-track Associate Medical Librarian, a candidate must demonstrate: (1) Academy of Health Information Professions (AHIP) certification (2) mastery of one or more fields of library specialization (3) a productive record of peer-reviewed scholarship and/or research in his/her area(s) of concentration with regional or national reputation, (4) instructional contributions, and (5) substantial service contributions.
- 3.7.1 *Library Service.* It is expected that candidates will demonstrate expertise and accomplishments related to one or more fields of specialization. These could include: reference services, electronic resources, technology services, public services, or other specialties relevant to the candidate's position. Evidence of excellence in this area may include: recognition by peers for subject or professional expertise, invitations to serve on regional or national library-related associations or committees and presentations at regional or national meetings. Additionally, the non-tenure-track Associate Medical Librarian must exhibit autonomy in supporting and leading the Personal Librarian and Library Liaison programs.
- 3.7.2 *Scholarship in Research.* Promotion to non-tenure-track Associate Medical Librarian in some cases requires the candidate to have established a strong regional or national reputation for scholarship in his/her area(s) of concentration. Examples include but are not limited to acceptance of educational or other materials in peer-reviewed repositories, acceptance of articles or reports for publication in refereed journals, book chapters, books,

invited reviews, funded grant submissions, papers and/or presentations at professional associations, speaking at regional or national meetings, service as an ad hoc reviewer or on editorial boards, service on regional or national committees or review panels.

3.7.2.1 To the extent possible, faculty should provide evidence of the rigor of the outlets of publications. These may include traditional metrics (e.g., journal impact factor, citation counts) as well as alternatives (e.g., acceptance rate, journal circulation, download counts).

3.7.3 *Instructional Contributions.* Instructional contributions are an important component of promotion to non-tenure-track Assistant Medical Librarian. Examples of achievement in this area include but are not limited to participating in didactic courses; one-on-one and small group interactions with faculty and/or students; and planning or leading faculty development or continuous professional development training programs.

3.7.4 *Service Activities and Academic Leadership.* Can include the following: Service to regional or national library associations. Membership on committees of affiliated associations including AAMC, AAHSL, HIMSS. Membership on departmental, college, and/or university committees. Participation in activities such as accreditation, assessment, or institutional effectiveness programs.

3.8 **Criteria for Promotion to Non-Tenure-Track University Medical Librarian.** Promotion is not based solely on performance at another university; one must demonstrate productivity at UCF. Early consideration for promotion to University Medical Librarian is appropriate when all of the criteria that would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion to University Medical Librarian must demonstrate: a sustained record of productive scholarly activity and scholarship demonstrating national prominence. To receive appointment to non-tenure-track University Medical Librarian, a candidate must demonstrate: (1) evidence of continued mastery of one or more fields of library specialization (2) leadership in library and information science (3) a sustained and productive record of peer-reviewed scholarship demonstrating a national or international reputation, (4) continued instructional contributions, and (5) continued significant service contributions.

To the extent possible, faculty should provide evidence of the rigor of the outlets of publications. These may include traditional metrics (e.g., journal impact factor, citation counts) as well as alternatives (e.g., acceptance rate, journal circulation, download counts).

4 **Founding Faculty:** Faculty hired by the College between 2007 and 2013 are designated Founding Faculty. The founding faculty member, in varying degrees, has devoted their efforts to developing the infrastructure and educational program for the MD degree at the expense of having protected time to produce individual scholarly works. This process of continual quality improvement has been exercised since day one and the result is a dynamic and highly integrated educational program developed and approved by faculty and recognized by the Liaison Committee on Medical Education (LCME).

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Activities associated with starting a new medical college could impact the typical development of a professional portfolio. Attention to the criteria for promotion and tenure presented in this document will be informed with the recognition of the additional responsibilities associated with the founding of the COM by this faculty cohort.

4.1 Founding Library Faculty: Similarly, the responsibilities of Founding Library Faculty differ from other library faculty. National data is available on the performance of the students within the program attesting to the excellence faculty have exhibited in their founding efforts in these initial years. The library was a key component to the success of the curriculum developed. Founding library faculty who were involved in the creation of the Health Sciences Library should therefore be given recognition for their activities during this time. Founding faculty who demonstrate significant involvement in the examples of founding activities including: planning and arranging for interim facilities to support library services; travel to other institutions to observe systems in place for educational and library programs; conceptualization, operation and actual design of library facilities in Lake Nona; creating policies and procedures for faculty and students for a new medical school; creating, designing and delivering orientation sessions for core faculty, volunteer/affiliated faculty, and medical students; search committee responsibilities as faculty were being recruited for establishing foundation of a new medical school; participating in LCME site visit, preparation of documentation for full accreditation and fulfilling criteria for LCME standards; participation in marketing activities for the health sciences library; exploring and implementing mobile technologies for the educational curriculum; acquiring and cataloging of opening day physical and electronic collections; development and implementation of the health sciences library website; negotiating subscription costs and license agreements for electronic resources; development of library public services; establishment of a consumer health services collection; facilitating tours and delivering presentations regarding the new health sciences library, may use these activities as evidence of one component of accomplishment for one step in the promotion process from Medical Assistant to Medical Associate or from Medical Associate to Medical Librarian. It is expected that the founding faculty will also be involved in other activities demonstrating scholarship.

Version History

Library Guidelines

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Modified 1/27/17

General Medical Education Faculty Guidelines

Approved by Faculty in Department of Medical Education June 2016

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Appendix I, Promotion and Tenure Guidelines at-a-Glance

Department of Medical Education – Promotion and Tenure Guidelines at-a-Glance		
Guiding Principles	Promotion from Assistant to Associate Professor or Associate Medical Librarian	Promotion from Associate to Full Professor or University Medical Librarian
Non-Tenure Earning	<p>Promotion typically is considered at the end of the 5th year of service. Promotion demonstrates professional development in a faculty member’s own discipline or within medical education.</p> <p>The dossier will reflect assignments imparted via discussion with the Chair with regard to scholarship, teaching, service and clinical contributions considered individually. Regardless, promotion to associate professor reflects that faculty member’s contributions are deemed relevant beyond UCF with at least regional impact.</p> <p>Contracts are renewed every 2 years.</p>	<p>The rank of professor university medical librarian is recognition of achievements at the national or international level. The area of expertise may be narrowly defined; but there must be evidence that the efforts of the individual have reached a broader academic peer audience. Leadership of national scope is expected.</p> <p>Contracts are renewed every 3 years.</p>

<p>Tenure Earning</p>	<p>Decision to enter tenure track is made upon hire. Tenure reflects a long-term commitment between the faculty member and the university. Cumulative Progress Evaluations will be completed annually to give the candidate feedback on progress towards tenure. Normally promotion to associate professor and tenure will be considered simultaneously at the end of the 7th year. Tenure earning faculty may apply for tenure and promotion prior to the 8th year but if not tenured after 8 years will be issued a one-year non-renewal contract.</p> <p>The tenure-earning track is for individuals whose productivity will be wide-ranging and represents great potential for a continued and productive relationship with the university. The tenured associate professor will demonstrate scholarly achievements in their particular discipline or in medical education with impact beyond UCF; additionally, contributions to the department, college and university will be expected. The ability to bring additional resources and/or expertise to the Department will be highly valued.</p> <p>Contracts are renewed annually until the tenure decision is made.</p>	<p>In addition to the non-tenure earning guidelines shown above, the title of tenured professor represents the recognition that a faculty member is focused on the long-term success of the Department and the broader College and University community. Impact, as demonstrated by national or international leadership in their discipline is expected. Scholarly, educational and clinical contributions are all valued and considered within the context of the individual's assignment. The tenured professor makes significant and sustained contributions across the many missions of the Department and is an institutional role model with depth and activity in multiple areas.</p>
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