

COD PROMOTION WORKSHOP

Clinical/Educational Non-Tenure Track
March 2023

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Workshop Overview

A. Promotion Basics

- Framework + Guiding Principles

B. COD

- Faculty Ranks and Tracks
- Norms and Guidelines— Criteria specific to COD

C. Workflow & Timelines

D. Dossier Overview

- Sections
- Personal Statements
- External Review Letters
- Data Tables

E. Questions & Resources

The Framework and Guiding Principles for Promotion

The 3 “Pillars” of Promotion



TEACHING RESEARCH SERVICE



“S. I. T.”

- Signature
- Impact
- Trajectory



Your promotion evaluation will be based on the merit of your work in **Teaching, Research and Service** as evaluated by your **Signature, Impact and Trajectory**



What do I need to do in order to be promoted?

- Understand the College's guidelines and criteria, and work towards fulfilling them
 - ***Open the Dossier form EARLY***
 - ***Keep good records! Use My Activities tool***
- Discuss progress *regularly* with your Department Head or Mentor
 - ***Annual Faculty Self-Assessment***
 - ***Create Development Plan/ Set Goals***



Preparing for promotion is an intentional & deliberate process.
It is not accidental or automatic or a reward for time in rank.

You are building your promotion case each year:

- > **Plan** = Blueprint (College Norms + Dossier)
- > **Project Management** = Goals/Timeline (Mentor Team)
- > **Inspection** = Evaluation (Annual Self- Assessment)

College of Dentistry GUIDELINES and NORMS:

“CRITERIA AND GUIDELINES FOR APPOINTMENT, PROMOTION AND/OR TENURE OF FACULTY ”

SECTION I. Introduction

SECTION II. Academic Ranks – Defines eligibility and credentials

SECTION III. Faculty Tracks / Norms, Standards and Expectations for Academic Rank

Qualifications expected for appointment and promotion at each rank

(This section is sent to external reviewers to provide context for candidate’s activities.)

SECTION IV. Documentation of Qualifications

 **Examples of activities**

SECTION V. Procedures for Appointment and Promotion



Can be found on “Promotion and Tenure” page of the COD OFA website

<https://dentistry.uic.edu/academics/faculty-resources/career-promotion-and-tenure-resources/>

Table of Tracks, Subtracks and Ranks within the College of Dentistry

Track	Sub-Track	Acronym	Tenure status	Faculty Titles/Ranks
Academic Track	Academic Track – Research Subtrack	AT-R	Tenure eligible /tenured	Assistant Professor Associate Professor Professor
	Academic Track – Clinical/Educational Subtrack	AT-CE		
Clinical/Educational Track	N/A	NT-CE	Non-tenure	Clinical Instructor Clinical Assistant Professor Clinical Associate Professor Clinical Professor
Research Track	N/A	NT-R	Non-tenure	Research Assistant Professor Research Associate Professor Research Professor

B. Non-Tenured Clinical/Educational Track (NT-CE)

The NT-CE track is used for faculty who demonstrate **excellence in educational activities, patient care/clinically-related activities, service, and scholarship.**

These faculty are engaged in scholarly activity as it relates to education, patient care, and service, but **may have little or no direct involvement in research and publication.**

Scholarship activity will be considered in its **broadest sense** when applied to the Non-Tenured clinical track and will include **documentation of excellence and recognition of performance.**

Faculty titles in the Non Tenured – Clinical/Educational Track include the **modifier of “Clinical” preceding the title.**

Clinical Associate Professor (Non-Tenured Clinical/Educational Track)

Faculty at this rank must have demonstrated sustained commitment to and **excellence in education, patient care/clinical activity and service** within the College of Dentistry. It is expected that this will include acceptance of ongoing **leadership assignments** in one or more of these areas. Candidates should show promise of becoming **leaders in their fields**, and should have attained **recognition at the state and/or national level**. This rank signifies a high level of professional accomplishment and a significant commitment by the faculty member to the College and University programs.

Faculty at this rank will ordinarily have completed **at least five years as an Assistant Professor** or equivalent at the time of promotion or appointment, although **exceptional candidates** with less time in rank as an Assistant Professor may be considered. **Additional time in rank** may be required for NT-CE faculty with a **part-time commitment**. Promotion or appointment as Clinical Associate Professor is usually recommended when the candidate has achieved the following norms:

Clinical Associate Professor Norms:

- Demonstrated **excellence in educational activity**;
- Demonstrated **excellence in patient care**, when appropriate or equivalent **clinically-related activities** if appropriate to the candidates assigned role;
- Demonstrated excellence in department, college, university and professional **service activities** consistent with college and university mission statements;
- Evidence of **scholarly activity**, as related to education, patient care/clinical activity and service **although documented publications are not necessary**; and
- **Eligibility for board certification** (American or state specialty) **when appropriate**, or if a general dentist, documentation of exceptional performance related to the norms or acquisition of an **additional degree** (for example a Master's degree in an academic discipline).

Clinical Professor (Non-Tenured Clinical/Educational Track)

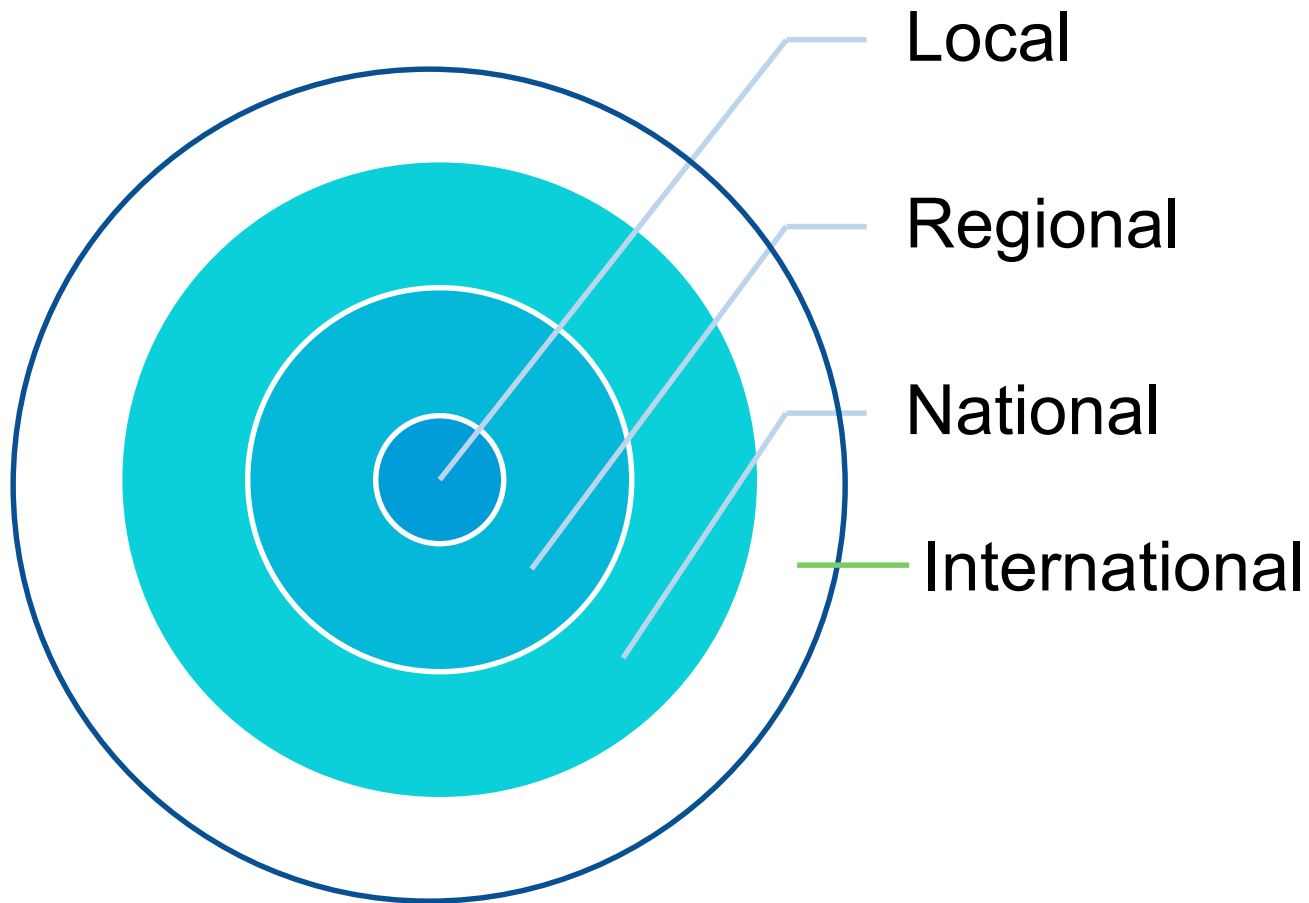
Faculty at this rank must have **documented excellence in the areas of education, patient care/clinically related activity, service, and scholarship as relevant to their assigned roles** in the college. Faculty at this rank should have demonstrated significant understanding and application of best practices in educational activities, **originality** in their teaching and should be engaged in **service and scholarly activities**. They should be **leaders in their field** and should have attained **national and/or international peer recognition**. This rank signifies an extremely high level of professional accomplishment and is **not awarded solely based upon years in rank**. **Documentation** of excellence is required.

Faculty at this rank will **ordinarily** have completed **at least five years** as an Associate Professor or equivalent at the time of promotion or appointment, although **exceptional candidates** with less time in rank as an Associate Professor may be considered. **Additional time in rank** may be required for NT-CE faculty with a **part-time commitment**. There must also be a reasonable expectation that the academic career of the candidate will **continue**. Promotion or appointment as Clinical Professor is usually recommended when the candidate has achieved the following **norms**:

Clinical Professor Norms:

- **Excellence at the highest level in 2 or more areas** of educational activity, patient care/clinical activity, scholarship, and service;
- Evidence of **scholarly publications**, in peer-reviewed or non-peer reviewed journals;
- Achievement of **recognition by peers** at the college, university, and/or **national/international** level;
- Achievement of **board certification** (American or state specialty) **when appropriate**, or if a general dentist, documentation of exceptional performance related to the norms **or acquisition of an additional degree** (for example a Master's degree in an academic discipline).

SCHOLARSHIP IS ABOUT DISSEMINATION AND SHARING OF ACTIVITY AND RESULTS



From Nadeem Karimbux/ ADEA

DEMONSTRATION OF QUALIFICATIONS (COD Norms and Guidelines, [Section IV](#))

2. Educational Activity

- a. Evidence of **progression of teaching leadership** within the respective Department, College of Dentistry and/or University. For example, progression from course development into Course Co-Director/Director.
- b. **Curriculum development and dissemination** in the COD.
- c. **Development and dissemination of evidence-based teaching materials**, including, but not limited to, lectures, PowerPoint presentations, course manuals, Blackboard sites, and contributions, handouts, patient case scenarios, OSCE examinations, Evidence-Based Case Scenarios, etc.
- d. **Recognition by pre-doctoral and post-graduate/graduate students** of teaching excellence.
- e. Participation in the **development, adoption, and dissemination of the College of Dentistry curriculum**.
- f. Evidence of **clinical teaching excellence** as documented by **student/peer evaluations** of performance. Systematic and standardized evaluation of faculty educational activity is used to gauge an instructor's relative standing compared to colleagues in the department and in the College. Faculty evaluation of teaching must be presented when available. In addition, when available, normative comparisons are also important to include in comparing faculty to others in the College and Department. The results of standardized evaluations will significantly influence decisions when the candidate is consistently judged by students to be at either extreme of the distribution of educational effectiveness.
- g. **Development and presentation of CE programs** in the College of Dentistry, University, and/or programs at local/regional/national meetings.

Promotion Glossary

Dossier – The promotion document; also known as the promotion “package” or “the case”.

Preparer – A senior faculty member who is at or above the rank of the candidate seeking promotion and is responsible for the content, accuracy and presentation of the dossier.

- Usually the **Unit Executive Officer (UEO = Department Head)**
If the DH is ineligible ([rank](#); [dual relationship](#)), the Dean will assign a senior faculty member to assume the role.

Coordinator – Administrative assistant who helps the Preparer with the compilation and formatting of the dossier.

Review Committees – Faculty committees at 3 levels:

Department
College
Campus

- Each committee reviews the dossier and evaluates it's merit as compared to the ***norms of the college***, then votes to endorse the case.
- Committee composition is determined by the college and university bylaws.
- Committee members may only vote on a case that considers promotion *at or below their rank* they may only vote *at the lowest level of the review process*.

The review process for each dossier involves over 40 people!

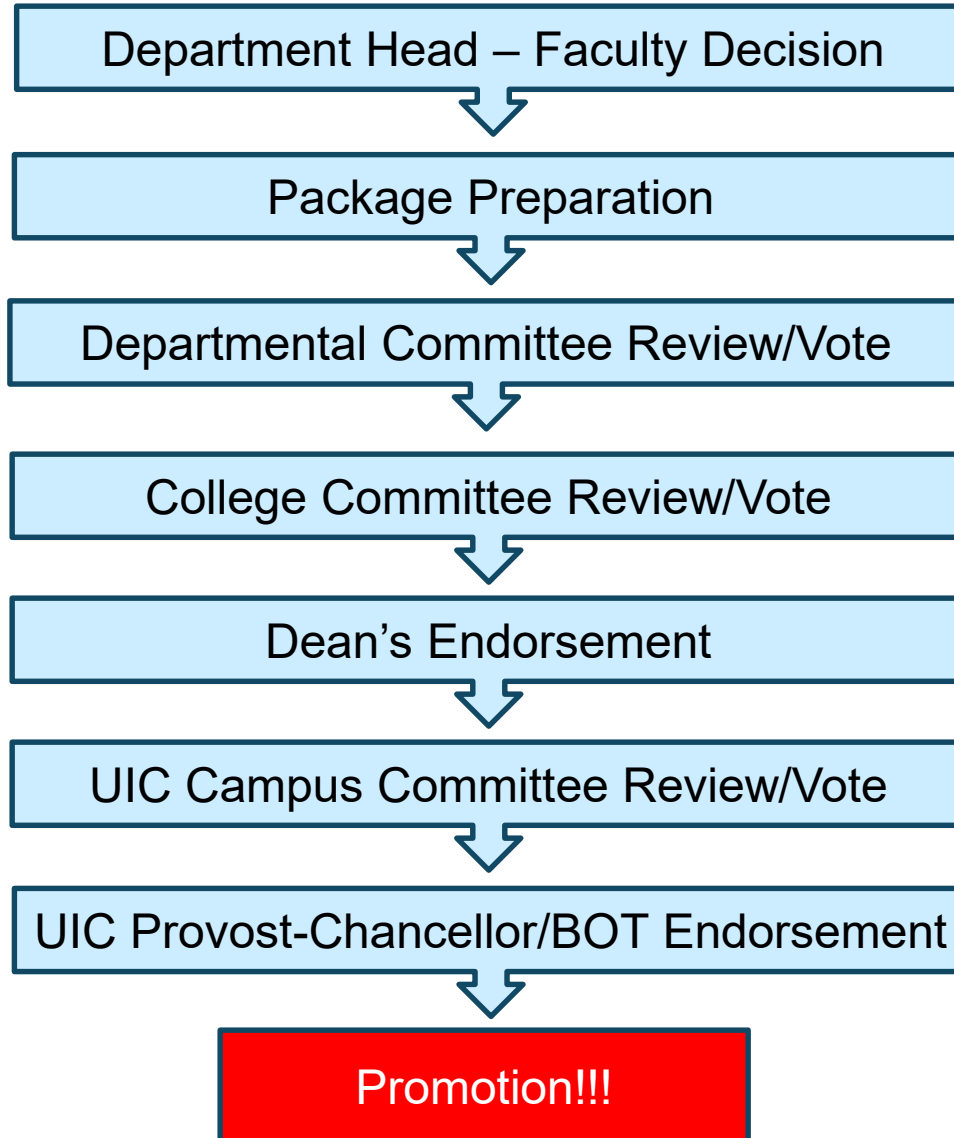
- UEO (Department Head)
- Dean
- Department Committee (minimum 3)
- College Committee (7)
- Campus Committee (28)
- External Reviewers (min 3)
- Provost & Chancellor

Goal: Objective, unbiased review; one person can't undermine outcome

Audience: A majority of the reviewers are ***outside of the COD*** -
not all reviewers may be familiar with your content area.

Remember to make your case clearly!

The Process of Promotion – 8 Simple Steps!



COD Timeline in detail

- April - May DH identify faculty who will be nominated for promotion
 - June- July Nomination packages constructed/ External Eval Requests
 - August Departmental Review and Vote completed
 - **September** **Completed packages submitted to College**
 - October College Committee Review and Vote
 - **November** **FINAL Paper and Electronic copies to COD OFA**
Dean's Review and Endorsement
 - **DECEMBER** **DOSSIERS SUBMITTED TO CAMPUS OFA**
-
- February Campus Committee Meets
 - Feb-March Faculty notified of Campus Committee Vote
 - May Provost-Chancellor decision announced
 - July Board of Trustees Approval

Important things to note...

- You and your Dept. Head need to make a firm decision about your nomination by May/June (Requests to External Reviewers).

(Note: the UEO may not deny a faculty member the opportunity to apply for promotion.)

- The preparation of the nomination package will be a jointly shared activity that involves you, your Dept. Head (Preparer), and generally the Asst. to the Head or another administrative assistant. = **Promotion Team**
- The Preparer bears the final responsibility for the case (assures that the dossier is complete).
- Once the nomination package is submitted, you, as a candidate, are to be **informed of each decision in the review process (vote total), in writing.**
- The **College Committee on Non-Tenure Clinical Track Promotion** consists of 7 members; >0.60 FTE, Clinical Associate Prof and above.
 - Committee members can only vote on those to be promoted to their own rank or lower, but they may participate in the discussion of all nominations.

Anatomy of the Dossier

Non-evaluative Sections (Data: Lists & Tables; **Candidate Completes**)

I. Teaching

II. Research

III. Service

IV. Statement on Diversity, Equity and Inclusion **NEW AY21!**

V. Interdisciplinary Work Statement (*optional*)

Evaluative Section- VI. (**Preparer Completes**)

A. Peer Evaluation of Teaching (**REQUIRED**)

B. External Letters of Reference

- > Reviewers must be **unbiased, impartial experts in your field**
at or above the rank to which you seek promotion; may be non-tenured
- > **Cannot be past or present collaborators, mentors, close associates**
- > **No less than 3, no more than 5**, solicited by your Preparer
- > **Candidate may suggest reviewers** **NEW AY21!**

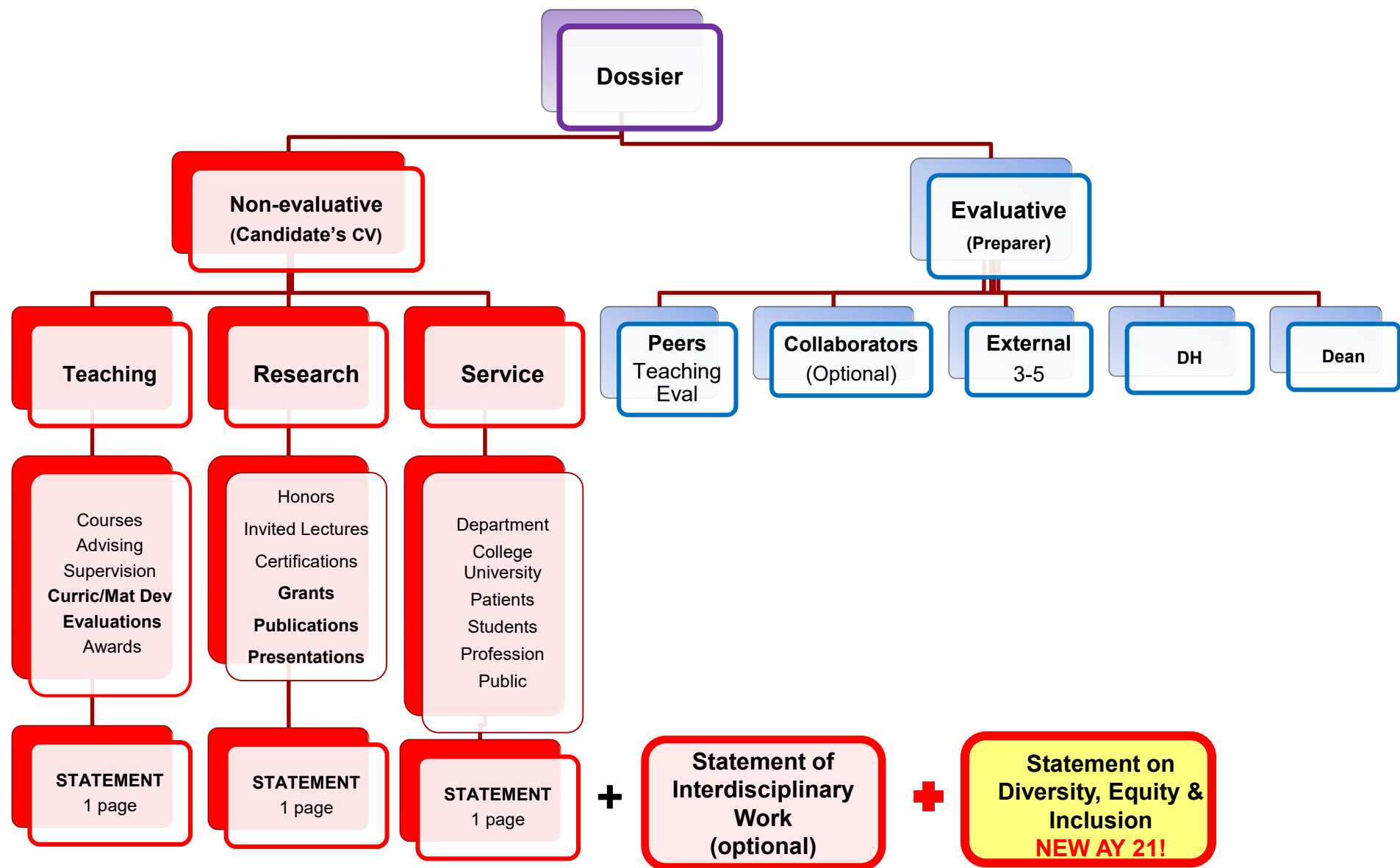
C. Letters of Collaboration/ Collaborator Attestation (if applicable)

Preparer will request these letters. DISCUSS EARLY!

D. Letters of Support (optional, but recommended)

Discuss early; can recommend names.

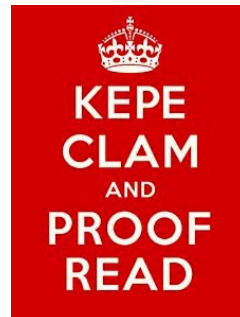
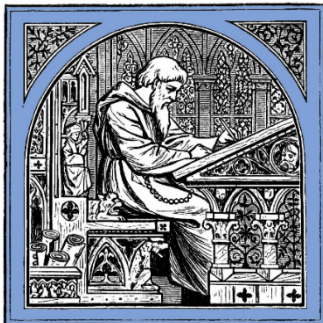
THE PROMOTION DOSSIER



More about the Personal Statements...

- **ONE** page limit; prompts provided in guidelines
- **START EARLY** – needed for external reviewers
- **YOUR VOICE** in the application- Highlight strengths and accomplishments; define focus; put work in context; **create a comprehensive narrative**. Opportunity to address the reviewers and provide info that isn't presented in the lists and tables.
- **REMEMBER YOUR AUDIENCE!** No jargon, acronyms or technical language.
- Be **specific** about your future goals and career trajectory; don't end with "more of the same".
- Statement of Interdisciplinary Work & Statement on Diversity, Equity & Inclusion – Optional? Highly recommended. 😊
- **"DRAFT & CRAFT"** – review, revise, polish; get feedback from peers & senior faculty.

Check spelling and grammar!



NEW! Diversity, Equity, Inclusion Statement

Optional for faculty hired prior to August 16, 2021; mandatory for faculty hired after.

The candidate should provide **examples of scholarship, research, teaching, creative activity, or service relevant to the institutional commitment to diversity, equity, and inclusion, and describe his/her/their plan for future activities.**

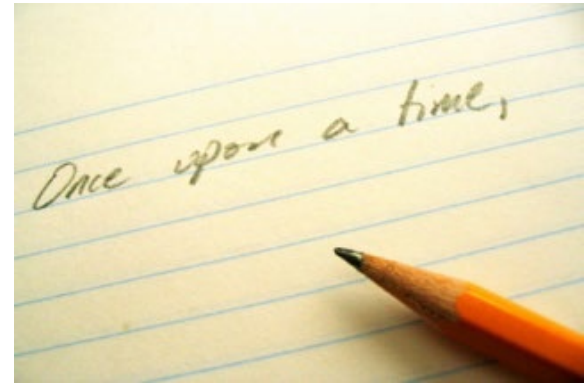
The statement is intended to broadly encompass efforts in diversity, equity and inclusion. It can reflect:

- Service, research, and/or teaching
- Activities at UIC or within academic and professional associations, non-profit, governmental, and/or private sector organizations, or representing UIC within the community,
- Efforts addressing a wide range of equity and inclusion issues.

Personal Statement – A VERY General Outline

I. Background

- Introduction
- Motivation/Goals (Why academic dentistry?
Why teaching?)



II. Signature/Impact

- Highlight achievements, but don't just summarize tables- provide context
- Significance of contributions
- Growth in area of expertise
- Avoid technical jargon

III. Trajectory


- Plans & goals (not more of the same!)
- Think about what you need to do for your next promotion! Next steps...

➡ Be mindful of prompts AND your audience

➡ PROOFREAD, PROOFREAD, **PROOFREAD!!!**



More about the external letters...

- Candidates **may** suggest a list of potential referees, departments or programs to the Preparer. **NEW AY21** 
- Candidates may submit a list of referees whom they believe are *inappropriate* along with the reasons for their proposed exclusion.
- The request for an external reference letter must include:
 - 1) Standardized request letter – the DH prepares this; template in instructions.
 - 2) **Your CV** – be sure that it accurately and FULLY depicts your accomplishments.
Use a standard template and have the Preparer review for formatting and accuracy.
 - 3) Your teaching, research, and/or service **statements** from the dossier.
 - 4) A statement of our **college norms** for the rank to which you are nominated.
 - 5) Representative publications or a link to your **publications**.
- **Discuss this with your DH/Preparer early** so you know what they want.
Your DH may need these materials as early as May/June. Please check & **PLAN!**
- *Candidates are not permitted access to any part of the external letters of reference, even if redacted.*

OTHER EVALUTIONS

Requests for evaluation are solicited by the Preparer.

- **Peer Evaluation of Faculty Teaching - Expected, especially for Clinical/Educational track faculty**
- **Letters of Collaboration** - required *if* evidence of significant collaboration in publications or grants
- **Letters of Support** (optional)
- **Courtesy Appointments** (if applicable)

The Dossier

Where? UIC/OVPFA <https://faculty.uic.edu/hr/promotionandtenure/>
COD/ Faculty Resources

<https://dentistry.uic.edu/academics/faculty-resources/career-promotion-and-tenure-resources>

What? Correct Version = Clinical Non-Tenure Track

How? Guidelines = Instructions (Part III)

When? New forms usually available in April

UIC P&T Guidelines, Forms and Resources x +

← → ↻ 🏠 🔒 faculty.uic.edu/hr/promotionandtenure/guidelines/ 🔗

UIC College of Dentistry 🌐 Web Slice Gallery UIC Resources (2) UIC Resources 📁 Imported From IE 🏠 Home - PubMed -...

Promotion & Tenure (P&T)

- Calendar of Dates & Deadlines
- Guidelines, Forms and Resources**
- Mentoring Workshops
- Mid-Probationary Review
- Senior Rank Promotions
- University P&T Committee

General Information

Questions about the P&T process should be sent to uicpt@uic.edu

- [Calendar of Dates & Deadlines](#)
- [Tenure & Research Non-Tenure Guidelines](#)
- [Clinical Non-Tenure Guidelines](#)
- [Required Forms](#)
- [Helpful Resources](#)
- Email uicpt@uic.edu if there is a change in the College's P&T Coordinator(s).

Searches

WebGuide to Policies and Procedures

Summary of Modifications to 2021-22 P&T Guidelines 🔗

Teaching Modifier Guidance 🔗

I. TEACHING ABILITY AND PERFORMANCE

In chronological order, list courses taught by the candidate **SINCE** the last personnel action. (*post-doctoral data may not be included*). Note any release time for sabbatical, fellowships or any other reason.

A. ACTIVITIES

1. Courses Taught

"Required" refers to courses that all students must take in order to complete a degree program or specialization, including minors and/or concentrations. "Selective" refers to courses that are on a list of two or more courses from which the student must select one or more in order to complete a degree program or specialization. "Elective" refers to courses that are not required for any degree but which may be used toward elective hours in a degree program. Please indicate if you were the Course Director for a course; if team taught, indicate number of course sessions taught.

[illegible]

6. Contributions to Instructional Techniques, Software and Teaching Materials:

Include the creation and implementation of new courses.

☐ Check here if none

B. EVALUATION OF TEACHING AND RELATED ACTIVITIES

Please provide teaching evaluations for courses listed in 1 A. 1. Courses Taught. "Required" refers to courses that all students must take in order to complete a degree program or specialization, including minors and/or concentrations. "Selective" refers to courses that are on a list of two or more courses from which the student must select one or more in order to complete a degree program or specialization. "Elective" refers to courses that are not required for any degree but which may be used toward elective hours in a degree program.

1. Summary of Student Evaluations of Faculty Teaching.*

*It is inappropriate to ask current doctoral students supervised by the candidate to write a teaching evaluation for the candidate. Summarize below the results of student evaluations of the candidate's teaching ability.

DEPARTMENTS MAY USE AN ALTERNATE FORM FOR SUMMARIZING STUDENT EVALUATIONS; HOWEVER, STUDENT EVALUATIONS MUST BE PRESENTED AS SUMMARIZED DATA.

#	Semester/ Term	Course Number	Course Title	Required/ Selective/ Elective	*Average Rating + SD	(n/N)
1						
2						
3						
4						

Excerpts from P&T Guidelines Part II (Campus Guidelines)

SECTION 4: TEACHING

A. Role of Documentation in Establishing Quality:

Teaching quality needs to be well documented. When assertions are made about **excellence of teaching, evidence must be provided**. Campus-level reviewers want to credit teaching, but cannot do so without evidence.

Multiple sources of evaluation such as **student evaluations of teaching, peer evaluations of teaching, and any other types of evidence of teaching excellence are required and contribute to a stronger case.**

Evaluations that are very recent alone do not carry as much weight as evaluations from units that can **show that there is a continuing unit process that assesses performance** in the classroom, lab, seminar, or other teaching modes.

B. Team/Co-Teaching:

Where a candidate is not fully responsible for a course, the **nature of the candidate's contributions to the class/course role should be clarified**. Evaluative comments pertaining only to the candidate, and not of other instructors, should be included.



Common Problems/ Questions:

- **Lists & Tables:** Read instructions for lists & tables;
chronological order = oldest first (teaching tables, research tables, publications)
- **Statements:** grammar, formatting, structure; **proofreading** critical; focus/impact
- **Collaboration-** look carefully at publications and co-authors (attestation may be needed)
- **Correct version of form;** most recent; **no form editing allowed**

Remember!!!

- **Review committees will review content and merit as *compared to Norms & Guidelines.***
- **Errors are distracting and reflect poorly on candidate's efforts.**

Campus Workshops & Resources – Office of Vice Provost for Faculty Affairs

<https://faculty.uic.edu/hr/promotionandtenure/workshops/>

Spring 2023 P&T Mentoring Workshops

P&T process from the campus perspective + **Q&A panel with Campus P&T Committee Members**

- **Non-Tenure Track Faculty – Tuesday, April 11, 3-4pm**
- **Under-represented Faculty – Tuesday, April 18, 3-4pm**
 - **Check website to register** (Virtual/ in person?)
 - Usually recorded (2022 recordings are available)

Tutorial Video:

How to Prepare and Complete the Electronic File of the Dossier Forms

HIGHLY RECOMMENDED for P&T Candidates, Preparers, and Coordinators

Questions, Support & Guidance



Wendy Cerny
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Jill Glascott
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Alison Doubleday
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Christine Wu
Campus P&T Committee
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- **Presenting Teaching Activity – TBA**
- **CV and Personal Statements- TBA**

