

# Tenure Track

The Tenure Track is for faculty members whose main professional focus is scholarship in scientific discovery and innovation. As a general guideline, to be appointed on the Tenure Track faculty members in basic science departments and non-clinical faculty members in clinical departments should have at least 75% effort and clinical faculty members should have at least 50% effort devoted to scholarship. Scholarly activities may encompass research activities, or education that involves scholarship beyond teaching excellence. Granting of tenure is typically requested at the time of promotion to Associate Professor. Past and current success with extramural funding is an important element for a faculty member's academic advancement on this track.

- Candidates should refer to the full Appointment, Promotions, and Tenure policy regarding additional specific details of the Tenure Track. This includes important aspects regarding the Tenure Clock and rules regarding faculty approval for transition on or off of the Tenure Track.

|   | <b>Time in rank for full-time faculty</b>                 | <b>Scholarly Productivity</b>  | <b>Clinical Accomplishments (when applicable)</b>   | <b>Research Activities</b>   | <b>Teaching and Educational Activities</b>   | <b>Service and Administration</b>  | <b>Reputation</b>  |
|---|---|--|---|--|--|--|--|
| <b>Promotion from Instructor to Assistant Professor</b> | Typically 1-2 years.                                      | Emerging evidence of scholarly activity.   | Attains board certification and provides appropriate clinical care.   | Growing independent involvement in research activities with funded entry-level awards (K, R21, other) and anticipation of continued and future grant funding.  | Participation in the educational mission by lecturing, teaching, and other activities.                                   | Department and section committees and involvement at the local level.  | Positive local reputation with peers.  |
| <b>Promotion from Assistant to Associate Professor</b>  | Application in the 6 <sup>th</sup> year in rank or later. | Significant number of peer-reviewed journal articles that demonstrate progression of research activity and a high degree of productivity within their individual areas of expertise.<br><br>The number and quality of journals in which publications appear are important criteria for evaluating scholarship. | Exemplary clinical practice, development of an area of expertise, and professional innovation.  | Continued growth and success as an independent investigator with past and current extramural funding is an important element for advancement.<br><br>R21, R01 and/or equivalent extramural funding is highly valued.   | Participation in the educational mission by lecturing, teaching, and other activities with positive learner evaluations. | Department and section committees, School of Medicine and WFBMC committees, regional organizations. Often have leadership roles.<br><br>May be directing a research core or other center.          | Regional reputation in area of expertise with an emerging national reputation. |
| <b>Promotion from Associate to Professor</b>            | Application in the 6 <sup>th</sup> year in rank or later. | Significant number of peer-reviewed journal articles that demonstrate progression of research activity and a high degree of productivity within their individual areas of expertise.<br><br>The number and quality of journals in which publications appear are important criteria for evaluating scholarship. | Exemplary clinical practice, development of an area of expertise, and professional innovation. May include leadership of clinical programs. | Established and continuing growth and success as an independent investigator with past and current extramural funding and a robust grant portfolio are important elements for advancement.<br><br>A track record of R01 and/or equivalent extramural funding with a trajectory for continued success is highly valued. | Participation in the educational mission by lecturing, teaching, and other activities with positive learner evaluations. | Department and section committees, School of Medicine and WFBMC committees, regional and national organizations. Often have leadership roles as director of a research core, center, or institute. | National and/or international reputation in area of expertise.                 |