

# University of Florida College of Dentistry Tenure and/or Promotion Policies and Guidelines

(Approved March 4, 2009)

(Edited April 16, 2009)

## Table of Contents

Preamble	Page 2
Article 1: Faculty Structure	Page 4
Faculty Tracks	Page 4
Faculty Ranks	Page 4
Article 2: Initial Faculty Appointments	Page 4
General Process	Page 4
Qualifications	Page 5
Tenure-accruing and Tenured Track Appointments	Page 5
Qualifications for Appointment to Faculty Tracks with Status Modifiers	Page 6
Emeritus	Page 6
Clinical Track Appointments	Page 7
Research Track Appointments	Page 7
Assistant In	Page 8
Affiliated or Joint Appointments	Page 8
Courtesy Appointments	Page 8
Article 3: Criteria for Tenure and/or Promotion	Page 9
Associate Professor with Tenure	Page 9
Full Professor in the Tenured Track	Page 11
Tenure Ineligible Track Guidelines	Page 13
Clinical Track Faculty	Page 13
Clinical Assistant Professor	Page 16
Clinical Associate Professor	Page 17
Clinical Professor	Page 17
Research Track	Page 17
Assistant Research Professor	Page 17
Associate Research Professor	Page 18
Research Professor	Page 18
Specialty and Courtesy Faculty	Page 18
Article 4: Process for Application for Tenure and/or Promotion	Page 19
Article 5: Policy on Mentoring	Page 20

Article 6: Responsibilities in the Process of Working towards Tenure and/or Promotion Page 24

Article 7: Policy on Mid-career Review for Junior Faculty Page 25

Appendix 1 Page 27

*All information below is intended to be in compliance with the rules of the University of Florida as defined in Chapter 6C1-7, Academic Affairs, of the Regulations of the University of Florida.*

## Preamble

The University of Florida is a major research-intensive university that expects all of its colleges to excel in scholarship/research as well as instruction and service in their specific fields. As part of the university, the University of Florida College of Dentistry (UFCD) faculty is held to a similar standard as the faculty across the campus. Qualification for tenure and promotion in the tenure track is dependent on the performance in the traditional areas of teaching, research, and service. Qualifications for promotion in the clinical track that is not eligible for tenure in the university is dependent on performance in the same areas with more emphasis on teaching and service, predominately clinical service. Promotion in the research track is essentially dependent on performance in research while promotion in the specialty tracks is dependent on outstanding performance in the area or areas defined in the job description for the specific individual being considered. Definitions of the terms "teaching," "research," and "service" may vary, as will the weights assigned to or implied in the job description. It is expected that institutional review will be generally conducted in the broad context of the following traditional criteria:

1. Quality of, and commitment to, student instruction
2. Quality of, and productivity in, scholarship, research, and/or creative activity
3. Quality and quantity of service contributions to the university, the profession, and the public. In UFCD, service also includes clinical practice as a form of service.

It should be noted that although the traditional faculty member in the university is in a tenure track or tenure seeking, UFCD has a sizeable percentage of its faculty in full-time employment tracks that are not eligible for tenure. Faculty members assigned to these tracks are primarily involved in clinical training and practice or extramurally funded research to support clinical training and professional service as well as the research commitments of the college. Consequently, attention needs to be paid to the criteria and procedure for promotion through the academic ranks of clinical and research track faculty since that process is relevant to a significant component of the UFCD faculty.

Criteria, procedure, and the process involved in the pursuit of tenure tend to dominate the discussions of academic career development due to tradition and to the finality of the

process. Those faculty not in a tenure-accruing position need to be aware of where the promotion and tenure criteria overlap, but they need to focus on those criteria that directly apply to them. Efforts have been made to delineate the various criteria and processes in the following discussions.

Student Instruction. The granting of tenure and awarding of promotion to a higher rank will normally not be made unless there is evidence of the candidate's sustained commitment to better than average classroom and/or clinical instruction. In addition the candidate's contribution to the intellectual professional development of students through course design, course material, and a professional role model will definitely strengthen his or her credentials as a professional dental educator. The means of assessment of that contribution will vary with the area of expertise, with the amount and type of teaching, and with the degree of objectivity with which outcomes can be measured. Popular teaching and good teaching is not necessarily the same thing. Student evaluations must be a part of the evidence in all cases, but the candidate's faculty peers are normally the better judges of the content of a faculty member's pedagogy. Advising, availability to students, and other forms of interactions between the candidate and students may be given appropriate weight as a part of the "instruction" criterion, but are not, by themselves, a substitute for accomplished classroom or clinical instruction as criteria on which to base tenure and/or promotion standards.

Scholarly Activity/Research. The standard for the breadth and depth of scholarly activity/original research will vary directly with the expectations of the discipline, faculty track, and position description. For those individuals in the traditional tenure-accruing track with significant time allocated to scholarly pursuits, there must exist a body of original research, scholarly activity, or creative work sufficient in quality and quantity to lead to or have led to a national/international reputation in the faculty member's field. There must also be strong indications of a commitment to original research or creative work that will lead to sustained contributions over time and to the judgment that growth in stature will continue or be maintained. External evaluations of the candidate's contributions to original research or creative work are a required component of a positive case for promotion or tenure of an applicant with a significant research time assignment. The quantity, but not quality, of the scholarly activity may vary in proportion to the individual job description.

Service. Service to the university is an obligation of every regular faculty member. Shared governance within the college and the university is a critical mechanism of service available to the entire faculty in the college. Participation in shared governance allows a faculty member to have input into management of most of the affairs of the college as well as in issues that directly affect him or her. Service to one's professional discipline and, in a number of disciplines, to the broader public is important and sometimes essential in terms of job definition. Clinical service in UFCD is critical to the overall mission of the college. The proportions of types of service including clinical will vary widely between departments and among candidates. Quality and effectiveness of clinical service may be difficult to assess, but it must be addressed since in some cases it is a major component of a faculty member's assigned activity. In certain disciplines,

strong external service can appropriately be given substantial weight in the promotion evaluation process. Genuine contributions to patient care, institutional governance, and the profession are a part of the obligations expected from faculty. Service is, therefore, a qualification for promotion and/or tenure, even though its relative weight will vary greatly. In no case, however, can it stand alone to justify the award of tenure or a promotion, nor can devoted service compensate for inadequate student instruction or scholarly activity unless one is not listed in the position description.

Application of specific criteria in the three broad areas to each faculty employment situation will be described below.

## Article 1: Faculty Structure

The majority of academic faculty appointments require that the candidate possess a terminal degree. The exceptions are discipline related or designated by the professional title ascribed to the position (e.g., Assistant-in Endodontics) and require advanced training beyond a bachelor's degree. These individuals in full-time positions are members of the standing faculty of the college. UFCD assigns its full-time faculty into a specific university approved faculty track. These tracks have unique criteria associated with them that best fit the individual's job description. Descriptions of all academic appointments can be accessed in the University of Florida Regulation Section 6C1-7.003.

**Faculty Tracks.** The college uses both the traditional tenure-eligible/tenured track and tracks that are not associated with tenure or permanent status. The tracks not eligible for tenure or permanent status are clinical track, research track, and the "specialty" track, or more specifically the "assistant-in," "associate-in," "senior associate-in," or others described in Section 6C1-7.003.2a of the Rules of the University of Florida.

**Faculty Ranks.** The traditional academic ranks of assistant, associate, and full professor (the latter usually designated by professor) are used for faculty in the tenure-accruing and tenured tracks. The same rank designations are used in conjunction with the descriptors of clinical or research to indicate the specific track of the individual (e.g., clinical assistant professor). The title of a faculty member in these tracks must always include the descriptor of clinical or research. The "assistant to professor-in" designation is always followed by the name of the discipline or department of the individual, such as "assistant-in periodontology."

## Article 2: Initial Faculty Appointments

### General Process

The faculty track in which a new faculty member is initially appointed is determined by a number of factors. Guidelines are available in section 6C1-7.004 in the University of Florida Regulations. The individual's qualifications and the position description are the two main determining factors. A faculty position in which the job description consists of

≥90% clinical teaching and service (clinical practice) would be presented as a clinical track position, since it would be very difficult if not impossible for an individual in that position to do enough scholarly activity to earn tenure and/or promotion in the tenure track. In contrast, a faculty position with a significant percentage devoted to basic research as well as didactic teaching would be in the tenure-accruing or tenured tracks. Essentially, full-time research positions funded entirely by external sources (i.e., soft money) would most likely be in the research track so that there would be no salary responsibility to the college after the external funding ran out due to no permanent status or tenure associated with the position. Similarly faculty positions which are supported by clinically-derived funds would most likely be in the clinical track. The use of the specialty track in UFCD is reserved for those individuals that lack a terminal degree but have advanced training and, in most cases, a master's degree as well as critical skills and abilities valuable to the mission of the college.

The rank that a faculty member is hired into is usually determined by the position description previously approved by the department chairperson and the dean or designee. When the position description does not specifically stipulate rank, the qualifications of the successful applicant will be used to determine rank. To satisfy the requirements for a specific rank, an applicant must have the proper qualifications that are usually determined by the education, experience, and career accomplishments of the individual. The general qualifications for assistant, associate, or full professor in the tenure, clinical, and research tracks vary and are more clearly defined in subsequent sections. The requirement for a terminal degree such as the Ph.D., D.M.D., D.D.S., M.D., D.V.M., or their equivalent are required for a position in all tracks except the assistant-in and associate-in track.

Promotion and/or tenure at the College of Dentistry and the University of Florida requires excellence in performance in two of the three areas and acceptable performance in the third directly relative to the position description and activity assignment: teaching, scholarly activity/research, and service/clinical practice. Historically, the greatest emphasis has been placed on teaching and scholarly activity/research. Thus it is suggested that individuals appointed to the tenure-accruing track should have an assignment of no less than 0.30 FTE or no more than 0.90 FTE to scholarly activity/research. Individuals with less than 0.30 FTE assigned for scholarly activity/research should be appointed to the clinical track. Individuals in the research track should be appointed at ≥0.90 FTE to research and possess extramural to support their salary. Those individuals in the assistant-in or associate-in track will be assigned per the position description.

## **Qualifications**

### **Minimum Qualifications for Tenure-accruing and Tenured Track Appointments**

Depending on the qualifications of the individual, new faculty may be appointed at the rank of assistant professor, associate professor, or professor. Tenure may be recommended to the Board of Trustees of the university with new appointments at the associate or professor levels if all departmental and college approvals are obtained. A request for tenure upon appointment may be submitted to the Provost. If the Provost

approves the request, the letter of offer to the candidate will include a statement that a recommendation for tenure will be sent to the Board of Trustees for review. The guidelines for this process are outlined in Section 6C1-7.019(3)(a)3 of the Regulations of the University of Florida.

Assistant professor. Appointment at this rank requires an earned doctorate (D.M.D., D.D.S., M.D., and /or Ph.D., or equivalent) from a recognized academic institution. It is expected that the doctorate would be in a discipline relevant to the appointing department. Post-doctoral training, although not necessarily mandatory, may be included as required qualifying criteria for the position or make a candidate more competitive relevant to another. Appointment at the rank of assistant professor with tenure is not permitted under any circumstances.

Associate professor. The rank of associate professor shall indicate a sustained record of professional achievement. Outstanding achievement must be demonstrated in research/scholarly achievement and in teaching or service (usually clinical care). Appointment at this rank will be made almost exclusively without tenure and must satisfy all of the requirements for appointment at the rank of assistant professor. It is expected that the appointee will be at the mid-career level, have a record of excellence in research and teaching, and be achieving national prominence in his or her field.

Professor. The rank of professor shall be reserved for those who have been accepted and recognized nationally and internationally for the distinction and excellence of their professional achievements. Outstanding achievement must be demonstrated in research/scholarly achievement and at least one other area, teaching or service. Competence must be demonstrated in the other area. Appointment at this rank may be made with or without tenure and is reserved for senior faculty with a continuous record of excellence and productivity in research and teaching, national and international recognition for expertise in their field, and the potential to make further significant contributions to their field, to the college, and to the university.

**Qualifications for Appointment to Faculty Tracks with Status Modifiers in the Title**  
The modifiers delineate specific conditions of appointment.

**Emeritus**

- The candidate must have performed long-time service to his or her department, college, or unit and, by so doing, to the university at a meritorious level as determined by colleagues.
- Consideration for this appointment must be performed before retirement of the faculty member.
- A favorable majority vote of the faculty member's departmental faculty will constitute a positive nomination which will then be forwarded for consideration by the dean with advice from the college's Promotion and Tenure Advisory Committee. A nomination for emeritus status approved by the dean will be forwarded through the university's administrative chain with final action being taken by the Office of Academic Affairs.

## **Clinical Track Appointments**

### Appointment as a clinical assistant professor

- Must have the appropriate degrees, specialty training, or advanced training, and experience as determined by the hiring department.
- Be qualified to contribute positively in the clinical and didactic teaching programs of the college.
- Be a high quality clinical/professional practitioner.
- Be committed to working actively in the professional services and contributing service to support the operation of the department, college, and the university.

### Appointment as a clinical associate professor

- Must have the appropriate degrees, specialty training or advanced training, and experience as determined by the hiring department.
- Have demonstrated growth and outstanding performance in clinical practice and clinical teaching.
- Have a record of positive contributions in service to the department, college, and university.
- Demonstrate potential for national and international recognition in his or her professional area.

### Appointment as a clinical professor

- Have a lengthy record of excellence of achievements in clinical teaching, service to academia and the profession, and clinical practice.
- Be widely acknowledged by his or her peers as exemplary in the field at national and international levels.

## **Research Track Appointments**

### Appointment at the assistant research professor level

- Must have the appropriate degree(s), training and/or experience as determined by the hiring unit or department.
- Must be qualified to contribute positively to the department, college and university in the area of funded research.
- Must show evidence of ability to work independently as well as within collaborative efforts.
- Should have the potential to begin the process of seeking independent external funding.

### Appointment at the associate research professor level

- Demonstration of a significant research effort combined with external research funding.
- Proof of independent research (e.g., PI on grants or major contracts and/or significant contributions as co-investigator).
- Continuous evidence of scholarship as determined by a publication record in national and internationally recognized peer-review journals based on the impact factor of the journal and the citation index of the publication. The citation index

will normally be applied to publications that have been in press for a minimum of three years.

#### Appointment at the research professor level

- Continuous evidence of scholarship as determined by a publication record in national and internationally recognized peer-review journals based on the impact factor of the journal and the citation index of the publication. The citation index will normally be applied to publications that have been in press for a minimum of three years.
- Work as an independent investigator as evidenced by serving as the principal investigator on major grants or contracts (e.g., PI on R01, subproject director of P50, etc.).
- Prominence in candidate's field at national and international level as determined by letters from internal and external reviewers.
- Evidence of service to the department, college, university, and profession.
- Compelling evidence of potential for continued productivity and extramural funding.

#### Appointment at the assistant in level

- Specialty faculty titles include assistant in, associate in and senior associate in. This a tenure ineligible faculty track, generally full-time. Eligibility for this title requires a master's degree in a specialty field or comparable experience and training.

#### Affiliated or joint appointments

- The candidate must hold a faculty appointment and be actively pursuing his or her academic career in another department or unit in the university. The faculty in the department must approve such an appointment by majority vote. As an affiliate or joint appointment in a second department, this individual would participate in instruction and/or scholarly activity in that department on a variable basis. All rights and responsibilities of the appointee in the department will be described at appointment. Such appointments should be reviewed annually and can be modified or discontinued at any time.
- The candidate must possess the necessary educational and professional qualifications for the appointment and be in good standing in his or her home department and college.
- The candidate should bring a specific skill, knowledge, or experience not currently available in the department.

#### Courtesy appointments

- Candidates must have the appropriate professional qualifications and experience for their role in a department, unit, or center.
- Candidates would normally not be associated with the university.
- The appointment would generally involve a minimal level of time commitment on behalf of the appointee (e.g., one day per month).
- This appointment is without compensation and can be terminated at any time.

## Article 3: Criteria for Tenure(tenure track) and/or Promotion (all tracks)

### **Promotion to Associate Professor with Tenure**

*University guidelines for promotion and tenure are found in section 6C1-7.019.*

Individuals in the tenure-accruing track, usually at the assistant professor rank, must apply for promotion to associate professor with tenure by the end of their probationary period (six years for the College of Dentistry). Although the same application and review process is used, promotion in track is approved by the president of the university and tenure is awarded by the university's Board of Governors. The application process normally begins in July or August, and the results are announced in May or June of the following year to take effect on July 1 of that year. The application process is presented in more detail in another section below and the exact process and timeline are communicated to the potential candidates, as well as being placed on the college's Human Resources Web page before the process starts each year.

The actual application processes for promotion and for tenure are the same. However, in actuality the granting of tenure involves a long-term commitment by the university to the recipient faculty member and therefore requires a higher level of scrutiny of the long-term performance of the candidate. Consequently, to be successful in the receipt of tenure requires that the applicant's record convince the reviewers at all levels of that individual's current abilities as well as his or her potential for continued career development and professional performance.

In the review of an assistant professor's academic/professional record to determine their suitability for promotion with tenure, the college closely follows the university's regulations and guidelines. However, each college is expected to define in more depth the expectations by that specific college or discipline for the attainment of promotion to associate professor with tenure. The following discussion is to provide guidance to the UFCD candidate faculty member, his or her chairperson and mentors as to the expectation UFCD has in respect to evidence of suitability for promotion with tenure.

Performance and the potential to continue to excel in the three areas (scholarly activity, teaching, and service) are used to assess an individual's suitability for promotion with tenure in UFCD. It should be clearly understood that although the total academic record of a candidate is considered during the review process, the record of performance during the probationary period at UF is the critical indicator used in the decision making process. The ability of the individual to perform to expectations or beyond in his or her current academic environment and evidence to support the premise that he or she will continue to do so is essential for a positive promotion with tenure decision.

The tenure-accruing faculty in UFCD is relatively diverse with position descriptions varying from predominately research and didactic teaching to ones that include significant clinical teaching and practice. Consequently, the review of a candidate's probationary performance is in the context of his or her individual job description and percentage of effort assigned to the three main areas of evaluation: scholarly activity,

teaching, and service (including clinical activity). Applicants for promotion with tenure must excel in at least two of the three main areas and display evidence of quality activity in the third area. In addition, other factors such as citizenship, professionalism, ethics and performing within the values of the college as well as support of the goals and mission of the college are criteria considered when deciding to award someone with the honor of promotion with tenure.

Performance criteria used to evaluate someone to promotion with tenure are listed below under the three main categories: scholarly activity/research, teaching, and service (which includes clinical activity). Administrative activities are generally not considered in this evaluative process since it is for academically related performance and not administrative, which also agrees with university's position on this issue. Administrative activity should not negatively impact the review of the applicant's credentials in the other three areas.

Criteria used to evaluate a tenure-accruing faculty member's application for promotion with tenure are listed below. Not all criteria will apply to every candidate and not all criteria will apply to each candidate to the same degree. The candidate's position description and activity assignments will be used to determine which criteria and what weight will be given to those criteria when reviewing a candidate's application information.

Critical items within the application packet for the consideration by the multiple review groups and individuals in the evaluation process are:

1. A record of scholarly activity (e.g., list of publications in peer-reviewed journals or other appropriate documentation)
2. Credible student teaching evaluations
3. Substantive peer teaching evaluations
4. Contributions to shared governance
5. External research support funding
6. Documentation of quality clinical/professional activity (if applicable)
7. Positive, substantive off-campus reference letters that speak directly to the candidate's professional qualifications
8. The chairperson's informative letter of support and any substantive clarification
9. The dean's letter of support, when appropriate

The specific criteria and application instruction used to evaluate an individual's record for promotion with tenure in UFCD are outlined in the university's Guidelines and Information Regarding the Tenure, Permanent Status and Promotion Process for 2008-2009 ([http://www.dental.ufl.edu/Offices/HR/faculty\\_tenure\\_promotion.asp](http://www.dental.ufl.edu/Offices/HR/faculty_tenure_promotion.asp)). This document is updated each year, but, in general, the criteria remain constant from year to year.

UFCD expectations of candidates for promotion to associate professor with tenure are:

### Teaching

- Quality or continued improvement to an acceptable performance level in student instruction as indicated by student and peer teaching evaluations, course evaluations, and chairperson testimonials
- Participation in seminars, workshops, or courses on teaching related issues
- Participation in graduate student education or other student involvement as a mentor or graduate advisory committee member if expected as part of the position description

### Scholarly Activity/Research

- The establishment of one or more coherent lines of scholarly activity such as basic or clinical research as indicated by peer-reviewed publication in quality journals appropriate to the area of science being performed
- Development of both an independent scholarly area and collaborative activities
- When appropriate, the attainment of external research funding or strong indications that it will be accomplished
- Beginning of a national/international reputation in the area of investigation or scholarly activity

### Service

- Evidence of participation in shared governance and good citizenship within the college
- Participation in the support of K-12 public school system
- For those with clinical assignments, evidence of high quality clinical service in the college and/or the community

### Professionalism

- Active support of the mission and goals of the department and college
- Practice of the college's values: excellence, integrity, fairness, communication, cooperation, courtesy, and continuous improvement

*When considering a candidate's record in light of the expectation, the position description and activity assignments for that individual should be used to the degree of compliance to the expectation that are required for a recommendation of promotion with tenure for that individual.*

### **Promotion to Full Professor in the Tenured Track**

Although there are not a prescribed number of years between the promotion to associate professor with tenure and eligibility and promotion to a tenured full professor, it is strongly suggested that enough time be taken to allow the candidate associate professor to develop a strong national and international professional reputation. In addition, enough time should be taken for the candidate to have developed a significant track record of external funding and a coherent record of publications and/or other scholarly works.

Clear evidence should be available to indicate a continually developing academic career in all three domains of scholarly activity, teaching, and service with two being more critical than the third, depending on the individual. If the candidate has clinical activities, evidence of an increase in clinical knowledge and skills should be evident. Significant involvement in shared governance in the college, university, and in the profession should also be evident. The sum result of the candidate's performance during his or her time at the tenure associate professor level should have directly supported and advanced the goals and mission of the college.

General performance standards under the academic criteria for consideration for promotion to full tenured professor in UFCD:

#### Teaching

- Quality student instruction and instructional tool development at both D.M.D. and graduate level as determined by student and peer evaluations as well as course evaluations and the chairperson's annual evaluation
- Evidence of continued efforts to improve instructional competency
- A record of participating as mentor of master and/or doctoral candidates, either as the primary advisor or as committee member where appropriate and/or mentoring of junior faculty and/or dental students
- Involvement in the presentation of continuing dental education if applicable

#### Scholarly Activity/Research

- Continuous evidence of scholarship as determined by a publication record in national and internationally recognized peer-review journals or other professionally accepted media
- The continued development of a notable presence in the candidate's field at national and international level
- Record of extramural funding related to the individual's activity assignment
- Member of the graduate faculty, where appropriate.
- Board certification, where appropriate.

#### Service

- A significant record of involvement and leadership in shared governance at the college and the university levels
- A record of service to the profession at the national and international levels
- Service to the K-12 public school system
- A record of quality professional clinical service (practice)

#### Professionalism

- Active support of the mission and goals of the department and college
- Practice of the college's values: excellence, integrity, fairness, communication, cooperation, courtesy, and continuous improvement
- Conducting oneself and performing all assigned duties in an a manner equal to or exceeding the accepted norms of the profession

In the final analysis, the performance of the candidate in all criteria used should be viewed in the context of how the total performance significantly contributed to the goals of the college and supported the mission of the college and the university. A tenured associate professor, and even more so for a tenured full professor, has a major responsibility to his or her department, to the college and to the university to be a model citizen who actively contributes to the wellbeing and progression of the academic community. To expect less would be contradictory to the trust and commitment that the college and university have put into the tenured faculty. Consequently, when deliberating an associate professor's record and potential to be a high quality professor, the candidate's commitment to his or her academic community should carry considerable weight.

### Qualifications for Promotion: Tenure Ineligible Track Guidelines

Full-time non-tenure track positions include a separate clinical track, research track, and specialty tracks. Based on continued demonstration of excellence in performance and value to the mission of the college, clinical track faculty may be offered renewable multi-year contracts. Contracts for research track faculty may coincide with their grant funding dates.

The clinical track will include the ranks of clinical assistant professor, clinical associate professor, and clinical professor; the research track will include the ranks of research assistant professor, research associate professor, and research professor; the specialty ranks include assistant-in, associate-in and senior associate-in. If applicable, other faculty tracks allowed by university regulations may be utilized as deemed appropriate and approved by the university's Office of Academic Affairs and/or the Senior Vice President for Health Affairs.

### Promotion Guidelines for the Clinical Track Faculty

The following discussions and guidelines specifically concerning the clinical track faculty members are for the following reasons:

- to provide criteria to more clearly define the clinical faculty track,
- to provide criteria by which clinical track faculty can design and monitor their career path,
- to provide criteria to evaluate the performance of clinical track faculty and determine merit for promotion and/or compensation awards,
- to provide a standard to maintain a high level of professional growth and performance by the clinical track faculty members, and
- to promote the highest professional quality in the fulfillment of the educational, clinical care, and academic service missions of the college.

Promotion is the major form of recognition of the accomplishments and contributions to the college and university by clinical track faculty in accordance with the mission and objectives of the University of Florida's College of Dentistry and the procedures of the university. The university's criteria for promotion are relevant to the faculty members'

performances in their assigned duties as well as their responsibilities as a member of the university community. The university's criteria are generally contained in the following broad categories:

1. Teaching
2. Research and/or scholarly activities
3. Professional and public service

Per the university standard, promotion in the faculty track usually requires the demonstration of excellence in two of the three categories. All junior clinical track faculty members or new clinical track faculty at any level should be mentored, preferably by a mentoring committee, but at least by a senior, experienced faculty member. The faculty member, his or her chairperson, and the mentor or mentoring committee should work closely together to facilitate the career growth and development of the junior or new faculty member in the clinical track.

Clinical track faculty members are not eligible to receive tenure. They are generally expected to be primarily clinical instructors and practicing clinicians with or without varying degrees of administrative assignment. Direct indicators of academic development have historically been required for promotional advancement for all university faculty members, including individuals in the clinical track. There have been expectations for scholarly activity originating from clinical and instructional activities, but these expectations generally reflect a limited time commitment to scholarly activity (i.e., <20%). Since promotion in the academic environment reportedly is judged on an individual's performance related to that person's assigned duties and job description, it seems only fair to base most of the merit for promotion of these individuals on their teaching, service, and clinical activity performances. However, to do that requires applicable evaluation criteria, utilization of those criteria, and the proper analysis of the resulting information.

As with the traditional tenure track and tenured professors who must continue to develop their professional skills as classic academics to receive promotions and performance awards, clinical track faculty are also expected to continue to develop their professional careers as dental professionals and clinical teachers as well as their service commitments. As with all other university faculty members, clinical track faculty assigned administrative duties are expected to excel in their performance in that role. Unlike the tenure track, performance in administrative duties, if significant, may be considered as criteria for promotion if it directly impacts on the teaching and service missions of the college and university.

A clinical track faculty member's career development and growth will be evaluated using the following criteria: performance, professional (clinical) competency, professional status, and service to the college, university, and community.

Professional career performance and growth are the basic criteria to determine merit for promotional purposes for all clinical track faculty members in UFCD. The following

criteria are used to measure professional career development. When applying for promotion, each clinical tract faculty member must supply documentation to support the criteria that exceeds the level of the current appointment. During a clinical track faculty member's employment by the university, faculty assignments (each semester), annual goals, faculty activity reports, and faculty evaluations should all be based on these same criteria.

1. Performance. Annual performance determined and documented by the clinical faculty member's chairperson or supervisor based on the assigned duties for that position is a major factor in making promotional decisions. A consistent, above average overall performance rating would be expected of applicants for promotion. Criteria listed below are used to determine the level of performance of a clinical track faculty member. Not all criteria may apply to each individual to the same degree due to variations in assigned duties as documented in the original letter of offer and the annual assigned goals for each faculty member. However, a majority of the criteria to some degree must be used to evaluate the overall performance of a clinical track faculty member and the sum of those evaluations used to determine an individual's merit for promotion to the next rank. The identification of specific performance criteria to evaluate an individual will be determined by the chairperson in consultation with the individual's mentor (or mentoring committee) and the faculty member.

Performance criteria for clinical track faculty\* in the UFCD Gainesville facility, if applicable, are:

- a. Evidence of effective clinical instruction as indicated by peer and student evaluations.
- b. Evidence of preparation and presentation of high quality didactic instructional materials, such as course syllabi, lectures, and any other instructional materials.
- c. Evidence of effective working relationships with students, staff personnel, and faculty members.
- d. Evidence of effective professional relationships with patients.
- e. A productive and professional faculty practice (if assigned).
- f. Evidence of clinical professional development through continued education, certifications, advanced degrees, diplomat status, or other indicators of clinical professional growth.
- g. Evidence of academic/educational professional development through faculty development courses, seminars, and other resources.
- h. Service to a professional organization or organizations through participation on committees, holding leadership positions, or through other forms of involvement.
- i. Active participation on committees at the department, college, health science center, and/or university levels.
- j. Community involvement in the K-12 school system, health-associated agencies, and charitable organizations.
- k. Publication of case reports and/or clinical procedures or educational methods or materials.

- l. Collaboration in clinical, educational, or laboratory research. \*\*
  - m. Publication of original work or reviews. \*\*
  - n. Patent application and/or acquisition. \*
2. Professional competency criteria. The clinical track faculty member should:
    - a. Develop increased competency in the specific professional and academic areas in which he or she works, as outlined in the position description.
    - b. Have a professional development plan tailored to his or her strengths and weaknesses.
    - c. Show evidence of continued clinical professional development through clinical practice and continued education and training.
  3. Professional status criteria. The clinical track faculty member should:
    - a. Be recognized as an “exceeds competency” clinician by his or her peers.
    - b. Be acknowledged as a competent and trusted professional by patients.
    - c. Be acknowledged as a competent professional clinical educator by student and peers.
    - d. Strive to serve in leadership roles in appropriate professional organizations.
  4. Community service criteria. The clinical faculty member should:
    - a. Participate in community and civic organizations and/or activities.
    - b. Participate in projects or on committees at one or more levels in the university.
    - c. Participate in an activity or activities of service to the state K-12 public school system.
- \* UFCD clinical track faculty in community-based sites will have a modified performance-criteria (to be determined) list based on the somewhat isolated work environment and their individual job descriptions.
- \*\* Application of these criteria is directly related to the individual’s position-description and activity assignments.

## Levels of Performance for Each Stage in the Clinical Faculty Track

### Promotion to clinical assistant professor

- Must have the appropriate degrees, specialty training, or advanced training, and experience as determined by the hiring department.
- Be qualified to contribute positively in the clinical and didactic teaching programs of the college.
- Be a qualified clinical/professional practitioner.
- Be committed to working actively in the professional services and contributing service to support the operation of the department, college, and the university.

Although there are no minimums for times in service at any academic level, enough time at rank should be accrued to provide a sufficient history of evidence of professional development, peer recognition, and commitment to academia. A period of ~6 years at the

assistant rank and 5-7 years at the rank of associate could be considered as general guidelines. In no case is time in service alone considered to be adequate for promotional consideration. Promotion to the rank of clinical professor or research professor may be considered on an “as ready basis.”

Exceptions to these time frames may be made under certain circumstances where an individual has demonstrated outstanding ability and productivity and recognition of the individual’s sustained contributions are in the best interest of the college and the university.

#### **Promotion to clinical associate professor**

- Must have the appropriate degrees, specialty training or advanced training, and experience as determined by the hiring department.
- Have demonstrated growth and outstanding performance in clinical practice and clinical teaching.
- Have a record of positive contributions in service to the department, college, and university.
- Demonstrate potential for national and international recognition in his or her professional area.

#### **Promotion to clinical professor**

- Requires a lengthy record of excellence of achievements in clinical teaching, service to academia and the profession, and clinical practice.
- Be widely acknowledged by peers as exemplary in the field at national and international levels.

### **Research Track**

Tenure or permanent status is not given to individuals at any rank in the research faculty track. Faculty members at the assistant or associate rank in the research track can be promoted to the next rank with professor being the highest rank attainable. Performance in research, usually externally funded basic or clinical research similar to that used for tenure track faculty, is the primary criteria used to determine eligibility for promotion. The actual application and review for promotion in the research track is similar to that used for the tenure track faculty, but with the major focus being extramural funding and productive research as indicated by published work and scientific presentations.

### **Minimal Promotion Requirements**

Promotion will be based largely on the research accomplishments of the applicant and a record of extramural funding.

#### **Assistant research professor**

- Must have the appropriate degree(s), training, and/or experience as determined by the hiring unit or department.
- Must be qualified to contribute positively to the department, college, and university in the area of funded research.

- Must show evidence of ability to work independently as well as within collaborative efforts.
- Should have the potential to begin the process of seeking independent external funding.

#### **Associate research professor**

- Demonstration of a significant research effort combined with external research funding.
- Proof of independent research (e.g., PI on grants or major contracts and/or significant contributions as co-investigator).
- Continuous evidence of scholarship as determined by a publication record in national and internationally recognized peer-review journals based on the impact factor of the journal and the citation index of the publication. The citation index will normally be applied to publications that have been in press for a minimum of three years.

#### **Research professor**

- Continuous evidence of scholarship as determined by publication record in national and internationally recognized peer-review journals based on the impact factor of the journal and the citation index of the publication. The citation index will normally be applied to publications that have been in press for a minimum of three years.
- Independent investigator as evidenced by serving as principal investigator on major grants or contracts (e.g., PI on R01, subproject director of P50).
- Prominence in the candidate's field at national and international levels as determined by letters from internal and external reviewers.
- Evidence of service to the department, college, university, and profession.
- Compelling evidence of potential for continued productivity and extramural funding.

### Affiliated, Joint, and Courtesy Faculty Titles

#### **Promotional Criteria for Rank in a Specialty Title**

Promotion between these specialty ranks is based on additional education and/or experience and accomplishments in the current position. Authorship or co-authorship of significant publications in the field of specialization as well as other scholarly activity may be regarded as evidence of career development in education and experience.

Promotional decisions do not require review by the university's Academic Personnel Board, but do require departmental and college (Promotion and Advisory Committee) review as well as the dean's approval. For more information, see *Section 6C1-7.003(2)(a)14 in the Florida Regulations*.

#### **Promotional Criteria for Rank as Courtesy Faculty**

To be appointed with this status, an individual must have the appropriate professional qualification or honors and distinction in the profession. This is a tenure ineligible position and receives no remunerations. To promote a courtesy faculty member, the department chair should make the request to the dean in writing with a justification as to

why the promotion is warranted and an attached up-to-date curriculum vitae of the promotional candidate. The Promotion and Tenure Advisory Committee will review applications for promotion of courtesy faculty and advise the dean. The final decision on promotion in this track is by the Office of Academic Affairs. Courtesy faculty should meet similar criteria for their academic rank as salaried faculty. Years spent in private practice, service to the profession, and service to the college and university could be factors for consideration.

## Article 4: Process for Application for Tenure and/or Promotion

The formal guidelines for the actual application for tenure and/or promotion can be found in the University of Florida College of Dentistry Tenure and Promotion Guidelines, Policies and Procedures and the University of Florida's Guidelines and Information Regarding the Tenure, Permanent Status and Promotion Process for 2008-2009. (This document is updated and reissued each year for the coming academic year in which the application process will take place.) Both documents can be accessed at [http://www.dental.ufl.edu/Offices/HR/faculty\\_tenure\\_promotion.asp](http://www.dental.ufl.edu/Offices/HR/faculty_tenure_promotion.asp). The College of Dentistry's guidelines closely follow the university's guidelines but may have specific additional requirements. The prescribed format of the application packet must be followed exactly as defined by the instructions for the type of application being prepared. Variations of the standard format for the application for tenure and promotion are used in most other award, promotion, salary adjustment, sustained performance evaluation, and mid-career review application processes by faculty during their career at the university.

The timeline for the application and review process for tenure and/or promotion is determined in May before the beginning of the process in August of each year and is published on the college's Human Resources Web page: [http://www.dental.ufl.edu/Offices/HR/faculty\\_tenure\\_promotion.asp](http://www.dental.ufl.edu/Offices/HR/faculty_tenure_promotion.asp). Timelines for other review processes such as the Mid-career Review are also determined and published in a similar fashion.

Faculty members that are eligible or are required to make an application are normally notified by the UFCD Office of Human Resources after they receive official notice from the UF Office of Academic Affairs. Official notification by the university is not always totally accurate, so all faculty that feel they are eligible or should be applying are encouraged to check with the college's Human Resources Office. Application for tenure and/or promotion is considered to be "when ready" or when the faculty member feels he or she is ready to make application. The application for tenure has a maximum probationary period of six years in the College of Dentistry. Faculty members are encouraged to discuss any questions they may have on the appropriate time to make application with the associate dean for faculty affairs as well as their chairperson.

## Article 5: Policy on Mentoring

*Section 6C1-7.010 in the University of Florida Regulations contains the university guidelines for faculty mentoring.*

The University of Florida mandates that junior faculty be assigned a mentor or mentors to assist/guide them in their academic career development with the primary goal being the attainment of promotion to associate professor usually with tenure. Traditionally the junior faculty members throughout the university are in the tenure-accruing track, but in professional schools, research grant supported, faculty with terminal degrees are hired into full-time non-tenure accruing tracks. These individuals are considered standing faculty of the university and can be promoted to a higher rank. To be promoted, they must demonstrate advancement in their career development. Due to being full-time faculty, these individuals fall under the mandated mentorship program.

Faculty (both tenure accruing and non-tenure accruing) hired after November 7, 2000, regardless of rank, must be assigned a mentor. The assignment of a mentor for faculty (tenure accruing and non-tenure accruing) hired at the rank of assistant professor prior to November 6, 2000, is optional.

Due to factors such as the complexity of the roles in the position description between the different faculty tracks and varying roles within a track, the breadth and depth of the mentoring required may be different. The following are general guidelines to be used in the application of a mentoring program for all junior faculty members in the college. The following guidelines for mentoring junior faculty are intended to be the minimal level of mentoring to satisfy the university mandate. In no case is the mentoring of any junior full-time faculty member in the college limited to these guidelines. If approved by a faculty member's chairperson and the dean or his or her designee, a more rigorous method of mentoring can be applied. Mentoring is not limited to a single mentor. More than one mentor per junior faculty member can be assigned. In fact, it is encouraged that faculty members not officially assigned a mentoring committee may still be assigned two or more mentors with different backgrounds. It is also suggested that input from the mentee be used in the selection of mentors and that mentors be changed if it is determined to be in the best interest of the mentee.

The following are guidelines for the determination of the application of the minimal level of mentoring to be offered to all junior faculty members in the college:

Tenure-accruing track faculty, especially those dual degree individuals with a clinical component in their job description, should have a mentoring committee as described below.

Clinical track (non-tenure accruing) faculty should have, at least, a senior faculty member with tenure or several years experience as a clinical track faculty as a mentor. It is

encouraged, if desired, that other senior faculty members with different backgrounds be added as mentors.

Research track (non-tenure accruing) faculty should utilize the principal investigator of the laboratory in which they are associated as their official mentor. If they are relatively independent with their own outside funding and some independent research activities, their chairperson or his or her designee should be the mentor.

In all situations it is the chairperson or unit head that has the ultimate responsibility to oversee the junior faculty member's academic career development. Assigned external mentors or mentoring committees are to advise both the faculty member and the chairperson in the process of academic career development. The three entities should work closely and continuously to ensure that the young faculty member is successful in the pursuit of an academic career. However, the ultimate responsibility for career development success lies with the junior faculty member.

Specialty track (non-tenure accruing) faculty should be assigned a mentor shortly after hire, chosen by the chairperson with the agreement of the new faculty member. The mentee/mentor relationship should be reviewed by the mentee's chairperson yearly and adjustments made if necessary.

#### Mentoring of Tenure-accruing Junior Faculty

The University of Florida College of Dentistry is committed to the professional development of its faculty. Providing support and guidance to junior faculty is fundamental to that commitment. In an effort to provide the necessary career-development direction for all junior, standing faculty (assistant professors in the tenure-accruing track), a formal mentoring committee system is utilized. Although the university currently requires one-on-one mentoring of junior faculty and UFCD has a single mentor system in place, a more rigorous and diverse mentoring system has been instituted to more effectively serve the variety of roles that different faculty members play in the college. The purpose of this UFCD Junior Faculty Mentoring Committee system is to provide a broad scope of guidance in all aspects of professional development to junior faculty during the years leading up to promotion to associate professor and/or tenure. The most critical objective is the successful attainment of tenure and promotion. Along the way, it is important to lay the groundwork for success at each subsequent promotion to ensure that the positions of model senior faculty in the college are filled.

#### The Mentoring Committee

Each junior faculty member in a tenure-accruing track, in consultation with his or her department chair and the associate dean for faculty affairs, will form an Individual Career Development Committee (ICDC) within the first three months of employment. (The mentoring committee approach can also be applied to clinical track junior/new faculty if desired by their chairperson.) The ICDC will be composed of the department chair and at least two additional senior faculty members selected by the chair in consultation with the junior faculty member. One member of the ICDC should be a scholarship mentor who can help guide the junior faculty member in traditional academic development (i.e.,

research and/or teaching). If appropriate, this individual may be from a department other than that of the junior faculty member or from a component of the university other than the dental school. One member must be a full professor who is familiar with the requirements of the university's tenure/promotion process and be professionally accomplished in research or teaching or both. The second member of the ICDC should also be a senior faculty member with professional skills and experience in an area different than the first committee member. This professional expertise could be in clinical sciences, education, or another area of basic or clinical research. The goal is to assemble mentoring individuals that will cover the various areas of career development required of the specific junior faculty member. As an example, if the junior faculty member is on the clinical tract, a master academic clinician as well as a master clinical instructor could be considered. When appropriate, new members for the ICDC can be added at various stages of the junior faculty member's career to meet specific needs of the individual.

This mentoring committee should help a junior faculty member meet all the expectations for promotion and/or tenure by monitoring progress and making him or her aware of areas that need improvement. Mentoring should also aid department chairs in ensuring that their junior faculty members achieve a level of scholarly activity commensurate with the requirements for tenure and/or promotion. It is expected that the ICDC will assist mentees in creating a plan for working toward their professional goals and will also counsel mentees on the realities of building a traditional academic career or one as a clinical educator. As such, the mentors are an active participant in the process and do not serve merely as role models for the mentees. However, the individual junior faculty member is ultimately responsible for compiling a record of scholarship, teaching, and service that merits promotion. Each component of the triad involved in the professional academic development of a junior faculty member has specific responsibilities. The responsibilities of the department chairpersons, the mentors, and those of the mentees are listed in Article 6 in this document.

### Forms and Documentation

The department chair or his or her designee will prepare a written academic plan that should be included as part of the letter of offer for any individual being appointed, reappointed, or promoted. When appropriate, the academic plan should include a proposed break-down of the professional responsibilities of the candidate by percent effort, as well as a brief description of goals related to scholarly activity/research, clinical activity, service, teaching, and administration for a specified time period. The plan is used to guide and help assess the progress made by junior faculty members. If needed, assistance in preparing the plan can be provided by the associate dean for faculty affairs and business administration.

At the beginning of a junior faculty member's appointment, he or she should complete an "Activities and Goals" form. This is found in Appendix 1. It will be a part of the progress evaluation for each junior faculty member and can be periodically updated.

All junior faculty members should maintain an up-to-date curriculum vitae. To facilitate this process and the annual activity report, it is strongly suggested that the UFCD activity report format be used for both the vitae and the annual reporting.

### ICDC Activity

The ICDC must meet within the first three months of the junior faculty member's appointment to ensure that the faculty member understands the requirements for tenure and/or promotion. The ICDC must have formal meetings on a regular basis thereafter, at least twice a year, until the faculty member is promoted to associate professor and/or achieves tenure. Although no formal minutes of these meetings will be kept, the department chair will use the input of the mentoring committee to advise the junior faculty member. The ICDC members should be available to the junior faculty member on an informal basis, as needed. The associate dean for faculty affairs is available to meet, as necessary, with junior faculty members, either alone or together with their ICDC and department chair, to discuss mentoring program issues.

The associate dean for faculty affairs will periodically report to the dean about program operations. Should difficulties arise with respect to the junior faculty member's teaching, research, and/or clinical assignments, they will be resolved by the dean and the department chair.

### Annual Evaluation of Junior Faculty

The department chair will assess each junior faculty member annually on his or her progress. Areas of evaluation should include grantsmanship, research, teaching, service, clinical skills (where applicable), expectations for performance, and sufficiency of scholarly activity to meet the requirements for tenure and/or promotion. In addition, the review should identify short-term and long-term goals and career objectives. Based on the reviews, the department chair will advise the junior faculty member as to improvement needed in the next year to strengthen his or her opportunity for academic advancement. Assistance in the assessment process will be provided by the associate dean for faculty affairs.

The associate dean for faculty affairs will confer annually with all ICDCs and junior faculty members to ensure that the mentoring relationship is meeting the expectations of both parties and to evaluate the relationship. This will include a notation of dates of all meetings held between the ICDC and faculty. The college's Office of Human Resources will submit an annual list of all junior faculty and their mentors for the next academic year to the associate dean for faculty affairs.

### Program Oversight

Ongoing oversight and support of the overall professional career guidance program will be performed by the associate dean for faculty affairs. His or her office will be responsible for coordinating all activities of the program and will report the status of the program to the dean on an annual basis.

## Article 6: Responsibilities in the Process of Working towards Tenure and/or Promotion

### Responsibilities of the department chair

The chairperson should:

- Develop an individual academic career development plan with the incoming faculty member and review it at the required times during the faculty member's employment in consultation with the faculty member.
- Ensure that the new junior faculty member has a mentor within the first two months of that individual's hire.
- Ensure that the mentoring process functions appropriately.
- Maintain a current copy of the faculty member's curriculum vitae.
- Thoroughly assess the faculty member's progress annually.
- Advise the junior faculty member of any needed improvement as determined by him or her in consultation with the mentor(s) or mentoring committee.
- Make the final decision in the job assignment of the faculty member.
- Coordinate the application for promotion and/or tenure by the faculty member when required or appropriate.
- Be ultimately responsible for ensuring that the college and the department have met their responsibilities for the career development of all the faculty members in the department.

### Responsibilities of the faculty member

The faculty member should:

- Assume responsibility for his or her career.
- Ask for and accept advice and constructive criticism.
- Actively participate in the mentoring relationship as a junior faculty member.
- Become familiar with the college's and the university's criteria, policies, and procedures regarding faculty tracks, reappointment, and promotion and tenure, as applicable.
- Continue to add to the knowledge and skill base in his or her area of professional expertise.
- Develop a professional network.
- Strive for professional excellence in all areas or fields of expertise and provide documented evidence of productivity, particularly in the area of clinical teaching and professional clinical practice, if applicable.

- Maintain a running record of all academic professional activities, assessments, and accomplishments in the standard university format.

Responsibilities of the mentor (or Mentoring Committee) \*

The mentor should:

- Be accessible to the mentee and meet with him or her on a regular basis, as agreed upon by the mentor and mentee.
- Provide constructive feedback.
- Advise the mentee on relevant issues related to developing an academic career, scholarly activities, budgeting time (particularly important for junior faculty with clinical responsibilities), participating on committees, and participating in external professional activities.
- Assist the mentee in establishing short-term (three years or less) and long-term career goals.
- Provide guidance and information regarding issues such as scholarship, publications in professional journals, supervision of students and trainees, presentations at conferences, research support, consulting, and collaboration with colleagues.
- Provide guidance for teaching, especially for clinical track faculty, including information regarding such areas as the mentee's clinical teaching skills, lecture notes, and slide presentations; provide constructive criticism; and monitor progress in these areas.
- Assist the mentee in identifying the skill areas on which he or she most needs to work and assist in improving his or her skills or suggest other members of the faculty or administration who may assist in particular areas which may not be the strength of the mentor.
- Be familiar with resources offered by the university or the college regarding issues relating to faculty development (grant and manuscript writing, funding opportunities, supervisory skills, clinical skill training, and interpersonal skills).
- Advise the mentee concerning the importance of networking and networking strategies.
- Be familiar with and explain the college's and university's criteria, policies, and procedures regarding faculty tracks, reappointment, and promotion and tenure.
- Advise the mentee on how and when to ask to be excused from an assignment.
- Maintain confidentiality.
- Terminate the relationship, if appropriate.

*The list of responsibilities for the chairperson, faculty member, and the mentor/mentoring committee is derived from the University of Pennsylvania School of Dental Medicine mentoring guidelines.*

## Article 7: Policy on Mid-career Review for Junior Faculty

The mid-career review process for tenure-accruing and junior clinical track faculty in the College of Dentistry will occur at the end of three years of employment at the University of Florida. This process is mandatory and is considered part of the mentoring process as well as evaluative of the career development of the individual being reviewed. The review process will be used to formally advise the tenure-accruing faculty member on his or her progress toward tenure and promotion, any weakness in the record, and recommended courses of action to improve the record. For non-tenure accruing faculty, the review process will be used to advise the individual of his or her career development and progress toward promotion. Decisions on the career path of individuals may be made at this time. For example, the transfer of a faculty member from a tenure-accruing track to a track without tenure or non-renewal of an individual in a non-tenure track could be possible outcomes of the mid-career review. All statements and recommendations made to the junior faculty member from the mid-career review will not be considered or included in any subsequent evaluative process involved in application for tenure and/or promotion.

The mid-career review process for faculty will follow the tenure and promotion process. The faculty member finishing his or her third year of employment and the chairperson will be notified by the college administration. The exact deadline dates for receipt and actions for that year will be announced at that time. The general timeline is mentioned here. The faculty member will prepare a tenure and/or promotion application packet (without letters of evaluation and without a departmental vote). The department chair and appropriate faculty (individuals of the same rank or higher) in the department will review and discuss the candidate's progress. After the discussion, the chair will prepare a Mid-Career Review Progress Report that he or she will share with the faculty member. The chair will forward the Mid-Career Review Progress Report, the original packet, and nine copies of the packet and the progress report to the Promotion and Tenure Advisory Committee early in the fall semester. After review, the Promotion and Tenure Advisory Committee will prepare a written evaluation that will advise the candidate of his or her progress and identify any weaknesses, suggesting possible courses of action to correct such weaknesses. This evaluation results will be sent to the candidate, his or her chairperson, and to the dean by the end of the fall semester. If the individual reviewed or the chairperson has questions, they will be able to discuss them with the associate dean for faculty affairs.

Mid-career review of junior research track and full-time specialty track faculty is strongly recommended, but the decision to do it is left up to the individual faculty member's chairperson and/or mentor. The faculty members in these tracks will not be officially notified when they are finishing their third year of employment and a mid-career review is recommended.

## **Appendix 1\***

### **Current Activities and Career Goals of the New Faculty Member**

**Name:** \_\_\_\_\_

**What are your current or most recent professional activities in the area of:**

**Clinical dentistry?**

**Scholarship/research?**

**Other?**

**What are your career goals for the next 3-5 yrs?**

**What are your ultimate career aspirations?**

**In other words, where would you want to be and what would you like to be doing at the peak of your career?**