

**CRITERIA AND GUIDELINES FOR APPOINTMENT,
PROMOTION AND/OR TENURE OF FACULTY
COLLEGE OF DENTISTRY
UNIVERSITY OF ILLINOIS AT CHICAGO**

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SECTION I. INTRODUCTION

This document provides information on the University of Illinois at Chicago College of Dentistry expectations for faculty appointment, promotion and/or tenure. This document describes faculty academic ranks used in the College of Dentistry. These ranks are used within the College's tracks, which are described in Section III. This document includes a description of the criteria for appointment at each rank, and guidance on the preparation of the documentation needed to support faculty promotion and/or tenure. It replaces the College of Dentistry Criteria and Guidelines for Appointment and Promotion of Faculty (approved October 6, 2009). This document is intended to be consistent with standards and procedures for academic rank as described in the University of Illinois Statutes and Campus operating guidelines for Chicago, Urbana-Champaign and Springfield. Should there be inconsistencies, the Statutes and the Campus guidelines shall prevail.

SECTION II. ACADEMIC RANKS

Appointment and promotion in academic ranks are a means by which the University recognizes and rewards achievement for the academic endeavors of education, research, service, and where applicable, patient care. The following academic ranks are used in conjunction with the College's faculty tracks, which are fully described in Section III. This section describes the academic qualifications expected for each rank. Section III describes the standards for appointment/promotion to each rank.

A. Tenure/Tenured Academic Track Ranks

Assistant Professor: Faculty appointed at this rank should have a D.D.S./D.M.D. or a Ph.D. or equivalent. Dentists, if trained outside the USA or Canada, will normally have completed a CODA accredited postdoctoral training program. Full-time specialty trained clinicians will normally be board eligible.

Associate Professor: Faculty appointed at this rank should have a D.D.S./D.M.D. or a Ph.D. or equivalent. Dentists, if trained outside the USA or Canada, will normally have completed a CODA accredited postdoctoral training program. Full-time specialty trained clinicians will normally be board eligible. 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.

Professor: Faculty appointed at this rank should have a D.D.S./D.M.D. or a Ph.D. or equivalent. Dentists, if trained outside the USA or Canada, will normally have completed a CODA accredited postdoctoral training program. Faculty at this rank will ordinarily have completed five years as an Associate Professor or equivalent at the time of promotion or appointment, although exceptional candidates with less time in rank as Associate Professor may be considered. Full-time specialty trained clinicians must be board certified if relevant to their role in the college.

B. Non-Tenured Clinical/Educational Track Ranks

Clinical Instructor: Faculty who are hygienists and appointed at this rank should have a minimum of a baccalaureate degree. Faculty who are not dentists or hygienists must have a minimum of an M.S. or equivalent. Dentists must have a D.D.S./D.M.D. degree or equivalent. Dentists, if trained outside the USA or Canada, will normally have completed a CODA accredited postdoctoral training program. An appointment as a Clinical Instructor should be given for a relatively short period of time (e.g. three years or less), after which faculty members at this rank could be considered for an appointment to Clinical Assistant Professor.

Clinical Assistant Professor: Faculty who are hygienists and appointed at this rank must have a minimum of a baccalaureate degree. Non-hygienists who are not dentists must have a minimum of an

M.S. or equivalent. Dentists must have a D.D.S./D.M.D. degree or equivalent. Dentists, if trained outside the USA or Canada, will normally have completed a CODA accredited postdoctoral training program. Full-time specialty trained clinicians will normally be board eligible. Faculty at this rank will normally have participated actively for at least two years in Dental Education, or have completed advanced clinical training, or have an earned degree in another discipline, or hold a Ph.D. or equivalent.

Clinical Associate Professor: Dental Hygiene faculty promoted or appointed to this rank must have a Master's degree in hygiene or relevant related field. Faculty who are not dentists and appointed at this rank must have at least an M.S. degree in a relevant field. Dentists must have a D.D.S./D.M.D. degree or equivalent. Dental Hygiene faculty promoted or appointed to this rank must have a Master's degree in hygiene or relevant related field. Dentists, if trained outside the USA or Canada, will normally have completed a CODA accredited postdoctoral training program. Full-time specialty trained clinicians will normally be board eligible. Faculty at this rank will ordinarily have completed at least five years as a Clinical 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 is normally required for faculty with a part-time commitment.

Clinical Professor: Faculty who are hygienists and appointed at this rank must have a minimum of an M.S. degree. Non-hygienists who are not dentists must have a minimum of a Ph.D. or equivalent. Dentists must have a D.D.S./D.M.D. degree or equivalent. Dentists, if trained outside the USA or Canada, will normally have completed a CODA accredited postdoctoral training program. Specialty Clinicians must be board certified. In lieu of board certification, general dentists must provide documentation of exceptional performance related to the identified standards. Faculty appointed or promoted at this rank will ordinarily have completed five years as a Clinical Associate Professor or equivalent at the time of promotion or appointment, although exceptional candidates with less time in rank as a Clinical Associate Professor may be considered. Additional time in rank is normally required for faculty with a part-time commitment.

C. Non-Tenured Research Track Ranks

Research Assistant Professor: Faculty appointed at this rank will have a D.D.S./D.M.D./M.D. (or equivalent) or Ph.D. (or equivalent). Faculty at this rank generally have completed a post-doctoral fellowship, and should have demonstrated evidence of excellence in research.

Research Associate Professor: Faculty appointed at this rank will have a D.D.S./D.M.D./M.D. (or equivalent) or Ph.D. (or equivalent). Faculty at this rank should have demonstrated evidence of excellence in research. They should show promise of becoming leaders in their fields, have evidence of development of an independent research program and have attained recognition at the state and/or national level.

Research Professor: Faculty appointed at this rank will have a D.D.S./D.M.D./M.D. (or equivalent) or Ph.D. (or equivalent). Faculty at this rank should have demonstrated evidence of excellence in research. They should show evidence of leadership in their fields, have evidence of an independent research program and have attained recognition at the national and/or international level.

SECTION III. NORMS, STANDARDS, AND EXPECTATIONS FOR ACADEMIC RANK

Faculty of the College of Dentistry are normally in one of the following tracks: Academic Track (Research or Clinical/Educational Subtrack), Non-Tenured Clinical/Educational Track, Non-Tenured Research Track, or Adjunct.

A. Academic Track (Tenure)

Two sub-tracks exist within the Academic Track and are designated as Academic Track - Research and Academic Track - Clinical/Educational. Criteria for the Academic Track - Research and for the Academic Track - Clinical/ Educational track emphasize excellence in specific areas, as described in detail later in this document.

1. Academic Track - Research (AT-R)

This track is for faculty, both clinical and basic science, with a significant research commitment in addition to education and service, including patient care where applicable. Appointment or promotion of faculty in the Academic (Research) track depends primarily on achievement in scholarly research and with a secondary documented commitment to education and service. Academic achievement in this track is the generation of new knowledge through creative and original research, and excellence in this area is a major criterion for promotion or appointment. The quality of publications, consistency of performance, and the extent of involvement of the candidate in research are more important than overall quantity of articles. Attainment of external funding after significant peer review is important for advancement in rank or appointment to Associate Professor or Professor. Invited papers presented at scholarly meetings and conferences, research seminars presented at other institutions, and service on national scientific advisory boards are additional criteria for promotion in the Academic (Research) track.

Criteria for Appointment: Academic Track - Research

Assistant Professor (Academic Track – Research)

A faculty member at this rank should have demonstrated evidence of original research in the form of publications in refereed journals, evidence of engagement in educational activity, and service including patient care when applicable.

The norms for appointment as Assistant Professor (Academic Track - Research) include:

- A record of peer-reviewed publications;
- The potential for, or the possession of, research funding; and
- Some evidence of or potential for educating students and/or activities directed at student learning.

Ordinarily, a Ph.D. degree or equivalent is essential for appointment to this track, but a clinically qualified person with an M.D. or D.D.S. /D.M.D. would also be considered for appointment if his/her research potential was evident and he/she fulfilled the norms outlined above. It is anticipated that an initial appointment in the Academic Track – Research ranks would be at the level of Assistant Professor.

Associate Professor (Academic Track – Research) with tenure

A faculty member at this rank should have established a productive independent research program, should be contributing significant new information to the scientific literature, should show promise of becoming a leader in-his/her field. This rank signifies a high level of professional accomplishment and a significant commitment by the faculty member to the College and University programs.

Promotion to or appointment as an Associate Professor (Academic Track – Research) is recommended when the candidate has achieved the following norms:

- Continued growth in peer reviewed publications, which may include reviews and book chapters;
- A quality and quantity of published work that would be deemed adequate when reviewed by reasonable peers;
- Evidence of independent research funding, preferably from federal but also including non-federal sources, to support a nationally recognized research program; and
- Demonstrated evidence of excellence in educating students and/or activities directed at student learning.

In addition, the candidate should have evidence of:

- Invited seminars at outside institutions;
- Participation in scientific meetings, both national and international;
- Supervision and mentoring of graduate or post-doctoral students;
- Participation in College and/or University governance;
- Active membership in appropriate professional organization(s);
- Service as a reviewer of manuscripts for peer-reviewed journals; and
- Participation in service activities consistent with Departmental, College, and University missions.

Consideration for promotion to Associate Professor must be completed at both the college and university levels by the end of the 6th year of the probationary period as Assistant Professor.

Professor (Academic Track – Research)

Promotion or appointment as a Professor (Academic Track – Research) is recommended when the candidate has added to previous achievements in each of the above-listed areas as described for Associate Professors (Academic Track – Research), above. Faculty at this rank must demonstrate continuing excellence in research and should have shown significant innovation in his/her work. The faculty member must have documented evidence of successful educational activity and service. Potential for future growth is also important. This rank signifies an extremely high level of professional accomplishment.

In terms of reputation, the candidate should have become a leader in his/her field and should have attained national and/or international peer recognition, indicated, for example, by invitations to speak at national and international meetings. Candidates must continue to attract research funding, enhance graduate programs, mentor researchers, and be active in curriculum development. Candidates are expected to be active in faculty governance at College and University levels. Candidates are expected to be active in professional organization(s). Above all, candidates should have potential for continued professional growth, with the ability to guide junior faculty and others with whom the candidate interacts.

2. Academic Track - Clinical/Educational (AT-CE)

This track is for faculty with a primary commitment to, and demonstrated excellence in dental education and activities directed toward student learning. Promotion or appointment in this track is usually achieved through the development and application of creative advances in oral health care, the application of best practices of dental education methods, and the fostering of student knowledge and clinical competency through educating excellence in the clinical, classroom, or other learning-centered activities. Activity leading to publications is required.

Articles in refereed journals, case reports, review articles, abstracts, and book chapters may be considered to meet the requirement for publication in this track. Evidence of significant involvement in the work or in the preparation of the publications should be provided. The publications considered adequate to meet this requirement are fewer than in the Academic (Research) track. Quality of publications is more important than overall quantity. Presentation of papers at scholarly meetings or conferences, especially when the papers are screened by a review committee, or participation in national and/or international meetings or organization of sessions for such meetings are important criteria for promotion.

Criteria for Appointment: Academic Track- Clinical/Educational

Assistant Professor (Academic Track- Clinical/Educational)

Faculty at this rank should have demonstrated evidence of a commitment to excellence in educational activities and to service.

The norms for appointment as Assistant Professor (Academic Track- Clinical/Educational) may include:

- Clinical excellence;
- Evidence of becoming a successful educator; and
- Potential for scholarly activities, including publications in peer-reviewed journals.

Associate Professor (Academic Track- Clinical/Educational)

Faculty at this rank should have demonstrated evidence of excellence in educational activities and should be engaged in service and other scholarly activities. They should show promise of becoming leaders in their fields, and should have attained recognition at the state and/or national level.

Promotion or appointment as Associate Professor with tenure is usually recommended when the candidate has achieved the following norms:

- Demonstrated evidence of excellence in educational, learner-centered activities;
- Development of educational materials and application of best education practices within the College curricula;
- Demonstrated excellence in the candidate's field and promise of becoming a regional or national leader;
- A record of publication in peer reviewed journals, which may include reviews and book chapters;
- Evidence of a quality and quantity of published work that would be deemed adequate when reviewed by reasonable peers;
- Participation in faculty governance through membership on clinical/hospital/college and/or University committees;
- Participation in local, national and international professional meetings; and
- Participation in service activities consistent with Departmental, College and University missions.

In addition, it is expected that candidates will be involved in research and other scholarly pursuits at this stage; however the receipt of external research funding is not required for promotion in this rank. It is also expected that candidates who are clinicians, when appropriate for the candidate's assigned role in the College, will have initiated the process of dental specialty board certification for a dental specialist. In lieu of board certification, general dentists must provide documentation of exceptional performance related to the identified norms. (For example, Diplomate of American Board in specialty, state specialty licensure, Academy of General Dentistry, American College of Dentists.)

Professor (Academic Track- Clinical/Educational)

Faculty at this rank should have demonstrated significant originality in their educational activities 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.

Promotion or appointment as a Professor is recommended when the candidate has added to previous achievements in each of the areas as described for Associate Professor. Potential for future growth is also important in the decision to make this appointment. The candidate should have become a leader in the candidate's field and should have attained national and/or international peer recognition, indicated, for example, by invitations to speak at national and international meetings. The candidate should be involved in the governance of national or international professional organizations. It is also expected that candidates who are clinicians, when appropriate for the candidate's assigned role in the College, will be board-certified if in a recognized specialty. In lieu of board certification general dentists must provide

documentation of exceptional performance related to the identified norms or have an additional degree (for example a Master's degree in an academic discipline).

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. The NT-CE faculty members are on fixed term appointments (0-100%) and are not on the University tenure track. NT-CE faculty members are usually dentists, but may be other professionals involved in educational or clinically related activities. 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.

Criteria for Appointment- Non Tenure – Clinical/Educational Track

Clinical Instructor (Non-Tenured Clinical/Educational Track)

Faculty appointed at this rank are less than 50% appointment or have little or no experience as educators. This rank is not appropriate for faculty who have completed a certificate program and are board eligible. Faculty at this rank should demonstrate potential for excellence in dental education.

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

Faculty at this rank will have participated actively for at least two years in dental education; have completed training in an ADA-recognized specialty; have completed an Advanced Education training program in general dentistry; or have earned a degree in another discipline. Faculty at this rank should have demonstrated evidence of a commitment to excellence in education teaching and to service.

Appointment to the rank of Clinical Assistant Professor is recommended when the NT-CE faculty member presents with a distribution of achievement among the areas of education, patient care/clinically related activity, and service that is appropriate to the candidate's assigned role in the College. Promotion or appointment as Clinical Assistant Professor is usually recommended when the candidate has achieved the following norms:

- Demonstrated competence in educational activities;
- Demonstrated competence in patient care, when appropriate, or equivalent clinically-related activities;
- Demonstrated competence in department or college professional activities consistent with the College of Dentistry mission statement; 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 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:

- 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:

- 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).

C. Non-Tenured Research Track (NT-RT)

Faculty with the research prefix usually have reduced teaching activities, have a Ph.D. degree in a basic science field or an M.D. or D.D.S. degree with demonstrated research experience, and have a major commitment to research. Appointment or promotion of faculty in the Research Track depends primarily on research and on stature achieved nationally and internationally. Faculty titles in the Non Tenured – Research Track include the modifier of Research preceding the title.

Criteria for Appointment (Non-Tenured Research Track)

Research Assistant Professor (Non-Tenured Research Track)

Normally, faculty at this rank will have participated actively for at least two years in the research programs of the College or will have had comparable research experience in another institution. Evidence of original research in the form of publications in refereed journals or in the awarding of grants should be demonstrated. Potential for excellence in research should be evident.

Research Associate Professor (Non-Tenured Research Track)

Faculty at this rank should have demonstrated sustained commitment to the research programs of the College. Faculty should be contributing significant new information to the scientific literature, should have shown the ability to successfully compete for research grants, and should have attained some recognition at the national level. Promotion would require that the candidate has achieved the following norms:

- Publication in peer reviewed or non-peer reviewed journals;
- Receipt of grant awards as principal investigator; and
- Participation in local and national scientific meetings.

Additionally, it is expected that the candidate will have participated in service activities consistent with Department, College, and University missions. The list is not intended to be all-inclusive or exclusive of other meaningful contributions. An individual may have contributed to only some of the itemized criteria and still be recommended for promotion. Ordinarily, promotion to this rank will require a minimum of five years of service at the Research Assistant Professor level. Appointment or promotion to Research Associate Professor requires clear documentation of excellence in research and national recognition.

Research Professor (Non-Tenured Research Track)

Faculty at this rank should have demonstrated continuing excellence in research and shown significant innovation in their work. They should have demonstrated leadership in their fields, which brings stature to the College and be recognized nationally and internationally for their accomplishments. Promotion would require that the candidate has achieved the following norms:

- Made major contributions to the development of a College research program;
- Demonstrated excellence in the research field;
- Achieved an international reputation for this expertise;
- Publications in peer reviewed journals;
- Mentored junior faculty;
- Participated in local, national, and international scientific meetings; and
- Participated in service activities consistent with Department, College, and University missions.

The list is not intended to be all-inclusive or exclusive of other meaningful contributions. An individual may have contributed only to some of the itemized criteria and still be recommended for promotion. Typically, promotion to this rank will require a minimum of five years of service at the Research Associate Professor level. Appointment or promotion to Research Professor requires clear documentation of excellence in research and national recognition.

D. Adjunct Appointments

Adjunct, as a prefix to a rank, normally denotes a faculty member whose major time commitment is not at the University and/or who has credentials in a field other than the primary discipline of the appointing department. Such a faculty member is generally non-salaried in the College. Faculty in the Adjunct track are on annual appointments and are non-tenured.

Progression in rank in the Adjunct track tends to parallel the level of professional development achieved by the faculty member in his or her own field. In appointing or promoting a faculty member in the Adjunct track, it is essential to identify academic activities and achievements within the College of Dentistry.

Promotions within the adjunct rank are reviewed and approved at the department/college level only. No formal promotion in the adjunct ranks are done at the Campus level.

E. Affiliate Appointments

In addition to their primary appointments in the College of Dentistry, faculty members may have **Affiliate** appointments in other College of Dentistry departments or in other University of Illinois colleges/departments. Likewise, faculty members may have **Affiliate** appointments in the College of Dentistry departments when their primary appointments are in other colleges. Recommendations for **Affiliate** appointments are normally based upon mutual interests or activities and provide faculty privileges in secondary departments as regulated by the Bylaws of the secondary departments.

SECTION IV. DEMONSTRATION OF QUALIFICATIONS

The intent of this section is to provide examples of the types of activity that faculty might present to support their qualifications for a specific academic and tenure/non-tenure rank. The activity that is documented should demonstrate that the candidate fulfills the criteria for the proposed rank. The demonstration of qualifications is intended to provide general guidelines that must be considered in context of the specific academic and tenure/non-tenure rank of the individual faculty member. Candidates are not expected to have activities and demonstration of excellence in all areas described in the demonstration of qualifications. Individuals are expected to demonstrate excellence in the specific areas related to their track and assignments within the College of Dentistry and their Department. See the specific criteria and guidelines for appointment, promotion and/or tenure of faculty that pertain to the candidate being considered in the College of Dentistry (**NORMS, STANDARDS, AND EXPECTATIONS FOR ACADEMIC RANK Section**).

A. Academic Track (Clinical/Educational and Research Sub-Tracks)

1. Research and Scholarship

Documentation of research and scholarship may include:

1. **Publications.** The quality of publications and consistency of productivity are more important than quantity. Consideration in judging the quality of scholarly work includes the opinion of experts in the relevant field, reputation of the journals in which papers appear, and whether or not the journals are refereed. Also considered are the number of authors, and whether the candidate is senior author or a major figure in the execution of the project. Books written or edited and book chapters also provide evidence of achievement. Publications which have been accepted should be appropriately documented.
2. **Support for research.** The organization and execution of a creative, productive, and sustained research program provide significant evidence of research capabilities. Grants obtained through peer review at the national level are ordinarily important for appointment or promotion to the rank of Associate Professor or Professor in the Academic (Research) Track. Other types of research grants which will contribute to the body of knowledge are also important.
3. **Presentations at scholarly meetings and conferences.** Research stature can be assessed, in part, by invited papers presented at research meetings and conferences. In addition, papers given at meetings or conferences which have been screened by review committee should be indicated. Invitations to participate in national or international meetings are evidence of peer recognition of research accomplishments.
4. **Appointment to editorial boards of professional journals.** Service on editorial boards of professional journals or as peer reviewers of manuscripts provides evidence of the candidate's stature within his/her discipline.
5. **Training of graduate and professional students.** Evidence which demonstrates that the candidate's students have been trained successfully is an important consideration. Membership on dissertation committees, numbers of students trained, receipt of awards by trainees, advanced degrees awarded, and present positions of former students are important considerations.

Students may include Ph.D. or masters candidates or postdoctoral residents/fellows. Evidence of faculty mentoring may also be considered.

6. **Invited seminars.** Research seminars given by the candidate at other institutions provides evidence of research stature.
7. **Service on national advisory boards.** Service on study sections for NIH, NSF, or other national research advisory boards provides evidence of national stature in a research.
8. **Leadership/Service in national organizations.**
9. **Awards for research achievements.**
10. **Patents.**

2. Educational Activity

Documentation of educational activity may include:

- a. **Student performance.** Objective measures, particularly external, of student progress in the courses in which the candidate educates, provide evidence of teaching achievement (e.g. success on the e-CBE, posters, abstracts, publications, board certification, awards, leadership positions, success on graduate qualifying examinations, etc.)
- b. **Systematic and standardized student evaluation.** 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.
- c. **Peer appraisal.** Peer evaluation of educational activity may be done by the department head or chair, discipline coordinator, or unit director. Also, faculty members from the same or similar disciplines may observe their colleagues in the multiple settings in which education occurs and share their observations. Where appropriate these evaluations should specifically address the candidate's ability to integrate research/evidence, the appropriate level of difficulty of material presented, relevance of examples, integration of topics, structure of lecture, and congruence between instructor goals and accomplishments. Peer evaluations of a faculty member's classroom behavior can be based on checklists, rating scales, or written appraisals. Observations by more than one colleague are recommended, since colleagues, quite naturally, rely on their own experience, values and definitions of effective teaching in making evaluations. However, peer evaluation of faculty is not a college wide systematic process for evaluating faculty teaching and as such is not an expectation of promotion documentation.
- d. **Instructional material.** Evidence of contributions to educational methods or curriculum development, such as-publications of educational materials, should be documented. This would include educational content such as Blackboard sites and content, Course manuals and/or handouts, Powerpoints and other internal and external scholarly works that contribute and provide innovation to the College's academic programs. The importance of innovation and creative contributions, as might be demonstrated by the creation of a new course or innovative curriculum, is also recognized.
- e. **Educational responsibilities.** A list of the candidate's specific educational responsibilities, including the number of hours of direct instruction and the number of hours in curriculum development and/or assessment activity provides valuable information about the candidate's commitment to education. The workload over a number of years indicates the scope of activity.

This should also include any student and faculty mentorship as related to scholarship and educational activities.

- f. **Awards for excellence in educational activity.** A list of awards received by the candidate for excellence in educational activity provides another measure of the candidate's ability.
- g. **Continuing dental education.** Development, contributions, and presentation of CE programs in the College of Dentistry, University, and/or programs at local/regional/national meetings.

3. Clinical Activity

Documentation of clinical activity may include:

- a. **Membership on advisory committees of consultantships.** Involvement in leadership/service in hospitals and educational, clinical, or other similar institutions.
- b. **Clinical presentations.** Programs of national, state, or local professional organizations that the candidate has organized, contributed to, or in which he/she has participated.
- c. **Clinical and Patient Care Excellence.** Documentation of clinical and patient care excellence in support of the College's service and educational programs. Evidence would include items such as – Progression in clinical leadership; invited presentations; awards; board certification; recognition by students, peers, other agencies; as well as student and faculty clinical mentorship. Documentation of new devices, procedures, treatments, etc. A description should be provided of the impact of these advances on the dental community and how they have been incorporated into the clinical teaching program of the College.
- d. **Organization of and participation in community dental health educational projects.** Evidence of the quality and quantity of effort should be provided.
- f. **Board Certification,** when specialty educationally qualified, or equivalent for non-specialty trained. Examples of non-specialty equivalency include induction in the American/International College of Dentists, AGD Fellowship or Mastership Award, AAID Fellowship, or other equivalency.

4. Service

Documentation of service may include:

- a. Progression in roles of leadership with in the COD, University and organized dentistry.
- b. Administration of a department or other formally organized unit.
- c. Administration of clinic.
- d. Director of special departmental or interdepartmental training or research programs.
- e. Service as class or student advisor.
- f. Member of department, program, College, or University governing bodies.
- g. Member or chairperson of department, program, College, or University committees.
- h. Representative of the department, program, College, or University to outside agencies.

- i. Appointment or election to offices or significant leadership roles in local, regional, and national professional societies.
- j. Organization of local, regional, national, or international professional meetings.
- k. Patient care.
- l. Community Service

Note: To assist in evaluation of the faculty member's service contributions, specific letters from the department head, senior department members, deans, peers on committee chairpersons in regard to the faculty member's effectiveness may be provided.

B. Clinical –Educational Track (Non-tenure)

1. Scholarship

Scholarship activity will be considered in its broadest sense when applied to the non-tenure clinical track and will include documentation of excellence and recognition of performance. Evidence of scholarship in its expanded view is an expectation.

- a. "Scholarly activity" as it relates to Teaching, Patient Care/Clinical-related Activities, and Service, with the recognition that non-tenure clinical faculty have a primary commitment and responsibility for the promotion of excellence in Teaching, Patient Care/Clinical-related Activities and Service programs for the College of Dentistry.
- b. Although publications are not required at the Clinical Assistant/Associate Professor ranks, for promotion to Clinical Professor, scholarship requires evidence of documented publications in peer-reviewed or non-peer reviewed journals.
- c. Research is not required in the non-tenure clinical educational track, but can be presented as evidence of scholarly activity. Research is always encouraged, however, is not an expectation for promotion in the clinical non-tenure track.

Any publication(s) that the faculty member has should be considered as additional, strong documentation of scholarly activity. All publications since the last appointment, and within the ten years preceding the recommended promotion period, should be considered

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. Development and presentation of CE programs in the College of Dentistry, University, and/or programs at local/regional/national meetings.
- e. Recognition by predoctoral and postgraduate/graduate students of teaching excellence.
- f. Participation in the development, adoption, and dissemination of the College of Dentistry curriculum.
- g. 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.

3. Clinical Activity

- a. Maintenance of active patient care, as appropriate
- b. Delivery of patient care using currently accepted Parameters or Standards of Care in Dentistry, and Specialty Standards, if appropriate.
- c. For promotion to the rank of Clinical Professor, there is an expectation of Board Certification, when specialty educationally qualified, or equivalent for non-specialty trained faculty. Examples of non-specialty equivalency include induction in the American/International College of Dentists, AGD Fellowship or Mastership Award, AAID Fellowship, or other equivalency.

4. Service

- a. Internal
 - i. Administrative duties and responsibilities in the Department, College, and/or University.
 - ii. Committee participation and leadership (e.g. Committee Chair) at the College and/or University level.
- b. External
 - i. Committee participation and leadership in professional organizations; e.g. organized medical/dental groups and societies, governmental organizations, not-for-profit organizations.

C. Research Track (Non-tenure)

Research Track Faculty should present with evidence of research and scholarship achievement as described in Section IV.A.1., above.

D. Letters of Evaluation

Letters of evaluation from experts in the candidate's field are a significant factor in consideration for appointment or promotion. Individuals from whom letters of evaluation are requested should be informed of the criteria for scholarly activity as defined in this document and should be asked to comment on the qualifications of the candidate as appropriate for the relevant track. Referees should not have been significant collaborators or mentors of the candidate. All of the external references should be nominated by someone other than the candidate. All references should be acknowledged authorities in the field. Details regarding the specific number and types of letters that are needed for the different tracks are found at the UIC Policies for Promotion and Tenure documents (<http://www.uic.edu/depts/oa/pt.html>).

SECTION V. PROCEDURES FOR APPOINTMENT AND PROMOTIONS

A. Recommendation and Review Process

1. See COD Bylaws for procedures for appointment and promotion.
2. See Campus Guidelines for additional procedures for promotion.

B. Track Switching

College faculty are in one of the tracks as described above, dependent upon individual time commitment to the University, career direction, and role in the College. If the faculty member's commitment to the University changes substantially or if his or her role or career direction changes, a track switch may be appropriate. Track switches only apply to those faculty members who are in a tenure-track probationary appointment or in a "Q" probationary appointment. Track switching is governed by College, Campus and University regulations.

When a faculty member joins the University, he or she enters the track consistent with his/her time commitment, role, and anticipated career. An important aspect of the mid-probationary review should include an evaluation of the appropriate track for the probationary faculty member. A track switch may be called for at this time. Candidates being considered for promotion to a tenured rank or for indefinite tenure in the case of a "Q" appointment will be required to be in that track for a period of three years. If an individual is in the sixth year of probation and is denied for promotion and tenure, he or she will receive a terminal (T) contract the following year. Those faculty who hold a "Q" probationary appointment and who are not approved for indefinite tenure will terminate employment at the end of final year in "Q" status. With appropriate justification and approval from Campus, a rehire into a non-tenured faculty rank could be considered.

C. Mid-Probationary Review

Campus policy requires that a formal, internal review of faculty on probationary contract take place **no later** than the mid-point of a faculty member's probationary period on the tenure track at UIC, unless a decision not to retain is reached at the level of the recommending unit before the time a formal review would be scheduled. For most probationary faculty, this review will occur in their third year at UIC. In the College of Dentistry, the department heads are responsible for completing the mid-probationary review. **A copy of the mid-probationary review must be included in the tenure review P&T dossier.** Detailed instructions for processing midprobationary reviews are in a separate memo and can be found online at: <http://www.uic.edu/depts/oa/ptdocs/P&T%2012-13%20Midprobation%20guidelines.pdf>

Sections I, II, III, and V Approved by the Faculty June 13, 2013
Section IV Approved by the Faculty July 17, 2013

APPENDIX

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

Explanation:

1. Tenure Track (blue shaded)

Within COD, the term “Academic Track” indicates a Tenure Track rank. The Academic Track is divided into two subtracks: 1) Academic Track-Research, 2) Academic Track – Clinical/Educational. Note – the faculty titles/ranks that are employed are identical for both subtracks.

2. Non-tenure Track (unshaded)

Within COD, the two non-tenure tracks are the Clinical/Educational Track and the Research Track. Each of the two non-tenure tracks has its own set of academic titles/ranks.