

CRITERIA AND GUIDELINES

FOR APPOINTMENT AND

PROMOTION OF FACULTY

UNIVERSITY OF ILLINOIS CHICAGO

COLLEGE OF DENTISTRY

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

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**CRITERIA AND GUIDELINES FOR APPOINTMENT, PROMOTION AND/OR TENURE
OF FACULTY
COLLEGE OF DENTISTRY
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SECTION I. INTRODUCTION

This document provides information on the University of Illinois Chicago College of Dentistry expectations for faculty appointment, promotion and/or tenure. This document describes faculty academic ranks used in the UIC 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 member's appointment, promotion and/or tenure. It replaces the *College of Dentistry Criteria and Guidelines for Appointment and Promotion of Faculty* (approved July 17, 2013).

The College of Dentistry values and is firmly committed to diversity, equity, and inclusion in all aspects of teaching, research, and service (within and outside of the College) (See Glossary). This document is intended to be consistent with norms and procedures for academic rank as described in the University of Illinois University System Statutes and University operating guidelines for Chicago, Urbana-Champaign, and Springfield. Should there be inconsistencies, the Statutes and the University guidelines shall prevail.

SECTION II. ACADEMIC RANKS AND CRITERIA FOR APPOINTMENT

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. Time in rank is not a justification for initial appointment level nor for promotion. Rather, the candidate must document that the expectations for appointment and promotion as delineated for the specific rank have been met. Faculty members' contributions related to diversity, equity, and inclusion are valued by the College of Dentistry in all aspects of teaching, research, and service. 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 norms for appointment/promotion to each rank. Section IV: Demonstration of Qualifications and Excellence provides important guidance for documenting and justifying that the norms and criteria have been met. Section IV identifies the evidence and methods for documenting excellence.

A. Tenure/Tenure Track Ranks

Assistant Professor: Faculty members 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, should have completed a CODA accredited postdoctoral training program. Full-time specialty-trained clinicians must be board eligible if relevant to their role in the College.

Non-dentists and non-Ph.D.'s with other Advanced Terminal Degrees (e.g., MD, DMSc, DSc) may also be appointed to the Faculty.

Associate Professor: Faculty members 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, should have completed a CODA accredited postdoctoral training program. Full-time specialty-trained clinicians must be board eligible, if relevant to their role in the College (See Glossary). Non-dentists and non-Ph.D.'s with other Advanced Terminal Degrees (e.g., MD, DMSc, DSc) may also be appointed as faculty members at this rank. Faculty members 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. However, time in rank alone is not a justification for promotion or initial appointment level; evidence of accomplishments and merit must be demonstrated as outlined in the norms and expectations for this rank.

Professor: Faculty members 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, should have completed a CODA accredited postdoctoral training program. Full-time specialty-trained clinicians and clinical educators must be board certified if relevant to their role in the College. Relevance reflects the responsibilities of the individual faculty member. It is required for specialty-trained dentists to complete the board certification process if they play a role in clinical teaching in a clinical specialty program. Faculty members with primary commitments to basic, clinical, and/or other science research, or with full-time administrative commitments are suggested, but not required to complete the board certification process. (See Glossary). Non-dentists and non-Ph.D.'s with other Advanced Terminal Degrees (e.g., MD, DMSc, DSc) may also be appointed as faculty at this rank. Faculty members 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. However, time in rank alone is not a justification for promotion or initial appointment level; evidence of accomplishments and merit must be demonstrated as outlined in the norms and expectations for this rank.

B. Clinical/Educational Non-Tenure Track Ranks (CNT)

Clinical Instructor: Faculty members who are dentists must have a D.D.S./D.M.D. degree or equivalent. Dentists, if trained outside the USA or Canada, should have completed a CODA accredited postdoctoral training program. Dental hygienists appointed at this rank should have a minimum of a baccalaureate degree. Faculty members who are not dentists or hygienists must have a minimum of an M.S. or equivalent. 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. The Clinical Instructor rank is not eligible for promotion.

Clinical Assistant Professor: Faculty members who are dentists must have a D.D.S./D.M.D. degree or equivalent. Dentists, if trained outside the USA or Canada, should have completed a CODA accredited postdoctoral training program. Full-time

specialty-trained clinicians must be board eligible if relevant to their role in the College. Dental hygienists 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. Faculty members at this rank will have participated actively for at least two years in Dental Education, or have completed advanced clinical training, or have a terminal degree in another discipline, or hold a Ph.D. or equivalent.

Clinical Associate Professor: Faculty members who are dentists must have a D.D.S./D.M.D. degree or equivalent. Dentists, if trained outside the USA or Canada, should have completed a CODA accredited postdoctoral training program. Full-time specialty-trained clinicians must be board eligible if relevant to their role in the College (See Glossary). Dental Hygienists who are promoted or appointed to this rank must have at least 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. 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. However, time in rank alone is not a justification for promotion or initial appointment level; evidence of accomplishments and merit must be demonstrated as outlined in the norms and expectations for this rank. It is expected that additional time in rank beyond 5 years ordinarily required for CNT full-time faculty will be required for part-time CNT faculty to meet the norms for promotion.

Clinical Professor: Faculty members who are dentists must have a D.D.S./D.M.D. degree or equivalent. Dentists, if trained outside the USA or Canada, should have completed a CODA accredited postdoctoral training program. Full-time specialty-trained clinicians and clinical educators must be board certified if relevant to their role in the College. Relevance reflects the responsibilities of the individual faculty member. It is required for specialty-trained dentists to complete the board certification process if they play a role in clinical teaching in a clinical specialty program. Faculty members with primary commitments to basic, clinical, and/or other science research, or with full-time administrative commitments are suggested to but not required to complete the board certification process. (See Glossary). In lieu of board certification, general dentists must provide documentation of exceptional performance related to the identified norms and expectations. Dental Hygienists who are promoted or 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. Non-dentists and non-Ph.D.'s with other advanced terminal degrees (e.g., MD, DMSc, DSc) may also be appointed as faculty at this rank.

Faculty members 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. However, time in rank alone is not a justification for promotion or initial appointment level; evidence of accomplishments and merit must be demonstrated as outlined in the norms and expectations for this rank. Additional time in rank beyond the 5 years ordinarily required for full-time faculty members will be expected for part-time faculty members to meet the norms for promotion to this rank.

C. Research Non-Tenure Track Ranks (RNT)

Research Assistant Professor: Faculty members appointed at this rank must have a Ph.D. degree (or equivalent) in a relevant science field or an M.D. or D.D.S. degree (or equivalent) with demonstrated post-doctoral research experience. Faculty members at this rank generally have completed a post-doctoral fellowship and should have demonstrated evidence of excellence in research.

Research Associate Professor: Faculty members appointed at this rank must have a Ph.D. degree (or equivalent) in a relevant science field or an M.D. or D.D.S. degree (or equivalent). Faculty members at this rank must have demonstrated evidence of excellence in research as demonstrated by publications, presentations, and funding support (See Section III B 2 and IV). 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. Evidence of accomplishments and merit must be demonstrated as outlined in the norms and expectations for this rank. Faculty members at this rank will ordinarily have completed five years as a Research Assistant Professor or equivalent at the time of promotion or appointment, although exceptional candidates with less time in rank as a Research Assistant Professor may be considered. Time in rank alone is not a justification for promotion or initial appointment level; evidence of accomplishments and merit must be demonstrated as outlined in the norms and expectations for this rank. (See Section III B 2)

Research Professor: Faculty members appointed at this rank must have a Ph.D. degree (or equivalent) in a relevant science field or an M.D. or D.D.S. degree (or equivalent). Faculty members at this rank must have demonstrated evidence of excellence in research as demonstrated by publications, presentations, and funding support (See Section III B 2 and Section IV). They must 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. Faculty members at this rank will ordinarily have completed five years as a Research Associate Professor or equivalent at the time of promotion or appointment, although exceptional candidates with less time in rank as a Research Associate Professor may be considered. Time in rank alone is not a justification for promotion or initial appointment level; evidence of accomplishments and merit must be demonstrated as outlined in the norms and expectations for this rank. (See Section III B 2)

SECTION III. NORMS AND EXPECTATIONS FOR ACADEMIC RANK

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

A. Tenure Track

Two sub-tracks exist within the Tenure Track and are designated as Research Tenure Track (RT) and Clinical/Educational Tenure Track (CT). Criteria for the Research Tenure Track and for the Clinical/Educational Tenure Track emphasize excellence in specific areas, as described in detail later in this document. See Section III A 1, Section III A 2, and Section IV for Demonstration of Qualifications and Excellence

1. Research Tenure Track (RT)

This track is for faculty members with a primary research commitment in a broad range of basic, clinical and/or other sciences (e.g., public health, social sciences) in addition to education and service, including patient care where applicable. Appointment or promotion of faculty members in the Research Tenure 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 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 norms for promotion in the Research Tenure Track. Demonstration of a commitment to the College's diversity, equity and inclusion goals is expected. See Section IV for Demonstration of Qualifications and Excellence.

Criteria for Appointment and Promotion: Research Tenure Track (RT)

Assistant Professor (Research Tenure Track, RT)

Faculty members 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 faculty member should have experience as a post-doctoral fellow or a research scientist equivalent in the research programs of the College or comparable research experience at another institution.

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

- Demonstrated ability to conduct independent research;
- Evidence of commitment to a scientific field and research;
- Evidence as a developing authority on the scientific context of their research, with an in-depth knowledge of the relevant fields of concentration;

- Record of peer-reviewed publications that include papers as first or co-author;
- 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. Evidence includes mentorship or supervision of student, staff, and/or post-doctoral research.

A Ph.D. degree or equivalent with postdoctoral experience 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 their research potential was evident, and they fulfilled the norms outlined above. It is anticipated that an initial appointment in the Research Tenure Track would be at the level of Assistant Professor.

Faculty members at this rank are not tenured but are on the tenure track. An appointee receiving their first contract as an Assistant Professor enters a probationary period of seven academic years of service; the application for promotion and tenure is usually made in the sixth year. Faculty members are evaluated after three years to assess progress (Mid-probationary Review). Prior academic service at other academic equivalent institutions may be credited, up to a maximum of three years, toward the fulfillment of the probationary period.

Participation in teaching and service activities is required and should be consistent with the needs and mission of the Department and College.

Associate Professor (Research Tenure Track, RT) with tenure

A faculty member at this rank should have been previously tenured or a non-tenured Assistant Professor (Research Tenure Track) at the time of appointment. Early promotion may be considered in cases of extraordinary accomplishment. Time in rank alone is not a justification for promotion or initial appointment level; evidence of accomplishments and merit must be demonstrated as outlined in the norms for this rank.

For appointment or promotion to the rank of Associate Professor, the faculty member should have established a productive independent research program, and must demonstrate a consistent progression of research activities of high quality with promise of a high impact in their discipline. A continued scholarly trajectory must be evident. The faculty member should have demonstrated contribution to their research field, show promise of becoming a leader in their field and begun to develop a national reputation. This rank signifies a high level of professional accomplishment and a significant commitment by the faculty member to the College and University programs. Tenure is usually granted with the appointment/promotion to this level. See Section IV: Demonstration of Qualifications and Excellence.

For faculty members engaged primarily as collaborators or in team science (e.g., biostatisticians, bioinformatics, etc.), excellence in research/scholarship is assessed through evidence of independent contributions within the collaboration.

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

- Establishment of independent research contributions/programs. This refers to the establishment of independent research contributions as the Principal Investigator (PI) or Co-PI of an externally funded research grant independent to that of their previous research mentors or supervisors. Demonstration of consistent external funding is required;
- Service as primary mentor or member on graduate MS/PhD thesis committees;
- Demonstrated success in competing for independent extramural funding for their research by receipt of grant awards, preferably from federal but also including non-federal sources, as PI, Co-PI, or Co-Investigator;
- High-quality publications in peer-reviewed journals with evidence of first author or senior author publications;
- Evidence of participation in local, national, and international scientific meetings with abstract submissions, presentations, or as invited speaker;
- Evidence of attaining some level of national recognition in their research field;
- Service as manuscript reviewer or editorial board member for scientific journals;
- Authorship of reviews and book chapters; and
- Demonstrated evidence of excellence in educating students and/or activities directed at student learning. Evidence includes mentorship or supervision of laboratory/program peers, staff, students, and post-doctoral research fellows.

In addition, the candidate should have evidence of:

- Invited seminars at outside institutions;
- Participation in College and/or University committees and/or governance;
- Active membership in appropriate professional organization(s);
- Participation as member of College and/or University committees or governance consistent with Departmental, College, and University missions; and
- Commitment and contributions to Diversity, Equity, and Inclusion in research, teaching, clinical activities, and/or service (See Glossary and Section IV.H.).

Consideration for promotion to Associate Professor in the Research Tenure Track must be completed at both the College and University levels by the end of the 6th year of the probationary period as Assistant Professor (RT).

Professor (Research Tenure Track, RT)

Promotion or appointment as a Professor (Research Tenure Track) is recommended when the candidate has added to previous achievements in each of the areas as described for Associate Professors (Research Tenure Track), above.

Faculty members at this rank will ordinarily have completed at least five years as 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. However, time in rank alone is not a justification for promotion or initial appointment level; evidence of accomplishments and merit must be demonstrated as outlined in the norms and expectations for this rank. This rank signifies an extremely high level of professional accomplishment. Faculty members at this rank must demonstrate continuing excellence in research and should have shown significant innovation in their work. Faculty members must have documented evidence of sustained successful educational activity and service. Full-time specialty-trained clinicians must be board certified if relevant to their role in the College (See Glossary). Potential for future growth is also important. This rank signifies an extremely high level of professional accomplishment.

Promotion to Professor requires that the candidate has achieved the following norms:

- Clear evidence of research independence;
- Consistent and sustainable record of research funding awarded as PI or Co-PI. The funding source may be a major external federal research grant or a research focused contract;
- A sustained record of excellence in research;
- Significant innovation in their work;
- Record of continuing publications in high impact peer-reviewed journals as senior or corresponding author; documented quality is preferred over quantity;
- Service as a primary thesis advisor or co-advisor for MS or PhD graduates;
- Invitations to present at, or as keynote speaker in local, national, and international scientific meetings;
- Demonstrated leadership in their research field, which brings recognition, enhanced stature to the College and University;
- Recognized nationally and/or internationally for their research accomplishments;
- Documented major contributions to the development of a College research program or the College's research mission;
- Mentored students, graduate students, post-doctoral fellows, residents, or junior faculty members;
- Participation in service activities consistent with Department, College, and University missions. Examples of engagement include service on Department, College, and/or University committees, professional organizations, granting agencies; editorial boards and/or journal reviewer, or as reviewer for research grant proposals;
- Actively involved in teaching activities including serving as course-director or participating in team-taught courses; and
- Evidence of commitment and contributions to Diversity, Equity, and Inclusion in research, teaching, clinical activities, and/or service (See Glossary and Section IV.H.).

The above list is not intended to be exclusive of other meaningful research contributions. Such contributions must be well-defined and consistent with the College's research mission. See Section IV: Demonstration of Qualifications and Excellence.

Although research excellence is essential for faculty members on the RT Track, a faculty member at the Professor rank is expected to contribute to the teaching and service mission of the College. In addition to the mentoring and supervision of students or researchers, contribution to curriculum development or participation in teaching are encouraged. Faculty members are expected to be active in professional organization(s), have potential for continued professional growth, with the ability to guide junior faculty members and others with whom the faculty interacts. See Section IV: Demonstration of Qualifications and Excellence.

2. Clinical/Educational Tenure Track (CT)

The CT track is for faculty members 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 for dental education methods, and the fostering of student knowledge and clinical competency through educational excellence in the clinic, classroom, or in other learner-centered activities. Scholarly activity is an expectation and may include research in a broad range of basic, clinical and/or other sciences (e.g., educational, public health, social sciences). Peer-reviewed publications are required. The quality and quantity of published work that would be deemed adequate when reviewed by reasonable peers.

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 and may be indicated by first author or senior author publications. The expectations for publications and research contributions considered adequate to meet this requirement are fewer than in the Tenure - Research (RT) track. Quality of publications is more important than overall quantity. Presentation of papers at scholarly meetings or conferences, especially when the papers are peer reviewed, or participation in national and/or international meetings or organization of sessions for such meetings are important criteria for promotion. A commitment to the College's diversity, equity and inclusion goals is expected.

Educational excellence in this track can also be demonstrated by curricular development activities, creation of teaching materials, innovative instructional design and/or assessments, and advancing leadership in educational roles (course/component director, program director, clinic director).

Criteria for Appointment: (Clinical/Educational Tenure Track) (CT)

Assistant Professor (Clinical/Educational Tenure Track)

Faculty members at this rank should have demonstrated evidence of a commitment to excellence in the basic, clinical and/or other sciences (e.g., educational, public health, social sciences), as well as educational activities and service. See Section IV: Demonstration of Qualifications and Excellence.

The norms for appointment as Assistant Professor (Clinical/Educational Tenure Track) include:

- Evidence of clinical or educational excellence as demonstrated by post-doctoral training, clinical or educational experience;
- Evidence of becoming a successful educator; and
- Scholarly activities (e.g., publications in peer-reviewed journals) in the basic, clinical and/or other sciences (e.g., educational, public health, social sciences).

Faculty members at this rank are not tenured. An appointee receiving their first contract as an assistant professor enters a probationary period of seven academic years of service; the application for promotion and tenure is usually made in the sixth year. Faculty members are evaluated after three years to assess progress (Mid-Probationary Review). Prior academic service at other academic equivalent institutions may be credited, up to a maximum of three years, toward the fulfillment of the probationary period.

Associate Professor (Clinical/Educational Tenure Track)

Faculty members at this rank should have demonstrated evidence of a commitment to excellence in the clinical, basic and/or other sciences (e.g., educational, public health, social sciences), as well as educational activities and should be engaged in service. See Section IV: Demonstration of Qualifications and Excellence. They should show promise of becoming leaders in their fields and should have attained recognition at the state and/or national level. Tenure is usually granted with the appointment/promotion to this level. Scholarly activity as evidenced by peer-reviewed publications and invited presentations is expected.

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

- Demonstrated evidence of excellence in the clinical, basic and/or other sciences (e.g., educational, public health, social sciences), as demonstrated by publications, teaching record, and mentoring of student learning and/or research;
- Demonstrated evidence of excellence in educational learner-centered activities as demonstrated by an impactful teaching record and student or trainee engagement;
- Development of educational materials and curricula, as well as application of best education practices within the College curricula;
- Progression in teaching or clinical responsibilities and leadership (course/component director, program director, clinic director);
- 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, case reports, 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, Department, College, Hospital, and/or University committees;
- Participation in local, national, and international professional meetings; and
- Participation in service activities consistent with Departmental, College and University missions; and
- Evidence of commitment and contributions to Diversity, Equity, and Inclusion in research, teaching, clinical activities, and/or service (See Glossary and Section IV.H.).

In addition, candidates will be involved in research and other scholarly pursuits; however, the receipt of external research funding is not required for promotion in this rank. Candidates, who are dentists with specialty training, 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 (See Glossary). In lieu of board certification, general dentists must provide documentation of exceptional performance related to the identified norms. For example, a Master's degree in a relevant academic discipline. General dentists may also achieve a comparable demonstration through Academy of General Dentistry Fellowship or Mastership Award, American Academy of Implant Dentistry Fellowship, or other equivalency. See Section IV: Demonstration of Qualifications and Excellence. See Section IV: Demonstration of Qualifications and Excellence.

Professor (Clinical/Educational Tenure Track)

Faculty members at this rank should have demonstrated significant originality and excellence in their educational activities and should be engaged in sustained 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. The quality and quantity of peer-reviewed publications must be consistent for promotion to this rank, as deemed adequate by reasonable peers.

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 committees and governance of national or international professional organizations. Candidates who are clinicians, must be board certified if relevant to their role in the College and in a recognized specialty (See Glossary).

General dentists are expected to provide documentation of exceptional performance related to the norms or acquisition of an additional degree (for example, a Master's degree in a relevant academic discipline). This demonstration may also be achieved for generalists through Academy of General Dentistry Fellowship or Mastership Award, American Academy of Implant Dentistry Fellowship, or other equivalency. See Section IV: Demonstration of Qualifications and Excellence.

B. Non-Tenure Track

1. Clinical/Educational Non-Tenure Track (CNT)

The CNT track is used for faculty members who demonstrate excellence in educational activities, patient care/clinically related activities, service, and scholarship. These faculty members 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 CNT faculty members are on fixed term appointments (0-100%) and are not on the University tenure track. CNT 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 Clinical Non-Tenure Track and will include documentation of excellence and recognition of performance. Faculty titles in the Clinical/Educational Non-Tenure Track include the modifier of "Clinical" preceding the title. A demonstration of commitment to the College's diversity, equity and inclusion goals is expected.

Criteria for Appointment- Clinical/Educational Non-Tenure Track (CNT)

Clinical Instructor (Clinical/Educational Non-Tenure Track)

Faculty members appointed at this rank are less than 50 percent appointment or have little or no experience as educators. This rank is not appropriate for faculty members who have completed a certificate in an advanced dental educational program and are board eligible. Faculty at this rank should demonstrate potential for excellence in dental education. The Clinical Instructor rank is not eligible for promotion.

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

Faculty members at this rank will have participated actively for at least two years in dental education; or have completed training in an ADA-recognized specialty; or 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. See Section IV: Demonstration of Qualifications and Excellence.

Appointment to the rank of Clinical Assistant Professor is recommended when the CNT 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. Appointment as Clinical Assistant Professor is usually recommended when the candidate has achieved the following norms:

- Demonstrated experience in educational activities;
- Demonstrated experience in patient care or equivalent clinically related activities, when appropriate;
- 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 a relevant academic discipline). The demonstration may also be achieved for generalists through Academy of General Dentistry Fellowship or Mastership Award, American Academy of Implant Dentistry Fellowship, or other equivalency. See Section IV: Demonstration of Qualifications and Excellence.

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

Faculty members 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. See Section IV: Demonstration of Qualifications and Excellence.

Faculty members 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. It is expected that additional time in rank beyond 5 years ordinarily required for full-time CNT faculty members will be required for part-time CNT faculty members to meet the norms for promotion. However, time in rank alone is not a justification for promotion or initial appointment level; evidence of accomplishments and merit must be demonstrated as outlined in the norms and expectations for this rank.

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

- Demonstrated excellence in educational activity based on an impactful teaching record, student engagement, and development and delivery of curricular materials;
- Progression in teaching or clinical responsibilities and leadership (e.g., course/component director, program director, clinic director);
- Demonstrated excellence in patient care, when appropriate or equivalent clinically related activities if appropriate to the candidate's 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. Documented peer-reviewed publications are encouraged but not required, however, in addition to conference abstracts, presentations and workshops, they are one form of documentation as delineated in Section IV, Demonstration of Qualifications and Excellence;
- Evidence of commitment and contributions to Diversity, Equity, and Inclusion in research, teaching, clinical activities, and/or service (See Glossary and Section IV.H.); and
- Eligibility for board certification (American or state specialty) when appropriate to their role in the College, 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 a relevant academic discipline). This documentation may also be achieved for generalists through Academy of General Dentistry Fellowship or Mastership Award, American Academy of Implant Dentistry Fellowship, or other equivalency. See Section IV: Demonstration of Qualifications and Excellence. See Section IV: Demonstration of Qualifications and Excellence.

Clinical Professor (Clinical/Educational Non-Tenure Track)

Faculty members 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 members 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. See Section IV: Demonstration of Qualifications and Excellence.

Faculty members 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. It is expected that additional time in rank beyond 5 years ordinarily required for full-time CNT faculty members will be required for part-time CNT faculty members to meet the norms for promotion. However, time in rank alone is not a justification for promotion or initial appointment level; evidence of accomplishments and merit must be demonstrated as outlined in the norms and expectations for this rank. 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 in two or more of the following areas; educational activity, patient care/clinical activity, scholarship, and service (See Section IV: Demonstration of Qualifications and Excellence);

- Evidence of scholarly publications, in peer-reviewed or non-peer reviewed journals;
- Achievement of recognition by peers at the College, University, and national/international level;
- Evidence of commitment and contributions to Diversity, Equity, and Inclusion in research, teaching, clinical activities, and/or service (See Glossary and Section IV.H.); and
- Achievement of specialty board certification (American or state specialty) if relevant to their role in the College (See Glossary). 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 a relevant academic discipline). This documentation may also be achieved for generalists through Academy of General Dentistry Fellowship or Mastership Award, American Academy of Implant Dentistry Fellowship, or other equivalency. See Section IV: Demonstration of Qualifications and Excellence.

2. Research Non-Tenure Track (RNT)

Research non-tenure track appointments are intended for faculty members whose primary commitment to the College is research. They must have a Ph.D. degree (or equivalent) in a relevant science field or an M.D. or D.D.S. degree with demonstrated post-doctoral research experience. Unless appointed and supported by the College or Departments in a full-time permanent position, research track appointments usually are not standalone appointments and must be linked directly to the established and funded research program of a specific tenured or tenure-track faculty member/Principal Investigator (“faculty PI”) at the College. The primary responsibility of the research faculty member is to enhance the research capability of the program. These positions are usually supported on externally derived research funds (“soft money”) and are subjected to termination due to loss of funding or departure of the faculty PI. Research faculty members are not usually granted independently assigned research space and are housed within the research laboratory of the faculty PI.

Research faculty members have a primary commitment to the faculty PI and/or the College’s research program. It is recognized that research faculty normally have reduced teaching and service activities, but correspondingly greater research activity. However, they are encouraged to participate in guest lectures or research seminar presentations as part of regularly scheduled courses or seminars with the agreement of the funding faculty PI. This is also true for service on committees other than those directly linked to the funding source or the specific research program. Exceptions can be made by agreement between the faculty PI and the research faculty with documentation of such agreement. 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-Tenure – Research Track include the modifier of “Research” preceding the title (See Section IV: Demonstration of Qualifications and Excellence).

The cycle and process for appointment and promotion for the research track faculty members are consistent with other College faculty tracks, while adhering to the University promotion guidelines.

Criteria for Appointment and Promotion (Research Non-Tenure Track) (RNT)

Research Assistant Professor (Research Non-Tenure Track, RNT)

Research faculty members at this rank should have a minimum of five years' experience as a post-doctoral fellow or a research scientist equivalent in the research programs of the College or with comparable research experience in another institution.

Research Assistant Professors are usually appointed on a fixed-term basis under the supervision of an externally funded faculty PI and work on research projects either independently or in collaboration with other College faculty members. The research faculty member remains fully responsible to their faculty PI and pursue research in the same discipline. Potential for excellence in research should be evident based on post-doctoral or previous research experience. Appointments for the Research Assistant Professor are usually supported entirely or partially on research funds ("soft money"). The norms for appointment as Research Assistant Professor RNT include:

- Demonstrated ability to independently conduct independent research consistent with their appointment;
- Evidence of commitment to a scientific field and research;
- Evidence as a developing authority on the scientific context of their research, with an in-depth knowledge of the relevant fields of concentration;
- Record of peer-reviewed publications that include papers as first or co-author of a team science group; and
- Evidence of supervision of research staff and students in the laboratory/research program.

Research Associate Professor (Research Non-Tenure Track)

Faculty members at this rank should have completed at least five years as a Research Assistant Professor or equivalent at the time the review for promotion is initiated, although early promotion may be considered in cases of extraordinary accomplishment. Time in rank alone is not a justification for promotion or initial appointment level; evidence of accomplishments and merit must be demonstrated as outlined in the norms for this rank.

For appointment or promotion at the rank of Research Associate Professor, the faculty member must demonstrate a consistent progression of research activities of high quality with promise of a high impact in the discipline. A promise of a continued scholarly trajectory must be evident. The faculty member should have demonstrated contribution to their research field and begun to develop a national reputation.

For faculty members engaged primarily as collaborators or in team science (e.g., biostatisticians, bioinformatics, etc.), excellence in research/scholarship is assessed through evidence of independent contributions within the collaboration.

Promotion to Research Associate requires that the candidate has achieved either one or both of the following norms. Satisfaction of requirements in either category may be sufficient for promotion to the rank of Research Associate Professor.

1. Establishment of independent research contributions/program.

This refers to the establishment of independent research contributions as the Principal Investigator or Co-PI of an externally funded research grant independent to that of their faculty PI's. Demonstration of consistent external funding is required.

Or

2. Significant contributions to and evidence of impact on an established research program of the College or of the faculty PI. Although the candidate may not establish independence by serving as Principal Investigator on an externally funded grant, they must be an essential team member of the established research program and contribute significantly (such as Co-PI) to the success and continuation of the research program (usually that of the faculty PI).

Appointment or promotion to Research Associate Professor requires clear documentation of excellence in research and national recognition by demonstrating the following norms:

- Evidence of supervision and mentoring laboratory/program peers, staff, and students;
- Evidence of planning laboratory experiment protocols, managing and overseeing routine research conduct, management, budgets, business, and leadership in contributing to the overall research program, laboratory, and equipment care. Faculty in roles to support research programs at the Department or College level and who are engaged primarily as collaborators or in team science (e.g., biostatisticians, bioinformatics, etc.) may not directly contribute to laboratory activities, but would be expected to contribute to the development of research protocols;
- Service on graduate MS/PhD thesis committees;
- Demonstrated success in competing for extramural funding for their research by receipt of grant awards as Principal Investigator (PI), Co-PI or Co-Investigator. The extramural funding sources may include a major external federal research grant or research focused contract, or as part of a multiple of smaller extramural research grants or research focused contracts;
- Record of submitting grant applications (intramural and extramural) as appropriate for the research group and goals of their respective tenure-track faculty member mentor (faculty PI);
- High-quality publications in peer-reviewed journals with evidence of first author or senior author publications;

- Evidence of participation in local, national, and international scientific meetings with abstract submissions, presentations, or as invited speaker;
- Evidence of attaining some level of national recognition in their research field;
- Service as manuscript reviewer or editorial board member for scientific journals; and
- Evidence of commitment and contributions to Diversity, Equity, and Inclusion in research, teaching, and/or service (See Glossary and Section IV.H.).

Faculty members at the rank of Research Associate Professor should have demonstrated excellence in research. Since research faculty members are supported on research grant funding, teaching other than research program mentoring is generally reduced or may not be required depending on the effort supported by grant funding. Faculty who are fully (100%) supported on federal grant funds must be in compliance with grant guidelines and may not be allowed to commit time to teaching. Teaching expectations for faculty that are not fully supported on grant funds should be in alignment with the percent effort that is not supported by research funding. Likewise, expectations for service activity may be modified depending on non-committed research time. However, Research Associate Professors are encouraged to participate in guest lectures or research seminar presentations agreeable by the funding faculty PI. Participation in teaching and/or service may be considered as part of the appointment and/or promotion process with prior negotiation of such roles with their faculty PI or the Department Head. It is expected the faculty member will have participated and contributed to service activities linked to the funding source and consistent with Department, College, and University missions, although teaching and service commitments may be limited due to grant funding support stipulations.

Research Professor (Research Non-Tenure Track):

Faculty at this rank will ordinarily have completed at least five years as Research 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. However, time in rank alone is not a justification for promotion or initial appointment level; evidence of accomplishments and merit must be demonstrated as outlined in the norms and expectations for this rank. This rank signifies an extremely high level of professional accomplishment.

These appointments may be supported on grant funds of the faculty PI. In the event of the departure of the faculty PI from the College, then the continuation of the appointment will be at the discretion of the Department Head after evaluating the credentials of the candidate and the research mission of the College. Faculty members appointed as Research Professor are eligible to submit independent grant applications. Faculty member appointment or promotion to Research Professor require the faculty member to establish an independent research program with a distinct research focus from their faculty PI. Demonstration of a consistent and sustainable record of funding and excellence in achieving research and national/international recognition in the candidate's research field are also required.

Promotion to Research Professor requires that the candidate has achieved the following norms:

- Clear evidence of research independence;
- Consistent and sustainable record of research funding awarded as PI or Co-PI independent of the faculty PI. The funding source may be a major external federal research grant or research focused contract;
- A sustained record of excellence in research;
- Significant innovation in their work;
- Record of continuing publications in high impact peer-reviewed journals as senior or corresponding author; documented quality is preferred over quantity;
- Service as a primary thesis advisor or co-advisor for MS or PhD graduates;
- Invitations to present at, or as keynote speaker in local, national, and international scientific meetings;
- Demonstrated leadership in their research field, which brings recognition, enhanced stature to the College and University;
- Recognized nationally and/or internationally for their research accomplishments;
- Made major contributions to the development of a College research program or the College's research mission;
- Mentored students, graduate students, post-doctoral fellows, residents, or junior faculty members;
- Participation in service activities consistent with Department, College, and University missions. Examples of engagement include service on Department, College, and/or University committees, professional organizations, granting agencies; editorial boards and/or journal reviewer, or as reviewer for research grant proposals; and
- Evidence of commitment and contributions to Diversity, Equity, and Inclusion in research, teaching, clinical activities, and/or service (See Glossary and Section IV.H.).

The above list is not intended to be exclusive of other meaningful research contributions. Such contributions must be well-defined and consistent with the College's research mission

Since research faculty members are supported on research grant funding, teaching other than research program mentoring is generally reduced or may not be required depending on the effort supported by grant funding. Faculty who are fully (100%) supported on federal grant funds must be in compliance with grant guidelines and may not be allowed to commit time to teaching. Teaching expectations for faculty that are not fully supported on grant funds should be in alignment with the percent effort that is not supported by research funding. Likewise, expectations for service activity may be modified depending on non-committed research time. However, Research Professors are encouraged to participate in guest lectures or research seminar presentations agreeable by the funding faculty PI. Participation in teaching and/or service may be

considered as part of the appointment and/or promotion process with prior negotiation of such roles with their faculty PI or the Department Head. It is expected that the faculty members will have participated and made contribution to service activities consistent with the funding source, although teaching and service commitments may be limited due to grant funding stipulations. It is expected that a Research Professor will have participated and contributed to service activities consistent with Department, College, and University missions, although teaching and service commitments may be limited due to grant funding support stipulations.

C. Adjunct Appointments

The use of “adjunct” as a prefix to a faculty members rank indicates that the position is not the individual’s primary position. Adjunct may be used in the title of a faculty appointment when the individual to be appointed is expected to have a short-term, peripheral association with the University or when a Department wishes to provide a more formal affiliation to a faculty member from another unit. The individual appointed should be recognized in their field and Departments should exercise appropriate review procedures before making an adjunct appointment.

D. 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 University System 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 based upon mutual interests or activities and provide faculty privileges in secondary departments as regulated by the Bylaws of the secondary departments.

Less formal in nature than a regular joint appointment (which generally carries voting rights and tenure status in each department), the departmental/institute/center affiliate designation does not carry with it any tenure rights or voting rights in the affiliated department/unit. The designation is available only to faculty members who otherwise have an academic position in the University in a “home department.” The appointment is made annually with the concurrence of the home department and the affiliated department/unit and acceptance by the individual. Affiliate appointments can be terminated either by the department/unit or the individual. The position authorizes the Affiliate to direct Master’s and Ph.D. theses in the affiliated department in the manner of other members of that department (subject to the usual rules of the Graduate College). For purposes of promotion, only the home department will be involved since the title of Affiliate does not designate faculty rank per se or carry any implications for tenure.

E. Visiting Appointments

“Visiting” may be used in the title of a faculty appointment when the individual to be appointed is to be a temporary appointee of one year or less. Such appointments may be renewed for a period generally not longer than five years when the funding source is non-state. Appointments beyond three years (state funded) or five years (non-state funded) imply permanent status and if they are to continue should be converted to permanent appointments in accordance with established campus policies. Visiting appointments should not be used to circumvent the University’s search and hiring process for faculty appointments.

F. Part Time Faculty Appointments and Promotion

1. Norms and Guidelines for appointment and promotion of part time Clinical/Educational Non-Tenure Track faculty members will be in accordance with those of full-time CNT faculty. It is expected that additional time in rank beyond the 5 years ordinarily required for full-time faculty members will be required for part-time faculty to meet the norms for promotion. Time in rank alone is not sufficient for promotion; evidence of accomplishments and merit must be demonstrated as outlined in the norms and expectations for full-time faculty members’ appointment and promotion for the rank being considered.
2. Part-time faculty members must meet the same norms and expectations set forth for full-time Clinical/Educational Non-Tenure Track faculty members for appointment and promotion (See Section II B, Section III B 1, and Section IV). This includes the scholarly activity, teaching, and service norms for appointment and/or promotion as set forth for full time faculty members. A sustained part-time commitment in addition to documented scholarly activity and contributions to teaching and service commensurate to the faculty member’s appointment and role will be considered in evaluating evidence for promotion.
3. Exceptions to these guidelines will be considered for part-time Clinical/Educational Non-Tenure Track faculty members who make extraordinary or outstanding contributions to scholarly work or teaching in their part-time role, consistent with the expectations for full-time CNT faculty members.

SECTION IV. DEMONSTRATION OF QUALIFICATIONS AND EXCELLENCE

The intent of this section is to provide examples of the types of activity that faculty members 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/examples 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. Candidates are expected to demonstrate excellence in the specific areas related to their track and assignments within the College of Dentistry and their Department. Faculty members contributions related to diversity, equity, and inclusion are and will be valued by the College of Dentistry in all aspects of teaching, research, and service. All College of Dentistry faculty members, regardless of track or rank, are expected to demonstrate a commitment to Diversity, Equity, and Inclusion (See Glossary). See the specific criteria and guidelines for appointment, promotion and/or tenure of faculty members that pertain to the candidate being considered in the College of Dentistry (Section III. **NORMS AND EXPECTATIONS FOR TENURE and NON-TENURE RANKS**)

A. Research and Scholarship

All tenure track faculty members, whether in the research or clinical/educational sub-track, must be individuals of scholarly ability and achievement.

In support of a broad and inclusive definition of scholarly work, the College embraces Boyer's Model of Scholarship,¹ acknowledging these four domains of scholarship:

- Scholarship of Discovery: activities that add to knowledge through the process of scientific inquiry or collection of new information.
- Scholarship of Integration: activities that support interdisciplinary work or research that pulls knowledge into a broader context.
- Scholarship of Application: activities that involve application of knowledge to practical problems of interest to society.
- Scholarship of Teaching: activities that improve our understanding of the process of discovery in the classroom and of teaching practices.

Faculty members may participate in scholarly activities related to multiple domains.

Documentation of research and scholarship may include:

1. **Published works.** Published works may reflect scholarship in any of the domains. The quality of publications and consistency of productivity are more

¹ Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

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 a first author, senior author, or a major figure in the execution of the project. Publications that have been accepted but are not yet in print or available should be appropriately documented.

For Clinical/Education Tenure Track (CT), peer-reviewed instructional materials that are published in an online repository, as well as data indicating breadth of distribution and usage, may also be considered published works. Authoring or editing original academic or scholarly blog posts or other social media works that advance or build on research and/or disseminate research to a broader community may also be considered for CT.

Evidence of scholarly work include:

- Publication of original research
- Publication of textbooks
- Publication of book chapters
- Publication of review articles
- Publication of case reports
- Development of clinical procedures that are widely recognized and acknowledged as a valued contribution to the profession
- Development of instructional materials (if published in peer-reviewed publications)
- Publication of innovative teaching and learning
- Documentation of standards of care or evidence-based practice
- Publication of intellectual property
- Publication or deposition of datasets in established repositories that are appropriate to the discipline and follow current best practice standards (e.g. FAIR guidelines: Findable, Accessible, Interoperable, and Re-usable).
- Patents

2. **Support for Research.** The organization and execution of a creative, productive, and sustained research program provides 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 Research Tenure Track, although other types of research grants (e.g., industry, locally funded, private foundations) that will contribute to the body of knowledge are also important. Evidence of grant submissions and successful awards as a Principal Investigator or Co-Principal Investigator are expected for the Research Tenure Track and Research Non-Tenure Track. Clinical/Educational Tenure Track faculty members will be involved in research and other scholarly pursuits; however, the receipt of external research funding is not required for promotion in this track.

3. **Presentations at scholarly meetings and conferences.** Research stature can be assessed, in part, by invited presentations at professional meetings and conferences. In addition, presentations given at meetings or conferences which have been screened by review committee should be indicated. Invitations to participate in national or international meetings are also evidence of peer recognition of research accomplishments. Poster presentations and abstracts are considered as evidence of scholarly work.
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 the discipline.
5. **Mentoring of graduate and professional students.** Evidence that demonstrates the candidate's students have been mentored/trained effectively and successfully is an important consideration. Membership on dissertation and thesis committees, numbers of students trained, poster and oral presentations, and publications by mentees/trainees, receipt of awards by trainees, advanced degrees awarded, board certification of specialty graduates, and present positions of former students are important considerations. Students may include Ph.D. or MS degree candidates or postdoctoral residents/fellows. Evidence of faculty member's student/resident mentoring and faculty peer mentoring are also considered (e.g., publications, presentations, and awards/honors received by mentored students, fellows, or faculty members).
6. **Invited seminars.** Research seminars given by the candidate at their own institution and other institutions provides evidence of research stature. These seminars may be related to clinical or educational activity.
7. **Service on national advisory boards.** Service as a grant reviewer such as Study Sections for NIH, NSF, or other national research advisory boards provides evidence of national stature in research. This service may include a broad range of professional organizations and boards.
8. **Leadership/Service in national organizations.** Serving in leadership positions for national organizations, especially when elected, demonstrates peer recognition of the candidate's stature within the discipline.
9. **Awards.** Internal and external (e.g., professional organizations) awards recognizing excellence in research or scholarly activity.
10. **Patents.** Patents reflect achievement in activities that support Scholarship of Discovery and may be evidence of innovation in research.

B. Educational Activities

Educational activities are those activities that support the education and academic success of students and/or residents. All educational activities of the COD apply in particular to the Clinical/Educational Tenure Track and Clinical/Educational Non-Tenure Track.

The criteria for teaching effectiveness that will be considered in evaluation are quality, innovation, impact upon students, and level of responsibility. Evaluation will be made in all areas of the faculty member's assignments including:

- Classroom teaching
- Laboratory and clinical teaching
- Course coordination
- Seminar leadership
- Mentorship
- Supervision of individual student projects
- Supervision of thesis or dissertation research
- Service on thesis or dissertation committees
- Development of instructional materials

Input into the evaluation of teaching may come from a variety of sources, such as peers, students, and supervisors. Documentation of the development and improvement of teaching quality is required for all appointments and promotions of clinical/educational tenure track faculty members. Documentation of educational activity may include:

1. **Student performance.** For faculty members who have an assigned teaching role or are engaged in research mentorship of students or post-graduates, objective measures, particularly external, of student progress in the course or research project, provide a measure of the impact or contribution of teaching on student achievement. Evidence of students'/mentees' achievements may include posters, abstracts, publications, presentations, board certification, awards, leadership positions, success on graduate qualifying examinations, success on the integrated National Board Dental Examination (INBDE), etc.
2. **Systematic and standardized student evaluation.** Systematic and standardized evaluation of faculty members' educational activity is used to gauge an instructor's relative standing compared to colleagues in the Department and in the College and may be used as a reflection of the student experience. Faculty members' evaluation of teaching must be presented when available, although the potential for bias in student evaluation is acknowledged. In addition, when available, normative comparisons are also important to include in comparing individual faculty members to others in the College and Department. While student feedback is important and valuable for understanding the student experience, it is influenced by a number of factors and not limited to the teaching skills of a faculty member. The candidate's reflections on standardized evaluations may also be included to identify student evaluations within the context of the candidate's teaching philosophy and to demonstrate how feedback from student evaluations informed teaching practices. The results of standardized evaluations will significantly influence decisions only when the candidate is consistently judged by students to be at either extreme of the distribution of educational effectiveness. Demonstration of improvement in student evaluations is valued.

- 3. Peer appraisal.** Peer evaluation of educational activity should be conducted on a regular basis (at least every other year), especially for junior faculty members seeking their initial promotion in either the clinical/educational tenure track or in the clinical non-tenure track. Peer evaluation of educational activity may be done by the Department head or chair, discipline coordinator, or unit director, or a senior faculty member with evidence of expertise in teaching. Faculty members from the same or similar disciplines may observe their colleagues in the multiple settings in which education occurs and share their observations. Faculty members should be observed in the settings in which their primary educational activity occurs (didactic/lecture, small group learning, clinic, laboratory).

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 used, integration of topics, structure of educational session, and congruence between instructor goals, learning objectives, and student outcomes.

Peer evaluations of faculty members classroom behavior can be based on checklists, rating scales, or written appraisals. The College will provide a basic template for the evaluations, although a Department may choose to develop their own evaluation tools. 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.

Peer evaluation of faculty is an expectation of promotion documentation and should occur, at minimum, twice prior to submission of documentation for promotion. For Clinical/Educational Tenure Track faculty this would ideally be at least once prior to the mid-probationary review and at least once following the mid-probationary review. **Departments should be completing peer appraisal as described here for all individuals seeking future promotion.**

- 4. Instructional material.** Evidence of contributions to educational methods or curriculum development, such as development of educational materials, should be documented. This would include educational content such as:
- Blackboard™ sites and content
 - Course manuals and/or handouts
 - PowerPoint™ presentations
 - Videos
 - Assessments
 - Adaptations to online learning
 - Implementation of new technology
 - Other internal and external scholarly works that contribute and provide innovation to the College's academic programs

The importance and impact of innovative and creative contributions, as might be demonstrated by the creation of a new course or innovative curriculum, or use of materials beyond the institution is also recognized.

5. **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 may also include any student and faculty member mentorship as related to scholarship and educational activities. Progression in teaching leadership should be considered as evidence of growth and a demonstration of excellence in the College's educational programs (e.g., course/component director, program director, clinic director).
6. **Awards for excellence in educational activity.** A list of awards and recognitions internal and external to the College received by the candidate for excellence in professional and educational activities, as well as mentorship provides another measure of the candidate's abilities and skills related to these activities.
7. **Continuing dental education.** Development, contributions, and presentation of CE programs in the College of Dentistry, University, and/or CE programs at local/regional/national meetings is evidence of the candidate's knowledge and skill related to a particular area or topic and supports the education and success of others in this area. Such CE activities also demonstrate their regional and national stature. Such CE activities also demonstrates their regional and national recognition/stature.

C. Clinical Activities

Clinical activities are those activities that directly or indirectly support patient care or advancement of the health professions. Documentation of clinical activity may include:

1. **Membership on advisory committees or consultantships.** Involvement in leadership and/or service (e.g., committees) in hospitals, educational, clinical, or other similar institutional clinical activities;
2. **Clinical presentations.** Programs of national, state, or local professional organizations that the candidate has organized, contributed to, or in which they have presented;
3. **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 –Clinical leadership; awards related to clinical activities; board certification; recognition by students, professional peers, and/or professional agencies; as well as student and faculty member clinical mentorship. Documentation of new devices, procedures, treatments, etc. may be

provided as evidence. 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. A progression of leadership roles is also an indicator of excellence through this peer and administrative recognition. Supporting activities may include becoming course or component director, administrative appointments, and other such activities;

4. **Organization of and participation in community dental health educational projects.** Number of participants, number of individuals served, impact on participants, and impact on the community receiving care may be provided as evidence of the quality of the project or program; and
5. **Board Certification**, when specialty educationally qualified, or equivalent for non-specialty trained. 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 a relevant academic discipline). General dentists may also achieve a comparable demonstration through Academy of General Dentistry Fellowship or Mastership Award, American Academy of Implant Dentistry Fellowship, or other equivalency. See Section IV: Demonstration of Qualifications and Excellence.

D. Service Activities

Service activities refer to those activities that provide direct support for the function and health of the College and University. Documentation of service activities may include:

1. Progression in roles of leadership within the COD, University and/or within organized dentistry;
2. Administration of a Department or other formally organized unit.
3. Administration of clinic;
4. Director of special Departmental or interdepartmental training or research programs;
5. Service as class, student organization, student group, or student advisor.
6. Member or chairperson of Department, Program, College, or University committee, and/or governing bodies.
7. Representative of the Department, Program, College, or University to outside agencies;
8. Appointment or election to offices or significant leadership roles in local, regional, national, and/or international professional societies;
9. Appointment to a grant review panel (regional, national, international);
10. Appointment to a clinical or educational accreditation body (e.g., Commission on Dental Accreditation);
11. Internal and external (e.g., professional organizations) awards recognizing excellence in service;

12. Organization of local, regional, national, or international professional meetings.
13. Patient care; and
14. Other Community or Professional Service.

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

E. Additional Considerations for Clinical/Educational Non-Tenure Track (CNT)

1. Scholarship

When applied to the non-tenure clinical/educator track, scholarship may be limited to the scholarship of teaching and activities will include documentation of excellence in teaching and recognition of performance.

Scholarship will be considered in its broadest sense as the dissemination of knowledge when applied to the clinical non-tenure track. Scholarly activity as it relates to teaching, patient care and clinical-related activities will be evaluated, with the recognition that non-tenure clinical faculty members have a primary commitment and responsibility for the promotion of excellence in these areas at the College of Dentistry.

Evidence of scholarship in its expanded view is an expectation. Documented evidence of Scholarly Activity for the CNT track:

- a. "Scholarly activity" is determined as it relates to Teaching, Patient Care/Clinical-related Activities, and Service, with the recognition that non-tenure clinical/educator faculty members 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 and presentations are encouraged but not required at the Clinical Assistant/Associate Professor ranks (CNT), for promotion to Clinical Professor, scholarship requires evidence of documented publications in peer-reviewed or non-peer reviewed journals. Any publication(s) that the faculty member has should be considered as additional, strong documentation of scholarly activity. All publications since the last personnel action, and within the ten years preceding the recommended promotion period, should be considered;
- c. Research is not required in the clinical/educational non-tenure 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. Research activity in a collaborative or contributing capacity is recognized as evidence in this rank. Evidence of innovation and the impact of

research on teaching, learning or clinical practice can be considered as evidence in this track;

- d. Evidence of the impact of research on teaching and learning may be demonstrated by the following activities:
 - Implementation of new technology to improve teaching
 - Development of new courses or programs
 - Development methods to evaluate teaching or student learning
 - Acquisition of external funding for educational or pedagogical research to support original research.

2. Educational Activities

Evidence of educational activities within the CNT track are similar to those in section IV B (Educational Activity) and may include:

- 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 of curricular activities and materials in the COD;
- c. Development and dissemination of teaching materials that conform to evidence-informed best practices, 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 of teaching excellence 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. (See IV B1 (student performance), IV B2 (systematic and standardized student evaluation), and IV B3 (peer appraisal) above).

3. Clinical Activities

Evidence of educational activities within the CNT track are similar to those in Section IV C (Clinical Activity) and may include:

- 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 that specialty-trained clinicians must be board certified if relevant to their role in the College (See Glossary). Equivalent documentation of excellence should be provided by non-specialty-trained faculty. Examples of non-specialty equivalency include Academy of General Dentistry Fellowship or Mastership Award, American Academy of Implant Dentistry Fellowship, or other equivalency. This demonstration may also be demonstrated by acquisition of an additional degree (for example a Master's degree in a relevant academic discipline).

4. Service

Evidence of educational activities within the CNT track are similar to those in section IV D (Service Activity) and may include:

- 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;
 - iii. Student advising and/or mentorship.
- b. External
 - i. Committee participation and leadership in professional organizations (e.g., organized medical/dental groups and societies, governmental organizations, not-for-profit organizations, Commission on Dental Accreditation);
 - ii. Community service.

F. Considerations for Research Non-Tenure Track (RNT)

Research Non-Tenure Track Faculty members should present with evidence of research and scholarship achievement as described in Sections III B 2, Research Non-Tenure Track, IV A, Research and Scholarship, and IV G, Evidence of National Recognition/Stature, Leadership in One's Field.

The primary focus of the research non-tenure track faculty member will be to established research programs at the College, usually under the direction of a senior scientist, Principal Investigator. At the Research Assistant Professor and Research Associate Professor level, the expectation for publication and research support would be in a collaborative or supporting role. At the Research Professor level, evidence of independence in research support and publication is expected, as well as evidence of research mentorship of students or post-doctoral fellows.

Participation in educational activities is not required in the non-tenure research track, but teaching experiences can be presented as evidence of educational activity, including mentorship or supervision of student and post-doctoral research.

G. Evidence of National Recognition/Stature, Leadership in One's Field

The following constitute evidence of national recognition, leadership in one's field for each of the College of Dentistry's faculty tracks.

1. Presentations at scholarly meetings and conferences. Research and professional stature can be assessed, in part, by invited papers presented at scholarly meetings and conferences. In addition, papers given at meetings or conferences that have been screened by a review committee should be indicated. Invitations to participate in national or international meetings or to organize sessions for such meetings are evidence of peer recognition.
2. 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 their discipline.
3. Invited Seminars. A list of research, educational, and/or clinical seminars given by the candidate at other institutions provides evidence of stature.
4. Service for regional, national, and international professional organizations committees (e.g., CODA). Chair or other positions should be indicated.
5. National scientific advisory boards. Service as a grant reviewer such as Study Sections for NIH, NSF, or other national research advisory boards provides evidence of national stature in a research field.
6. Election to office in local, regional, national, or international professional organizations.
7. Recognition of expertise due to consulting activities within the public or private sector.
8. Awards recognizing excellence in research, teaching, service.

H. Diversity, Equity, and Inclusion

All faculty members, regardless of track or rank, are expected to demonstrate a commitment to Diversity, Equity, and Inclusion (See Glossary). Such contributions can be a part of Scholarship/Research, Educational Activities, Clinical Activities, and/or Service. Documentation of Diversity, Equity, and Inclusion (DEI) efforts may include:

1. Scholarship/Research

- a. Presentation, creative work, and or publication focused on DEI;
- b. Grant award to fund research that focuses on DEI;

- c. Efforts to elevate research involvement and dissemination of knowledge from historically marginalized and diverse communities;
- d. Actively mentoring individuals from diverse backgrounds, including learners from historically marginalized groups in the scholarship/research areas;
- e. Establishing or supporting the creation of new scholarly/research initiatives related to DEI;
- f. Research that involves health inequalities, inequities, or inclusion for underrepresented groups; and
- g. Leading or participating in a research group addressing DEI.

2. Educational Activities

- a. Promoting equitable representation of diverse people/participants/communities/populations in curriculum materials;
- b. Fostering an inclusive classroom environment that values diversity, and takes into consideration students from a broad variety of backgrounds and learning needs;
- c. Developing courses or curricular materials that focus on themes of DEI;
- d. Strengthening a climate of cultural humility (see Glossary) by actively challenging explicit bias and working to eliminate implicit bias in the curriculum;
- e. Actively mentoring individuals from diverse backgrounds, including learners from historically marginalized groups in the educational area;
- f. Leadership or participation in conferences, workshops, continuing education and/or inclusive classroom sessions that address and/or promote DEI themes; and
- g. Participation in continuing education related to health equity.

3. Clinical Activities

- a. Providing respectful, patient-centered care to historically marginalized and diverse communities;
- b. Promoting an inclusive clinical environment that is welcoming to individuals from all backgrounds;
- c. Addressing barrier to care issues through education, treatment, advocacy, and/or systemic change;
- d. Actively mentoring individuals from diverse backgrounds, including learners from historically marginalized groups in the clinical area; and
- e. Clinical work that focuses on addressing health disparities or involves underserved communities/populations.

4. Service:

- a. National, international, and/or local recognitions for DEI work;
- b. Chairing or serving on committees, task forces, or working groups pertaining to DEI;
- c. Participate in active recruitment and retention of diverse faculty, staff, and student bodies (i.e., search committees, admissions committees, etc.);
- d. Actively mentoring individuals from diverse backgrounds, including learners from historically marginalized groups in the service area; and
- e. Leadership and/or participation in a professional organization's DEI work.

I. 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 previous/current mentors of the candidate. All of the external referees should be nominated by someone other than the candidate, although the candidate can make recommendations for suitable evaluators in their field. All referees should be acknowledged authorities in the field and be at or above the rank to which the candidate seeks promotion.

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. (<https://faculty.uic.edu/hr/promotionandtenure/>)

SECTION V. PROCEDURES FOR APPOINTMENT AND PROMOTIONS

A. Recommendation and Review Process

1. The UIC College of Dentistry has two faculty committees that review promotion applications: the Committee on Tenure Track Appointment, Promotion and Tenure and the Committee on Non-Tenure Clinical Track Faculty Promotion. See COD Bylaws for the membership, structure, and function of these committees.
2. See Campus Guidelines for additional procedures for promotion.
<https://faculty.uic.edu/hr/promotionandtenure/>

B. Mid-Probationary Review

Campus policy requires that a formal, internal review of faculty members 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 members, 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:

<https://faculty.uic.edu/hr/promotionandtenure/midprobationaryreview/>
<https://uofi.app.box.com/v/midprobationaryreview>

C. Track Switching

College faculty members 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 or College changes substantially or if their role or career direction changes, a track switch may be appropriate. Typically, the term "Track Switching" only applies 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.

<https://uofi.app.box.com/v/ntttrackswitch>

When a faculty member joins the University, they enter the track consistent with their 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 and must occur before completion of the 4th probationary year. 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 two years.

Changing appointment tracks from the non-tenure to the tenure track is treated as a new hire process. University guidelines governing the hire of tenure track faculty are followed (**WebGuide to Policies and Procedures**):

<https://faculty.uic.edu/hr/webguide/>). Non-tenured faculty members interested in an appointment to a tenure track position must consult with their Department Head and Human Resources as to the feasibility of being re-hired in a tenure track position and consider whether the tenure track is consistent with their time commitment, role, and anticipated career objectives.

D. Interruptions of the Probationary Period (Tenure Rollbacks)

An interruption of the probationary period may be granted for one year upon request when an event or compelling circumstances cause substantial impairment of a candidate's ability to pursue his or her teaching, scholarly activities, and/or service. Ordinarily, no more than two such rollbacks will be granted. The candidate's record before the event must be consistent with the preservation of institutional quality. The criterion for preservation of institutional quality is that the candidate is making appropriate, demonstrable progress toward attaining indefinite tenure. Requests for rollbacks must be made in accordance with Campus and University policies and regulations.

(<https://uofi.app.box.com/v/tenurerollback>). They should be initiated in writing by the faculty member, endorsed by the appropriate unit head, submitted to the Dean for approval, and forwarded to the Provost and the Chancellor for approval. Confidentiality relating to the grounds of the request will be maintained.

E. Disapproved Recommendations

In cases of a negative recommendation, candidates have a right to continue with the formal review at each step beyond the level of disapproval. A faculty member may choose to withdraw from the review at any point of the process. In that case, the dossier will not go to the next level of review. The faculty member must make their intention to withdraw in writing to the unit executive officer.

If an individual is in the sixth year of probation and is denied for promotion and tenure, they will receive a terminal (T) contract the following year. Those faculty members 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.

Review of the College's Criteria and Guidelines for Appointment, Promotion and/or Tenure of Faculty Members

Regular review of the *College's Criteria and Guidelines for Appointment, Promotion and/or Tenure of Faculty* document will occur once every seven years on cycle with the Commission on Dental Accreditation scheduled site visit of the College of Dentistry. This document review should occur two years before the planned site visit. It would be anticipated the next review of the document will occur during 2026 followed by 2033.

SECTION VI. GLOSSARY

Board Certification Requirements for Promotion and Initial Appointment:

Full-time specialty-trained clinicians must be board certified if relevant to their role in the College. Relevance and when appropriate is determined by the responsibilities of the individual faculty member. Specialty-trained dentists are required before being promoted or appointed to Professor (T and NT) to complete the board certification process if they play a role in clinical teaching in a clinical specialty program. Faculty members with primary commitments to basic, clinical, and/or other science research, or have full-time administrative commitments are suggested to but not required to complete the board certification process.

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 a relevant academic discipline). General dentists may also achieve a comparable demonstration through Academy of General Dentistry Fellowship or Mastership Award, American Academy of Implant Dentistry Fellowship, or other equivalency. See Section IV: Demonstration of Qualifications and Excellence.

Cultural Humility:

A humble attitude to cultures other than your own, which leaves you open to learning about them and what is important to them. Culture Humility is based on the three tenets of lifelong learning and self-reflection, mitigation power imbalances, and institutional accountability.²

Diversity:

The UIC Diversity Strategic Plan, A Mosaic for UIC Transformation (<https://diversity.uic.edu/about/diversity-strategic-plan/>), defines diversity as the totality of the ways that people are similar and different, including race, ethnicity, class, gender, gender identity, sexual orientation, disability, national origin and citizenship status, age, language, culture, religion, and socioeconomic status, particularly when those similarities and differences are used as a basis for unfair advantage and inequity. UIC has a firm commitment to providing access to groups that have been historically under-represented, excluded, marginalized, or otherwise discriminated against in higher education.

Equity:

Equity refers to a focus on fairness and justice. Actions that are oriented toward equity go beyond considerations of equal access to resources and opportunities to understanding that different levels of resources and opportunities may be necessary to achieve equity among students, faculty, and staff. This vision of equity includes identifying and eliminating barriers that have prevented the full inclusion of historically excluded and marginalized groups within your department/college.

Inclusion:

Inclusion refers to actions that ensure broad participation among all students, faculty, and staff in all aspects of academic and community life in your department/college including creating environments in which all feel welcomed, respected, supported, and valued. Cultivating inclusion likely entails changes in policies, procedures, and everyday interactions to ensure the inclusion of marginalized and minoritized people who may otherwise be excluded.

Must:

Indicates an imperative need or duty; an essential or indispensable item; mandatory

Research:

Studious inquiry or examination, especially: investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws.

Science:

- 1a: knowledge or a system of knowledge covering general truths, or the operation of general laws especially as obtained and tested through scientific method
- b: such knowledge or such a system of knowledge concerned with the physical world and its phenomena: NATURAL SCIENCE

- 2a: a department of systematized knowledge as an object of study the science of theology
- b: something (such as a sport or technique) that may be studied or learned like systematized knowledge have it down to a science

Scholarship:

LEARNING

a fund of knowledge and learning

the serious study of an academic subject and the knowledge and methods involved

Scholarship:

In support of a broad and inclusive definition of scholarly work, the College embraces Boyer's Model of Scholarship,³ acknowledging these four domains of scholarship:

- Scholarship of Discovery: activities that add to knowledge through the process of scientific inquiry or collection of new information.
- Scholarship of Integration: activities that support interdisciplinary work or research that pulls knowledge into a broader context.
- Scholarship of Application: activities that involve application of knowledge to practical problems of interest to society.
- Scholarship of Teaching: activities that improve our understanding of the process of discovery in the classroom and of teaching practices.

Should:

Indicates a method to achieve the norm; highly desirable, but not mandatory.

Specialty:

Refers to those specialties recognized by the National Commission on Recognition of Dental Specialties for which there are Commission on Dental Accreditation (CODA) Educational Standards. A specialty-trained clinician refers to an individual that has successfully completed such a CODA program.

Footnotes

- ² Yeager KA, Bauer-Wu S. Cultural Humility: Essential Foundation for Clinical Researchers. *Applied Nursing Research* 2013;26(4):251-256. <https://ethnomed.org/resource/practicing-cultural-humility-when-serving-immigrant-and-refugee-communities/>. Foronda C, Baptiste DL, Reinholdt MM, Ousman K. Cultural Humility: A Concept Analysis. *J Transcult Nurs*. 2016;27(3):210-7. doi: 10.1177/1043659615592677. Epub 2015 Jun 28. PMID: 26122618.
- ³ Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Approved by the Faculty May 19, 2023

APPENDIX

Table of Tenure and Non-Tenure Tracks and Ranks within the College of Dentistry

| Track | Acronym | Tenure Status | Faculty Members Titles/Ranks |
|---------------------------------------|---------|--------------------------|---|
| Research Tenure Track | RT | Tenure eligible /tenured | Assistant Professor Associate Professor Professor |
| Clinical/Educational Tenure Track – | CT | Tenure eligible /tenured | Assistant Professor Associate Professor Professor |
| Clinical/Educational Non-Tenure Track | CNT | Non-tenured | Clinical Instructor Clinical Assistant Professor Clinical Associate Professor Clinical Professor |
| Research Non-Tenure Track | RNT | Non-tenured | Research Assistant Professor Research Associate Professor Research Professor |

Explanation:

1. Tenure Track (blue shaded)

The Tenure Track is divided into two subtracks: 1) Research Tenure Track (RT), 2) Clinical/Educational Tenure Track (CT). 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 (CNT) and the Research Track (RNT). Each of the two non-tenure tracks has its own set of academic titles/ranks.