

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

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## Introduction

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The University of Florida is a major research-intensive university that expects all of its colleges to excel in scholarship/research, as well as, instruction and service in their specific fields. As part of the university, the University of Florida College of Dentistry (UFCD) faculty is held to a similar standard as the faculty across the campus. Since professional colleges such as the

15 College of Dentistry differ from the traditional colleges within the university in both mission and in the faculty's role and responsibilities within the college, different faculty tracks are necessary to allow each faculty member opportunities for advancement within his or her appointed assignments.

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The UFCD recognizes three tracks: ***the Tenure track, the Multi-mission track, and the Single Mission or Focused track***. Within the Single Mission track, there are focused tracks in Research, Teaching, and Clinical practice. All faculty members will have opportunities for promotion regardless of the track to which they are appointed. Promotion will be based on the achievement of documented excellence fulfilling the specific assignment within the assigned

25 track. Faculty hired in the tenure-accruing track will be eligible for tenure 'when ready' based on achievements, up to the end of the tenure probationary period. Neither the Multi-mission nor the Single-mission tracks are tenure accruing.

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Qualifications for tenure and promotion in the tenure track are dependent on the performance in the traditional areas of teaching, research, and service; distinction is required in two areas, normally research and teaching. The probationary period for individuals appointed on the tenure accruing track normally is seven years. In extenuating circumstances, upon approval by the chair, the dean, and the provost, the probationary period may be extended for two one-year periods. Qualifications for promotion in the Multi-mission track are dependent on performance in the same areas with more emphasis on teaching and service; however, evidence of scholarly activity is required. Promotion in the Single Mission or Focused track is essentially dependent on performance in the area assigned. Definitions of the terms "teaching", "research" and "service" may vary, as will the weights assigned to or specified in the job description. It is expected that institutional review will be generally conducted in the broad context of the

35 following traditional criteria:

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

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It should be noted that although the traditional faculty member in the university is in

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

Criteria, procedure, and the process involved in the pursuit of tenure tend to dominate the discussions of academic career development due to tradition and to the finality of the process. Those faculty not in a tenure-accruing position need to focus on those criteria that directly apply to them. Efforts have been made to delineate the various criteria and processes in the following discussions.

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

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

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

component of a faculty member's assigned activity. In certain disciplines, strong external service can appropriately be given substantial weight in the promotion evaluation process. Genuine contributions to patient care, institutional governance, and the profession are a part of the obligations expected from faculty. Service is, therefore, a qualification for promotion and/or tenure, even though its relative weight will vary greatly. In no case, however, can it stand alone to justify the award of tenure or a promotion, nor can devoted service compensate for inadequate student instruction or scholarly activity.

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

### Tenure Track

Faculty hired into a tenure-accruing position within the UFCD will have a meaningful assignment of effort for the pursuit of research and scholarship. The suggested minimum assignment should be no less than 40% and in most cases should be 50% or more. This is deemed necessary to provide adequate time for achievement of the research accomplishments needed to advance.

Teaching and educational effort is required of all faculty members on the tenure track. The suggested teaching assignment should be no lower than 20% and will usually be more.

Per UF guidelines, promotion and tenure within the tenure track requires ***distinction in two of the three major areas: research, teaching, and service***. In the UFCD, tenure and promotion require distinction in both ***teaching and research*** with competence in service.

Promotion from assistant professor to associate professor may be considered any time after appointment as assistant professor, but a period of 5-7 years will normally be expected for the faculty member's accomplishments to warrant such consideration. Promotion from associate professor to full professor may be considered any time after appointment as associate professor, but a period of 5-7 years will normally be expected for the faculty member's accomplishments to warrant such consideration. Progress toward promotion will be reviewed at each annual evaluation by the chair and the individual's mentoring committee. The chair's annual evaluation letter should indicate the candidate's strengths and weaknesses in progression toward tenure and promotion.

A faculty member in a tenure-accruing position must request consideration for tenure no later than the beginning of the last year of the tenure probationary period. The college anticipates that most faculty members will achieve tenure by seven (7) years or earlier. An additional two one-year extensions maybe granted under extenuating circumstances for those faculty members who are deemed to be close to achieving the standards for promotion and tenure after their mid-cycle review, but who may need additional time to secure research funding or significant teaching or clinical accomplishments. Faculty must request an extension of the normal seven year period and provide documented evidence as to why additional time is warranted no later than April 15 of the sixth year of the probationary period. An extension to the normal seven year period will only be granted for one year at a time, with the maximum being two 1-year extensions. The request for an extension is the responsibility of the individual and will usually require the support of the department chair and the dean to continue on the tenure track for each additional year beyond seven; however, final approval of the request is up to the provost. The University will award tenure "when ready" and faculty members may request consideration for tenure at any time after 3 years in their tenure-accruing position. When a faculty member is hired at the rank of associate professor or professor, he/she may apply for tenure normally after 3 years as a member of the faculty if he/she meets the UFCD criteria for

distinction. In most circumstances, a faculty member hired at the rank of associate professor will apply for promotion and tenure at the same time, as the achievements needed for the award of tenure are essentially the same as for promotion within the tenure track.

- 5 An extension, separate from that listed above, to the tenure probationary period is available only for certain situations if approved by the department chair, the dean, and the provost. A one-year extension of the tenure probationary period may be awarded for faculty with parental duties or family illness (as detailed in the University Regulations 7.019 (3)(c) 1-5). Request for such an extension must occur no later than three months after the onset of the circumstances forming the basis of the request, but not later than 15 months prior to the end of the tenure probationary period. No more than two one-year extensions may be requested.
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## Appointment & Promotion Criteria

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### General Process

The faculty track and the rank in which a new faculty member is initially appointed is governed by the title series into which he/she is initially hired. The rank that a faculty member is hired into is determined by the position description previously approved by the department chairperson and the dean or designee. In order to satisfy the requirements for a specific rank, an applicant must have the proper qualifications that are usually determined by the education, experience, and career accomplishments of the individual. The general qualifications for assistant, associate, or full professor in the tenure, Multi-Mission, and Single-Mission tracks vary and are more clearly defined in subsequent sections. The requirement for a terminal degree such as the Ph.D., D.M.D., D.D.S., M.D., D.V.M., or their equivalent is required for a position in all tracks except the assistant-in and associate-in positions.

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Guidelines are available in section 6C1-7.004 in the University of Florida Regulations. As a general rule, a faculty position in which the job description consists of  $\geq 50\%$  clinical teaching and service would most likely be hired in the **Multi-Mission track** position, since it would be very difficult, if not impossible, for an individual in that position to do enough scholarly activity to earn tenure and/or promotion in the tenure track.

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In contrast, a faculty position with  $\geq 40\%$  effort devoted to research in addition to didactic or clinical teaching would most likely be hired in the **Tenure-accruing or Tenured track**. Full-time research positions funded entirely by external sources (i.e., soft money) would be in the **Focused or Single-Mission track** so that there would be no salary responsibility to the college after the external funding ran out due to no permanent status or tenure associated with the position. Similarly, faculty positions which are supported by clinically-derived funds with an assignment of 90% or more to teaching or clinical practice would most likely be in the **Single-Mission track** as well.

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Progress toward promotion and or tenure will be addressed annually by the department chair in conjunction with the individual's mentoring committee. Assistant professors will undergo a mid-career review at the end of the 3<sup>rd</sup> year, with the option of an additional review within two years prior to promotion and or tenure application. It is the candidate's responsibility to ensure that the required information is provided to the committee at the respective time points. Candidates will receive feedback at each of these time points regarding their progress.

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Letters from external reviewers are required by the University in any and all packets submitted for tenure and/or promotion. The UFCD requires 6 external letters of evaluation of the candidate's packet. Up to three of the external reviewers may be selected by the candidate and the rest will be selected by the department chair. **External letters are to be an unbiased evaluation of the candidate and are not just recommendations. Such external letters cannot be from people with personal or professional relationships to the candidate such as dissertation advisors, collaborators, or former colleagues within the past 10 years.**

The use of the specialty track ranks, e.g. Assistant-In, Associate-In, and Senior Associate-In, in the UFCD are for those individuals that lack a terminal degree, but have advanced training and, in most cases, a master's degree as well as critical skills and abilities valuable to the mission of the college.

## Tenure Track

Individuals appointed in the tenure track are expected to make contributions to the College of Dentistry in the areas of research, teaching, service, and clinical care if it pertains to their professional field. Any outside employment must be reported and if a conflict of interest exists, the conflict must be mitigated. Tenure may be granted by the Board of Trustees to tenure track faculty only at the ranks of associate professor and professor.

### Ranks in the Tenure Track and Criteria

Tenure track faculty are appointed in the College of Dentistry at ranks of assistant professor, associate professor and full professor. These titles are to be used for appointments of 0.6 fulltime equivalent (FTE) or greater within the College; although, in most cases, appointments will be at 1.0 FTE.

**Assistant Professor:** This is the entry level appointment in the tenure-accruing track and requires a terminal degree (DMD/DDS or equivalent degree, PhD, MD, or DVM). A person appointed to this rank is expected to have demonstrated teaching potential, the capability to conduct significant scholarly activity and is judged to have the potential to secure external funding in support of his/her research area. Some specific examples of the demonstration of scholarly activity are given below. These examples are neither meant to be all inclusive nor is it expected that an individual must fulfill all of the examples listed.

- Publication of peer-reviewed articles in authoritative scholarly journals. The quality and impact of published articles are more important than the number published. The candidate will indicate his or her contribution as first or senior author for each publication.
- Publications as a member of a successful research team should include a description of his/her contributions to the research effort.
- Attainment, or potential; for attaining, investigator-initiated, peer-reviewed research funding, mentored awards, industrial funding, or demonstration of equivalent levels of scholarship.
- Evidence of teaching potential. This may be based on national presentations and seminars if the individual has not previously held a teaching position.

- The chair's letter should indicate the departmental expectations for publication productivity within the candidate's department and the candidates teaching responsibilities.
- Presentation of research findings at meetings of scientific societies.
- 5 • Demonstration of one's reputation within his/her discipline may be documented through participation as:
  - Peer reviewer for scholarly publications
  - Peer reviewer/grader for abstract submissions to extramural, regional, national and international meetings
  - 10 ○ Membership within leading national scientific societies of the candidate's field
  - Invitations to chair or moderate sessions for presenting original research at national meetings.

15 An appointment as an assistant professor at 0.8 FTE or greater starts the tenure clock. Prior service credit for a portion of the probationary period can be awarded only by written agreement prior to the appointment and with approval of the provost. The maximum number of consecutive years one can be appointed at this rank is seven years with the possibility of two one-year extensions under certain extenuating circumstances if approved by the provost. The University of Florida and the College of Dentistry both support 'tenure when ready'.

20 An appointment to assistant professor requires recommendation by the department chair, and approval by the dean.

25 **Associate Professor:** Appointment or promotion to the rank of associate professor is made only to individuals with a well-established professional position that have demonstrated scholarly ability that impacts their field. An associate professor must have demonstrated a significant contribution to both the research and educational missions of this school or another institution. If it pertains to their professional field, high quality clinical care or clinical service is expected. Promotions to associate professor are with tenure, although persons may be

30 appointed as associate professor without tenure. Some specific examples of the demonstration of scholarly and teaching activity are given below. These examples are neither meant to be all inclusive nor is it expected that an individual must fulfill all of the examples listed.

- 35 • Publication of peer-reviewed articles in authoritative scholarly journals. The quality and impact of published articles are more important than the number published. The candidate will indicate his or her contribution as first or senior author for each publication.
- Publications as a member of a successful research team should include a description of his/her contributions to the research effort.
- 40 • Attainment of investigator-initiated, peer-reviewed research funding, beyond mentored awards, or demonstration of equivalent levels of scholarship.
- Documentation from external letters of evaluation that the candidate has achieved a reputation of excellence in research and scholarship.
- 45 • The chair's letter should indicate the departmental expectations for publication productivity within the candidate's department and discipline and whether the candidate

meets these expectations, including the candidate's exact role in research team activities.

- Invitations to present research findings at meetings of scientific societies.
- Invitations to participate in national advisory committees for research foundations, federal funding agencies or other authoritative bodies.
- Board certification is preferred for board eligible candidates who have clinical teaching duties within a dental residency program.
- Student evaluations that approach the mean of the department and the college.
- For faculty with teaching responsibility, at least one peer evaluation of teaching should be performed on each faculty member annually which specifically includes narrative comments of strengths and weaknesses.
- Development of new teaching modalities.
- Demonstration of one's reputation within his/her discipline may be documented through participation as:
  - Peer reviewer for scholarly publications
  - Service on editorial boards
  - Peer reviewer/grader for abstract submissions to extramural, regional, national and international meetings
  - Peer reviewer of research proposals for funding agencies, including foundation and federal study sections
  - Serving on committees to develop clinical practice guidelines or to formulate healthcare policies
  - Membership and leadership within leading national scientific societies of the candidate's field
  - Invitations to chair or moderate sessions for presenting original research at national meetings.
- Demonstration of clinical productivity (if applicable) within his/her discipline may be documented through sustained or improved revenue production per assigned clinical FTE since hire or last promotion.

An appointment to associate professor requires recommendation by the department chair, review by the College of Dentistry P&T Committee, and approval by the dean. An appointment to associate professor with tenure requires all of the above in addition to approval by the President of the University of Florida, and the Board of Trustees.

Appointment as an associate professor, without tenure, at 0.8 FTE or greater starts the tenure clock. The maximum number of consecutive years one can be appointed at 0.8 FTE or greater at this rank, without tenure, is normally seven with the possibility of two one-year extensions under extenuating circumstances. There is no set minimum time between appointment to associate professor with tenure and promotion to professor.

**Professor:** Appointment to professor is made only to persons of nationally and internationally established professional reputation and demonstrated scholarly ability. All of the expectations for the associate professor rank pertain in equivalent or greater measure for the professor. The difference between the ranks of professor and associate professor is primarily one of ongoing

achievement usually over a period of five to ten years; promotion to professor is not automatic after a certain time in rank as associate professor. A person appointed to the rank of professor must have demonstrated continued scholarship, productive research, and contributions to the teaching mission, organizational service, and clinical care if it pertains to their professional field.

5 This ongoing achievement is at a minimum equivalent in quantity and quality to the accomplishments that gained the previous promotional step. National and international impact must pertain to this person's work. Continued and consistent publication that contributes significantly to an area of knowledge is essential. It is expected that the case for promotion to the professorial rank may reference the work done to achieve the rank of associate professor, 10 but must be based on new work accomplished since the last promotional review. Sustained external funding is expected as are better than average teaching evaluations. Appointments at the rank of professor may or may not be with tenure.

15 Candidates for promotion to full professor on the basis of research and scholarship should document excellence in their field by the following accomplishments.

- Publication of a substantial number of peer-reviewed articles in authoritative scholarly journals. The quality and impact of published articles are more important than the number published. The candidate will indicate his or her contribution as first or senior author for each publication.
- 20 • Publications or original work as a member of a successful research team should include a description of his/her contributions to the research effort.
- Publication of invited, important review articles, state-of-the-art articles, chapters, books and other forms of enduring scholarly work and communications.
- 25 • Student evaluations that approach or exceed the mean of the department and the college.
- For faculty with teaching responsibility, at least one peer evaluation of teaching is encouraged to be performed on each faculty member annually which specifically includes narrative comments of strengths and weaknesses.
- Development of new teaching modalities.
- 30 • Establishment of a recognized program of scholarship with national reputation should be described by the candidate's narrative of contribution to the discipline and substantiated by the chair's and evaluators' letters.
- The chair's letter should indicate the departmental expectations for publication productivity within the candidate's department and discipline and whether the candidate 35 meets these expectations, including the candidate's exact role in research team activities.
- Attainment of sustained investigator-initiated, peer-reviewed research funding, or demonstration of equivalent levels of scholarship.
- Invitations to present research findings at meetings of scientific societies.
- 40 • Invitations to participate in national advisory committees for research foundations, federal funding agencies or other authoritative bodies.
- Evidence for integration of the candidate's research and scholarly accomplishments into established departmental or national programmatic goals through participation or leadership in combined center grants or program project awards.



- Board certification is required for board eligible candidates who have clinical teaching duties within a dental residency program.
- Demonstration of clinical productivity (if applicable) within his/her discipline may be documented through sustained or improved revenue production per assigned clinical FTE since hire or last promotion.

A candidate will document teaching/educational distinction and will include the candidate's student and trainee evaluations, peer evaluations, and other information. Scholarship in the field must be demonstrated. In addition, the chair's assessment through annual evaluations and chair's promotion letter must confirm excellence in the context of the departmental expectations. When the faculty member is involved in the training of residents or fellows, the program director shall also provide a report of teaching effectiveness. If the faculty member is a member of the Graduate Faculty, documentation of participation in theses and dissertations must be included.

An appointment to professor without tenure requires recommendation by the department chair, review by the College of Dentistry P&T Committee, and approval by the dean. An appointment with tenure requires recommendation by the department chair, review by the College of Dentistry P&T Committee, and approval by the dean, the President of the University of Florida, and the Board of Trustees.

### **Multi-Mission (MM)Track**

The Multi-Mission track faculty in the College of Dentistry actively contributes to the clinical and teaching missions of the college, as well as to scholarship and administration. Although there is no mandated ascension in rank, ascent to senior level titles requires scholarly engagement and productivity as well as excellence in health care and teaching. Full time Multi-Mission track faculty will not have significant employment outside of the University of Florida. Faculty in the Multi-Mission track are not eligible for tenure.

Faculty members previously in the clinical track as assistant, associate, or full professors, will maintain their rank within the MM track. Promotion will be based on attainment of ***distinction in one mission*** which will be the faculty member's primary mission area of teaching/education, patient care, or service, as delineated in the annual assignment. It is expected, however, that the faculty member will achieve and maintain satisfactory performance in all mission areas in addition to the primary assignment to be eligible for promotion.

Faculty members with a primary assignment in patient care are also expected to contribute to the teaching mission of the UFCD and generally should have a teaching and education assignment of no less than 10%.

The timing of promotion within the MM track will generally be at seven (7) years for promotion from assistant to associate professor. Every faculty member has an annual written evaluation by the department chair, which will address mission assignment and annual performance. Progress toward promotion should also be addressed annually and the faculty member may apply for promotion when ready. While all faculty are encouraged to pursue activities that will lead to academic distinction and promotion, faculty on the MM track are not subject to a fixed probationary period.

## **Ranks in the Multi-Mission Track**

Multi-Mission track faculty are appointed in the College of Dentistry at the ranks of clinical assistant professor, clinical associate professor and clinical professor. These titles are to be used for appointments of 0.6 FTE or greater within the College of Dentistry.

### **Clinical Assistant Professor**

Appointment to this rank is the entry rank for the Multi-Mission track and requires a DMD/DDS, PhD, MD or another terminal degree.

Appointment as a clinical assistant professor requires evidence of clinical competence. This may be by certification by a relevant professional board, or the equivalent, or by years in private practice. Letters, which may be from local sources, must attest to the quality of clinical practice. The candidate's teaching and organizational service to his or her department (here or at another institution) in areas related to clinical care and education should be documented. An appointment, or reappointment to the rank of clinical assistant professor requires recommendation by the department chair and approval by the dean.

Individuals at the clinical assistant professor rank are encouraged to seek promotion before or during the seventh year following the initial appointment.

It is expected that clinical assistant professors will progress to clinical associate professors in 7 years or less. However, in circumstances where an individual offers a unique contribution to teaching and service in the college, a reappointment at the rank of clinical assistant professor may be renewed each fiscal year.

In summary, this rank is appropriate as an entry level Multi-Mission track position for someone who has demonstrated:

- Excellence in clinical practice
- Potential as a clinical teacher
- Has an expressed interest in scholarly activity which may be expressed as participation in basic or clinical research activities or in the development of new and/or novel instructional materials.

### **Promotion from Clinical Assistant to Clinical Associate Professor on the MM Track**

Typically, the candidate should have produced scholarship that influences knowledge and/or clinical care. Appointment or promotion to this rank requires evidence that development as a clinician has progressed to the point of establishing broad interdepartmental and regional recognition by professional colleagues. A reputation of this sort is documented by letters from impartial external sources; administration or leadership in local, regional, or national organizations; presentations on clinical topics at local, regional, or national meetings; and sustained publications in professional journals. Although years in rank alone neither compels nor precludes advancement to clinical associate professor, promotion after less than five years in rank is based on extraordinary accomplishment produced during those years in rank.

Clinical associate professors are expected to be role models of collegiality, integrity, scholarship, and excellence in their professions. A person promoted to this level is expected to have achieved an ongoing influence on quality and practice of dental service. Examples include

leadership in organization of clinical services, improvements in quality of care, measurements of outcomes of patient satisfaction, and involvement in utilization management activities. Contributions in these areas are documented by relevant peers.

5 An appointment to MM clinical associate professor requires recommendation by the department chair, review by the College of Dentistry P&T Committee, and approval by the dean. Promotion within the MM track follows the same procedure as promotion within the Tenure track in that the applicant prepares and submits a packet that is reviewed at the department level, the college level by the P&T committee, and is submitted to the University Academic Personnel Board (APB).  
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Although there is no requirement for ascension in rank, individuals at the clinical associate professor rank are encouraged to seek promotion by the seventh year following initial appointment to that rank.  
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In summary, candidates for promotion to clinical associate professor should document excellence in their field by the following accomplishments:

- Excellence in clinical practice
  - Demonstration of clinical productivity (if applicable) within his/her discipline may be documented through sustained or improved revenue production per assigned clinical FTE since hire or last promotion.
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- Excellence in clinical and didactic teaching.
  - Student evaluations that approach or exceed the mean of the department and the college.
  - For faculty with teaching responsibility, at least one peer evaluation of teaching should be performed on each faculty member annually which specifically includes narrative comments of strengths and weaknesses.
- Excellence in educational scholarship
- Contribution to academic excellence
- Educational leadership and service
- Board certification in their specialty is expected, if board eligible
- Evidence of scholarly activity and publications
- Service to the college, the university and the profession
- Development of a national reputation
- Significant contributions to the mission of the department and the college

#### 40 **Promotion from Clinical Associate Professor to Clinical Professor on the MM Track**

Promotion to clinical professor requires demonstration of a substantial record of achievement beyond the level of clinical associate professor.

45 A clinical professor on the MM track performs teaching and clinical service as described for the clinical associate professor, usually over an additional five to ten year period and has attained further regional, national, and international recognition for teaching and clinical expertise. Typically, the same qualitative criteria used for the clinical associate professor apply with

5 expected quantitative differences in the number and impact of achievements. Service in regional or national dental societies, associations or boards is typical. Faculty at this level have substantial products of their scholarly activity and publications that have been subjected to peer review and that have resulted in broad peer recognition in the area of clinical dentistry or dental education. Scholarship should be judged on the basis of peer evaluation and recognition, whether the products of the scholarly activity are papers, books or chapters, invited lectures, or other modes of communicating observations, investigations, results, and ideas. An appointment as clinical professor requires recommendation by the department chair, review by the College's P&T Committee and approval by the dean.

10 Promotion follows the same procedure as described for promotion to clinical associate professor, namely the submission of a promotion packet by the applicant that is reviewed at the department level, the college level by the P&T committee, and is submitted to the University Academic Personnel Board (APB).

15 In summary, candidates for promotion to clinical full professor should document excellence in their field by the following accomplishments:

- 20 • Exceptional teaching abilities
  - Student evaluations that approach or exceed the mean of the department and the college.
  - For faculty with teaching responsibility, at least one peer evaluation of teaching is encouraged to be performed on each faculty member annually which specifically includes narrative comments of strengths and weaknesses.
- 25 • Excellence in clinical practice
  - Demonstration of clinical productivity (if applicable) within his/her discipline may be documented through sustained or improved revenue production per assigned clinical FTE since hire or last promotion.
- 30 • Commitment to ongoing growth in clinical performance
- Quality of care metrics
- Clinical leadership
- Professional contributions
- Clinical publications
- 35 • Clinical presentations
- Excellence in educational scholarship
- Contribution to academic excellence
- Educational leadership and service
- Significant evidence of scholarly activity and continuous publications
- 40 • Continued service to the College, the University and the profession
- Enhancement of a national and international reputation
- Continuous contributions to the mission of the department and the college
- Board certification is required for promotion if board eligible

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## Single Mission/Focused Track

5 The Single Mission (SM) Track is for those faculty with  $\geq 90\%$  mission assignment in either research, teaching, or clinical practice. The SM track is non-tenure accruing. The SM track may be subdivided as **SM Research, SM Teaching, or SM Clinical Practice track**.

10 Faculty members whose assignment is  $\geq 90\%$  research, usually as a member of a successful research team, will be appointed in the Research Scientist track. The ranks within the Research tract are research assistant professor, research associate professor, and research professor. These titles, used by the Academic Health Center, are equivalent to the Scientist series used by the University (assistant scientist, associate scientist and scientist). Such titles are to be used for appointments of 0.6 FTE or greater. Faculty holding these titles normally will have no regular teaching duties.

15 Faculty members whose assignment is  $\geq 90\%$  teaching and/or clinical practice also will be appointed on the SM track as clinical assistant professor, clinical associate professor or clinical professor. These titles as used at the Academic Health Center are equivalent to the Lecturer titles used by the University. The general criteria for appointment and promotion in each is described below.

### SM Research Track

25 The SM Research track is reserved exclusively for non-tenure accruing faculty positions fully funded by external sources. In most instances, this will be used primarily for individuals with extensive post-doctoral experience who are ready to assume greater responsibilities and autonomy within a PI's lab. If such individuals are highly successful as measured by publications and the ability to secure significant external funding independent of the lab's PI, mechanisms are in place at the University of Florida to permit such individuals to advance in rank.

30 It is possible that senior individuals with a well developed research area and a record of significant external funding may wish to devote his or her effort fully to research. Such a person might be appointed on the SM track as a research associate professor or research professor. The understanding would be that such an appointment would require the individual to maintain full funding for the position from external sources.

To be eligible for appointment to a specific rank the SM Research track, the following criteria are expected.

### 40 Research Assistant Professor

- Hold an earned doctorate in an appropriate discipline
- Significant post-doctoral training
- Full funding for the appointment must be available for a minimum of one year (most appointments will be at 1.0 FTE, but it is possible to appoint at a FTE of 0.6 to 1.0)
- 45 • Potential for scholarly development consistent with that of an Assistant Professor in the tenure track
- Strong potential for external funding
- Strong potential for development as an independent investigator

- Responsibilities and performance must exceed that typical of post-doctoral fellows in the department

**Appointment Process:**

- 5 • A letter from the PI to the department chair requesting the appointment and delineating the source of funding and the job responsibilities
- Applicants CV and statement of research interests
- 10 • A minimum of two letters of support for the candidate from outside of the department in which the applicant will hold the primary appointment. The letters may be internal to the university or external.
- A vote of the department faculty, both tenure and non-tenure track, at the rank of assistant professor and higher.
- Approval by the chair and the dean of the college

15 **Research Associate Professor**

Appointment as a research associate professor in the SM track or promotion from research assistant professor to research associate professor requires demonstrated distinction in research as documented by:

- 20 • Publication of peer-reviewed articles in authoritative scholarly journals. The quality and impact of published articles are more important than the number published. The candidate will indicate his/her contribution for each publication.
- Contributions to a research team which successfully obtained investigator-initiated, peer-reviewed research funding. The candidate will indicate his/her contributions to the research effort.
- 25 • Documentation from letters of evaluation that the candidate has achieved a reputation of excellence in research and scholarship.
- The chair's letter should indicate the departmental expectations for research productivity within the candidate's department and discipline and whether the candidate meets these expectations, including the candidate's exact role in research team activities.
- 30 • Invitations to present research findings at meetings of scientific societies.
- Invitations to participate in national advisory committees for research foundations, federal funding agencies or other authoritative bodies.
- Demonstration of a record of significant external research funding.
- 35 • Proof of independent research (e.g., PI on grants or major contracts and/or significant contributions as co-investigator).
- Full funding for the position must be available for a minimum of 3 years.
- A vote of the department faculty, both tenure and non-tenure track, at the rank of associate professor and higher.
- Approval by the chair, the P&T committee, and the dean for appointment.

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**Research Professor**

In addition to the criteria given for appointment or promotion as a research associate professor, appointment or promotion to research professor in the SM track requires:

- 45 • A sustained record of peer-reviewed articles in authoritative scholarly journals. The quality and impact of published articles are more important than the number published. The candidate will indicate his/her contribution for each publication.
- A record of sustained significant extramural research funding.

- Contributions to a research team which has a successful record of sustained, extramural investigator-initiated, peer-reviewed research funding. The candidate will indicate his/her contributions to the research effort.
- Documentation from letters of evaluation that the candidate has maintained a reputation of excellence in research and scholarship.
- The chair's letter should indicate the departmental expectations for research productivity within the candidate's department and discipline and whether the candidate meets these expectations, including the candidate's exact role in research team activities.
- Invitations to present research findings at meetings of scientific societies.
- Invitations to participate in national advisory committees for research foundations, federal funding agencies or other authoritative bodies.
- Listing and description of inventions and patent applications and awards (as applicable).

### 15 **SM Teaching Track**

The SM Teaching track is reserved for those faculty whose major focus is instructional activities, either didactically or clinically or both, and have no other major responsibilities. Criteria for appointment and promotion are very similar as those for appointment as an assistant professor in the MM track with the exception that the mission is single focused. The SM teaching track is primarily for faculty that are assigned to teaching and instructional activities as the primary assignment.

Promotion to clinical associate or clinical professor in the teaching track follows the same time frame and has the same requirements as the Multi-Mission track with the exception that evidence of scholarly activity is not a requirement. Promotion will be based on quality of instructional activity.

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

Performance criteria for SM teaching faculty in the UFCD Gainesville facility, as applicable, are:

- Evidence of effective instruction as indicated by peer and student evaluations.
  - Student evaluations that approach or exceed the mean of the department and the college.
  - For faculty with teaching responsibility, at least one peer evaluation of teaching should be performed on each faculty member annually which specifically includes narrative comments of strengths and weaknesses.

- Evidence of preparation and presentation of high quality didactic instructional materials, such as course syllabi, lectures, and any other instructional materials.
- Evidence of effective working relationships with students, staff personnel, faculty members, and patients.
- 5 • Evidence of academic/educational professional development through faculty development courses, seminars, and other resources.
- Service to a professional organization or organizations through participation on committees, holding leadership positions, or through other forms of involvement.
- 10 • Active participation on committees at the department, college, health science center, and/or university levels.

Although there are no minimums for times in service at any academic level, enough time at rank should be accrued to provide a sufficient history of evidence of professional development, peer recognition, and commitment to academia. A period of ~7 years at the assistant rank and 5-7 years at the rank of associate could be considered as general guidelines. In no case is time in service alone considered to be adequate for promotional consideration.

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

**Promotion to clinical associate professor in the SM teaching track**

- Must have the appropriate degrees, specialty training or advanced training, and experience as determined by the hiring department.
- 25 • Be acknowledged by peers as exemplary in the field at regional and possibly national levels as demonstrated by a minimum of six external letters of recommendation.
- Have demonstrated growth and outstanding performance in clinical practice and clinical teaching as determined by student and faculty evaluations.
  - Student evaluations that approach or exceed the mean of the department and the college.
  - For faculty with teaching responsibility, at least one peer evaluation of teaching is encouraged to be performed on each faculty member annually which specifically includes narrative comments of strengths and weaknesses.
- 30 • Have a record of positive contributions in service to the department, college, and university.
- 35 • Board certification in their specialty is expected if board eligible. Demonstration of clinical productivity (if applicable) within his/her discipline may be documented through sustained or improved revenue production per assigned clinical FTE since hire or last promotion.
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**Promotion to clinical professor in the SM teaching track**

In addition to the requirements for promotion to associate professor, the following are expected:

- Requires a lengthy record of excellence of achievements in clinical teaching.
- 45 • Have demonstrated growth and outstanding performance in clinical teaching as determined by student and faculty evaluations.
  - Student evaluations that approach or exceed the mean of the department and the college.



- For faculty with teaching responsibility, at least one peer evaluation of teaching is encouraged to be performed on each faculty member annually which specifically includes narrative comments of strengths and weaknesses.
- 5 • Have a record of positive contributions in service to the department, college, and university.
- Be acknowledged by peers as exemplary in the field at national and possibly international levels as demonstrated by a minimum of six external letters of recommendation.
- 10 • Board certification is required for promotion if board eligible.
- Demonstration of clinical productivity (if applicable) within his/her discipline may be documented through sustained or improved revenue production per assigned clinical FTE since hire or last promotion.

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## Distinguished Professor

20 The title of Distinguished Professor acknowledges an exceptional record of achievement in the areas of teaching, research and publication, and professional and public service that is recognized both nationally and internationally. It is not a promotion but an award that recognizes faculty distinction. An exceptional record of achievement is one that places the candidate at the top of the discipline in at least one area with a record of significant distinction in the other two areas. National and international recognition are much more important than a variety of

25 activities. The title of Distinguished Professor is a rare and special achievement.

General guidelines for consideration of an individual for the rank of Distinguished Professor include, but are not limited, to the following:

- 30 • Nomination by the Dean of the College of Dentistry
- A sustained record of exceptional achievement and a body of work that spans a minimum of 10 years, and generally more, at the rank of professor at the UF College of Dentistry
  - 35 ○ A record of substantial extramural funding and research productivity
  - Evidence of significant contributions to the teaching mission at both dental undergraduate level and the graduate level
  - Member of the graduate faculty and participation in graduate education at the doctoral level
  - A record of sustained service to the college and the university as evidenced by service on various committees
  - 40 ○ Leadership within the college and participation in the shared governance of the college
- Evidence that the candidate is at the top of his/her discipline as indicated by:
  - 45 ○ Service on national and international boards
  - Service on editorial boards
  - Invitations to speak or chair sessions at national and international conferences and meetings
  - Service on national panels or groups reviewing grant applications, e.g. NIH, NSF, DOD, etc.

## Process

A nomination for Distinguished Professor will follow the same timeline, forms, and process as for promotion (including the solicitation of external letters of evaluation) except that candidates cannot nominate themselves.

- 5 • Nomination by the Dean of the College
- The candidate must complete, sign, and date her or his nomination packet to indicate the packet is complete before departmental review and voting occurs. Nominees must organize their packet according the University Template, including the order of documents, and numbers and titles of sections. For additional information on the  
10 process and relevant forms, see the University's "Guidelines and Information Regarding the Tenure, Permanent Status and Promotion Process" (found at <http://www.aa.ufl.edu/tenure/>). All nomination dossiers must be in the Online Promotion and Tenure system within myUFL by the date specified.
- Departmental vote by full professors within the department
- 15 • Letter of recommendation by the department chair
- A minimum of 6 external letters from acknowledged experts in the candidate's field or area of expertise. Such letters should include evaluation by experts within and without the United States.
- Review and vote of the full professors of the College's P&T committee with a  
20 recommendation to the dean regarding the candidate's qualifications for this rank.

It is strongly suggested that a candidate being considered for the honor of Distinguished Professor should submit his/her packet, without external letters of recommendation, one year in  
25 advance for evaluation by the College's P&T committee. The P&T committee will review the candidate's qualifications and determine if the candidate is ready to progress to the university level; if so, the candidate will be asked to submit his/her packet with external letters of recommendation for consideration the following year.

30 The consideration for the title of Distinguished Professor is not taken lightly by the University. Applicants must present an exceptionally strong packet demonstrating outstanding achievement in research, teaching, and service to the college, to the university, and to beyond. These achievements require both national and international recognition.