

University of Florida College of Dentistry (UFCD)

Tenure, Promotion and/or Appointment Policies and Guidelines

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Introduction

The success of the University of Florida (UF) and Academic Health Center (AHC) requires broad and deep levels of excellence throughout its missions in teaching, research, service and patient care. Each faculty member contributes unique value to the overall mission of the AHC and UF. The University of Florida College of Dentistry (UFCD) values and rewards excellence in each of the roles to which faculty are assigned. The purpose of this document is to clarify the expectations for promotion and tenure within UFCD, while maintaining consistency with University of Florida standards. These guidelines define the levels of achievement that will indicate readiness for career advancement at UFCD. These guidelines should be used for career planning by faculty and in regular discussions with faculty mentoring committee and departmental chairs. 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 campus. Since professional colleges such as the 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 their appointed assignments.

Overview of the College of Dentistry

The University of Florida College of Dentistry is a national leader in education, clinical care, research, and service. The overall mission is to provide innovative dental education and deliver the highest degree of patient-centered care and service, while promoting discovery and the generation of knowledge through research, with strong commitments to community engagement, diversity, equity and inclusion. UFCD has over 170 faculty within Gainesville, Florida main campus and dental clinics in Seminole, Naples, Hialeah and Wildlight.

Over 90 new dentists and 50 dental specialists graduate each year from UFCD, with most choosing to practice in Florida. The college offers a Doctorate of Dental Medicine (DMD), combined DMD/PhD program, specialized programs in advanced education in general dentistry, endodontics, oral and maxillofacial pathology, oral and maxillofacial radiology, oral and maxillofacial surgery, orthodontics, operative dentistry, pediatric dentistry, periodontics and prosthodontics.

Our college's faculty members are not only educators and clinicians, but also leaders in developing knowledge that guides teaching and clinical care. A strong portfolio consisting of basic, clinical, translational and population-based research is a hallmark of UFCD's accomplishments, reputation and success. A thriving research environment ensures that students, residents, and faculty remain at the leading edge of biomedical knowledge and practice.

Tracks

The UFCD recognizes three tracks: *the Tenure track, the Multi-Mission track, and the Single Mission track*. 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 employment tracks that are not tenure accruing or eligible for tenure. Faculty members assigned to these tracks are primarily involved in teaching and clinical 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. All faculty members will have opportunities for promotion based on the achievement of documented excellence within their assignments.

Missions

It is expected that institutional review will be generally conducted in the broad context of the following UFCD missions:

1. **Teaching:** Quality of, and commitment to, student instruction.
2. **Research and Scholarship:** Quality of, and productivity in, scholarship, research, and/or creative activity.
3. **Service:** Quality and quantity of service contributions to the university, the profession, and the public.
4. **Patient Care:** Quality of, and quantity of clinical service.

Section I. Guidelines for Tenure Track

- A. Overview of Tenure Track
- B. Ranks in the Tenure Track
- C. Criteria for Appointment and Promotion in the Tenure Track

A. Overview of Tenure Track

Members of the tenure track are expected to make contributions to the UF College of Dentistry in the areas of research, teaching, and service, and if it pertains to their professional field, patient care and administration. Tenure may be granted by the UF Board of Trustees to tenure track faculty at the ranks of Associate Professor and Professor.

A.1 Mission assignment. The suggested minimum assignment should be no less than 40% to research 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%. 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.

A.2 Performance reviews. New faculty appointments as tenure track at the rank of Assistant Professor, Associated Professor and Professor will undergo a mid-cycle review between the 3rd and 4th year of employment. Faculty will have the option of an additional review one or two years prior to promotion and/or tenure-application. Associate Professors will undergo a mid-cycle review at the between the 3rd and 4th year of employment following their last promotion and/or tenure. All faculty members shall receive a sustained performance evaluation once every seven years following their most recent promotion. Refer to [Appendix A Mid-cycle Review](#) and [Appendix B Sustained Performance Evaluation Program \(SPEP\)](#) for additional information.

Every faculty member has an annual review and written evaluation by the department chair or supervisor, which will address mission assignment and annual performance. Progress toward promotion and/or tenure should also be addressed annually by the department chair and the individual's mentoring committee. It is the candidate's responsibility to ensure that the required information is provided to the committee at the respective time points. The annual evaluation should indicate the candidate's strengths and weaknesses in progression toward promotion and/or tenure.

B. Ranks in the Tenure Track

Tenure track faculty are appointed in the UF College of Dentistry at the ranks of Assistant Professor, Associate Professor and Professor. These titles are to be used for appointments of 0.80 Full Time Equivalency (FTE) or greater within the college.

B.1 Assistant Professor. Appointment to this rank requires: a DMD/DDS or equivalent degree, or PhD or equivalent degree. This individual has yet to achieve exceptional status as a teacher or regional/national recognition in their professional field. Individuals who have begun to publish scholarly work and/or who may have had teaching responsibilities, e.g., seminars, preclinical or clinical instruction, small group interactions, and/or didactic activities before their initial faculty appointment may begin their faculty careers at the rank of

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Assistant Professor.

Tenure clock. An appointment as an Assistant Professor tenure-accruing starts the tenure clock. 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. The maximum number of consecutive years one can be appointed at this rank is seven years. In extenuating circumstances, upon approval by the chair, the dean, and the provost, the tenure-accruing period may be extended for up to two, one-year periods. For requests of extension to the tenure probationary period, please refer to the [University of Florida Regulation 7.019](#).

B.2 Associate Professor. Appointment or promotion to Associate Professor with tenure or tenure-accruing is made only to individuals of well-established professional position and demonstrated scholarly ability that positively impacts their field. Those appointed or promoted to this rank must have achieved national recognition for scholarly accomplishment of significance as evidenced by: evaluations from independent national leaders in their field, national lectureships, memberships on editorial boards and peer review committees, significant involvement in peer organizations beyond membership and scholarship. Scholarly independence or a strong collaborative contribution to a scientific team effort is typical for Associate Professors. Usually this is evidenced by peer-reviewed publications over the previous years and a sustained level of external research funding in support of clinical or laboratory research. An Associate Professor must have demonstrated a significant contribution (commensurate with their time assignment) to the educational mission of the college (for promotion to Associate Professor) or another institution (for appointment as Associate Professor). The use of an [Educational Portfolio](#) for this purpose is recommended, with this document be used as evidence for distinction in teaching and instructional activities. The [Clinical Portfolio](#) may be completed if desired to document satisfactory performance in the patient care mission and to fully describe the candidate's scope of work (if assigned).

General criteria for promotion. The Associate Professor signals the passage into dental academia's senior rank. In summary, this rank is appropriate for someone who has met the requirements and qualifications for Assistant Professor and who also has established a distinguished record of independent, scholarly contributions in a field, and a national and emerging international reputation for significant contributions in this field, a record of excellence in teaching, and a record of significant contributions in academic, professional, and university service.

Tenure clock. An appointment as an Associate Professor without tenure (tenure-accruing), at 0.80 FTE or greater starts the tenure clock. When a faculty member is hired at the rank of associate professor, they may apply for tenure normally after 3 or more years as a member of the faculty if they meet the UFCD criteria for tenure. The maximum number of consecutive years one can be appointed at this rank without tenure 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. For requests of extension to the tenure probationary period, please refer to the [University of Florida Regulation 7.019](#). Associate Professors without tenure will undergo a mid-cycle review between the 3rd and 4th year of employment, with the option of an additional review one or two years prior to promotion and/or tenure application.

Appointment and promotion to Associate Professor with tenure are reviewed and recommended by the UF College of Dentistry Promotion and Tenure Advisory Committee, and approved by the dean, the provost, the

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president of the university; and approved by the UF Board of Trustees. Appointment to Associate Professor without tenure is reviewed and recommended by the UF College of Dentistry Promotion and Tenure Advisory Committee, and approved by the dean.

B.3 Professor. Appointment or promotion to Professor without tenure (tenure-accruing) is made only to individuals of professional reputation that has been established nationally and internationally and demonstrated scholarly ability. This title is our highest academic rank. All expectations for the Associate Professor rank pertain in equivalent or greater measure for the Professor rank. The difference between the ranks of Professor and Associate Professor is primarily one of expanding achievement usually over a period of five to ten years; promotion to Professor with tenure is not automatic after a certain time in rank. There is no set minimum time between appointment to Associate Professor and promotion to Professor. An individual appointed or promoted to the rank of Professor with tenure must have demonstrated continued scholarship, productive research, contributions to the teaching mission, organizational service, and high-quality patient care, if it pertains to their professional field. The use of an [Educational Portfolio](#) for this purpose is recommended, with this document used as evidence for distinction in teaching and instructional activities. The [Clinical Portfolio](#) may be completed to document satisfactory performance in the patient care mission and to fully describe the candidate's scope of work (if assigned).

National and international impact must pertain to this individual'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 rank of Professor with tenure may reference the work done to achieve the rank of Associate Professor with tenure, but will be based largely on new work accomplished since the last promotional review. A substantial level of external research funding in support of clinical or laboratory research is the norm. In summary, this rank is appropriate for someone who has met the requirements and qualifications for appointment as Associate Professor and who also has established:

- a sustained record of excellence in teaching, usually including training of advanced students.
- a sustained and growing record of scholarly eminence in a field, and a national and international reputation for leadership and outstanding contributions in this field.
- a sustained record of substantive contributions in academic, professional, and university service.

Tenure clock. An appointment as Professor without tenure (tenure-accruing), at 0.80 FTE or greater starts the tenure clock. When a faculty member is hired at the rank of professor, they may apply for tenure normally after 3 years as a member of the faculty if they meet the UFCD criteria for tenure. The maximum number of consecutive years one can be appointed at this rank without tenure 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. For requests of extension to the tenure probationary period, please refer to the [University of Florida Regulation 7.019](#). Professors without tenure will undergo a mid-cycle review between the 3rd and 4th year of employment, with the option of an additional review one or two years prior to promotion and/or tenure application.

Appointment and promotion to Professor with tenure are reviewed and recommended by the UF College of Dentistry Promotion and Tenure Advisory Committee, and approved by the dean, the provost, the president of the university; and approved by the UF Board of Trustees. Appointment to Professor without tenure is reviewed and recommended by the UF College of Dentistry Promotion and Tenure Advisory Committee, and approved by the dean.

C. Criteria for Appointment and Promotion in the Tenure Track

The criteria for appointment and promotion in the Tenure Track will be applied with an emphasis on the impact of the nominee on their professional field. Teaching, research, service, and patient care (if assigned) are the areas examined in all appointment and promotion considerations. Per UF guidelines, promotion and tenure within the tenure track requires distinction in at least two areas, which should be teaching and research unless the faculty member has an assignment that primarily reflects another responsibility (e.g. clinical or service/administration). Longevity in a rank or position is not sufficient evidence of accomplishment or merit for promotion/tenure.

For promotion, favorable departmental evaluations of the contribution to the assigned missions are required. Five external letters must specifically address how the nominee made an impact, with a detailed description of the work and its influence. Up to three of the external reviewers may be selected from the candidate's list 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 criteria for evaluation in the areas of research, teaching, service, and patient care are listed below. Overall expectations for performance should be consistent with FTE assigned to each mission.

C.1 Teaching. Teaching is one of the primary functions of the university and all tenure track faculty must make a substantial contribution to teaching. Essential qualifications for appointment or promotion are professional integrity and the ability to teach one's professional area of knowledge to relevant learning groups. Critical elements to be evaluated include experience, knowledge of subject matter, skill in presentation, interest in students, ability to stimulate minds, capacity for cooperation, mentorship, and enthusiastic devotion to teaching. An [Educational Portfolio](#) helps convey the scope of instructional accomplishments.

The full responsibility of the teacher as a guide extends beyond the walls of the classroom, laboratory, or clinical arena into other phases of the life of the student as a member of the university and world community. It also involves the duty of initiating and improving educational methods. The spectrum of instruction spans the gamut from pre-doctoral dental students to graduate students and established practitioners. 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 and may include:

- classroom or virtual teaching
- laboratory and clinical teaching
- course coordination
- seminar leadership
- mentoring and advising
- teaching awards
- supervision of individual student projects
- supervision of thesis or dissertation research
- service on thesis or dissertation committees
- development of instructional materials

- continuing education inside or outside of the university
- administration and organization of teaching programs

Input into the evaluation of teaching may come from a variety of sources, such as peers, department chairs, students and other sources. At least one peer evaluation of teaching annually which specifically includes narrative comments of strengths and weaknesses is expected. If both didactic and clinical supervision are part of the faculty member assigned duties, peer evaluations in both settings are highly recommended. Inclusion of an [Educational Portfolio](#) that documents the development and improvement of teaching quality is suggested for all tenure track faculty.

Quality. The foundation of excellent teaching is mastery of the subject, including an in-depth knowledge of the current literature in one's discipline. Essential components of the teaching effort are use of appropriate methods of instruction, effective planning and organization, appropriate methods of evaluation, and adequate feedback to students. Popular teaching and good teaching is not necessarily the same thing. Teaching of superior quality may be characterized by:

- utilization of highly effective oral, visual, and written communication techniques
- stimulation of critical thinking and problem solving
- encouragement of conceptual comprehension as well as factual recall
- encouragement of students to raise questions and express ideas
- performance of duties with enthusiasm and energy

Innovation. Teaching excellence includes some degree of innovative effort on the part of a faculty member. Examples of innovations in teaching are:

- use of new technology to improve teaching effectiveness
- development of new courses and programs or unique learning experiences
- use of educational research -- development of methods to evaluate individual teaching, courses, or curriculum

Impact upon Students. Teaching should have a positive effect on students. The qualities of teaching that have positive influences on the student are numerous and may be difficult to measure. Some information regarding the qualities of teaching that are exhibited by a particular faculty member can be gained through informal observation, but a more complete appraisal may be obtained through formal evaluation of teaching. Examples of favorable student-faculty interaction are:

- student pursues independent study as a result of interaction with the faculty member
- students provide unsolicited favorable evaluation of faculty

Desirable characteristics of teachers include, but are not limited to:

- presents a balanced point of view
- treats students with respect
- provides constructive feedback to the student
- extends teaching effort beyond the class, clinic, or laboratory assignments
- promotes diversity, equity and inclusion through actions
- is fair, reasonable, and timely, in evaluation of students

- monitors student progress in a timely fashion; guides and provides supportive activities when appropriate
- continually evaluates and strives to improve their own teaching
- promotes academic integrity and professional development

It must be emphasized that student input in faculty evaluation is essential, but is only a portion of the information considered. Such input must be balanced against the other measures of the quality of teaching.

Level of Responsibility. The level of responsibility assigned to the faculty member is a consideration in the promotion process. The extent to which the faculty member's responsibilities contribute to the teaching programs of the college is of importance, e.g., directing a course or having primary responsibilities for a teaching program.

Continuing Education. The state, the profession, and the general public depend on the college for help in maintaining high standards of clinical practice in this area of health care delivery. Continuing education is both an instructional and public service activity that the College of Dentistry is uniquely qualified to provide. Continuing education, as a special responsibility, may not be applicable to all faculty members. This area will be evaluated when appropriate.

C.2 Research and Scholarship. All tenure track faculty must be individuals of scholarly ability and achievement. Scholarship may be categorized in terms of the scholarship of discovery (basic research), scholarship of integration, scholarship of application, and scholarship of education. The University of Florida is a research university committed to extending and understanding the knowledge base of humanity. Accomplishment in scholarship is typically demonstrated by the quality and quantity of published and other creative work. Interdisciplinary work, success in training graduate and professional students (e.g., as attested to by academic/research positions obtained), participation and leadership in professional associations, and editing of professional journals are measures of success and stature in scholarship. Peer reviewed papers and grant funding are strong evidence of scholarship with high impact. Independent and peer-reviewed funding is the norm in research-based careers.

Compilation, Synthesis, and Transferal of Current Knowledge. All scholarly activity supports teaching and professional service. The compilation, synthesis, and transferal of current knowledge are aspects of this activity that contribute to and advance scholarship. Such scholarly work may include:

- publication of research
- publication of textbooks, book chapters, or E-Books
- publication of review articles
- publication of case reports
- instructional materials (if published in peer-reviewed publications)
- publication of intellectual property
- patents and copyrights
- documentation of standards of care or evidence-based practice

Research and Publication. Research is the generation of new knowledge, through use of the scientific method. Such research may be basic, clinical or applied. It culminates as manuscript publication in refereed scientific

journals. A consistent level of research productivity is required; however, it is the quality of the investigative activity that is of primary importance in evaluation.

The quality of research can be most readily measured through two peer-review mechanisms: publication in refereed journals of outstanding quality in the subject area of the faculty member's expertise, and the acquisition of grant funds from sources that evaluate proposals using a peer-review system. It is recognized that significant research can be conducted without the support of peer-reviewed grant awards (e.g., educational research). A research profile should have focus and continuity to be recognized as outstanding. Additional demonstrations of the research record may include:

- invitations to present one's research at other universities or major scientific meetings
- receipt of awards or other special recognition for outstanding scholarly activity
- record of being a productive independent investigator or collaborator
- record of primary or senior author status on a significant number of publications and co-authorship on others; specific numbers of publications in each case are not as important as the quality and significance of the work (quality as indicated by impact factor, citation, h-index, or other applicable measures)
- publication of research abstracts

Team science. University of Florida and the College of Dentistry supports and values, participation in team science. Documentation of an individual faculty member's significant contributions to effective teams will be considered as evidence for distinction in research. These contributions may include design, performance, analysis, presentation and publication of research and preparation and submission of research grants. Authorship other than listed as first or last author will be recognized as significant as long as the faculty member's unique contribution can be discerned (see [Appendix F](#)).

C.3 Service. Service may consist of organizational service in the College of Dentistry and the university, in the public sector, or in the national organizations of a faculty member's peer group. Service may include participation in committee work and other administrative tasks, counseling, internal review boards, and special training programs within the College of Dentistry and the university. Activities such as leadership of or service on a quality assurance, risk management, or utilization review committee, also pertain to this type of service. The university also anticipates that many of its instructional faculty will render extramural services to other schools, industry, relevant professional organizations, governmental agencies, and the public at large. These services may be paid (in compliance with university guidelines), advisory, or volunteered.

Service to the university and the profession. All faculty members must share in the work necessary to maintain the operation of the institution. Furthermore, faculty are expected to contribute to the growth of the college and university through efforts that are aimed at developing, evaluating, reviewing and improving programs and facilities. Also, the faculty should contribute to the maintenance and growth of their profession. Examples of other service activities related to the university and the profession are:

- continuing education
- membership on boards and committees or other assignments
- leadership role in curriculum development and implementation, patient care activity, curricular research programs
- contribution to faculty governance

- membership in and contribution to professional organizations
- appointment as a section or symposium chair
- consultant to professional journals as a manuscript referee, reviewer, etc.
- consultant to accrediting and other educational review boards
- membership on boards and committees in the community-at-large in a professional capacity
- service on NIH study sections
- editorships

Administration. Faculty may also hold administrative roles (director, chair, assistant/associate dean). These activities are acknowledged to provide significant service to their departments and the college and serve to demonstrate excellence. The principle involved is that academic leadership is, in itself, a significant academic activity. Examples of academic leadership may include:

- improvements in curriculum
- development of student or resident outcome measures
- oversight and advancement of clinical enterprise
- mentoring and promotion of faculty
- organization and supervision of faculty development programs
- management of department, division, or program finances

Faculty Administrators, including department chairs, directors, associate deans, and deans who discharge their administrative duties with thoroughness and distinction and who give effective academic leadership to their department or the College of Dentistry do so in the context of leadership in teaching, research and patient care. Consequently, these responsibilities increase the difficulty to satisfy the normal criteria for advancement in rank in such a way as to permit the advancements to which they are entitled. It must be acknowledged that faculty administrators had to devote time to administrative duties that they would otherwise have been able to dedicate directly to teaching and scholarship. Consequently, review for promotion and/or tenure should consider the extent and quality of their leadership in teaching, research, or patient care in considering them for promotion. The principle involved is that leadership is a significant academic activity. While service in and of itself cannot serve as the primary grounds for advancement, it is appropriate to consider excellence in leadership across the college's missions as part of the promotion review. Nevertheless, although promotion requires evidence of intellectual attainment and growing distinction, substantial evidence of these qualities may well be found in the way in which successful leaders perform their duties. Consequently, a special effort should be made to assure that administrators are not passed over.

C.4 Patient Care. A faculty member's work may involve significant clinical responsibilities and a high level of clinical competency is expected in all ranks. A clinician is a role model for dental students and must demonstrate collegiality, integrity, professional excellence, respect for diversity, engagement in community, and commitment to individual learning and scholarship. Excellence is demonstrated by documentation from independent authorities in the relevant field, regional reputation, and published work of clinical successes, innovations, or insights. Faculty members may be expected to provide patient care both within the university and in the professional community. Patient care will be evaluated only when it is an assigned responsibility of the faculty member. Examples of activities and outcomes relating to patient care may include:

- interdisciplinary evaluations
- productivity

- commitment to ongoing growth in clinical performance
- certification by specialty board or achievement of Diplomate status
- awards that recognize clinical expertise
- consultation as requested by other faculty members
- membership on a specialty examining board
- service as a consultant on patient care, e.g., third-party payment groups, courts, health care organizations
- innovations to make clinical patient care more efficient and effective
- clinical publications
- clinical presentations
- awards and honors that recognize clinical expertise

Section II. Guidelines for Multi-Mission Track

- A. Overview of Multi-Mission Track
- B. Ranks in the Multi-Mission Track
- C. Criteria for Appointment and Promotion in the Multi-Mission Track

A. Overview of Multi-Mission (MM) Track

Members of the MM track are expected to make contributions to the UF College of Dentistry in the areas of teaching, as well as to research/scholarship, patient care and service. Ascent to senior level titles requires scholarly engagement and productivity as well as excellence in teaching and/or patient care. MM track is non-tenure accruing and includes clinical modifier in faculty rank title.

A.1 Mission assignment. Members of the MM track are those with assignments in two or more mission areas of teaching, research/scholarship, patient care and service. Promotion will be based on attainment of distinction in the faculty member's primary mission area of either teaching or patient care, with research/scholarship as a second mission. MM track faculty typically focus on teaching and research/scholarship. By consensus of the faculty and the chair, expectations for achievement of distinction through significant contributions in research/scholarly activity will be established as the basis for promotion within the MM track.

A.2 Performance reviews. New faculty appointments as MM track at the rank of Assistant Professor, Associate Professor and Professor will undergo a mid-cycle review between the 3rd and 4th year of employment following their last promotion or appointment. Faculty will have the option of an additional review one or two years prior to promotion application. Associate professors will undergo a mid-cycle review between the 3rd and 4th year following their last promotion. All faculty members shall receive a sustained performance evaluation once every seven years following their most recent promotion. Refer to [Appendix A Mid-cycle Review](#) and [Appendix B Sustained Performance Evaluation Program \(SPEP\)](#) for additional information.

Every faculty member has an annual review and written evaluation by the department chair or supervisor, which will address mission assignment and annual performance. Progress toward promotion should also be addressed annually by the department chair and the individual's mentoring committee. It is the candidate's responsibility to ensure that the required information is provided to the committee at the respective time points. The annual evaluation should indicate the candidate's strengths and weaknesses in progression toward promotion.

B. Ranks in the MM Track

MM track faculty are appointed in the UF College of Dentistry at the ranks of Assistant Professor, Associate Professor and Professor.

B.1 Assistant Professor. Appointment to Assistant Professor requires a DMD/DDS, MD, PhD, or another equivalent terminal degree. In summary, this rank is appropriate as an entry level MM Track position for someone who has demonstrated potential for excellence in clinical practice and potential as a clinical teacher. In addition, MM faculty has an expressed interest in scholarly activity, which may be demonstrated as participation in basic or clinical research activities or in the development of new and/or novel instructional materials. An appointment, or reappointment to the rank of assistant professor requires the recommendation by the department chair and approval by the dean.

Time in rank. Although there is no requirement for ascension in rank, individuals at the Assistant Professor rank are strongly encouraged to seek promotion by the seventh year following initial appointment to that rank. Although years in rank alone neither compels nor precludes advancement to Associate Professor, promotion after less than five years in rank is based on extraordinary accomplishment produced during those years in rank.

B.2 Associate Professor. For appointment or promotion to Associate Professor, the candidate will have demonstrated excellence in one primary mission and significant contributions towards a second mission for the MM Track. The candidate may have produced scholarship that influences knowledge and/or clinical care. Appointment or promotion to this rank requires evidence that the candidate's clinical and/or teaching skills have progressed to the point of establishing broad interdepartmental and regional recognition by professional colleagues. Typically, a reputation of this sort is documented by letters from impartial external sources; administration or leadership in local, regional, or national organizations; presentations at local, regional, or national meetings; and articles in professional publications. The use of an [Educational Portfolio](#) for this purpose is highly recommended, with this document be used as evidence for distinction in teaching and instructional activities. The [Clinical Portfolio](#) is also recommended for faculty with patient care responsibilities to document satisfactory performance in the patient care mission and to fully describe the candidate's scope of work.

General criteria for promotion. The Associate Professor title signals the passage into dental academia's senior rank. Individuals at this rank are expected to be role models of collegiality, integrity, scholarship, and excellence in their professions. A person promoted to this level is likely to have achieved an ongoing influence on quality 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. These faculty should have at least one peer evaluation of teaching annually which specifically includes narrative comments of strengths and weaknesses is expected. If both didactic and clinical teaching are part of the faculty member assigned duties, peer evaluations in both settings are highly recommended. These faculty should have a record of positive contributions in service to the department, college, or university. Contributions in these areas may be documented by relevant peers.

Appointment at Associate Professor is reviewed and recommended by the College of Dentistry Promotion & Tenure Advisory Committee, and approved by the dean. Promotion to Associate Professor are reviewed and recommended by the UF College of Dentistry Promotion and Tenure Advisory Committee, and approved by the dean, the provost, and the president of the university.

B.3 Professor. For appointment or promotion to Professor, the candidate will have demonstrated excellence in one primary mission and significant contributions towards a second mission for the MM Track. A professor performs teaching, research/scholarly activity, service and patient care as described for Associate Professor, usually over an additional period of five-to ten-years and has attained further regional or national recognition for teaching and clinical expertise. The same qualitative criteria used for the Associate Professor apply with 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 should have substantial products of their scholarly activity 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.

General criteria for promotion. For promotion to Professor, the candidate will have demonstrated distinction in one mission which will be the faculty member's primary mission area of either teaching, patient care, service, or scholarship and administration (depending on their area of expertise and assignment) and significant contributions are expected towards a second mission. These faculty should have at least one peer evaluation of teaching annually which specifically includes narrative comments of strengths and weaknesses is expected. If both didactic and clinical teaching are part of the faculty member assigned duties, peer evaluations of both settings are highly recommended. These faculty should have a record of positive contributions in service to the department, college, and university. Contributions in these areas may be documented by relevant peers.

Appointment at Professor is reviewed and recommended by the College of Dentistry Promotion & Tenure Advisory Committee, and approved by the College of Dentistry dean. Promotion to Professor are reviewed and recommended by the UF College of Dentistry Promotion and Tenure Advisory Committee, and approved by the dean, the provost, and the president of the university.

C. Criteria for Appointment and Promotion in the Multi-Mission Track

The criteria for appointment and promotion in the MM Track will be applied with an emphasis on the impact of the nominee on their professional field. This impact may be in teaching, in service, e.g., organizational, administrative, community, or in volunteer work, in scholarly activity usually in the area of clinical dentistry or dental education, but not limited to those areas. For promotion, members of the MM Track are those with assignments in two or more mission areas of teaching, research/scholarship, patient care and service/administration. Promotion will be based on attainment of distinction in one mission, which will be the faculty member's primary mission area and significant contributions as established through agreement between faculty and the department chair are expected towards a second mission. The chair's letter should document these expectations and describe how the candidate meets these criteria.

Scholarly engagement in relevant professional arenas is typical of senior level MM Track faculty members. Research achievements, though not required of entry-level faculty members, are a welcome addition to their records. Longevity in a rank or position is not sufficient evidence of accomplishment or merit for promotion.

For promotion, favorable departmental evaluations of the contribution to the assigned missions are required. Five external letters must specifically address how the nominee made an impact, with a detailed description of the work and its influence. Up to three of the external reviewers may be selected from the candidate's list 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 criteria for evaluation in the areas of teaching, research/scholarship, patient care, and service are listed below. Overall expectations for performance should be consistent with FTE assigned to each mission.

C.1 Teaching. Faculty members are expected to be knowledgeable about the literature in their field of expertise. The faculty member should demonstrate the ability to assimilate and integrate this knowledge and the ability to teach such knowledge effectively. An [Educational Portfolio](#) helps convey the scope of instructional accomplishment.

Educational excellence may be demonstrated in a variety of settings that may include lectures, clinical instruction of students and residents, mentorship, or scholarly work with trainees. The educational roles of faculty may involve a broad range of educational activities targeted at diverse audiences. It also involves the duty of initiating and improving educational methods. Pedagogical research is strong evidence of teaching expertise. The spectrum of instruction spans the range from pre-doctoral dental students to graduate students and established practitioners. The criteria for teaching effectiveness that will be considered in evaluation are quality, innovation, impact upon students, and level of responsibility. Expectations for performance in teaching should consider the FTE assigned to that mission. Evaluation will be made in all areas of the faculty member's assignments and may include:

- classroom or virtual teaching
- laboratory, pre-clinical, and clinical teaching
- course coordination
- seminar leadership
- mentoring and advising
- teaching awards
- supervision of individual student projects
- supervision of thesis or dissertation research
- service on thesis or dissertation committees
- development of instructional materials
- continuing education inside or outside of the university
- administration and organization of teaching programs

Input into the evaluation of teaching may come from a variety of sources, such as peers, department chairs, students and other sources. At least one peer evaluation of teaching annually which specifically includes narrative comments of strengths and weaknesses is expected. If both didactic and clinical supervision are part of the faculty member assigned duties, peer evaluations in both settings are highly recommended. Inclusion of an [Educational Portfolio](#) that highlights the development and improvement of teaching quality is recommended promotions of faculty with a significant effort towards the teaching mission.

Quality. The foundation of excellent teaching is mastery of the subject, including an in-depth knowledge of the current literature in one's discipline. Essential components of the teaching effort are use of appropriate methods of instruction, effective planning and organization, appropriate methods of evaluation, and adequate feedback to students. Popular teaching and good teaching is not necessarily the same thing. Teaching of superior quality may be characterized by:

- utilization of highly effective oral, visual, and written communication techniques
- stimulation of critical thinking and problem solving
- encouragement of conceptual comprehension as well as factual recall
- encouragement of students to raise questions and express ideas
- performance of duties with enthusiasm and energy

Innovation. Teaching excellence includes some degree of innovative effort on the part of a faculty member.

Examples of innovations in teaching are:

- utilization of new technology to improve teaching effectiveness
- development of new courses and programs or unique learning experiences
- use of educational research -- development of methods to evaluate individual teaching, courses, or curriculum

Impact upon Students. Teaching should have a positive effect on students. The qualities of teaching that have positive influences on the student are numerous and may be difficult to measure. Some information regarding the qualities of teaching that are exhibited by a particular faculty member can be gained through informal observation, but a more complete appraisal may be obtained through formal evaluation of teaching. Examples of favorable student-faculty interaction are:

- student pursuing independent study as a result of interaction with the faculty member
- students providing unsolicited favorable evaluation of faculty

Desirable characteristics of teachers include, but are not limited to:

- presents a balanced point of view
- treats students with respect
- provides constructive feedback to the student
- extends teaching effort beyond the class, clinic, or laboratory assignments
- promotes diversity, equity and inclusion through actions
- is fair, reasonable, and timely, in evaluation of students
- monitors student progress in a timely fashion; guides and provides supportive activities when appropriate
- continually evaluates and strives to improve their own teaching
- promotes academic integrity and professional development

It must be emphasized that student input in faculty evaluation is essential, but is only a portion of the information considered. Such input must be balanced against the other measures of the quality of teaching.

Level of Responsibility. The level of responsibility assigned to the faculty member is a consideration in the promotion process. The extent to which the faculty member's responsibilities contribute to the teaching programs of the college is of importance, e.g., directing a course or having primary responsibilities for a teaching program.

Continuing Education. The state, the profession, and the general public depend on the college for help in maintaining high standards of clinical practice in this area of health care delivery. Continuing education is both an instructional and public service activity that the College of Dentistry is uniquely qualified to provide. Continuing education, as a special responsibility, may not be applicable to all faculty members. This area will be evaluated when appropriate.

C.2 Research and Scholarship. Quality of scholarship or academic achievement for non-tenure track faculty are typically evidenced by:

- published and other creative work

- the range and variety of intellectual interests
- success in training graduate and professional students in scholarly methods
- participation and leadership in professional associations
- editing of professional journals

Compilation, Synthesis, and Transferal of Current Knowledge. All scholarly activity supports teaching and professional service. The compilation, synthesis, and transferal of current knowledge is one aspect of this activity that contributes to and advances scholarship. Such scholarly work might take many forms that may include:

- abstracts of oral or poster presentations at regional or national meetings
- publication of research
- publication of textbooks, book chapters, or E-Books
- review articles
- publication of case reports
- educational websites
- development and documentation of new technical and clinical procedures
- instructional materials (if published in peer-reviewed publication)
- documentation of standards of care or evidence-based practice

Research and Scholarship. Research is the generation of new knowledge, through use of the scientific method. Such research may be basic, applied, behavioral, clinical or in health services. It culminates as manuscript publication in peer-reviewed scientific journals. A reasonable and consistent level of research productivity is required; however, it is the quality of the investigative activity that is of primary importance in evaluation. In addition, the research should have a focus. Expectations for performance in scholarship should consider the FTE assigned to that mission. Other evidence of a significant research record may include:

- invitations to present one's research at other universities or major scientific meetings
- receipt of awards or other special recognition for outstanding scholarly activity
- record as a productive independent investigator or collaborator
- record of primary or senior author status of publications and co-authorship on others; specific numbers of publications in each case are not as important as the quality and significance of the work (quality as indicated by impact factor, citation, h-index, or other applicable measures)
- publication of research abstracts

Team science. University of Florida and the College of Dentistry supports and values participation in team science. Documentation of an individual faculty member's significant contributions to effective teams will be considered as evidence for distinction in research. These contributions may include design, performance, analysis, presentation and publication of research and preparation and submission of research grants. Authorship other than listed as first or last author will be recognized as significant as long as the faculty member's unique contribution can be discerned (see [Appendix F](#)).

C.3 Service. Service may consist of organizational service in the College of Dentistry and the university, in the public sector, or in the national organizations of a faculty member's peer group. Service may include participation in committee work and other administrative tasks, counseling, internal review boards, and special training programs within the College of Dentistry and the university. Activities (such as leadership of or

service on a quality assurance, risk management, or utilization review committee) also pertain to this type of service. The university also anticipates that many of its instructional faculty will render extramural services to other schools, industry, relevant professional organizations, governmental agencies, and the public at large. These services may be paid (in compliance with university guidelines), advisory, or volunteered.

Service to the university and the profession. All faculty members must share in the work necessary to maintain the operation of the institution. Furthermore, faculty are expected to contribute to the growth of the college and university through efforts that are aimed at developing, evaluating, reviewing and improving programs and facilities. Also, the faculty should contribute to the maintenance and growth of their profession. Examples of other service activities related to the university and the profession are:

- continuing education
- membership on boards and committees or other assignments within the College of Dentistry, university, or profession
- leadership role in curriculum development and implementation, patient care activity, curricular research programs
- contribution to faculty governance
- membership in and contribution to professional organizations
- appointment as a section or symposium chair
- consultant to professional journals as a manuscript referee, reviewer, etc.
- consultant to accrediting and other educational review boards
- membership on boards and committees in the community-at-large in a professional capacity
- service on NIH study sections
- editorships

Administration. Faculty may also hold administrative roles (director, chair, assistant/associate dean). These activities are acknowledged to provide significant service to their departments and the college and serve to demonstrate excellence. The principle involved is that academic leadership is, in itself, a significant academic activity. Examples of academic leadership may include:

- improvements in curriculum
- development of student or resident outcome measures
- oversight and advancement of clinical enterprise
- mentoring and promotion of faculty
- organization and supervision of faculty development programs
- management of department, division, or program finances

Faculty Administrators, including department chairs, directors, associate deans, and deans who discharge their administrative duties with thoroughness and distinction and who give effective academic leadership to their department or the College of Dentistry do so in the context of leadership in teaching, research/scholarship, and patient care. Consequently, these responsibilities increase the difficulty to satisfy the normal criteria for advancement in rank in such a way as to permit the advancements to which they are entitled. It must be acknowledged that faculty administrators had to devote time to administrative duties that they would otherwise have been able to dedicate directly to teaching and scholarship. Consequently, review for promotion and/or tenure should consider the extent and quality of their leadership in teaching, research/scholarship, or patient care in considering them for promotions. The principle involved is that

leadership is a significant academic activity. While service in and of itself cannot serve as the primary grounds for advancement, it is appropriate to consider excellence in leadership across the college's missions as part of the promotion review. Nevertheless, although promotion requires evidence of intellectual attainment and growing distinction, substantial evidence of these qualities may well be found in the way in which successful leadership perform their duties. Consequently, a special effort should be made to assure that administrators are not passed over.

C.4 Patient Care. A faculty member's work may involve significant clinical responsibilities and a high level of clinical competency is expected in all ranks. A clinician is a role model for dental students and must demonstrate collegiality, integrity, professional excellence, respect for diversity, engagement in community, and commitment to individual learning and scholarship. Excellence is demonstrated by documentation from independent authorities in the relevant field, regional reputation, and published work of clinical successes, innovations, or insights. Faculty members may be expected to provide patient care both within the university and in the professional community. Patient care will be evaluated only when it is an assigned responsibility of the faculty member. Examples of activities and outcomes relating to patient care may include:

- interdisciplinary evaluations
- productivity
- commitment to ongoing growth in clinical performance
- certification by specialty board or achievement of Diplomate status
- awards that recognize clinical expertise
- consultation as requested by other faculty members
- membership on a specialty examining board
- service as a consultant on patient care, e.g., third-party payment groups, courts, health care organizations
- innovations to make clinical patient care more efficient and effective
- clinical publications
- clinical presentations
- awards and honors that recognize clinical expertise

Section III. Guidelines for Single Mission Teaching

- A. Overview of Single Mission Teaching Track
- B. Ranks in the Single Mission Teaching Track
- C. Criteria for Appointment and Promotion in the Single Mission Teaching Track

A. Overview of Single Mission (SM) Teaching Track

Members of the SM teaching track make contributions to the UF College of Dentistry in teaching and instructional activities, either didactically or clinically or both. Teaching is their primary assignment with no other major responsibilities. The SM Teaching track is non-tenure accruing.

A.1 Mission assignment. The definition of the term teaching will vary across modality and settings and should be described in the annual letter of offer or in consultation with each faculty's supervisor. Within the SM Teaching track, promotion will be based on the achievement of documented excellence in fulfilling the teaching mission of the college. The faculty member may also make contributions in the areas of patient care. These faculty should have a record of positive contributions in service to the department, college, or university. Evidence of scholarly activity is strongly encouraged.

A.2 Performance reviews. New faculty appointments as SM track at the rank of Assistant Professor, Associate Professor and Professor will undergo a mid-cycle review between the 3rd and 4th year of following their last promotion or appointment. Faculty will have the option of an additional review one or two years prior to promotion application. Associate professors will undergo a mid-cycle review between the 3rd and 4th year of employment following their last promotion. All faculty members shall receive a sustained performance evaluation once every seven years following their most recent promotion. Refer to [Appendix A Mid-cycle Review](#) and [Appendix B Sustained Performance Evaluation Program \(SPEP\)](#) for additional information.

Every faculty member has an annual review and written evaluation by the department chair or supervisor, which will address mission assignment and annual performance. Progress toward promotion should also be addressed annually by the department chair and the individual's mentoring committee. It is the candidate's responsibility to ensure that the required information is provided to the committee at the respective time points. The annual evaluation should indicate the candidate's strengths and weaknesses in progression toward promotion.

B. Ranks in the SM Teaching Track

SM teaching track faculty are appointed in the college at the ranks of Assistant Professor, Associate Professor and Professor. Faculty in SM Teaching may also be appointed at Assistant In, Associate In, or Senior Associate In ranking. The "in" appointment modifier is reserved for faculty who do not have a terminal degree. Assistant In ranking requirements will be equivalent to Assistant Professor, Associate in to Associate Professor and Senior Associate in to Professor.

B.1 Assistant Professor. Appointment to Assistant Professor requires a DMD/DDS, MD, PhD or another equivalent terminal degree. This rank is appropriate as an entry level SM Teaching Track position for someone who has demonstrated potential for excellence didactic and/or clinical teaching. An appointment or reappointment to the rank of assistant professor requires the recommendation by the department chair and approval by the dean.

Time in rank. Although there is no requirement for ascension in rank, enough time at rank should be accrued to provide a sufficient evidence of sustained professional development, peer recognition, and commitment to academia. Individuals at the Assistant Professor rank are strongly encouraged to seek promotion by the seventh year following initial appointment to that rank. Although years in rank alone neither compels nor precludes advancement to Associate Professor, promotion after five years or less in rank is based on extraordinary accomplishment produced during those years in rank.

B.2 Associate Professor. For appointment or promotion to Associate Professor, a history of consistent, above average overall performance would be expected of candidates. Criteria listed below are used to determine the level of performance in teaching and instructional activity. 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 assignment for each faculty member. However, most of the criteria to some degree must be used to evaluate the overall performance of SM Teaching track faculty.

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 department chair in consultation with the individual's mentoring committee and the faculty member. The use of an [Educational Portfolio](#) for this purpose is highly recommended, and this document be used as evidence for distinction in teaching and instructional activities. The [Clinical Portfolio](#) is also recommended for faculty with patient care assignment, to document satisfactory performance in the patient care mission and to fully describe the candidate's scope of work.

General criteria for promotion. The Associate Professor title signals the passage into dental academia's senior rank. Individuals at this rank are expected to be role models of collegiality, integrity, scholarship, and excellence in their professions. A person promoted to this level should be acknowledged by peers as exemplary in the field. They should have demonstrated growth and outstanding performance in clinical teaching and patient care (if applicable). These faculty should have at least one peer evaluation of teaching annually which specifically includes narrative comments of strengths and weaknesses is expected. If both didactic and clinical teaching are part of the faculty member assigned duties, peer evaluations in both settings are highly recommended. These faculty should have a record of positive contributions in service to the department, college, or university. Contributions in these areas may be documented by relevant peers.

Appointment at Associate Professor is reviewed and recommended by the College of Dentistry Promotion & Tenure Advisory Committee, and approved by the dean. Promotion to Associate Professor are reviewed and recommended by the UF College of Dentistry Promotion and Tenure Advisory Committee, and approved by the dean, the provost, and the president of the university.

B.3 Professor. For appointment or promotion to Professor, the candidate will have demonstrated excellence in the teaching mission. For promotion, assigned duties as documented in the annual assignment for each faculty member are used to determine the level of performance. A professor performs teaching and may perform clinical service as described for Associate Professor, usually over an additional period of five-to ten-years and has attained further regional or national recognition for teaching and clinical expertise. Service in regional or national dental societies, associations or boards is typical.

Criteria listed below are used to determine the level of performance of a SM Teaching Track faculty member.

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However, most of the criteria to some degree must be used to evaluate the overall performance. The sum of those evaluations used to determine an individual's merit for promotion to the next rank. The use of an [Educational Portfolio](#) for this purpose is highly recommended, and this be used as evidence for distinction of teaching and instructional activities.

General criteria for promotion. For promotion to Professor, the candidate will have demonstrated distinction in the teaching and instructional activities. These faculty should have at least one peer evaluation of teaching annually which specifically includes narrative comments of strengths and weaknesses is expected. If both didactic and clinical teaching are part of the faculty member assigned duties, peer evaluations of both settings are highly recommended. These faculty should have a record of positive contributions in service to the department, college, and university. Contributions in these areas may be documented by relevant peers.

Appointment at Professor is reviewed and recommended by the College of Dentistry Promotion & Tenure Advisory Committee, and approved by the College of Dentistry dean. Promotion to Professor are reviewed and recommended by the UF College of Dentistry Promotion and Tenure Advisory Committee, and approved by the dean, the provost, and the president of the university.

C. Criteria for Appointment and Promotion in the SM Teaching Track

Promotion in the SM Teaching is essentially dependent on performance in the areas assigned. The criteria for appointment and promotion in the SM Teaching Track will be applied with an emphasis on the impact of the nominee on their professional field. This impact will be primarily in teaching, either didactically or clinically or both. The faculty member may also make contributions in the areas of patient care and/or service e.g., organizational, administrative, community, or in volunteer work, however these roles are not expected to be substantial. Scholarly activity is expected for promotion at the highest level. Longevity in a rank or position is not sufficient evidence of accomplishment or merit for promotion.

For promotion, favorable departmental evaluations of teaching and service contributions are required. Five external letters must specifically address how the nominee made an impact, with a detailed description of the work and its influence. Up to three of the external reviewers may be selected from the candidate's list 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. Expectations for performance should be consistent with FTE assigned to each mission. The criteria for evaluation of performance for SM Track faculty in the areas of teaching, patient care, service, and research/scholarship are listed below. Expectations for performance should be consistent with FTE assigned to each mission.

C.1 Teaching. Faculty members are expected to be knowledgeable about the literature in their field of expertise. The faculty member should demonstrate the ability to assimilate and integrate this knowledge and the ability to teach such knowledge effectively. An [Educational Portfolio](#) helps convey the scope of instructional accomplishment.

Educational excellence may be demonstrated in a variety of settings that may include lectures, clinical instruction of students and residents, mentorship, or scholarly work with trainees. The educational roles of faculty may involve a broad range of educational activities targeted at diverse audiences. Input into the

evaluation of teaching may come from a variety of sources, such as peers, department chairs, students, and other sources. It also involves the duty of initiating and improving educational methods. Pedagogical research is strong evidence of teaching expertise. The spectrum of instruction spans the range from pre-doctoral dental students to graduate students and established practitioners. 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 and may include:

- classroom or virtual teaching
- laboratory, pre-clinical, and clinical teaching
- course coordination
- seminar leadership
- mentoring and advising
- teaching awards
- supervision of individual student projects
- supervision of thesis or dissertation research
- service on thesis or dissertation committees
- development of instructional materials
- continuing education inside or outside of the university
- administration and organization of teaching programs

Input into the evaluation of teaching may come from a variety of sources, such as peers, department chairs, students and other sources. Inclusion of an [Educational Portfolio](#) that highlights the development and improvement of teaching quality is recommended promotions of faculty with a significant effort towards the teaching mission.

Quality. The foundation of excellent teaching is mastery of the subject, including an in-depth knowledge of the current literature in one's discipline. Essential components of the teaching effort are use of appropriate methods of instruction, effective planning and organization, appropriate methods of evaluation, and adequate feedback to students. Popular teaching and good teaching is not necessarily the same thing. Teaching of superior quality may be characterized by:

- utilization of highly effective oral, visual, and written communication techniques
- stimulation of critical thinking and problem solving
- encouragement of conceptual comprehension as well as factual recall
- encouragement of students to raise questions and express ideas
- performance of duties with enthusiasm and energy

Innovation. Teaching excellence includes some degree of innovative effort on the part of a faculty member. Examples of innovations in teaching are:

- utilization of new technology to improve teaching effectiveness
- development of new courses and programs or unique learning experiences
- use of educational research -- development of methods to evaluate individual teaching, courses, or curriculum

Impact upon Students. Teaching should have a positive effect on students. The qualities of teaching that have positive influences on the student are numerous and may be difficult to measure. Some information regarding the qualities of teaching that are exhibited by a particular faculty member can be gained through informal

observation, but a more complete appraisal may be obtained through formal evaluation of teaching. Examples of favorable student-faculty interaction are:

- student pursuing independent study as a result of interaction with the faculty member
- students providing unsolicited favorable evaluation of faculty

Desirable characteristics of teachers include, but are not limited to:

- presents a balanced point of view
- treats students with respect
- provides constructive feedback to the student
- extends teaching effort beyond the class, clinic, or laboratory assignments
- promotes diversity, equity and inclusion through actions
- is fair, reasonable, and timely, in evaluation of students
- monitors student progress in a timely fashion; guides and provides supportive activities when appropriate
- continually evaluates and strives to improve their own teaching
- promotes academic integrity and professional development

It must be emphasized that student input in faculty evaluation is essential, but is only a portion of the information considered. Such input must be balanced against the other measures of the quality of teaching.

Level of Responsibility. The level of responsibility assigned to the faculty member is a consideration in the promotion process. The extent to which the faculty member's responsibilities contribute to the teaching programs of the college is of importance, e.g., directing a course or having primary responsibilities for a teaching program.

Continuing Education. The state, the profession, and the general public depend on the college for help in maintaining high standards of clinical practice in this area of health care delivery. Continuing education is both an instructional and public service activity that the College of Dentistry is uniquely qualified to provide. Continuing education, as a special responsibility, may not be applicable to all faculty members. This area will be evaluated when appropriate.

C.2 Research and Scholarship. Scholarship will be evaluated based on assigned effort of the faculty member. Quality of scholarship or academic achievement non-tenure track faculty are typically evidenced by:

- published and other creative work
- the range and variety of intellectual interests
- participation and leadership in professional associations
- editing of professional journals

Compilation, Synthesis, and Transferal of Current Knowledge. All scholarly activity supports teaching and professional service. The compilation, synthesis, and transferal of current knowledge is one aspect of this activity that contributes to and advances scholarship. Such scholarly work might take many forms that may include:

- abstracts of oral or poster presentations at regional or national meetings
- publication of research

- publication of textbooks, book chapters, or E-Books
- review articles
- publication of case reports
- educational websites
- development and documentation of new technical and clinical procedures
- instructional materials (if published in peer-reviewed publication)
- documentation of standards of care or evidence-based practice

Research and Scholarship. Research is the generation of new knowledge, through use of the scientific method. Such research may be basic, applied, behavioral, clinical or in health services. It culminates as manuscript publication in peer-reviewed scientific journals. The quality of the investigative activity is of primary importance in evaluation. In addition, the research should have a focus. Other evidence of a significant research record may include:

- invitations to present one's research at other universities or major scientific meetings
- receipt of awards or other special recognition for outstanding scholarly activity
- publication of research abstracts

Team science. University of Florida and the College of Dentistry supports and values participation in team science. Documentation of an individual faculty member's significant contributions to effective teams will be considered as evidence for distinction in research. These contributions may include design, performance, analysis, presentation and publication of research and preparation and submission of research grants. Authorship other than listed as first or last author will be recognized as significant as long as the faculty member's unique contribution can be discerned (see [Appendix F](#)).

C.3 Service. Service may consist of organizational service in the College of Dentistry and the university, in the public sector, or in the national organizations of a faculty member's peer group. Service may include participation in committee work and other administrative tasks, counseling, internal review boards, and special training programs within the College of Dentistry and the university. Activities (such as leadership of or service on a quality assurance, risk management, or utilization review committee) also pertain to this type of service. The university also anticipates that many of its instructional faculty will render extramural services to other schools, industry, relevant professional organizations, governmental agencies, and the public at large. These services may be paid (in compliance with university guidelines), advisory, or volunteered.

Service to the university and the profession. All faculty members must share in the work necessary to maintain the operation of the institution. Furthermore, faculty are expected to contribute to the growth of the college and university through efforts that are aimed at developing, evaluating, reviewing and improving programs and facilities. Also, the faculty should contribute to the maintenance and growth of their profession. Examples of other service activities related to the university and the profession are:

- continuing education
- membership on boards and committees or other assignments within the College of Dentistry, university, or profession
- leadership role in curriculum development and implementation, patient care activity, curricular research programs
- contribution to faculty governance

- membership in and contribution to professional organizations
- appointment as a section or symposium chair
- consultant to professional journals as a manuscript referee, reviewer, etc.
- consultant to accrediting and other educational review boards
- membership on boards and committees in the community-at-large in a professional capacity
- service on NIH study sections
- editorships

Administration. Faculty may also hold administrative roles (director, chair, assistant/associate dean). These activities are acknowledged to provide significant service to their departments and the college and serve to demonstrate excellence. The principle involved is that academic leadership is, in itself, a significant academic activity. Examples of academic leadership may include:

- improvements in curriculum
- development of student or resident outcome measures
- oversight and advancement of clinical enterprise
- mentoring and promotion of faculty
- organization and supervision of faculty development programs
- management of department, division, or program finances

Faculty Administrators, including department chairs, directors, associate deans, and deans who discharge their administrative duties with thoroughness and distinction and who give effective academic leadership to their department or the College of Dentistry do so in the context of leadership in teaching, research/scholarship, and patient care. Consequently, these responsibilities increase the difficulty to satisfy the normal criteria for advancement in rank in such a way as to permit the advancements to which they are entitled. It must be acknowledged that faculty administrators had to devote time to administrative duties that they would otherwise have been able to dedicate directly to teaching and scholarship. Consequently, review for promotion and/or tenure should consider the extent and quality of their leadership in teaching, research/scholarship, or patient care in considering them for promotions. The principle involved is that leadership is a significant academic activity. While service in and of itself cannot serve as the primary grounds for advancement, it is appropriate to consider excellence in leadership across the college's missions as part of the promotion review. Nevertheless, although promotion requires evidence of intellectual attainment and growing distinction, substantial evidence of these qualities may well be found in the way in which successful leaders perform their duties. Consequently, a special effort should be made to assure that administrators are not passed over.

C.4 Patient Care. A faculty member's work may involve significant clinical responsibilities and a high level of clinical competency is expected in all ranks. A clinician is a role model for dental students and must demonstrate collegiality, integrity, professional excellence, respect for diversity, engagement in community, and commitment to individual learning and scholarship. Excellence is demonstrated by documentation from independent authorities in the relevant field, regional reputation, and published work of clinical successes, innovations, or insights. Faculty members may be expected to provide patient care both within the university and in the professional community. Patient care will be evaluated only when it is an assigned responsibility of the faculty member. Examples of activities and outcomes relating to patient care may include:

- interdisciplinary evaluations

- productivity
- commitment to ongoing growth in clinical performance
- certification by specialty board or achievement of Diplomate status
- awards that recognize clinical expertise
- consultation as requested by other faculty members
- membership on a specialty examining board
- service as a consultant on patient care, e.g., third-party payment groups, courts, health care organizations
- innovations to make clinical patient care more efficient and effective
- clinical publications
- clinical presentations awards and honors that recognize clinical expertise

Section VI. Guidelines for Single Mission Patient Care Track

- A. Overview of Single Mission Patient Care Track
- B. Ranks in the Single Mission Patient Care Track
- C. Criteria for Appointment and Promotion in the Single Mission Patient Care Track

A. Overview of Single Mission (SM) Patient Care Track

Members of the SM Patient Care track make contributions to the UF College of Dentistry faculty in the area of patient care. Patient care is their primary assignment with no other major responsibilities. The SM Patient Care track is non-tenure accruing.

A.1 Mission assignment. Within the SM Patient Care track, promotion will be based on the achievement of documented excellence in fulfilling the patient care mission of the college. The faculty member may also contribute to the teaching mission of the college and may have a teaching assignment of 10-20% and satisfactory performance as a teacher/educator is expected. These faculty should have a record of positive contributions in service to the department, college, or university. Evidence of scholarly activity is not a requirement but is strongly encouraged.

A.2 Performance reviews. New faculty appointments as SM track at the rank of Assistant Professor, Associate Professor and Professor will undergo a mid-cycle review between the 3rd and 4th year of employment following their last promotion or appointment. Faculty will have the option of an additional review one or two years prior to promotion application. Associate professors in the will undergo a mid-cycle review between the 3rd and 4th year of employment following their last promotion. All faculty members shall receive a sustained performance evaluation once every seven years following their most recent promotion. Refer to [Appendix A Mid-cycle Review](#) and [Appendix B Sustained Performance Evaluation Program \(SPEP\)](#) for additional information.

Every faculty member has an annual review and written evaluation by the department chair or supervisor, which will address mission assignment and annual performance. Progress toward promotion should also be addressed annually by the department chair and the individual's mentoring committee. It is the candidate's responsibility to ensure that the required information is provided to the committee at the respective time points. The annual evaluation should indicate the candidate's strengths and weaknesses in progression toward promotion.

B. Ranks in the SM Patient Care Track

SM Patient Care track faculty are appointed in the college at the ranks of Assistant Professor, Associate Professor and Professor.

B.1 Assistant Professor. Appointment to Assistant Professor requires a DMD/DDS, MD, PhD or another equivalent terminal degree. This rank is appropriate as an entry level SM Patient Care track position for someone who has demonstrated potential for excellence in patient care. An appointment or reappointment to the rank of assistant professor requires the recommendation by the department chair and approval by the dean.

Time in rank. Although there is no requirement for ascension in rank, enough time at rank should be accrued to provide sufficient evidence of sustained professional development, peer recognition, and commitment to

academia. Individuals at the Assistant Professor rank are strongly encouraged to seek promotion by the seventh year following initial appointment to that rank. Although years in rank alone neither compels nor precludes advancement to Associate Professor, promotion after five years or less in rank is based on extraordinary accomplishment produced during those years in rank.

B.2 Associate Professor. For appointment or promotion to Associate Professor for a candidate with a primary mission assignment in patient care requires the demonstration of distinction in clinical care. Criteria listed below are used to determine the level of performance of patient care. 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 assignment for each faculty member. However, a majority of the criteria listed below to some degree must be used to evaluate the overall performance of SM Patient Care track faculty. The sum of those evaluations is 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 department chair in consultation with the individual's mentoring committee and the faculty member. The use of a [Clinical Portfolio](#) for this purpose is highly recommended, and this document be used as evidence of patient care distinction. The [Educational Portfolio](#) may also be completed if appropriate to document satisfactory performance in the teaching mission and to fully describe the candidate's scope of work.

General criteria for promotion. The Associate Professor title signals the passage into dental academia's senior rank. Individuals at this rank are expected to be role models of collegiality, integrity, scholarship, and excellence in their professions. A person promoted to this level should be acknowledged by peers as exemplary in the field. They should have demonstrated growth and outstanding performance in clinical practice and clinical teaching (if applicable). Peer evaluations by other health care professionals can provide evidence of excellence in patient care. Evaluations of the candidate's patient care should be completed on each faculty member with minimum of one evaluation per year. These faculty should also have a record of positive contributions in service to the department, college, or university. Contributions in these areas may be documented by relevant peers.

Appointment at Associate Professor is reviewed and recommended by the College of Dentistry Promotion & Tenure Advisory Committee, and approved by the dean. Promotion to Associate Professor are reviewed and recommended by the UF College of Dentistry Promotion and Tenure Advisory Committee, and approved by the dean, the provost, and the president of the university.

B.3 Professor. For appointment or promotion to Professor for a candidate with a primary mission assignment in patient care will have demonstrated excellence in patient care. For promotion, assigned duties as documented in the annual assigned effort for each faculty member are used to determine the level of performance. A professor performs clinical service and clinical teaching (if applicable) as described for Associate Professor, usually over an additional period of five-to ten-years and has attained further regional or national recognition for clinical expertise. The same qualitative criteria used for the Associate Professor apply with expected quantitative differences in the number and impact of achievements. Service in regional or national dental societies, associations or boards is typical.

Criteria listed below are used to determine the level of performance of a SM Patient Care track faculty member. However, a majority of the criteria listed below to some degree must be used to evaluate the overall performance. The sum of those evaluations used to determine an individual's merit for promotion. These

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accomplishments may be documented in a [Clinical Portfolio](#) and this document be used as evidence of patient care distinction. The [Educational Portfolio](#) may be completed if appropriate to document satisfactory performance in the teaching mission and to fully describe the candidate's scope of work.

General criteria for promotion. For promotion to Professor, the candidate will have demonstrated distinction in the patient care. Peer evaluations by other health care professionals can provide evidence of excellence in clinical care. Evaluations of the candidate's patient care should be completed on each faculty member with a minimum of one evaluation per year. These faculty should have a record of positive contributions in service to the department, college, and university. Contributions in these areas are documented by relevant peers. Demonstration of contributions and accomplishments in patient care should be rated well above average, in annual evaluations.

Appointment at Professor is reviewed and recommended by the College of Dentistry Promotion & Tenure Advisory Committee, and approved by the dean. Promotion to Professor are reviewed and recommended by the UF College of Dentistry Promotion and Tenure Advisory Committee, and approved by the dean, the provost, and the president of the university.

C. Criteria for Appointment and Promotion in the SM Patient Care track

A SM Patient Care track faculty member's work will be dominated by clinical responsibilities and a high level of clinical competency is expected in all ranks. In addition, service e.g., organizational, administrative, community, or in volunteer work are important. The faculty member may also make contributions in the areas of teaching, either didactically or clinically or both, however these roles are not expected to be substantial. Scholarly activity is expected for promotion at the highest level. Longevity in a rank or position is not sufficient evidence of accomplishment or merit for promotion.

For promotion, favorable departmental evaluations of patient care and service contributions are required. Five letters must specifically address how the nominee demonstrates excellence in clinical care through descriptions of collaborations, professionalism, competencies and expertise, and communication. Letters typically also attest that the nominee is considered by the dental community as a clinical resource, is sought out for clinical expertise, and has a strong referral base. By their nature these letters will often come from sources that have knowledge of the individual's clinical skills and character. Consequently, up to three letters of evaluation may come from within the university with the balance from outside evaluators. When available, external letters are desired. Up to three of the reviewers may be selected by the candidate and the rest will be selected by the department chair. The criteria for evaluation of performance for SM Track faculty in the areas of teaching, patient care, service, and research/scholarship are listed in Section D. Overall expectations for performance should be consistent with FTE assigned to each mission.

C.1 Teaching. Faculty members are expected to be knowledgeable about the literature in their field of expertise. The faculty member should demonstrate the ability to assimilate and integrate this knowledge and the ability to teach such knowledge effectively. An [Educational Portfolio](#) helps convey the scope of instructional accomplishment.

Educational excellence may be demonstrated in a variety of settings that may include lectures, clinical instruction of students and residents, mentorship, or scholarly work with trainees. The educational roles of faculty may involve a broad range of educational activities targeted at diverse audiences. It also involves the

duty of initiating and improving educational methods. Pedagogical research is strong evidence of teaching expertise. The spectrum of instruction spans the range from pre-doctoral dental students to graduate students and established practitioners. The criteria for teaching effectiveness that will be considered in evaluation are quality, innovation, impact upon students, and level of responsibility. Teaching will be evaluated only when it is an assigned responsibility of the faculty member. Evaluation will be made in all areas of the faculty member's assignments and may include:

- classroom or virtual teaching
- laboratory, pre-clinical, and clinical teaching
- course coordination
- seminar leadership
- mentoring and advising
- teaching awards
- supervision of individual student projects
- supervision of thesis or dissertation research
- service on thesis or dissertation committees
- development of instructional materials
- continuing education inside or outside of the university
- administration and organization of teaching programs

Input into the evaluation of teaching may come from a variety of sources, such as peers, department chairs, students and other sources. Inclusion of an [Educational Portfolio](#) that highlights the development and improvement of teaching quality is recommended for promotions of faculty with a significant effort towards the teaching mission.

Quality. The foundation of excellent teaching is mastery of the subject, including an in-depth knowledge of the current literature in one's discipline. Essential components of the teaching effort are use of appropriate methods of instruction, effective planning and organization, appropriate methods of evaluation, and adequate feedback to students. Popular teaching and good teaching is not necessarily the same thing. Teaching of superior quality may be characterized by:

- utilization of highly effective oral, visual, and written communication techniques
- stimulation of critical thinking and problem solving
- encouragement of conceptual comprehension as well as factual recall
- encouragement of students to raise questions and express ideas
- performance of duties with enthusiasm and energy

Innovation. Teaching excellence includes some degree of innovative effort on the part of a faculty member. Examples of innovations in teaching are:

- utilization of new technology to improve teaching effectiveness
- development of new courses and programs or unique learning experiences
- use of educational research -- development of methods to evaluate individual teaching, courses, or curriculum

Impact upon Students. Teaching should have a positive effect on students. The qualities of teaching that have positive influences on the student are numerous and may be difficult to measure. Some information regarding the qualities of teaching that are exhibited by a particular faculty member can be gained through informal

observation, but a more complete appraisal may be obtained through formal evaluation of teaching. Examples of favorable student-faculty interaction are:

- student pursuing independent study as a result of interaction with the faculty member
- students providing unsolicited favorable evaluation of faculty

Desirable characteristics of teachers include, but are not limited to:

- presents a balanced point of view
- treats students with respect
- provides constructive feedback to the student
- extends teaching effort beyond the class, clinic, or laboratory assignments
- promotes diversity, equity and inclusion through actions
- is fair, reasonable, and timely, in evaluation of students
- monitors student progress in a timely fashion; guides and provides supportive activities when appropriate
- continually evaluates and strives to improve their own teaching
- promotes academic integrity and professional development

It must be emphasized that student input in faculty evaluation is essential, but is only a portion of the information considered. Such input must be balanced against the other measures of the quality of teaching.

Level of Responsibility. The level of responsibility assigned to the faculty member is a consideration in the promotion process. The extent to which the faculty member's responsibilities contribute to the teaching programs of the college is of importance, e.g., directing a course or having primary responsibilities for a teaching program.

Continuing Education. The state, the profession, and the general public depend on the college for help in maintaining high standards of clinical practice in this area of health care delivery. Continuing education is both an instructional and public service activity that the College of Dentistry is uniquely qualified to provide. Continuing education, as a special responsibility, may not be applicable to all faculty members. This area will be evaluated when appropriate.

C.2 Research and Scholarship. Scholarship will be evaluated only when it is an assigned responsibility of the faculty member. Quality of scholarship or academic achievement non-tenure track faculty are typically evidenced by:

- published and other creative work
- the range and variety of intellectual interests
- success in training graduate and professional students in scholarly methods
- participation and leadership in professional associations
- editing of professional journals

Compilation, Synthesis, and Transferal of Current Knowledge. All scholarly activity supports teaching and professional service. The compilation, synthesis, and transferal of current knowledge is one aspect of this activity that contributes to and advances scholarship. Such scholarly work might take many forms that may include:

- abstracts of oral or poster presentations at regional or national meetings
- publication of research
- publication of textbooks, book chapters, or E-Books
- review articles
- publication of case reports
- educational websites
- development and documentation of new technical and clinical procedures
- instructional materials (if published in peer-reviewed publication)
- documentation of standards of care or evidence-based practice

Team science. University of Florida and the College of Dentistry supports and values participation in team science. Documentation of an individual faculty member’s significant contributions to effective teams will be considered as evidence for distinction in research. These contributions may include design, performance, analysis, presentation and publication of research and preparation and submission of research grants. Authorship other than listed as first or last author will be recognized as significant as long as the faculty member’s unique contribution can be discerned (see [Appendix F](#)).

Research and Scholarship. Research is the generation of new knowledge, through use of the scientific method. Such research may be basic, applied, behavioral, clinical or in health services. It culminates as manuscript publication in peer-reviewed scientific journals. The quality of the investigative activity that is of primary importance in evaluation. In addition, the research should have a focus. Other evidence of a significant research record may include:

- invitations to present one’s research at other universities or major scientific meetings
- receipt of awards or other special recognition for outstanding scholarly activity
- publication of research abstracts

C.3 Service. Service may consist of organizational service in the College of Dentistry and the university, in the public sector, or in the national organizations of a faculty member’s peer group. Service may include participation in committee work and other administrative tasks, counseling, internal review boards, and special training programs within the College of Dentistry and the university. Activities (such as leadership of or service on a quality assurance, risk management, or utilization review committee) also pertain to this type of service. The university also anticipates that many of its instructional faculty will render extramural services to other schools, industry, relevant professional organizations, governmental agencies, and the public at large. These services may be paid (in compliance with university guidelines), advisory, or volunteered.

Service to the university and the profession. All faculty members must share in the work necessary to maintain the operation of the institution. Furthermore, faculty are expected to contribute to the growth of the college and university through efforts that are aimed at developing, evaluating, reviewing and improving programs and facilities. Also, the faculty should contribute to the maintenance and growth of their profession. Examples of other service activities related to the university and the profession are:

- continuing education
- membership on boards and committees or other assignments within the College of Dentistry, university, or profession

- leadership role in curriculum development and implementation, patient care activity, curricular research programs
- contribution to faculty governance
- membership in and contribution to professional organizations
- appointment as a section or symposium chair
- consultant to professional journals as a manuscript referee, reviewer, etc.
- consultant to accrediting and other educational review boards
- membership on boards and committees in the community-at-large in a professional capacity
- service on NIH study sections
- editorships

Administration. Faculty may also hold administrative roles (director, chair, assistant/associate dean). These activities are acknowledged to provide significant service to their departments and the college and serve to demonstrate excellence. The principle involved is that academic leadership is, in itself, a significant academic activity. Examples of academic leadership may include:

- improvements in curriculum
- development of student or resident outcome measures
- oversight and advancement of clinical enterprise
- mentoring and promotion of faculty
- organization and supervision of faculty development programs
- management of department, division, or program finances

Faculty Administrators, including department chairs, directors, associate deans, and deans who discharge their administrative duties with thoroughness and distinction and who give effective academic leadership to their department or the College of Dentistry do so in the context of leadership in teaching, research/scholarship, and/or patient care. Consequently, these responsibilities increase the difficulty to satisfy the normal criteria for advancement in rank in such a way as to permit the advancements to which they are entitled. It must be acknowledged that faculty administrators had to devote time to administrative duties that they would otherwise have been able to dedicate directly to teaching and scholarship. Consequently, review for promotion and/or tenure should take into account the extent and quality of their leadership in teaching, research/scholarship, or patient care in considering them for promotions. The principle involved is that leadership is a significant academic activity. While service in and of itself cannot serve as the primary grounds for advancement, it is appropriate to consider excellence in leadership across the college's missions as part of the promotion review. Nevertheless, although promotion requires evidence of intellectual attainment and growing distinction, substantial evidence of these qualities may well be found in the way in which successful leaders perform their duties. Consequently, a special effort should be made to assure that administrators are not passed over.

C.4 Patient Care. A faculty member's work may involve significant clinical responsibilities and a high level of clinical competency is expected in all ranks. A clinician is a role model for dental students and must demonstrate collegiality, integrity, professional excellence, respect for diversity, engagement in community, and commitment to individual learning and scholarship. Excellence is demonstrated by documentation from independent authorities in the relevant field, regional reputation, and published work of clinical successes, innovations, or insights.

Faculty members may be expected to provide patient care both within the university and in the professional community. Patient care will be evaluated only when it is an assigned responsibility of the faculty member.

Examples of activities and outcomes relating to patient care may include:

- interdisciplinary evaluations
- productivity
- commitment to ongoing growth in clinical performance
- certification by specialty board or achievement of Diplomate status
- awards that recognize clinical expertise
- consultation as requested by other faculty members
- membership on a specialty examining board
- service as a consultant on patient care, e.g., third-party payment groups, courts, health care organizations
- innovations to make clinical patient care more efficient and effective
- clinical publications
- clinical presentations awards and honors that recognize clinical expertise

Section V. Guidelines for Single Mission Research Track

- A. Overview of Single Mission Research Track
- B. Ranks in the Single Mission Research Track
- C. Criteria for Appointment and Promotion in the Single Mission Research Track

A. Overview of Single Mission (SM) Research Track

The SM Research track is reserved exclusively for non-tenure accruing faculty positions fully funded by external sources. Appointment requires a) DMD/DDS, PhD or equivalent degree and b) postdoctoral training in dentistry or a health-related field. Such persons might be appointed on the SM Research Track at the level of Assistant, Associate, or Professor. Within this track, there are two designations for research scientists and research professors.

A.1 Mission assignment. Within the SM Research track, promotion will be based on the achievement of documented excellence in fulfilling the research mission of the college.

A.2 Performance reviews. New faculty appointments as SM track at the rank of Assistant Professor, Associate Professor and Professor will undergo a mid-cycle review between the 3rd and 4th year of employment following their last promotion or appointment. Faculty will have the option of an additional review one or two years prior to promotion application. Associate professors will undergo a mid-cycle review between the 3rd and 4th year of employment following their last promotion. All faculty members shall receive a sustained performance evaluation once every seven years following their most recent promotion. Refer to [Appendix A Mid-cycle Review](#) and [Appendix B Sustained Performance Evaluation Program \(SPEP\)](#) for additional information.

Every faculty member has an annual review and written evaluation by the department chair or supervisor, which will address mission assignment and annual performance. Progress toward promotion should also be addressed annually by the department chair and the individual's mentoring committee. It is the candidate's responsibility to ensure that the required information is provided to the committee at the respective time points. The annual evaluation should indicate the candidate's strengths and weaknesses in progression toward promotion.

B. Ranks in the SM Research Track

SM Research track faculty are appointed in the college at the ranks of Assistant Professor, Associate Professor and Professor.

B.1 Assistant in the SM Research Track.

Assistant Research Scientist. Appointment at the assistant level requires an earned doctorate in an appropriate discipline and significant post-doctoral training. In addition, full funding for the appointment must be available for a minimum of one year. In most instances, this title will be used primarily for individuals with extensive post-doctoral experience who are ready to assume greater responsibilities and autonomy within a principal investigator's (PI) lab. Responsibilities and performance must exceed that typical of post-doctoral fellows in the department. Persons appointed as Assistant Research Scientists should have the potential for scholarly development and be able to function as a productive member of a research group.

Assistant Research Professor. Additional criteria for individuals appointed as Research Assistant Professors be considered by the appointing unit as having the potential to develop a substantial independent research program, to contribute to an ongoing research project(s) with minimal supervision and to develop a scholarly reputation in the cognate research discipline(s) consistent with that of an assistant professor on the tenure track. In addition, Research Assistant Professors should have involvement in mentorship and guide postdoctoral trainees, graduate students, and undergraduates working on said project(s). Strong potential to secure external funding and potential for development as an independent investigator will be given substantial consideration at the time of appointment.

Refer to Guidelines for Appointment at the Rank of Research Assistant Professor for additional guidelines required for appointment.

B.2 Associate in the SM Research Track.

Associate Research Scientist. Appointment or promotion as a Research Associate Scientist requires growing national scientific visibility. Independence in research is not required, but may be developing as represented by a record of collaborative funding as a team scientist (usually as co-investigator). There should be a strong and sustained record of publication in peer-reviewed journals. The quality and impact of published articles are more important than the number published. The candidate will indicate their contribution for each publication and their contributions to the research effort. The chair's letter - after consultation with the primary faculty supervisor, if applicable - should indicate the departmental expectations for research productivity within the candidate's department and discipline and how and why the candidate meets these expectations. A candidate for this rank typically has a record of participation in or presentation at professional meetings, symposia, and/or invited talks.

Research Associate Professor. Appointment or promotion as a Research Associate Professor requires demonstrated distinction in research. There should be a strong and sustained record of publication in peer-reviewed journals. The quality and impact of published articles are more important than the number published. The candidate will indicate their contribution for each publication. The candidate will indicate their contributions to a research team that successfully obtained investigator-initiated, peer-reviewed research funding. The candidate will also indicate other contributions, including those that reflect their transition to independence, such as mentoring of graduate students and postdocs and invited talks at universities or national/international meetings. Letters of evaluation should provide clear evidence 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 how and why the candidate met those expectations, including a clear description of the role in research team activities. These may include:

- Publications
- 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 external research funding. 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. Appointment at Associate Professor is reviewed and recommended by the College of Dentistry Promotion & Tenure Advisory Committee, and approved by the dean. Promotion to Associate Professor are reviewed and recommended by the UF College of Dentistry Promotion and Tenure Advisory Committee, and approved by the dean, the provost, and the president of the university.

B.3 Professor in the SM Research Track. It is possible that senior individuals with a well-developed research area and a record of significant external funding may wish to devote their effort fully to research. Such a person might be promoted or appointed on the SM Track as a Research Professor. The understanding would be that such an appointment would require the individual to maintain full funding for the position from external sources. In addition to the criteria given for appointment or promotion as a Research Associate Professor, appointment or promotion to Research Professor requires: 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 their 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 their 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).

Appointment at Professor is reviewed and recommended by the College of Dentistry Promotion & Tenure Advisory Committee, and approved by the dean. Promotion to Professor are reviewed and recommended by the UF College of Dentistry Promotion and Tenure Advisory Committee, and approved by the dean, the provost, and the president of the university.

C. Criteria for Appointment and Promotion in the SM Research Track

Promotion in the SM Research Track is essentially dependent on performance in research with an emphasis on the impact of the nominee on their professional field. Longevity in a rank or position is not sufficient evidence of accomplishment or merit for promotion. For promotion, favorable annual evaluations by the department chair or supervisor are required. Five letters must specifically address how the nominee demonstrates excellence in research through descriptions of collaborations, professionalism, competencies and expertise, and communication. By their nature these letters will often come from sources that have knowledge of the individual's research skills and character. Consequently, up to three letters of evaluation may come from within the university with the balance from outside evaluators. When available, external letters are desired. Up to three of the 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 criteria for evaluation of performance for the SM Research Track in the areas of research are listed below.

All senior Research Track faculty must be individuals of scholarly ability and achievement. Scholarship may be categorized in terms of the scholarship of discovery (basic research), scholarship of integration, scholarship of application, and scholarship of education. The University of Florida is a research university committed to extending and understanding the knowledge base of humanity. Accomplishment in scholarship is typically demonstrated by the quality and quantity of published and other creative work.

Interdisciplinary work, success in training graduate and professional students (e.g., as attested to by academic/research positions obtained), participation and leadership in professional associations, and editing of professional journals are measures of success and stature in scholarship. Peer reviewed papers and grant funding are strong evidence of scholarship with high impact. Independent and peer-reviewed funding is the norm in research-based careers.

Compilation, Synthesis, and Transferal of Current Knowledge. All scholarly activity supports teaching and professional service. The compilation, synthesis, and transferal of current knowledge are aspects of this activity that contribute to and advance scholarship. Such scholarly work may include:

- publication of research
- publication of textbooks, book chapters, or E-Books
- publication of review articles
- publication of case reports
- instructional materials (if published in peer-reviewed publications)
- publication of intellectual property
- patents and copyrights
- documentation of standards of care or evidence-based practice

Research and Scholarship. Research is the generation of new knowledge, through use of the scientific method. Such research may be basic, clinical or applied. It culminates as manuscript publication in refereed scientific journals. A consistent level of research productivity is required; however, it is the quality of the investigative activity that is of primary importance in evaluation. The quality of research can be most readily measured through two peer-review mechanisms: publication in refereed journals of outstanding quality in the subject area of the faculty member's expertise, and the acquisition of grant funds from sources that evaluate proposals using a peer-review system. It is recognized that significant research can be conducted without the support of peer-reviewed grant awards (e.g., educational research). A research profile should have focus and continuity to be recognized as outstanding. Additional demonstrations of the research record may include:

- invitations to present one's research at other universities or major scientific meetings
- receipt of awards or other special recognition for outstanding scholarly activity
- record of being a productive independent investigator or collaborator
- record of primary or senior author status on a significant number of publications and co-authorship on others; specific numbers of publications in each case are not as important as the quality and significance of the work (quality as indicated by impact factor, citation, h-index, or other applicable measures)
- publication of research abstracts

Team science. University of Florida and the College of Dentistry supports and values participation in team science. Documentation of an individual faculty member's significant contributions to effective teams will be

considered as evidence for distinction in research. These contributions may include design, performance, analysis, presentation and publication of research and preparation and submission of research grants. Authorship other than listed as first or last author will be recognized as significant as long as the faculty member's unique contribution can be discerned (see [Appendix F](#)).

Section VI. Guidelines for Distinguished Professor

A. Overview of Distinguished Professor

B. Process

A. Overview of Distinguished Professor

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 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:

- 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
 - 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
 - Leadership within the college and participation in the shared governance of the college

Evidence that the candidate is at the top of their discipline as indicated by:

- 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.

B. 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.

- Nomination by the Dean of the College of Dentistry
- The candidate must complete, sign, and date their nomination packet to indicate the packet is complete before departmental review and voting occurs. Nominees must organize their packet according to the university template, including the order of documents, and numbers and titles of sections. For additional information on the 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

- Letter of recommendation by the department chair
- A minimum of five external letters from acknowledged experts in the candidate's field or area of expertise. Such letters should include evaluation by experts within the United States and internationally. Up to three of the external reviewers may be selected from the candidate's list and the rest will be selected by the department chair.
- Review and vote of the full professors of the College's Promotion and Tenure Advisory Committee with a 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 their packet, without external letters of recommendation, one year in advance for evaluation by the College's Promotion and Tenure Advisory Committee. The Promotion and Tenure Advisory 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 their packet with external letters of recommendation for consideration the following year.

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.

Section VII. Guidelines for Adjunct and Courtesy Faculty

A. Overview of Adjunct and Courtesy Faculty

B. Ranks for Adjunct or Courtesy

A. Overview and Definition of Adjunct and Courtesy Faculty. Adjunct and Courtesy faculty are faculty with satisfactory professional qualifications who make temporary contributions to the UF College of Dentistry in connection with established programs.

Courtesy faculty do not receive compensation but volunteer their time. They critically contribute to teaching and instructional activities, either didactically, clinically or both.

Criteria for appointment and promotion for adjunct and courtesy faculty follows the same time frame and have similar requirements as for the SM Teaching track. This document outlines appointment and promotion procedures for adjunct and courtesy faculty, a group of faculty who critically contribute to the missions of UFCD.

A.1 Mission assignment. Promotion will be based on the achievement of documented excellence in fulfilling the teaching mission of the college. The faculty member may also make contributions in the areas of patient care, however this role may not be significant. Contributions in service to the department, college, or university are not a requirement although they are a welcome addition to their records.

A.2 Performance reviews. Adjunct faculty appointed as Assistant Professor and Associate Professor with an FTE of 0.4 (2 days per week) or greater, may undergo a mid-cycle review after their 4th year of employment. Adjunct faculty members with FTE of 0.4 or greater shall receive a sustained performance evaluation once every seven years following their most recent promotion. Refer to [Appendix A Mid-cycle Review](#) and [Appendix B Sustained Performance Evaluation Program \(SPEP\)](#) for additional information.

Adjunct faculty members with an FTE of 0.4 and greater will have an annual review and written evaluation by the department chair or supervisor, which will address mission assignment and annual performance. For adjunct faculty with FTE of less than 0.4, an annual review will be performed at the discretion of their supervisor. The annual evaluation should indicate the candidate's strengths and weaknesses in progression toward promotion. Courtesy faculty do not receive formal evaluations.

B. Ranks for Adjunct or Courtesy Faculty

Adjunct and courtesy faculty are appointed in the college at the ranks of Assistant Professor, Associate Professor and Professor.

B.1 Assistant Professor. Appointment to Assistant Professor requires a DMD/DDS, MD, PhD or another equivalent terminal degree. Adjunct or courtesy faculty require 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. An appointment or reappointment to the rank of assistant professor requires the recommendation by the department chair and approval by the dean.

Time in rank. Although there is no requirement for ascension in rank, enough time at rank should be accrued to provide a sufficient evidence of sustained professional development, peer recognition, and commitment to academia to be eligible for promotion. Individuals at the Assistant Professor rank with an FTE of 0.4 and greater will be eligible to seek promotion by the seventh year following initial appointment to that rank. In no case is time in service alone considered to be adequate for promotional consideration.

B.2 Associate Professor. Criteria for appointment and promotion are very similar as those for the non-tenure accruing position Single Mission Teaching Track outlined in the Promotion and Tenure Guidelines. Specifically, promotion will be based on quality of activity and service. Not all criteria may apply to everyone to the same degree due to variations in assigned duties as documented in the original letter of offer and effort distribution. Annual performance determined and documented by the faculty member's department chair and/or supervisor based on the assigned duties for that position is a major factor in making promotional decisions.

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 chair. The use of an [Educational Portfolio](#) for this purpose is highly recommended, and this document be used as evidence for distinction in teaching and instructional activities. The [Clinical Portfolio](#) may be completed if desired, to document satisfactory performance in the patient care mission and to fully describe the candidate's scope of work.

General criteria for promotion. The Associate Professor title signals the passage into dental academia's senior rank. A person promoted to this level should have demonstrated growth and outstanding performance in teaching and clinical practice (if applicable). These faculty should have at least one peer evaluation of teaching annually which specifically includes narrative comments of strengths and weaknesses is expected. If both didactic and clinical teaching are part of the faculty member assigned duties, peer evaluations in both settings are highly recommended. Contributions in these areas may be documented by relevant peers.

Appointment to Associate Professor is reviewed and recommended by the College of Dentistry Promotion and Tenure Advisory Committee, and approved by the dean.

B.3 Professor. For appointment or promotion to Professor, the candidate will have demonstrated excellence in the teaching mission. For promotion, assigned duties as documented in the annual assignment for each faculty member are used to determine the level of performance. A professor performs teaching and may perform clinical service as described for Associate Professor, usually over an additional period of five-to ten-years and has attained further regional or national recognition for teaching and clinical expertise. Service in regional or national dental societies, associations or boards is typical.

General criteria for promotion. For promotion to Professor, the candidate will have demonstrated distinction in teaching and instructional activities. These faculty should have at least one peer evaluation of teaching annually which specifically includes narrative comments of strengths and weaknesses is expected. If both didactic and clinical teaching are part of the faculty member assigned duties, peer evaluations of both settings are highly recommended. These faculty should have a record of positive contributions in service to the department, college, and university. A minimum of three letters of recommendation from either internal (within the University of Florida's College of Dentistry) or external reviewers, or a combination of both, who are

qualified to critically evaluate the candidate's application for promotion. A letter of recommendation from the candidate's immediate supervisor and/or Department Chair.

Appointment or promotion to Professor are reviewed and recommended by the College of Dentistry Promotion and Tenure Advisory Committee, approved by the dean.