POLICIES FOR

APPOINTMENT, PROMOTION

AND TENURE

UNIVERSITY OF MICHIGAN

SCHOOL OF DENTISTRY

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I. REGULAR INSTRUCTIONAL TRACK

A. Definition of Regular Instructional Track

Members of the regular instructional track (often referred to as the tenure track) are expected to make contributions to the School of Dentistry in the areas of research, teaching, service, and clinical care if it pertains to their professional field. Full time regular instructional track faculty have no significant employment outside of the University of Michigan. Tenure may be granted by the Board of Regents to regular instructional track faculty at the ranks of associate professor and professor.

B. Ranks in the Regular Instructional Track

Regular instructional track faculty are appointed in the School of Dentistry at ranks of assistant professor, associate professor and professor. These titles are to be used for appointments of .5 fulltime equivalent (FTE) or greater within the School of Dentistry.

Assistant Professor: Appointment to this rank requires the DDS or equivalent degree and graduate training in dentistry or a health-related field; or the bachelor’s or equivalent degree in dental hygiene and graduate training in dentistry or a health-related field; or the PhD degree. This individual has yet to achieve exceptional status as a teacher or regional/national recognition in their professional field. Persons who have begun to publish scholarly work and/or who may have had teaching responsibilities, e.g., seminars, chairside instruction, small group interactions, and/or didactic activities before their initial faculty appointment may begin their faculty careers at the rank of assistant professor. Some others achieve this rank by being appointed from the rank of lecturer/clinical lecturer.

An appointment as an assistant professor at .8 FTE or greater starts the tenure clock. Initial appointment is for three years. Subsequent appointments are from one to four years. The maximum number of consecutive years one can be appointed fulltime at this rank is eight. There is no set minimum time between appointment to assistant professor and promotion to associate professor.

An appointment, reappointment, or promotion to assistant professor requires recommendation by the department chair, review by the School of Dentistry Appointment, Promotion, and Tenure (APT) Committee and approval by the School of Dentistry Executive Committee and the Dean.

Associate Professor: Appointment to associate professor is made only to individuals of well-established professional position and demonstrated scholarly ability that impacts their field. Those promoted or appointed 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 is typical for associate professors. Usually this is evidenced by peer-reviewed publications published over the previous five
years. For those with a predominant expectation of clinical or laboratory research, a sustained level of external research funding is the norm. An associate professor must have demonstrated a significant contribution to the educational missions of this school or another institution. If it pertains to their professional field, high quality clinical care or clinical service is expected. Unless otherwise specified, appointments and promotions to associate professor are with tenure, although persons may be appointed as associate professor without tenure.

In summary, this rank is appropriate for someone who has met the requirements and qualifications for assistant professor and who also has established:

- a record of excellence in teaching
- a distinguished record of independent, scholarly contribution in a field, and a national reputation for significant contributions in this field
- a record of significant contributions in academic, professional, and University service

An appointment or promotion to associate professor requires recommendation by the department chair, review by the School of Dentistry Appointment, Promotion, and Tenure (APT) Committee, approval by the School of Dentistry Executive Committee and Dean, and, the Provost and Executive Vice President for Academic Affairs, and the Board of Regents. Only the reappointments of untenured associate professors need to be reviewed by the APT Committee. Tenured associate professor reappointments can be recommended by the department chair for review and approval by the School of Dentistry Executive Committee and Dean.

Appointment as an associate professor, without tenure, at a fraction of .8 FTE or greater starts the tenure clock. Initial appointment is for three years. Subsequent appointments are from one to four years. The maximum number of consecutive years one can be appointed .8 FTE or greater at this rank, without tenure, is eight. There is no set minimum time between appointment to associate professor with tenure and promotion to professor.

Professor: Appointment to professor is made only to persons of nationally and internationally established professional reputation and demonstrated scholarly ability. All of the expectations for the associate professor rank pertain in equivalent or greater measure for the professor. The difference between the ranks of professor and associate professor is primarily one of ongoing achievement usually over a period of five to ten years; promotion to professor is not automatic after a certain time in rank as associate professor. A person appointed to the rank of professor must have demonstrated continued scholarship, productive research, contributions to the teaching mission, organizational service, and clinical care if it pertains to their professional field. This ongoing achievement is roughly equivalent in quantity to the accomplishments that gained the previous promotional step. National and international impact must pertain to this person’s work. Continued and consistent publication that contributes significantly to an area of knowledge is essential. It is expected that the case for promotion to the professorial rank may reference the work done to achieve the rank of associate professor, but will be based on new work accomplished since the last promotional review. For those involved in clinical, educational, or laboratory research, sustained external funding is the norm.
Unless otherwise specified, appointments and promotions to professor are with tenure; persons may be appointed as professors without tenure.

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 reputation for leadership and outstanding contributions in this field
- a sustained record of substantive contributions in academic, professional, and University service.

An appointment or promotion to professor requires recommendation by the department chair, review by the School of Dentistry Appointment, Promotion, and Tenure (APT) Committee and approval by the School of Dentistry Executive Committee and the Dean, the Provost and Executive Vice President for Academic Affairs, and the Board of Regents.

C. Criteria for Appointment and Promotion in the Regular Instructional Track

Teaching, scholarship/research, and service are three areas examined in all appointment and promotion considerations. As we are a dental school, contributions to patient care and human welfare are also a substantial area of consideration for many of the faculty. All decisions on promotion and the awarding of tenure are predicated on programmatic goals and needs of the institution. Some individuals of great value to our institution have truly outstanding performance and contributions in one area when compared with the norm of faculty performance in that area, yet the performance in other areas may be satisfactory only. A recommendation for appointment, promotion, or the award of tenure to a nominee with such an asymmetrical mix of qualifications must be justified by the department chair. In all cases, the minimum requirements must be met. Longevity in a rank or position is not sufficient evidence of accomplishment or merit for promotion.

1. Teaching

Teaching is one of the primary functions of the University. All regular instructional track faculty must make a substantial time commitment to teaching. The criteria for teaching effectiveness that will be considered in evaluation are quality, innovation, impact upon students, and level of responsibility. Evaluation will be made in all areas of the faculty member’s assignments including classroom teaching, laboratory and clinical teaching, course coordination, seminar leadership, supervision of individual student projects, supervision of thesis or dissertation research, service on thesis or dissertation committees, and development of instructional materials. Input into the evaluation of teaching from peers, department chairs, students, and other sources may be used. Inclusion of a teaching portfolio that documents the development and improvement of teaching quality is required for all appointments and promotions of regular instructional track faculty.
a. 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. 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

b. Innovation

Teaching excellence includes some degree of innovative effort on the part of a faculty member. Innovations in teaching must accomplish more than mere change. Rather, new methods should show measurable advantages over those previously used. 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

c. 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
- extends teaching effort beyond the class, clinic, or laboratory assignments
- respects diversity of thought, culture, gender and race
- is fair, reasonable, and timely, in evaluation of students
- monitors student progress in a timely fashion; guides and provides supportive activities when appropriate
- compliments students for appropriate contributions or performance
- continually evaluates his/her own teaching
- promotes academic integrity and professional development

Student input in faculty evaluation is essential, but is only a portion of the information considered. Such input must be considered with the other measures of the quality of teaching.

d. 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 School is of importance, e.g., directing a course or having primary responsibilities for a teaching program.

2. Scholarly Activity

All regular instructional 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 Michigan is a research university committed to extending and generating knowledge. Accomplishment in scholarship is typically demonstrated by the quality and quantity of published work. Interdisciplinary work, success in training graduate and professional students (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 and/or industry sponsored funding is the norm in research-based careers. The value of industrial based funding which may not be subject to the same rigorous peer review standards is also recognized. There should be a strong prediction of continued excellence throughout the faculty member’s professional career.
a. 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 textbooks
- publication of book chapters
- publication of review articles
- publication of case reports
- development of clinical procedures that are widely recognized and acknowledged as a valued contribution to the profession
- development of instructional materials (if published in peer-reviewed publication)
- publication of innovative teaching and learning
- documentation of standards of care or evidence-based practice

b. 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 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. The quality of research can be most readily measured through two peer-review mechanisms: publication in refereed journals of outstanding quality 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. A research profile should have focus and continuity to be recognized as outstanding. Additional demonstrations of the research record may include:

- publication of original research in journal articles
- 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
- a 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.
3. **Service**

Service may consist of service in the School 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 School of Dentistry and the University. 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. Organizational and volunteer services are of importance, although given less weight in promotion and appointment decisions than are teaching, scholarship, and clinical activities.

Many faculty have a professional role related to health care, generally in terms of clinical responsibility, teaching, or research. Competence is expected at entry levels in the faculty ladder and excellence is expected at the higher levels. Excellence is demonstrated by documentation from independent authorities in the relevant field, regional reputation, and published work of clinical successes, innovations, or insights.

*a. 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 School 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 School of Dentistry, University, or profession
- leadership role in curriculum development and implementation, clinical activity, curricular research programs
- mentoring and advising
- contribution to faculty governance
- membership in and contribution to professional organizations
- appointment as a section or symposium chairperson
- 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
Clinical activities and accomplishments may include:

- 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 care more efficient and effective
- volunteer patient care and service during community service related events
II. CLINICAL INSTRUCTIONAL TRACK

A. Definition of Clinical Instructional Track

The clinical instructional track (often referred to as the clinical track) in the School of Dentistry actively contributes to the clinical and teaching missions of the School of Dentistry, as well as to scholarship and administration. Although there is no mandated ascension in rank, ascent to senior level titles requires scholarly engagement and productivity as well as excellence in health care and teaching. Full time clinical instructional track faculty have no significant employment outside of the University of Michigan. Clinical instructional track faculty are not eligible for tenure.

B. Ranks in the Clinical Instructional Track

Clinical instructional track faculty are appointed in the School of Dentistry at the ranks of clinical lecturer, clinical assistant professor, clinical associate professor and clinical professor. These titles are to be used for appointments of .5 FTE or greater within the School of Dentistry.

Clinical Lecturer: A clinical lecturer is fully trained to provide clinical care and is qualified to participate in educational programs at the School of Dentistry. Appointment to this rank requires evidence that the individual has received an appropriate dental or dental hygiene education, graduate education where appropriate, and documentation of clinical competence and licensure. Certification by the relevant professional board must be pending or completed recognizing that exceptions for some internationally trained dentists/dental hygienists may be granted by the School of Dentistry. Competence in clinical and didactic teaching is expected. Letters from individuals with firsthand knowledge of the candidate are helpful in documenting the candidate’s clinical competency, suitability for an academic dental environment, potential as a teacher and clinical role model, and potential for growth in clinical and scholarly areas. Scholarly activities such as publication in a candidate’s professional field are encouraged but not required.

An appointment, reappointment, or promotion to clinical lecturer requires recommendation by the department chair, review by the School of Dentistry Appointment, Promotion, and Tenure (APT) Committee and approval by the School of Dentistry Executive Committee and the Dean.

Clinical Assistant Professor: A clinical assistant professor has demonstrated ability in teaching and clinical practice. Ability and accomplishment in dental education are expected. Appointment or promotion to this rank requires evidence of clinical competence. Certification by a relevant professional board or the equivalent is a usual expectation at this rank, although this qualification may be in progress at the time of appointment according to the requirements of the relevant professional board. Letters, which may be from local sources, must attest to the quality of clinical practice. The candidate’s teaching and organizational service to his or her department (here or at another institution) in areas related to clinical care and education should be documented. Invited presentations as well
as publication of articles in professional journals, chapters, reviews, abstracts, textbooks, videotapes, and other educational materials are evidence of scholarly engagement and are typical expectations of faculty at this rank. At times, documentation of exceptional teaching and service, e.g., awards, citations, speaking invitations, may support an appointment at this rank for an individual who may not yet have produced any scholarly works.

An appointment, reappointment, or promotion to clinical assistant professor requires recommendation by the department chair, review by the School of Dentistry Appointment, Promotion, and Tenure (APT) Committee and approval by the School of Dentistry Executive Committee and the Dean.

An initial three year appointment is usual, with an appointment review completed by the end of the third year. If non-reappointment is suggested after the first review period, the Chair will send a letter of non-reappointment no later than the first quarter of the fourth year, a minimum nine month notice. Clinical instructional track reappointments at the level of assistant professor will be for additional terms of no more than four years each. Individuals at the clinical assistant professor rank are strongly encouraged to seek promotion before or during the seventh year after appointment.

It is expected that clinical assistant professors will progress to clinical associate professors in 7 years. However, in circumstances where an individual offers a unique contribution to teaching and service in the School, a reappointment at clinical assistant professor may be renewed up to a 4 year period on the recommendation of the chair and approval of the Executive Committee and the Dean.

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

Clinical associate professors are expected to be role models of collegiality, integrity, scholarship, and excellence in their professions. A person promoted to this level is 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.

Evidence of continued contribution to dental education is expected. This may be through customary teaching situations (lectures, clinical instruction of students and residents, mentorship pairing, or scholarly work with trainees) or through the preparation of
educational materials, including educational brochures and learning aids, textbook chapters, reviews, videotapes, Web based learning, and other instructional interfaces. Administration and organization of teaching programs are also valued activities, and creativity in their execution can be documented by letters from appropriate knowledgeable faculty, students, and peers.

Evidence of excellence in clinical service or teaching may include favorable departmental evaluation, formal awards for performance, or invitations to speak at professional meetings or other institutions. In general, scholarship should be judged with the principle of peer evaluation and recognition, whether the products of the scholarly activity are papers, books or chapters, invited lectures, or some other mode of communicating results and ideas.

An appointment, or promotion to clinical associate professor requires recommendation by the department chair, review by the School of Dentistry Appointment, Promotion, and Tenure (APT) Committee and approval by the School of Dentistry Executive Committee and the Dean and the Provost and Executive Vice President for Academic Affairs.

An initial three year appointment is usual, with an appointment review completed by the end of the third year. If non-reappointment is suggested after the first three year period, the Chair will send a letter of non-reappointment no later than the first quarter of the fourth year (minimum nine-month notice). Clinical instructional track re-appointments at the level of the associate professor will be for additional terms ranging from one to seven years in duration, with five years or seven years reappointment being the norm. Reappointments in the associate professor rank are made by the department chair and are approved by the Executive Committee.

Although there is no requirement for ascension in rank, individuals at the clinical associate professor rank are strongly encouraged to seek promotion by the seventh year following initial appointment to that rank.

Clinical Professor: A clinical professor performs teaching and clinical service as described for clinical 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. Typically, the same qualitative criteria used for the clinical 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 often 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.
An appointment, or promotion to clinical professor requires recommendation by the department chair, review by the School of Dentistry Appointment, Promotion, and Tenure (APT) Committee and approval by the School of Dentistry Executive Committee and the Dean and the Provost and Executive Vice President for Academic Affairs.

An initial three year appointment is usual, with an appointment review completed by the end of the third year. If non-reappointment is suggested after the first three year period, the chair will send a letter of non-reappointment no later than the first quarter of the fourth year (minimum nine month notice). Clinical instructional track reappointments at the level of professor will be for additional terms of one to seven years in duration, with five to seven year appointments being the norm. Reappointments to the clinical professor rank are made by the department Chair and are approved by the Executive Committee.

C. Criteria for Appointment and Promotion in the Clinical Instructional Track

The criteria for appointment and promotion in the clinical instructional track will be applied with an emphasis on the impact of the nominee on his or her professional environment. This impact may be in the teaching arena, in professional activity usually manifested by clinical care, in service, e.g., organizational, administrative, community, volunteerism, or in scholarship. Supporting letters must specifically address how the nominee made an impact, with a detailed description of the work and its influence. Longevity in a rank or position is not sufficient evidence of accomplishment or merit for promotion.

In exceptional circumstances, for a faculty member who has had a profound effect on his or her environment in the role of clinician or educator, this alone may qualify the candidate for appointment or promotion, with such extraordinary service offsetting the usual expectation of some scholarly activity. In this case, letters of support must explain the individual’s impact with great detail and specificity.

Although tenure is not a facet of the School of Dentistry clinical instructional track, the University and the School of Dentistry envision parallelism between the clinical instructional track, the regular instructional track, and the research track in the mechanics of appointment and promotion. Long-term (up to seven years, renewable) commitments can be made in this track.

1. Teaching

Faculty 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. Successful teaching of dental students and residents is a cornerstone of the clinical instructional track.

Educational excellence may be demonstrated in a variety of settings. The educational roles of clinical faculty may involve a broad range of educational activities targeted at diverse audiences such as organizing or participating in local or regional Continuing Education activities or developing patient education tools, health profession education modules, or
public health education programs. In addition to the usual peer sources, letters from former trainees or from colleagues may document educational impact.

The criteria for teaching effectiveness that will be considered in evaluation are quality, innovation, impact upon students, and level of responsibility. Evaluation will be made in all areas of the faculty member's assignments including classroom teaching, laboratory and clinical teaching, course coordination, seminar leadership, supervision of individual student projects, supervision of master's theses and by petition to the Rackham Graduate School serve on a dissertation committee, service on thesis or dissertation committees, and development of instructional materials. Inclusion of documentation of teaching effectiveness that highlights the development and improvement of teaching quality will be required at the time of the faculty member’s promotion review.

a. 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. 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
b. 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

c. 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 provides 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
- extends teaching effort beyond the class, clinic, or laboratory assignments
- respects diversity of thought, culture, gender and race
- is fair, reasonable, and timely, in evaluation of students
- monitors student progress in a timely fashion; guides and provides supportive activities when appropriate
- compliments students for appropriate contributions or performance
- continually evaluates his/her own teaching
- promotes academic integrity and professional development

Student input in faculty evaluation is essential, but is only a portion of the information considered. Such input must be considered with the other measures of the quality of teaching.

d. 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 School is of importance, e.g., directing a course or having primary responsibilities for a teaching program.
2. Scholarly Activity

Scholarly engagement in relevant professional arenas is typical of senior level clinical instructional track faculty members. Research achievements, though not required of entry level clinical faculty members, are a welcome addition to their records. With rare exceptions (see page 11, section C., paragraph 2) promotion to the senior levels of the clinical instructional track requires scholarly engagement and productivity.

Scholarly activity is a central mission of a research university, therefore, all faculty should engage in scholarly activity. The quality of any scholarly activity should be determined by peer review. Scholarship has two major components:

• the compilation, synthesis, and transferal of current knowledge, and
• the generation of new knowledge through original research and publication of the findings

Promotion to the senior levels of the clinical instructional track, with rare exception, requires scholarly engagement and productivity. Quality of scholarship or academic achievement is evidenced by

• published and other creative work
• training graduate and professional students in scholarly methods
• participation and leadership in professional associations
• editing of professional journals

a. 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:

• a record of author status on a number of journal articles
• abstracts of oral or poster presentations at regional or national meetings
• the publication of textbooks
• book chapters, E-Books
• educational websites
• review articles
• case reports
• development and documentation of new technical and clinical procedures widely recognized by the profession
• instructional materials (if published in peer-reviewed publication)
• documentation of standards of care or evidence-based practice
b. Original Research and Publication

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 refereed 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. 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;
- a record as a productive independent investigator or collaborator
- a record of author status on a number of journal articles
- specific numbers of publications in each case are not as important as the quality and significance of the work
- publication of research abstracts

3. Service

Many organizational service activities are appropriate to faculty in the clinical instructional track, such as participation in committee work, IRB’s administrative tasks, counseling, and special training programs. Activities (such as leadership of or service on a quality assurance, risk management, or utilization review committee) also pertain to this type of service. In addition, the University also expects many of its staff to render extramural services to other schools, industry, governmental agencies, relevant professional organizations and the public at large. Examples include:

- memberships and offices held in professional societies
- public service activities that relate to the health of the general public
- continuing participation and leadership roles in medical/dental service organizations
- appointment as a section or symposium chairperson

a. Clinical Activity

A clinical instructional track faculty member’s work is usually dominated by clinical responsibilities and a high level of clinical competency is expected in all ranks. Clinical excellence may be documented by letters from University of Michigan faculty and current or former colleagues as well as former trainees. Letters typically 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 personal knowledge of the individual’s clinical skills and character and should provide an objective evaluation. 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.
Faculty members are expected to provide patient care within the University system. Patient care will be evaluated only when it is an assigned responsibility of the faculty member. Examples of activities relating to patient care include:

- certification by specialty board or achievement of Diplomate status
- awards that recognize clinical expertise
- consultation as requested by other faculty members
- membership on a professional 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

b. Continuing Education

Continuing education is a special responsibility of the School of Dentistry and its faculty members. The state, the profession, and the general public depend on the School 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 School 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.
RESEARCH FACULTY TRACKS

A. Definition of Research Faculty Tracks

Research Faculty at the School of Dentistry may be appointed in either the Research Scientist Track or the Research Professor Track. It is recognized that research faculty can play an important role in enhancing the mission and the reputation of the School of Dentistry. Research Scientist Track appointments have no maximum time in rank associated with any of the levels. Research Professor Track appointments have a limit of ten years at the entry level of Research Assistant Professor. Recognizing the diversity of missions between different departments in School of Dentistry, each department is expected to exercise a degree of flexibility, within the framework of the guidelines below, to define responsibilities and appointment level.

The principal criteria for promotion shall be independence, autonomy, and excellence in the initiation, direction and completion of research projects. For promotions in the Research Professor track, there is an added requirement of teaching and mentorship. All candidates for a research faculty appointment must have demonstrated personal characteristics consistent with good scholarship and professionalism.

B. Ranks in the Research Faculty Track

**Research Scientist Track**

Research Investigator or Assistant Research Scientist: Appointment at the entry level or promotion to Assistant Research Scientist allows the investigator to work with a senior colleague to gain research experience and show evidence of growth as an investigator. Candidates for the position of Assistant Research Scientist must have received positive recognition, which means that peers and senior colleagues are aware of the individual’s scholarly activities and can provide some detail of the person’s contribution to the field. Candidates must also show evidence of scholarship in the form of publications, presentations at scientific meetings and conferences, a role in students’ independent projects, and appropriate professional service activities.

Each year, all research faculty will have the opportunity to request a promotion review. The general guideline for expected time in rank prior to promotion for this level is three years.

An appointment or reappointment to research investigator or appointment, reappointment or promotion to assistant research scientist requires recommendation by the department chair, review by the School of Dentistry Appointment, Promotion, and Tenure (APT) Committee and approval by the School of Dentistry Executive Committee and the Dean.

**Associate Research Scientist:** Appointment or promotion at the level depends on a strong local reputation, with the expectation that the number and perceived value of publications and/or other research contributions exceeds the standards expected of those in the Assistant Research Scientist rank. Service within the University and to governmental and/or other groups outside the University, or society in general, will also be considered.
The general guideline for expected time in rank prior to promotion for this level is at least three years.

An appointment, reappointment, or promotion to associate research scientist requires recommendation by the department chair, review by the School of Dentistry Appointment, Promotion, and tenure (APT) Committee and approval by the School of Dentistry Executive Committee, the Dean, and the Vice President for Research.

Research Scientist: Appointment or promotion at this level depends on a broadly established reputation, a continuing record of scholarship, and promise of substantial future contribution to his or her disciplinary field. Under normal circumstances, the nominee will also have established an area of unique contribution to the research program of the department and will have demonstrated an ongoing record of research success. He/she will have participated appropriately in public service (state or regional advisory boards, Federal agency study sections, other ad hoc working groups or activities in International agencies) or service to the academic community at large. There is no maximum time of appointment for this rank.

An appointment, reappointment, or promotion to research scientist requires recommendation by the department chair, review by the School of Dentistry Appointment, Promotion and Tenure (APT) Committee, and approval by the School of Dentistry Executive Committee, the Dean and the Vice President for Research.

Research Professor Track

Research Assistant Professor: Appointment or promotion at the level depends on a strong potential for development into an independent scholar, a record of peer-reviewed publications, potential or actual evidence of extramural funding and participation in relevant academic or professional meetings. The candidate should demonstrate evidence of or the potential for, substantial teaching and mentoring of postdoctoral fellows, junior research colleagues, or a student at any level within the context of one or more research fields (laboratory bench science, social science, or other disciplinary setting).

Each year, all research faculty will have the opportunity to request a promotion review. The general guideline for expected time in rank prior to promotion for this level is three years.

An appointment or reappointment to research assistant professor requires recommendation by the department chair, review by the School of Dentistry Appointment, Promotion, and Tenure (APT) Committee and approval by the School of Dentistry Executive Committee and the Dean.

Research Associate Professor: Appointment or promotion at this level depends on evidence of independent scholarship, independent sustained funding, national reputation, and research achievements fully equivalent to an Associate Professor in an appropriately related academic discipline. The candidate will also have a record of substantial teaching and mentoring within the context of one or more research programs (e.g., laboratory bench science, social science, or other disciplinary setting) with postdoctoral fellows, junior research colleagues, or students at any level.
Each year, all research faculty will have the opportunity to request a promotion review. The general guideline for expected time in rank prior to promotion for this level is four to six years.

An appointment, reappointment, or promotion to research associate professor requires recommendation by the department chair, review by the School of Dentistry Appointment, Promotion, and Tenure (APT) Committee and approval by School of Dentistry Executive Committee, the Dean, the Vice President for Research, and the Provost/Executive Vice President for Academic Affairs.

Research Professor: Appointment or promotion at this level depends on evidence of independent scholarship, independent sustained funding, international reputation, and research achievements fully equivalent to a Professor in an appropriately-related academic discipline. The candidate will also have a record of substantial teaching and mentoring within the context of one or more research programs (e.g., laboratory bench science, social science, or other disciplinary setting) with postdoctoral fellows, junior research colleagues, or students at any level. There is no maximum time of appointment for this rank.

Note: The term *substantial* with regard to teaching and mentoring is measured in two ways.

- Quantity (i.e. that there should be evidence of a significant amount of teaching and/or mentoring), and;
- Quality (i.e. that the teaching and/or mentoring done by the individual is effective and has significant impact on the students, fellows and colleagues being taught).

An appointment, reappointment, or promotion to research professor requires recommendation by the department chair, review by the School of Dentistry Appointment, Promotion, and Tenure (APT) Committee and approval by the School of Dentistry Executive Committee, the Dean, the Vice President for Research, and the Provost/Executive Vice President for Academic Affairs.

C. Criteria for Appointments and Promotion

1. *Teaching*

Research faculty appointments are intended for individuals whose primary activity is research; if instructional track teaching is done while holding a research faculty appointment, it is expected that fractional appointments will be established to reflect the teaching effort. Appointments to non-tenure track instructional titles covered by the Agreement with the Lecturers’ Employee Organization (LEO) are governed by the terms of that Agreement. If teaching is performed, arrangements must be made at the departmental level for a reduction in the percentage of the research appointment, the determination of the appropriate fractional teaching appointment and corresponding compensation. If teaching is part of the activity of the research faculty, the criteria applied for evaluating teaching is the same as that used for tenure track faculty.
2. **Scholarly Activity**

The basic currency in examining the nominee's scholarly contribution is publications, especially those in peer-reviewed journals. Advancement is based on the quality and consistency of scholarly publications.

In evaluating publications, major weight is placed on evidence of significant contributions to knowledge or of genuine participation in multi-authored contributions. Peer reviewed publications are generally expected. If non-peer reviewed work is offered as part of the portfolio, assessment of its worth will be sought from external reviewers.

Nominees for the senior ranks (associate and above) will have achieved a level of national or international recognition in their fields. "National and international recognition" means that leaders in the field are able to recognize excellence in the nominee's published work, and to identify contributions made to the field. National and international recognition is judged primarily from the responses provided by external reviewers. Additional information may also be obtained from the frequency of citations of an individual’s publications in the appropriate citation indexes for the field of study.

Creativity in initiating and completing research projects must be demonstrated by a fair proportion of publications being sole-authored or first-authored by the nominee or by demonstration of other major contributions to the preparation of manuscripts. Comments of external reviewers are also sought on the issue of creativity, initiation and productivity.

A record of research funding, as principal investigator, from outside sources does not, by itself, guarantee research competence, just as inability to attract research funding does not necessarily demonstrate a lack of research competence. On balance, however, a record of peer reviewed research funding reflects well on the nominee’s standing in the scientific community, and funded research of various types provides materials that enable the first two criteria for advancement to be met. Research funding reflects particular credit on the nominee when it is obtained through a competitive, peer-reviewed process at the national level, e.g., NIH.

3. **Service**

Nominees will have demonstrated a reasonable level of contribution to public service at various levels, such as their departments, the School of Dentistry, or the University as a whole, as well as in various activities at community, state, national, or international levels.
IV. SUPPLEMENTAL APPOINTMENTS AND OTHER TITLES

A. Definition of Supplemental and Other Titles

Supplemental appointments are used for special faculty appointments that fall outside the standard categories. Supplemental appointments are made under the same criteria as appointments in the regular tracks to which they correspond. For example, the criteria for a visiting or adjunct associate professor are the same as for an associate professor in the regular instructional track.

B. Supplemental Appointments

Visiting: The term visiting is used for persons primarily identified with another institution of higher education who assume some teaching responsibility at the University of Michigan and for persons whose employment with the University will be explicitly temporary. These appointments are for one year or less and may be extended only under unusual circumstances. They are not tenured appointments. Qualifications at each rank are consistent with those of the regular instructional track, clinical track, and research track.

- this title may be used in conjunction with all instructional, clinical, and research titles.
- appointees to this title must have employment responsibilities with another institution of higher education and are usually on leave from that institution, e.g., a professor from UCSF is at the University for a six month sabbatical
- appointees may be full-time, with a maximum length of appointment of one year
- written requests to extend appointments beyond one year may be granted under unusual circumstances

Adjunct: These titles are to be used for faculty appointments of .49 FTE or less within the School of Dentistry, including those courtesy (without salary) appointments and Dean’s Faculty members. The term adjunct is assigned to faculty members in any rank whose primary employment responsibilities lie outside the University or in another capacity within the University. Adjunct appointments require annual renewal. Qualifications at each rank are consistent with those of the regular instructional track, clinical track, and research track. However, special consideration for clinical skills and teaching contributions should be given to individuals in this track.

Emeritus: An honorary title received upon retirement (for titles in the regular instructional track, clinical instructional track and research professor track) given by the Regents on recommendation of the School. An active status appointment may be requested for retirees who wish to continue their clinical, research, or service activities to the institution. An active appointment is necessary if the retiree requires clinical privileges, receives payment for clinical services or teaching, or continues to be formally involved in research grant activity.
C. Supplemental Promotions

Visiting faculty are appointed for a year or less and are normally not involved in any promotion considerations. The appointment of each adjunct faculty member, however, is subject to annual review and renewal. A request for promotion to a higher level may be made, with documentation, as would be required in the corresponding regular track.

D. Joint Appointment Criteria

Joint appointments are implemented in a secondary or tertiary department (usually in another school or college of the University) for instances of substantial and ongoing academic or clinical collaboration beyond routine collegial interactions. The primary or home department usually is responsible for the paperwork. Joint appointments are extraordinary; they are not used for perfunctory title dissemination or routine recruitment enticements. They may be funded or unfunded. Joint appointments, without tenure, can be initially requested for up to three years, and can be administratively renewed for additional years at the request of the department.
PROCEDURES DOCUMENT FOR APPOINTMENT, PROMOTION AND TENURE
(The following information outlines the administrative processes to be followed by all School of Dentistry departments. These guidelines are not subject to faculty approval as they are in line with University policies set for appointments, promotions and tenure requests for action.)

UNIVERSITY OF MICHIGAN
SCHOOL OF DENTISTRY

January, 2007
I. PROMOTION PROCEDURES

A. Regular Instructional, Clinical Instructional, and Research Professor Track Faculty

The following procedures apply for promotion to the academic ranks of Associate Professor, Professor, Clinical Associate Professor, Clinical Professor, Associate Research Professor, and Research Professor. A request for faculty promotion and tenure comes from the department chair, submitted to the Dean of the School of Dentistry, and referred to the Committee on Appointments, Promotions, and/or Tenure (APT). The APT Committee is a standing committee of the School of Dentistry responsible for reviewing all regular instructional, clinical instructional, and research track faculty (appointed at 50% or greater) applications regarding appointment, promotion, and tenure. The APT Committee is expected to forward a recommendation on each candidate to the Dean and Executive Committee for final review. [School of Dentistry Bylaws, Article V, Section 2. c.] The Academic Human Resources Office collects all promotion recommendations from the unit and forwards them to the Provost and President for their review prior to submission to the Regents.

The process is outlined below in two parts; a timeline is given for the promotion process of regular instructional, clinical instructional, research professor, and research scientist faculty tracks, followed by an outline of the requirements for submission of all requests for academic appointment and reappointment. The timeline below does not provide exact due dates as they are subject to change from year to year. The Departments will be notified of the exact due dates each year by the Dean’s Office.

TIMELINE FOR REGULAR INSTRUCTIONAL, CLINICAL, AND RESEARCH PROFESSOR TRACK FACULTY PROMOTION PROCESS

1st Week of January
Departments should initiate their internal review of potential promotion candidates in January with the goal of having completed this process by the first week of April at which time, Department Chairs will submit to the Dean’s Office the names of those individuals being recommended for promotion.

1st Week of April
By the first week in April, each department will submit for each of their promotion review candidates; a promotion recommendation from the Department Chair in format specified by Office of the Provost, three internal review letters, a current curriculum vitae, overview statements on teaching, scholarship and service along with a set of five representative publications in peer-reviewed journals as a PDF file to the Dean’s Office.

The Department Chair’s Promotion Recommendation

First paragraph should include candidate’s full name (middle name spelled out) and all academic titles held within or outside of the School of Dentistry.

List academic degrees and professional appointment years and recent significant publications from earliest to latest in occurrence.

For more information on the promotion recommendation refer to the Provost Website using the link below.

http://www.provost.umich.edu/faculty/promotion_guidelines/index.html
**Internal Review Letters**

Letters of endorsement from three colleagues who hold a rank above the candidate within the School of Dentistry or other unit of the University of Michigan that address qualifications of the candidate in teaching, research and service. At least one of these three letters should be from an individual within the School of Dentistry. If the candidate has a joint appointment in another unit at the University, the respective department chair should write a letter about the candidate’s contributions in the other unit.

**Curriculum Vitae** (updated)

**Teaching, Scholarly Activity, Service Overview Statements**

Candidate provides a concise description of his/her philosophy on teaching, scholarly activity and service; significant contributions made to the School and University; future goals; any challenges encountered at the School along with strategies which will be or have been used to meet them.

- **3rd week of April**

At this time, all candidates for promotion to associate professor or professor in consultation with their Department Chair should provide the Dean’s Office with a list of eight to ten potential external reviewers. The reviewers should be individuals external to the University of Michigan who are recognized authorities in the candidate’s discipline, who are not closely associated with the candidate, and who can evaluate the candidate’s standing in the field and scientific contributions. The candidate should not contact potential reviewers.

The list should include:

- Full Name including degree
- Academic rank and any administrative titles
- Current addresses
- Telephone number/E-mail addresses
- One to three sentence rationale for soliciting reviewer’s evaluation

External reviewers should be above the rank of the candidate being reviewed and should be located at peer institutions. Usually, they should not have published with the candidate or collaborated on research with the candidate. The external letters must be evaluative and at arm’s length.

**What does it mean to be “Arm’s Length”?**

The term “arm’s length” refers to persons who may be unknown to the candidate, but who may have a clear sense of the significance of the candidate’s qualifications. Usually, they should not have served as the candidate’s thesis adviser, co-author, mentor, or have had any sort of major collaboration such as publishing or participating in research activities with the candidate.

Designate each external reviewer as either “arm’s length” or “not arm’s length” and note how the names of the letter writers came to the attention of the review committee. It is important that candidates be allowed to give input concerning the selection of some, if not all, of the external letter writers.
What “arm’s length” means for clinical track faculty?

It is important that the Clinical track parallel the Instructional and Research tracks in that it is the regional/national impact on one's field that should justify a senior academic rank. "Arm's length" letters are unlikely to tell the story in so far as teaching and clinical work are concerned, so it would be reasonable, for Clinical track faculty only, to have up to two of the five evaluative letters from local sources (not mentors or scholarly collaborators but those people who have seen the clinical work and actual teaching).

For more information see the Provost Website: http://www.provost.umich.edu/faculty/promotion_guidelines/procedures.html

External reviewers will be asked by the Dean to comment on the candidate’s standing and reputation in their field, on the originality and significance of research publications, on the candidate’s standing in relation to others who have been in the field for a comparable length of time, on the candidate’s qualifications compared with others who would be seeking a comparable academic rank, and on the importance of the candidate’s field or research area in a well-balanced department.
4th week in April
The Dean meets with the Senior Associate Dean and the Chair of the Appointments, Promotions and Tenure Committee to select names of external reviewers. This group might choose to add to the list of reviewers submitted by the Department Chair. The candidate will not be informed of the final list of external reviewers.

1st week in May
The Dean of the School and designates will solicit letters of recommendation from the external reviewers.

3rd week in May
Dean’s Office forwards promotion packets to external reviewers.

1st week in August
External review letters are due in Dean’s Office. Copies of the letters are included in the promotion casebooks which are reviewed by APT and EC and the Office of the Provost. These letters are to be held in confidence.

3rd week in August
Candidates for promotion submit PDF version of their faculty portfolio to the Dean’s Office.

1st Week in Sept.
Promotion casebooks containing the candidate’s faculty portfolio, Chair promotion recommendation, external and internal letters are posted to CTools for Executive and APT Committee review.

3rd week in Sept.
The APT Committee meets to discuss promotion recommendations; results are forwarded to the Dean

Conflict of interest is avoided by having committee members abstain from voting on a candidate with whom a close personal or professional relationship exists. A quorum of the APT Committee shall consist of four voting members. If it is determined that a quorum cannot be achieved due to abstentions from committee members with a potential conflict of interest, then the APT Committee should be augmented by an additional member(s) named by the Dean after consultation with the Executive Committee.

Following discussion of a nomination, a vote to recommend approval or disapproval is taken. A tie vote need not be resolved, but can be reported as such. The APT chair prepares a report that includes a summary of the discussion and rationale that led to the vote and the numerical outcome of the vote. This report is forwarded to the Dean and Executive Committee.
The Executive Committee meets to discuss and recommend candidates for promotion.

In the event of a disagreement between the Dean and other members of the Executive Committee, the letter of transmittal will so indicate this circumstance.

Dean’s Office begins final preparation of promotion casebooks.

Electronic submission of promotion casebooks to the Office of the Provost.

Board of Regent’s reviews University promotion casebooks.

Final results communicated from the Office of the Provost to the Dean’s Office. Once notified by central administration, the Dean will notify the candidate and chair, of the recommendations and decisions of the President, and if applicable, of the final decision of the Regents of the University.

Effective date of promotions
B. Research Scientist Faculty Track

The following procedures apply to the academic ranks of Associate Research Scientist, and Research Scientist. These appointments must have approval from the Office of the Vice President for Research. The promotion review process should be equivalent in rigor to that for instructional faculty. However, emphasis is placed on evaluation of research responsibilities and competencies, rather than on teaching and service.

Research and scholarship must be an uncompromised, university-wide criterion for promotion within the research track. In keeping with the principle that at the higher ranks (Associate Research Scientist, Research Scientist) the University expects “independence, autonomy, and excellence in the initiation, direction, and completion of research projects,” attention to the issue of independence is critical. The School has the responsibility to employ consistent interpretations and indicators of independence.

All recommendations for promotions on the research faculty track are forwarded to the APT Committee for review and to the Dean and Executive Committee for approval. The Office of the Vice President for Research is responsible for the oversight and administration and approval of promotions to the ranks of Associate Research Scientist and Research Scientist.

Promotions from the Research Scientist Track to the Research Professor Track must be submitted to both the Provost and Executive Vice President for Academic Affairs and to the Vice President for Research.

**Timeline for the Research Scientist Faculty Track Promotion Process**

1st Week in January
- Departments should initiate their internal review of potential promotion candidates in January with the goal of having completed this process by the first week of April, at which time, Department Chairs will submit to the Dean’s Office the names of those individuals being recommended for promotion at all levels.

1st Week in April
- By the first week in April, each department will submit for each of their promotion review candidates; Forms RS-1, 2 and 3, a promotion recommendation from the Department Chair in format specified by Office of the Provost, three internal review letters, a current curriculum vitae, overview statements on teaching, scholarship and service along with a set of five representative publications in peer-reviewed journals as a PDF file to the Dean’s Office.


The Department Chair’s Promotion Recommendation:

- The first paragraph should include candidate’s full name (middle name spelled out) and all academic titles held within or outside of the School of Dentistry.
- List academic degrees and professional appointment years and recent significant publications from earliest to latest in occurrence.

For more information on the promotion recommendation refer to the Provost Website using the link below.

[http://www.provost.umich.edu/faculty/promotion_guidelines/index.html](http://www.provost.umich.edu/faculty/promotion_guidelines/index.html)
Internal Review Letters:

Letters of endorsement from three colleagues whose academic rank is above that of the candidate within the School of Dentistry or other units of the University of Michigan that address qualifications of the candidate in teaching, research and service. At least one of these three letters should be from an individual within the School of Dentistry. If the candidate has a joint appointment in another unit at the University, the respective department chair should write a letter about the candidate’s contributions in the other unit.

Curriculum vitae

Please be sure to include all current sponsored project funding and a current publications list.

Teaching, Scholarly Activity, Service Overview Statements

Candidate provides a concise description of his/her philosophy on teaching, scholarly activity and service; significant contributions made to the School and University; future goals; any challenges encountered at the School along with strategies which will be or have been used to meet them.
At this time, all candidates for promotion in consultation with their Department Chair should provide a list of eight to ten potential external reviewers to the Dean’s Office. The reviewers should be individuals external to the University of Michigan who are recognized authorities in the candidate’s discipline, who are not closely associated with the candidate, and who can evaluate the candidate’s standing in the field and scientific contributions. The candidate should not contact potential reviewers.

The list should include:

- Full Name including degree
- Academic rank and any administrative titles
- Current addresses
- Telephone number/E-mail addresses
- One to three sentence rationale for soliciting an evaluation from the reviewer

External reviewers should be above the rank of the candidate being reviewed and should be located at peer institutions. Usually, they should not have published with the candidate or collaborated on research with the candidate. The external letters must be evaluative and at arm’s length.

What does it mean to be “Arm’s Length”?

The term “arm’s length” refers to persons who may be unknown to the candidate, but who may have a clear sense of the significance of the candidate’s qualifications. Usually, they should not have served as the candidate’s thesis adviser, co-author, mentor, or have had any sort of major collaboration such as publishing or participating in research activities with the candidate.

Designate each external reviewer as either “arm’s length” or “not arm’s length” and note how the names of the letter writers came to the attention of the review committee. It is important that candidates be allowed to give input concerning the selection of some, if not all, of the external letter writers.

For more information see Provost Website:
http://www.provost.umich.edu/faculty/promotion_guidelines/procedures.html

External reviewers will be asked by the Dean to comment on the candidate’s standing and reputation in their field, on the originality and significance of research publications, on the candidate’s standing in relation to others who have been in the field for a comparable length of time, on the candidate’s qualifications compared with others who would be seeking a comparable academic rank, and on the importance of the candidate’s field or research area in a well-balanced department.

The Dean meets with the Senior Associate Dean and the Chair of the Appointments, Promotions and Tenure Committee to select names of external reviewers. This group might choose to add to the list of reviewers submitted by the Department Chair. The candidate will not know the final list of external reviewers.

The Dean of the School and designates will solicit letters of recommendation from the external reviewers.

Dean’s Office forwards promotion packets to external reviewers.
1st week in Aug. External review letters are due in Dean’s Office. Copies of the letters are included in the promotion casebooks which are reviewed by APT and EC and the Office of the Provost. These letters are to be held in confidence.

3rd week in Aug. Candidates for promotion submit PDF version of their faculty portfolio to the Dean’s Office.

1st week in Sept. Promotion casebooks containing the candidate’s faculty portfolio, Chair promotion recommendation, external and internal letters are posted to CTools for Executive and APT Committee review.

3rd week in Sept. The APT Committee meets to discuss promotion recommendations; results are forwarded to the Dean.

Conflict of interest is avoided by having committee members abstain from voting on a candidate with whom a close personal or professional relationship exists. A quorum of the APT Committee shall consist of four voting members. If it is determined that a quorum cannot be achieved due to abstentions from committee members with a potential conflict of interest, then the APT Committee should be augmented by an additional member(s) named by the Dean after consultation with the Executive Committee.

Following discussion of a nomination, a vote to recommend approval or disapproval is taken. A tie vote need not be resolved, but can be reported as such. The APT chair prepares a report that includes a summary of the discussion and rationale that led to the vote and the numerical outcome of the vote. This report is forwarded to the Dean and Executive Committee.
The Executive Committee meets to discuss and recommend candidates for promotion.

The Executive Committee considers the recommendation of the APT Committee on each nomination. In the instance in which the Executive Committee reverses the recommendation of the APT Committee, the APT Committee is informed about the reversal. In the course of deliberations, the Dean and Executive Committee can request clarification or further information from the APT Committee. All recommendations by the Dean and Executive Committee for promotion to Associate Research Scientist or Research Scientist require endorsement by the Office of the Vice President for Research. In the event of a disagreement between the Dean and other members of the Executive Committee, the letter of transmittal will so indicate this circumstance.

Dean’s Office begins final preparation of promotion casebooks.

Electronic submission of promotion casebooks to the Office of the Provost.

Board of Regent’s reviews University promotion casebooks.

Final results communicated from the Office of the Provost to the Dean’s Office. Once notified by central administration, the Dean will notify the candidate and chair, of the recommendations and decisions of the President, and if applicable, of the final decision of the Office of the Vice President for Research.

Effective date of promotions

C. Adjunct Instructional Faculty

Advancement of rank in the adjunct series is considered as an appointment process not as a promotion.
II. APPOINTMENT PROCEDURES

LICENSURE/CREDENTIALS:
All appointments of faculty to be involved in patient care should begin with credentialing through the Office of Patient Services prior to effective date of employment.

Requests for new appointments at 50% effort or greater will be reviewed by the Appointments, Promotions and Tenure Committee on the 15th of every month. Please be sure to allow enough time for these requests to be reviewed as they will not be considered by the APT Committee until the 15th of each month.

Supplemental appointments or reappointments at 49% effort or less must be submitted eight business days prior to the proposed EC meeting. These appointments do not have to be reviewed by the APT Committee. Prior to making a faculty appointment at the level of associate professor, professor level with or without tenure, clinical associate professor or clinical professor, research associate professor or research professor the School of Dentistry must receive approval from Office of the Provost prior to presenting the candidate with an offer letter. Appointment at the Associate or Research Scientist ranks must be approved by the Office of the Vice President for Research before letters of offer are extended.

Instructional track reappointments for Professor, Clinical Associate Professor, and Clinical Professor are to be routed from the Department Chair directly to the EC. All other requests for reappointment on the Research, Clinical Instructional or Instructional tracks are to be routed first to the APT Committee which will provide a preliminary review and make a recommendation to the EC. The EC will give final approval.

All documentation must be submitted to the Office of the Dean electronically as a PDF file without passwords along with the original hardcopy. Retroactive requests for appointment will not be considered without an explanation in writing.

Submission Instructions

New Regular Instructional, Clinical Instructional, Research Faculty Track Appointments: Submit original (1) and a PDF file of the Chair’s letter to the EC, the individual’s current curriculum vitae and 5 external reference letters.
  o Also required for review will be the offer letter, Affirmative Action Report (AAR) and the Search Committee Report.
  o For Research Track appointments you must submit for review an offer letter and memo of understanding. Please refer to the following website for more information:
    http://www.research.umich.edu/policies/um/PRS/ROffers.html

Supplemental/Visiting/Lecturer Appointments: submit original (1) and a PDF file of the Chair’s letter to the EC and the individual’s current curriculum vitae.

Regular Instructional, Clinical Instructional, Research Faculty Track Reappointments: submit original (1) and a PDF file of the Chair’s letter to the EC and the individual’s current curriculum vitae. Also required is the submission of the individual’s faculty portfolio as a PDF file only. (Faculty Portfolios are not required for Research Track/Supplemental/Visiting or Lecturer Reappointments).

Supplemental/Visiting/Lecturer Reappointments: submit original (1) and a PDF file of the Chair’s letter to the EC and the individual’s current curriculum vitae. University Standard Practice Guide (SPG 201.34-1) dictates that reappointments of individuals to these ranks occur annually. Reappointments for supplemental and courtesy or Deans faculty are typically submitted by June 1.

Please use the attached template when submitting requests for appointment/reappointment to the Executive Committee. An electronic version of this file is available in the Administration Department shared folder.

Curriculum vitae accompanying all submitted requests for appointment should be in the format approved by the School of Dentistry.
MEMORANDUM

TO: Peter J. Polverini, DDS, DMSc
    Dean
    Executive Committee

FROM: [Name of Chair]

DATE: [Date of Request]

SUBJECT: Request to Appoint/Reappoint [Name of Individual with Degrees] as [Rank] [Department]

We are seeking Executive Committee approval to appoint/reappoint [name with degrees] as a/an [rank] [department] at [effort in percentage] [with/without salary] [effective beginning and end date]. This effort will be supported by [list funding source(s) here].

[Name of Individual] will be responsible for [specify area of teaching whether graduate, predoctoral, or Dental Hygiene and provide as many details as possible on teaching role and any additional responsibilities in which the individual will be participating].

[Identify the area of expertise the individual will bring to the position and specify individual’s credential status].

[Identify any other pertinent information or special circumstances in the last paragraph].