



UNIVERSITY OF THE  
**PACIFIC**  
Arthur A. Dugoni  
School of Dentistry

**UNIVERSITY OF THE PACIFIC  
ARTHUR A. DUGONI  
SCHOOL OF DENTISTRY  
FACULTY HANDBOOK**

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## **Chapter 3 – Faculty Appointment, Promotion, and Tenure**

### **3.1 Types of Appointment**

#### **Full-Time Appointment**

Individuals salaried four or more days per week, fifty-two weeks per year and who have the DDS, DMD, PhD or other appropriate terminal degree in the field of their responsibility are appointed as full-time faculty members. It is assumed that these individuals have made a career commitment to dental education and that they will participate fully in the life of the school, including continual development of the teaching, scholarship, service, and patient care roles. All full-time faculty members are eligible to participate in University-sponsored benefits programs, including retirement and health insurance. Only those with fifty-two week appointments are eligible to accrue paid vacation. Only those paid for four or more days per week, fifty-two weeks per year from budgeted teaching lines are eligible for tenure.

#### **Part-Time Appointment (Clinical and Research Appointments)**

Part-time faculty members are salaried for fewer than four days per week from budgeted teaching lines. Faculty members with part-time appointments must possess an earned doctorate or other appropriate terminal degree. This appointment, with specific focus on clinical or research duties, may be designated by a prefix “clinical” or “research.” Faculty members with part-time appointments are expected to participate in the teaching, scholarship, service, and patient care functions of the school, but to a lesser extent than full-time faculty members. In the clinical disciplines, faculty members are expected to engage in patient care or the management of patient care, either in the School of Dentistry or in other practice settings. Part-time faculty members are not eligible for tenure but they can earn promotion, the length-of-service requirement being lengthened in proportion to their fewer days per week. Part-time faculty employed for two-and-a-half days or more per week, forty or fifty two weeks per year are eligible to participate in [university-sponsored benefits programs](#), including retirement and health insurance.

#### **Adjunct Appointments (Clinical and Research Appointments)**

Adjunct faculty appointments are made to individuals who volunteer their professional skills to the School of Dentistry. Such appointments are made in formal recognition of services provided to the university by persons of high professional standing. These appointments are made for one year and are renewable annually upon satisfactory review. A prefix of “adjunct” is used to designate faculty who volunteer their time. Adjunct faculty members are not eligible for tenure, but may be promoted, upon recommendation of their department chair, by concurrence of the Faculty Appointment, Promotion, and Tenure Committee and the dean. Adjunct faculty members have access to office and laboratory space, administrative support, and other resources already existing in the department.

In the case of an adjunct faculty member who is a visiting researcher, under the sponsorship of a full-time faculty member and their department, additional space, equipment, supplies, or other support, may be subcontracted on a cost-plus-indirect basis, subject to annual

review. No long-term commitment is made to visiting research faculty members and no resources other than those mentioned in this paragraph are provided.

### **Contract Employment**

Faculty members may receive financial compensation from the School of Dentistry that is not considered a budgeted faculty salary. Examples of such compensation include funds from grants or contracts, payment for non-teaching services such as patient care, or any temporary assignment paid for by temporary funds. Contract time worked may not be counted toward tenure, but may be counted toward promotion.

### **Teaching Tracks**

#### *Teacher-Scholar Track*

Faculty members on the teacher-scholar track have been hired to perform the traditional functions of teaching, scholarship, and service. All department chairs are on this track. All full-time faculty members are also on the teacher-scholar track, with the exception of individuals hired expressly for the purpose of patient care or management of patient care and some administrators who are on the administrative track. Three-day-a-week faculty members may be appointed on either the teacher-scholar or the teacher-clinician track depending on their job responsibilities. Faculty members who are non-dentists (such as biomedical and behavioral scientists) are normally hired on the teacher-scholar track.

#### *Teacher-Clinician Track*

Faculty members on the teacher-clinician track are hired with the primary expectation of clinical teaching or patient care. Faculty members who work less than four days per week, with primary expectations of supervising patient care are appointed to this track. Full-time faculty members may be appointed to the teacher-clinician track if they are hired specifically for the purpose of clinical instruction or, in the case of four-day appointments, if they are hired for the purpose of managing a clinic. Such appointments for full-time faculty members must be approved by the Faculty Appointment, Promotion, and Tenure Committee and the dean. No faculty member on the teacher-clinician track is eligible for tenure, regardless of the number of days worked per week.

### **Faculty Members with Administrative Responsibilities**

Faculty members may be designated by the dean as holding a full-time administrative appointment with an appropriate faculty rank. Individuals who already hold tenure at the University of the Pacific may retain tenure while employed four days a week or more. Individuals holding administrative positions who also engage in teaching and scholarship may be considered for promotion on a time schedule proportional to their accomplishments in these areas, but may not earn tenure while on an administrative track.

## **Emeritus Status**

Full professors or associate professors who have served the university for ten (10) years or more and achieved tenure, may use the suffix “emeritus” in conjunction with their titles if so designated by the university president upon the recommendation of the dean and with concurrence of the Academic Council and the provost.

## **Appointment by Department**

Each faculty member is appointed in a single department for purposes of professional development and management of assignments. They may, however, have responsibilities in multiple departments. Faculty members may hold appointments in other schools and colleges of the university or in other universities provided that they meet criteria described in the University Faculty Handbook.

## **3.2 Recruitment**

Department chairs make recommendations to the Associate Dean for Oral Health Education and the Faculty Appointment, Promotion, and Tenure Committee to fill salaried and adjunct positions in the School of Dentistry. Budgeted positions vacated by retirement or non-retention of faculty members are not automatically authorized to be refilled. Reconfiguration of faculty salary lines involving new combinations of full- and part-time positions or moving adjunct faculty members to salaried positions requires approval by the dean after consultation with the Associate Dean for Oral Health Education. Budget authorization should be obtained from the Associate Dean for Oral Health Education before announcing the availability of any paid position. No budget authorization is required for adjunct appointments.

All three day per week faculty positions will be posted internally; external posting will be at the discretion of the department chair. All four-day positions will be posted both internally and externally. Planning to fill salaried positions must include consideration of faculty diversity; the humanistic culture, vision, mission, and values of the school; and existing strengths and needs in the curriculum as well as discipline- and skill-specific matters.

### **Recruitment of Full-Time Faculty**

Selection of all new paid four-day faculty members must be based on a plan that ensures a rich and representative applicant pool per the [\*University Guide to Faculty Recruitment: Faculty Diversity Hiring Plan\*](#). Positions should be announced internally, on the university website, in appropriate specialty journals, and any other location that the department or search committee has identified as part of its recruitment strategy. Individual contacts with qualified educators, such as directors of graduate programs, are expected. Documentation of the methods used in developing a qualified diverse pool, selecting the final candidates, and of the size and nature of these pools must be presented to the Associate Dean for Oral Health Education with the job description and request for appointment.

It is expected that a search committee of faculty, staff, and students will participate in the recruiting and selection process. The search committee chair is responsible to ensure diverse

representation among search committee members. The committee should be comprised of equal number of male and female faculty members. .

The committee will have input regarding both the characteristics expected of a successful applicant, means of developing a broad and representative applicant pool, and selection of the final candidate. The Department Chair directs the process for recruiting and selecting faculty members in his or her department. When a department chair is being recruited, the Associate Dean for Oral Health Education directs the process.

A temporary full-time appointment may be made while a search is being conducted.

### **Recruitment of Other Faculty**

Clinical and adjunct faculty members are normally recruited by department chairs with approval of the Associate Dean for Oral Health Education. There is no requirement that a committee be used or that a national search be conducted. However, attention to diversity and humanism is required.

### **3.3 Initial Appointment Process**

Appointment to the faculty is made by the dean (as the Provost's designee) on the recommendation of the Faculty Appointment, Promotion, and Tenure Committee. Department chairs are responsible for working with the Associate Dean for Oral Health Education and for securing budget approval to fill vacant paid positions, conduct searches, make selections, and make requests for appointment to the Faculty Appointment, Promotion, and Tenure Committee. They are also responsible for ensuring that recommended faculty members can demonstrate proof of employability and for conducting a comprehensive orientation of new faculty members following their appointments. Documentation that must accompany faculty appointment requests includes:

1. Application for Faculty Appointment, including a current curriculum vitae (completed by candidate).
2. Faculty Change of Status Form (completed by department chair).
3. Documentation regarding recruitment and selection (for full-time faculty appointments).
4. A job description and expectations.

The Associate Dean for Oral Health Education screens all applications for completeness and currency of license in the case of healthcare professionals. The Faculty Appointment, Promotion, and Tenure Committee may recommend appointment to the dean or return the application to the department chair. Following approval by the dean, a letter of appointment is prepared and the department chair is notified. Faculty members proposed for new four or more days per week appointments (regardless of track) must be approved by the Faculty Appointment, Promotion, and Tenure Committee and must meet with the committee regardless of previous appointment. If a search committee was utilized in the recruitment and selection of the faculty

member, the FAPTC may substitute this for a meeting with the FAPTC. Faculty appointments are not final until the faculty member has signed a letter of appointment and provided proof of employability (I-9 status). Faculty are required to provide proof of legal right to work in the United States per federal law. This documentation is required within three days of employment.

All faculty must adhere to federal and state laws regarding employability upon commencement of employment. All paid faculty members must provide proof of employability and pass a background screening. All faculty members who are dentists and who are involved in patient care must possess a current and valid dental license in a state or country. Individuals with disciplined licenses will be reviewed on a case-by-case basis, but are not normally appointed to the faculty. Foreign-trained dentists must possess the appropriate work visa.

Guidelines have been established by the Faculty Appointment, Promotion, and Tenure Committee regarding the qualifications of faculty members for teaching in various positions. Although each case is considered on an individual basis, the following educational and experience qualifications are normally expected:

Preclinical Technique Courses

No previous teaching or practice experience is required, but the candidate should not be from the bottom third of recently graduating classes. Some experience teaching in preclinical courses is encouraged for all faculty members who teach in the clinic.

Comprehensive Patient Care Clinic

Specialty training, or three years of relevant experience in practice, teaching, or postgraduate general dentistry.

Oral and Periodontal Surgery, Endodontics, Orthodontics, and Pediatric Dentistry

Specialty training is normally required.

Biomedical and Behavioral Sciences

Training and experience appropriate to responsibilities.

Research

Training and experience appropriate to responsibilities.

Guest Lecturers

Adjunct appointment is not expected unless a long-term relationship is anticipated and the school's reputation would be enhanced by such an appointment.

Contract Faculty Member (CARE, facial pain, oral medicine, etc.)

Contract faculty must possess the skills and experience needed for the assignment. They must also hold the necessary certifications and licenses and qualify for insurance coverage provided by the school.

**Rank at Initial Appointment**

Instructor	Appointment at the rank of instructor is appropriate for an individual who holds a master's degree or a doctoral degree without practice experience and who possesses specialized training and the promise of teaching or scholarly success. The instructor rank is not a tenure-eligible
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appointment. Full-time faculty members are not normally appointed at this rank.

- Assistant Professor    An earned doctoral or terminal degree in the field of employment and potential for sustained high quality teaching, scholarship, service, and patient care (where appropriate) are expected of individuals appointed at this rank. Such an appointment is appropriate as first appointments for faculty members qualifying for three- or four-day paid positions. Candidates for clinical or adjunct appointments who have four or more years of practice, teaching, or research experience normally qualify for appointment at this rank. Residency or graduate training may be substituted for some of this four-year practice, teaching, or research experience.
- Associate Professor    An earned doctoral or terminal degree in the field of employment and a sustained record, taking into account growth and development, of high quality teaching, scholarship, service, and patient care (where appropriate) are expected of individuals appointed at this rank. An initial appointment at the rank of associate professor is normally reserved for an individual who already has the rank of associate or assistant professor with appropriate experience at an accredited university or for an individual who is board qualified based on education and has experience in teaching, practice, or research in his or her specialty.
- Professor                An earned doctoral or terminal degree in the field of employment and a continuous and distinguished record of high quality teaching, scholarship, service, and patient care (where appropriate) are all expected of individuals appointed at this rank. An initial appointment at the rank of professor is normally reserved for an individual who already has the rank of professor or associate professor with appropriate experience at an accredited university or for an individual who is board certified and has substantial experience in teaching, practice, or research in his or her specialty.

### **Eligibility for Tenure at Appointment**

No initial appointment can be made with tenure in the School of Dentistry. Tenure is granted only to those individuals who are appointed four days a week or more on the teacher-scholar track and have taught for at least six full-time years in one or more accredited four-year colleges or universities, with four of these years being at the University of the Pacific. At the time of appointment as a tenure-eligible faculty member, the Associate Dean for Oral Health Education will make a determination regarding counting of previous teaching toward tenure and will identify the dates for tenure review and for beginning of tenure, should it be granted. Some latitude is allowed in interpreting the first full year of service and outstanding qualification and performance may be substituted on a limited basis for length of service. This information will be included in the appointment letter signed by the new tenure-eligible faculty member at the time he or she is hired.

In the School of Dentistry, salaried faculty members are advised to consider appointments as a full year's responsibility for the terms of appointment and they should understand that changes during the year will be reviewed carefully. While it is not the intent to be indifferent to individual needs, it must be clear that the school cannot afford to be regarded as temporary employment until practice opportunities become available. Department chairs who are aware of a faculty member's desire for a shorter term of employment and who can replace such individuals at a mutually agreeable time, can recommend appointment with exception to the policy of making annual appointments.

### **3.4 Evaluation for Promotion and Tenure**

#### **Criteria for Promotion and Tenure**

There are three types of criteria for eligibility for promotion and tenure: educational qualification, length of service, and performance excellence.

##### *Educational Qualification*

Normally, a terminal degree in one's area of responsibility is expected for promotion to the rank of assistant professor or higher. In the dental school, a DDS or DMD is regarded as a terminal degree for faculty members in the clinical sciences. The PhD is the appropriate terminal degree for biomedical or behavioral scientists. Other degrees may be appropriate for positions in the dental hygiene, physician assistant and other programs within the school.

##### *Length of Service*

There are three parts to calculating temporal eligibility: (a) years of teaching at an accredited college or university, (b) years of teaching at the University of the Pacific, and (c) years in current rank. Normally, all three parts must be satisfied.

##### From Instructor to Assistant Professor

No length of service requirement is specified by the university, although two to three years are normally expected in the School of Dentistry.

##### From Assistant Professor to Associate Professor

1. The equivalent of six years of university teaching.
2. The equivalent of three years of teaching at the University of the Pacific.
3. The equivalent of five years at the rank of assistant professor.

##### From Associate Professor to Full Professor

1. The equivalent of ten years of university teaching.
2. The equivalent of three years of teaching at the University of the Pacific.
3. The equivalent of five years at the rank of associate professor.



## For Tenure

Six (6) full-time years of teaching are required for appointment with tenure, at least four (4) of these being at the University of the Pacific. Only teaching on a tenure-eligible track in a U.S. accredited four-year college or university is counted toward tenure. The academic year at the University of the Pacific runs from 1 September to 31 August. Employment for partial years may not be pieced together. Leaves of absence or other interruptions in service are not counted in determining length of service for tenure. An appointment with tenure cannot be acquired on the basis of years of service alone.

A faculty member must be evaluated for tenure during the cycle that begins one year prior to the time tenure would begin; such evaluation cannot be postponed. A faculty member may choose to be evaluated for promotion during the year they meet the length-of-service requirements for promotion or they may choose to wait to ensure that they also meet performance excellence criteria. Evaluations for tenure and for promotion to associate professor are conducted at the same time, where practical.

Length of service for faculty members who are employed fewer than four days per week is prorated. A two-day faculty member (half-time) would meet length of service requirements in twice the period of time required for a faculty member with a four-day per week appointment. Recognizing that part-time faculty members are engaged in other professional pursuits that add value to their roles in the School of Dentistry, the prorating of length of service for part-time faculty members is normally adjusted to give part-time candidates for promotion the benefit of this collateral professional development. In exceptional cases, the university's interests may be best served by reducing the minimum length of service for promotion or the probationary period for tenure. When this is done, it is expected that the candidate will demonstrate exceptional merit.

There are also occasions where the overall length of service or time in rank may not accurately reflect a candidate's prior service. This is often the case for initial appointment of career educators who come directly from specialty graduate training. They meet the broad educational qualification for appointment at the associate professor rank but not the qualification for practice, teaching, or research experience. After three years of teaching at the School of Dentistry their profile is the same as the profile of a candidate who would receive an initial appointment at the associate professor level. Specialists who are appointed as assistant professors are normally eligible for promotion after three years of service even though they do not have six years of university teaching or five years in rank.

## *Performance Excellence*

Faculty members on the teacher-scholar track are evaluated for promotion and for tenure (if they are four (4) days per week) against the classical criteria of teaching, scholarship, and service. The emphasis on these criteria is expected to differ across faculty members depending on their assignments. However, in the School of Dentistry, the relative weight for teaching must be at least 50%, the relative weight for scholarship must be at least 20%, and the relative weight for service must be at least 10%.

Citizenship and support of the humanistic philosophy of the school are expected as an integral part of the professional manner of faculty members. Humanism, as defined below and available here (link to catalog or school website), must be evident in the manner in which faculty members approach their responsibilities in the areas of teaching, scholarship, services, and patient care.

Faculty members on the teacher-clinician track are evaluated for promotion against four criteria. These criteria are listed from the greatest to the least relative weights and teaching must be at least half of the emphasis.

1. Teaching
2. Patient care and the management of patient care
3. Service
4. Scholarship.

In determining level of performance in each of the criteria, major consideration is given to quality rather than quantity. There are no numerical standards for activity in the areas of teaching, scholarship, service, or patient care, and attention is directed toward the impact of faculty members' careers. A potential for sustained high quality performance is expected at the assistant professor level; this is generally associated with a local reputation for excellence. A record of sustained high quality performance is expected at the associate professor level; this is generally associated with a regional reputation for excellence. A record of sustained and distinguished performance is expected at the professor level; this is generally associated with a national reputation for excellence.

The standard for performance to qualify for tenure is generally the same as the standard for promotion to the rank of associate professor.

### **Standards for Performance Excellence**

Teaching	Teaching is primarily an intellectual enterprise; it is not merely the packaging and distributing of information. Teachers inspire and motivate their students and convey enthusiasm for their subjects. Teachers deliberately frame the central questions of a course, establish rules of argument and evidence, illustrate connections between and among ideas and observations, model professional behavior, compare interpretations that give different meanings to information, and design student assignments and experiences that inform and shape a critical view of assertions and claims. Because the School of Dentistry has a fixed, sequential curriculum leading to professional qualifications, faculty members are expected to coordinate their teaching with the rest of the curriculum and with professional requirements placed on students. Advising and collaboration in the development of active integrated multidisciplinary learning experiences, are essential components of teaching.
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Teaching includes the acquisition and maintenance of substantive expertise in the discipline; the definition and planning of sound instructional objectives; the organization, preparation, and presentation of appropriate instructional material; recognition of the need and provision of remedial assistance; and the fair and accurate evaluation of student achievement. Teaching includes the collective responsibility for organization, development, and evaluation of the academic program. Modeling and encouraging standards of care, sensitivity to patients' needs, curiosity, a drive for continual growth, and all other aspects of dental professionalism are essential aspects of teaching. Teaching requires ethically responsible interaction with students, treating students fairly and consistently, and respecting their rights and personal privacy. In the exchange of ideas and criticisms faculty members show due respect for the opinions of students, faculty, and others.

Teaching includes presentations to students and arranging and managing their educational experiences. Supervision of student clinical experiences, counseling students, work on curriculum design, providing diagnostic and remedial experiences to students who are experiencing difficulties with the traditional educational program, and development of instructional materials are all examples of teaching and are expected of all faculty members.

## Scholarship

Scholarship is defined as the creation and dissemination of new knowledge subject to review by peers who are qualified to critically evaluate these contributions. Scholarship must be grounded in established disciplines and contribute to practice within them. It is expected that scholarship will be sufficiently focused to permit depth of inquiry and that it will support continuous improvement of teaching, practice, and other disciplines. The Scholarship of Teaching and Learning (SoTL) is highly valued by the school of dentistry. The quality of scholarship is regarded as carrying greater weight than its quantity alone.

Typically, scholarly activity includes writing and publishing books, development and publishing of peer reviewed electronic materials, chapters in books, monographs, articles in refereed journals, scientific and technical reports, clinical reviews, commissioned book reviews, and professional service that results in scholarly products. In addition, presenting scholarly papers at professional meetings, writing and publishing textbooks or other teaching material, editing professional journals, refereeing papers, and submitting major grant proposals may be regarded as scholarly achievements. Presentation of table clinics and continuing education programs and achieving board certification in a dental specialty are also regarded as scholarly achievement.

Service is expected to the School of Dentistry, the university, and the profession. Contributions to the School of Dentistry and the university might include committee work or appointments to positions representing the school or university. It may include recruiting students and such other activities that are of value to and promote pride in the school and university. This includes participation in ceremonies such as graduation and convocation, faculty development activities, and student-faculty functions. Professional service might include a range of activities not subject to peer review as well as service in professional organizations at all levels. Examples are serving on boards, commissions, or advisory groups relating to one's discipline or organizing a session or serving as an officer, board member, or committee member in professional organizations. Service includes providing continuing education courses, professional or expert advice on subjects in one's discipline to governmental bodies and media organizations, writing newspaper articles, opinion columns, as well as other pieces not subject to peer review, and contributing professional expertise to community activities through lecturing and consulting.

Patient Care Management and delivery of patient care is an essential function for many faculty members in a professional school such as dentistry where a large portion of the curriculum involves students learning clinical skills, judgment, and professional values in an experiential, mentorship relationship. The patient care standard can be addressed through provision of care, management of the care of individual clinical patients, or management of clinics and services where patient care and student education are taking place.

Several characteristics contribute to excellence in patient care and are considered when evaluating faculty members for promotion on the teacher-clinician track. A high and current level of skill in the clinical disciplines taught or managed is expected and is evidenced through current or recent practice, advanced training, and involvement in continuing education (especially as a presenter). Excellence in delivery of care, management of individual patient care, or responsibility for overall clinic functioning can be identified in peer and student evaluations. Because clinical faculty are expected to serve as role models to students, evidence will be expected of faculty members' effectiveness in delivering care in a comprehensive patient care model that emphasizes patient responsiveness. Evidence of calibration and cross-training are also expected.

Humanism Our view of humanism is based upon honest communication of clear expectations along with positive support for diligent effort. Although kindness is valued, humanism is not interpreted to mean softness, weakness, or superficial niceness. In fact, humanism places great

responsibility on each member of the dental school community. In order for this approach to work, faculty members must be models of the profession's highest standards, and they must teach in a way that encourages and energizes students. Students, in turn, are expected to set very high standards, to work hard, and to take personal responsibility for their own learning. Humanism includes: good work ethic, constructive feedback, maintaining confidentiality, addressing the issue, celebrating achievement, excellence, high ethical standards, professional responsibility, increasing independence, and attainment of competency. Humanism excludes: minimal effort, authoritarian behavior, public criticism, ignoring the problem, dwelling on the negative, expedience, ethical compromise, avoiding responsibility, continued dependence, and toleration of inability.

Good citizenship is considered an integral part of humanism. It should be considered in the established evaluation areas of teaching, scholarship, service, and patient care. It is not to be evaluated as a separate area. Responsible citizenship consists of attitudes and actions which show respect for one's faculty and staff colleagues as well as students and which help other faculty and staff members so that as a learning community we further Pacific goals of excellent teaching and advising for students, rigorous scholarship, and productive service. Faculty should acknowledge that a deficiency in or complete lack of citizenship can directly and negatively impact their performance in teaching, scholarship or artistic performance, and service.

#### *Standards for Clinical and Adjunct Faculty*

Adjunct faculty members are eligible for promotion but not tenure. They must meet the same standards for promotion that paid faculty members meet (with the exception that the length of service criterion may be shortened to an extent based on collateral professional performance). It is important that the same standards be applied across full-time, clinical, and adjunct faculty members because they can move from one category to another. The process for reviewing requests for promotion for adjunct faculty members is the same as the process for other candidates, except that the Faculty Appointment, Promotion, and Tenure Committee recommends to the dean, who has been delegated authority from the provost to make the promotion decision. Such promotions are not reviewed by the university's Promotion and Tenure Committee.

#### *Effective Dates for Changes in Evaluation Criteria*

If a change in the promotion and tenure standards occurs two years prior to the year of a candidate's tenure or promotion review, the decision will be based on the new standards. Candidates may elect to be evaluated on new standards, even when these changes have occurred fewer than two years prior to review. A candidate will be evaluated based on the standards in

place two or fewer years prior to review, unless the candidate requests in writing review under the new standards.

### **Mechanism for Promotion and Tenure**

#### *For Full-time Tenure Track Faculty*

After review by the dental school, all recommendations on tenure and promotion for full-time scholar-track faculty are forwarded to the university's Promotion and Tenure Committee for review and recommendation. Their recommendation is made to the provost who consults with the president, who makes the final determination in regard to the recommendations for each candidate.

The five-year tenure review process is normally done in conjunction with the first promotion from Assistant Professor to Associate Professor. For candidates given advanced standing, or those who meet criteria for promotion prior to tenure eligibility, the promotion review may come before the tenure review.

Landmark dates in the promotion and tenure cycle are shown below. If changes occur in the dates used by the university, the university dates will prevail:

<u>March 1 (prior year)</u>	Candidates notification of intent to apply for promotion or tenure
<u>August 1</u>	Application materials submitted to Faculty Appointment, Promotion, and Tenure Committee
<u>September 1</u>	Review by Faculty Appointment, Promotion, and Tenure Committee
<u>November 1</u>	Application materials finalized and submitted to the university
<u>April 1</u>	Completion of review by the university Promotion and Tenure Committee
<u>April 15</u>	Notification of president's decision

During the spring of each year, the Associate Dean for Oral Health Education will invite candidates eligible for tenure to move forward with their review for consideration. A call will additionally go to department chairs and to all faculty members who believe they have met criteria for promotion. Any faculty member who believes he or she is eligible for promotion may ask to be reviewed. It is critical that the candidate, the department chair, and the Associate Dean for Oral Health Education confer to ensure that the facts of prior service, the standards, and the mechanism for review are understood.

The candidate will present a current dossier, a critical self-analysis, and, in the case of candidacy for promotion to full professor the names and addresses of five external reviewers, by August 1<sup>st</sup>. At that time the Faculty Appointment, Promotion, and Tenure Committee will appoint an independent review panel for each candidate. The panel will include three (3) faculty members who work with the candidate and three (3) students who have direct contact with the

candidate. One (1) faculty member and one (1) student member of the panel may be challenged without justification by the candidate and will be replaced by other individuals mutually acceptable to the Faculty Appointment, Promotion, and Tenure Committee and the candidate. If challenged members of the candidate's committee are also members of the Faculty Appointment, Promotion, and Tenure Committee, they will be removed without replacement from the Faculty Appointment, Promotion, and Tenure Committee for purposes of reviewing the involved candidate.

In the case of review for tenure, the dossier must contain at least two external letters of review. The purpose of this requirement is to provide Pacific evaluators with unbiased insight regarding the quality of the candidate's scholarship and contribution. The letter should review quality of the candidate's scholarship and contribution to the discipline. Authors should not be mentors or friends of the candidate. The relationship, if any, of the external reviewer to the candidate should be clearly indicated. If the reviewer has a relationship with the candidate, an explanation should be included in the unit evaluation committee report stating why the reviewer is the most appropriate person to review the candidate's scholarship. External letters should be requested by the chairperson of the Faculty Appointment, Promotion and Tenure Committee and selected from a list compiled by the department chairperson. The candidate may provide names for potential reviewers but may not select the reviewers. The candidate should see the list and have the opportunity to veto for cause a potential letter writer but should not know who is ultimately requested to provide a review. Letter writers will be provided copies of scholarship for the candidate under review and the relevant unit guidelines. All letters should be confidential and the candidate should only view redacted letters that do not identify the institution or individual who wrote the letter. In the dossier, the external evaluation letters should be separated from the other letters of support.

In the case of review for promotion from associate professor to professor, two external letters are required to assist in evaluating the quality of the candidate's scholarship and contribution to the discipline. The candidate will provide to their department chair the names and addresses of at least five colleagues who know their body of work well, but with whom they have not directly collaborated. The department chair will present the final list to the chair of the FAPTC, who solicits letters of evaluation from this list. Letter writers are provided the curriculum vitae and examples of scholarship for the candidate under review and the relevant unit guidelines. If the reviewer has a relationship with the candidate, an explanation should be included in the unit evaluation committee report stating why the reviewer is the most appropriate person to review the candidate's scholarship.

The Faculty Appointment, Promotion, and Tenure Committee will base its recommendation on written input from the review panel, the faculty member's dossier, including critical self-analysis, student ratings, peer observations and other institutional data, and personal knowledge of the candidate. In the case of consideration for tenure, the FAPTC's third- year review of the candidate must be included. A report of the Faculty Appointment, Promotion, and Tenure Committee will contain information about the eligibility of the candidate for promotion or tenure; a summary of the evidence of excellence in teaching, scholarship, service, and patient care; and the recommendation of the Faculty Appointment, Promotion, and Tenure Committee, including majority vote and a summary of minority recommendation rationale, if any. The

candidate, his or her department chair, and the dean will be informed immediately of the decision of the committee. The department chairperson reviews the evidence and writes a letter which includes an independent review and recommendation.

In the case of review for tenure, the Faculty Appointment, Promotion, and Tenure Committee report, a curriculum vitae, and the dossier for each candidate will be available to all tenured faculty members in the school for comment and vote. A minority vote rationale, if any, is also available for review.

A portfolio containing the evaluation information reviewed by the Faculty Appointment Promotion, and Tenure Committee; its summary and recommendation; the vote of tenured faculty, including minority vote rationale, if any; and in the case of candidates for tenure, external review letters are presented to the dean. The dean reviews all evidence, including the chairperson's letter, and writes a letter communicating a recommendation based on an independent review. All of the preceding, and any other material the faculty member wishes to present, will be sent to the university's Promotion and Tenure Committee by November 1<sup>st</sup>.

The candidate has eight (8) days to review all material and provide additions or corrections before it is forwarded to the university. The candidate's signature attests to the completeness and factual accuracy of the portfolio.

In the case of review for promotion from associate to full professor, all of the above requirements and proceedings are required, except for the vote of tenured faculty.

Notification of the actions of the university on promotion and tenure recommendations is typically made in late spring of each year. Promotions and/or tenure status takes effect on September 1<sup>st</sup> following approval.

#### *For Non-Tenure Track Faculty*

The dean has the authority to approve or disapprove promotions of adjunct faculty members and promotions of instructors to the rank of assistant professor. These recommendations are not forwarded to the university for review.

Landmark dates in the promotion and tenure cycle are shown below. If changes occur in the dates used by the university, the university dates will prevail:

<u>March 1 (prior year)</u>	Candidates notification of intent to apply for promotion or tenure
<u>August 1</u>	Application materials submitted to Faculty Appointment, Promotion, and Tenure Committee
<u>September 1</u>	Review by Faculty Appointment, Promotion, and Tenure Committee
<u>November 1</u>	Application materials finalized and submitted to the university
<u>April 1</u>	Completion of review by the university's Promotion and Tenure Committee



April 15

Notification of dean's decision

During the spring of each year, the Associate Dean for Oral Health Education invites candidates who believe that they are eligible for promotion in the coming cycle to move forward with their review for consideration. It is critical that the candidate, the department chair, and the Associate Dean for Oral Health Education confer to ensure that the facts of prior service, the standards, and the mechanism for review are understood.

The dossier will be reviewed as described for tenure-track faculty. The only change being that no external letters are required for promotion from assistant to associate professor. In the case of promotion to professor, five external letters are required.

The candidate has eight (8) days to review all material and provide additions or corrections before it is forwarded to the dean. The candidate's signature attests to the completeness and factual accuracy of the portfolio.

Notification of the actions of the dean on promotion recommendations is typically made in late spring of each year. Promotions take effect on September 1 following approval.

### **3.5 Other Forms of Faculty Evaluation**

In addition to evaluation for promotion and tenure (described in Section 3.4), there are three other types of faculty evaluation: review for retention, review for professional development, and review for merit raise.

#### **Review for Retention**

The university reserves the right not to renew faculty members' appointments under a variety of circumstances. Faculty members on the teacher-clinician track and faculty members employed fewer than four days a week receive annual contracts, renewable at the discretion of the dean. Tenure-eligible faculty members whose contracts are not renewed must be given advanced notification of intention not to renew their contracts as defined in the next paragraph. Tenured faculty members can only have their appointments terminated under extreme circumstances (see [university Faculty Handbook](#)).

Recommendations that tenure-eligible, four-day-per-week faculty members not have their contracts renewed must be made to the dean who has the delegated responsibility with regard to employment. Such recommendations will be made in accordance with [Section 7.13](#) of the university Faculty Handbook.

Adjunct appointments are for a one-year term, renewable indefinitely. The term of the appointment will be outlined in the appointment letter after approval of said appointment by the Faculty Appointment Promotion and Tenure Committee.

## **Review for Professional Development**

A primary responsibility of department chairs is the continued professional development of faculty in their departments. Evaluation and feedback regarding faculty members' opportunities for contributions to the school and the department and their level of performance is central to this process. Department chairs are expected to give annual individual feedback to faculty members who teach two days a week or more. Development of department chairs as faculty members is the responsibility of the Associate Dean for Oral Health Education.

### *The Role of Department Chairs in Faculty Review*

Department chairs are charged to conduct a formal annual mission-focused faculty evaluation (MFFE) of all faculty in their departments teaching two days per week or more. Department chairs begin the process by communicating both short and long-term needs of the department and explains his or her expectations for how the faculty member contributes to meeting these departmental responsibilities. This process will include a review of the faculty member's job description and expectations. Faculty members are invited to identify their own short- and long-range career goals and to discuss the match between departmental and personal goals. Major strengths and weaknesses identified by the department chair are presented to the faculty member, along with concrete examples. Faculty members and the chair work together to diagnose the causes of weakness. The department chair plays the role of coach, resource provider, critic, evaluator, and mentor. New performance expectations for the year are then agreed upon. These should balance the needs of the department and the faculty member, and additional resources that might be needed. The statement of expected performance is critical as the foundation for merit raises and other evaluations—the expectations for faculty members should be clear and concrete to the extent this is possible. Faculty members and department chairs should discuss how performance against these expectations can be monitored during the year. These reviews for professional development are documented in each faculty member's dossier. The faculty evaluation process will be coordinated through the Office of Academic Affairs beginning in winter and terminating in mid-spring quarter. The evaluation instrument and process will be reviewed and approved by the Dental Faculty Council with participation from the faculty.

### *The Role of the Faculty Dossier*

It is the responsibility of each faculty member in collaboration with their department chair to maintain a personal dossier as both a workbook for career development and as documentation of professional accomplishment as a dental educator. The binder and outline of a dossier are provided by the Associate Dean for Oral Health Education to each new faculty member with an appointment of four days per week or more. Dossiers may, alternatively, be maintained electronically. The binder or electronic dossier contains structured interactions for the faculty member and his or her department chair, selected policy, and places to file documentation of professional accomplishments.

Dossiers are reviewed on a regular basis by department chair and the faculty member. For tenure track faculty, the Faculty Appointment, Promotion, and Tenure Committee meets with the

candidate for a mid-cycle dossier evaluation at three years from the date of appointment. For non-tenure track faculty, in consultation with the department chair, the candidate may request a dossier evaluation by the Faculty Appointment, Promotion, and Tenure Committee at any time, but no later than two years from eligibility for promotion consideration.

The committee provides feedback to faculty members concerning the development of their dossier as a record of excellence in teaching, scholarship, service, and patient care. The third-year review will be included in the candidate's dossier for tenure track faculty.

Tenured faculty members are evaluated in a comprehensive fashion every fifth year unless there has been an evaluation for promotion or reassignment in the two years prior to the time such an evaluation would be due. This post-tenure review is based on the dossier.

### **Review for Merit Raise**

Each winter the dean or the dean's designate is responsible for assembling information used to evaluate all faculty members who are paid two or more days per week. These evaluations are used to assess teaching effectiveness, patient care (when applicable), contributions to scholarship, professional development and service, for merit raises. Faculty evaluation forms, grounded in the mission statement of the School of Dentistry, are completed by the departmental chair, and the Associate Dean for Oral Health Education is responsible for facilitating the calibration of chairs to ensure the adoption of consistent evaluation criteria across departments. Faculty ratings should be based on available student and peer evaluations, information in the electronic curriculum vitae and the chair's personal observations of each faculty member's performance during the previous year. Department chairs then conduct feedback meetings with all rated faculty members. Summarized data are reported to the dean by the Associate Dean for Oral Health Education.

### **Review of Department Chairs**

Annually, after chairs have evaluated the faculty in their departments, the chairs themselves are evaluated for professional development and merit raise. The process is managed by the Associate Dean for Oral Health Education who will provide formal feedback. Every three years the review will be conducted in a comprehensive (360 degree) fashion with input from the academic dean, peers (other department chairs), and direct reports. During the two years between 360 evaluations, the Associate Dean for Oral Health Education will complete the evaluation. Evaluation categories will include the mission-based criteria used for faculty members (described above) as well as four additional categories defined in the job description of department chairs: leadership, faculty development, management of the discipline, and general management. In preparation for this process, chairs submit a self-evaluation, an updated CV, and a summary of department goals and accomplishments.

### **Review of Administrators**

Academic administrators holding faculty rank and titles of assistant dean, associate dean, or dean are evaluated according to the university's administrative evaluation process. From time

to time an evaluation of administrative performance is conducted within the School of Dentistry to provide feedback and guidance for administrators. All associate and assistant deans will participate in a comprehensive 360 degree evaluation system and the collection of information is coordinated by Human Resources. The dean presents the findings to administrators.

## **3.6 Separation**

### **Reducing the Number of Teaching Days**

Faculty members who reduce the number of days of their appointment to fewer than four must surrender their eligibility for tenure or their tenure status if that has been earned. Exceptions to this rule can be granted by the dean in cases of temporary reduction in service. Such exceptions must be negotiated in advance and may not extend for more than one year. Faculty members who lose tenure or tenure eligibility and are later reappointed on a four-day basis must earn tenure again, but they are credited with the years of tenure or tenure eligibility previously earned, up to a maximum of three years.

A faculty member whose application for tenure has been denied by the university cannot hold a four-day appointment, but can be hired as a faculty member on the teacher-clinician track with an annually renewable contract if the Faculty Appointment, Promotion, and Tenure Committee and the dean agree that this is in the best interests of the School of Dentistry.

### **Retirement**

Faculty members are encouraged to give notice of intention to retire as early as possible. Retirement may begin at the close of any academic year at the option of the faculty member or at other times by mutual agreement of the faculty member and the School of Dentistry. Any employment following retirement is at the discretion of the School of Dentistry.

Full-time faculty members who have taught with distinction for 15 years or more may be eligible for the Order of Pacific. The University Awards Committee reviews nominations for the Order of Pacific; the president and the Academic Affairs Committee of the Regents must approve the award.

### **Termination and Disciplining of Faculty**

In matters of misconduct and sanctions associated with misconduct of faculty members and termination for disciplinary reasons, substantial and manifest incompetence, disability, financial exigency, and termination of a program and for final and binding arbitration in such matters, the School of Dentistry follows the University's policies ([See Chapters 7.9 through 7.16](#) of the University Faculty Handbook). For information in regard to termination for non-disciplinary reasons please review to [Chapter 7.13](#) of the University Faculty Handbook. Part-time faculty should refer to [Chapter 7.8](#). All others are governed (at the provisions) by their annual contract.