

**Guidelines for
Departmental Statements Required by Section 7.12 of
Regulations Concerning Faculty Tenure
School of Dentistry
Department of Primary Dental Care**

This document represents the guidelines for promotion and tenure in the Department of Primary Dental Care within the University of Minnesota School of Dentistry, as required in the *University of Minnesota Regulations Concerning Faculty Tenure*.

I. Introductory Statement

The primary measure of excellence of an educational institution is the quality of its faculty. Therefore, the degree of foresight and wisdom employed in making faculty appointments and promotions and the granting of tenure will be the primary determinants of the distinction which a school achieves.

Within the School of Dentistry (SOD), the ultimate responsibility for recommending faculty members for appointment, promotion or indefinite tenure rests with the Dean. To discharge this responsibility, the Dean should have the counsel of the department chairpersons and tenured faculty of the School. It is the responsibility of the faculty to participate in this process, to identify and reward scholars who demonstrate a commitment to the advancement and communication of knowledge and who show promise of pursuing productive academic careers.

Well-defined policies and procedures are essential to provide equity in this process. The Academic Health Center annually sends information to the dean regarding tenure and/or promotion processes for faculty. The dean will forward this information, along with other SOD documents related to the preparation of faculty dossiers, to each department chair. It can also be found at the website: <http://www.ahc.umn.edu/OofE/Faculty/PandT.html>.

The following framework is provided for the systematic evaluation of candidates for indefinite tenure and promotion. This document describes indices and standards for the following personnel evaluations:

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II. Mission Statement

The specific mission of the School of Dentistry is consistent with the objectives of a land grant University and includes teaching, research and scholarly activities and discipline-related professional service as defined in Section 7.11 of the *University of Minnesota Regulations Concerning Faculty Tenure* and this department document. It is a major goal of the School of Dentistry to establish and maintain itself as an academic center of national and international excellence. The objectives the faculty has set to address its goals and mission include the following:

- A. to educate dentists, dental specialists and dental hygienists who will provide the highest standard of care.
- B. to provide a program of training and instruction for educators and researchers who will provide future leadership in the academic and corporate communities.
- C. to develop new knowledge and understanding in both basic and applied dental and socio-behavioral sciences.
- D. to serve patients by providing optimal care including preventive care, improved modes of health care delivery, patient counseling and education, and the best possible diagnostic and treatment services, particularly for those with unusual or difficult problems.
- E. to provide outreach programs of care, prevention and health education, and to extend consultative and educational services to the public, health practitioners and agencies in Minnesota, the United States and the international community.
- F. to foster, promote, and/or participate in interdisciplinary teaching, research and service within the health care, University and other related professional communities.

The Department of Primary Dental Care addresses the above goals utilizing a multidisciplinary approach with emphasis on professional practice issues, public health and policy topics, and comprehensive general dental and dental hygiene care for diverse patient populations.

To be awarded indefinite tenure and to be considered for promotion, a faculty member will be expected to have demonstrated effectiveness in accomplishing these objectives. In some instances, discipline-related service will be considered as part of the basis for awarding of indefinite tenure as described in Section III.

The specific categorical missions of the School of Dentistry include teaching, research and discipline-related professional service as defined in Section 7.11 of the *Regulations Concerning Faculty Tenure (Appendix I, attached)*. Discipline-related professional services are an integral part of the mission of the School of Dentistry. Consulting includes appointments at health care institutions and agencies, establishment of special referral, treatment and diagnostic services, and applications of known methodologies to interdisciplinary and interprofessional collaborative research and education.

III. Annual Appraisals of Probationary Faculty

- A. The general methods and criteria for tenure are found in the *University of Minnesota Regulations Concerning Faculty Tenure (Appendix I, attached)*. New faculty should carefully read and understand this document, particularly Sections 5, 6 and 7. Progress of probationary faculty will be evaluated relative to statements for scholarship, teaching, and service defined in sections 7.11 and 7.12 of the *Regulations (Appendix I, attached)*.
- B. The General Rule Section 5.1 concerns those with probationary appointments and states that "the maximum period of probationary service of a faculty member is six academic years, whether

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consecutive or not. At the end of this six-year period, the faculty member must either be given a regular appointment with indefinite tenure or a one-year terminal appointment." However, because of the time required for processing the applications for tenure, the actual decision to award indefinite tenure is made during the sixth year. Granting of indefinite tenure may be made prior to the expiration of the maximum period of probationary service. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to Professor.

Procedures are adopted in accordance with sections 7.4, 7.61, and 16.3 of the *Regulations* and are consistent with the *Procedures for Reviewing the Performance of Tenure-Track Probationary Faculty*.

- i) Annual review process – Tenured faculty will meet annually to review and discuss each probationary faculty member's performance relative to the 7.12 statement. The annual review of probationary faculty will be recorded on the President's Form 12 and will reflect the faculty member's performance relative to the 7.12 statement. If a faculty member has stopped the tenure clock, this must be noted on the President's Form 12 during the annual review. The Academic Unit head (Department chair) will meet annually with each probationary faculty member to review their completed Form 12. The Academic Unit head (Department chair) and faculty member will sign the completed Form 12. The Form 12 is forwarded to the dean for review, comment, and signoff. The Form 12 is forwarded to the senior vice president for health sciences for review, comment, and signoff. The signed Form 12 will be kept in the probationary faculty member's personnel file.

In preparation for this review, the probationary faculty member will provide materials that document their progress towards achieving tenure. The Department Chair will assemble the materials into a Tenure File for the probationary faculty member. The file will be distributed to the tenured faculty in the department prior to the annual meeting. The department chair will candidly discuss with the probationary faculty member their progress toward achieving tenure and any recommendations made by tenured faculty. A copy of the annual Appraisal of Probationary Faculty Form 12 will be given to the probationary faculty member.

- ii) Required materials – The Department Chair will assemble the required materials into a Tenure File for the probationary faculty member. This file, which contains only materials relative to tenure, will become part of the probationary faculty's permanent file. The Tenure File will be available to Department's tenured faculty and the probationary faculty member upon request.

The Department Chair will request from the probationary faculty:

- a. A current Curriculum Vitae and annual activity report
- b. Summary of teaching assignments for the year under review including student and peer evaluations
- c. Summary of scholarly activity for the year under review including copies of published manuscripts, published abstracts, and title and abstract pages of submitted or funded grant applications.
- d. Summary of scholarly presentations including abstracts and evaluations of presentations where appropriate
- e. Summary of discipline-related service activity
- f. Summary of supplementary criteria such as participation in the governance of the Department, School of Dentistry, AHC, University, or professional organizations
- g. Response to any previous recommendations made by the Department's tenured faculty including supporting documentation
- h. Any other relevant material relating to the satisfaction of the requirements for tenure. This may include evaluations of the probationary faculty member's teaching, research or scholarly contributions by persons inside and outside of the University

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- i. The Department Chair will add copies of the Appraisal of Probationary Faculty Form 12s for previous years to the file

The tenured faculty in the department will annually review each probationary faculty's progress toward tenure. The faculty believes that the information compiled for the Annual Review provides sufficient documentation for this purpose. Reviews are provided on the President's Form 12 and submitted by the Department Chair and to the Dean.

It is the expectation within the School of Dentistry that probationary faculty members or those who have been awarded the rank of Associate Professor with indefinite tenure, will continue to progress in their intellectual pursuits, ultimately achieving promotion to the next higher rank. Certain qualifying circumstances, having an extenuating effect on the faculty member's ability to devote full attention to the pursuit tenure and/or promotion, serve as the basis for consideration of stopping the tenure clock. Such qualifying circumstances are outlined in Section 5.5 of the *Regulations Concerning Faculty Tenure* (Appendix II, attached).

- iii) Joint appointments – probationary faculty members who have appointments in two or more units/departments will be reviewed following the procedures used for probationary faculty members whose appointment is entirely in the Department. It is expected that probationary faculty members with joint appointments will be also be reviewed annually by the other units/departments in which they hold appointments. These annual reviews will be independent of the Department's review unless all involved units/departments: 1) agree to hold a combined annual review of the probationary faculty member, 2) establish the procedures for the reviews, 3) set the criteria for achieving tenure and promotion, and 4) inform the probationary faculty member in writing of the review process and any modifications to the unit/department 7.12 statements.

If the annual reviews are carried out independently, the outcomes from other unit/department annual reviews will not be considered in this Department's review; however, materials from interdisciplinary work may be included in the probationary faculty member's Tenure File and they will be considered in the Department's review. A probationary faculty member with joint appointments is expected to meet all of the criteria for tenure and promotion.

C. Stopping the Tenure Clock

Procedures are adopted in accordance with Sections 5.5 of the *Regulations* (Appendix II, attached). When considering the record of probationary faculty members who have stopped the tenure clock, criteria for promotion and tenure are no different than the criteria for those who do not have an extension to the tenure clock. That is, a record of six years post-hiring with a one-year stopping of the clock must be considered the same way that one considers a record of five years post-hiring with no stopping of the clock. The maximum period the tenure clock can be stopped is one year at the written request of the probationary faculty member.

IV. Conferral of Indefinite Tenure

The basis for awarding indefinite tenure is the determination that the achievements of an individual have demonstrated the individual's potential to continue to contribute significantly to the mission of the Department, the School of Dentistry and the University and to its programs of teaching, research and service over the course of the faculty member's academic career (see Section 7.11 of the *University of Minnesota Regulations Concerning Faculty Tenure*, Appendix I attached). The primary criteria for demonstrating this potential are effectiveness in teaching and distinction in research. Outstanding service contributions will also be taken into account where appropriate, (see Section III.C.1. and 2.) as they are an integral part of the mission of the School of Dentistry. However, for all candidates the major criteria for granting of tenure will be accomplishments in teaching and research. Although the relative importance of the teaching and research criteria may vary within different departments of the School of Dentistry, each criterion must be considered in every decision.

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A. Teaching

Teaching includes group and individual instruction in classrooms, clinics and laboratories with dental hygiene, predoctoral, postdoctoral and/or graduate students, and instruction in continuing education programs. Credit is given for all educational effort, including efforts to upgrade the curriculum and provide unique educational opportunities. Our teaching role extends throughout Minnesota, the region and beyond. Tenure is reserved for candidates who demonstrate effectiveness in teaching. Effectiveness in teaching or time will be reviewed and evaluated with respect to the following:

1. Content - Information presented should be current and accurate, as determined by peers and the scientific information available. It should be pertinent to the discipline and complete so as to conform to the objectives of the overall curriculum.
2. Organization - Information should be presented in a logical sequence that is understandable to the student. The actual teaching methods are at the discretion of the faculty member. Multidisciplinary subject matter should be effectively coordinated.
3. Examinations - Examinations should measure student competency and be graded in a timely manner.
4. Communication Skills - The ability to successfully convey information depends on verbal and written communication skills. These include, but are not limited to, proper and comprehensible use of language, enthusiasm and the pace of presentations.
5. Curriculum Development – This is a very positive endeavor for a candidate for new course development and/or participation in overall curriculum development. The candidate's role in these endeavors must be delineated.
6. Teaching Awards - Additional support may include teaching or advising awards.

Documentation of Teaching Effectiveness

Evaluation of a candidate's skill in teaching and mentoring over time will be based on a review of evidence provided during the candidate's probationary period. Each faculty member will be responsible for documentation of teaching effectiveness:

1. A teaching narrative with a brief description of accomplishments.
2. A spreadsheet or table representing teaching responsibilities. This should include detailed data on numbers of lectures per semester, year taught, title and level, number of students, format including lecture, clinic, lab, discussion, and seminar, the level of participation, including course direction and numbers of lectures.
3. Student evaluations and comments will be used to evaluate the content and organization of the material presented by the faculty member and the communication skills of the faculty member.
4. Peer evaluations include classroom visits and reviews of technical competence, syllabi, handouts, examinations or other teaching aids.
5. Candidate should list numbers of advisees, if any, indicating clearly what role was played in each advisee's research and scholarly activity.

B. Research, Scholarly and Creative Activities

Each faculty member will be expected to develop and demonstrate his or her ability to develop and lead ongoing research projects (e.g. clinical, laboratory, behavioral or educational investigations) or other creative work resulting in innovative products, practices, and ideas of significance and value to society. The research and scholarly accomplishments of each candidate for promotion and/or tenure will be reviewed annually by his or her departmental chairperson. A continuum of distinction in research and scholarly productivity must be apparent. For promotion and tenure, a candidate's research and scholarly accomplishments will be reviewed by peers from the Department, University, and other institutions.

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The research and scholarly activities of a candidate will be assessed by evaluation of the outcomes of this work. Clear evidence of such outcomes may include significant publications and, as appropriate, the development and dissemination by other means of new knowledge, technology, or scientific procedures. Publication of research results in recognized refereed journals, or comparable accomplishments such as patents and software licenses, provides clear evidence of scholarly achievement. In multi-authored articles, collaborative programs, projects, or grants, the contribution of the individual under review should be specifically described and evaluated. While each faculty member will be expected to contribute to the body of knowledge in his or her field on an ongoing basis, the quality rather than quantity of such work will take precedence in promotion and/or tenure decisions. Additional scholarly activities such as publication of textbook chapters and review articles, and development of instructional materials are examples of scholarly activities which may be evidence of national and international recognition of the author's expertise in a field. These activities will be given appropriate consideration when they are part, but not the total, of an individual's scholarly productivity. Similarly, case reports are complementary to an individual's scholarly activities but may not comprise the major extent of his or her scholarly endeavors.

1. External and internal evaluations – Letters critically reviewing the probationary faculty member's scholarly works are required.
 - a. Criteria for external evaluation letters:
 - i. A minimum of eight (8) letters from reviewers external to the University of Minnesota.
 - ii. Letters are to come from distinguished faculty members at a rank higher than the faculty member. Letters from highly regarded non-academics may be considered.
 - iii. Letters are to be from individuals that do not have a personal relationship with the probationary faculty member. These relationships include: advisor, mentor, co-author, collaborator, or past co-worker. The reviewer's professional standing and relationship to the probationary faculty member, if any, must be provided.
 - b. Criteria for internal evaluation letters – criteria for the internal evaluation letters are the same as those for the external letters with the exception that there is no minimum number required.

Submission of grant applications demonstrates a willingness and determination to succeed in research and scholarly activity, and is expected of all regular faculty for tenure. Further evidence of research and scholarly accomplishments is also demonstrated by the ability to support these activities by obtaining competitive funding.

C. Service

1. Discipline-related patient service

Faculty in the Department may be called upon to provide professional service as part of their role in fulfilling the mission of the Department. This service may be in addition to their clinical teaching responsibilities and paramount to maintaining a sound teaching and research program. Outstanding discipline-related patient service will be recognized as an important contribution in promotion and tenure decisions, but alone will not be sufficient for granting of promotion and/or tenure. Outstanding discipline-related patient service will be peer evaluated for its impact in raising the quality and standards of care within the profession. Documentation will include appraisals solicited from local peers and nationally recognized clinicians of the skills and the national impact of the candidate's work in patient treatment.

2. Professional/Community Service

Service functions such as participation in the governance of the School of Dentistry and the University, participation in professional organizations, consultative and related professional service to state and federal agencies, community health care projects, and other forms of

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civic service and engagement are taken into consideration in assessing overall quality of a candidate, but are not in themselves a basis for awarding tenure.

D. Stopping the Tenure Clock

It is the expectation within the School of Dentistry that faculty members who have been awarded the rank of Associate Professor with indefinite tenure, as well as those who are probationary, will continue to progress in their intellectual distinction and academic integrity, ultimately achieving promotion to the next higher rank. Certain qualifying circumstances, having an extenuating effect on the faculty member's ability to devote full attention to the pursuit of promotion and/or tenure, serve as the basis for consideration of stopping the tenure clock. Such qualifying circumstances are outlined in Section 5.5 of the *Regulations Concerning Faculty Tenure* (Appendix II, attached).

E. Mentoring of Probationary Faculty

One or more tenured faculty member(s) who are mutually agreeable to the tenured departmental faculty and the probationary faculty member, will be assigned to serve as a mentor(s) for each probationary faculty member. Mentor(s) will advise the probationary faculty member on a regular basis and serve as his/her advocate as appropriate.

Each year the faculty member will, in consultation with their mentor(s), prepare a written summary of their accomplishments in research (publications, grant support), teaching and service. The Department Head will annually meet with each probationary faculty member to evaluate their progress, and quality of mentoring, make suggestions for improvement, if necessary, and agree upon goals for the future. The Department Head and faculty member will agree upon the faculty member's distribution of effort among research, teaching and service for the coming year. The mentor may attend the meeting or be consulted at a different time. A written record of the Department Head's evaluation will be provided to the probationary faculty member and the mentor(s), and a copy will be put in the faculty member's file.

In recognition of the mentoring activities of tenured faculty member(s), the Department Head will give due credit and recognition for such service when conducting the annual performance review and when making recommendations for merit increases. Mentoring younger faculty members should be viewed as a critical function for the School since it serves to nurture and ensure our future.

V. Recommendation for Promotion

A. Assistant Professor (from non-tenure track position)

In the SOD, these are entry-level appointments (i.e., SOD does not have faculty promotions into the assistant professor rank).

B. Associate Professor

Promotion to Associate Professor is associated with a decision concerning tenure. Granting of tenure commits the University to the faculty member in a contractual arrangement for a lengthy period, and should be based on clear evidence of the capacity to contribute to the missions of the Department and the School of Dentistry in an original fashion throughout that career.

Promotion to Associate Professor with tenure is reserved for individuals who have demonstrated:

1. effectiveness in teaching (see Section III.A.).
2. distinction in independent research (see Section III.B.).
3. outstanding discipline-related service (patient/community) where appropriate (see Section III.C.).

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C. Professor

Professor is the highest academic rank attainable and is reserved for those individuals who demonstrate superior achievement in their field. Promotion to Professor will be based on evidence of advanced academic scholarship and maturity in teaching, distinction in research, outstanding discipline-related service where appropriate, and other service to the University, local and national/international community. The general criteria for promotion to Professor are found in the Section 9.2 of the *Regulations Concerning Faculty Tenure* (Appendix III, attached)..

In addition to the standards for promotion to Associate Professor with tenure, the following criteria also must be met:

1. growth in teaching skills and integration of teaching and research activities.
2. national/international distinction in research.
3. a continuum of externally funded research activity or scholarship or creative works.
4. professional/community service activities and/or active participation in governance activities of the Department, School or University are expected of all candidates (see Section III.C.2.). In contrast to lower ranks, candidates for promotion to Professor are expected to demonstrate outstanding, nationally recognized professional community service offering unique skills and knowledge not usually available.
5. discipline-related patient service (where appropriate) must be clearly outstanding, nationally recognized, demonstrably effective and offer skills not usually available in the local community of clinicians. The quality of service in Department, School and University governance activities will be assessed by solicitation of written evaluations from Department and committee chairs. Professional/community service will be assessed by solicitation of written evaluations from professional peers.

VI. Post-Tenure Review

- A. All faculty members are reviewed annually in the Department; they are provided the opportunity to submit relevant information about their activity and performance in Teaching, Scholarly Activity and Research, and Service. The Department criteria utilized to assess performance and to provide feedback are based on the section 7.11 of the *University of Minnesota Regulations concerning Faculty Tenure* and the Department's 7.12 Statement regarding expectations for performance in Teaching, Scholarly Activity and Research, and Service. The general criteria that serve as the basis for post-tenure review are cited in the *Regulations*, sections 7a.1, 7a.2 and 7a.3, and Senate Policy Documents.

B. General Criteria

Expectations for tenured faculty in teaching, research/scholarship/creative activity, and service parallel those used in the granting of tenure; however, flexibility is provided to take into account the different stages of professional development and to allow a faculty member to contribute more heavily to one mission of the School. Goals and expectations for tenured faculty are:

Research, Scholarly, and Creative Activities

Tenured faculty members are expected to pursue an active agenda of research in their area or areas of academic specialization. While the extent and nature of research activity may vary over

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time, within any given period of three years, tenured faculty are expected to report at least one accomplishment within the following categories:

- Publication of a scholarly book, article, book chapter, review, bibliography, or the like as either a lead or co-author;
- Publication (or submission) of an edited scholarly volume, or reference work;
- Refereed or invited research presentation at a scholarly conference or another academic institution;
- Leadership of a scholarly conference, symposium, or workshop on a national or international level;
- Grant/contract awards (or submission) to pursue research/scholarly activity in their area of research.

Teaching

Tenured faculty members are expected to remain effective teachers and to be actively engaged in communicating knowledge and in supervising, mentoring, or advising students and faculty, in compliance with the Department Workload and the University's equal opportunity policy. All tenured faculty members must demonstrate effectiveness in teaching as demonstrated by student evaluations, peer observation of teaching, and/or peer review of syllabi and other course materials. All tenured faculty members are expected to report at least one of the following accomplishments each year:

- Directing or providing lectures for at least one course in the areas of training and research specialization as assigned by the division/department chair in light of the department's curricular needs;
- Demonstrate proficiency in understanding and valuing scientific discovery and life-long learning in their daily interactions with students, patients, and colleagues;
- Serve as the primary advisor/research mentor for undergraduates, graduate students, or post-doctoral fellows.

Service

Service is considered a valuable component to the life of the School, AHC University, community, and profession. All tenured faculty members are expected to report at least one of the following accomplishments each year:

- Participation in School, AHC, or University committee;
- Leadership in academic or professional organizations;
- Review manuscripts or grants for external organizations.

C. Process of Annual Review (Phase I)

Tenured faculty members in the Department of Primary Dental Care are annually reviewed by the Department Chair for accomplishments in the areas of teaching, research/scholarship/creative activity and service. A faculty member who does not meet the minimum expectations for performance will receive a letter defining what is expected of the faculty member during the next year and stating that the faculty member is at risk for a special review.

D. Below Standard Performance (Phase II)

If and when individuals are judged by their Division Director and/or Department Chair to be substantially below performance expectations as a result of the annual review, they will be subjected to a "Special Review." This "Special Review" shall consist of further discussion and review by a committee of the whole, that is, all remaining faculty holding tenured appointments in the Department. This review will be conducted following the annual merit review. As noted, the

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committee shall review cases where the Chair believes the performance of the individual to be below expectations. If the Chair and the committee concur, the faculty member shall be informed of the specific deficiencies by letter, and will have one full year to address deficiencies. The faculty member with the assistance of the program or division director and the Chair will formulate and implement a plan for remediation. If performance remains inadequate, the case shall be referred for Special Review at the collegiate level.

VII. Process for updating the 7.12 statement

The 7.12 statement will be reviewed by the Chairperson of the department or his designee(s) at least once every 5 years. Modifications of the 7.12 statement will require approval by the majority of regular (tenured and tenure-track) faculty members of the department.

Appendix I

University of Minnesota Regulations Concerning Faculty Tenure

Section 7.11 General Criteria

and

Section 7.12 Department 7.12 Statements

7.11 General Criteria. What the University of Minnesota seeks above all in its faculty members is intellectual distinction and academic integrity. The basis for awarding indefinite tenure to the candidates possessing these qualities is the determination that each has established and is likely to continue to develop a distinguished record of academic achievement that is the foundation for a national or international reputation or both. (fn 1). This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service (fn 2). The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision (fn 3). Demonstrated scholarly or other creative achievement and teaching effectiveness must be given primary emphasis; service alone cannot qualify the candidate for tenure. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to professor.

(fn 1) "Academic achievement" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus.

(fn 2) The persons responsible and the process for making this determination are described in subsections 7.3 through 7.6.

"Scholarly research" must include significant publications and, as appropriate, the development and dissemination by other means of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas of significance and value to society. "Other creative work" refers to all forms of creative production across a wide range of disciplines, including, but not limited to, visual and performing arts, design, architecture of structures and environments, writing, media, and other modes of expression.

"Teaching" is not limited to classroom instruction. It includes extension and outreach education, and other forms of communicating knowledge to both registered University students and persons in the extended

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community, as well as supervising, mentoring, and advising students.

"Service" may be professional or institutional. Professional service, based on one's academic expertise, is that provided to the profession, to the University, or to the local, state, national, or international community. Institutional service may be administrative, committee, and related contributions to one's department or college, or the University. All faculty members are expected to engage in service activities, but only modest institutional service should be expected of probationary faculty.

(fn 3) Indefinite tenure may be granted at any time the candidate has satisfied the requirements. A probationary appointment must be terminated when the appointee fails to satisfy the criteria in the last year of probationary service and may be terminated earlier if the appointee is not making satisfactory progress within that period toward meeting the criteria.

Section 7.12

7.12 Departmental Statement (fn 1). Each department or equivalent academic unit must have a document that specifies (1) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 7.11 ("General Criteria" for the awarding of indefinite tenure) and (2) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 9.2 ("Criteria for Promotion to Professor"). The document must contain as an appendix the text and footnotes of subsections 7.11 and 9.2, and must be consistent with the criteria given there but may exceed them. Each departmental statement must be approved by a faculty vote (including both tenured and probationary members), the dean, and other appropriate academic administrators, including the Senior Vice President for Academic Affairs and Provost. The chair or head of each academic unit must provide each of its probationary faculty members with a copy of the Departmental Statement at the beginning of the probationary service.

(fn 1) "Departmental" refers to an academic department or its equivalent, such as division, institute, or unit.

Appendix II

University of Minnesota Regulations Concerning Faculty Tenure

Section 5.5
Stopping the Tenure Clock

5.5 Exception for New Parent or Caregiver, or for Personal Medical Reasons. The maximum period of probationary service will be extended by one year at a time at the request of a probationary faculty member:

1. on the occasion of the birth of that faculty member's child or adoptive/foster placement of a child with that faculty member; or
2. when the faculty member is a major caregiver for a family member (fn 1) who has an extended serious illness, injury, or debilitating condition. A faculty member may use this provision no more than twice or
3. when the faculty member has an extended serious illness, injury, or debilitating condition.

The request for extension must be made in writing within one year of the events giving rise to the claim and no later than June 30 preceding the year a final decision would otherwise be made on an appointment with indefinite tenure for that faculty member.

(fn 1) The term "family member" is meant to include a spouse or domestic partner, an adopted or foster child, or other relative.

Appendix III

University of Minnesota Regulations Concerning Faculty Tenure

Section 9.2
Criteria for Promotion to Professor

9.2 Criteria for Promotion to Professor. The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, (2) added substantially to an already distinguished record of academic achievement, and (3) established the national or international reputation (or both) ordinarily resulting from such distinction and achievement (fn 1). This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service (fn 2) The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidates should be considered when applicable. But the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate for promotion.

(fn 1) "Academic achievement" includes teaching as well as research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus. Not being promoted to the rank of professor will not in itself result in special-post-tenure review of a tenured associate professor.

(fn.2) The persons responsible for this determination are the full professors in the unit who are eligible to vote. The outcome of the vote is either promotion to the rank of professor or continuation in rank as an associate professor. The procedures for voting are identical to those outlined in Section 7.4 for the granting of indefinite tenure, the nondisclosure of grounds for the decision (Section 7.5), and the review of recommendations (Section 7.6). In addition, a petition to the Judicial Committee for review of a recommendation of continuation in rank as an associate professor follows the procedures specified in Section 7.7 for decisions about promotion to associate professor and conferral of indefinite tenure.

See the definitions of "scholarly research," "other creative work," "teaching," and "service" in footnote 2, subsection 7.11. A greater contribution in the area of institutional service is expected of candidates for the rank of professor than was expected for the award of tenure.

Approved by Departmental Vote, 6/11/2008.

Approved by Department Promotion & Tenure Committee, 12/1/2011.