

**TERM & PART-TIME TERM and ADJUNCT FACULTY
APPOINTMENT AND PROMOTION GUIDELINES**

**UNIVERSITY OF MINNESOTA
SCHOOL OF DENTISTRY**

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1. INTRODUCTION

A measure of excellence of an educational institution is the quality of its faculty. The degree of foresight and wisdom employed in making faculty appointments and promotions is fundamental to maintaining the distinction of an educational institution. All faculty members are expected to contribute to the teaching, research and scholarship, and service missions of the University in proportion to their expertise and contracted proportional effort. Well-defined policies and procedures are essential to ensure equity in the process of faculty appointment and promotion. The following framework is provided for the systematic evaluation of candidates for term (clinical-track and research-track), and adjunct faculty appointments and promotions.

1.1 Definitions

Full-time term faculty are roles that are 67% or higher appointment. Part-time term faculty are roles less than 67%. Similar to probationary or tenured faculty, full-time term faculty are engaged in teaching, scholarship and service.

Adjunct faculty are roles of up to 60% appointment and are for individuals who have a) an appointment outside of the University or School, or b) a principal occupation in professional activities in the community or are retired from such occupations; they are appointed to teach at the School on a limited, part-time basis.

2. MISSION AND GOALS

The mission of the University of Minnesota School of Dentistry (SOD) is to advance health through scientific discovery, innovative education, and the highest-quality care for all communities.

The SOD is committed to:

- graduating professionals who provide the highest quality care and service to the people of the state of Minnesota and globally;
- discovering new knowledge through research, which will inspire innovation in the biomedical, behavioral, and clinical sciences; and
- providing oral health care to a diverse patient population in a variety of settings.

In order to fulfill this mission, both term and adjunct faculty must demonstrate activity in teaching, and term faculty are also required to demonstrate activity in scholarship, and service. It is the responsibility of the faculty at large to participate in the promotion process and to identify and reward term and adjunct faculty members who demonstrate commitment, professional productivity, and expertise in these areas.

Allocation of Effort

The allocation of effort in each of these areas may vary according to an individual's appointment and an individual's role in their Division/Department within the SOD. It is the intention of the SOD to provide an opportunity for term and adjunct faculty to make contributions that are consistent with their expertise, ambitions, and training and to recognize term and adjunct faculty for their efforts and ability in fulfilling the SOD and Departmental mission, commitments, and objectives.

3. TERM FACULTY

The appointment levels for term faculty are as follows:

Clinical-Track Faculty Appointments:

- Clinical Assistant Professor (9403C)
- Clinical Associate Professor (9402C)
- Clinical Professor (9401C)

Teaching- Track Faculty Appointments:

- Teaching Assistant Professor (9403T)
- Teaching Associate Professor (9402T)
- Teaching Professor (9401T)

Research-Track Faculty Appointments:

- Research Assistant Professor (9403R)
- Research Associate Professor (9402R)
- Research Professor (9401R)

Assistant

Appointment to assistant level is based on evidence of clinical or research competency and potential for further growth.

Associate

Appointment to associate level is based on evidence of productivity and potential to contribute to the mission of the Department and the SOD. Recognition on a regional level should be consistent with the appointment and allocation of effort.

Professor

Appointment to professor level is based on sustained evidence of scholarship and research, growth in teaching skills, and potential to contribute service to the SOD and University. Recognition on a regional and national/international level should be consistent with the appointment and allocation of effort.

3.1 Appointment Qualifications

An appointment as a term faculty member requires the candidate to be clinically or research-wise competent and educationally qualified, as specified in Table 1 and Table 2. To consider the appropriate level of hire, the curriculum vitae and supporting documentations of proposed new faculty, as well as the Department's recommendations, are reviewed by the Chair and all voting faculty members (term and regular) of the Department. The initial appointment recommendations of the Department Chair is then forwarded to the Dean for final approval.

Table 1: Qualifications for Appointment as Clinical Faculty

	Clinical Assistant Professor or Teaching Assistant Professor	Clinical Associate Professor or Teaching Associate Professor	Clinical Professor or Teaching Professor
Qualifications for Appointment:	<ul style="list-style-type: none"> • D.D.S. or equivalent professional degree, residency training as required for clinical responsibilities. • For Dental Hygiene, Dental Therapy, professional degree and Master’s degree. • Evidence of clinical or teaching competency and subject matter expertise. This may include peer reviews, student reviews, broad-based examinations. • Ability to teach. • Potential to contribute to the SOD, AHC, and University through service. 	<ul style="list-style-type: none"> • D.D.S. or equivalent professional degree, residency training as required for clinical responsibilities. • Record of clinical proficiency or record of teaching proficiency. • Evidence of clinical and/or didactic teaching effectiveness and commitment. This may include peer reviews and/or student recognition. • Record of service to the community, and/or profession. This may include recognition from peers at the regional level. 	<ul style="list-style-type: none"> • D.D.S. or equivalent professional degree, residency training as required for clinical responsibilities. • Evidence of high-quality clinical care or high quality teaching. This may include unique experience/level of care or level of teaching and/or service to patients. • Evidence of sustained teaching effectiveness and growth. • Record of outstanding service to the community, and/or profession. • Recognition from peers at the national, or international level.

Table 2: Qualifications for Appointment as Research Faculty

	Research Assistant Professor	Research Associate Professor	Research Professor
Qualifications for Appointment:	<ul style="list-style-type: none"> Professional or graduate degree above Masters level in specified discipline. Record of publication in peer-reviewed journals. Potential for development of independent/ collaborative research and funding. 	<ul style="list-style-type: none"> Professional or graduate degree above Masters level in specified discipline. Sustained record of publications in peer-reviewed journals. Progress toward development of independent/ collaborative research and funding. Participation in advising or mentorship. Evidence of service. 	<ul style="list-style-type: none"> Professional or graduate degree above Masters level in specified discipline. Record of publication in peer-reviewed journals at the senior author level. Record of established independent/ collaborative research and funding. Record of effective mentoring, advising and contributions to teaching. Evidence of service. Recognition from peers at the regional, national, or international level. This may include a prize/award.

3.2 Appointment Terms

Term faculty are appointed to an initial term of one, two, or three years. Contract renewal requires Divisional review of the faculty member’s performance, a written recommendation by the Division Director, and approval by the Department Chair. Promotion is not required for continued appointment for a term faculty member. A faculty member may remain at any rank indefinitely.

3.3 Promotion Criteria

A term faculty member may request consideration for promotion during any regular promotion cycle by submitting a formal letter of request and a promotion dossier to the Department Chair. The criteria for promotion are effectiveness in teaching, research or scholarly activity, and service. Time in rank/seniority will not be a primary factor in any promotion decision.

3.3.1. Teaching

Teaching involves diverse aspects of student instruction and mentorship. Table 3 and Table 4 indicate criteria for promotion of clinical faculty and research faculty, respectively, regarding teaching effectiveness.

TABLE 3: Promotion Criteria for Clinical and Teaching Faculty in the Area of Teaching

Essential Evidence – highlighted yellow

	Clinical Associate Professor or Teaching Associate Professor	Clinical Professor or Teaching Professor
Evidence	Teaching - effectiveness, innovation, and organization	Teaching - expanded/sustained record of quality teaching effectiveness, innovation, and organization
Essential Evidence	<ul style="list-style-type: none"> ● Record of time and effort in teaching. Examples: lectures, seminars, simulations, small groups, workshops, labs, clinical instruction, computer-based instruction, teaching preparation and standardization, and student advising and mentorship. ● Development of teaching skills through continuing education, educational methodology programs, professional organizations, peer collaborations, and faculty mentorship. <p>*At least one of the following:</p> <ul style="list-style-type: none"> ● Record of quality teaching as assessed by students and peers. ● Participation in curricular development. ● Participation in evaluation of methods of assessing student competency, such as test procedures, examinations, and outcomes measures. ● Expertise in field Examples: participation in study clubs, continuing education programs and attendance at professional meetings. 	<ul style="list-style-type: none"> ● Sustained record of time and effort in teaching Examples: lectures, seminars, simulations, small groups, workshops, labs, clinical instruction, computer-based instruction, teaching preparation and standardization, and student advising and mentorship. ● Development of teaching skills through continuing education, professional organizations, peer collaborations, and faculty mentorship. ● Sustained record of quality teaching as assessed by students and peers. <p>*At least one of the following:</p> <ul style="list-style-type: none"> ● Record of curricular development such as design, direction, and/or advancement. ● Development and involvement in evaluation of methods of assessing student performance Examples: test procedures, examinations, skills assessments, and outcomes measures. ● Expertise in field

		<p>Examples: direction of continuing education programs and leadership at professional meetings, or in study clubs.</p> <ul style="list-style-type: none"> Record of educational program leadership, Example: course director/co-director, group leader Teaching at the clinical-advanced-education program/ graduate-school level.
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TABLE 4: Promotion Criteria for Research Faculty in the Area of Teaching

Essential Evidence – highlighted yellow

	Research Associate Professor	Research Professor
Evidence	Teaching - effectiveness, innovation, and organization	Teaching - expanded/sustained record of quality teaching effectiveness, innovation, and organization
Essential Evidence	<ul style="list-style-type: none"> Record of mentorship of students and staff. <p>*At least one of the following:</p> <ul style="list-style-type: none"> Participation in the teaching mission of the Department or Division. Development of mentoring and/or teaching skills through continuing education, educational methodology programs; professional organizations, peer collaborations, and faculty mentorship. 	<ul style="list-style-type: none"> Sustained record of mentorship of students and staff. Involvement/leadership in the teaching mission of the Department or Division. <p>*At least one of the following:</p> <ul style="list-style-type: none"> Sustained record of development of mentoring and/or teaching skills through continuing education, professional organizations, peer collaborations, and faculty mentorship. Demonstration of leadership in the field Examples: direction of continuing education programs and leadership at professional meetings.

3.3.2. Scholarship

Scholarly productivity is recognized as the creation of new knowledge and tools, as well as the synthesis of knowledge and a commitment to the intellectual development of students and colleagues. This may include primary or review articles, websites, books, etc. Research faculty must carry out original research. Table 5 and Table 6 include criteria for promotion of clinical faculty and research faculty, respectively, regarding scholarly activities.

TABLE 5: Promotion Criteria for Clinical and Teaching Faculty in the Area of Scholarship

Essential Evidence – highlighted yellow

	Clinical Associate Professor or Teaching Associate Professor	Clinical Professor or Teaching Professor
Evidence	Scholarship - record of scholarly activity	Scholarship - expanded/sustained record of scholarly activity
Essential Evidence	<ul style="list-style-type: none"> ● Creation of literature/case-based lectures and seminars. ● Participation in the development of teaching materials. Examples: clinic protocols; clinic processes; OSCEs; skill assessment forms; including new curriculum offerings, textbooks, syllabi, computer-based learning, etc., that significantly improve the quality of instruction. <p>*At least one of the following:</p> <ul style="list-style-type: none"> ● Participation in clinical/basic science investigations, outcomes assessments, literature reviews, etc., as an examiner, consultant, or advisory group member for a research team. ● Publication of clinical/basic science investigations, outcomes assessments, literature reviews, etc. ● Participation in study clubs and dissemination of knowledge and experience, for example case presentations. ● Interdisciplinary collaboration in teaching and/or research. ● Participation in panels, symposia, or conferences. ● Pursuit of certification by professional organizations such as specialty boards or national academies. ● Presentation at professional meetings. 	<ul style="list-style-type: none"> ● Sustained creation of literature/case-based lectures and seminars. ● Development of teaching materials, methods, and innovations Examples: clinic protocols; clinic processes; OSCEs; skill assessment forms; including new curriculum offerings, textbooks, syllabi, computer-based learning, etc., that significantly improve the quality of instruction. <p>*At least one of the following:</p> <ul style="list-style-type: none"> ● Involvement and/or leadership in the research mission of the Department or Division. ● Direction of clinical/basic science investigations as an examiner, consultant, or advisory group member for a research team. ● Publication of clinical/basic science investigations, outcomes assessments, literature reviews, etc. ● Leadership of study clubs and dissemination of knowledge and experience. ● Leadership in interdisciplinary collaboration in teaching and/or research. ● Invitations to and leadership/organization of panels, symposia, or conferences. ● Completion of certification by professional organizations such as specialty boards or national academies. ● Development of intellectual property, e.g., devices, software, etc. ● Election to membership in societies recognizing meritorious professional achievement. ● Successful competition for grants or contracts; receipt of awards or prizes.

TABLE 6: Promotion Criteria for Research Faculty in the Area of Scholarship
 Essential Evidence – highlighted yellow

	Research Associate Professor	Research Professor
Evidence	Scholarship - records of peer-reviewed research	Scholarship - expanded/sustained record of peer-review research
Essential Evidence	<ul style="list-style-type: none"> ● Progress toward development of an independent or /collaborative research program. ● Record of multiple publications in peer-reviewed journals. ● Evidence of application for research funding as appropriate to appointment. ● Evidence of national recognition of research ability, e.g., presentations at national meetings and/or invited lectures. ● Receipt of awards or prizes. 	<ul style="list-style-type: none"> ● Record of research leadership Examples: team leader or principal investigator of a research program. ● Record of publication in peer-reviewed journals at the senior author level. ● Evidence of contribution to funded research. ● Expanded/sustained evidence of national or international recognition of research ability, e.g., invited lectures. ● Publication of literature reviews and texts. ● Development of intellectual property Examples: devices, software, etc. ● Election to membership in societies recognizing meritorious research achievement. ● Receipt of awards or prizes

3.3.3. Service

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 includes administrative, committee, and related contributions to one’s Department or College, or to the University. Table 7 and Table 8 include criteria for promotion of clinical faculty and research faculty, respectively, regarding service.

TABLE 7: Promotion Criteria for Clinical and Teaching Faculty in the Area of Service

Essential Evidence – highlighted yellow

	Clinical Associate Professor or Teaching Associate Professor	Clinical Professor or Teaching Professor
Evidence	Service - record of service	Service - expanded/sustained record of service
<p>Essential Evidence</p> <p><i>Note: it may be helpful for the candidate to organize Service activities delineating 1) Patient care/community service and 2) Professional/institutional service</i></p>	<ul style="list-style-type: none"> ● Participation in SOD, AHS, or University committees. <p>*At least one of the following:</p> <ul style="list-style-type: none"> ● Management and provision of health-care services to patients. ● Act as a peer observer or peer mentor ● Patient management through clinical supervision of students. ● Service to clinics outside of one’s primary clinic, for example in an interdisciplinary clinic or providing consultations. ● Participation in outreach programs. ● Membership in professional organizations. ● Service on the local and/or regional level. ● Review of grants or manuscripts. ● Participation in quality improvements such as developing manuals, protocols, or policies. ● Participation in initiatives and projects, e.g., task forces, fundraising. ● Participation in alumni affairs and relations. 	<ul style="list-style-type: none"> ● Expanded/sustained participation in SOD, AHS, or University committees Example: leadership position ● Act as a peer observer or peer mentor <p>*At least one of the following:</p> <ul style="list-style-type: none"> ● Management and provision of health-care services to complex patients. ● Patient management through clinical supervision of students. ● Service to clinics outside of one’s Division, e.g., interdisciplinary clinics and consultations. ● Involvement/leadership in outreach programs. ● Involvement/leadership in professional organizations. ● Service on the national and/or international level. ● Service as a journal editorial board member or as a manuscript or grant reviewer. ● Involvement/leadership in quality improvements such as developing manuals, protocols, or policies. ● Involvement/leadership in initiatives and projects, e.g., task forces, fundraising. ● Involvement/leadership in alumni affairs and relations.

TABLE 8: Promotion Criteria for Research Faculty in the Area of Service
 Essential Evidence – highlighted yellow

	Research Associate Professor	Research Professor
Evidence	Service* - record of service * Research faculty commitment to the service mission may vary based on funding requirements.	Service* - expanded/sustained record of service * Research faculty commitment to the service mission may vary based on funding requirements.
Essential Evidence	<ul style="list-style-type: none"> ● Participation in SOD, AHS, or University committees. *At least one of the following <ul style="list-style-type: none"> ● Review of grants and manuscripts. ● Act as a peer observer or peer mentor ● Participation in the planning and organization of scientific meetings and symposia. ● Membership in professional organizations. ● Service on the local and/or regional level. ● Participation in initiatives and projects, e.g., task forces, fundraising. ● Participation in alumni affairs and relations. 	<ul style="list-style-type: none"> ● Expanded/sustained participation in SOD, AHS, or University committees Example: leadership position ● Involvement/leadership in peer review of scientific literature or grant proposal. *At least one of the following: <ul style="list-style-type: none"> ● Act as a peer observer or peer mentor ● Involvement/leadership in the planning and organization of scientific meetings and symposia. ● Membership/leadership in professional organizations. ● Service on the national and/or international level. ● Service as a journal editorial board member or as a manuscript or grant reviewer. ● Involvement/leadership in initiatives and projects, e.g., task forces, fundraising. ● Involvement/leadership in alumni affairs and relations.

3.4 Promotion Dossier

In order for others to judge whether they meet the expectations for their stage of career development, term faculty are responsible for providing documentary evidence for consideration.

The promotion dossier for term faculty includes the following:

The Request and Background Documentation

- A letter requesting promotion from the candidate
- *Curriculum Vitae* in UMN official format
- Copies of annual merit reviews from at least the most recent two years (does not apply to adjunct track faculty or faculty below 67% appointment)

Teaching Documentation

- Teaching narrative with brief description of accomplishments and growth in teaching
- A table representing teaching responsibilities (including number of courses, semester, year, title, level, format, and role)
- A summary of teaching effectiveness, e.g., copies of student and peer evaluations, awards, etc.
- Essential evidence (see Table 3 and Table 4)

Scholarship Documentation

- Scholarship narrative with brief description of accomplishments.
- Essential evidence (see Table 5 and Table 6)

Service Documentation

- Service narrative with brief description of accomplishments.
- Essential evidence (see Table 7 and Table 8)

Letters of Support

- Three letters of support, one of which is from the person to whom the candidate reports (usually the Division Director)

Supplementary material may be added as appropriate to complete the record of accomplishment of the candidate.

3.5. Suggested Promotion Timeline

When:	What:
<i>Suggested</i> First Friday in September in the academic year prior to year of requested promotion.	Submission of letter of intent and dossier to Division Director/Department Chair.
<i>Suggested</i> Third Friday in October.	Completion of review, discussion, and vote by all voting members of the Department at or above the requested promotion level (including term and regular faculty).
<i>Definite</i> Third Friday in November	Submission of original dossier and copies, including summary of discussion of the Department and voting results, and recommendation from the Department Chair to the Dean's office.
By the end of the spring semester.	Decision by the Dean transmitted to the candidate.

4. ADJUNCT FACULTY

The appointment levels for adjunct faculty are as follows:

- Adjunct Assistant Professor (9403A)
- Adjunct Associate Professor (9402A)
- Adjunct Professor (9401A)

Assistant

Appointment to assistant level is based on evidence of clinical competency and potential in contributing to teaching and patient-related service.

Associate

Appointment to associate level is based on evidence of teaching effectiveness and record of clinical competency. Recognition on a regional level should be consistent with the appointment and allocation of effort.

Professor

Appointment to professor level is based on sustained evidence of effectiveness and growth in teaching skills, and evidence of high-quality clinical care. Recognition on a regional and national/international level should be consistent with the appointment and allocation of effort.

4.1 Appointment Qualifications

Individuals holding adjunct faculty appointments usually have their sole activity as teaching and/or discipline-related patient service. An appointment as an adjunct faculty member requires the candidate to be clinically competent and educationally qualified, as specified in Table 9.

To consider the appropriate level of hire, the curriculum vitae and supporting documentations of proposed new faculty appointments, as well as Division’s appointment recommendations, should be reviewed by the Chair and Division Director. The initial appointment recommendations of the Department Chair should be forwarded to the Dean for final approval.

Table 9: Qualifications for Appointment as Adjunct Faculty

	Adjunct Assistant Professor	Adjunct Associate Professor	Adjunct Professor
Qualifications for Appointment:	<ul style="list-style-type: none"> • D.D.S. or equivalent terminal degree, DH, DT/MDT terminal degree, residency training as required; or appropriate degree for clinical responsibilities. • Evidence of clinical competency. This may include broad-based examinations or similar. • Ability to teach. 	<ul style="list-style-type: none"> • D.D.S. or equivalent terminal degree, DH, DT/MDT terminal degree, residency training as required; or appropriate degree for clinical responsibilities. • Record of clinical competency. This may include peer reviews and/or student reviews. • Evidence of teaching effectiveness and commitment. This may include peer reviews and/or student recognition. • Recognition from peers at the regional level. 	<ul style="list-style-type: none"> • D.D.S. or equivalent terminal degree, DH, DT/MDT terminal degree, residency training as required; or appropriate degree for clinical responsibilities. • Evidence of high quality clinical care. This may include unique experience/level of care and/or service to patients. • Sustained evidence of teaching effectiveness and growth. • Recognition from peers at the national, or international level.

4.2 Appointment Terms

Adjunct faculty are appointed to an initial term of one, two, or three years. Contract renewal requires Divisional review of the faculty member’s performance, a written recommendation by the Division Director, and approval by the Department Chair. Promotion is not required for continued appointment for an adjunct faculty member. A faculty member may remain at any rank indefinitely.

4.3. Promotion Criteria

An adjunct faculty member may request consideration for promotion during any regular promotion cycle by submitting a formal letter of request along with a promotion dossier to the Department Chair. Adjunct faculty members are not expected to participate in research or service activities; therefore, the minimal criterion for promotion of individuals holding adjunct faculty appointments is the quality of contributions to the teaching program. Additional consideration for promotion will be given to those holding adjunct appointments who satisfy the following teaching criteria and who participate in the Departments research, discipline-related service or other service activities.

Division Directors will maintain dialogue with adjunct faculty to both mentor and identify candidates for promotion. Term and regular faculty of each of the Divisions will review the list of adjunct faculty working in their Division to recommend individual consideration for promotion. Division Directors will discuss the process for promotion and the contents of the required dossier with the candidate. Additionally, the Division Director will review the timeline with interested adjunct faculty members. The usual length of time in rank for nomination for promotion is four to six years, except in extenuating circumstances.

Promotion is reserved for adjunct faculty who demonstrate:

1. Clinical expertise and teaching effectiveness as rated by peers, students, Division Directors, and the Department Chair. Primarily, such instruction is one-to-one patient care instruction/supervision that occurs in the clinics or instruction in the preclinical laboratories; however, consideration will be given for all teaching efforts including lectures, participation in course development or administration, and the presentation of continuing education/outreach programs;
2. A commitment to the teaching program as is evidenced by a continuum of punctuality and availability to students during clinic sessions, and their participation in Departmental meetings as appropriate;
3. Maintenance and upgrading (as appropriate) of clinical and teaching expertise by attending professional training and/or continuing education courses.

4.3.1. Teaching

Table 10 indicates criteria for promotion of adjunct faculty with regard to teaching contributions and effectiveness.

TABLE 10: ADJUNCT FACULTY PROMOTION

Essential Evidenced – highlighted yellow

Criteria	Adjunct Associate Professor	Adjunct Professor
<p>Examples of Evidence</p> <p>Essential Evidence</p>	<ul style="list-style-type: none"> ● Evidence of a continuum of punctuality and availability to students during clinic sessions, and their participation in Departmental meetings as appropriate. Evidence should include letters of support and student evaluations demonstrating the candidate's teaching quality. ● Evidence of continuous maintenance and upgrading of clinical service and teaching expertise by attending professional training, clinical calibrations, and/or continuing education courses; and discipline specific in-service programs ● A minimum of 4 years of services in the Adjunct Assistant Professor position; service need not be continuous. ● Show evidence of teaching effort. Considerations will be given for all teaching efforts including lectures, participation in course development or administration, and the presentation of continuing education/outreach programs ● If relevant to appointment, show evidence of research activity that may include but is not limited to, participation in clinical research programs, author or contributing author of publications. 	<p><i>In addition to requirements for promotion to Adjunct Associate Professor:</i></p> <ul style="list-style-type: none"> ● Participate in School or University sub-committees and/or admissions interviews ● A minimum of 4 years of services in the Adjunct Associate Professor position; service need not be continuous.

4.4. Promotion Dossier

The promotion dossier for adjunct faculty includes the following:

- Curriculum Vitae

- Supporting letters from the Division Director, including the results of a Divisional vote by term and regular faculty
- Student evaluations
- Where appropriate, documentation of lectures given
- List of professional training and/or continuing education courses attended and/or given.

Supplementary material may be added as appropriate to complete the record of accomplishment of the candidate.

4.5. Promotion Sequence

- Submission of letter of intent and dossier to Division Director/Department Chair.
- Completion of review, discussion, and vote by term and regular faculty members of the Division.
- Submission of original dossier and copies, including summary of discussion and voting results of the Division including recommendation from the Department Chair to the Dean's office.
- Decision by the Department Chair, signed by the Dean, transmitted to the candidate.