

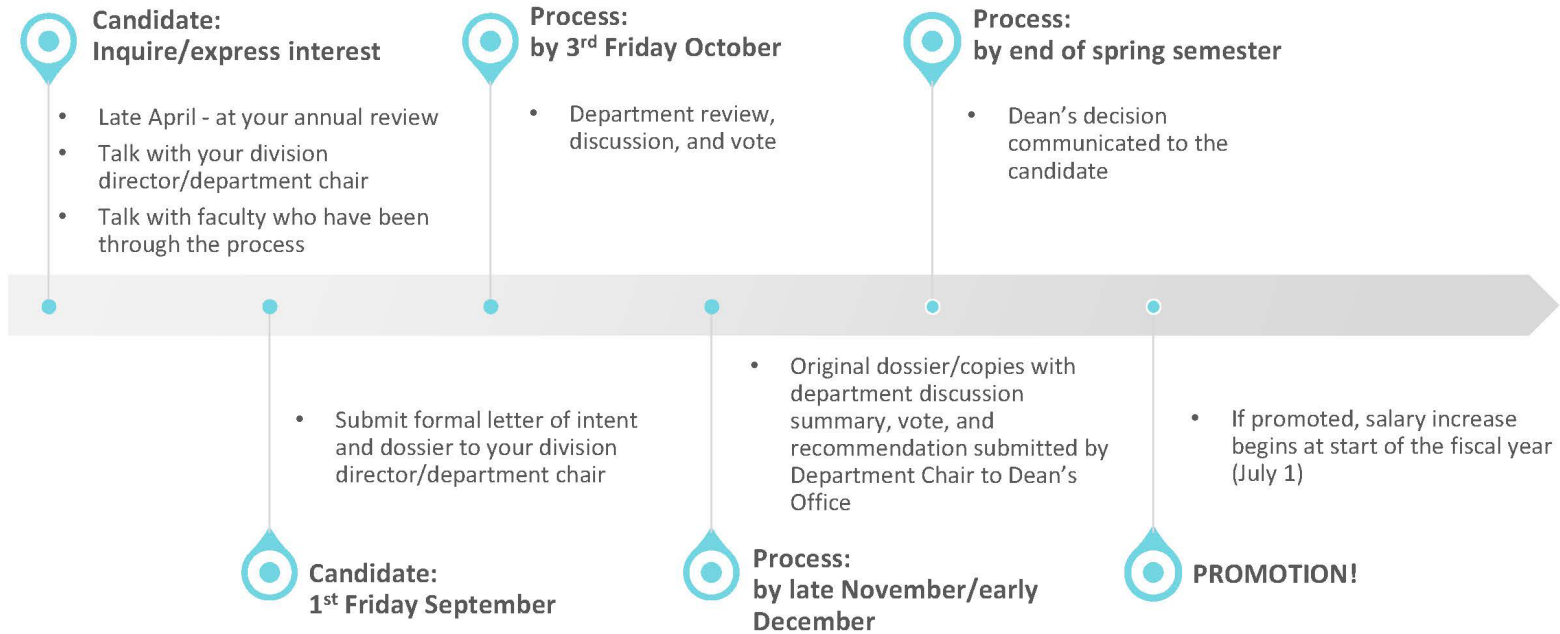
TERM & PART-TIME TERM and ADJUNCT PROMOTION TOOL

PROCESS, SUMMARY GRID, DOSSIER CHECKLISTS & RESOURCES

and GUIDANCE FOR FACULTY, DEPARTMENTS, and DIVISIONS

The Process

TERM, PART-TIME TERM & ADJUNCT PROMOTION TIMELINE



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Individuals considering term promotion should discuss this with their Department Chair/Division Director at their annual review or shortly thereafter to express interest [late April]. The Department Chair is required to notify the dean's office of their department members wanting to apply for promotion by July 15th. The applicant should be working on putting together their dossier during this time. Applicants will be notified of the outcome of deliberations by the end of spring semester (late April/May) the following year.

The Grid

	Clinical or Teaching 67% to 100% time	Research 67% to 100% time		Part-Time Term and Adjunct less than 67% time
Readiness	Self-determined	Self-determined	Readiness	Minimum of 4 years at a given rank
1st Step	Notify interest to your Division Director and Department Chair	Notify interest to your Division Director and Department Chair	1st Step	Notify interest to your Division Director and Department Chair
Dossier DUE	1st Friday September	1st Friday September	Dossier DUE	1 st Friday September
School decision	End of spring semester	End of spring semester	School decision	End of spring semester
Criteria			Criteria	
Teaching	Quality, effective, innovative, organized	Record of teach activity or mentorship	Punctuality, student support, Quality teaching, professional development, committee participation	
Scholarship	Record of scholarly activity	Peer-reviewed research		
Service	Record of service	Record of service		

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The Checklists

Clinical- Teaching or Research Track (67% - 100% time)

Dossier Checklist

- Formal letter of request
- Curriculum Vitae (UMN template)
- Annual reviews (last two years)

- Teaching narrative
- Table of teaching responsibilities
- Teaching effectiveness summary
- Other evidence (if applicable)

- Scholarship narrative
- Other evidence (if applicable)

- Service narrative
- Other evidence (if applicable)

- 3 Letters of support
 - Division Director
 - Additional letter 1
 - Additional letter 2

- Supplementary material (as relevant)

Part-Time Term and Adjunct Track (less than 67% time)

Dossier Checklist

- Curriculum Vitae
- Letters of support
 - Division Director letter
 - Department Chair letter
- Student evaluations
- Teaching documentation (if applicable)
- List of professional development activities

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The Resources

Link to Faculty Affairs/Faculty Development Intranet site: <https://www.dentistry.umn.edu/about/faculty-development>

Guidance for Departments/Divisions

Given the processes and timing outlined above, term faculty will need to have completed a minimum of two years (two annual reviews) at the School of Dentistry prior applying for promotion. The following tables highlighting essential evidence are meant as a guide for departments and divisions as they support term faculty seeking promotion. The highlighted items are required achievements for promotion across all School of Dentistry departments. Other evidence listed may be considered as part of the promotion process.

Essential Evidence Tables

TABLE A: PROMOTION TO ASSOCIATE PROFESSOR (Clinical, Research)

Essential Evidence – **highlighted green**

	Clinical Associate Professor or Teaching Associate Professor	Research Associate Professor
Evidence	Teaching - effectiveness, innovation, and organization	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 student advising and mentorship. 	<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.

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	<ul style="list-style-type: none"> • 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"> • Development of mentoring and/or teaching skills through continuing education, educational methodology programs; professional organizations, peer collaborations, and faculty mentorship.
<p>Evidence</p>	<p>Scholarship - record of scholarly activity</p>	<p>Scholarship - records of peer-reviewed research</p>
<p>Essential Evidence</p>	<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, 	<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.

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	<p>literature reviews, etc., as an examiner, consultant, or advisory group member for a research team.</p> <ul style="list-style-type: none"> • 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. 	
<p>Evidence</p>	<p>Service - record of service</p>	<p>Service* - record of service * Research faculty commitment to the service mission may vary based on funding requirements.</p>
<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. 	<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"> • 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.

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	<ul style="list-style-type: none"> ● 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"> ● Service on the local and/or regional level. ● Participation in initiatives and projects, e.g., task forces, fundraising. ● Participation in alumni affairs and relations.
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TABLE B: PROMOTION TO PROFESSOR (Clinical, Research)

Essential Evidenced – highlighted blue

	Clinical Professor or Teaching Professor	Research Professor
Evidence	Teaching - expanded/sustained record of quality teaching effectiveness, innovation, and organization	Teaching - expanded/sustained record of quality teaching effectiveness, innovation, and organization
Essential Evidence	<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 student advising and 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.

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	<ul style="list-style-type: none"> • 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 Examples: direction of continuing education programs and leadership at professional meetings, or in study clubs. • Record of educational program leadership, Example: course director/co-director, group leader. • Teaching at the clinical-advanced-education-program/ graduate-school level. 	<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.
Evidence	Scholarship - expanded/sustained record of scholarly activity	Scholarship - expanded/sustained record of peer-review research
Essential Evidence	<ul style="list-style-type: none"> • Sustained creation of literature/case-based lectures and seminars. • Development of teaching materials, methods, and innovations 	<ul style="list-style-type: none"> • Record of research leadership Examples: team leader or principal investigator of a research program.

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	<p>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> <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.	<ul style="list-style-type: none">● 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
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<p>Evidence</p>	<p>Service - expanded/sustained record of service</p>	<p>Service* - expanded/sustained record of service * Research faculty commitment to the service mission may vary based on funding requirements.</p>
<p>Essential Evidence</p>	<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. 	<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. <p>*At least one of the following:</p> <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.

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	<ul style="list-style-type: none"> • Involvement/leadership in initiatives and projects, e.g., task forces, fundraising. • Involvement/leadership in alumni affairs and relations. 	
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TABLE C: PART-TIME TERM and ADJUNCT FACULTY PROMOTION

Essential Evidenced – highlighted yellow

Evidence	Part-Time Term and Adjunct Associate Professor	Part-Time Term and Adjunct Professor
<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 	<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.

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	<p>education/outreach programs</p> <ul style="list-style-type: none">• 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.	
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