



Western  
University  
OF HEALTH SCIENCES

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College of  
Dental Medicine

# CDM FACULTY HANDBOOK

Western University of Health Sciences

Implementation and Effective Date: July 1<sup>st</sup>, 2024

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THE COLLEGE OF  
**Dental  
Medicine**

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*The discipline of learning. The art of caring.*

## **Section I - College of Dental Medicine Faculty Governance**

Governance for Western University of Health Sciences Faculty is outlined in “Faculty Participation in the Governance of the University” and “Policy and Procedures for Revisions of Sections I-IV” of the WesternU Faculty Handbook. Should any conflict arise between the policies and procedures contained in this document with the University Faculty Handbook, then the University Faculty Handbook prevails.

The WesternU Academic Assembly is a forum for faculty voice and deliberations. It serves to specifically determine positions on issues directly related to faculty status, responsibilities, and welfare. The WesternU Academic Assembly has the authority to make studies, reports and recommendations on all matters that have a significant bearing on the work of the Faculty.

The College of Dental Medicine (CDM) faculty who are employed for 50% or greater of his/her contractual time and perform non-administrative academic duties at least 50% of his/her contractual time are considered voting members of the Academic Assembly. Associate Deans, Assistant Deans or other CDM faculty, except for the Dean of the College, who assume administrative duties in addition to their other academic responsibilities can be included as voting members upon submission of a request to and approval by the Academic Senate.

The WesternU Academic Senate is a representative committee of the WesternU Academic Assembly. The Academic Senate has the authority to conduct studies, make reports and recommendations on all matters which have a significant bearing on the work of the faculty. The Academic Senate is a channel of communication between the Academic Assembly and University Administration.

The University Committees are described in the WesternU Faculty Handbook. Every faculty member will be expected to share in the functioning of the University by serving on an appropriate number of Committees.

The University Committees are:

- 1) Animal Care and Use Committee, Institutional
- 2) Assessment and Program Review Committee
- 3) Awards Committee
- 4) Commencement Committee
- 5) Dual Use of Research of Concern Committee
- 6) Financial Aid Committee
- 7) Grievance Committee
- 8) Institutional Biosafety Committee
- 9) Institutional Review Board for the Protection of Human Subjects
- 10) Library Committee
- 11) Radiation Safety Committee
- 12) Research Committee
- 13) Ad Hoc Committees

Additionally, the Standing Committees within the College of Dental Medicine are:

- 1) Admissions and Selection Committee (ASC)
- 2) Student Performance Committee (SPC)
- 3) Curriculum Management Committee (CMC)
- 4) Curriculum Design and Integration Committee (CDIC)
- 5) Faculty Evaluation and Promotion/Tenure Committee (FEPTC)
- 6) Outcomes Assessment Committee (OAC)
- 7) Student Affairs Committee (SAC)
- 8) Special Events Committee (SEC)
- 9) Faculty and Staff Development Committee (FSDC)
- 10) Faculty Search Committee (FSC)

The charge to the CDM Standing Committees and their membership are described in Section III. Administrators and faculty will have the opportunity to serve on University and CDM Committees as appropriate to their role and expertise.

The University is organized under the Board of Trustees, which has ultimate responsibility for the affairs of the University. The executive staff of the University includes the President, the Provost/Chief Operating Officer, and the Treasurer/Chief Financial Officer. The President reports directly to the Board of Trustees. The Provost and Treasurer report directly to the President.

The Dean of the CDM is responsible for providing leadership of the College, for representing the College's interests on campus and to external constituents, and for planning and overseeing implementation of its academic, research and service programs. The Dean reports to the Provost.

In addition to their participation on University and CDM Committees, the Faculty will have the opportunity to participate in the College of Dental Medicine's decision making process through regular CDM Faculty Meetings and through the Faculty Representative (Section II, B.3.).

## Section II - CDM Organizational Structure and Processes

### A. Organizational Structure

In order to support its operations and ensure its effectiveness, the CDM faculty is currently not organized by departments.

Leadership is provided by Assistant/Associate Deans who serve in roles traditionally filled by department chairs. See College of Dental Medicine Organizational Structure for an updated organizational chart.

Click Here: [CDM Org Chart](#)

### B. Leadership:

1. The College of Dental Medicine's Leadership Team, consisting of Assistant / Associate Deans, is advisory to the Dean and provides overall leadership of the College.
2. Leadership Team Responsibilities.

Each Assistant/Associate Dean shall be responsible for the following as appropriate within their area of designated responsibility:

#### a. Leadership

- 1) Express clear vision for the College.
- 2) Facilitate meetings necessary to the strategic direction of the College.
- 3) Conduct short- and long-term planning.
- 4) Oversee space and equipment utilization.
- 5) Where appropriate, represent the College to other entities and stakeholders.
- 6) Build an effective culture and climate within the College; and
- 7) Work collaboratively to enhance the quality of the students' educational experience and the effective operation of the College.

#### b. Educational Effectiveness

- 1) Advocate for instructional and curriculum innovation.
- 2) Participate in curriculum planning and revision; and
- 3) Assess learning outcomes; link assessment data to plans for improvement.

#### c. Faculty

- 1) Help to design, plan, and implement annual performance appraisals.
- 2) Mediate issues of curricular content matters.
- 3) Negotiate the annual distribution of effort for each member, balancing teaching, scholarship, and service with the college resources and mission.
- 4) Support faculty and student research efforts.
- 5) Make recommendations to the Dean's office for awards, merit increases, and recognition.
- 6) Assess faculty performance in scholarly, teaching, and service activities; and
- 7) Work to ensure professionalism (as defined in section IV) among faculty members.

d. Budget

- 1) Participates in development of the College budget through submission of critical needs requests.

e. Leadership Team

- 1) Meet regularly with the appropriate Dean for college-wide planning pertaining to their area of responsibility.
- 2) Work effectively with other Assistant/Associate Deans promoting cooperation and effectiveness.

f. Support Staff

- 1) Attend periodic meetings of the CDM staff supervisors and
- 2) Work with appropriate Assistant/Associate Deans to offer guidance in the utilization and evaluation of staff.

3. Faculty Representative to the Leadership Team

One Faculty Representative will serve as the liaison between the CDM administration and the faculty, will attend the Leadership Team Meeting, and serve as a conduit for faculty feedback, outlook, concerns and leadership responses. The two requirements for this position are: 1) hold position as a full-time faculty member and, 2) have at least one year of work experience at WUCDM. Faculty who participated in the Faculty Representative Steering Committee are ineligible for this position. This individual should exhibit the following qualities:

- Diplomatic
- Open minded
- Objective
- Good communicator
- Mature
- Multi-faceted
- Active participant

An Alternate Faculty Representative will attend meetings when the Faculty Representative is unable to attend. If neither the Faculty Representative nor the Alternate Faculty Representative is able to attend a meeting, the Faculty Representative who served in the proceeding term may attend.

If a Faculty Representative or an Alternate Faculty Representative terminates employment with WesternU or is unable to attend meetings for a period of three months or longer, an election will be held to determine a faculty to serve out the unexpired term.

An initial election for Faculty Representative will be held via nominations from the CDM faculty. All full-time CDM faculty are eligible to serve; all full-time and part-time faculty are eligible to vote. The timing of the election will coincide with the annual CDM Committee appointment process to allow the Faculty Representative to serve a one-year term beginning the first day of the Fall semester each year. As a result of the first election, the winner will serve as Faculty Representative. The candidate with the second-most number

of votes will serve as Alternate Faculty Representative. In succeeding years, the Alternate Faculty Representative will become Faculty Representative and an election will be held to fill the position of Alternate Faculty Representative.

#### 4. CDM Representative to ADEA Council of Faculties

The mission of the Council of Faculties is to represent and advocate for faculty. The Council works to promote excellence and collegiality within dental education and the oral health professions (ADEA Council of Faculties summary mission statement). One faculty member (or an alternate) may be elected from the active CDM faculty to serve as representative on this council. Per ADEA guidelines, members are elected to a three-year term. The current term representative will notify the ADEA Central Office of the name of its new representative by the January 1 preceding the Annual Session & Exhibition at which the incumbent faculty member's term ends.

The primary responsibility of ADEA Council of Faculties Members is to represent the views of the faculty of their home institution. Members should not only represent the views of their college, but also act in the best interest of all dental faculty as well as the best interests of the American Dental Education Association. Council of faculties members are expected to:

- Attend the ADEA annual and mid-year meetings.
- Attend and fully participate in all ADEA Council of Faculties meetings and other activities.
- Represent CDM faculty views and interests in the ADEA House of Delegates.
- Identify a substitute CDM faculty to attend meetings that the elected representative cannot attend.
- Submit a report of meeting activities to CDM faculty and administration after each Council of Faculty meeting or activity.
- Recruit new members of the faculty to membership in ADEA.



## Section III - CDM Standing Committees

Service to the college by active participation on various CDM standing committees represents a critical avenue whereby faculty can contribute to the shared governance and successful operation of the college. Appointment to the various committees is a formal route of involvement that works in concert with the less formal routes of town hall meetings and open doors to create an effective voice for the faculty, staff and students within CDM.

In the College of Dental Medicine, faculty's collective voice on the committees determines the students who enroll through our admissions criteria and policies, crafts and refines the curriculum, assures students are performing as required through the student performance process, consults on promotion and tenure of fellow faculty, and advises on those who are chosen to become CDM faculty and staff. There is virtually no area of the college that is not influenced by faculty involvement in these committees.

In order to maintain operational flexibility, the current composition and charge of each CDM standing committee is listed in *Appendix I* (Page 38) and may be modified by vote of the faculty without consideration of the entire handbook.

## **Section IV - Standards for Appointment, Promotion, Tenure & Post-Tenure Review**

### **I. General Statement**

This document sets forth the criteria and procedural guidelines to be used in the College of Dental Medicine for the appointment of new faculty, interim and final reviews toward the recommendation of faculty for promotion, tenure, and post-promotion review of tenured and non-tenured faculty. Each of these shall be conducted in accordance with the policies of Western University of Health Sciences.

#### **A. Overview**

In developing these Guidelines, the Faculty Evaluation and Promotion / Tenure Committee (FEPTC) have made certain basic assumptions. These are:

1. The FEPTC, representing the faculty at large, has a responsibility to the University/College for maintaining a faculty of excellence and to the candidate for recognizing, encouraging, and rewarding achievement.
2. Academic advancement (promotion and/or granting of tenure) is not automatic but is based on meritorious achievements over and above mere competency, which is expected of all faculty members.
3. Flexibility should be maintained in balancing distinguished productivity in one area against less meritorious accomplishments in another. Whatever the measures of activity evaluated, the emphasis should be on the effectiveness and productivity of the candidate.
4. The FEPTC will advise the CDM Dean and Associate/Assistant Deans, as needed, on appointments of new faculty, including appointments with tenure, with respect to appropriateness of rank and track status.
5. Terminology - As used in this document (also see Criteria in Section VII):
  - a. A “sustained record of accomplishment” is demonstrated by the continual growth of a faculty member’s accomplishments attaining regional, national and/or international recognition, and showing promise toward achieving a level of excellence.
  - b. “Excellence in teaching” is demonstrated by a faculty member who guides students to think purposely and critically, communicates effectively, mentors students to promote the highest standards of professionalism (as defined below), keeps informed about new developments in his/her specialty and related fields, strives continuously to broaden and deepen his/her knowledge, formulates and implements innovative teaching approaches, and continually contributes to improving the methods of teaching his/her subject matter.
  - c. “Excellence in scholarship and/or service” is demonstrated by the faculty member’s accomplishments/expertise, attainment of regional, national

and/or international recognition, through impact to the profession and/or area of specialty practice, and the transferability of the accomplishments, and/or equivalent level of acknowledgement.

- d. "Professionalism" refers to exemplary behavior relating to the performance of a faculty member's academic and clinical duties. The faculty member must conduct him/herself with appropriate discretion, adherence to applicable laws, WesternU policy and procedure, and responsibility for student and patient well-being in a manner consistent with accepted health professions and academic standards and norms. Faculty are expected to exhibit professionalism when interacting directly or indirectly with fellow faculty, staff, students, and patients as well as exhibiting ethical conduct in all scholarly endeavors. Colleagues are those explicitly united in a common purpose and respecting each other's abilities to work toward that purpose. Professionalism connotes respect for another's commitment to the common purpose and goals of the WesternU, the College and the department and ability to work toward it in a non-belligerent manner. Collegial professionalism generally includes, but is not limited to the following behaviors:
  1. Collaborates with others
  2. Fosters Teamwork
  3. Promotes rapport among colleagues
6. It is important that the extent to which the candidate works for the common good and participates in the everyday affairs of the University/College not be overlooked. Activities that serve to interface the College with the community, administrative responsibilities, and committee work are essential to the welfare of the institution. Activities of this type that supplement but do not replace achievements in teaching, clinical practice, scholarship, or research are worthy of consideration in evaluating a candidate. The candidate, through his/her Assistant/Associate Dean should supply specific documentation of such contributions to the FEPTC when submitting a faculty portfolio for consideration for promotion and/or tenure.
7. The Guidelines in this document are specific to Western University of Health Sciences College of Dental Medicine and are valid to the extent that they comply with the Western University of Health Sciences University Faculty Handbook (see Faculty Employment Policies and Procedures).
8. The Faculty Evaluation & Promotion/Tenure Committee (FEPTC) will periodically review criteria for appointment, promotion of and the granting of tenure to members of the Faculty and make recommendations to the faculty regarding proposed changes to these documents. The Faculty Handbook may be amended by a two-thirds majority vote of the voting Faculty conducted by ballot. Written notice of the proposed amendment and a statement of the purpose and effect of the proposed amendment will be distributed to each member of the Faculty at least seven working days prior to the meeting at which the amendment will be discussed.

## **B. Academic Ranks**

### **1. Instructor**

The rank of Instructor should be used for a salaried faculty member in a non-tenure track who contributes to the teaching mission of the College. An Instructor can be promoted to the rank of Assistant Professor if they meet the minimum qualifications and show promise in the areas of teaching, scholarship and service.

**2. Assistant Professor**

For appointment to the rank of Assistant Professor, the faculty member should have earned the doctoral degree or equivalent in his or her discipline or profession and show promise in the areas of teaching, scholarship and service.

**3. Associate Professor**

For promotion or appointment to the rank of Associate Professor with or without tenure, the faculty member will be evaluated in teaching, scholarship and service. To receive the rank of Associate Professor-with tenure, the faculty member must have satisfied the criteria for the rank of Assistant Professor, document a sustained record of accomplishment in all areas, and demonstrate excellence in teaching and scholarship with quality participation in service appropriate to rank. If tenure is to be granted at the time of appointment, the college P&T committee must review the faculty portfolio and provide a written recommendation to the Dean and Provost. To receive the rank of Associate professor without tenure, the faculty member must have satisfied the criteria for the rank of Assistant Professor, document sustained record of accomplishment in all areas, and demonstrate excellence in teaching with high standards in either scholarship and/or service.

**4. Professor**

For promotion or appointment to the rank of Professor with or without tenure, the faculty member will be evaluated in teaching, scholarship and service. Expectations for service at this rank are higher than those of the associate rank. Demonstrated professional leadership is an expectation for promotion to the rank of Professor. To receive the rank of Professor-with tenure, the faculty member must have satisfied the criteria for the rank of Associate Professor, document a sustained record of accomplishment in each area, demonstrate excellence in teaching and scholarship, with high standards in service and demonstrated leadership in his/her field. If tenure is to be granted at the time of appointment, the college P&T committee must review the faculty portfolio and provide a written recommendation to the Dean and Provost. To receive the rank of Professor without tenure, the faculty member must meet the criteria for the rank of Associate Professor, document a sustained record of accomplishment in all areas, and demonstrate excellence in teaching and either scholarship or service, with high standards in the remaining categories including demonstrated leadership in his/her field.

In addition to fulfilling the expectations noted above with respect to teaching, scholarship and service, all appointees are expected to demonstrate peer esteem and professionalism.

**II. Full-Time Regular Faculty Professional Development Tracks**

**A. Tenure Track**

Tenure track regular faculty members of the College of Dental Medicine follow a professional development program, which leads to the attainment of continuous appointment, or tenure. Tenure, with all its attendant privileges, represents the most significant commitment the University can make to a faculty member. During the probationary period, the faculty member will receive a one-year renewable contract upon appointment to the College of Dental Medicine. Following the one-year duration of the contract, the faculty member is eligible for reappointment and may be offered additional contracts of one-year duration until granting of tenure is considered.

Additionally, as a means of assuring continual growth and development, performance of tenure track faculty will be evaluated on a yearly basis via the annual faculty evaluation and development process. Tenure track faculty will participate in an interim review process approximately three years prior to the anticipated date of tenure consideration. Requirements and procedures for post-tenure review are outlined in Section V.H.

Promotion is based on merit and is earned by achievement as evidenced by the faculty member's total contribution to the overall mission of the College and University. The primary requirement for attaining the senior rank of Associate Professor or Professor is the demonstration of substantive, creative and independent scholarship in academic endeavors (teaching, research and service). The discovery, transmission and application of new facts, insights and relationships and their integration into existing knowledge constitute evidence of scholarship.

Depending upon the circumstances, promotion and tenure may be considered together or treated as separate issues. In cases where promotion alone is awarded early to a faculty member prior to completion of the tenure track probationary period, the promise of eventual tenure is not implied by the promotion. The performance record of a faculty member being considered for promotion and/or tenure will be evaluated in terms of the following areas: teaching, scholarship and service. Individuals must simultaneously obtain or hold the academic rank of Associate Professor or higher to be awarded tenure. The awarding of tenure is in recognition of past academic and professional achievements and confidence of continued professional development. These faculty members are presumed to be committed to the maintenance of high standards of performance in teaching, continued scholarly contributions to their disciplines, and clinical/administrative/professional service consistent with their training and background. Additionally, all faculty members must demonstrate evidence of peer esteem and professionalism. While the College as a whole must excel in all of the above areas, individual faculty members may contribute in some areas more than others. Therefore, in evaluating the candidate's qualifications for promotion and/or tenure, reasonable flexibility shall be exercised.

Faculty on this pathway may be considered for the award of tenure according to the criteria set forth in Section VII.

## **B. Non-Tenure Track**

Non-tenure track, regular faculty members of the College of Dental Medicine follow a professional development program that is evaluated on a predetermined

schedule for promotion and continual review but does not lead to tenure. In this track, faculty members at the rank of Instructor or Assistant Professor will receive a one-year renewable contract upon appointment to the College of Dental Medicine. Following the one-year duration of the contract, the faculty member is eligible for reappointment and may be offered additional contracts of one-year duration. Faculty hired at, or promoted to the level of Associate Professor or Professor may be granted multi-year contracts at the discretion of the Dean and Provost. See the Western University Faculty Handbook for details.

Additionally, as a means of assuring continual growth and development, performance of non-tenure track faculty in the College of Dental Medicine will be evaluated on a yearly basis via the annual faculty evaluation and development process. Requirements and procedures for continual review are outlined in Section VI.

Members of the faculty appointed as Non-Tenure Track will be individuals who devote the majority of their time to preclinical or clinical teaching, and patient care or research. Faculty members on this track are expected to contribute to the mission and functioning of the College by participating in some service and demonstrating a scholarly approach to teaching and clinical activities.

### **III. Initial Appointment**

#### **A. Search Process**

The Faculty Search Committee conducts searches for appointments to the faculty. The Search Committee will, whenever possible, invite members of the Academic or Clinical discipline to which the new faculty will be appointed and/or members of appropriate related fields to participate in the search process. The Faculty Search Committee will recommend the acceptable candidate(s) to the Dean. In accordance with Western University of Health Sciences policy, ultimate approval rests with the President (WesternU Faculty Handbook).

#### **B. Academic Rank**

The criteria for appointment at a particular rank are the same as those for promotion to that rank.

#### **C. Appointment Criteria - Tenure Track**

The minimum requirement for full time faculty whose professional activity involves a commitment to research/scholarly activity and teaching is completion of a doctoral degree or equivalent in his or her discipline or profession. Faculty hired on this track should show promise in the areas of teaching, scholarship and service.

Faculty members should strive to make significant scholarly contributions to the body of knowledge in their dental specialties or scientific disciplines in addition to demonstrating excellence in teaching. Faculty members hired on the tenure track are expected to contribute in a significant and sustained effort to the college's teaching mission, and demonstrate consistent scholarly or service activities that result in peer esteem at the regional, national and/or international level. Typically,

tenure-track faculty devote a portion of their time to research and seek independent funding for scholarly activity and service.

Members of the faculty appointed to the tenure track are those who devote a portion of their time to research and are generally funded by public and private grants.

#### **D. Prior Tenure Relevant Experience**

Credit toward tenure based on prior full-time tenure relevant experience at other institutions must be negotiated with the Dean at the time of initial appointment. In general, such negotiations will be based on the guideline that teaching full-time in a comparable institution will be credited on the basis of 2/3 of a year for each year of prior experience. The request may be forwarded to the FEPTC for their review and recommendation prior to the completion of final negotiations. The criteria outlined in this document under Section VII will be used in this review process. If necessary, the FEPTC may request additional information beyond the candidate's Curriculum Vita to thoroughly evaluate the candidate's qualifications relative to the request for credit toward tenure. Prior tenure-relevant experience granted at initial negotiation should be at least two years and no more than four years.

#### **E. Appointment Criteria – Non-Tenure Track**

Members of the faculty appointed to this track will be individuals who devote the majority of their time to either clinical teaching and patient care or research.

The preferred minimum requirement for dentist faculty hired on this track is completion of a General Practice Residency or Advanced Education in General Dentistry Program, completion of a certificate program (for specialties), or two years experience in clinical practice.

The minimum requirement for non-dentist faculty hired on the non-tenure track is an earned doctoral degree or equivalent in his/her discipline or profession.

Faculty members on the non-tenure track are expected to contribute to the mission and functioning of the College by participating in service and demonstrating a scholarly approach to teaching and clinical activities.

Service activities may include, but are not limited to participation in College of Dental Medicine and/or University committees, and service in professional organizations.



#### **IV. Procedural Guidelines for Promotion and/or Tenure Review**

Promotion is based on merit and is earned by achievement as evidenced by the faculty member's total contribution to the overall mission of the College. Depending on the circumstances, promotion and tenure may be considered together or treated as separate issues. In cases where promotion alone is awarded early to a tenure track faculty member prior to the completion of the tenure track probationary period, the promise of eventual tenure is not implied by the promotion.

Decisions regarding individual recommendations for promotion (tenure and non-tenure track) and/or tenure in the College of Dental Medicine are made at three successive levels: (1) the College of Dental Medicine Faculty Evaluation Promotion/Tenure Committee (FEPTC), (2) the Dean of the College of Dental Medicine, and (3) the Provost of Western University of Health Sciences.

##### **A. Annual Evaluation**

Faculty members of the College of Dental Medicine will follow a professional development program that is evaluated on a predetermined schedule for continual review. All faculty members must participate in an annual evaluation and development process consistent with the policies of Western University of Health Sciences. The annual evaluation and development process is structured to support the faculty member's professional growth, including promotion and/or tenure. This process is goal-oriented and each faculty member:

1. Establishes and accomplishes goals and objectives that contribute to the mission, vision, values and goals of Western University of Health Sciences;
2. Is provided the opportunity for personal and professional growth and development, thereby making him/her more effective; and
3. Understands the continual expectation for professional growth, productivity and achievement in teaching, scholarship, service and professionalism.

##### **B. Faculty Evaluation Promotion / Tenure Committee (FEPTC)**

The Dean of the College of Dental Medicine will establish a peer review mechanism, the FEPTC, to advise faculty members. The FEPTC serves a vital role in: (1) assuring that the individual's accomplishments are properly documented, (2) assessing the relative merit of their accomplishments, and (3) formulating a recommendation to the Dean regarding award of promotion and/or tenure. The FEPTC will be appointed by the Dean, and will represent a cross section of the academic disciplines and faculty development tracks, with a preference for faculty members with senior academic rank. When a faculty member with a joint appointment in two or more colleges is being considered for promotion and/or tenure, representation from subsidiary colleges must be appointed to the FEPTC. See guidelines in the WesternU Faculty Handbook.



### **C. Advancing Candidacy and Notification**

It is the responsibility of the faculty member to collect and organize the written documentation to substantiate consideration for promotion and/or tenure. It is the responsibility of the faculty member's Assistant/Associate Dean direct supervisor to advise the faculty member as to the organization of the faculty portfolio and the appropriateness of the submitted material. However, the final decision of the content of the portfolio is determined by the faculty member. The faculty member bears the responsibility of insuring that his/her faculty portfolio adheres to the portfolio format guidelines established by the Faculty Evaluation Promotion/Tenure Committee and that the submission deadlines determined by that committee each year are met.

Recommendations from the FEPTC should be communicated in writing to the Dean and should include a summary of the principal reasons advanced in supporting or opposing each individual's candidacy for promotion and/or tenure. These written recommendations should be forwarded along with all promotion and/or tenure documentation through each successive review.

After receiving the recommendation of the FEPTC, the Dean will: (1) review all documentation, including recommendations formulated by the FEPTC; (2) determine whether to support the FEPTC's recommendation to the Provost; (3) notify appropriate individuals in writing of all decisions; and (4) forward the FEPTC's and Dean's recommendations to the Provost, along with a written summary of the primary reason(s) for supporting or opposing the recommendation.

## **V. Tenure Track - Procedural Guidelines for Promotion and Tenure**

### **A. Tenure Track Probationary Period**

Full-time Tenure Track faculty hired at the Assistant or Associate Professor level with no prior tenure relevant experience typically will be considered for tenure only once at the completion of a 6-year probationary period following their initial appointment to the College of Dental Medicine unless there has been an extension granted. A full-time Tenure Track faculty hired at the Professor level who is not granted tenure at the time of hire will be considered for tenure only once at the completion of a 4-year probationary period following initial appointment to the College.

### **B. Contract Renewal During Probationary Period**

Faculty members appointed to the Tenure Track, who have been properly credentialed and who have been approved by the Assistant/Associate Dean, FEPTC (as appropriate) and the Dean will be offered a one-year renewable contract upon appointment to the College of Dental Medicine. The faculty member will be evaluated annually by the Assistant/Associate Dean, a three-year interim review by the FEPTC and a final review by the FEPTC at the end of the probationary period. A copy of each annual evaluation and the FEPTC Interim Review will go to the faculty member, the Assistant/Associate Dean, and the Dean. Therefore, the faculty member's continued employment depends on annual recommendations by the Assistant/Associate Dean and periodic evaluation by the FEPTC. At the end of the successful completion of the first-year appointment the Assistant/Associate Dean may recommend the faculty member for reappointment. The faculty member may be offered additional contracts of one-year duration. The recommendation of additional annual appointments will require the ultimate approval of the Dean. Additional annual appointments could be offered to the

individual conditional on continued favorable evaluations by the Assistant/Associate Dean and the FEPTC and with consent of the Dean.

### **C. Requests for Early Consideration**

In cases of special merit, at the written request of a faculty member to their Assistant/Associate, and with the recommendation of the Assistant/Associate Dean to the FEPTC, tenure may be considered after four years. For those faculty members who were appointed with prior tenure relevant experience, consideration may be given after two years of meritorious service at the University. Should the faculty member not receive tenure under special merit, the faculty member may be considered for tenure again, but only at the end of the full probationary period. Thus, the maximum number of times a faculty member may be considered for tenure is twice.

### **D. Policies for Exclusion of Time from Probationary Period**

All requests for exclusion of time during the probationary period must be made in writing to the College Dean and the Provost. Other documentation may be required by the WesternU Office of Human Resources, as described in the Employee Handbook. It is the obligation of the faculty member to be aware of and comply with those requirements, in addition to any additional requirement specified herein.

Expectations for productivity cannot be increased as a consequence of exclusion time granted under the terms of this section. A request to exclude time for any reason will not be granted after a non-renewal notice has been issued, nor will previously approved requests to exclude time from the promotion schedule in any way limit the university's right not to renew an employment contract.

Policies related to the Tenure Clock and Faculty Leave:

1. Sick Leave/Emergency Leave – Tenure clock stops until return.
2. Military Leave – Tenure clock stops until return.
3. Leave of Absence without Pay – Tenure clock stops until return.
4. Family and Medical Leave – Tenure clock stops until return.
5. Scholarly Leave/Sabbatical Leave – this is faculty development and contributes to fulfilling requirements for tenure; Tenure clock continues.
6. 100% Administrative Appointment – Tenure clock stops until return to faculty status.
7. Less than 100% Administrative Appointment – Tenure clock continues.
8. All of the policies related to the tenure clock shall apply to post-tenure review timelines as well.

The request for exclusion of time may include responsibilities associated with establishing a new clinical or academic program and/or making significant changes to existing programs.

The College of Dental Medicine recognizes that during the College's initial development, faculty need to devote disproportionate effort in the areas of teaching

and curriculum/program development. Therefore, the tenure track probationary period for faculty hired prior to July 1, 2013 will begin with the 2013-2014 academic year, following the graduation of the inaugural class.

#### **E. Interim Review**

All faculty members being considered for promotion and/or tenure undergo an interim review prior to submitting a final portfolio for consideration. An interim review may also be conducted for faculty promotion from Associate Professor to Full Professor at the faculty member's request. The interim review is initiated by written notification of the faculty member to their direct supervisor and the FEPTC. The faculty member must provide notification and an interim review portfolio on the approved electronic interface by the deadlines announced by the FEPTC each year. The Assistant/Associate Dean will inform the FEPTC in writing to initiate the interim review. A portfolio must be available for the FEPTC by August 31 of the assigned year. The FEPTC will evaluate the portfolio for completeness. If the portfolio is deemed to be incomplete, the FEPTC may request the faculty candidate provide further documentation to complete the portfolio. Internal and external letters of recommendation will not be required for this interim review. A faculty member who fails to submit a complete portfolio to the FEPTC will be reviewed based on the portfolio materials available to the FEPTC at the time they begin their review.

#### **F. Promotion**

Full-time tenure track faculty will not be considered for promotion until the faculty member has been employed at the College of Dental Medicine at least five years. Beyond this minimum employment requirement, promotion is based solely on criteria and does not carry a particular time frame for consideration.

#### **G. Final Review**

For final review, the faculty member must post a final review portfolio on the approved electronic interface and inform the FEPTC and their supervising Assistant/Associate Dean in writing by the deadlines established by the FEPTC each year.

The FEPTC will evaluate the final portfolio for completeness. If the portfolio is deemed to be incomplete, the FEPTC will request that the faculty candidate provide further documentation to complete the portfolio. At the completion of the final review, the FEPTC will prepare a written report, including a summary of the votes of the FEPTC, the recommendations and a basis for those recommendations. The complete portfolio, including the written report will be forwarded to the Dean before January 15 of the assigned academic year. The Dean will prepare and submit a written recommendation in addition to the FEPTC written report and forward the candidate's portfolio to the Provost for further action by March 1<sup>st</sup> of the assigned academic year. The Provost will consider all recommendations for promotion and/or tenure. If tenure is awarded at the end of the process, a contract of continuous duration may be offered. Following final review, promotion and/or tenure towards a potential appointment will be effective July 1<sup>st</sup> of the assigned academic year.

#### **H. Post-Tenure Review**

All tenured faculty members will undergo a post-tenure review. The post-tenure review process will be initiated in the sixth year and every sixth year following to evaluate performance in the same areas as stated for the awarding of tenure. The primary goal of this post-tenure review process is to support professional renewal. The faculty candidate is required to submit an updated faculty portfolio in the established format to the FEPTC for review.

1. The faculty member will provide evidence of continued excellence in teaching, scholarship and service and continued professional growth. This evidence shall be in the form of the faculty portfolio as defined by the Faculty Evaluation and Promotion/Tenure Committee. The evaluation shall be weighted by the College P&T Committee according to the contractual distribution of effort as measured by full time equivalent (FTE). The Committee will consider distribution of effort (as codified by FTE) as contained in all Annual Employment Agreements up to the review date, as well as Annual Faculty Evaluations and/or development documents of all years of employment.
2. The faculty member will comply with the stated goals and mission of the College and the University.
3. In the event that the post-tenure review is favorable to the faculty member, a report of such will be forwarded to the Dean, the faculty member and the Provost.
4. In the event that the post-tenure review is not favorable to the faculty member, the College P&T Committee will submit a report to the Dean and the Provost outlining recommendations for actions that the faculty member should take to remediate his/her performance. The College P&T Committee, the Dean, and the Provost, will devise a plan of remediation, with a specified time period for completion, in consultation with the faculty member and his/her Supervisor. The remediation process will be directed toward the growth and development of the faculty member.
5. Following the specified time period, the College P&T Committee will evaluate the faculty member's progress toward achieving the goals specified in the remediation plan. If the College P&T Committee finds that remediation has been unsuccessful, it will make recommendations to the Dean and Provost as described under "Institutional Tenure Policy Statement" in Appendix V. Final approval of these recommendations resides with the Provost.

Tenured faculty with consecutive years of inadequate performance and inadequate contributions to the College and University as documented in the annual performance reviews may go through a post tenure review process (as described in the WesternU Faculty Handbook) at the recommendation of the Assistant/Associate Dean.

1. Once it is determined by the Dean that a formal post-tenure review process is needed, a letter will be sent to the faculty member with copies to the Assistant/Associate Dean and the FEPTC. The letter will detail the inadequacies/deficiencies of the faculty member with recommendations for

steps to be taken and to support professional renewal. The FEPTC, in consultation with the faculty member, his/her Assistant/Associate Dean and the Dean will develop a specific remediation plan to address the inadequacies/deficiencies.

2. Following the specified time (as developed in the remediation plan, but no more than 2 years), the FEPTC will evaluate the progress of the faculty member by conducting a preliminary review, with the faculty member providing a complete portfolio. Outside letters will not be required for the review process, however input from Assistant/Associate Deans, as well as tenured faculty in the College of Dental Medicine, will be requested.
3. If it is determined that the inadequacies/deficiencies have been addressed satisfactorily, the post-tenure review process will be deemed completed and a letter will be sent to the faculty member and the Dean stating that the faculty member has made satisfactory progress towards professional renewal.
4. If the FEPTC finds that remediation has been unsuccessful, the Committee must recommend one of the following: (1) termination of continuous employment subject to demonstrating adequate cause as stipulated by the Faculty Handbook and determined by the College, or (2) the transfer of the faculty member to a non-tenured status.
5. In accordance with the Western University of Health Sciences Faculty Handbook, the Dean and the Provost may take such actions as outlined above regarding the final decision on the faculty member's appointment status. The faculty member may appeal the decision using the Grievance Procedure outlined in the Western University of Health Sciences Faculty Handbook.

#### **I. Transfer Between Tenure and Non-Tenure Track Appointments**

Faculty members who wish to transfer from a tenure track appointment to a non-tenure appointment may submit such a request in writing to the Faculty Evaluation Promotion/Tenure Committee. That committee will review the request and make a recommendation to the Dean. A decision will be made within 3 months of submitting the request and will be communicated in writing by the Dean to the Provost, faculty member, promotion and tenure committee, and the faculty member's direct supervisor. Final approval of the request will be made by the Provost.

#### **J. Termination (Dismissal)/Non-Renewal**

See Western University of Health Sciences Faculty Handbook.

### **VI. Non-Tenure Track – Procedural Guidelines for Promotion**

#### **A. Contract Renewal**

Faculty members appointed to the non-tenure track who have been properly credentialed and who have been approved by the Assistant/Associate Dean, FEPTC and the Dean will be offered a one-year renewable contract upon

appointment to the College of Dental Medicine. The faculty member will be evaluated annually by the Assistant/Associate Dean. A copy of each evaluation will go to the faculty member, the Assistant/Associate Dean, and the Dean. Therefore, the faculty member's continued employment depends on annual recommendations of the Assistant/Associate Dean and consideration of the Dean. At the end of the successful completion of the first year appointment, the Assistant/Associate Dean may recommend the faculty member for reappointment. A faculty member at the level of Instructor or Assistant Professor may be offered additional contracts of one-year duration. Faculty hired at, or promoted to the level of Associate Professor or Professor may be granted multi-year contracts at the discretion of the Dean and Provost. See the Western University Faculty Handbook for details.

#### **B. Promotion Time Period**

Promotion for full-time non-tenure track faculty will not be considered until the faculty member has been employed at the College of Dental Medicine at least five years. Beyond this minimum employment requirement, promotion is based solely on criteria and does not carry a particular time frame for consideration.

The College of Dental Medicine recognizes that during the College's initial development, faculty need to devote disproportionate effort in the areas of teaching and curriculum/program development. Therefore, effort in the areas of teaching and curriculum/program development that occurred prior to the graduation of the inaugural class will be taken into consideration when assessing scholarly activity and considering faculty promotion.

#### **C. Promotion Review**

For promotion review, the faculty member must post a final review portfolio on the approved electronic interface and inform the Assistant/Associate Dean in writing by September 1st of the review academic year. The Assistant/Associate Dean will inform the FEPTC in writing to initiate the promotion review. The FEPTC will evaluate the portfolio for completeness. If the portfolio is deemed to be incomplete, the FEPTC will request that the faculty candidate provide further documentation to complete the portfolio. At the completion of the promotion review, the FEPTC will prepare a written report, including a summary of the votes of the FEPTC, the recommendations and a basis for those recommendations. The complete portfolio, including the written report will be forwarded to the Dean before January 15th of the review academic year. The Dean will prepare and submit a written recommendation in addition to the FEPTC written report, and forward the candidate's portfolio to the Provost for further action by March 1<sup>st</sup> of the review academic year. The Provost will consider all recommendations for promotion. Following the review, promotion to the new rank will be effective July 1<sup>st</sup> of the same year. Upon completion of the promotion process and after a final decision has been made, a copy of the candidate's portfolio will be archived electronically by the Dean's office.

#### **D. Transfer Between Non-Tenure and Tenure Track Appointments**

Faculty members who wish to transfer from a Non-Tenure Track appointment to a Tenure Track may submit a one-time only request in writing to the Faculty Evaluation Promotion/Tenure Committee. That committee will review the request and make a recommendation to the Dean. A decision will be made within three months of submitting the request and will be communicated in writing by the Dean to the Provost, faculty member, promotion and tenure committee, and the faculty



member's direct supervisor. Final approval of the request will be made by the Provost. A maximum of two years time on Non-Tenure Track may be applied to the Tenure Track probationary period and request for that time credit must be part of the request for track change. Note that a faculty member may request to transfer from one track to another only one time during his/her WesternU employment.

#### **E. Termination (Dismissal)/Non-Renewal**

See the WesternU Faculty Handbook for details.

#### **F. Denial of Promotion**

In the event that a faculty member's promotion is denied, they may appeal following the guidelines for "Grievance Procedures" as outlined in the WesternU Faculty Handbook.

### **VII. Criteria for Promotion and/or Tenure**

The performance record of a faculty member being considered for promotion and/or tenure will be evaluated in terms of the following areas: teaching, scholarship, and service. Tenure track individuals must simultaneously obtain or hold the academic rank of Associate Professor or higher to be awarded tenure. The awarding of tenure is in recognition of past academic and professional achievements and confidence of continued professional development. While the College as a whole must excel in all of the above areas, individual faculty members may contribute in some areas more than others. Therefore, in evaluating the candidate's qualifications for promotion and/or tenure, reasonable flexibility shall be exercised. All faculty, however, are expected to demonstrate peer esteem and professionalism.

#### **A. Teaching Activities**

It is assumed that all faculty members will participate in the teaching program and mission of the College. It is important, however, for the Committee to know the extent to which a faculty member is involved in the teaching program and the quality and effectiveness of this effort, in other words, the degree to which the institution relies upon the teaching activities of the candidate. The Committee should be provided with more specific information than the statement that the faculty member "teaches" or is a "good teacher." Although difficult to measure, teaching efforts can be evaluated more critically than this, even if only by a subjective analysis of what impact the loss of the services of the candidate would have on the teaching program. Peer review would be an important part of any mechanisms of evaluation.

##### **1. Criteria and Achievements**

The degree of involvement in undergraduate and graduate dental education will vary from one individual to another. It may be clinical, didactic, or modular depending on the division and needs involved. A list of criteria indicating achievements may include, but is not limited to:

- a. Meets or exceeds the didactic, experiential, and clinical teaching responsibilities.
- b. Demonstrates depth of knowledge, currency of information and mastery of the subject matter taught.

- c. Demonstrates the ability to lead students to think purposefully and critically.
- d. Demonstrates the ability to interrelate material by showing applications and correlations (e.g.: between basic science principles and their clinical applications.)
- e. Presents organized, lucid and challenging presentations of subject matter.
- f. Creates new, combined or integrated courses or other educational experiences.
- g. Develops mentoring relationships with other faculty and/or students.
- h. Contributes to program development and program implementation in ways consistent with the Mission of the College and University.
- i. Critical perceptiveness in evaluating students' skills.
- j. Demonstrates innovative approaches or outstanding quality in pre-doctoral, post graduate or continuing education programs.
- k. Engages in planned activities to improve teaching effectiveness.

## **2. Evidence and Documentation**

- a. Written student and/or peer evaluations of lecture, seminar and clinical teaching.
- b. Examples of syllabus material, self-instructional instruments, audio-visual and computerized education aids.
- c. Invitations to participate in educational conferences, workshops, or courses at other academic institutions.
- d. Evidence of use of educational developments or advancements beyond this College of Dental Medicine.
- e. Requests from educators for training in or exposure to teaching procedures.
- f. Competitively awarded teaching prizes.
- g. Success of students in attaining professional goals (e.g.: residencies.)
- h. Grants or other support to conduct research in education or to attend and present the results of educational studies at scholarly meetings or conferences.
- i. Continuing education courses presented.



- j. Advising masters and/or Ph.D. students and serving on thesis committees.
- k. Preceptorship activities.
- l. Informal teaching activities.
- m. Improved methods for evaluation of student performances.
- n. Demonstrated unusual ability of students to provide care with organization, skill and compassion.
- o. Evidence of increased student learning effected by the faculty member.
- p. Participation in teaching workshops, conferences, formal peer assessment, and other activities designed to increase teaching knowledge, with evidence of how the experiences affected one's teaching.
- q. Letters from referees with information of peer esteem of the candidate at international, national and local levels. Referees must hold academic rank equivalent to, or higher than, the rank being proposed by the candidate.

## **B. Scholarly Activities**

Excellence in scholarship and/or service is demonstrated by the faculty member's accomplishments/expertise, attainment of regional, national and/or international recognition, through impact to the profession and/or area of specialty practice, and the transferability of the accomplishments, and/or equivalent level of acknowledgement. Criteria that are useful in evaluating the candidate may include, but are not limited to:

### **3. Criteria and Achievements**

- a. Demonstrates steady, focused, continued productivity in research and scholarly activity.
- b. Conducts and reports on formal research, including preparation and submission of manuscripts.
- c. Develops theoretical or creative work that makes original contributions to the literature, including publications of clinical or scientific reviews, chapters, or monographs, case reports, improved methods of dental treatment, innovative solutions to special clinical problems, and new or improved dental instrumentation.
- d. Develops and tests instructional materials and/or procedures for use in education institutions.
- e. Stimulates research efforts through consultation, coordination or directing research or development projects.
- f. Contributes to compilations, reviews or textbooks.
- g. Receives competitively awarded intra- and extramural grant and contract support.
- h. Participates in basic science or in clinical research centers.

### **4. Evidence and Documentation**

- a. Publications of clinical or scientific reviews, chapters, or monographs, case reports, improved methods of dental treatment, innovative solutions to special clinical problems, and new or improved dental instrumentation.
- b. Documentation of major responsibility for published findings.
- c. Invitations to present findings at local, national and/or international meetings or symposia.
- d. Evidence of continued, competitively awarded funding from federal, private, and/or industrial sources.
- e. Evidence of impact on the field reflected by the frequency of citation of manuscripts.

- f. Patent awards.
- g. Competitively awarded research prizes.
- h. Evidence of the success of students in achieving their professional or advanced training aspirations in research.
- i. Letters from referees with information of peer esteem of the candidate at international, national and/or local levels. Referees must hold academic rank equivalent to, or higher than, the rank being proposed by the candidate.

The FEPTC recognizes the tendency to equate research productivity with the number of publications. It also recognizes that the nature of the research interests of the candidate may be such that significant publications can only occur infrequently. Considerations will also be given to the extent to which the candidate is engaged in other activities, which contribute to the intellectual and functional life of the institution.

### **C. Service Activities**

In evaluating such candidates, consideration will be given to:

#### **1. Criteria and Achievements**

- j. Demonstrates excellence and innovation in patient care.
- k. Formulates, implements and sustains innovative practice models or clinical service.
- l. Develops and implements new educational or healthcare programs or improves existing programs.
- m. Provides service to association, civic and governmental organizations.
- n. Provides service by assuming responsibilities in the planning and /or presentation at the Division al, College or University level.
- o. Contributes to the governance of the College or the University.
- p. Provides service by assisting other educational or community-oriented institutions.
- q. Provides advising and/or counseling services to students beyond that involved in regular teaching assignments.
- r. Provides editorial and/or peer review.

## **2. Evidence and Documentation**

- s. Student, peer and patient evaluations of clinical skill.
- t. Invitations to and presentations at local, national and/or international meetings and symposia.
- u. Invitations to serve as an expert witness, board examiner or evaluator of health-care quality.
- v. Patient referrals for special care.
- w. Participation and leadership roles in College, University, local, national and/or international committees.
- x. Editorial reviewer for professional books or journals.
- y. Service as a reviewer for grants or contracts.
- z. Service as an examiner for specialty boards or licensure exams.
- aa. Honors and awards in recognition for outstanding contributions.
- bb. Demonstration of effective procedures for counseling students relative to their professional growth.
- cc. Letters from referees with information of peer esteem of the candidate at international, national and/or local levels. Referees must hold academic rank equivalent to, or higher than, the rank being proposed by the candidate.

### **D. Professionalism**

Refers to the professional criteria relating to the performance of a faculty member's duties, including collaborative efforts, engagement in shared academic and administrative tasks, professionalism and integrity, and mentorship. See Section IV for a detailed definition.

### **E. Promotion: Tenure and Non-Tenure**

#### **1. Tenure Track**

Promotion on the tenure track indicates that the individual has made tangible contributions in more than one area of academic life. Given the diverse needs of the College, it is recognized that exceptional accomplishment in one of the areas of teaching, scholarship, and service may offset diminished activity in another area. Some semblances of balance should be expected.

#### **A. Assistant Professor to Associate Professor**

- a. Minimum period of service in the College of Dental Medicine of 5years at the Assistant Professor rank.

- b. Actively working on specialty board certification, if applicable as determined by the FEPTC.
- c. Documentation of sustained and ongoing records of accomplishment. The candidate must demonstrate excellence in teaching and advancement toward excellence in scholarship and service.

**B. Associate Professor to Professor** – In addition to satisfying the criteria for promotion to Associate Professor, the candidate should demonstrate evidence that/of:

- a. National and/or international reputation in the candidate's field and recognition as an expert in that field.
- b. Specialty board certification, if applicable as determined by the FEPTC.
- c. Active mentoring of colleagues.
- d. Evidence of success and/or significant effort toward obtaining external funding for research.
- e. Document sustained records of accomplishment in all three areas and demonstrate excellence in teaching and either scholarship or service.
- f. Note that promotion of an Associate Professor to Professor is based solely on criteria and does not carry a particular timeframe for consideration.

## **2. Non-Tenure**

Faculty members appointed to this track will be individuals who devote the majority of their time to clinical teaching and patient care.

### **A. Assistant Professor to Associate Professor**

- a. Minimum period of service in the College of Dental Medicine of 5 years.
- b. Actively working on specialty board certification, if applicable as determined by the FEPTC.
- c. Documentation of sustained records of accomplishment. The candidate must demonstrate excellence in teaching and advancement toward excellence in scholarship and service.

**B. Associate Professor to Professor** – In addition to satisfying the criteria for promotion to Associate Professor, the candidate should demonstrate evidence that/of:

- a. National and/or international reputation in the candidate's field, and recognition as an expert in the field.
- b. Specialty board certification, if applicable as determined by the FEPTC.
- c. Active mentoring of colleagues.
- d. Document sustained records of accomplishment in all three areas and demonstrate excellence in teaching and either scholarship or service.

### **VIII. Documentation Format for Promotion and/or Tenure Interim Review and/or Final Review**

Faculty member must provide a portfolio on the approved electronic interface as specified by the FEPTC.

#### **A. Interim Review Portfolio**

1. A personal statement.
2. Statements and documentation of teaching, scholarship and service.
3. Annual Faculty Development Plans and Evaluation documents of all years of employment.
4. Current curriculum vitae in the required format as approved by the FEPTC.

#### **B. Promotion Review and Final Review Portfolio**

1. A personal statement.
2. Statements and documentation of teaching, scholarship and service.
3. Annual Faculty Development Plans and Evaluation documents of all years of employment.
4. Current curriculum vitae in the required format as approved by the FEPTC.
5. Inside References - Minimum of two, in writing, which must provide evidence of academic excellence and peer esteem of the candidate at local, national and international levels.
6. Outside References – Minimum of four, in writing, which must provide evidence of the candidate's academic excellence and peer esteem of the candidate at local, national and/or international levels. The references must be from faculty at accredited universities or colleges and must be from faculty who hold an academic rank equivalent to, or higher than, the rank being proposed for the candidate. Two of the letters will be from external reviewers on a list of such reviewers maintained by the FEPTC.

### **IX. Part-Time Faculty Appointments – Non-Tenure Track**

#### **A. Academic Rank**

Part-time faculty members may be recommended and appointed to any academic rank for which they are deemed qualified by the FEPTC, as appropriate.

## **B. Appointment Criteria for Part-Time Faculty on the Clinical Track**

Part-time faculty members must meet the same criteria for Non-Tenure track as full-time faculty members (see Section III.E). Part-time faculty members are not eligible for a Tenure Track appointment.

## **C. Procedural Guidelines for Promotion of Part-Time Faculty**

Promotion is based on merit and is earned by achievement as evidenced by the faculty member's total contribution to the overall mission of the College. Part-time faculty members are eligible for promotion and must meet the same criteria as full-time faculty members on non-tenure tracks as outlined in Section VII.

### **1. Contract Renewal**

Part-time faculty members who have been properly credentialed and who have been approved by the Assistant/Associate Dean, FEPTC (as appropriate) and the Dean will be offered a one-year renewable contract or may be offered a fixed term contract of less than one-year duration upon appointment to the College of Dental Medicine. At the end of the successful completion of the first-year appointment, the Assistant/Associate Dean may recommend the faculty member for reappointment.

### **2. Promotion Time Period**

Promotion for part-time faculty will not be considered until the faculty member has been employed at the College of Dental Medicine at least five years. Beyond this minimum employment requirement, promotion is based on the established criteria. The part-time faculty member must hold each academic rank for a minimum of five years prior to being promoted.

### **3. Annual Evaluation**

All part-time faculty members will follow a professional development program as determined by their Assistant/Associate Dean. The Assistant/Associate Dean may require a part-time faculty member to participate in the College of Dental Medicine's annual evaluation and development process. If so, the annual evaluation and development process will be structured to support the faculty member's professional growth, including promotion, and be consistent with the policies of Western University of Health Sciences. This process is goal-oriented and ensures that each faculty member:

- a. Establishes and accomplishes goals and objectives that contribute to Western University of Health Sciences mission, vision, values and goals;
- b. Is provided the opportunity for personal and professional growth and development, thereby making him/her more effective in the position; and
- c. Understands the continual expectation for professional growth, productivity and achievement in teaching, scholarship, service and professionalism.

#### **D. Privileges**

A part-time faculty appointment carries certain status and privileges such as the use of the title on his/her business cards, access to the library and associated online resources.

### **X. Auxiliary Faculty Appointments**

These appointments shall be used to confer faculty status to individuals who have credentials comparable to regular faculty, who provide a service to the programs of the College and who need a faculty title to perform that service.

#### **A. Volunteer Clinical Faculty Appointment**

Volunteer clinical faculty are defined as those qualified clinicians or clinical researchers who assist in implementing the CDM curriculum through delivering lectures, supervising in preclinical simulation or clinical activities and/or assisting with research. Volunteer clinical faculty hold primary responsibilities and sources of income outside of the University. Although volunteer appointments are without salary, they may include occasional honoraria or expense reimbursement.

#### **B. Visiting Faculty Appointment**

Paid appointments for a specified time period reserved for individuals meeting the qualifications of a regular faculty appointment, but who are usually on faculty at other educational institutions or have sources of income outside of a University.

#### **C. Adjunct Faculty Appointment**

Short-term paid contracted or volunteer faculty appointments reserved for individuals who have a regular faculty appointment at another University or in another College of Western University of Health Sciences, or who otherwise serve in the capacity of faculty members as lecturers or course instructors on a part-time or irregular basis or who otherwise do not meet the criteria for a regular part-time faculty appointment.

#### **D. Academic Rank**

Faculty members with auxiliary/adjunct appointments may be recommended and appointed to any academic rank for which they are deemed qualified by the FEPTC. The academic titles are as follows:

##### **1. Visiting/Adjunct/Instructor**

##### **2. Visiting/Adjunct/Clinical Assistant Professor**

##### **3. Visiting/Adjunct/Clinical Associate Professor**

##### **4. Visiting/Adjunct/Clinical Professor**

#### **E. Appointment Criteria for Auxiliary Faculty**

Faculty members with auxiliary appointments must meet the same criteria for Non-Tenure Track as full-time faculty members. Faculty members with auxiliary appointments are not eligible for Tenure Track appointment.

#### **F. Appointment Length and Renewal**

Faculty members with auxiliary appointments who have been properly credentialed and who have been approved by the appropriate Assistant/Associate Dean, FEPTC and the Dean may be offered a one-year renewable faculty appointment to the College of Dental Medicine or



may be offered a fixed-term contract. Renewal is dependent upon the faculty member providing requested documentation of applicable current licenses, certifications, and training, as well as appropriate contributions in teaching, research and/or service to the College as determined by the Assistant/Associate Dean, FEPTC and the Dean.

#### **G. Privileges**

Auxiliary appointments carry certain status and privileges as outlined in such as the use of the title on his/her business cards, access to the library and associated online resources.

### **XI. Emeritus/a Status**

A sense of continuity is very important to an educational institution. One important element of that continuity is the participation of retired faculty members in the life of the University. They provide a source of wisdom about the experiences that led to the present, and this becomes one element in determining the future direction of the University. Western University of Health Sciences promotes participation of its retired faculty members by granting the title of Emeritus/a to those retired faculty members who have distinguished themselves in service to the University.

The title of Associate Professor Emeritus/a, or Professor Emeritus/a as granted by the Board of Trustees, is for faculty who have retired from the regular faculty at age 62 or greater with at least 10 years of Western University of Health Sciences service as a member of the regular faculty and who have attained the academic rank of associate professor or professor (Western University of Health Sciences Faculty Handbook).

### **XII. CDM Philosophy of Scholarship**

It is expected that individuals appointed to the College of Dental Medicine will demonstrate a commitment to an academic career and evidence of independent achievement and scholarship, it follows that appointment or promotion to a higher academic rank and the granting of tenure will be based on demonstrated scholarly achievement.<sup>1</sup>

Scholarship will usually produce tangible results. However, due to the varied backgrounds, training and interests of faculty engaged in dental education, the results of scholarship may take a variety of forms.

#### **A. Scholarship of Teaching**

Teachers evidence scholarship when they fulfill the obligation of continued education in their own field and stimulate active learning and a spirit of inquiry among the students. Some signs that teachers stimulate student inquiry include but are not limited to, sponsorship of table clinics, supervision of student research projects, service on research supervisory committees, training of post-doctoral fellows, interns, and residents, and mentoring and advising students. The presentation of up-to-date and innovative teaching materials including but not limited to, new clinical techniques, new courses, new lectures, new monographs and audiovisual materials, and new instructional design may also evidence teaching scholarship. Such scholarship may result in presentations at professional

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<sup>1</sup> Adapted from Earnest L Boyer's *Scholarship Reconsidered: Priorities for the Professorate*

meetings, textbooks, or contributions to teaching consortiums. Additional avenues for this scholarship may include participation in interdisciplinary teaching efforts as well as cooperation with the public-school systems by supervising high school student projects and tutorials.

### **B. Scholarship of Discovery**

The discovery-oriented scholar may be involved in either basic or clinical research, or both, and will report original research findings or research techniques at professional meetings, invited presentations, and in peer reviewed journal articles or books. Discovery scholars often receive external funding, which may be another indication of appreciation and/or recognition of their scholarly activity.

### **C. Scholarship of Integration**

The integrative scholar may synthesize information and publish journal articles, reviews and books. Alternatively, (s)he may organize and participate in interdisciplinary research teams, conferences, workshops and symposia. Integration may occur among basic sciences, clinical sciences, or between basic and clinical sciences.

### **D. Scholarship of Application**

Application-oriented scholars may adapt new research findings to clinical treatment and patient care and publish their work in professional journals and books, or they may report new clinical and scientific findings to professional audiences via continuing education courses, table clinics and professional seminars. Alternatively, application-oriented scholars may focus on rendering new research and clinical knowledge accessible to lay audiences via public media such as magazines, newspapers, radio, TV, and museum displays. Some application-oriented scholars cooperate with the legal systems by participating in forensic endeavors or serving as expert witnesses in court cases.

## **E. Rewards, Recognition and Service**

Scholarship usually receives peer recognition, (although not necessarily immediately). Some forms of peer recognition include citations in the professional literature, favorable book reviews, speaking invitations, sabbatical invitations, grants for research, conferences, travel or sabbatical leave, commercial contracts, patents, professional prizes, and awards. Each type of scholar may also engage in scholarly service. Thus, many discovery-, integrative- or application-oriented scholars serve on the National Institutes of Health (NIH), National Science Foundation (NSF), and other professional review panels, review books, referee journal articles and grants, and edit journals and newsletters. Teaching scholars may contribute to the national board examinations and work with the Teaching Sections of the American Dental Education Association. Scholars of all forms may hold professional offices.

## **Section V-Academic Policies, Procedures, and Guidelines**

### **A. Guidelines for Conducting Classes**

1. It is the responsibility of the faculty member to model intellectual integrity and to strive for academic excellence in his/her teaching.
2. At the beginning of each course, faculty must provide students with a syllabus indicating materials to be covered, related assignments, and methods of evaluation (via College identified technology).
3. The faculty member should make clear to all students the material to be covered on tests and, when appropriate, the emphasis to be placed on facts, integration, analysis, and evaluation.
4. Examinations should serve the dual purpose of assessing student learning and improving learning.
5. Student attendance is required at all scheduled instructional periods. Absence from instructional periods for any reason does not relieve the student from responsibility for the material covered during the periods missed.
6. Every effort is to be made to provide each student ample opportunity to demonstrate competency in each area of the academic program. Students who earn a final grade of "F" will have one of the following recommend by the course director to the Student Performance Committee: (1) repetition of the course, (2) reexamination and/or additional work, or (3) no remediation. The Student Performance Committee, in concert with the Course Director will recommend what form, if any, the remediation will take. The Dean makes the final decision. Please see the CDM Academic Policies and Procedures for additional information.

### **B. Office Hours**

1. All faculty members are expected to be reasonably accessible to students for consultation.
2. In cases of difficulty or hardship, special provision should be given to arranging time outside the normal hours of accessibility.

### **C. Academic Advisement System**

At the beginning of each academic year, each faculty member will be assigned an appropriate number of students to serve in the role of an academic advisor to:

1. Develop and maintain knowledge of College policies and curriculum requirements.
2. Communicate to students the times and places where he/she will be available to meet with them.
3. Review grade reports of his/her advisees who are in academic difficulty and advise them of their significance.

4. When possible, meet with students in academic difficulty before and accompany them to meeting of the Student Performance Committee.
5. Advise students regarding curriculum and graduation requirements.
6. Exercise great prudence in advising students regarding purely personal matters.
7. As needed, direct students to other sources of advisement and/or tutoring.
8. Assist students by writing letters of reference as necessary.

#### **D. Grades**

Final course grades are computed using the following criteria:

90-100 %	A
80-89 %	B
70-79 %	C
Below 70%	F

The College does not round percentages. Please refer to the CDM Catalog for additional information.

#### **E. Student Club Advisement**

Faculty advisors to student clubs serve as liaison with the Administration. They are to serve as consultants in the development of the organization's programs for each academic year. It is the faculty advisor's responsibility to ensure the club's leadership submits a written summary of the year's accomplishments, including a financial report to the Vice President of University Student Affairs at the close of each academic year. Failure to comply with these guidelines may result in suspension of the club for one academic year.

#### **F. Faculty Attendance and Absences**

1. The faculty member is responsible for meeting his/her classes according to the published schedule.
2. Whenever any change is anticipated in scheduled meeting time or place, the faculty member should provide adequate documented notice to members of the class.
3. In foreseen absences, the instructor should endeavor to have his/her classes covered by another faculty member or to make arrangements for these classes to be involved in meaningful activities (e. g. independent study) for which his/her presence is not necessary.
4. If a faculty member cannot meet a class for any unforeseen reason, the faculty's Assistant/Associate Dean for Academic Affairs should be notified as soon as possible. This affords the Assistant/Associate Dean the opportunity to inform the class and to make other arrangements for the class to be held.
5. Faculty members have an obligation to attend scheduled faculty meetings and elected or appointed committee meetings whenever possible.



# Appendix I - CDM Standing Committees

## Composition and Charge

### A. Selection and Duties

An important responsibility of faculty is participation in the University and College governance process by serving on standing committees. All CDM Faculty are provided an opportunity to express interest in serving on one or more CDM Standing Committees. All faculty serving on CDM standing committees shall be appointed by the Dean. Appointment to a committee will be for a term of three years with the option to be nominated for the position for successive terms of three years by submitting a letter of interest to the committee chair. It is expected that full-time faculty will serve on at least 1 CDM committee. Exceptions to this guideline include appointed Assistant/Associate Deans, or committee chair and Dean approval based on a faculty submission of letter of interest.

Committees will keep the faculty informed regarding their deliberations. Committees will periodically assess the effectiveness of their work and report these results to the Outcomes Assessment Committee and the faculty. The CDM Office of Academic Affairs will oversee the election process for these committees, as needed. Committee members who are appointed as ex-officio do not have voting rights.

### B. CDM Standing Committees

#### I. Admissions and Selection Committee (ASC)

The following persons are appointed to represent on the ASC:

- Appointed CDM Faculty Members
- Manager of Admissions and Recruitment, Co-Chair
- Assistant/Associate Dean for Academic Affairs, Co-Chair
- Assistant Dean for Student Services, ex-officio
- Director of Education, ex-officio
- University Director of Admissions for CDM, ex-officio
- University Recruiter, ex-officio

**Charge:** The Admissions and Selection Committee (ASC) is charged with fulfilling the needs of the University Student Affairs Admissions Office with respect to recommending policies and procedures on recruitment, interviewing and decision-making concerning candidates seeking admission the College of Dental Medicine.

The ASC formulates procedures for making application to the College, for review of applications and for acceptance of applicants.

The ASC establishes admission procedures based, in part, on results of the continuous evaluation of attrition rates and performance of students in the College of Dental Medicine and on standardized tests.

## **II. Student Performance Committee (SPC)**

The following persons are appointed to represent on the SPC:

- Appointed CDM Faculty Members
- Assistant/Associate Dean for Academic Affairs, ex-officio
- Assistant Dean for Student Services, ex-officio
- Director of Education, ex-officio
- LEAD Representative, ex-officio

The Chair is determined by vote of the committee members. The Chair's term is for one year with the option of a second consecutive term upon approval of the committee by majority vote.

**Charge:** The SPC shall independently evaluate dental students' didactic, preclinical and clinical performance, as well as student professionalism. As part of the process of addressing academic or professionalism related issues, the SPC will make determinations as to the academic status of individual students and their eligibility for promotion from one year or semester in the dental curriculum to the next. The Committee reviews student performance and conveys recommendations to the Dean.

The SPC shall be responsible for recommending policy to the Dean and/or appropriate Assistant/Associate Dean relating to the academic and professional performance and progress of the students.

## **III. Curriculum Management Committee (CMC)**

The following persons are appointed to represent on the CMC:

- Assistant/Associate Dean for Academic Affairs, Chair
- Assistant/Associate Dean for Patient Care and Clinical Education
- Assistant/Associate Dean for Research and Biomedical Sciences
- Assistant/Associate Dean for Clinical Initiatives and Program Development
- Assistant/Associate Dean for Dental Sciences Education
- Assistant Dean for Student Affairs, ex-officio
- Appointed CDM Faculty Members
- Curriculum Representative(s) from each DMD class
- Director of Education, ex-officio
- Director of Community Outreach, ex-officio
- Education Services Librarian, ex-officio
- Academic Managers, ex-officio

**Charge:** The Curriculum Management Committee (CMC) is charged with conducting an ongoing evaluation of the DMD curriculum and overseeing the activities of the Curriculum Design and Curriculum Integration Committees. The CMC is responsible for the overall management, evaluation, and development of the DMD curriculum. With respect to the goals and objectives of the College, the CMC will biennially and sequentially evaluate course offerings. The CMC will assess:

- a. Sequencing
- b. Competencies
- c. Appropriateness of hours
- d. Completeness of subject matter
- e. Inclusion of contemporary and emerging research information



- f. Unnecessary, redundant or duplicative material
- g. Assignment of courses
- h. Coordination of the academic calendar

The Committee will assist course directors in identifying areas to incorporate in their courses: literature review activities, learning objectives that incorporate analysis, synthesis and evaluation; and the integration of basic, behavioral and clinical sciences.

#### **IV. Curriculum Design Committee (CDC)**

The following persons are appointed to represent on the CDC:

- By appointment only from the Dean of the College of Dental Medicine
- A minimum of one representative from each curricular building block of the CDM Leadership.
- An appointed committee chair, not included in the minimum number of curricular building block representatives. If the committee chair is not present, the Dean may act as chair-alternate or assign a chair pro tempore.

#### **Charge**

The CDC has the following responsibilities:

- Conduct an ongoing, in-depth, detailed evaluation of the DMD curriculum.
- Ensure that the four curriculum building blocks (BMS, pre-clinical, clinical, and CSL/CBDE) are appropriately integrated in a synchronous manner, including mode of delivery and content.
- Ensure that the four building blocks incorporate instruments, equipment, materials, techniques, and oral and systemic disease management protocols that are evidence-based and integrated between pre-clinical and clinical environments in a synchronous manner.
- Ensure that the current curriculum meets CODA accreditation standards and is in alignment with Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), the vision, mission, and goals of the university, as well as legal, and other structural requirements.
- Propose and implement changes to the curriculum with the same criteria as above.

#### **V. Curriculum Integration Committee (CIC)**

The following persons are appointed to represent on the CDC:

- A minimum of two representatives from each curricular building block (BMS, pre-clinical, clinical, and CSL/CBDE).
- A minimum of two representatives from the CDM Leadership as liaisons for curricular design, with ex-officio, non-voting capacity.
- An appointed committee chair, not included in the minimum number of curricular building block representatives and may only vote in the event of a

tie; if the committee chair is not present, a CDM Leadership representative in the CIC can act as chair-alternate and may vote only in the event of a tie.

### **Charge**

The CIC has the following responsibilities:

- Evaluate any proposed changes to the curriculum, ensuring that the four curriculum building blocks (BMS, pre-clinical, clinical, and CSL/CBDE) are appropriately integrated in a synchronous manner, including mode of delivery and content.
- Evaluate any proposed changes to instruments, equipment, materials, techniques, and oral and systemic disease management protocols among the four curriculum building blocks, ensuring they are evidence-based and integrated between pre-clinical and clinical environments in a synchronous manner.
- Evaluate any proposed changes to the curriculum, ensuring that it meets CODA accreditation standards and is in alignment with Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), the vision, mission, and goals of the university, as well as legal, and other structural requirements.
- Monitor approved changes to the curriculum, reporting its implementation and integration progress among the four curricular building blocks.

## **VI. Faculty Evaluation and Promotion/Tenure Committee (FEPTC)**

The following persons are appointed to represent on the FEPTC:

- Appointed Chair
- Appointed Vice-Chair
- Appointed CDM Faculty Members – mixture of tenure-track and non-tenure track

**Charge:** The Committee shall:

- a) Advise the Dean on recommendations for promotion and granting of tenure.
- b) Recommend to the Dean criteria for appointment, promotion of and the granting of tenure to members of the Faculty; and
- c) Act as a consulting body to the Dean regarding all new appointments to the Faculty;

## **VII. Outcomes Assessment Committee (OAC)**

The following persons are appointed to represent on the OAC:

- Assistant/Associate Dean for Academic Affairs, Chair
- Assistant/Associate Dean for Patient Care and Clinical Education
- Assistant/Associate Dean for Community Partnerships & Access to Care
- Assistant/Associate Dean for Research and Biomedical Sciences
- Two CDM Faculty Members
- Director of Operations, ex-officio
- Director of Education, ex-officio

**Charge:** The Outcomes Assessment Committee (OAC) shall, in accord with the College of Dental Medicine's Annual Outcomes Assessment Planning Cycle, conduct assessments and data analysis designated in the Strategic and Outcomes Effectiveness Plan to ensure that the College's goals are being met. The OAC shall consult with applicable committees, faculty, staff and students during its assessment process. The Committee shall make recommendations to the Dean regarding the short-and long-term goals of the College.

#### **VIII. Student Affairs Committee (SAC)**

The following persons are appointed to represent on the SAC:

- Assistant Dean for Student Affairs
- Appointed CDM Faculty Members
- Representative from University Advancement Services
- DMD Fourth Year Student Government Association Vice President
- DMD Third Year Student Government Association Vice President
- American Association of Women Dentists President
- American Dental Education Association President
- American Student Dental Association President
- Delta Sigma Delta Grand Master/President
- Dental Student Research Group President

The Chair is determined by vote of the committee members. The Chair's term is for one year with the option of a second consecutive term upon approval of the committee by majority vote.

*SAC will also serve as the CDM Awards Subcommittee and Financial Aid Subcommittee to the University Committees*

**Charge:** The Student Affairs Committee is concerned with the day-to-day learning and working environment of students. This committee provides oversight for the Faculty advisory system for student organizations and establishes rules for the operation of organizational activities. A representative of the committee will serve on the University Student Affairs Committee and ensure appropriate recognition of dental students and graduates during the University's annual Convocation and White Coat Ceremony, and graduation ceremonies. The Committee also will be involved in establishing criteria for granting of honors and awards other than financial scholarships.

#### **IX. Special Events Committee (SEC)**

The following persons are appointed to represent on the SEC:

- Assistant Dean for Student Affairs, Chair
- Appointed CDM Faculty Members
- Director of Education
- Director of Operations
- Executive Assistant
- Operations Administrative Associate
- Budget Associate
- Appointed Dental Center Staff Representative
- Representative of University Advancement Services
- Appointed D4 Student Representatives

**Charge:** The Special Events Committee (SEC) is responsible for all aspects of the planning, organization, oversight and evaluation of large-scale College sponsored events. The SEC ensures that all College of Dental Medicine (CDM) events are in accordance with University and College policy. The SEC shall oversee the planning of all activities as specified by the University and CDM including Commencement, Commencement Dinner Dance, End of the Year Banquet, Dean's Picnic, Honors Day, Senior Awards and other events. Members must be active participants and able to fulfill planning as well as staffing (where applicable) on the day of the event.

**Responsibilities:**

- a) Recommend changes and improvements for the enhancement of all activities.
- b) Recommend keynote and student speakers for CDM specific activities.
- c) Act as liaisons with various University Departments and individuals critical to graduating students' transition to alumni (Offices of the Registrar, Publications, Bursar, Advancement, Alumni Affairs, etc.).
- d) Student committee members serve as spokespersons to the senior class regarding commencement, senior class events, the senior gift campaign, etc.

**X. Faculty and Staff Development Committee (FSDC)**

The following persons are appointed to represent on the FSDC:

- Appointed CDM Faculty Members
- Appointed Dental Center Staff Representative
- Executive Assistant
- Director of Operations
- Budget Associate
- Dean, ex-officio
- University Director of Center for Academic and Professional Enhancement (CAPE) or other appropriate University Representative, ex-officio

The Chair is determined by vote of the committee members. The Chair's term is for one year with the option of a second consecutive term upon approval of the committee by majority vote.

**Charge:** The Faculty Development Committee shall:

- a. Develop, evaluate and update the CDM faculty development program
- b. Ongoing assessment of faculty needs and interests in faculty development issues
- c. Assure compliance with the Accreditation Standards for Dental Education Programs relating to Faculty Development

**XI. Faculty Search Committee**

The following persons are appointed to represent on the FSC:

- Appointed Chair
- Appointed CDM Faculty Members

The Search Committee will, whenever possible, invite members of the academic or clinical discipline to which the new faculty will be appointed and/or members of appropriate related fields to participate in the search process.

**Charge:** The purpose of the Faculty Search Committee is to find and recommend candidates to the Dean who, in the committee's judgment, are best qualified to fill vacant or new faculty positions.

The Search Committee is responsible for all aspects of the search, including administering the process, articulating the search criteria, actively recruiting candidates, screening candidates, and making its recommendation to the Dean.

Subject to the need for confidentiality, the Chair of the Search Committee, who acts as its spokesperson, will periodically and as appropriate, advise the Dean of the College regarding the progress of the search.

## **XII. Continuous Quality Improvement Committee**

The CDM CQIC looks for ways to continually upgrade the knowledge and skills of faculty and staff by utilizing assessment and analysis to determine how well the system is functioning and methods of improvement.

The CDM CQIC philosophy includes the following principles:

- Putting the patient first
- Emphasizing teamwork and cooperation
- Focusing on long-term improvement rather than short-term quick fixes
- Finding solutions instead of fault

The following persons are appointed to represent on the CQIC:

- Faculty appointed by the Associate Dean for Patient Care and Clinical Education.
- Faculty, staff, and student volunteers who represent all facets of CDM patient care and clinical education.
- Director of Patient Care Services will serve as ex-officio (non-voting) member of the Committee to inform and advise the Committee as to the CQI protocols and requirements.

The Chair is determined by the voting members of the Committee. The Chair's term is one year. Voting members will serve a two-year term and may be reappointed. Student members must remain in good academic standing.

**Charge:** The Continuous Quality Improvement Committee (CQIC) shall:

- Manage and oversee the CQI process related to patient care and clinical education.
- Provide feedback to various committees, which will implement necessary changes to patient care protocols and clinical education as needed.  
Ensure that the Standards of Patient Centered Care are reviewed annually for relevance and that the College of Dental Medicine is meeting the documented metrics.

## **XIII. Diversity, Equity, and Inclusion Committee**

The College of Dental Medicine's Diversity, Equity, and Inclusion (DEI) Committee promotes the goals of diversity, equity, anti-racism and inclusion among faculty, staff, and students in the College of Dental Medicine.

**Membership:** The DEI Founding Committee selects the DEI committee members, who are comprised of a total of 12 members four faculty, four staff and four students (one from each class). The committee reports to and consults with the Dean and makes recommendations to Leadership on ways to achieve DEI Goals.

Members will serve three-year terms and members\* may serve up to three consecutive terms or in accordance with CDM committee guidelines.

\*Founding Committee members are not subject to term limitations and may re-apply at the end of each three-year term.

The Committee shall elect a Chair and Vice-chair who will serve for two years. The Vice-chair will serve in the capacity of the Chair as deemed necessary and may or may not seek the position of Chair.

**Charge:** The charge for the Diversity, Equity, anti-racism and Inclusion Committee includes the following goals:

- Promote, align, and integrate diversity, equity, and inclusion with the College of Dental Medicine's Mission and Vision.
- Organize DEI events--such as speakers, workshops, and social gatherings.
- Facilitate communication and understanding among different constituencies and serve as a college resource.
- Engage students, staff, and faculty to evaluate needs related to DEI.
- Identify challenges and strengths and assess ongoing progress in meeting or exceeding DEI goals.
- DEI Committee Representatives serve on Admissions and Selections Committee, and Faculty Search Committee.
- Participate in the integration of DEI within the College's curriculum and co-curricular offerings
- Serve as a liaison body with similar entities at the University, local, state, national and international levels
- Facilitate communication and understanding among different constituencies and serve as a college resource.

In order to maintain operational flexibility, this appendix may be modified by vote of the faculty without consideration of the entire handbook.