# Table of Contents

## School of Dental Medicine

- Mission, Vision, and Strategic Goals ................................................................. 5  
- Strategic Plan ..................................................................................................... 6

## Organizational Charts

- University of Colorado Office of the President .................................................. 20  
- University of Colorado Denver ........................................................................... 21  
- University of Colorado School of Dental Medicine ........................................... 22

## Academic Affairs

- Academic Honor Code ...................................................................................... 24  
- Professional Code of Conduct ......................................................................... 32  
- Competency Statements .................................................................................. 36  
- Student Handbook ........................................................................................... 38

## Calibration

- Faculty Calibration Sessions ............................................................................. 41  
  - Calibration Session Videos ............................................................................ 42

## Faculty Senate

- Faculty Governance Document ........................................................................ 49  
- Faculty Senate Officers and Committee Membership ...................................... 65

## Policies and Manuals

- Information Technology Policy ......................................................................... 79  
- Conflict of Interest .......................................................................................... 83  
- Radiation Use Policy ....................................................................................... 85  
- Inclement Weather Policy ................................................................................ 89  
- Clinic Policies and Procedures Manual ............................................................ 93  
- Dental Education Manual ................................................................................ 94  
- Continuing Education Policy .......................................................................... 95

## Required Training

- Mandatory Trainings for Faculty and Staff ....................................................... 97

## CU Dental Teams (CUDT) Clinics

- CUDT Teams, Practice Leader/Advocate Guidelines ....................................... 101  
- CU Dental Teams – Team C ........................................................................... 114  
- CU Dental Teams – Team U ........................................................................... 115  
- CU Dental Teams – Team D ........................................................................... 116  
- CU Dental Teams – Team T ........................................................................... 117  
- Clinical Rotations ........................................................................................... 118

## Dental Faculty Practice

- Dental Faculty Practice Bylaws ......................................................................... 123  
- Dental Faculty Practice Member Agreement .................................................. 133
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY CREDENTIALING AND RE-CREDENTIALING</td>
<td>139</td>
</tr>
<tr>
<td>MALPRACTICE COVERAGE - UNIVERSITY SELF-INSURANCE TRUST</td>
<td>140</td>
</tr>
<tr>
<td>MALPRACTICE COVERAGE FOR VOLUNTEER ACTIVITIES</td>
<td>142</td>
</tr>
<tr>
<td>CE CREDIT POLICY</td>
<td>143</td>
</tr>
<tr>
<td>DEAN’S DEVELOPMENT FUND</td>
<td>146</td>
</tr>
<tr>
<td>ANNUAL MERIT EVALUATIONS</td>
<td>147</td>
</tr>
<tr>
<td>INTERIM EVALUATION PROCEDURES AND GUIDELINES</td>
<td>149</td>
</tr>
<tr>
<td>FACULTY PEER REVIEW</td>
<td>150</td>
</tr>
<tr>
<td>PROMOTION &amp; TENURE FACULTY HIRED PRIOR TO APRIL 4, 2014</td>
<td>159</td>
</tr>
<tr>
<td>PROMOTION &amp; TENURE FACULTY HIRED OR TRACK TRANSITIONED ON OR AFTER APRIL 4, 2014</td>
<td>163</td>
</tr>
<tr>
<td>DEPARTMENT/PROGRAM/CAMPUS CONTACT INFORMATION</td>
<td>167</td>
</tr>
<tr>
<td>WEBSITE ADDRESSES FOR UNIVERSITY SITES</td>
<td>219</td>
</tr>
<tr>
<td>MISCELLANEOUS</td>
<td>287</td>
</tr>
<tr>
<td>DEPARTMENT/PROGRAM/CAMPUS CONTACT INFORMATION</td>
<td>288</td>
</tr>
<tr>
<td>WEBSITE ADDRESSES FOR UNIVERSITY SITES</td>
<td>289</td>
</tr>
</tbody>
</table>
School of Dental Medicine
Mission, Vision, and Strategic Goals

University of Colorado School of Dental Medicine

Mission Statement
The University of Colorado School of Dental Medicine (CU SDM), a collaborative partner on the Anschutz Medical Campus, is a diverse teaching, clinical care, and research community that innovates, creates, and engages for the health of local and global communities.

Statement of Vision
By 2020, CU SDM will be recognized for the quality workforce it prepares, the discoveries it makes, and the patient care and community engagement performed that enhances the health and wellness of Colorado and the world.

Strategic Goals (2012-2017)

Student Success - The School of Dental Medicine will provide contemporary educational programs that prepare general dentists and dental specialists with the knowledge, skills and values to practice dentistry as critical thinkers and lifelong learners, dedicated to fulfilling the public's trust.

Collaborative Research - The School of Dental Medicine will increase research activities to contribute to the discovery and dissemination of new knowledge for society's benefit and to be consistent with the mission of the University of Colorado.

Transformative Clinical Care - The School of Dental Medicine's patient care programs will provide quality, comprehensive oral health care with a focus on prevention, and serve as a clinical educational resource for dental, post-doctoral students and residents.

Community Engagement - The School of Dental Medicine will provide oral health to underserved populations in our communities, and provide programs to benefit our alumni and other members of the dental profession in Colorado and nationwide.

Diversity, Inclusion and Humanism - The School's education, research and patient care programs will foster a culture of inclusion where diversity and difference are celebrated and a supportive environment for all students, faculty and staff exists.

Resource Management - The School will ensure the appropriate utilization of resources while complying with federal, state and University regulations.
Mission: The University of Colorado School of Dental Medicine (CUSDM), a collaborative partner on the Anschutz Medical Campus, is a diverse teaching, clinical care and research community that innovates, creates and engages for the health of local and global communities.

Vision: By 2020, CUSDM will be recognized for the quality health workforce it prepares, the discoveries it makes and the patient care and community engagement performed that enhances the health and wellness of Colorado and the world.

I. STUDENT SUCCESS - Delivering an outstanding and outcome-based educational experience for students

GOAL:
The SDM will provide contemporary educational programs that prepare dentists with the knowledge, skills and values to practice dentistry as critical thinkers and lifelong learners, dedicated to fulfilling the public’s trust.

OBJECTIVE:
1. Enroll a highly qualified, diverse dental class –

Strategies and targets/anticipated results

i. Engage in systematic and focused pipeline efforts to attract students underrepresented in dentistry
   a. Implement the Dental ARCH program - Strive to make X contacts per year
   b. Perform the CUSPID program - Strive to make X contacts per year
   c. Sponsor the Post-baccalaureate program
   d. Support Other Bridge programs

ii. Attract a strong pool of qualified Colorado and out-of-state applicants
   a. Attract at least 100 qualified CO applicants annually
   b. Attract at least 1000 qualified out-of-state or non-Colorado applicants annually

iii. Recruit students who have not only high academic achievement but other characteristics and talents
   a. Work towards Holistic Admissions Process
OBJECTIVE:
2. Provide a supportive, humanistic, culturally sensitive experience for all students to promote academic success, and to facilitate individual growth and professional development

*Strategies - Pillars of the CU Student Success Initiative – and targets/anticipated results*

i. Increase access and financial assistance
   a. Ensure pipeline programs are urban and rural
   b. Initiate 3 – tiered Scholarship program
   c. Plan to integrate a Rural Track in the future

ii. Create an inclusive (and humanistic) environment
   a. Implement the Professional Code of Conduct – the School’s Statement on Ethics and Professionalism - will be adopted by students, faculty and staff
   b. Complete surveys of attitudes about the educational environment

iii. Provide evidence-based academic and clinical programming
   a. Provide Comprehensive Care Seminars

iv. Provide students with unique growth opportunities
   a. Support the Spanish Language Initiatives
   b. Support a Global Track
   c. Support an Education/leadership Track – Teaching Honors Seminars
   d. Support a Research Track – NIDCR Fellowships

OBJECTIVE:
3. Ensure the curriculum is: a) contemporary and evidence-based; b) integrates basic, behavioral and clinical sciences; and c) encourages critical thinking and life-learning

*Strategies and targets/anticipated results*

i. Provide opportunities to work with the latest technologies
   a. Use CBCT
   b. Introduce students to multiple implant restorative systems
   c. Introduce Digital dentistry into curriculum

ii. Provide a longitudinal IPE experience
   a. Provide Breadth of IPE experiences
      i. Cavity Free at Three
      ii. Teaching non-dental professionals
      iii. Team-based learning - TBL
   b. Record satisfaction with IPE activities

iii. Provide experiences that promote critical thinking in patient care and dental practice
   a. Support Comprehensive Care Team activities
   b. Improve Senior student satisfaction with program
   c. Improve Alumni satisfaction with their education

iv. Provide an educational environment that encourages self-assessment and continuous improvement
   a. Provide student self-evaluation opportunities
   b. Implement continuous quality improvement metrics for students

v. Provide opportunities to maximize collaborations on the Anschutz Medical and Denver campuses such as in dual degree programs and inter-professional practice
   a. Provide a DDS/MPH Program
   b. Support the DAWN Clinic – Interprofessional Student-Run Free Clinic
OBJECTIVE:
4. Apply high academic standards; utilize standardized test results and assessments of foundational knowledge, behaviors and clinical skill to ensure graduating students demonstrate attainment of the school’s stated competencies

Strategies and targets/anticipated results
i. Enforce current academic policies that support student achievement
   a. Improve Student Graduation Rates
   b. Improve Student on-time program completion rates
ii. Prepare students for success on National Boards Part I and II
   a. Improve Part I Pass Rates
   b. Improve Part II Pass Rates
iii. Prepare students for success on Regional Licensing examinations – CRDTS and WREB
   a. Improve CRDTS Pass Rates
   b. Improve WREB Pass Rates
iv. Use a variety of assessments to ensure students successfully achieve the School’s competencies
   a. Provide competency maps
   b. Provide competency examination results

II. COLLABORATIVE RESEARCH - Strategic initiatives to increase research activities that contribute to the public good and the growth of the dental profession

GOAL:
The School of Dental Medicine will increase research activities to contribute to the discovery and dissemination of new knowledge for society’s benefit and to be consistent with the mission of the University of Colorado.

OBJECTIVE:
1. Generate new knowledge in basic, applied, educational and translational clinical sciences that contribute meaningfully to the advancement of oral health and delivery of health care

Strategies and targets/anticipated results
i. Promote and enable increased scholarship among clinical faculty
   a. Pursue workload model for clinical faculty that identifies time for, and expectations of fundable clinical research activity
   b. Create position of director (or associate dean) for clinical research
   c. Enhance programs for clinical faculty-initiated pilot research grants and development funding along with ancillary support to facilitate successful outcomes
   d. Promote greater utilization of School-based travel funds for clinical faculty to present their scholarly work at appropriate conferences
   e. Develop and foster clinical trial research at the SDM
   f. Support and enhance research in the School’s post-graduate programs
   g. Encourage team science that spreads responsibility and level of commitment on projects as appropriate
ii. Provide support to basic science faculty to further raise the quality as well as the quantity of externally-supported, world-class scientific research
   a. Pursue new basic science faculty hires in strategic areas
   b. Track grant submissions/awards with respect to fluctuations in NIH funding levels
c. Track numbers of peer-reviewed publications as well as citation statistics and other external measures of faculty research outputs
d. Promote increased research opportunities for and mentoring of junior faculty

iii. Promote diversification of research funding sources
   a. Encourage use and facilitate access to more internal (CU) funding mechanisms
   b. Nurture non-NIH including industrial support of research activities to create knowledge, inform clinical practice and enhance the educational programs while strengthening the overall research program and promoting technology transfer
   c. Pursue productive research collaborations across the campus, the nation and the world as a means to enhance the quality, quantity and competitiveness of scholarship of School of Dental Medicine investigators

OBJECTIVE:
2. Engage our students and residents in a climate of inquiry and innovation

Strategies and targets/anticipated results

i. Increase activity and recognition of the CU AADR Student Research Group
   a. Provide greater numbers of involved faculty mentors with expanded scope of research options
   b. Increase student/resident participation in Research Day and in our internal research competitions
   c. Promote the visibility and involvement of our students and residents at the national level in terms of research
   d. Develop student/resident/faculty team-based research projects in addition to individual mentor/mentee projects
   e. Facilitate increased numbers of student co-authored publications in addition to their presentations at regional/national/international conferences

ii. Improve further on access to research-related information on our School's webpage and via other relevant social media
   a. Develop and maintain faculty, laboratory and School webpages effectively interconnected, up-to-date and attractively populated with meaningful content
   b. Integrate departments, programs and clinical faculty within the ‘Research’ heading of the School’s webpage

iii. Incorporate current basic science research as relevant into curricular and clinical instructional activities
   a. Utilize basic science faculty appointments in clinical departments and programs to inform teaching and promote new opportunities in translational research and scholarly activities

III. TRANSFORMATIVE CLINICAL CARE - Strategic initiatives to enhance clinical patient care programs

GOAL:
The School of Dental Medicine’s patient care programs will provide high quality, comprehensive oral health care with a focus on prevention, and serve as a clinical education resource for dental, post-doctoral students and residents.
OBJECTIVE:
1. Assure clinical experiences for both patients and students focused on high quality, safe, evidence-based, preventative, and comprehensive oral health care.

**Strategies and targets/anticipated results**

i. Ensure an increasing number of patients of record to meet the educational needs of our students and residents
   a. Increase patient appointments by 10% annually through 2016
   b. Implement a new screening process to assure a continuous flow of new patients, increasing screening appointments by 10% annually
   c. Denture Patient Recruitment Campaign

ii. Students meet regularly with coordinators and practice leader faculty to review care provided to all assigned patients
   a. Two (2) meeting per semester in the Fall and Spring
   b. One (1) meeting in the Summer semester

iii. Faculty monitor quality of care by providing daily clinical assessments
   a. >95% of all procedures assessed

iv. Enhance and further integrate evidence based dentistry and critical thinking into the clinical curriculum
   a. Implement Critical Thinking and Patient Care Seminars into Comprehensive Care Curriculum Fall 2014
   b. Expand Drawing Conclusions from the Literature to include Application section
   c. Creation of DS 2 Treatment Planning Course
   d. Creation of Case Presentation/Treatment Planning courses

v. Establish a new process to track completion of phase 1 of care, case completions of care, and patient quality of care assessments
   a. Increase number of completion of Phase 1 by 10%
   b. Increase number of case completions by 10%
   c. Increase Quality Chart Audits by 10%

vi. Increase preventive based clinical care experiences in the DS 2nd year
   a. Earlier entry into patient care experiences in DS 2 year
   b. Increase mean number of experiences per class by 15% in first two years of change

vii. Streamline documentation of all quality control activities within the school
   a. Hire Director of Quality and Patient Safety, Hire by 2011
   b. Assess current environment (gap analysis)
   c. Review and re-write Infection, Prevention, and Exposure Control Plan
   d. Review and rewrite Quality Management Plan
   e. Create an online tracking system for adverse occurrences
   f. Reorganize Quality Committee Structure
   g. Implement new instrument management and sterilization plan, dispensary module, inventory module and lab module

viii. Monitor specific standard of care metrics
   a. < 10% endo within 12 months of a crown
   b. < 10% extraction within 12 months of an endo
   c. < 10% Remakes of full dentures or partial dentures within 12 months
   d. All untoward events reported in the Safety Intelligence database
   e. Number of untoward events does not exceed 5% of total visits annually

ix. Provide Urgent care to patient of record and the surrounding community
   a. Assure Urgent/Emergency care clinic is accessible to all patients
   b. Increase the number of patients diagnosed and treated in our Emergent/Urgent care clinic
   c. Improve the coordination of Emergent/Urgent care services between the undergraduate students and General Practice Residency
OBJECTIVE:
2. Foster a patient-centered environment.

Strategies and targets/anticipated results

i. Patient Satisfaction Survey
   a. Score of 4.5 or higher in the following areas:
      b. Timeliness of scheduling appointments
      c. Student explains dental conditions and treatment options
      d. Student attentive to patient needs
      e. Quality of treatment
      f. Overall satisfaction

ii. Ensure excellent support for unique patient populations
   a. Implement Adolescent Clinic
   b. Implement Heroes Clinic
   c. Increase Treatment of Patients with Special Needs

iii. Provide informed, compassionate and culturally aware care
   a. Provide patient rights and consent to treat in multiple languages per ongoing demographic assessments
   b. Interpretation services
   c. LEP (Cyracom, Purple, UCH interpreter services, auxiliary aids, hearing assistance aids, white boards)

iv. Enhance Patient Clinical Experiences
   a. Ensure clarity of all written patient correspondence
   b. Implement in clinic video communication
   c. Implement EZ Market patient confirmation software
   d. Implement Patient Access Module
   e. Implement Tooth IQ
   f. Implement Patient Check in Kiosk
   g. Implement internal electronic referral process (Grad Perio, GPR and OS)

v. Provide access to care for underserved populations
   a. Adult Medicaid
   b. Old Age Pension Fund

vi. Hire Patient Advocate
   a. Hired by beginning 2012
   b. Create and Implement new policies to manage patient complaints

OBJECTIVE:
3. Serve as a clinical education resource for dental, post-doctoral students and residents

Strategies and targets/anticipated results

i. Implement Centralized Patient Screening
   a. Increase number of patients screened by 10% annually
   b. Implement needs based patient assignment
   c. Hire a screening coordinator

ii. Implement Internal Electronic Patient Referrals process
a. Implement process to facilitate electronic process for patient referral to (Grad Perio, GPR and OS)
iii. Assignment of Grad Perio Residents to TEAMs structure
   a. Increase number of internal referrals to Graduate Perio
iv. Implement new clinic organization model
   a. Formation of (CUDT TEAMs)
   b. Hire X? general dental faculty
v. Implement New Formative evaluation Process for Comprehensive Care
   a. Implement as formative evaluation tool in advocate meeting
vi. Implement Faculty Access Module
   a. Pilot Fall 2014
vii. Implement clinic evaluation tool to include the 6 domains of competency
   a. Pilot Fall 2014
   b. Implement Spring/summer 2015
viii. Implement use patient Schedulers
   a. Implement Spring 2015
ix. Implement Faculty Calibration Sessions
   a. Implemented Summer 2014
x. Implement use scheduling software to facilitate rotation scheduling
   a. Implementation of Calendar Lab software Fall 2013
   b. Hired scheduler Fall 2013
xi. Improve consistence in clinical education reporting
   a. All coordinators, practice leaders using consistent reports

IV. COMMUNITY ENGAGEMENT - Strategic initiatives to grow mutually beneficial partnerships that engage local and global communities

GOAL:
The School of Dental Medicine will provide oral health care to underserved populations in our communities, and provide programs to benefit our alumni and other members of the dental profession in Colorado, nationwide, and globally.

OBJECTIVE:
1. Serve as an educational resource to the local, state, national, and global dental communities.
   Strategies and targets/anticipated results
   i. Create global health rotations in conjunction with the Office of Global Health
   ii. Enhance student skills in promoting oral health and wellness

OBJECTIVE:
2. Engage community with messaging that defines the clinical care and education opportunities available at the School of Dental Medicine.
   Strategies and targets/anticipated results
   i. Promote and market school services that facilitate/enhance care to diverse patients and prospective students
   ii. Seek funding for an integrated medical-dental home clinic to prepare future dental, medical, nurse practitioner graduates to work effectively in community care teams in future
OBJECTIVE:
3. Collaborate with safety net dental clinics to increase their capacity to provide care to underserved populations while providing valuable community based educational experiences for students.

Strategies and targets/anticipated results

i. Identify new collaborations with community-based clinics, exploring new models for maximizing elective education opportunities for students that increase access to care for children and adolescents

OBJECTIVE:
4. Collaborate with school districts, school-based health clinics, community groups and long-term care facilities to promote wellness.

Strategies and targets/anticipated results

i. Seek new opportunities to engage local communities in wellness initiatives for patients across life cycle
ii. Identify new school-based health initiatives

OBJECTIVE:
5. Work with patients and partners to create opportunities for interprofessional education experiences for students that teach them how to improve health outcomes.

Strategies and targets/anticipated results

i. Initiate programs that bring local providers and students together to treat the underserved

OBJECTIVE:
6. Work with the Alumni Association to create opportunities for alumni participation and engagement in the School of Dental Medicine.

Strategies and targets/anticipated results

i. Structure alumni programs and events to connect alumni to the School of Dental Medicine and their peers.
ii. Identify new continuing dental education offerings that focus on clinical technology enhancements

V. DIVERSITY, CULTURE AND HUMANISM - Strategic initiatives that enhance diversity and foster a culture of inclusion

GOAL:
The School’s education, research and patient care programs will foster a culture of inclusion where diversity and difference are celebrated and a supportive environment for all students, faculty and staff exists

OBJECTIVE:
1. Create and implement a school-wide Professional Code of Conduct that defines professionalism standards and expectations for professional and ethical behavior for faculty, staff and students
Strategies and targets/anticipated results

i. Require affirmation of Professional Code of Conduct by all faculty, staff and students

OBJECTIVE:
2. Engage faculty, staff and students in programs that promote intercultural respect

Strategies and targets/anticipated results

i. Engage Dr. Milton Bennett to create programs on intercultural respect for faculty, and staff leadership
   a. Support student intercultural respect with varied curriculum offerings

OBJECTIVE:
3. Develop pipeline programs to ensure students underrepresented in dentistry are informed about dental career opportunities at multiple points on the academic pathway to dental school

Strategies and targets/anticipated results

i. Perform Dental ARCH programs
ii. Continue CUSPID program activities
iii. Initiate new Bridge Programs

OBJECTIVE:
4. Work to ensure admissions processes are holistic, and that scholarship opportunities are available

Strategies and targets/anticipated results

i. Provide Holistic workshop training for Admissions Committee on an ongoing basis as new committee members join committee.
ii. Ensure admissions processes and scheduling facilitate the opportunities for all students to demonstrate unique talents, their commitment and preparation to enter the dental school
iii. Revise the timing of scholarship offers to effectively recruit eligible students

OBJECTIVE:
5. Strengthen programs to support and retain all enrolled students.

Strategies and targets/anticipated results

i. Support advising programs
ii. Support academic tutoring
iii. Ensure club advisors are trained and calibrated
OBJECTIVE:
6. Foster opportunities for students to participate in intercultural activities through local and global outreach programs

Strategies and targets/anticipated results
i. Provide local outreach programs to students – Number of community ACTS sites and other annual outreach activities
ii. Offer Spanish language classes to all interested students – Frequency and detail of classes
iii. Offer global outreach activities in conjunction of the CU Center for Global Outreach – Schedule of annuals trips with statement of intent to increase

OBJECTIVE:
7. Encourage individuals from diverse backgrounds to actively participate in all school activities

Strategies and targets/anticipated results
i. Engage diverse faculty, staff and students in Diversity Advisory Committee
ii. Engage diverse faculty, staff and students in school governance, committees, clubs and activities – list different activities

OBJECTIVE:
8. Perform patient-centered care that recognizes cultural differences and aligns treatment with patient values/belief systems

Strategies and targets/anticipated results
i. Enlist the help of the Office of Patient Advocacy – division of language services to maximize communication tools and practices that are sensitive to patients and incorporate values of humanism – CyraCom and Purple

VI. RESOURCE MANAGEMENT - Strategic initiatives that secure, manage and sustain resources to achieve our vision

GOAL:
The School will insure the appropriate and efficient utilization of resources while complying with federal, state and University regulations.

OBJECTIVE:
1. Invest in facilities, personnel and technology that create safety, accountability and efficiencies in operations.

Strategies and targets/anticipated results
ii. Assignment of square footage adequate for clinical space, faculty office space, staff support space, administrative space and student support space.
   a. Review annually and modify existing space to meet needs.
   b. Build new space and facilities to meet growth needs of school.
iii. Create hiring protocols to recruit top faculty and personnel to meet mission and goals.
a. Reach out to potential faculty through formal and informal networks.
b. Seek out faculty through professional journals and targeted recruiting methodologies.

iv. Create compliance, quality assurance and safety programs to meet and surpass the needs of the institution.
a. Hire compliance personnel to monitor institutional effectiveness.
b. Create quality assurance officer position and maintain protocols through formal and informal protocols.

v. Create a culture of accountability through feedback and evaluation.
a. Train Department Chairs and supervisors to adequately manage and promote a cultural of communication, effective feedback and objective evaluation.

vi. Continually monitor and upgrade technological needs to create efficiencies among all units.
a. Work with peer institutions to identify trends in dental education technologies.
b. Review technological needs on semi-annual basis.
c. Monitor current technologies used in school and encourage feedback from all stakeholders as to the efficiencies of those technologies.

vii. Continually benchmark these investment outcomes to peer institutions and historical metrics of the UCSDM:
a. Tuition and Fees
b. State Funding
c. Endowment Earnings
d. Total Endowment
e. Faculty FTE/Student Ratio (*internal benchmark)
f. Expenditure/Student Ratio
g. Staff FTE/Student Ratio (*internal benchmark)

OBJECTIVE:
2. Adhere to fiscal management policies as set by the University, State and Federal regulations.

Strategies and targets/anticipated results

i. Communicate and apply generally accepted accounting standards and financial management protocols of the federal government, state government, and University of Colorado.
a. Annually review accountability and fiscal responsibility of personnel.
b. Annually certify those with fiscal responsibilities through university training protocols.
c. Work with university finance offices to ensure adherence to rules and protocols.

OBJECTIVE:
3. Work with foundations, alumni and private citizens to develop increased support for mission areas.

Strategies and targets/anticipated results

i. Increase the amount of private gifts and private foundation funds to school annually.
a. Actively seek out new donors and partnerships with the community.
b. Work with foundations personnel to identify new donor relationships.
ii. Create dynamic methodologies for communicating and branding the UCSDM to community.
   a. Create communication and branding devices with maximum impact.
   b. Ensure communications are clear and consistent to the community and stakeholders.

iii. Create outreach methodologies to invigorate alumni support.
   a. Create alumni outreach programs that are innovative and inclusive.
   b. Manage a consistent and informative alumni driven communications methodology.

**OBJECTIVE:**
4. Increase efficiencies in the provision of patient care.

**Strategies and targets/anticipated results**

i. Increase availability of new technologies to increase efficiencies.
   a. Explore and encourage the implementation of new technologies.
   b. Encourage faculty to work with partners in community to discuss and observe new technologies available to the dental profession.

ii. Increase clinical faculty and personnel over time to meet patient and student demand.
   a. Recruit and hire excellent faculty.
   b. Recruit and hire excellent support staff for all units of the school.

iii. Invest in new clinical space and clinical ancillary support areas.
   a. Redesign and modify existing space to create new clinical space.
   b. Build new space to create new clinical space.

iv. Adopt whole use of the AxiUm electronic record modules, as well as additional technology strategies that improve efficiencies, monitoring of operations and accountability.
   a. Activate all functional modules to create better clinical systems integrations.
   b. Train all faculty, personnel and students in the most effective use of the technology.
   c. Create a secure and compliant health information environment.

v. Comply with all state and federal regulations as subject to patient care.
   a. Train all faculty, personnel and students in HIPAA protocols.
   b. Train all faculty, personnel and students in appropriate patient privacy methodologies.

**OBJECTIVE:**
5. Increase sponsored research and per faculty research productivity

**Strategies and targets/anticipated results**

i. Increase $ per square foot of Research Productivity (Campus internal benchmark)
   a. Encourage principal investigators to seek out new and innovative granting opportunities.
   b. Annually review space utilization of research unit and compare with campus benchmarks for productivity.

ii. Increase per faculty research productivity based on direct and indirect funding
   a. Encourage principal investigators to seek out new and innovative granting opportunities.
b. Support principal investigators to create dynamic and innovative research applications to increase possibility of award.
c. Encourage principal investigators to work collaboratively across schools and universities to leverage scales of economies in their research.

iii. Recruit top researchers to expand the research faculty.
   a. Network with other faculty internally and externally to seek out mutually beneficial research opportunities.
   b. Actively recruit on a national scale.

OBJECTIVE:
6. Seek out innovative programs that expand the positive impact of the school while contributing to its financial viability

**Strategies and targets/anticipated results**

i. Increase entrepreneurial activities annually.
   a. Encourage innovative ideas among faculty and personnel.
   b. Seek out opportunities in the community to meet needs and/or the underserved.

ii. Develop new programs that increase visibility and financial viability of the UCSDM.
   a. Seek input from the dental community on needs and potential growth areas.
   b. Work with internal and external stakeholders to identify new opportunities that meet mission and goals of the school.
Organizational Charts
University of Colorado Office of the President

Official reporting relationships are represented by solid lines. Functional reporting relationships are represented by dotted lines.
University of Colorado School of Dental Medicine

Dr. Denise Kassebaum
Dean

Lonnie Johnson
Sr. Associate Dean
Clinical Operations & Patient Services

Brian Davis
Associate Dean
Finance, Budget, & Strategic Projects

Dr. Brad Potter
Sr. Associate Dean
Academic Affairs

Vacant
Sr. Associate Dean for Student Life

Vacant
Sr. Associate Dean for Diversity

Dr. Jeff Stansbury
Sr. Associate Dean
Research

Dr. Lynne Headley
Chair
Craniofacial Biology

Dr. Rob Berg
Chair
Applied Dentistry

Dr. Robert Greer Chair
Diagnostic & Biological Sciences

Dr. Craig Shellhart
Interim Chair
Orthodontics

Dr. Dan Wilson
Chair
Restorative Dentistry

Dr. Chuck Powell
Chair
Surgical Dentistry

Dr. Ulrich Klein
Chair
Pediatric Dentistry

Dr. Lonnie Johnson
Interim Director
Continuing Dental Education

Dr. Gerald Minick
Director
Orthodontics Residency

Dr. Rob Skoretz
Director
General Practice Residency

Dr. Chuck Powell
Director
Periodontics Residency

Dr. Michelle Brichacek
Director
Faculty Practice

Dr. Elizabeth Towne
Director
International Student Program

Diane Brunson, RDH, MPH
Director
Public Health & Community Outreach

Sheila Kennedy
Sr. Director
Institutional Effectiveness and External Relations

Mark Osvirk
Director
Procurement and Facility Operations

Jaymil Patel
Director
Information Technology
Academic Affairs
University of Colorado School of Dental Medicine
Academic Honor Code and Discipline Policies

ACADEMIC INTEGRITY

A university's reputation is built on a standing tradition of excellence and scholastic integrity. As members of the University of Colorado Denver School of Dental Medicine academic community, faculty and students accept the responsibility to maintain and uphold the highest standards of intellectual honesty and ethical conduct in completing all forms of academic work at the university. The dental profession is granted the privilege and responsibility of self-regulation by society. Honesty, integrity and ethical conduct are essential in the education of future members of a profession, which has the privilege of self-regulation. Self-regulation of the academic process is an important part of the education of a future professional.

Faculty Responsibility

It is the ethical responsibility of the Faculty to abide by and promote the principles espoused by the Honor Code. The Faculty should take whatever steps are reasonably necessary to discourage academic dishonesty. Faculty should provide students with guidelines and instructions for test administration in the course syllabus, verbally before the beginning of an examination, and on the front cover of any examination. During the administration of examinations, the faculty member or designee must be present to monitor the process. It is recommended that more than one proctor be present, and that the proctors' attention be devoted to the monitoring process. Randomized seating charts and facilities allowing for students to be seated in alternating seats should be used whenever possible. Testing materials should be constructed to discourage dishonesty. This may include multiple versions of examinations with randomized question order, or any other technique, which decreases the likelihood of dishonesty. Students taking tests or major examinations should not be permitted to bring materials, other than those allowed by the course director, to their desks during the time of the examination. Purses and book bags should be left in the front or along the sides of the room. Electronic devices, unless specifically permitted by the faculty, shall not be permitted in the room.

Student Responsibility

It is the ethical responsibility of the student to abide by and promote the principles espoused by the Honor Code. The student should take whatever steps are reasonably necessary to discourage academic dishonesty and other violations of the Honor Code. Each student is expected to work independently, other than during group exercises, and it is the student's responsibility to protect the integrity of his or her own academic materials. Inherent within the process of self-regulation is the responsibility to report activities that are unethical and dishonest.

Conduct Standards

Academic dishonesty is defined as a student's use of unauthorized assistance with intent to deceive an instructor or other such person who may be assigned to evaluate the student's work in meeting course and degree requirements. Examples of academic dishonesty include, but are not limited to, the following:

A. Plagiarism

Plagiarism is the use of another person's distinctive ideas or words without acknowledgement. The incorporation of another person's work into one's own requires appropriate identification and acknowledgement, regardless of the means of appropriation. The following are considered to be forms of plagiarism when the source is not noted:
1. Word-for-word copying of another person's ideas or words

2. The mosaic (the interspersing of one's own words here and there while, in essence, copying another's work)

3. The paraphrase (the rewriting of another's work, yet still using their fundamental idea or theory)

4. Fabrication (inventing or counterfeiting sources)

5. Submission of another's work as one's own

6. Neglecting quotation marks on material that is otherwise acknowledged. Acknowledgement is not necessary when the material used is common knowledge.

B. Cheating

Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices not authorized by the instructor in any academic exercise, or communication with another person during such an exercise. Examples of cheating are:

1. The act of looking at, or copying from, another's paper, computer display, or receiving unauthorized assistance from another during an academic exercise or in the submission of academic material

2. Using a calculator, computer, cell phone, PDA, or any other electronic device when its use has not been permitted

3. Collaborating with another student or students during an academic exercise without the consent of the instructor

4. Alteration of academic or patient records.

5. Providing any information about examinations, including National Board examinations, to other unauthorized individuals or entities.

C. Fabrication and Falsification

Fabrication involves inventing or counterfeiting information, i.e., creating results or work not obtained in a study or laboratory project. Falsification, on the other hand, involves the deliberate alteration or changing of results and information to suit one's needs in an experiment, patient record, or other academic and clinical exercise.

All laboratory projects submitted for credit must be the work of the student submitting the project unless otherwise specifically authorized by the course director.

D. Multiple Submissions

This is the submission of academic work for which academic credit has already been earned, when such submission is made without the instructor authorization.

E. Misuse of Academic Materials and Facilities

The misuse of academic materials and facilities includes, but is not limited to the following:

1. Stealing or destroying library or reference materials, computer programs, or dental supplies or equipment.

2. Stealing or destroying another student's notes or materials, or having such materials in one's
possession without the owner's permission
3. Receiving assistance in locating or using sources of information in an assignment when such assistance has been forbidden by the instructor
4. Unauthorized possession, disposition, or use of examinations or answer keys to examinations
5. Unauthorized alteration, forgery, or falsification of academic records
6. Unauthorized sale or purchase of examinations, papers, assignments, or dental supplies or equipment.
7. The abuse of, or causing damage to, academic materials and/or facilities of the institution.

F. Complicity in Academic Dishonesty

Complicity involves knowingly contributing to another's acts of academic dishonesty.

G. Inappropriate Patient Care Activities

Patient care activities by students without School of Dental Medicine faculty supervision are strictly prohibited. For purposes of this section of the Honor Code, patient care activities by students shall include all of those activities that constitute the practice of dentistry in the State of Colorado as defined by Section 12-35-113 of the Dental Practice Law of Colorado. The following behaviors constitute violations of this Honor Code:

1. Patient care activities by students without approval and supervision by faculty.
2. Patient care activities by students outside of regularly scheduled School of Dental Medicine clinic hours including, but not limited to, nights and weekends without approval and supervision of faculty.
3. Patient care activities by students at any off campus site unless such activities and sites are approved as part of a recognized School of Dental Medicine course. Unsupervised patient care at these sites is prohibited.
4. The appointing of any patient of the School of Dental Medicine at any off-campus site that is not recognized as an extension of the School of Dental Medicine.

The illegal practice of dentistry is a violation of Colorado Law. At the discretion of the Dean, individuals found in violation of this section of the Code may be reported to the Colorado Board of Dentistry.

H. Impairment

Displaying an inability to perform patient care activities with reasonable skill and safety to patients or becoming unable to perform patient care activities with reasonable skill and safety to patients by reason of use of alcohol, drugs, narcotics, chemicals, or any other type of material, or as a result of any mental or physical condition, or by reason of displaying habitual intoxication, addiction to, or recurrent personal misuse of alcohol, drugs, narcotics, chemicals, or any other type of similar substances constitutes a breach of the Honor Code.

I. Compliance

Failure to safeguard confidentiality of patient records in accordance with the Health Insurance Portability and Accountability Act (HIPAA) Guidelines constitutes a breach of the Honor Code.

Failure to abide by Federal Regulations and Institutional Policies regarding human subject and/or animal research constitutes a breach of the Honor Code.
J. Protection of Academic Integrity

The use of pressure, threat, abuse, or similar practices against any person involved, with intention to inhibit or prevent the reporting, investigation, or hearing of an alleged violation of this Honor Code constitutes a breach of the Honor Code.

The withholding of evidence pertinent to any case under investigation, or being heard, or the giving of false evidence during an investigation or hearing constitutes a breach of the Honor Code.

PROCEDURES IN CASES OF SUSPECTED ACADEMIC DISHONESTY

All matters of academic policy, including academic dishonesty, are under the jurisdiction of each of the university's schools and colleges pursuant to Article 7.B.4 and Article 7.B.5 of the Laws of the Regents. Accordingly, each school and college has established procedures for addressing matters of academic dishonesty and for determining the severity and consequences of each infraction.

Report of Violations

Any alleged violation of this Honor Code will be reported in writing to the Associate Dean for Academic Affairs by the complainant(s) within 7 working days of the violation's becoming known to the complainant(s). If the violation becomes known to the complainant while the complainant is at an off campus site, the 7 working day period shall begin at the time the complainant returns to campus.

The Associate Dean for Academic Affairs and the Associate Dean for Student Affairs will meet with the alleged violator(s) and advise the student(s) in writing that a complaint has been received. At that time, the Associate Dean for Academic Affairs will ask the accused student(s) for a plea of not guilty or guilty. Every alleged violator must enter an individual written plea to all charges at this time. If pleas change prior to any scheduled hearing, the Associate Dean for Academic Affairs must be informed of the change in writing.

If the accused student admits to a violation and enters a plea of guilty, the student will be notified that a hearing of a Student Performance Subcommittee will be scheduled to formulate and implement a disciplinary action.

Investigation

If the accused student(s) denies the allegation(s) and enters a plea of not guilty, an investigation will be conducted by the Associate Dean for Academic Affairs to evaluate the evidence against the student(s). The investigation of the alleged incident will occur within 7 working days from the date the Associate Dean for Academic Affairs receives written notification of the plea. An extension of the 7-day limit may be granted by the Dean for reasonable cause. If there is sufficient evidence to indicate that a violation may have occurred, a hearing will be conducted.

If the decision is that insufficient evidence exists to proceed to a formal hearing, the accused student(s) and the person who filed the allegations will be required to meet together with the Associate Dean for Academic Affairs and the Associate Dean for Student Affairs. The intent of this meeting will be to candidly discuss the allegation(s) and provide an opportunity to mediate any differences.

Hearing

The individuals to be involved in the Hearing will include the following:

1. **Chair of the Hearing Subcommittee.** This member is a non-voting member of the Hearing Subcommittee designated to conduct the Hearing and oversee the proper conduct of the Hearing. The Associate Dean for Student Affairs will serve in this role unless this person is the complainant. The Dean will appoint a substitute if required.

2. **The Representative of the School.** This individual will present the facts to the Hearing Subcommittee and is permitted to question the accused student(s), the complainant(s), and any witnesses
presented. The Associate Dean for Academic Affairs will serve in this role unless this person is the complainant. The Dean will appoint a substitute if required.

3. The alleged violator(s). This person(s) has the right to:
   (1.) be accompanied by an advisor of the student’s choice who is a faculty member, an administrator, or student at the School of Dental Medicine. This person shall not be the student’s attorney. The advisor may not directly question either witnesses or members of the Hearing Subcommittee or participate directly in the hearing.
   (2.) question the Representative of the School’s witnesses;
   (3.) present witnesses who have pertinent testimony;
   (4.) make a record of the hearing;
   (5.) expect a decision based solely on evidence presented; and
   (6.) be provided a written notification of the outcome of the case.

4. The Hearing Subcommittee. The Hearing Chair will randomly select three Faculty members and one alternate Faculty member from the Student Performance Committee. In addition, the Chair will select three student members from the Student Performance Committee excluding the member from the class of the alleged violator. An alternate will be selected from the Class Officers of the student body, excusing individuals from the class of the alleged violator. The Hearing Subcommittee Chair shall evaluate the list of proposed Hearing Subcommittee members for potential conflicts of interest. If a conflict of interest is believed to exist, the proposed Hearing Subcommittee member shall be withdrawn and the alternate will fill the position. This process ensures that the selection of any Hearing Subcommittee members shall not jeopardize the right of the accused to a fair and impartial Hearing. The final Hearing Subcommittee with voting rights will consist of three Faculty and three student members, a total of six members.

The Representative of the School and the accused student must provide the Chair of the Hearing Subcommittee with a complete list of witnesses at least 72 hours in advance of a scheduled hearing. The Chair will then provide the Representative and the accused student a complete list of the witnesses at least 48 hours in advance of a scheduled hearing. It is the Representative’s and accused student’s responsibility that their corresponding witnesses are notified of the hearing date and time, and that they attend the hearing.

If either the accused student(s) or the Representative introduces additional witnesses at the time of the hearing, it will be left to the discretion of the Chair of the Hearing Subcommittee as to the relevance of their testimony and to their participation in the hearing. If a witness or witnesses fail to attend the hearing, it will be left to the discretion of the Chair of the Hearing Subcommittee as to whether the hearing will proceed, or will be re-convened at a later date.

Process and Procedures

Attendance in the hearing room may be limited to: The Hearing Subcommittee, the Representative of the School, the alleged violator, the alleged violator's advisor, and witnesses during the time of their testimony only, and officials of the University of Colorado Denver. The Chair of the Hearing Subcommittee will rule on the presence of any other individuals who wish to attend the hearing.

1. Only evidence pertinent to the specific allegation(s) may be considered. Knowledge of prior violations may not be made known or considered in determining guilt or innocence. Pertinent evidence may refer to new findings arising as a result of the investigation process.

2. Separate hearings will be conducted in most cases if there is more than one alleged violator.

3. The Hearing Subcommittee Chair will read aloud the "Chair's Summary Statement" and provide information pertinent to the specific Hearing. This document states that the proceedings will be recorded and introduces the Subcommittee members, the accused, and the accused’s advisor and outlines the function of the Chair, presents the order of events which will occur at the Hearing, specifies how the evidence is to be evaluated, and states the criteria the Subcommittee members are to utilize in
reaching their decision.

4. The Hearing Subcommittee Chair will read the allegation(s) to the alleged violator and request the alleged violator’s plea.

5. The Representative of the School will present the case against the alleged violator. The alleged violator will present the defense.

6. Witnesses may be recalled for clarification of testimony or to give further testimony. All witnesses to be called will be sworn by oath by the Chair.

9. The Hearing Subcommittee will consider the evidence in executive session. If it is necessary to recall a witness for clarification after the Subcommittee adjourns into executive session, the School’s Representative, the alleged violator, the alleged violator’s advisor shall be present and all except the alleged violator’s advisor have the right to question the witness regarding the witness’s clarifying statements.

7. Nothing in the Honor Code shall prevent an accused student from pleading guilty to any alleged violation of this Code and waiving the right to a full hearing on the charges. All pleas of guilty and waivers of hearing must be presented to the Chair of the Hearing Subcommittee in writing. In the case of a plea of guilty, evidence related to the facts of the violation will not be presented and the Hearing Subcommittee's sole responsibility will be to determine an appropriate disciplinary action.

Hearing Outcome

Four votes are required to find a student in violation of the Honor Code. In the deliberations of the Hearing Subcommittee, the three faculty members and the three student members are required to vote; the Chair of the Hearing Subcommittee does not vote.

In the event a student is found to have violated the Honor Code or admits to a violation of the Honor Code, the disciplinary action(s) as determined by the Hearing Subcommittee will be implemented. The Hearing Chair will read the list of Disciplinary Actions from which the Hearing Subcommittee members are to select their actions. Before the Hearing Subcommittee begins deliberations to formulate the appropriate actions, the Representative of the School will inform the Subcommittee of any previous violations on the record of the accused student. The Representative will also provide the Subcommittee with a suggested disciplinary action. Four votes are required for implementation of an action or actions and all Subcommittee members (except the Chair) will vote.

The student and the Representative of the School shall be notified in writing of the Hearing Subcommittee's findings and determinations by certified mail, return receipt requested.

Disciplinary Actions

The following are possible disciplinary actions which can be implemented by the Hearing Subcommittee through regular case disposition procedures. These penalties are not all-inclusive and may be modified depending on the nature of the violation or violations.

A. Administrative Probation

An official warning that the student's conduct violates the Honor Code but is not sufficiently serious to warrant dismissal or suspension. This type of probation does not carry concurrent restrictions. Continued enrollment depends on maintaining satisfactory conduct during probation. A favorable recommendation will not be furnished by the university during probation. It shall be imposed for a specified period of time during which any other additional violations of the Honor Code will result in more severe disciplinary actions.
B. Administrative Probation with Restrictions

This action is a warning that the student's behavior is unacceptable and includes other sanctions, which do not require an interruption or termination of the student's enrollment. Probation shall be imposed for a specified period of time during which any other violation of the Code of Conduct will result in more severe disciplinary actions. A favorable recommendation will not be furnished by the university during probation. Sanctions, which may be imposed as restrictions, shall include but not be limited to:

1. Loss of scholarship and educational loan awards from funds under the direct control of the University of Colorado Denver or the School of Dental Medicine (federal aid programs are not included in this provision);
2. Loss of credit for any test, paper, report, essay, laboratory project, or clinical procedure involved in the violation;
3. A failing grade for the course(s) in which the violation(s) occurred;
4. Restitution for damages or replacement of property;
5. Loss of the privilege of representing the School of Dental Medicine in any official capacity or loss of the privilege of representing the student body of the School of Dental Medicine in any official capacity.
6. Suspension of clinical privileges for a period of time to be determined by the Hearing Subcommittee. The student will remain enrolled in the curriculum and participate in all activities, except those involving direct patient care. Appropriate measures to insure continuity of patient care must be an integral portion of any such disciplinary recommendation.
7. Other sanctions as deemed appropriate.

C. Suspension

This action terminates the enrollment of a student in the School of Dental Medicine for a specified period of time. Participation in courses and School of Dental Medicine activities is prohibited during the suspension period. A suspension will usually require the reassignment of the student's patient population. At the end of the suspension period, re-enrollment may require a period of skills assessment and redevelopment as a student in the School of Dental Medicine and new patients will be assigned.

D. Dismissal

The permanent denial of the individual's privileges to attend the School of Dental Medicine.

E. Nothing in the Honor Code shall prevent a student from receiving a combination of penalties, such as a suspension for a specified time, to be followed by a period of probation, which could also include restrictions.

Appeal

A. A student may appeal the findings and determination of the Hearing Subcommittee to the Dean by submitting a written request within 5 working days of the student's receipt of the Hearing Subcommittee's decision. The request must state the basis for the appeal. The authority for final action by the School of Dental Medicine in all cases rests with the Dean. Upon receipt of a written
appeal, the Dean will review the Hearing Subcommittee’s findings and determinations to decide whether:

1. The student was accorded due process;
2. The facts of the case support the findings of the Hearing Subcommittee; and
3. Recommendations for disciplinary action, if any, are appropriate.

B. At the conclusion of the review, the Dean may:

1. Approve and implement the findings and determinations of the Hearing Subcommittee;
2. Amend and implement the findings and determinations of the Hearing Subcommittee; or
3. Remand the case back to the Hearing Subcommittee for further review and consideration.

C. The student and the Representative of the School shall be notified in writing of the Dean’s decision by certified mail, return receipt requested. The decision of the Dean is final, and there shall be no further appeal.

Records

All records pertaining to the case shall then be retained in the office of the Associate Dean for Academic Affairs for five years after final disposition of these matters. If a student is dismissed or suspended, the records shall be maintained in the student’s permanent file in the School of Dental Medicine.

Annual Report

During the first full month of the Fall Semester, the Chair of the Student Performance Committee will provide a report of the previous year’s activity to the faculty and students. The report should include the number of alleged violations reported, the number of proven violations, admissions of guilt, acquittals, and any disciplinary actions imposed.

Review and Revision

1. Every 2 years, the Chair of the Student Performance Committee will appoint a subcommittee to evaluate this Honor Code. At least one student, one School of Dental Medicine faculty member, and the Associate Dean for Student Affairs will be on this subcommittee. The Honor Code may be evaluated more frequently at the request of the Dean or the Student Performance Committee.

2. The Honor Code will be revised as needed following the evaluation. All revisions must be approved separately by a majority vote of the Faculty Senate.

3. The current Honor Code will be in effect until such time as revisions are approved.
Professional Code of Conduct

Expected Faculty, Student, Resident and Staff Conduct

The faculty, students and staff of the University of Colorado School of Dental Medicine (SDM) are members of the professions of dentistry and dental education that demand a high level of skill, knowledge, judgment, compassion and civil behavior.

As an integral part of the University of Colorado Anschutz Medical Campus, our mission is to provide programs of excellence in teaching, research, patient care, as well as community and professional service. Fulfillment of this mission creates a varied set of professional roles and responsibilities for all faculty, students, residents and staff within the SDM.

As clinicians, educators and learners, we have an intersection of professional responsibilities that are best defined by the professions we serve. As members of a clinical profession our clinical responsibilities are defined by the American Dental Association (ADA) as a set of guiding principles; and as educators and learners we embrace the values established by the American Dental Education Association (ADEA).

The ADA guiding principles of: Patient Autonomy, Nonmaleficence, Beneficence, Justice, and Veracity define who we are as both the clinicians and researchers of today and tomorrow.

The ADEA Values of: Competence, Fairness, Integrity, Responsibility, Respect, and Service-mindedness remind us of what we should value as teachers and learners.

The School of Dental Medicine therefore places the highest priority on these professional principles and values and the daily demonstration of their importance to us during patient care, teaching, our interactions with each other, and learning.

At all times faculty, students, residents and staff will demonstrate respect for, and sensitivity to all aspects of diversity including: age, culture, ability, ethnicity, race, gender, language, political beliefs, religious and spiritual beliefs, veteran status, gender identity, sexual orientation and socioeconomic status.

In all interactions with patients and their care givers, faculty, students, residents and staff are expected to adhere to the ideals of the profession of dentistry. These include but are not limited to those guiding principles of the American Dental Association of: Patient Autonomy, Nonmaleficence, Beneficence, Justice, and Veracity.

Teaching, mentoring, learning and working in a health care environment are all special privileges. It is implicit that being a good teacher, mentor, and employee includes modeling professional conduct for all learners, staff, colleagues and patients and their families. As learning is occurring in a patient care setting, the learners are also expected to demonstrate developing professional values. Together the professional expectations of teachers, mentors, learners and employees are best reflected by those professional values of dental education set for by ADEA of: Competence, Fairness, Integrity, Responsibility, Respect, and Service-mindedness. This unique learning environment demands an active engagement in the teaching, mentoring and learning process that includes humility, effective listening and respectful and timely feedback.

All members of our academic community are expected to exhibit the characteristics of good academic and institutional citizenship. This includes developing and maintaining a high level of scientific and clinical competence and a demonstrated dedication to life-long learning. It is essential that all adhere to the highest
standards of academic honesty and integrity. Truthfulness and accuracy in all scientific writing, documentation in the dental record, and reporting conflicts of interest are essential characteristics of good citizenship.

Consistent with the principles outlined above, all SDM faculty, students, residents, and staff members are expected to:

**Professional Responsibilities and Accountability**

Demonstrate behaviors that convey compassion, respect, empathy, caring and tolerance in all interactions with learners, patients and families, professional colleagues, teachers and staff.

Uphold the primacy of patient welfare, always placing the patient’s best interests first.

Demonstrate accountability to patients, families, learners, faculty, professional colleagues and society by maintaining scientific, clinical and educational competence appropriate to one’s role as a faculty member.

Provide, accept and respond appropriately to constructive feedback and evaluations, in order to provide high quality clinical care and educational excellence. An appropriate response to constructive feedback should result in a positive outcome for all concerned individuals and the SDM that resolves the concern through understanding and/or modification of behavior.

Recognize and respond appropriately to behavior by others that is disrespectful, disruptive or unprofessional.

Demonstrate sensitivity and respect for learners, faculty, staff, co-workers’ and patients’ ethnic, racial and cultural differences.

Demonstrate professionalism through appropriate dress, grooming, language and behavior.

Maintain appropriate confidentiality.

**Additional Professional Responsibilities for Faculty**

Appropriately prepare for, and actively engage in, all assigned teaching and mentoring responsibilities.

Treat all learners with understanding, dignity, respect and tolerance.

Evaluate learners equitably and fairly, using only criteria that reflect the learner’s performance, as measured by standards applied uniformly to all learners in the course or other learning activity, except where differentiation is required or permitted in the case of students with disabilities.

**Additional Professional Responsibilities as a Member of the Academic Community**

Evaluate the performance of others equitably and fairly, and without prejudice, harassment or intimidation, ensuring that such evaluations are based solely on criteria that reflect professional competence.

Uphold the principles of academic honesty, including truthfulness and accuracy in medical and scientific research and writing.

Uphold the principles of academic honesty in the learning environment including no tolerance for cheating, plagiarism and the inappropriate use of electronic devices in the learning and testing environment.

Understand and comply with University, School of Dental Medicine, and other policies governing conflicts-of-interest, performance reviews, credentialing and other matters.

Recognize and manage conflicts-of-interest.
Additional Professional Responsibilities as a Member of a Health Care Community

Serve humanity without bias.

Make the health and well-being of patients the first consideration.

Ensure that the dignity of all will not be subordinated to monetary, scientific or political ends.

Recognize that the responsibility to the community, to promote its welfare and to speak out against injustice.

Promote the integrity of the profession of Dentistry with honest and respectful relations with other health professionals.

Unacceptable Conduct

Unprofessional behaviors have no place in any educational, learning, research, administrative or patient care environment and will not be tolerated. Within the healthcare environment, unprofessional and disruptive behaviors interfere not only with learning, but also with communication and trust among health care team members and the overall workplace and educational environment; thus, such behaviors threaten healthcare quality and patient safety.

Unprofessional behaviors include:

- Disruptive behaviors;
  Examples of disruptive behaviors are but not limited to:
  - Verbal attacks or outbursts;
  - profane language;
  - bullying;
  - throwing or breaking things;
  - boundary violations;
  - behaviors that negatively affect the workplace.
  - and comments that are personal, rude, disrespectful, threatening or belittling. Insulting or insensitive comments, jokes or behaviors directed toward learners’, colleagues’ or co-workers’ age, culture, disabilities, ethnicity, race gender, language, political beliefs, physical appearance, religious or spiritual beliefs, sexual orientation or socioeconomic status also will not be tolerated.

- actions, words or behaviors that a learner, colleague, co-worker or patient would reasonably consider to be humiliating or demeaning;
- passive disrespect (including dismissive treatment of others);
- academic dishonesty (including falsification or fabrication of data or the misappropriation of the writings, research or findings of others);
- and discrimination against any learner, patient, co-worker or other individual on political grounds or for reasons of race, ethnicity, religion, gender, sexual orientation or any other illegal or arbitrary reasons.

Finally, faculty members may not assign a lower grade, write a poor evaluation, threaten, harass or otherwise retaliate against any learner because he or she has reported, in good faith, a violation of this faculty professionalism code.
Violations of this Professionalism Code

Violations or this Professionalism Code will be reported to, investigated by and acted upon by the Grievance Committee for faculty, Human Resources for staff and the Student Performance Committee as an Honor Code violation for students and residents.

Confidential reporting of violations of the principles and values described in this Professional Code of Conduct can be made through the use of EthicsPoint.

References
ADEA Dental Faculty Code of Conduct
ASDA: White Paper on Ethics and Professionalism in Dental Education, 2009
Professionalism Code of Conduct “Professionalism Mission Statement” University of Colorado School of Medicine: Revised January 6th 2014
The University of Colorado School of Dental Medicine (SODM): Mission, Vision, and Strategic Goals
Competency Statements

http://www.ucdenver.edu/academics/colleges/dentalmedicine/StudentServices/AcademicResources/Pages/CompetencyStatements.aspx

Critical Thinking
1. Evaluate and integrate emerging trends in health care
2. Utilize critical thinking to evaluate and integrate best research outcomes with clinical expertise and patient values for evidence-based practice.

Professionalism
3. Make professional decisions that satisfy legal, societal and ethical principles.
4. Use self-evaluative skills to assess individual knowledge and abilities, to practice within the scope of one’s competence and make appropriate professional referrals, and to identify areas of deficiency to correct through lifelong learning.
5. Collaborate effectively with other health professionals to facilitate the provision of overall health care.

Communication and Interpersonal Skills
6. Apply appropriate interpersonal and communication skills to create a humanistic environment.
7. Communicate effectively with diverse patients and other health care providers to ensure appropriate, patient-centered patient treatment.

Health Promotion
8. Provide prevention, intervention and educational strategies.
9. Participate with dental team members and other health care professionals in the management and health promotion for all patients.
10. Recognize and appreciate the need to contribute to the improvement of oral health beyond those served in traditional practice settings.

Practice Management and Informatics
11. Evaluate and apply regulatory agency requirements for dental practices such as infection control, HIPAA and environmental and office safety programs
12. Apply principles of risk management including informed consent
13. Demonstrate effective business practices, financial management and human resource skills

Patient Care Assessment, Diagnosis and Treatment Planning
14. Perform an examination that collects biological, psychological, clinical, radiographic and other diagnostic/consultative information required to evaluate the health, oral conditions, needs, and expectations of patients of all ages.
15. Recognize, diagnose and interpret normal and abnormal conditions of the orofacial complex (to include oral cancer), occlusal and temporomandibular disease, craniofacial growth and development that require monitoring, treatment or management.
16. Develop, present and discuss individual sequenced treatment plans for patients of all ages consistent with patient’s condition, interest, goals and capabilities.
Establishment and Maintenance of a Healthy Oral Environment Management of Emergency Situations
17. Anticipate, diagnose, and provide initial treatment and follow-up management for medical emergencies that may occur during dental treatment
18. Recognize and manage dental emergencies to include acute pain, hemorrhage, trauma, and infection of the orofacial complex

Control of Pain and Anxiety
19. Employ pharmacological agents and techniques to manage orofacial discomfort and psychological distress

Periodontal Therapy
20. Diagnose, treatment plan, comprehensively treat, and maintain patients with periodontal disease in the primary, mixed, and permanent dentitions

Endodontic Therapy
21. Diagnose and treat diseases of pulpal and periradicular origin in the primary, mixed, and permanent dentitions

Surgical and Non-Surgical Therapies
22. Diagnose and treat conditions requiring reparative surgical procedures and non-surgical therapies on the hard and oral soft tissues

Restorative/Prosthodontic Therapy
23. Provide single or multiple tooth restorations, with appropriate fixed or removable techniques, to restore anatomic form, function, and esthetics to patients of all ages.
24. Continually analyze the outcomes of patient treatment to improve patient care.
The Student Handbook can be found on the School’s website at: 
http://www.ucdenver.edu/academics/colleges/dentalmedicine/StudentServices/AcademicResources/Documents/STUDENT%20HANDBOOK.pdf

For your reference the Student Handbook’s Table of Contents is listed below:

TABLE OF CONTENTS

I. GENERAL INFORMATION
   Dental School Directory
   Hours
   Emergency Procedures and Numbers
   Student Resources
   Change of Name/Address
   Financial Aid
   Transcripts
   Licensure Examinations
   Graduation Preparations

II. POLICIES AND GUIDELINES
   University of Colorado School of Dental Medicine
   Student Dress Code
   Technical Standards
   Student Honor Code - Academic Dishonesty & Unprofessional Conduct
   Academic Policy
   Professionalism Code of Conduct
   Student Grievance Procedures
   Tutorial Guidelines
   Support Service Guidelines for Dental Students
   Commission on Dental Accreditation Complaint Policy
   Student Travel Policy

   University of Colorado Denver Anschutz Medical Center
   Fiscal Policy for Student Organizations
   Conflict of Interest Policy
   Sexual Harassment Policy
   Equal Opportunity/Affirmative Action
   CUEthicsLine
   Family Educational Rights & Privacy Act
   Medical Malpractice Coverage
   Externship Policy and Procedures
   Tuition & Fee Policy
   Tuition Refund Policy
   Leave of Absence
   Withdrawal Procedure

III. GENERAL SERVICES
   A. EDUCATIONAL SERVICES
      Research Activities
      Library
B. LEGAL SERVICES
   Notary

C. MAIL SERVICES
   Mail Service

D. SECURITY
   Identification/Access Cards
   Building Security
   University Police
   Security Incident Reports
   Emergency Call Boxes
   Lockers

IV. STUDENT PROGRAM
   Student Curriculum
   Competencies
   Attendance
   Cancelled Classes
   Online Course Evaluations
   Alumni Relations

V. STUDENT ACTIVITIES
   American Dental Education Association
   American Student Dental Association
   American Association of Dental Research
   American Association of Women Dentist
   American Academy of Pediatric Dentistry
   Hispanic Student Dental Association
   Student National Dental Association
   Colorado Dental Association
   Student Council
   Fraternities
Calibration
Faculty Calibration Sessions

As part of the faculty development program, one hour each day (8:00 am – 9:00 am) has been set aside for faculty calibration. The purpose of these sessions is to ensure consistency on the clinic floor and continuity between what is being taught in the classroom and translated on the clinic floor.

Session topics include clinical procedures and techniques, academic and clinical administration matters, new technologies, axiUm and IT training, teaching and learning concepts, and professional development. It is highly recommended that faculty engage in this program through attendance and presenting sessions. While attendance is not mandatory, it is tracked and monitored. Videos of each session are also available on the shared drive. (See below for further information on videos and mapping to the drive.)

The Office of Continuing Education is responsible for scheduling the sessions and sends announcements for each months presentations. The schedule can also be found on the School’s intranet site: https://mysdm.ucdenver.edu/faculty/SitePages/Home.aspx

Example Outlook Announcement

Example of Schedule on Intranet Site
Calibration Session Videos

One session per week is videotaped by Educational Support Services (ESS) and is uploaded to a shared drive on the School’s network. These videos can be viewed on both Macs and PCs but the drive must first be mapped to your computer. Please follow one of the two sets of mapping instructions based on your computer preference.

Mapping Instructions for PCs

1. If you are connected off-campus please note that you will need to install set up, and connect the VPN prior to proceeding. Instructions can be found by logging in to http://itservices-web.ucdenver.edu/vpn

2. Open windows explorer or My Computer
3. At the menu at the top of the screen, click the **Map Network Drive** button.

![Map Network Drive](image1)

4. In the dialog that pops up, select the drive letter (I:) and in the folder field, type `\\wirebender\sharepointvideos$`

*Note that backslashes (\) should be used, not forward slashes (/). The backslash (\) is located above the enter key on your keyboard.*

![Dialog with selected drive and folder](image2)
5. Click on the **Finish** button.
Mapping Instructions for MACs

1. Open a finder window, or switch to finder via the dock

2. At the menu at the top of the screen, select Go and then Connect To Server. Also note the shortcut Command + K, which will bring you directly to the next step

3. In the dialog that pops up, for the server address type smb://wirebender/sharepointvideos$
4. Click on the + icon next to the server address to add it to the favorite servers for future reference
5. Click the Connect button
6. If prompted, enter your UCDaccess username and password

7. You should now have access via the Shared section of the finder window
Faculty Senate
PART I
STRUCTURE OF FACULTY GOVERNANCE

The faculty of the University of Colorado School of Dental Medicine (CUSDM) is a self-governing body which operates according to the Constitution of the Faculty Senate of the School of Dental Medicine and the Laws of the Regents of the University of Colorado.

This organization exists within a framework of faculty governance at the University of Colorado Denver. The framework provides for interaction within the School, at the campus level and at the system-wide level. The system-wide level has two bodies which report to the President of the University. One body is the system-wide Faculty Senate which consists of all faculty who meet membership requirements as defined in the Constitution of the University of Colorado Denver Faculty Senate. The second body is the Faculty Council, which is a representative body with members from each campus and each school.

The University of Colorado Denver has a representative body on the Anschutz Medical Campus (AMC) called the Faculty Assembly of UCD. This group has a set of officers and representatives from each school on the AMC-UCD campus. Individual membership in the UCD Faculty Assembly can be defined independently from the university-wide definition, but officers and representatives to the university-wide system must meet membership requirements of the university-wide constitution.

The CUSDM faculty governing body is called the CUSDM Faculty Senate with membership defined in the Constitution of the Faculty Senate of the School of Dental Medicine. Officers of the CUSDM Faculty Senate and representatives to the UCD Faculty Assembly and University-wide Faculty Council also must meet membership requirement of those bodies. Officers and Representatives of the CUSDM Faculty Senate are elected by the members of the CUSDM Faculty Senate.

A schematic of faculty governance structure at the school, campus, and university-wide level is presented as an Attachment.
PART II

CONSTITUTION OF THE FACULTY SENATE
OF THE SCHOOL OF DENTAL MEDICINE

(Current document was approved by the Faculty Senate on September 18, 2012)

(All references to the Laws of the Regents are to the Laws adopted July 2006, and printed from the website July 2008)

ARTICLE I: ORGANIZATION

A. Department Organization

1. The School of Dental Medicine shall consist of the Department of Applied Dentistry, the Department of Craniofacial Biology, the Department of Diagnostic and Biological Sciences, the Department of Orthodontics, the Department of Restorative Dentistry, the Department of Pediatrics and the Department of Surgical Dentistry.

2. In accordance with Article 4, Part B of the Laws of the Regents, each department shall be responsible for developing its own working structure in consultation with the Dean, for defining how personnel and budgetary matters shall be handled within the department, for determining responsibility for other departmental matters and for making recommendations for appointments, reappointments, continuous appointments and promotions in strict conformance with procedures approved by the Regents and by the School of Dental Medicine.

3. In accordance with Appendix A of the Laws of the Regents, the entire School of Dental Medicine is defined as the primary unit for purposes of recommending and evaluating faculty being put forth for appointment, reappointment, promotion and tenure.

B. Administrative Organization

1. In accordance with Article 4, Part A of the Laws of the Regents, the Dean shall be the principal administrative officer of the School of Dental Medicine and shall be the presiding officer of its faculty. The Dean shall be responsible for the enumeration of admission requirements and for the general effectiveness of all departments within the School. He or she shall supervise and administer all matters pertaining only to the School of Dental Medicine, including budgetary planning and the allocation of available funds, faculty assignments, faculty and staff personnel policies and decisions (including promotions and salary increments), curriculum planning and revision, course changes, and the academic advising and progress of students. Departmental chairpersons and faculty members shall confer with the Dean about problems relating to all such matters. The Dean shall make regular reports to the President through the Chancellor of the Health Sciences Center and to the Faculty of the School of Dental Medicine.

2. The administrator responsible for the Office of Academic Affairs shall have the responsibility for implementation and operation of all curricula of the School and for coordinating educational programs with the department chairpersons, including requests, allocations and revisions of the curriculum; and for maintaining academic standards detailed in the School's academic policies.

3. The administrator responsible for the Office Admissions and Student Affairs shall coordinate all aspects of student affairs, including student recruitment, admissions, advising, student governance, and quality of student life.

4. The administrator responsible for the Office of Financial Affairs shall have the responsibility for coordinating and monitoring all budgetary and fiscal activities of the School of Dental Medicine. In consultation with the Dean, he/she shall be responsible for all budgets for the School and modifying them as required. This person is also responsible for monitoring the expenditure of all funds within the
School to assure compliance with established budgets and with relevant budget and fiscal policies and procedures. In the absence of the Dean, the administrator responsible for the Office of Financial Affairs acts in the Dean's behalf concerning all budgetary and fiscal affairs of the School of Dental Medicine.

5. The administrator responsible for the Office of Clinic Operations and Patient Services shall have the responsibility for coordinating all activities involving patient care for pre- and post-doctoral programs. This includes, but is not limited to, risk management, assignment of patients to students, monitoring students' clinical progress, monitoring patients' progress, development of patient management guidelines, and evaluation of patient management. In consultation with appropriate department and/or division chairpersons, he/she shall be responsible for the development and implementation of clinic policies, procedures, student requirements and shall schedule appropriate clinical time and faculty clinic coverage.

6. In accordance with Article 4, Part B and Appendix B of the Laws of the Regents, a Chairperson shall be the principal officer of each department and shall be responsible for the effective and efficient administration of his or her department. The Chairperson shall have the responsibility for providing intellectual leadership toward achievement of the highest possible level of excellence in the teaching, research, and service activities of the department. With the advice and counsel of his or her departmental colleagues and acting under the rules of the department, the Chairperson shall be the department's representative and spokesperson. In implementing the rules of the department with respect to recommendations for faculty appointments, tenure and salary increases, the Chairperson may submit his or her own comments to the Dean in addition to the recommendations of the departmental faculty, but he or she may not overrule decisions of the department or its regularly-constituted committees. Administratively, the Chairperson shall be responsible to the Dean and to the department for carrying out all leadership and administrative roles and responsibilities identified in Appendix B of the Laws of the Regents.

C. Faculty

1. In accordance with Article 4, Part A of the Laws of the Regents, the faculty of the School of Dental Medicine shall consist of all general members of the teaching and research staff holding the rank of instructor or above. The faculty shall have jurisdiction over all matters that concern only the School of Dental Medicine, such as educational policy, curriculum, including academic requirements for admission, for continuance and for graduation. In addition, the faculty of the School of Dental Medicine shall have jurisdiction over matters of academic ethics under such procedures as may be approved by the Board of Regents.

The faculty of the University of Colorado School of Dental Medicine have elected to form the University of Colorado School of Dental Medicine Faculty Senate to facilitate self-governance.

ARTICLE II: FACULTY SENATE

A. Membership

1. All full-time members of the faculty, and part-time members who are appointed for 50% FTE or more, shall be entitled to voting membership in the Faculty Senate. All members of the part-time faculty who are appointed for less than 50% FTE may participate in the Faculty Senate as non-voting members, except those part-time faculty with current standing committee appointment, who shall also be voting members of the Faculty Senate.

B. Officers and Representatives

1. The President of the Faculty Senate shall conduct the meetings of the Faculty Senate, shall represent the faculty on the Executive Committee of the School of Dental Medicine and shall perform related duties as elected representative of the faculty.

2. The Vice President of the Faculty Senate, in the absence of the President, shall conduct the meetings of the Faculty Senate and shall represent the faculty on the Executive Committee of the School of Dental
Medicine. The Vice President shall also be responsible for overseeing the management and implementation of the Faculty Governance document.

3. The Secretary shall
   • record the proceedings of all meetings of the Faculty Senate,
   • shall maintain permanent records of the minutes of all regular meetings of the Faculty Senate, and
   • shall maintain records and manage the Flower and Gift Fund.

4. The Parliamentarian shall assist the presiding officer in the conduct of the meetings of the Faculty Senate according to the prevailing rules of order.

5. Two Representatives of the UCSD Faculty Senate (Delegates) shall serve as representatives to both the AMC-UCD Faculty Assembly and the University-wide Faculty Council.

6. The Director of Faculty Affairs shall be responsible for any administrative revisions, maintenance and preservation of the Faculty Governance document.

7. Other representatives to campus and university-wide committees shall be recommended by the President of the UCDSDM Faculty Senate.

C. Terms of Office

1. The officers of the Faculty Senate shall serve from October 1 of the year in which they are elected to September 30 of the following year. The President and Vice President may not be elected to more than three consecutive terms.

D. Election of Officers

1. Nominations for new officers shall be submitted to the incumbent officers during the month of August. Any member of the full-time faculty who meets membership requirements in the UCDSDM Faculty Senate and the University of Colorado Denver Faculty Assembly may be nominated for an office. The names of all candidates who accept nomination shall be placed on the ballot; a candidate may accept nomination for only one office.

2. The incumbent officer shall conduct the election by secret mailed ballot during the month of September. Each member of the full-time faculty is entitled to one vote. A candidate shall be elected by receiving a majority of votes cast in the election. In the event that no candidate receives a majority of the first ballot votes, a run-off election will be held between the two candidates with the highest number of votes on the first ballot.

E. Meetings

1. The Faculty Senate shall meet upon the call of the Dean, the President, or by petition of one-third of the members of the Faculty Senate. A written announcement of meetings and a copy of the agenda shall be sent to all members of the Faculty Senate at least one week before each meeting.

2. A quorum shall consist of those members present unless otherwise specified in the Constitution of the Faculty Senate of the School of Dental Medicine.

3. The parliamentary authority for the meetings of the Faculty Senate and its committees shall be "Robert's Rules of Order" - most current edition, if the Constitution of the Faculty Senate of the School of Dental Medicine does not apply.

F. Standing Committees

1. The majority of the Faculty Senate's functions shall be performed by designated standing committees. Unless otherwise specified in this Constitution, the qualified members of each department shall elect
their departmental representatives to each standing committee by a majority vote. The student body shall elect the representatives for each designated position from the appropriate classes. All members of the committees shall serve for two years from June 1 – May 31 of the second year following election.

2. Unless otherwise specified in this Constitution, each Standing Committee shall elect its own Chairperson, and the Chairperson may create subcommittees to facilitate the work of the Standing Committee. The Chairperson shall maintain minutes.

3. Standing Committees shall consider new business brought before them in writing by either the President of the Faculty Senate, or the Dean of the School of Dental Medicine, or five members of the full-time faculty representing at least two departments, or the majority of the full-time faculty members of any department. The Chairperson of the Standing Committee shall report the recommendation of the majority of the committee members to the President, who shall bring the recommendation before the Faculty Senate at its next meeting. The power of accepting, amending or rejecting reports from Standing Committees is retained by the Faculty Senate.

4. Committee structure, function, and charge will be reevaluated every two years, or other interval as determined by the Faculty Senate.

5. The school-wide Standing Committees are of two types – Committees Responsible to the Faculty Senate and Committees Reporting to the Dean. Their function and their composition are described in the following pages.
Committees Responsible to the Faculty Senate

INSTITUTIONAL EFFECTIVENESS COMMITTEE
The Institutional Effectiveness Committee shall have the responsibility, authority, and accountability for the Institutional Effectiveness Program of the School of Dental Medicine. The committee’s responsibilities shall include the development of guidelines and procedures, implementation of a plan of outcomes assessment, coordination of effort and evaluating compliance. Specifically, the committee shall be responsible for designing a system of outcomes assessment for the programs of the School of Dental Medicine, evaluating and coordinating the measures used to make assessment, assuring compliance with the program, assuring data collection and analysis, and assuring the distribution of the data and recommendations to the responsible person(s), committee(s), or organization(s) for action. Subcommittees reporting to the Institutional Effectiveness Committee include the Dental Curriculum Subcommittee, Dental Student Performance Subcommittee and the Competency Review Board Committee.

Chairperson
One Representative from each of the following Departments:
Applied Dentistry
Pediatric Dentistry
Diagnostic and Biological Sciences
Orthodontics
Restorative Dentistry
ISP
Goal Directors: Faculty Representatives (appointed by the Faculty Senate)

Dental Student Representatives (one from DS-2, DS-3, and ISP2 classes)
Faculty Senate President

Dental Curriculum Subcommittee
The Dental Curriculum Subcommittee shall have the responsibility, authority, and accountability for the entire dental curriculum of the School of Dental Medicine. The subcommittee’s responsibilities shall include determination of course offerings, assignment of courses to the appropriate department, approval of course content, coordination of the academic calendar and periodic evaluation of the curriculum.

Co-Chairpersons:
Administrator responsible for Academic Affairs
Director of Comprehensive Care Program
One Representative from each of the following Departments:

Applied Dentistry
Diagnostic and Biological Sciences
Surgical Dentistry
Four Dental Student Representatives
DS-4
DS-3
DS-2
DS-1

Two ISP Student Representatives
ISP 2
ISP 1

Dental Student Performance Subcommittee
The Dental Student Performance Subcommittee shall be responsible for developing policies for the evaluation of dental student performance, including policies for grading, promotion, and graduation of students. It shall also be responsible for implementing and enforcing policies that have been approved by the Faculty Senate, as well as cases of dishonesty or unprofessional conduct, and it shall make recommendations to the dean and other parties regarding discipline, promotion, or graduation of each student. The subcommittee shall follow guidelines approved by the Faculty Senate in full accord with the Rule of the Regents and the requirements of due process.

Chairperson: Administrator Responsible for Academic Affairs

Administrator Responsible for Student Affairs (non-voting)
Administrator Responsible for Clinical Affairs (non-voting)
One Representative from each of the following Departments/Disciplines:
Applied Dentistry
Craniofacial Biology
ISP
Endodontics
Periodontics
Diagnostic and Biological Sciences
Restorative
Oral and Maxillofacial Surgery
Orthodontics
Pediatric Dentistry

At-Large ISP Representative
The Honor Code Hearing Committee is an Ad Hoc Committee, not a Standing Committee.

**Competency Review Board Subcommittee**
The CRB Subcommittee functions for the purpose of providing efficient clinical performance reviews of dental students and ISP students. Additional goals will include improving documentation of performance assessment and providing better, more immediate feedback to students. The CRB Subcommittee will monitor student progress of competency completions and provide feedback for ACTS and block rotation readiness. The CRB Subcommittee may report back to the Dental Student Performance Subcommittee when problems are identified that require DSPS action.

**Chairperson:** Administrator Responsible for Academic Affairs  
**Chair of the Restorative Department**  
**Chair of Applied Dentistry (ACTS Director)**  
**Chair of Surgical Dentistry Department**  
**Chair of the Division of Periodontics**  
**Chair of the Division of Oral and Maxillofacial Surgery**  
**Chair of the Division of Oral Medicine**  
**Director of the International Student Program**  
Appropriate Comprehensive Care Leaders as required

**INTERNATIONAL STUDENT PROGRAM COMMITTEE**
This Committee will have responsibilities for student/resident admissions, curriculum management, academic performance and outcomes assessment, clinical performance and outcomes assessment, academic and clinical scheduling coordination, and other activities of the International Student Program.

**Chairperson:** Senior Associate Dean for Academic Affairs  
**Director of the International Student Program**  
**Senior Associate Dean for Clinical Clinics and Professional Practice**  
**Senior Associate Dean for Student Life and Inclusion**  
**Chair of the Department of Restorative Dentistry**  
**Chair of the Division of Periodontics**  
3 ISP Faculty members  
1 ISP Graduate  
One Representative from each of the ISP Classes
International Student Program Admissions Subcommittee
The International Student Program Admissions Committee shall develop admissions policies for the program. It shall also conduct the admissions process and select those applicants most qualified for admission to the program.

2 Chairpersons (Co-Chairs): Senior Associate Dean for Student Life and Inclusion and Director of the International Student Program

Faculty Members

ADVANCED DENTAL EDUCATION OVERSIGHT COMMITTEE
Oversight Subcommittees have responsibilities for student/resident admissions, curriculum management, academic performance and outcomes assessment, clinical performance and outcomes assessment, academic and clinical scheduling coordination, and other activities of the advanced dental education programs.

Chairperson: Administrator Responsible for Advanced Dental Education
Administrator Responsible for Academic Affairs
Administrator Responsible for Clinical Affairs
Director of Graduate Periodontics
Director of General Practice Residency
Director of Graduate Orthodontics
Director of Pediatric Dentistry

STUDENT AFFAIRS COMMITTEE
The Student Affairs Committee will be responsible for oversight of predoctoral student life at the School of Dental Medicine. This shall include oversight of predoctoral admissions, student organizations, student government, and other student activities.

Chairpersons

One Representative from each of the Division and/or Departments
Applied Dentistry
Craniofacial Biology
ISP
Endodontics
Periodontics
Diagnostic and Biological Sciences
Restorative
Oral and Maxillofacial Surgery
Orthodontics
Pediatric Dentistry
Dental Admissions Subcommittee
The Dental Student Admissions Committee shall develop admissions policies for the program in dentistry. It shall also conduct the admissions process and select those applicants most qualified for admission to the program.

Chairperson: Administrator Responsible for Admissions

Director of Post-Baccalaureate Program
Full-Time Faculty (the total number of committee members of full-time and non-full-time faculty members shall not be less than 10)
Non-Full-Time Faculty
Staff Representative
33% of the total of F/T and non-F/T faculty will be replaced annually
Dental Student Representative at the DS-2, DS-3, or DS-4 level (The activity of the dental student representative shall be determined by the Admissions Subcommittee.)

Prior to the start of each admissions cycle, the Chairperson of the Admissions Subcommittee shall recommend to the Faculty Senate the composition of the Dental Admissions Subcommittee for concurrence by the Faculty Senate.

RESEARCH COMMITTEE
The Research Committee shall be responsible for stimulating and assisting research activities by making available financial support for small faculty research projects. The committee’s charge shall be reviewing the scientific merit and fiscal propriety of each application and making recommendations concerning funding to the Dean. The committee shall provide guidance to faculty during the early phases of preparation of applications, and help investigators seek other funds by reviewing and offering advice on applications to be submitted to external granting bodies. In addition, committee members shall provide advice on research design and promising avenues for research.

Chairperson – Senior Associate Dean for Research
One Representative from each of the following Departments
Faculty Advisor of the Student Research Group, Colorado Chapter of AADR

President of the Colorado Chapter of AADR

One Dental Student Representative (Student Research Group of Colorado, Chapter of AADR)

President of the Student Research Group

FACULTY AFFAIRS COMMITTEE
The Faculty Affairs Committee is concerned with policies and procedures that influence the personal and professional welfare of the faculty. Activities of the Committee include examining all policies and procedures of the University which influence the professional and personal welfare of the faculty, and to recommend improvements in the design and implementation of faculty personnel policies, including such matters as tenure and promotion (in conjunction with the Tenure Committee), salary and benefits, faculty development, and hiring and retirement alternatives. The Chairperson will serve a three year term.

Chairperson

Members determined by the Faculty Senate

Faculty Development Subcommittee
The Faculty Development Subcommittee shall assist in promoting faculty development in the School of Dental Medicine. The subcommittee will identify mechanisms and provide assistance to help faculty, department chairs, and other mentors develop in teaching, service and scholarly activities. Further, the subcommittee shall serve as a resource to faculty, department chairs, and other mentors in instructing faculty on institutional processes.

2 Chairpersons (Co-Chairs)

One Representative from each of the following Departments:
Restorative Dentistry
Diagnostic and Biological Sciences
Orthodontics
Pediatric Dentistry
Surgical Dentistry
Faculty Appointment, Promotion, Tenure and Post-Tenure Review Subcommittee

The School of Dental Medicine Faculty, Promotion, Tenure and Post-Tenure Review Subcommittee shall review and evaluate all recommendations for promotion, tenure, and post-tenure review, and part-time/volunteer faculty appointments, except those full-time new appointments recommended by search committees appointed by the Dean. This subcommittee shall review all documents submitted to support a recommendation, in order to assure that all documentation is complete and current and to evaluate each recommendation in terms of the degree to which the faculty member’s achievements are consistent with School-wide and University criteria for the recommended rank or tenure. This subcommittee forwards all of its recommendations to the Dean’s Review Committee. The Chairperson will serve a 3 year term.

Chairperson of the subcommittee shall be a tenured faculty member at the professor level, elected by the Faculty Senate.

Only full-time, tenured or clinical track faculty members at the associate professor level or above should comprise the committee membership.

Selection of committee members will be by department chairs (1 person per department) with ratifying vote and continued oversight by officers of the Faculty Senate. Departments represented:

- Restorative Dentistry
- Diagnostic and Biological Sciences
- Orthodontics
- Applied Dentistry
- Surgical Dentistry
- Pediatric Dentistry
- Craniofacial Biology

Faculty Grievance Subcommittee

The Faculty Grievance Subcommittee shall review and evaluate grievances brought forth by a faculty member and shall submit a recommendation concerning the grievance to the dean. Grievances relating to work assignments, work schedules, annual evaluations, annual salary increments, or similar matters may be brought before the Faculty Grievance Subcommittee by a faculty member. The Faculty Grievance Committee will not, however, review any grievances relating to promotion or denial of promotion in academic rank or reappointment. These would be referred to the Dean’s Review Committee. The Faculty Grievance Committee
shall have the authority to determine if a grievance should be heard or processed through alternative channels. (The administrator shall serve as chairperson.)

One Administrator
Two Department Chairpersons
Three Full-time Faculty at the Level of Associate Professor or Above

Committees Responsible to the Dean

EXECUTIVE COMMITTEE
The Executive Committee is the executive body of the School of Dentistry. It shall advise and assist the dean in administrative aspects of the School of Dentistry's operations. In addition, the Executive Committee should review minutes from all other Committees in the SOD. (Dean shall serve as chairperson.)

Dean

Administrators
Academic Affairs
Financial Affairs
Clinical Affairs
Student Affairs
Research

Department Chairpersons
Applied Dentistry
Diagnostic and Biological Sciences
Surgical Dentistry
Orthodontics
Restorative Dentistry
Craniofacial Biology
Pediatric Dentistry

Program Directors
ISP Program
Graduate Periodontics Residency Program
General Practice Residency Program
Public Health and Community Outreach
Instructional Technology

Faculty Senate President
CONTINUING EDUCATION COMMITTEE

The Continuing Education Advisory Committee, under the Chairmanship of the Director, CE/ES, advises the dean and the director on policies relating to continuing education. This includes short and long-term planning, all types and locations of courses to be offered, as well as guidelines concerning honoraria to be paid to speakers and fees to be charged to participants. It also advises the director concerning the appropriateness of individuals who are being considered as possible speakers.

Chairperson
Faculty
One DDS Part-time Faculty/Private Practitioner who is a member of the CDA

DEAN’S REVIEW COMMITTEE

The Review Committee shall assist the dean in the evaluation of recommendations for reappointment, promotion and/or tenure received from the primary unit Evaluation Committee. (Chairperson appointed by the Dean) (Term limits should apply)

Chairperson

Campus Representative
Faculty (appointed at the discretion of the Dean)

CREDENTIALING COMMITTEE

The Credentialing Committee is concerned with policies and procedures of faculty credentialing at the School of Dental Medicine. Activities of the Committee include establishing faculty credentialing policies and procedures that comply with University and Colorado State licensure boards, and recommend improvements in the design and implementation of the SODM policies to the Dean and faculty. The Committee will review any adverse actions pertaining to an individual applying for a faculty appointment during the credentialing process and make recommendations to the Dean and Promotion and Tenure Subcommittee regarding faculty appointments and awarding of clinic privileges.

Chairperson - School of Dental Medicine’s Representative on the University of Colorado Hospital’s Credentialing Committee
Chair of the Faculty Affairs Committee
Chair of the Promotion and Tenure Committee
Director of Faculty Affairs and Development (ex officio)
OPERATIONS COMMITTEE
The Operations Committee shall be advisory to the dean with responsibilities including oversight of patient care, facilities, equipment, instruments, IT, and the patient management system. The Committee shall assist the dean by suggesting strategies for improving didactic, preclinical and clinical education environments, and patient care.

Chairperson
Faculty
Staff
One Staff Representative from Each Floor
Class Pres from DS3, DS4, ISP1, ISP2

AxiUm Operations Subcommittee
2 Chairpersons (Co-Chairs)
Faculty
Staff

Quality Assurance/Quality Improvement Subcommittee
Chairperson - Administrator responsible for Clinical Affairs
Chair of Surgical Dentistry
Chair of Oral Surgery
Director of General Practice Residency Program
Chair or Representative from:
   Restorative
   Orthodontics
Infection Control Officer

SCHOLARSHIP COMMITTEE
The Scholarships, Awards and Financial Aid Committee is responsible to the dean for determining the recipients of School of Dental Medicine predoctoral scholarship awards. The committee recommends the individuals who will receive awards and the level of each award.

Chairperson
Administrator Responsible for Student Affairs
Faculty
Student Representatives (1 from each DS Class)
DS4, DS 3, DS 2, DS1
Administrative Support Staff
ARTICLE III: AMENDMENTS

1. The Constitution of the Faculty Senate of the School of Dental Medicine may be amended by a two-thirds vote of the faculty of the School of Dental Medicine.

2. Amendments may be proposed by any member of the faculty and shall be distributed in writing to all members no later than two weeks prior to the meeting at which they are to be considered.

3. Amendments which are approved shall become effective immediately upon passage unless otherwise stated in the amendment.

ARTICLE IV: POLICIES AND PROCEDURES OF THE FACULTY

Operating policies and procedures of the faculty which are not specified by the Constitution of the Faculty Senate of the School of Dental Medicine may be created by regular vote of the Faculty Senate and shall be followed provided that they do not contradict the provisions of the Constitution of the Faculty Senate of the School of Dental Medicine or the Laws of the Regents.

ARTICLE V: RATIFICATION

Upon approval of two-thirds of the members of the Faculty Senate, the academic and administrative functions of the Faculty shall be conducted according to this Constitution. All previous Articles of Governance of the School of Dental Medicine (excluding policies and procedures of the faculty) are nullified by the passage of this Constitution.
Faculty Senate Officers and Committee Membership

OFFICERS
President: David Clouthier
Vice President: Fernando Astorga
Secretary/Treasurer: Jack Goodrich
Parliamentarian: Laurice De le Rosa
Faculty Assembly: JoAnn LeClaire
Brian Brada
David Clouthier

COMMITTEE MEMBERSHIP
For updated committee membership, please contact the Faculty Senate President

INSTITUTIONAL EFFECTIVENESS COMMITTEE
The Institutional Effectiveness Committee shall have the responsibility, authority, and accountability for the Institutional Effectiveness Program of the School of Dental Medicine. The committee’s responsibilities shall include the development of guidelines and procedures, implementation of a plan of outcomes assessment, coordination of effort and evaluating compliance. Specifically, the committee shall be responsible for designing a system of outcomes assessment for the programs of the School of Dental Medicine, evaluating and coordinating the measures used to make assessment, assuring compliance with the program, assuring data collection and analysis, and assuring the distribution of the data and recommendations to the responsible person(s), committee(s), or organization(s) for action. Subcommittees reporting to the Institutional Effectiveness Committee include the Dental Curriculum Subcommittee, Dental Student Performance Subcommittee and the Competency Review Board Committee.

Chairperson – Brad Potter
One Representative from each of the following Departments:
Applied Dentistry – Bernie Karshmer
Pediatric Dentistry – Anne Wilson
Diagnostic and Biological Sciences – John McDowell
Orthodontics – Craig Shellhart
Restorative Dentistry – Gene Brooks
Surgical Dentistry – Lonnie Johnson
ISP – Beth Towne

Goal Directors: Faculty Representatives (appointed by the Faculty Senate)

Brad Potter, Larry Oesterle, Lynn Heasley, Jeff Stansbury, Dan Wilson, Rob Berg, Brian Davis, Lonnie Johnson
Dental Student Representatives (one from DS-2, DS-3, and ISP2 classes) –
DS 3 – E. Alcindor
DS 2 – M. Eulenstein
ISP 2 – H. Sahakyants

Faculty Senate President – David Clouthier

Dental Curriculum Subcommittee
The Dental Curriculum Subcommittee shall have the responsibility, authority, and accountability for the entire
dental curriculum of the School of Dental Medicine. The subcommittee’s responsibilities shall include
determination of course offerings, assignment of courses to the appropriate department, approval of course
content, coordination of the academic calendar and periodic evaluation of the curriculum.

Co-Chairpersons:
Administrator responsible for Academic Affairs – Brad Potter
Director of Comprehensive Care Program – Lonnie Johnson/Dan Wilson (Interims)

One Representative from each of the following Departments:
Applied Dentistry – Rob Berg
Diagnostic and Biological Sciences – Bob Greer
Surgical Dentistry – Don Kleier
Craniofacial Biology – Trevor Williams
Orthodontics – Larry Oesterle
Restorative Dentistry – David Moreno
Pediatric Dentistry – Anne Wilson
ISP – Beth Towne

Four Dental Student Representatives
DS 4 – R. Gonzales
DS 3 – R. Sterk
DS 2 – A. Hand
DS 1 – B. Bye

Two ISP Student Representatives
ISP 2 – G. Narang
ISP 1 – K. Sarao
**Dental Student Performance Subcommittee**

The Dental Student Performance Subcommittee shall be responsible for developing policies for the evaluation of dental student performance, including policies for grading, promotion, and graduation of students. It shall also be responsible for implementing and enforcing policies that have been approved by the Faculty Senate, as well as cases of dishonesty or unprofessional conduct, and it shall make recommendations to the dean and other parties regarding discipline, promotion, or graduation of each student. The subcommittee shall follow guidelines approved by the Faculty Senate in full accord with the Rule of the Regents and the requirements of due process.

**Chairperson:** Administrator Responsible for Academic Affairs – Brad Potter

Administrator Responsible for Student Affairs (non-voting) –
Administrator Responsible for Clinical Affairs (non-voting) – Lonnie Johnson

One Representative from each of the following Departments/Disciplines:

- Applied Dentistry – Rob Berg
- Craniofacial Biology – Cheng-Jun Hu
- Endodontics – Don Kleier
- Periodontics – Charles Powell
- Diagnostic and Biological Sciences – John McDowell
- Restorative – Dan Wilson
- Oral and Maxillofacial Surgery –
- Orthodontics – Craig Shellhart
- Pediatric Dentistry – Anne Wilson
- ISP – Beth Towne

At-Large ISP Representative –

- DS 3 Class President – C. Klekamp
- DS 2 Class President – N. Kumor
- ISP-2 Class President – C. Patodia

The Honor Code Hearing Committee is an Ad Hoc Committee, not a Standing Committee.
Competency Review Board Subcommittee

The CRB Subcommittee functions for the purpose of providing efficient clinical performance reviews of dental students and ISP students. Additional goals will include improving documentation of performance assessment and providing better, more immediate feedback to students. The CRB Subcommittee will monitor student progress of competency completions and provide feedback for ACTS and block rotation readiness. The CRB Subcommittee may report back to the Dental Student Performance Subcommittee when problems are identified that require DSPS action.

Chairperson: Administrator Responsible for Academic Affairs – Brad Potter

Chair of the Restorative Department – Dan Wilson
Chair of Applied Dentistry (ACTS Director) – Rob Berg
Chair of Surgical Dentistry Department – Lonnie Johnson
Chair of the Division of Periodontics – Charles Powell
Chair of the Division of Oral and Maxillofacial Surgery –
Chair of the Division of Oral Medicine – John McDowell
Director of the International Student Program – Beth Towne
Appropriate Comprehensive Care Leaders as required

INTERNATIONAL STUDENT PROGRAM COMMITTEE

This Committee will have responsibilities for student/resident admissions, curriculum management, academic performance and outcomes assessment, clinical performance and outcomes assessment, academic and clinical scheduling coordination, and other activities of the International Student Program.

Chairperson: Senior Associate Dean for Academic Affairs – Brad Potter

Director of the International Student Program – Beth Towne
Senior Associate Dean for Clinics and Professional Practice – Lonnie Johnson
Senior Associate Dean for Student Life and Inclusion –
Chair of the Department of Restorative Dentistry – Dan Wilson
Chair of the Division of Periodontics – Charles Powell
3 ISP Faculty members – Rudolph Woessner,
1 ISP Graduate –
One Representative from each of the ISP Classes:
ISP 2 – M. Arrieta
ISP 1 – N. Toshniwal
ADVANCED DENTAL EDUCATION OVERSIGHT COMMITTEE

Oversight Subcommittees have responsibilities for student/resident admissions, curriculum management, academic performance and outcomes assessment, clinical performance and outcomes assessment, academic and clinical scheduling coordination, and other activities of the advanced dental education programs.

Chairperson: Administrator Responsible for Advanced Dental Education – Brad Potter
Administrator Responsible for Academic Affairs – Brad Potter
Administrator Responsible for Clinical Affairs – Lonnie Johnson
Director of Graduate Periodontics – Charles Powell
Director of General Practice Residency – Robert Skoretz
Director of Graduate Orthodontics – Craig Shellhart
Director of Pediatric Dentistry – Ulrich Klein

STUDENT AFFAIRS COMMITTEE

The Student Affairs Committee will be responsible for oversight of pre-doctoral student life at the School of Dental Medicine. This shall include oversight of pre-doctoral admissions, student organizations, student government, and other student activities.

Chairperson –

One Representative from each of the Division and/or Departments
Applied Dentistry – Bernie Karshmer
Craniofacial Biology - Kristin Artinger
ISP –
Endodontics –
Periodontics – Sangeetha Chandrasekaran
Diagnostic and Biological Sciences – John McDowell
Restorative – Ana Elashvili
Oral and Maxillofacial Surgery –
Orthodontics – Galen Miller
Pediatric Dentistry – Ulrich Klein
One Representative from each Dental and ISP Class
DS 4 – C. Lamb
DS 3 – B. Cure
DS 2 – N. Hall
DS 1 – A. Collins
ISP 2 – A Yassin
ISP 1 – S. Kapoor
Dental Admissions Subcommittee
The Dental Student Admissions Committee shall develop admissions policies for the program in dentistry. It shall also conduct the admissions process and select those applicants most qualified for admission to the program.

Chairperson: Administrator Responsible for Admissions –

Director of Post-Baccalaureate Program – Elizabeth Shick
Full-Time Faculty (the total number of committee members of full-time and non-full-time faculty members shall not be less than 10) – Karine Barizon, Diane Brunson, David Clouthier, Ana Elashvili, Ricky Harrell, Lynn Heasley, Bernie Karshmer, JoAnn LeClaire, David Moreno, Mary Reyland, Trevor Williams, James Woolum
Non-Full-Time Faculty– selected by Chairperson –
33% of the F/T and non-F/T faculty will be replaced annually
Dental Student Representative at the DS-2, DS-3, or DS-4 level (The activity of the dental student representative shall be determined by the Admissions Subcommittee.)

International Student Program Admissions Subcommittee
The International Student Program Admissions Committee shall develop admissions policies for the program. It shall also conduct the admissions process and select those applicants most qualified for admission to the program.

2 Chairpersons (Co-Chairs): Administrator Responsible for Admissions and Director of the International Student Program – Beth Towne

Faculty Members: Rudy Woessner, Rossynet Jimenez, Tim Hinde, Ron Brown
RESEARCH COMMITTEE
The Research Committee shall be responsible for stimulating and assisting research activities by making available financial support for small faculty research projects. The committee’s charge shall be reviewing the scientific merit and fiscal propriety of each application and making recommendations concerning funding to the Dean. The committee shall provide guidance to faculty during the early phases of preparation of applications, and help investigators seek other funds by reviewing and offering advice on applications to be submitted to external granting bodies. In addition, committee members shall provide advice on research design and promising avenues for research.

Chairperson – Senior Associate Dean for Research – Jeff Stansbury
One Representative from each of the following Departments

Applied Dentistry – Bernie Karshmer
Diagnostic and Biological Sciences – Bob Greer
Surgical Dentistry – Lonnie Johnson
Orthodontics – Craig Shellhart
Craniofacial Biology – Mary Reyland
Pediatric Dentistry – Anne Wilson
Restorative – Sheldon Newman

Faculty Advisor of the Student Research Group, Colorado Chapter of AADR
President of the Colorado Chapter of AADR
One Dental Student Representative (Student Research Group of Colorado, Chapter of AADR)

President of the Student Research Group – Sheldon Newman

FACULTY AFFAIRS COMMITTEE
The Faculty Affairs Committee is concerned with policies and procedures that influence the personal and professional welfare of the faculty. Activities of the Committee include examining all policies and procedures of the University which influence the professional and personal welfare of the faculty, and to recommend improvements in the design and implementation of faculty personnel policies, including such matters as tenure and promotion (in conjunction with the Tenure Committee), salary and benefits, faculty development, and hiring and retirement alternatives. The Chairperson will serve a three year term.

Chairperson – John McDowell

Members determined by the Faculty Senate – Bernie Karshmer, James DeLapp
**Faculty Development Subcommittee**

The Faculty Development Subcommittee shall assist in promoting faculty development in the School of Dental Medicine. The subcommittee will identify mechanisms and provide assistance to help faculty, department chairs, and other mentors develop in teaching, service and scholarly activities. Further, the subcommittee shall serve as a resource to faculty, department chairs, and other mentors in instructing faculty on institutional processes.

*2 Chairpersons (Co-Chairs) – Lonnie Johnson, David Clouthier*

**One Representative from each of the following Departments:**
- Restorative Dentistry – Tim Hinde
- Diagnostic and Biological Sciences – Bob Greer
- Orthodontics – Ricky Harrell
- Pediatric Dentistry – Jeffrey Young
- Surgical Dentistry – Don Kleier
- Craniofacial Biology – David Clouthier
- Applied Dentistry – Rob Berg

**Director of Faculty Affairs and Development – Sheila Kennedy**

**Faculty Appointment, Promotion, Tenure and Post-Tenure Review Subcommittee**

The School of Dental Medicine Faculty, Promotion, Tenure and Post-Tenure Review Subcommittee shall review and evaluate all recommendations for promotion, tenure, and post-tenure review, and part-time/volunteer faculty appointments, except those full-time new appointments recommended by search committees appointed by the Dean. This subcommittee shall review all documents submitted to support a recommendation, in order to assure that all documentation is complete and current and to evaluate each recommendation in terms of the degree to which the faculty member’s achievements are consistent with School-wide and University criteria for the recommended rank or tenure. This subcommittee forwards all of its recommendations to the Dean's Review Committee. The Chairperson will serve a 3 year term.

Chairperson of the subcommittee shall be a tenured faculty member at the professor level, elected by the Faculty Senate. **Jeff Stansbury**

Only full-time, tenured or clinical track faculty members at the associate professor level or above should comprise the committee membership.

Selection of committee members will be by department chairs (1 person per department) with ratifying vote and continued oversight by officers of the Faculty Senate. Departments represented:

Chair: Jeff Stansbury
Faculty Grievance Subcommittee

The Faculty Grievance Subcommittee shall review and evaluate grievances brought forth by a faculty member and shall submit a recommendation concerning the grievance to the dean. Grievances relating to work assignments, work schedules, annual evaluations, annual salary increments, or similar matters may be brought before the Faculty Grievance Subcommittee by a faculty member. The Faculty Grievance Committee will not, however, review any grievances relating to promotion or denial of promotion in academic rank or reappointment. These would be referred to the Dean’s Review Committee. The Faculty Grievance Committee shall have the authority to determine if a grievance should be heard or processed through alternative channels. (The administrator shall serve as chairperson.)

One Administrator – Brad Potter
Two Department Chairpersons – Craig Shellhart, Dan Wilson
Three Full-time Faculty at the Level of Associate Professor or Above – Jim Woolum, Charles Powell, Don Kleier
Committees Responsible to the Dean

EXECUTIVE COMMITTEE
The Executive Committee is the executive body of the School of Dentistry. It shall advise and assist the dean in administrative aspects of the School of Dentistry’s operations. In addition, the Executive Committee should review minutes from all other Committees in the SOD. (Dean shall serve as chairperson.)

Dean – Denise Kassebaum

Administrators
Academic Affairs – Brad Potter
Financial Affairs – Brian Davis
Clinical Affairs – Lonnie Johnson
Student Affairs –
Research – Jeff Stansbury

Department Chairpersons
Applied Dentistry – Rob Berg
Diagnostic and Biological Sciences – Bob Greer
Surgical Dentistry – Lonnie Johnson
Orthodontics – Craig Shellhart
Restorative Dentistry – Dan Wilson
Craniofacial Biology – Lynn Heasley
Pediatric Dentistry – Ulrich Klein

Program Directors
ISP Program – Beth Towne
Graduate Periodontics Residency Program – Charles Powell
General Practice Residency Program – Robert Skoretz
Public Health and Community Outreach – Diane Brunson
Instructional Technology – Scott Nesbett/Jaymil Patel
Sr. Director of Institutional Effectiveness and External Relations – Sheila Kennedy

Faculty Senate President – David Clouthier
CONTINUING EDUCATION COMMITTEE
The Continuing Education Advisory Committee, under the Chairmanship of the Director, CE/ES, advises the dean and the director on policies relating to continuing education. This includes short and long-term planning, all types and locations of courses to be offered, as well as guidelines concerning honoraria to be paid to speakers and fees to be charged to participants. It also advises the director concerning the appropriateness of individuals who are being considered as possible speakers.

Chairperson – Lonnie Johnson (Interim)
Faculty – John McDowell, Bernie Karshmer, Don Kleier, Terri Tilliss, Brian Davis
One DDS Part-time Faculty/Private Practitioner who is a member of the CDA – Rudolph Woessner

DEAN’S REVIEW COMMITTEE
The Review Committee shall assist the dean in the evaluation of recommendations for reappointment, promotion and/or tenure received from the primary unit Evaluation Committee. (Chairperson appointed by the Dean) (Term limits should apply)

Chairperson – Brad Potter
Campus Representative –
Faculty (appointed at the discretion of the Dean) – Beth Towne, Lonnie Johnson, Kristin Artinger, Bernie Karshmer, David Gozalo, Charles Powell

CREDENTIALING COMMITTEE
The Credentialing Committee is concerned with policies and procedures of faculty credentialing of School of Dental Medicine. Activities of the Committee include establishing faculty credentialing policies and procedures that comply with University and Colorado State licensure boards, and recommend improvements in the design and implementation of the SODM policies to the Dean and faculty. The Committee will review any adverse actions pertaining to an individual applying for a faculty appointment during the credentialing process and make recommendations to the Dean and Promotion and Tenure Subcommittee regarding faculty appointments and awarding of clinic privileges.

Chairperson - School of Dental Medicine’s Representative on the University of Colorado Hospital’s Credentialing Committee – Robert Skoretz
Chair of the Faculty Affairs Committee - John McDowell
Chair of the Promotion and Tenure Committee – Jeff Stansbury
Administrator Responsible for Clinical Affairs – Lonnie Johnson
Director of Faculty Affairs and Development (ex officio) - Sheila Kennedy
OPERATIONS COMMITTEE

The Operations Committee shall be advisory to the dean with responsibilities including oversight of patient care, facilities, equipment, instruments, IT, and the patient management system. The Committee shall assist the dean by suggesting strategies for improving didactic, preclinical and clinical education environments, and patient care.

Chairperson – Lonnie Johnson
Faculty – JoAnn LeClaire, Dan Wilson, Don Kleier, Beth Towne, Brad Potter, Ricky Harrell
Staff – Mark Osvirk, Jaymil Patel, Sue Reppert, Todd Hinshaw, Mac Mc Allister, Emily Reddick, Sheila Kennedy, Scott Nesbett
One Staff Representative from Each Floor
Class Presidents:
DS4 – S. Salim
DS3 – C. KleKamp
ISP2 – C. Patodia
ISP1 – Z. Al Salman

AxiUm Operations Subcommittee

2 Chairpersons (Co-Chairs) – Lonnie Johnson and Scott Nesbett
Faculty – Charles Powell, Daniel Wilson, Ethelyn Thomason
Staff – Holly Jones, Sheila Kennedy, Mac Mc Allister, Mark Osvirk, Jaymil Patel, Emily Reddick, Sue Reppert

Quality Assurance/Quality Improvement Subcommittee

Chairperson - Administrator Responsible for Clinical Affairs – Lonnie Johnson
Chair of Surgical Dentistry (or representative) – Don Kleier
Chair of Oral Surgery –
Director of General Practice Residency Program – Robert Skoretz
Chair or Representative from:
   Restorative – Dan Wilson
   Orthodontics – Ricky Harrell
Infection Control Officer –
SCHOLARSHIP COMMITTEE
The Scholarships, Awards and Financial Aid Committee is responsible to the dean for determining the recipients of School of Dental Medicine pre-doctoral scholarship awards. The committee recommends the individuals who will receive awards and the level of each award.

Chairperson – Jim Woolum
Administrator Responsible for Student Affairs –
Faculty – Michelle Brichacek, Karine Barizon, Diane Brunson, Lonnie Johnson, Fernando Astorga, Kaushal Dhawan

Administrative Support Staff – Faye Gilmore
Policies and Manuals
Information Technology Policy

Title: Information Technology Policy
Source: Dean’s Office
Prepared by: Jaymil Patel, Director of Information Technology
Approved by: Dean
Effective date: 6-1-2012 (REVISED 9/14/12, 12/7/12, 2/8/13, 4/5/13, 10/25/13, 1/17/14, 4/19/14)

Introduction:
The School of Dental Medicine (SDM) is a highly technical environment with myriad computing needs. Students, residents, faculty, and staff must all adhere to the Information Technology (IT) policies laid out below in order to be in compliance with school policy, university policy, HIPAA and FERPA regulatory obligations.

General policies:
Computer support – IT support will be given to all SDM staff and faculty provided the device was purchased through the SDM IT department using school funds. Supported devices include computers, printers, tablets, phones, scanners, or any other IT related device. Support will not be provided for any device that was purchased with personal funds. Devices purchased with school funds without consulting the IT department prior to purchase and do not meet the current device configuration requirements of the SDM IT department, will not be supported. School funds include departmental funds, faculty development funds, grants, donations, auxiliary funds, etc.

IT device purchases – All IT devices must be purchased by the SDM IT department and with warranty (if available). IT devices include desktop and laptop computers, printers/MFPs, scanners, barcode/OCR readers, signature pads, tablets, and hand held devices (iPods, smart phones, etc.). Devices must be purchased following at least the minimum specifications recommended by IT personnel. Send an email to: sdmit@ucdenver.edu stating what equipment you wish to purchase and the IT department will contact you to work out the details. You cannot install/upgrade hardware bought with personal funds on University owned equipment.

Purchase Limitation: No phone purchases are allowed at any time unless authorized by administration.

Return of IT devices - All IT devices purchased with school funds (departmental funds, faculty development funds, grants, donations, auxiliary funds, etc.) are property of the school and must be returned upon termination of employment or when the device is no longer in use.

axiUm use – axiUm licenses will only be installed on devices that are supported by the IT department (see above) or a device that is specifically authorized by IT/Administration.

Remote axiUm/Dolphin access – Remote access will only be given to faculty members, residents and some administration approved staff members.

Data Security - Users assume all liability related to loss of data from any and all IT devices on campus or off. Devices include laptop computers, flash drives, external hard drives, CD/DVD’s or any other device that contains SDM related data. This includes all data with PHI/HIPAA/monetary value. Please review HIPAA regulations as there are personal consequences for violations of the act. Users need to log out of each machine to make sure other people cannot use the computer under their login. Texting or emailing PHI with something other than university email is not allowed.

axiUm License – One license per user.

Dolphin – Can only be installed on school approved IT devices which are connected to the university domain.

Telecom – Any telecom (fax, credit card, phone) related issues such as activation, disconnecting of line, transfer of phone jacks, name display change, voicemail setup etc. must to go through IT.
Software – All of the computers in the SDM must be on a supported operating system using supported software (Examples are MS Office 2010/2011, Mac OS 10.7, Windows 7). Exceptions will be made for users that are using special devices/databases, which are only compatible with outdated programs. IT will try to support these outdated devices/programs but cannot guarantee outcomes. You cannot install software bought with personal funds on University owned devices.

Audio/Visual support – SDM IT cannot give support for issues outside of the SDM building. Educational Support Services (ESS) should be contacted if there are any issues in any building other than the SDM.

Saving DATA – Each individual is responsible for saving data from their computer. IT can assist you in configuring network/backup drives to ensure successful strategies for saving data. For example, each user’s H-drive is backed-up centrally every night. If data is saved locally on the computer (e.g. the Desktop) and computer crashes, IT cannot be held responsible.

Toner for printer – Every department and unit must purchase toner for SDM printers through IT or directly from www.inktechnologies.com utilizing a SDM account.

Email –
- University email is not to be used for personal gain, entertainment or for political advocacy. Lifetime email access will be given to Emeritus status employees only. Other long-term employees can request lifetime email access and will be granted at the Dean’s discretion.
- If an email sent to a distribution list bounces back to us, we will take you out of the distribution list.
- Upon graduation, students/residents will be removed from Students-Dentistry@ucdenver.edu distribution list.
- Email distribution list for the graduating class will be deleted day after graduation.

Personal IT devices – SDM IT cannot provide support for personal IT devices, including smartphones.

Language - You cannot use abusive language in any IT communication including emails, shared files, etc.

Computer Usage – Computers should be used for SDM related work only. It should not be used for personal things like streaming music, videos, online chatting etc. Please consult the IT department if you have any questions.

Ethernet Access Points - Use of hubs and switches are not allowed in the building. If a department needs more internet jacks, it will come out from department funds.

iPads/iPhones – University-owned iPads/iPhones must have a password lock on them.

Encryption – University-owned laptops must be encrypted. University-owned desktops that are off campus must be encrypted.

Recording – With certain exceptions, you cannot use video or audio recording devices inside the SDM building. Devices include cell phones, cameras, audio and/or video recorders, etc. They can be used to record within the clinical areas for academic assignment or work purposes only. They can be used in other areas with the permission of the person being recorded and the appropriate consent forms completed (e.g. HIPPA release form, university photography consent form, etc).

Support for non-personnel: SDM IT will not provide any support for non-personnel. Non-personnel includes individuals who have left the school’s employment, personnel who retired and students/residents who graduated.

Policies specific to faculty:

Vital Source – Vital Source privileges will be given to full-time faculty or significant part-time faculty at the department chair’s discretion.
Printers – Printers will not be purchased for new faculty members. Faculty members may keep any existing printers with them as long as they are paying for the maintenance and buying the toner from their development account. Funds to cover these costs cannot come from their department funds or a grant. SDM IT will support only individual printers that are identified as integral. Printer/Copiers are supplied to each area of the school for their printing needs, with the school covering the complete costs of operations, ink and paper for these machines.

Laptop Loaner Policy - Faculty may borrow a windows laptop and projector for work purposes only. The loan period is for 3 business days. Faculty is responsible for any and all theft, loss, damage or repair.

Personal Data – Personal data is not allowed on work computer hard drive, H: drive, or any other drive like G: or O: shared drives.

axiUm license/access – Two axiUm licenses will be given to all faculty who are employed at 40% or greater at the school. One license will be dedicated to the faculty member’s school computer and one will be on a personal computer of your choice. Windows machines must have an active, up-to-date antivirus program and patches installed. Computers with Mac operating system must have all the latest apple updates installed and have auto logon switched off. A password is required on the computers. For faculty employed 39% or less will be allocated based on office availability. A personal/home use license for faculty with employment of 39% and less will be evaluated by administration upon request.

Policies specific to staff:

Computer rights – All users will be power users unless SDM IT perceives a need for the staff member to be an administrator of their computer.

Personal Data – Personal data is not allowed on work computer hard drive, H: drive, or any other drive like G: or J: shared drives.

axiUm License/access - A personal/home use license for staff will be evaluated by administration upon request. Windows machines must have an active, up-to-date antivirus program and patches installed. Computers with Mac operating system must have all the latest apple updates installed and have auto logon switched off. A password is required on the computers.

Policies specific to students/residents:

Student Laptops – Students will be supported only if they purchase their computer according to the school’s recommended configuration.

Email –
- Webmail is the only email software supported by IT. There will be no support for any other email software than webmail. Webmail is the only official and supported conduit for external access to university email at this time. Email access will expire 3 months after graduation.
- If you are misusing your email account, we will restrict your email address so it cannot send emails to any email distribution list, including your class distribution list. If you misuse your email account after graduation, we will disable it.

axiUm access – Students/Residents will lose axiUm/IMS access upon graduation or return of their axiUm card. An extension may be requested via email from their program director.

Printing - A printing quota has been allocated for each DS and ISP class. Please contact the IT department for more details.

Residents (GPR, Periodontics, Orthodontics)
Access - axiUm access will be given to residents on an Apple computer only. Computers must have an antivirus program installed, active and up to date. Computers must have all the latest apple updates installed and have auto logon switched off. A password is required on the computers. We will do random checks of the computers and people who are not following the guidelines will lose axiUm access.
GPR Residents: Loaner mac laptop with axiUm will be provided to residents who are covering emergency calls.

**Orthodontic Residents:**

*Laptops* – Residents are responsible for calling Dell Gold Support when something goes wrong with their hardware. They are responsible for getting the new part shipped, exchanged, and installed, then returning the defective part to Dell. Dell must install the operating system if the hard drive is replaced. IT will install all the necessary software for the Orthodontics Department (e.g. IMS, Dolphin and the Microsoft Office suite). If an orthodontic resident installs any software other than the required SDM software (IMS, Dolphin, printer software) and something goes wrong with the computer, SDM IT will not take responsibility. Any configuration change by the resident is not allowed on the laptop until they graduate.

*Dolphin access* – Residents will lose access the day after their graduation. An extension may be requested via email from the Orthodontics program director.

School-owned cell phones will be given to residents who are on-call. Residents are responsible for any and all theft, loss, damage or repair to the phones.

Residents should not upgrade their computer to any other operating system than was factory installed.

There will be no support for any other email software other than webmail.

Should Orthodontic residents require loaner computers, they should contact the Orthodontics program director. Residents are responsible for any and all theft, loss, damage or repair to the loaner computers.
UC Denver encourages and supports outside interactions of its faculty and student employees with federal, state, and local governments, and with business and industry as important parts of their research, education, and public service activities. In limited cases, similar opportunities are encouraged for University staff members as well.

Since outside interactions also carry with them an increased potential for conflict of interest and/or commitment, either actual or perceived, UC Denver should have adequate procedures for identifying potential conflicts through annual disclosure, and ensure rigorous and consistent review of such disclosures. A disclosure in and of itself is not suggestive of any impropriety; rather, it is customary and usual and benefits both the individual and the University. Indeed, full disclosure of relevant information and the establishment of a public record are in the best interest of both the UC Denver and its faculty and student employees.

Forms and Instructions

- Definitions
- Resources
- Committee Roster December
- Contact Information
- FAQs

At initial hire, faculty have thirty (30) days to read and complete the University’s Conflict of Interest Policy.

**Conflict of Interest Policy and Procedures document:**

**Submission of Conflict of Interest link:**
http://www.ucdenver.edu/academics/research/AboutUs/regcomp/conflictofinterest/Pages/default.aspx

Annually in the Fall, all faculty must complete a conflict of interest statement through the website above.

**Per emails from the Office of Regulatory Compliance during the 2014 disclosure period:**
Individuals who have not completed the COIC Disclosures by the end of the disclosure period may be subject to the following penalties:

4. Cannot submit for PHS or NSF funding opportunities.
5. Termination of the activity that creates the conflict of interest, including inability to draw funds from grant and contract speed types or participate in IRB protocols.
6. Funds drawn from a federally funded grant may need to be returned.
7. Divestiture of significant financial interests.
8. Deactivation of employee’s badge access to parking and labs.
9. Disciplinary action against the employee up to and including termination.
8. In the case of violation of criminal or civil law, violation may be subject to civil or criminal penalties.
9. Reporting to applicable federal agencies.

CU Denver is required by federal and state regulations to take these actions for individuals who have not submitted their annual COI Disclosure.
Radiation Use Policy

The following policy has been developed in the interest of establishing a consistent standard concerning the use of ionizing radiation within the School of Dental Medicine. This radiation use policy complies with the Federal Radiation Control for Health and Safety Act of 1968, the Consumer-Patient Radiation Health and Safety Act of 1981, and the Rules and Regulations Pertaining to Radiation Control from the Colorado Department of Public Health and Environment. The primary goal of this policy is to assure the safe effective use of ionizing radiation and to minimize the potential risk from adverse biological effects to patients, students, faculty, and staff.

1. Deliberate exposure of an individual to dental radiographic procedures for training or demonstration purposes shall not be permitted unless there is a documented diagnostic need for the exposure by a member of the University of Colorado School of Dental Medicine faculty.

2. No operator (faculty, student or dental auxiliary) shall hold an image receptor in place for the patient during the exposure. The use of receptor holding devices, bite tabs, or other positioning devices should be used to position the receptor during exposure.

3. The operator must stand at least 1.8 meters (6 feet) from the patient and behind the barrier provided for each x-ray exposure cubicle in the School of Dental Medicine. The operator shall be positioned outside the path of the useful beam and be able to directly observe the patient during each exposure.

4. The tube housing, the cone, or the position indicating device for wall mounted x-ray machines must never be hand held during the exposure. If equipment is not stable, report the problem to the radiation protection supervisor for the School of Dental Medicine, and use another unit.

5. Radiographic machines designed for use with an intraoral image receptor shall limit the source-to-skin distance to not less than 18 centimeters (7 inches).

6. Only shielded open-end position indicating devices will be used in order to minimize scatter radiation.

7. When a cylindrically collimated x-ray machine is being used, the circular beam shall be limited to no larger than 7.0 centimeters (2.75 inches) at the end of the cylinder. When rectangular collimation is used, the useful beam at the end of the collimator shall not have a diagonal measurement of greater than 7.0 centimeters (2.75 inches).

8. Only digital image receptors shall be used. Traditional intraoral film of speed rating “F” may be used in emergency situations.

9. Each dental x-ray machine shall contain filtration of 2 mm of aluminum equivalent if operated at less than 70 kilovolt peak (kVp), and 2.5 mm of aluminum equivalent if operating at 70 kVp or above.

10. Leaded aprons will be used on all x-ray patients of the School of Dental Medicine as an additional precaution to prevent unnecessary scatter radiation exposure to the body of the patient. Thyroid shields shall be used in all situations, except when diagnostic information will be lost by their use (panoramic and some extraoral radiographic procedures).

11. Periodic radiation protection surveys and inspections will be made according to State Regulations. All recommendations by the radiation safety officer concerning collimation, filtration (HVL), beam alignment, roentgen output, radiation leakage, etc., will be implemented immediately.
12. All operators will follow prescribed exposure techniques. Appropriate exposure values will be mounted on the wall of each x-ray exposure cubicle or designated by the control panel of the x-ray machine. Instructions for scanning digital receptors will be available in the Oral and Maxillofacial Radiology area.

13. As a general policy, all newly admitted patients to the School of Dental Medicine must have adequate oral and maxillofacial radiographic examinations to assist in diagnosis prior to treatment in the school's clinics. In all situations, the need for radiographs shall be determined by using high-yield selection criteria as the basis of professional judgment. The following shall be adhered to in regards to criteria for exposure:

   a. All radiographic imaging shall be prescribed in by a licensed dentist.
   b. Imaging ordered on a routine basis or for screening purposes will not be permitted.
   c. A radiographic examination shall not be ordered before the patient's medical and dental history has been reviewed and an initial extraoral and intraoral evaluation has been completed.
   d. If prior radiographs are available, they should be evaluated by a faculty member before new images are prescribed. Only those additional views needed for complete diagnosis and treatment planning should be exposed. The faculty member will determine if sufficient time has passed, since the patient's last radiographic examination, to warrant a new examination.
   e. Imaging should be completed only on patients capable of compliance or under appropriate sedation.
   f. Subsequent follow-up (recall) radiographic examinations for School of Dental Medicine patients will be based on the diagnostic need of the patient as determined by the faculty dentist after a thorough health history review and oral examination of the patient.
   g. Imaging obtained for administrative purposes only, including those for insurance claims or legal proceeding, should not be made.
   h. Images of patients shall not be made merely for the purpose of training or demonstration.
   i. The following shall apply to dental board examination patients:
      1) Request for images for all board examination patients shall be ordered by a licensed dentist.
      2) Images on patients should not be made for testing purposes alone. Images acquired should contribute to the proper diagnosis and treatment of the patient.
      3) Images made on site for, or as part of, board examinations shall be made in compliance with the School of Dental Medicine's radiation use guidelines.
      4) The type and number of images needed shall be dictated by the oral and maxillofacial disease clinically evident or suggested by the history or other tests.
      5) Images should not be required at specific time intervals to document treatment progress for board certification purposes. Rather, the clinical progress as monitored by the candidate (and his or her mentor in the case of a student) should be used as a guide to the need for imaging.
   j. Newly admitted adult patients will generally receive a radiographic examination to determine a baseline for the patient. This may include a panoramic image, bitewings, selected periapicals, or a series of full mouth radiographs (FMX).
   k. Edentulous patients may receive a complete edentulous periapical series, a panoramic image, or a combination of occlusal and periapical images as deemed appropriate by the faculty dentist. Nevertheless, edentulous surveys will usually contain fewer image receptors than a comparable FMX of dentate patients.
   l. Patients under 12 years of age may receive either a complete child periapical survey and bitewings, a panoramic image with bitewings and selected periapical views (if indicated), bitewings only, bitewings and selected periapicals and occlusals, or no images if none are indicated. The complete child periapical survey will vary depending on the age of the child; however, all child surveys will contain fewer images than the adult periapical survey.
   m. The radiation exposure of endodontic patients for pre-operative and post-operative images will be kept to a minimum level consistent with clinical requirements. The limits of exposure in each case will
be determined by the professional judgment of the faculty dentist. Where possible, a single image at each stage of the endodontic procedure will be acquired. Multiple images from different angles may be acquired on a restricted basis and only when the information to be gained is considered to significantly enhance the diagnosis and treatment. When multi-angle projections are required, documentation of their need will be made in the treatment record by the supervising faculty.

n. Emergency patients will receive only those images needed to diagnosis and treat the immediate emergency problem.

o. The Dental Radiographic Selection Criteria Panel's recommendations shall be followed in regards to radiographic examination of pregnant patients. Quoting directly, "Accordingly, there appears to be no rationale to preclude a properly justified dental radiographic examination because of pregnancy. In some cases, radiography may be arbitrarily deferred during pregnancy for purely psychological reasons." Appropriate protective shielding of the patient will always be used.

14. Radiation monitoring of operator exposure will include the following:

a. All members of the faculty and staff who regularly use x-ray equipment will wear film badge monitors at all times while at work.

b. Records of monthly, quarterly, yearly, and total cumulative exposures will be kept as a permanent record and will be available for inspection by the employee.

c. These employees should not receive more than 50 mSv each year, the radiation protection guide value. Quarterly readings above 10 percent of the radiation protection guide or 1.25 mSv will be investigated.

d. Operators who are pregnant should not be exposed to more than 5 mSv during the term of their pregnancy.

15. Documentation of all images and radiation exposures will be maintained in the patient's electronic record. The patient's treatment record should include the date, prescription detailing type and number of images and any remakes necessary. The number of images acquired should also be entered.

16. The School of Dental Medicine will have a Quality Assurance Program designed to produce images of consistently high quality with minimal exposure. This program will consist of the following:

a. Projection Techniques

1) Before students will be allowed to acquire images on a patient, they will have didactic instruction in oral and maxillofacial radiology plus laboratory instruction in acquiring images on a mannequin.

2) There will be direct supervision of all students during their first clinical experiences in radiology.

3) All radiographic examinations will be reviewed for errors by faculty or staff immediately after they have been scanned or acquired. When practical, the patient will not be dismissed until indicated remakes have been completed. Students who must remake 4 or more images will be directly supervised and instructed by faculty and / or appropriate staff member.

4) Receptor holders and alignment devices will be used to aid students in the correct alignment of the position indicating device, the receptor, and the area of interest.

b. The x-ray equipment in the School of Dental Medicine will be inspected by an official of the institution at a frequency that complies with current federal and state regulations. The results of these tests and
any corrective measures taken will be maintained by the School of Dental Medicine radiation supervisor. If during the routine use of any x-ray machine, an error is noted in its operation, the machine will immediately be put out of service until the appropriate corrective repairs can be made. Any suspected malfunction should be reported to the radiation supervisor so that appropriate corrective measures may be instituted.

c. All digital processing systems shall be maintained and operated in such a manner that insures optimum diagnostic quality of images. The receptors should be inspected on a regular basis and any damaged or inoperable receptors will be removed from patient care activities.

17. Radiographic procedures will be completed following institutional infection control guidelines. All patients will be treated as potentially infectious and the following will be adhered to:

   1) Since potentially infectious patients may have no evidence of a problem, the patient's medical history will be evaluated for indications of infectious disease.
   2) Protective gloves, masks, and eye wear will be worn during receptor and tube placement and during digital processing to minimize risks to the operator and the patient.
   3) Operators will wash their hands as they enter the clinic and after removing their gloves at the completion of the procedure.
   4) Supplies and receptors will be kept on a covered work surface.
   5) Receptor holders will be sterilized prior to patient use and left unopened until the procedure begins. Disposable items and supplies will be used whenever practical.
   6) The control panel, tubehead, exposure button, and position indicating device will be covered with disposable plastic wrap. Any other surface likely to be touched during the radiographic examination will also be covered. At the completion of the procedure, all surfaces will be wiped down with the appropriate disinfectant.

I have read and understand the CU School of Dental Medicine’s Radiation Use Policy.

________________________________________________  ____________________________
Print Name        Date

________________________________________________
Signature
Inclement Weather Policy

Title: Inclement Weather Policy
Source: Dean’s Office
Approved by: Dean Kassebaum
Effective Date: November 29, 2012 (REVISED: 1/25/2013) (REVISED: 12/13/2013)
Prepared by: Dean’s Office

Policy:

To be consistent with the University of Colorado Anschutz Medical Campus’ policy regarding the campus remaining open during periods of inclement weather, the CU School of Dental Medicine’s educational and clinical operations will make every effort to remain open in the event of inclement weather. The decision to stay open and/or to cancel specific clinical operations or didactic classes, will be determined by the School’s administrative committee (see Appendix A) and communicated to the students, faculty, and staff by email distribution and website announcement.

When the School’s clinical operations remain open, personnel and students are expected to be at work/school. If faculty and staff are unable to make it in, they will be required to take a vacation day. Students who are unable to attend regularly scheduled clinical assignments and/or didactic classes will need to inform their coordinators, clinic managers, rotation program directors and course directors prior to the start of the work day.

Didactic classes will be held unless the course director or Associate Dean of Academic Affairs deems it necessary to cancel individual or all classes. Every effort will be made to conduct classes and course attendance policies outlined in the syllabus will be adhered to if the class is not cancelled. However, recognizing the varying severity of local weather and driving conditions within the Greater Metro Denver area, students will be given the opportunity to make up missed course work on days of severe inclement weather.

Protocols:

Inclement weather situations with advance warning:

When possible, the School’s administrative committee (see Appendix A) will meet on the day preceding the storm to determine the potential impact of the storm on our educational and clinical operations. An email will be sent communicating any possibility for closure.

The morning of the storm, the administrative committee will reconvene by conference call to make an assessment of the extent of the storms impact throughout Greater Metro Denver taking into consideration road and school closures throughout the area and their impact on our programs and operations.

Inclement weather situations without advance warning:

In the event that a weather situation unfolds during normal business hours, the administrative team should convene to discuss the forecast and impact on didactic and clinical schedules. Decisions should take into consideration the start of a significant wave of patient visits (e.g. prior to 9 am and 2 pm clinic starts), travel conditions for patients to get to the clinics, and the ability for patients, staff, students and faculty to safely leave the clinics.

Regardless of the timing or method for discussion, the administrative team should determine one of three courses of action:

1. All educational and clinical activities will operate on a regular schedule;
2. All educational and/or clinical activities will be on a delayed start, early departure;
3. Only emergency care services will be provided between 8:00 am – 5:00 pm with after hour care by the resident(s) on call. General Practice Residents will cover emergency clinical operations.

Should option 2 or 3 be selected, then an announcement will be made via email, on Facebook, and announced via email and on the website. Announcements should only be made that are agreed upon by the administrative team, at the time determined by the administrative team.

When the School’s educational and clinical operations remain open, faculty, staff, and students are expected to be at work/school. In the case of emergent care only, the staffing requirement will be core personnel (see Appendix B).

**Clinical Operations when School is Open**

In an effort to ensure continuous clinical care, a core group of faculty and staff have been identified to make certain that each of their areas are functional on inclement weather days (see Appendix B). This core group will be responsible for communicating with those faculty and staff listed as primary and secondary core personnel to confirm that one or both of these individuals will be able to make it to campus (see Appendix C).

If faculty, staff, or students are unable to make it in on an inclement weather day in which the School is open, absences must be reported per the following:

1. Faculty must inform their department chairs and/or program directors;
2. Staff must inform their supervisors, back-up staff, and program directors/department chairs;
3. Students must inform their clinic coordinator, clinic manager, rotation program director, or course director, as appropriate per their daily schedule;
4. Department chairs must inform the Associate Dean of Clinical Operations.

**Canceling Didactic Classes when School is Open**

If a course director considers cancelling a didactic class when the School is open, he/she must first contact their department chair to determine if someone else is able to cover their class. If not, and the class is to be cancelled, it is the course director’s responsibility to send an email to the entire class in a timely manner, keeping in mind that individuals give themselves additional time to get to campus during bad weather.

**Closing of Clinical Operations and Didactic Classes**

In the event of a storm with very significant snowfall or rain, the Associate Dean for Clinical Operations and the Associate Dean for Academic Affairs will consult about clinic and didactic class closure before 5:00 AM. They will alert the Director of Communications who will ensure that:

1. An announcement will be made via email to all faculty, staff, and students prior to 5:30 am on the day of the storm (when possible);
2. The main phone line, as well as each of the clinic direct lines, will be forwarded to x46901; and
3. The message at x46901 will inform anyone calling the School that the building is closed due to inclement weather.
4. The Director of Communication will use the Easy Markit communication tool to send email and text messages to patients scheduled for the day. The Director of Communication will place an announcement on the School’s website announcing a delayed opening or closure.

**Draft message prior to projected weather event:**

With the thermometer dropping and snow predicted, we wanted to remind you to fill up your gas tank on your way home tonight and give yourself extra time tomorrow to make it to campus. We expect to operate on a normal schedule. If you do choose to stay home while the school operates on a normal schedule, you will be required to take a vacation day.
Should conditions prompt any schedule adjustments, information will be sent to your university email, posted on the SDM Facebook page, and/or the SDM Weather page.

To track weather on the campus, please visit the National Weather Service.

As always, please take precautions to stay safe and stay warm!

**Draft messages**

**Inclement weather situations with advance warning:**

**Email:**
Due to the hazardous weather, the CU Dental Clinics will close and academic classes will be cancelled starting at 2 pm today, Thursday, December 1st. Should faculty or staff leave prior to 2 pm, you will be required to take vacation time for that amount of time. At this point, we will reopen for normal clinic and academic schedules tomorrow, Friday, December 2nd. If you are part of the essential clinical personnel, you are required to stay unless your supervisor tells you differently. Should you have questions about weather conditions, please continue to check your email and visit www.ucdenver.edu/sdmweather.

**Facebook:**
Due to hazardous weather, the CU Dental Clinics and all academic classes are cancelled for today, Thursday, December 1st. Please check with your patient coordinator or instructor to determine when clinic or classes will be rescheduled. Stay safe, and please continue to monitor ongoing weather impact at www.ucdenver.edu/sdmweather.

**Easy Markit:**
Due to hazardous weather, the CU Dental Clinics are closed today, Thursday, December 1st. A clinic staff will call to reschedule your appointment. If you are experiencing an emergent or urgent issue, the CU Dental Clinics Emergency Clinic will remain open until 5 pm. If this is a life threatening situation, please go to your nearest Emergency Room.

**Voice Mail:**
The CU Dental Clinics are CLOSED, today, Thursday, December 1st due to hazardous weather. A clinic staff will call to reschedule your appointment. If you are experiencing an emergent or urgent issue, the CU Dental Clinics Emergency Clinic will remain open until 5 pm. If this is a life threatening situation, please go to your nearest Emergency Room.

**Web:**

**DATE**
**HEADLINE (ensure that**

We are closely monitoring current weather conditions across the Denver and Aurora Metro area.

The National Weather Service is forecasting …

Monday night snow and winds will continue. New snow accumulation of two to four inches possible.

For Tuesday, a chance of snow before noon, then a chance of rain and snow. Cloudy, with a high near 42. Chance of precipitation is 50%. New snow accumulation of less than a half inch possible.

Should conditions prompt any schedule adjustments, information will be available on this website and on our toll-free phone line 877-463-6070.
Inclement weather situations without advance warning:

Email to faculty, staff and students:

Due to the hazardous weather, the CU Dental Clinics will close and academic classes will be cancelled starting at 2 pm today, Thursday, December 1st. Should faculty or staff leave prior to 2 pm, you will be required to take vacation time for that amount of time. At this point, we will reopen for normal clinic and academic schedules tomorrow, Friday, December 2nd. If you are part of the essential clinical personnel, you are required to stay unless your supervisor tells you differently. Should you have questions about weather conditions, please continue to check your email and visit www.ucdenver.edu/SDMweather.

Facebook:

Due to the hazardous weather, the CU Dental Clinics and academic classes are closed as of 2 pm today, Thursday, December 1st. At this point, we will reopen for normal clinic and academic schedules tomorrow, Friday, December 2nd. Stay safe and check back for further messages!

Easy Markit:

Due to hazardous weather, the CU Dental Clinics are closed today, Thursday, December 1st, starting at 2 pm. A clinic staff will call to reschedule your appointment. If you are experiencing an emergent or urgent issue, the CU Dental Clinics Emergency Clinic will remain open until 5 pm. If this is a life threatening situation, please go to your nearest Emergency Room.

Voice Mail:

The CU Dental Clinics are CLOSED, today, Thursday, December 1st starting at 2 pm due to hazardous weather. A clinic staff will call to reschedule your appointment. If you are experiencing an emergent or urgent issue, the CU Dental Clinics Emergency Clinic will remain open until 5 pm. If this is a life threatening situation, please go to your nearest Emergency Room.

Web:

DATE
HEADLINE (ensure that)

We are closely monitoring current weather conditions across the Denver and Aurora Metro area.

The National Weather Service is forecasting …

Monday night snow and winds will continue. New snow accumulation of two to four inches possible.

For Tuesday, a chance of snow before noon, then a chance of rain and snow. Cloudy, with a high near 42. Chance of precipitation is 50%. New snow accumulation of less than a half inch possible.

Should conditions prompt any schedule adjustments, information will be available on this website and on our toll-free phone line 877-463-6070.
Clinic Policies and Procedures Manual

The University of Colorado School of Dental Medicine exists to provide exceptional educational experiences for the next generation of dental professionals, and to provide access to high quality, low cost dental care to the citizens of Colorado and the region.

This Clinic Policy and Procedures Manual serves as a resource for our faculty, staff, students and residents to enhance his/her clinical experience. In addition to School and University policies, as health care providers you must also adhere to State and Federal regulations that are incorporated into the policies and procedures outlined in the CU School of Dental Medicine’s Clinic Manual.

The manual is located on the G:drive under the Clinical Policy and Procedures Manual folder, with the most up-to-date version dated 2014-2015. In the near future, the manual will also be found on the School’s website. A link will be provided as soon as it is available.

Feedback on the manual is always welcome and should be discussed with the Director of Clinical Operations and Patient Advocacy and/or the Senior Associate Dean of Clinics and Professional Practice.
Dental Education Manual

The delivery of patient care by students is an important component of the educational program at the University of Colorado Denver School of Dental Medicine (UCSDM). Just as there are guidelines, requirements and expectations for didactic courses in the curriculum, there are those for clinical courses.

Presently, clinical courses are comprised of two main types - those directed by the comprehensive care faculty and those directed by the clinical divisions such as endodontics, periodontics, orthodontics, pediatric dentistry, oral surgery, operative dentistry, fixed prosthodontics, and removable prosthodontics.

The Dental Clinic Education Manual includes descriptions of clinical course evaluation procedures, clinical divisional expectations and competency examination details. While there is variability in the ways that clinical evaluation is performed in all clinical courses, there are some principles common to all.

It is expected that students attend all scheduled clinic sessions and provide ethical, high quality, patient-centered care in all circumstances. Students should follow established clinical procedures and protocols when providing patient care. Violations of these procedures can result in loss of student clinic privileges, a failure to be promoted or dis-missal from the School of Dental Medicine depending upon the nature of the violation.

Continuing Education Policy

Free CE Credit Policy for Faculty & Staff

This policy pertains only to full-time or part-time faculty, staff, and ACTS preceptors at the University of Colorado School of Dental Medicine.

- Part-time faculty, staff, and ACTS preceptors are eligible to receive up to 9 hours of lecture-only courses free per year academic year (starting July 1).
- Full-time faculty and staff are eligible to receive up to 18 hours of lecture-only courses free per academic year (starting July1).
- Full-time and part-time faculty and staff may take the Local Anesthesia or Nitrous Oxide courses at no charge because these courses are required.
- Current third or fourth year dental students, and international students may attend all or part of the annual Oral and Maxillofacial Refresher Course, however, there is a limit of 5 participants of per year.

All faculty, staff, or preceptors wishing to use their free CE credit hours to register for dental CE must contact the CE program manager. Online registrations through the website will not be accepted. Please call 303.724.8726 or email erin.brenengen@ucdenver.edu to register.
Required Training
Mandatory Trainings for Faculty and Staff

As a health care facility within the University of Colorado, our faculty, students, and staff are required to complete numerous training sessions to remain in compliance with State, Federal, and University laws and policies.

The University of Colorado School of Dental Medicine requires all faculty, staff, and students to complete specific on-line and in-person training sessions as a condition of employment. These trainings, as well as the frequency of completion may change over time and are dictated by State, Federal and University law and policies.

During orientation, new employees will be directed as to which trainings are required within 30 days of hire. Orientation will be in the form of the University held program, as well as the orientation conducted by supervisors or their designees during new employee training. The SDM HR Office will schedule the time for the faculty member to attend the University sponsored Orientation Program.

Reminders will be sent out by the Office of Regulatory Compliance, Human Resources, and various individuals within the School of Dental Medicine regarding training that is required to be completed annually.

If required training is not completed within set deadlines, employees may be removed from the clinic or other daily responsibilities until all training is completed.

If individuals have any questions or concerns regarding required training, they can contact the School of Dental Medicine’s Compliance Officer, Mr. Brian Davis, Associate Dean.

Online trainings can be accessed through the my.CU portal (https://my.cu.edu ). Sign into the my.cu portal using your assigned network sign-on from SODM IT. Choose the “TRAINING” tab on the left. Click on the “Start SkillSoft”. SkillSoft will load. Search for the trainings below:

**CU: Discrimination and Harassment**

| ID: _scorm12_cu_u00067_0001 |

**Overview/Description**
In this course you will learn how to distinguish between discrimination and harassment, explain the different types of discrimination and harassment, identify cases where accommodations must be made (or not made) for a situation, deal with discrimination and harassment behavior, and monitor your own behavior for discriminatory or harassing practices.

**CU: HIPAA Regulations**

| ID: _scorm12_cu_a00020_0001 |

**Overview/Description**
This course will focus on the privacy and security segments of the Health Insurance Portability and Accountability Act (HIPAA).
CU: SODM - Bloodborne Pathogens

Overview/Description
This course briefly explains the nature of bloodborne pathogens, how they are spread, and methods of preventing the spread of infections at the School of Dental Medicine.

CU: SODM - Chemical Waste Management

Overview/Description
This course describes the types of hazardous chemicals used at the School of Dental Medicine; how to use, store and dispose of chemicals safely; and how to respond to emergencies.

CU: Information Security and Privacy

Overview/Description
This course will explain why and how you, as an employee of CU, may protect private information.

CU: FERPA (Family Educational Rights and Privacy Act)

Overview/Description
This course will enhance your understanding of the confidentiality protections that federal law affords the records and information that the university maintains about our students.

Other Recommended Trainings:

CU: Tenure Review

Overview/Description
In this review, you will be introduced to the important components of the tenure track process, as well as university policies that explain the tenure requirements.

CU: Research Administration for Faculty

Overview/Description
This course was designed to offer a start to finish guide on the process of applying, receiving, and administering sponsored funding.
Other Grants and Contracts Training can be found under the University of Colorado – Courses section of the SkillSoft training environment accessible through the my.cu portal. Titles include: Budgeting for Clinical Trials, Clinical Trials Recruiting, Direct Charging to Sponsored Projects, ePER electronic Personnel Effort Reporting and Sub-Recipient Monitoring.
Overview/Description
This course covers such risk management and administrative points as the hazards of chemicals and equipment; how to control those hazards; what protective equipment is needed; how to manage inventory and waste; and how to prepare for emergencies.
CU Dental Teams (CUDT) Clinics
OUR STUDENT POPULATION
Dental students are divided into four groups corresponding to their year of study: DS1 (Dental Student First Year), DS2 (Dental Student Second Year), DS3 (Dental Student Third Year), and DS4 (Dental Student Fourth Year). Additionally, dental students in our International Student Program (ISP), an accelerated 2-year program, are divided into two groups corresponding to their year of study: ISP1 (International Student Program First Year) and ISP2 (International Student Program Second Year).

COMPREHENSIVE CARE PRACTICE TEAMS
All dental faculty members and students are assigned to one of four teams: TEAM C, TEAM U, TEAM D, and TEAM T.

Each team consists of a team leader, practice leaders, coordinators, and students (see Exhibit A). One dental faculty member from the team serves as the Team Leader. Some dental faculty members serve as Practice Leaders. Staff members serve as Coordinators who are responsible for facilitating daily activities. The students on each team are divided into Practice Groups and assigned to one of the Practice Leaders.

TEAM LEADERS:
In addition to the responsibilities of the practice leader (of which the Team Leader is on) the Team Leader is responsible for the distribution of information regarding clinic rules and regulations to team members, assist with patient assignment in cooperation with the screening coordinator, submission of comprehensive care grades, monitoring the students’ patient pools to assist in patient treatment needs, management of adverse treatment outcomes, team representation at Student Performance Committee meetings, assist in the development of remediation plans and is the overall evaluator of the student’s attainment of clinical competency to be a general dentist.

PRACTICE LEADER/ADVOCATE:
A practice leader is the advocate for a group of DS or ISP students. Dental students (DS) meet regularly with their assigned Practice Leader throughout their DS3 and DS4 years. International Student Program (ISP) students meet regularly with their assigned Practice Leader during their ISP1 and ISP2 years.

MEETINGS:
Faculty and students attend the following regularly scheduled meetings to ensure adequate clinical progress: Advocate Meetings, Practice Meetings, and Team Meetings. In addition, students are also scheduled to meet with the group coordinator in pre-advocate meetings.

Pre-Advocate Meetings are scheduled individual meeting between a student and his/her coordinator to prepare for the Advocate Meeting.

Advocate Meetings are scheduled individual meetings between a student and his/her Practice Leader.

Practice Meetings are scheduled group meetings between a Practice Leader and assigned Advocate group.

Team Meetings are scheduled team meetings between the Practice Leaders, Team Leaders, Coordinators, and students to discuss general information pertinent to the semester.

Pre-Advocate Meetings - Prior to the Advocate meetings, the student will meet with his/her coordinator to gather the following information to report to the Practice Leader:

- Patient pool
  - Is it adequate?
- Management of pool (overdue / not seen)
- Filter patients (irregular/non-compliant)
- Procedures completed
- Demonstration of progress towards clinical experience thresholds towards the demonstration of clinical competency
- Competencies completed
- Number of unapproved notes and findings
- Number of RVUs (Relative Value Units - soon to be Educational Value Units)
- Self-Evaluation Form

The Coordinator will ensure delivery of this information, and her Formative Evaluation of the student, to the Practice Leader prior to the Advocate meeting.

**Advocate Meetings** - The Practice Leader serves as a mentor and advocate for the individual students in the assigned practice.

**Goals:**
- monitor that the student is making appropriate clinical progress and has a patient pool that is adequate for the student’s level of experience.
- provide a safe environment for the student to be able to relay any sensitive information that might be causing an effect on his/her education
- serve as a point of contact for student/administration interactions
- serve as the primary patient case management resource.
- evaluate students' progress towards ADEA (American Dental Education Association) Domains of Competency to be a general dentist and use a rubric to quantify this progress (See Exhibit B)
  - Critical Thinking
  - Professionalism
  - Communication and Interpersonal Skills
  - Health Promotion
  - Practice Management and Communication
  - Patient Care
  - [http://www.adea.org/about_adea/governance/Pages/Competencies-for-the-New-General-Dentist.aspx](http://www.adea.org/about_adea/governance/Pages/Competencies-for-the-New-General-Dentist.aspx)

**Practice Leader Responsibilities**

Based on the information provided, the Practice Leader and student will collaboratively determine the following:

- areas of strengths
- specific strategies to improve in a weakness area
- progression toward Domains of Competency Rubric
- how to address concerns, find solutions, discuss ways to increase confidence
- the appropriate and ethical management of the students patient pool
- management of patient treatment status at all meetings
ADVOCATE MEETING SCHEDULE - DS

**Year 1 – Start Fall DS 3**

1\textsuperscript{ST} ADVOCATE MEETING - Fall
- Introduce yourself
- Provide information about clinic
- Provide an overview of clinical expectations
- Discuss how to manage and build patient pool
- Create rapport with student
- Discuss an efficient workflow as it relates to diagnosis and treatment planning
- Answer questions related to diagnoses and treatment planning (each meeting!)

2\textsuperscript{ND} ADVOCATE MEETING - Fall
- Educate on how to complete ODs efficiently
- Determine status of operative Inform DS3 student that they need to take operative competencies by end of spring semester
- Determine whether patient pool would allow student to be clinically active in all disciplines except endo
- Educate on how to complete ODs efficiently

3\textsuperscript{RD} ADVOCATE MEETING - Spring
- Discuss strategies to build patient pool (should be near complete; one year of clinic left)
- Discuss challenging competencies
- Specifically discuss single unit fixed competencies
- Determine whether DS3 student is ready to go to ACTS*

*This meeting will be primarily to assess the students’ progression to allow the student to go off campus to provide patient treatment with limited supervision. At this point the students have been in the clinic for a period of 7 to 8 months.

4\textsuperscript{TH} ADVOCATE MEETING - Spring
- Discuss strategies to build the patient pool.
- Assess that the student is adding very specific patients that fulfill minimal expectations prior to challenging competencies
- Discuss challenging competencies
- Specifically discuss single unit fixed competencies
- Discuss denture competency
- Discuss multi – unit competency – patient/ manikin
- If DS3 student not released to ACTS – plan need for summer clinic*

*Note: If the student is not released to ACT’s they will be behind approximately 4 weeks of ACT’s time that they will need to make up. They can make this time up by participating in emergency/oral surgery clinic during school breaks.

5\textsuperscript{TH} ADVOCATE MEETING - Summer
- Discuss single unit fixed competencies
- Discuss denture competency
- Discuss multi – unit competency – patient/ manikin
- Discuss limited transfers to control patient pool size
Discuss ACTS successes, challenges, and possible solutions to challenges*

*Note: If student not in ACT’s need to identify and correct deficiencies and advise student of how to make up ACT’s time. (Participation in emergency/OS clinic during breaks)

**Year 2 – Start Fall DS 4**

**6th ADVOCATE MEETING - Fall**
- Discuss patient pool and any difficulties (endo & removable)
- Discuss denture competency
- Discuss multi – unit competency – patient/ manikin
- Discuss patient transfers

**7th ADVOCATE MEETING - Fall**
- Determine whether DS4 students have fulfilled all Domains of Competency
- Discuss finishing cases and treatment plans
- Assess progress in organization, work flow, and efficiency

**8th ADVOCATE MEETING - Spring**
- Determine whether DS4 students have fulfilled all Domains of Competency
- Discuss finishing cases and treatment plans
- Assess progress in organization, work flow, and efficiency
- Assess preparedness
- Ensure that students are transferring patients

**9th ADVOCATE MEETING - Spring**
- Last DS4 meeting – should be little to discuss
- Any problems that may be present – come up with a solution path
- Ascertain if the student is ready to be an independent clinician
ADVOCATE MEETINGS – ISP

Since the ISP students have an academic calendar Jan – Dec for 2 years, and also taking into consideration that they do not enter clinics till summer, they have a total of eight sessions beginning in Summer of ISP 1 year.

Year 1 - Start Fall of ISP 1

1ST ADVOCATE MEETING - Fall
  • Introduce yourself
  • Provide information about clinic
  • Discuss how to manage and build patient pool
  • Create rapport with student
  • Answer questions related to diagnoses and treatment planning
  • Educate on how to complete ODs efficiently
  • Determine status of operative experiences with identifying level of experience for ISP students
  • Talk about competencies and appropriate timelines

2nd ADVOCATE MEETING - Fall
  • Determine whether patient pool would allow student to be clinically active in all disciplines except endo
  • Educate on how to complete ODs efficiently
  • Follow up on competency requirements
  • Discuss strategies to build patient pool (should be near complete; one year of clinic left)
  • Assess that the student is adding very specific patients that fulfill minimal expectations prior to challenging competencies
  • Discuss challenging competencies

Year 2 – Start Spring ISP 2

3rd ADVOCATE MEETING - Spring
  • Discuss Operative & single unit fixed competencies
  • Discuss challenges with coping with the didactic and clinic system, address specific concerns
  • Assess patient pool management, organizational skills

4th ADVOCATE MEETING - Spring
  • Discuss patient pool and any difficulties (endo & removable)
  • Discuss denture competency
  • Discuss multi – unit competency – patient/ manikin
  • Determine whether ISP2 students are approaching the completion of Domains of Competency
  • Discuss CRDTs/ WREBs

5th ADVOCATE MEETING - Summer
  • Determine whether ISP2 students have fulfilled all Domains of Competency
  • Discuss finishing cases and treatment plans
  • Assess progress in organization, work flow, and efficiency
  • Discuss Boards – CRDTs or WREBs

6th ADVOCATE MEETING - Fall
  • Determine whether ISP2 and DS4 students have fulfilled all Domains of Competency
· Discuss finishing cases and treatment plans
· Assess progress in organization, work flow, and efficiency
· Assess preparedness
· Ensure that students are transferring patients

7th ADVOCATE MEETING - Fall
· Last ISP 2 meeting – should be little to discuss
· Any problems that may be present – come up with a solution path
· Ascertain if student is ready to be an independent clinician
PRACTICE MEETING SCHEDULE - DS

1ST PRACTICE MEETING (DS2 – Summer Practice Meeting)
- Introduce Team Structure and practice leader (advocate), coordinator, and team leader
- Establish ground rules and expectations
- Discuss organizational skills in effectively managing a practice
- Discuss work in Axium
- Discuss how the clinic works
- Discuss patient pool to determine whether students have enough patients and procedures to be in clinic
- Discuss Treatment Plan sequencing
- Discuss leave requests and unexcused absences
- Establish student responsibilities in practice meetings, such as meeting minutes, presentations (if any), food, etc.
- Discuss how to contact patients (phone communication, etc.)
- Discuss George’s Rule: Butts in seats (yours and patients) to graduate

2ND PRACTICE MEETING (DS3 – 1st Fall Practice Meeting)
- Discuss operative competencies
- Discuss specific cases of treatment planning
- Discuss periodic exam
- Use enrichment bank of Power Point presentations developed by other faculty as resource to facilitate discussion or invite other faculty to present
- Invite representatives as guest speakers to discuss various products but with caution as free items cannot be accepted (i.e. lunch, samples, branded materials, gifts, etc.)
- Determine any educational field trips to labs, but be sure to check with Dr. Johnson and Dr. Wilson on protocol

*Note - If you take students off campus please document the event as being part of the educational process. An exchange of emails with the acknowledgement of your chairman will suffice.

3RD PRACTICE MEETING (DS3 – 2nd Fall Practice Meeting)
- Discuss operative competencies, requirements, and thresholds
- Discuss specific cases of treatment planning
- Use enrichment bank of Power Point presentations developed by other faculty as resource to facilitate discussion or invite other faculty to present
- Invite representatives as guest speakers to discuss various products but with caution as free items cannot be accepted (i.e. lunch, samples, branded materials, gifts, etc.)

4TH PRACTICE MEETING (DS3 – 1st Spring Practice Meeting)
- Discuss operative competencies, requirements, and thresholds
- Discuss specific treatment planning cases
- Discuss importance of knowing your patients
- Discuss ACTS – DS3 Students only

5TH PRACTICE MEETING (DS3 – 2nd Spring Practice Meeting)
- Discuss operative competencies, requirements, and thresholds
- Discuss specific treatment planning cases
· Discuss ACTS – DS3 Students only (Most ACTS decisions already made)

6TH PRACTICE MEETING (DS3 - Summer Practice Meeting)
· Discuss fixed and removable treatment plans
· Discuss importance of knowing your patients
· Discuss Boards
  o DS4 take National Boards Part II

7TH PRACTICE MEETING (DS4 - 1st Fall Practice Meeting)
· Discuss case presentations / EBD

8TH PRACTICE MEETING (DS4 - 2nd Fall Practice Meeting)
· Discuss the process of transferring patients
· Discuss case presentations / EBD

9TH PRACTICE MEETING (DS4 – 1st Spring Practice Meeting)
· Discuss the process of transferring patients
· Discuss job hunting strategies and career plans
ISP PRACTICE MEETINGS

The ISP class is very diverse in their education, ethnicity and cultural backgrounds. Also, everyone’s experience in dentistry is vastly different. Further, everyone’s exposure to US, its culture and education system is also very different. Some students have lived in the US for years while others have moved here for the sole purpose of this education. At this time, they have eight practice meetings starting in the summer (entering into clinics) of their ISP 1 year, going on until they graduate. The following would be an option to add 2 additional practice meetings in their first semester agenda, schedule permitting. The goal is to have the ISP students more comfortable/settled prior to them starting clinics. This way, when they are actually in clinics, they can concentrate on clinics.

1st PRACTICE MEETING - Spring 1
- Introduction to the practice leader
- Orient to the system – Practice leader, advocate meetings, Practice meetings, Role of Coordinator
- Establish ground rules and expectations
- Reinforce “Cultural Norms” i.e. personal space, line behavior, consumerism of US patients, etc.
- Discuss leave requests and unexcused absences
- Address any concerns and questions
- Keep it cordial – get to know each of your student
- Discuss about your role in their 2 year education

2nd PRACTICE MEETING – Spring 2
- Reinforce/reiterate 1st Practice meeting discussion
- Address any issues with their time so far
- How axiUm works
- Discuss how to contact patients (Phone communication, etc)
- Comprehensive dental care model
- Establish student responsibilities in practice meetings: time, presentations

3rd PRACTICE MEETING – Summer
- Discuss how the clinic works
- Discuss patient pool to determine whether students have enough patients and procedures to be in clinic
- Discuss Treatment Plan sequencing
- Discuss leave requests and unexcused absences - again

4th PRACTICE MEETING – Fall 1
- Discuss operative competencies
- Discuss specific cases of treatment planning
- Use enrichment bank of Power Point presentations developed by other faculty as resource to facilitate discussion or invite other faculty to present
- Invite representatives as guest speakers to discuss various products but with caution as free items cannot be accepted (i.e. lunch, samples, branded materials, gifts, etc.)
- Determine any educational field trips to labs, but be sure to check with Dr. Johnson and Dr. Wilson on protocol
- For ISPs encourage completing NBDE Part 2

5th PRACTICE MEETING - Fall 2
- Discuss operative competencies, requirements, and thresholds
- Discuss specific cases of treatment planning
- Use enrichment bank of Power Point presentations developed by other faculty as resource to facilitate discussion or invite other faculty to present
· Invite representatives as guest speakers to discuss various products but with caution as free items cannot be accepted (i.e. lunch, samples, branded materials, gifts, etc.)
· Evidence Based Dentistry Importance
· Discuss importance of knowing patients

6th PRACTICE MEETING – Spring 1
· Discuss operative competencies, requirements, and thresholds
· Discuss specific treatment planning cases
· Discuss importance of knowing your patients
· Assess NBDE 2 Completion status and reinforce
· Schedule Evidence Based Dentistry model – presentation by students

7th PRACTICE MEETING – Spring 2
· Discuss fixed and removable cases & competencies
· Tx Planning complex cases – attention to detail
· Initiate Boards thought process
· Encourage students to bring complex cases for Tx Planning

8th PRACTICE MEETING – Summer
· Time to be done with ODs and should be actively treating established TX plans
· Boards plans
· Post Graduate Education options
· Job hunting plans

9th PRACTICE MEETING – Fall 1
· Resume/CV writing
· Discuss the process of transferring patients

10th PRACTICE MEETING – Fall 2
· Complete paperwork & Signatures
· Address any concerns/ issues, questions
# Exhibit A Team Structure (Team C)

## CU Dental Teams

### Summer 2014

#### TEAM C
- **Team Leader:** Dr. James Woolum
- **Endodontist:** Dr. Ellie Carlson
- **Prosthodontist:** Dr. Brian Brada
- **Periodontists:** Drs. Michael Kantor and Scott Ziegler
- **Dental Hygienist:** Trina Hoge
- **Associates:** Hakala/Sessa
- **Periodontics Residents:** Drs. Herman and Datar

### Coordinator: Lyn Masche

<table>
<thead>
<tr>
<th>ISP 2 - Dr. Skoretz</th>
<th>DS 2 - Dr. Elashvili</th>
<th>DS 3 - Dr. Baskaran</th>
<th>ISP 1 - Dr. Brown</th>
<th>DS 3 - Dr. Woolum</th>
<th>DS 2 - Dr. Doug Wilson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>Student 1</td>
<td>Student 1</td>
<td>Student 1</td>
<td>Student 1</td>
<td>Student 1</td>
</tr>
<tr>
<td>Student 2</td>
<td>Student 2</td>
<td>Student 2</td>
<td>Student 2</td>
<td>Student 2</td>
<td>Student 2</td>
</tr>
<tr>
<td>Student 3</td>
<td>Student 3</td>
<td>Student 3</td>
<td>Student 3</td>
<td>Student 3</td>
<td>Student 3</td>
</tr>
<tr>
<td>Student 4</td>
<td>Student 4</td>
<td>Student 4</td>
<td>Student 4</td>
<td>Student 4</td>
<td>Student 4</td>
</tr>
<tr>
<td>Student 5</td>
<td>Student 5</td>
<td>Student 5</td>
<td>Student 5</td>
<td>Student 5</td>
<td>Student 5</td>
</tr>
<tr>
<td>Student 6</td>
<td>Student 6</td>
<td>Student 6</td>
<td>Student 6</td>
<td>Student 6</td>
<td>Student 6</td>
</tr>
<tr>
<td>Student 7</td>
<td>Student 7</td>
<td>Student 7</td>
<td>Student 7</td>
<td>Student 7</td>
<td>Student 7</td>
</tr>
<tr>
<td>Student 8</td>
<td>Student 8</td>
<td>Student 8</td>
<td>Student 8</td>
<td>Student 8</td>
<td>Student 8</td>
</tr>
<tr>
<td>Student 9</td>
<td>Student 9</td>
<td>Student 9</td>
<td>Student 9</td>
<td>Student 9</td>
<td>Student 9</td>
</tr>
<tr>
<td>Student 10</td>
<td>Student 10</td>
<td>Student 10</td>
<td>Student 10</td>
<td>Student 10</td>
<td>Student 10</td>
</tr>
</tbody>
</table>

### Coordinator: Nancy Groswold

<table>
<thead>
<tr>
<th>ISP 2 - Dr. Skoretz</th>
<th>DS 2 - Dr. Elashvili</th>
<th>DS 3 - Dr. Baskaran</th>
<th>ISP 1 - Dr. Brown</th>
<th>DS 3 - Dr. Woolum</th>
<th>DS 2 - Dr. Doug Wilson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>Student 1</td>
<td>Student 1</td>
<td>Student 1</td>
<td>Student 1</td>
<td>Student 1</td>
</tr>
<tr>
<td>Student 2</td>
<td>Student 2</td>
<td>Student 2</td>
<td>Student 2</td>
<td>Student 2</td>
<td>Student 2</td>
</tr>
<tr>
<td>Student 3</td>
<td>Student 3</td>
<td>Student 3</td>
<td>Student 3</td>
<td>Student 3</td>
<td>Student 3</td>
</tr>
<tr>
<td>Student 4</td>
<td>Student 4</td>
<td>Student 4</td>
<td>Student 4</td>
<td>Student 4</td>
<td>Student 4</td>
</tr>
<tr>
<td>Student 5</td>
<td>Student 5</td>
<td>Student 5</td>
<td>Student 5</td>
<td>Student 5</td>
<td>Student 5</td>
</tr>
<tr>
<td>Student 6</td>
<td>Student 6</td>
<td>Student 6</td>
<td>Student 6</td>
<td>Student 6</td>
<td>Student 6</td>
</tr>
<tr>
<td>Student 7</td>
<td>Student 7</td>
<td>Student 7</td>
<td>Student 7</td>
<td>Student 7</td>
<td>Student 7</td>
</tr>
<tr>
<td>Student 8</td>
<td>Student 8</td>
<td>Student 8</td>
<td>Student 8</td>
<td>Student 8</td>
<td>Student 8</td>
</tr>
<tr>
<td>Student 9</td>
<td>Student 9</td>
<td>Student 9</td>
<td>Student 9</td>
<td>Student 9</td>
<td>Student 9</td>
</tr>
<tr>
<td>Student 10</td>
<td>Student 10</td>
<td>Student 10</td>
<td>Student 10</td>
<td>Student 10</td>
<td>Student 10</td>
</tr>
</tbody>
</table>
EXHIBIT B

University of Colorado School of Dental Medicine Competency Statements

Critical Thinking

1. Evaluate and integrate emerging trends in health care
2. Utilize critical thinking to evaluate and integrate best research outcomes with clinical expertise and patient values for evidence-based practice.

Professionalism

3. Make professional decisions that satisfy legal, societal and ethical principles.
4. Use self-evaluative skills to assess individual knowledge and abilities, to practice within the scope of one’s competence and make appropriate professional referrals, and to identify areas of deficiency to correct through lifelong learning.
5. Collaborate effectively with other health professionals to facilitate the provision of overall health care.

Communication and Interpersonal Skills

6. Apply appropriate interpersonal and communication skills to create a humanistic environment.
7. Communicate effectively with diverse patients and other health care providers to ensure appropriate, patient-centered patient treatment.

Health Promotion

8. Provide prevention, intervention and educational strategies.
9. Participate with dental team members and other health care professionals in the management and health promotion for all patients.
10. Recognize and appreciate the need to contribute to the improvement of oral health beyond those served in traditional practice settings.

Practice Management and Informatics

11. Evaluate and apply regulatory agency requirements for dental practices such as infection control, HIPAA and environmental and office safety programs
12. Apply principles of risk management including informed consent.
13. Demonstrate effective business practices, financial management and human resource skills

Patient Care Assessment, Diagnosis and Treatment Planning

14. Perform an examination that collects biological, psychological, clinical, radiographic and other diagnostic/consultative information required to evaluate the health, oral conditions, needs, and expectations of patients of all ages.
15. Recognize, diagnose and interpret normal and abnormal conditions of the orofacial complex (to include oral cancer), occlusal and temporomandibular disease, craniofacial growth and development that require monitoring, treatment or management.

16. Develop, present and discuss individual sequenced treatment plans for patients of all ages consistent with patient’s condition, interest, goals and capabilities.

Establishment and Maintenance of a Healthy Oral Environment

Management of Emergency Situations

17. Anticipate, diagnose, and provide initial treatment and follow-up management for medical emergencies that may occur during dental treatment.

18. Recognize and manage dental emergencies to include acute pain, hemorrhage, trauma, and infection of the orofacial complex

Control of Pain and Anxiety

19. Employ pharmacological agents and techniques to manage orofacial discomfort and psychological distress

Periodontal Therapy

20. Diagnose, treatment plan, comprehensively treat, and maintain patients with periodontal disease in the primary, mixed, and permanent dentitions

Endodontic Therapy

21. Diagnose and treat diseases of pulpal and periradicular origin in the primary, mixed, and permanent dentitions

Surgical and Non-Surgical Therapies

22. Diagnose and treat conditions requiring reparative surgical procedures and non-surgical therapies on the hard and oral soft tissues

Restorative/Prosthodontic Therapy

23. Provide single or multiple tooth restorations, with appropriate fixed or removable techniques, to restore anatomic form, function, and esthetics to patients of all ages.

24. Continually analyze the outcomes of patient treatment to improve patient care.
# TEAM C

**Team Leader:**

**Endodontics:**

**Prosthodontics:**

**Periodontics:**

**Dental Hygienist:**

**Associates:**

Periodontics Residents: Resident 1, Resident 2

<table>
<thead>
<tr>
<th></th>
<th>Coordinator:</th>
<th>Group 1</th>
<th>Coordinator:</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Student 1</td>
<td></td>
<td>Student 1</td>
</tr>
<tr>
<td>ISP 1 - Baskaran</td>
<td>DS 3 - Dr. Elashvili</td>
<td>DS 2 - Dr. Peters</td>
<td>ISP 2 - Dr. Brown</td>
<td>DS 2 - Dr. Woolum</td>
</tr>
<tr>
<td>Student 1</td>
<td></td>
<td>Student 1</td>
<td>Student 1</td>
<td>Student 1</td>
</tr>
<tr>
<td>Student 2</td>
<td></td>
<td>Student 2</td>
<td>Student 2</td>
<td>Student 2</td>
</tr>
<tr>
<td>Student 3</td>
<td></td>
<td>Student 3</td>
<td>Student 3</td>
<td>Student 3</td>
</tr>
<tr>
<td>Student 4</td>
<td></td>
<td>Student 4</td>
<td>Student 4</td>
<td>Student 4</td>
</tr>
<tr>
<td>Student 5</td>
<td></td>
<td>Student 5</td>
<td>Student 5</td>
<td>Student 5</td>
</tr>
<tr>
<td>Student 6</td>
<td></td>
<td>Student 6</td>
<td>Student 6</td>
<td>Student 6</td>
</tr>
<tr>
<td>Student 7</td>
<td></td>
<td>Student 7</td>
<td>Student 7</td>
<td>Student 7</td>
</tr>
<tr>
<td>Student 8</td>
<td></td>
<td>Student 8</td>
<td>Student 8</td>
<td>Student 8</td>
</tr>
<tr>
<td>Student 9</td>
<td></td>
<td>Student 9</td>
<td>Student 9</td>
<td>Student 9</td>
</tr>
<tr>
<td>Student 10</td>
<td></td>
<td>Student 10</td>
<td>Student 10</td>
<td>Student 10</td>
</tr>
</tbody>
</table>
CU DENTAL TEAMS
Spring 2015

TEAM U

Team Leader: 

Endodontics:  

Prosthodontics:  

Periodontics:  

Dental Hygienist:  

Associates:  

Periodontics Residents: Resident 1, Resident 2, Resident 3

<table>
<thead>
<tr>
<th>Coordinator: Patricia Martinez</th>
<th>Coordinator: Paula Alexander</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Group 2</td>
</tr>
<tr>
<td>ISP 1 - Dr. Woessner</td>
<td>ISP 2 - Dr. Hinde</td>
</tr>
<tr>
<td>Student 1</td>
<td>Student 1</td>
</tr>
<tr>
<td>Student 2</td>
<td>Student 2</td>
</tr>
<tr>
<td>Student 3</td>
<td>Student 3</td>
</tr>
<tr>
<td>Student 4</td>
<td>Student 4</td>
</tr>
<tr>
<td>Student 5</td>
<td>Student 5</td>
</tr>
<tr>
<td>Student 6</td>
<td>Student 6</td>
</tr>
<tr>
<td>Student 7</td>
<td>Student 7</td>
</tr>
<tr>
<td>Student 8</td>
<td>Student 8</td>
</tr>
<tr>
<td>Student 9</td>
<td>Student 9</td>
</tr>
<tr>
<td>Student 10</td>
<td>Student 10</td>
</tr>
</tbody>
</table>

| DS 3 - Dr. Ball               | DS 2 - Dr. Goodrich           |
| Student 1                     | Student 1                     |
| Student 2                     | Student 2                     |
| Student 3                     | Student 3                     |
| Student 4                     | Student 4                     |
| Student 5                     | Student 5                     |
| Student 6                     | Student 6                     |
| Student 7                     | Student 7                     |
| Student 8                     | Student 8                     |
| Student 9                     | Student 9                     |
| Student 10                    | Student 10                    |

| DS 2 - (Dr. Johnson)          | DS 3 - Dr. Stille             |
| Student 1                     | Student 1                     |
| Student 2                     | Student 2                     |
| Student 3                     | Student 3                     |
| Student 4                     | Student 4                     |
| Student 5                     | Student 5                     |
| Student 6                     | Student 6                     |
| Student 7                     | Student 7                     |
| Student 8                     | Student 8                     |
| Student 9                     | Student 9                     |
| Student 10                    | Student 10                    |
# TEAM D

**Team Leader:**  
**Endodontics:**  
**Prosthodontics:**  
**Periodontics:**  
**Dental Hygienist:**  
**Associates:**  

Periodontics Residents: Resident 1, Resident 2

## CU DENTAL TEAMS  
Spring 2015

<table>
<thead>
<tr>
<th>Coordinator: Perla Vamos</th>
<th>Alicia Troxel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1</strong></td>
<td><strong>Group 2</strong></td>
</tr>
<tr>
<td>ISP 1 - (Dr. Towne)</td>
<td>ISP 2 - (Dr. Towne)</td>
</tr>
<tr>
<td>DS 3 - Dr. Barizon</td>
<td>DS 2 - Dr. Khan</td>
</tr>
<tr>
<td>DS 2 - Dr. Astorga</td>
<td>DS 3 - Dr. Mediavilla</td>
</tr>
<tr>
<td>Student 1</td>
<td>Student 1</td>
</tr>
<tr>
<td>Student 2</td>
<td>Student 2</td>
</tr>
<tr>
<td>Student 3</td>
<td>Student 3</td>
</tr>
<tr>
<td>Student 4</td>
<td>Student 4</td>
</tr>
<tr>
<td>Student 5</td>
<td>Student 5</td>
</tr>
<tr>
<td>Student 6</td>
<td>Student 6</td>
</tr>
<tr>
<td>Student 7</td>
<td>Student 7</td>
</tr>
<tr>
<td>Student 8</td>
<td>Student 8</td>
</tr>
<tr>
<td>Student 9</td>
<td>Student 9</td>
</tr>
<tr>
<td>Student 10</td>
<td>Student 10</td>
</tr>
</tbody>
</table>

Coordinator: Perla Vamos  
Group 1  
ISP 1 - (Dr. Towne)  
DS 3 - Dr. Barizon  
DS 2 - Dr. Astorga  
Student 1  
Student 2  
Student 3  
Student 4  
Student 5  
Student 6  
Student 7  
Student 8  
Student 9  
Student 10

Alicia Troxel  
Group 2  
ISP 2 - (Dr. Towne)  
DS 2 - Dr. Khan  
DS 3 - Dr. Mediavilla  
Student 1  
Student 2  
Student 3  
Student 4  
Student 5  
Student 6  
Student 7  
Student 8  
Student 9  
Student 10
# CU DENTAL TEAMS

**Spring 2015**

### TEAM T

**Team Leader:**

**Endodontics:**

**Prosthodontics:**

**Periodontics:**

**Dental Hygienist:**

**Associates:**

**Periodontics Residents:** Resident 1, Resident 2

**Coordinator: Marilyn Munerlyn**

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Coordinator: Julieta Melais</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISP 1 - Greany</td>
<td>DS 3 - Dr. Dan Wilson</td>
</tr>
<tr>
<td>Student 1</td>
<td>Student 1</td>
</tr>
<tr>
<td>Student 2</td>
<td>Student 2</td>
</tr>
<tr>
<td>Student 3</td>
<td>Student 3</td>
</tr>
<tr>
<td>Student 4</td>
<td>Student 4</td>
</tr>
<tr>
<td>Student 5</td>
<td>Student 5</td>
</tr>
<tr>
<td>Student 6</td>
<td>Student 6</td>
</tr>
<tr>
<td>Student 7</td>
<td>Student 7</td>
</tr>
<tr>
<td>Student 8</td>
<td>Student 8</td>
</tr>
<tr>
<td>Student 9</td>
<td>Student 9</td>
</tr>
<tr>
<td>Student 10</td>
<td>Student 10</td>
</tr>
</tbody>
</table>
CLINICAL ROTATIONS

OVERVIEW

As part of the clinical education experience, students are assigned to various rotations starting in the summer semester (DS 2 / ISP 1) and continue until graduation. Rotations will be assigned through CalendarLab, a computer software designed specifically for dental school rotation schedules.

The CUDT Scheduler will be responsible for ensuring that students are assigned to relatively the same number of applicable rotations each semester. As a student progresses in his/her clinical education, additional rotations will be added. New rotations can be added at any time depending on student needs, patient needs, changes in clinical protocols, and funding sources, among other reasons.

ROTATIONS

Screening – The CU School of Dental Medicine has a school-wide screening clinic staffed by DS and ISP students beginning in the summer semester DS 2 and ISP 1 years through graduation. The purpose of the Screening clinic is to ensure an adequate number of new patients are being accepted into the School. If patients are deemed too complex for the pre-doctoral students, patients may be referred to the GPR program.

- Report to: Pam Moore
- Location: Third Floor Futures Clinic
- Days: Monday – Thursday
- Time: AM Session: 9:00 – 12:00
  PM Session: 2:00 – 5:00

Screening/Radiology – The Screening/Radiology rotation’s purpose is to allow students more experience in radiology earlier in the clinical education. DS 2 and ISP 1 students will be assigned to a Screening/Radiology rotation in conjuncture with Screening Clinic during the summer semester and fall semesters (DS 3/ISP1).

- Report to: Abby Jaquez, Lana Shulgina, or Dana Phillips
- Location: Third Floor Futures Clinic
- Days: Monday – Thursday
- Time: AM Session: 9:00 – 12:00
  PM Session: 2:00 – 5:00

EM/OS Assist (Emergency/Oral Surgery Assist) – Each student must complete two EM/OS Assist rotations prior to be assigned as an operator in these two clinics, as well as the Oral Surgery Practicum. Rotations begin in the summer semester DS 2/ISP 1 year, and will continue into the fall semester until all students complete two sessions.

- Report to: Annette Wand
- Location: First Floor Specialties Clinic
- Days: Monday – Friday
- Time: AM Session: 9:00 – 12:00
  PM Session: 2:00 – 5:00
**Assist** – As part of the initial clinical learning experience, students will be assigned assist sessions when they enter the clinic in the DS 2 and ISP summer semester. In this role, the student assigned to “assist” show first work with the partner they have had through their pre-clinical curriculum. If that student is unavailable, the assistant should then try to work with a group member, team member, or an upper classman. Assist sessions will be scheduled in the DS 3/ISP 1 fall semester and DS 3/ISP 2 spring semester as necessary. As per the 7 Day Rule, the assist non-clinic time will be removed 7 days prior to that clinic session in order for students to request operators sessions. However, if a chair is not approved, the session reverts back to being an assist session.

- Report to: Clinic
- Location: Second or Fourth Floor (depending on partners assigned chair)
- Days: Varies depending on clinic schedule
- Time: AM Session: 9:00 – 12:00  
  PM Session: 2:00 – 5:00

**EM (Emergency)** – Beginning in the fall semester of their DS 3 / ISP 1 year, students will be assigned as operators in the Emergency Clinic after completion of two sessions EM/OS Assist sessions and will be assigned each semester until graduation. The Emergency Clinic provides dental services to individuals in the community who may otherwise not have access to care. Patients of records should seek emergency services through our On-Call rotation.

- Report to: Gina Sanchez
- Location: First Floor Specialties Clinic
- Days: Monday – Friday
- Time: AM Session: 9:00 – 12:00  
  PM Session: 2:00 – 5:00

**OS (Oral Surgery)** – Beginning in the fall semester of their DS 3 / ISP 1 year, students will be assigned as operators in the Oral Surgery Clinic once they have completed two sessions of EM/OS Assist and passed their OS Practicum. Students will be assigned to this clinic each semester until graduation.

- Report to: Annette Wand
- Location: First Floor Advanced Care Specialties Clinic
- Days: Monday – Friday
- Time: AM Session: 9:00 – 12:00  
  PM Session: 2:00 – 5:00

**On-Call** – patients of record are provided emergency services through the On-Call rotation. During these sessions, students will be treating other student’s patients for emergency procedures and should not consider this rotation as an opportunity to bring their own patients in for regular treatment procedures. On-Call rotations begin in the fall semester of the student's DS 3/ISP 1 year and assignments continue each semester until graduation.

- Report to: Clinic Coordinators/Covering Faculty
- Location: Second Floor CUDT East Clinic
- Days: Monday – Friday (depending on didactic schedule)
- Time: AM Session: 9:00 – 12:00  
  PM Session: 2:00 – 5:00
**Perio Assist** – To provide experience with periodontics surgeries, students are assigned to the Graduate Periodontics Clinic to assist with periodontal surgeries being performed by the residents. This rotation begins in the fall semester of the student’s DS 3/ISP 1 year and ends in the summer semester DS 3/ISP 2 year.

- Report to: Dorothy Carpenter
- Location: First Floor Advanced Care Specialties Clinic
- Days: Varies (see clinic schedule for assignments)
- Time: AM Session 9:00 – 12:00
  PM Session 1:00 – 5:00

**Healthy Smiles** – As an important part of the dental curriculum, pediatric dentistry experience is gained through assignment to the Healthy Smiles Clinic housed at Children’s Hospital Colorado. DS 3 students are assigned to the Healthy Smiles rotation for a three week period in the fall and spring semesters until all students have completed one, three-week rotation. ISP 2 students are assigned to Healthy Smiles starting at the end of the spring semester through the summer semester. Students will be contacted by Angela Villarosa prior to the start of the rotation to schedule badging and drug testing appointments.

- Report to: Angela Villarosa
- Location: Children’s Hospital Colorado, Healthy Smiles Clinic
- Days: Monday – Friday (depending on didactic schedule)
- Time: AM Session: 8:00 – 12:00
  PM Session 1:00 – 5:00

**Endo On-Call** – To ensure the availability of endodontic treatment for patients being seen in the Emergency Clinic, and to provide students with opportunities to being/complete endodontic procedures, one student per session is assigned to the Endo On-Call rotation starting in the fall semester DS 3/ISP 1 through the summer semester DS 3/ISP 2.

- Report to: Covering Faculty
- Location: Second Floor CUDT West Clinic
- Days: Monday – Friday (assignments depend on didactic schedule)
- Time: AM Session: 9:00 – 12:00
  PM Session 2:00 – 5:00

**Special Care Clinic** – It is imperative that student gain experience in treating patients with special needs. During the DS 3 and ISP 2 spring and summer semesters, and the DS 4 and ISP 2 fall semester, students will be assigned to the Special Care Clinic.

- Report to: Ms. JoAnn LeClaire
- Location: First Floor Advanced Care Specialties Clinic
- Days: Monday afternoons, Friday afternoons
- Time: AM Session: 9:00 – 12:00
  PM Session 2:00 – 5:00

**Ortho Assist** – as part of the Ortho 3 course requirement, students are assigned to three Ortho Assist rotations in their DS 3 spring semester.

- Report to: Dr. Craig Shellhart/Ms. Hope Hart
- Location: Third Floor Orthodontics Clinic
- Days: Monday – Friday (depending on ortho didactic schedule)
- Time: AM Session: 8:30 – 12:00; PM Session 1:30 – 5:00
**Adolescent Dental Care (ADC)** – To address the gap of access to care between pediatric dentistry and general dentistry for adults, the Adolescent Dental Clinic was established to provide dental care for adolescents.

- **Report to:** Dr. Rick Mediavilla
- **Location:** Third Floor Futures Clinic
- **Days:** Varies per semester
- **Time:** AM Session: 9:00 – 12:00  
  PM Session 2:00 – 5:00

**Heroes Clinic** – To better serve unique populations, the School of Dental Medicine established the Heroes Clinic to provide dental care to military veterans enrolled at the CU Downtown or Anschutz Medical Campus. DS 4 and ISP 2 students will be assigned to the Heroes rotation.

- **Report to:** Ms. Heidi Tyrrell
- **Location:** Third Floor Futures Clinic
- **Days:** Monday, Thursday AM, Friday
- **Time:** AM Session: 9:00 – 12:00  
  PM Session 2:00 – 5:00

**ACTS** – The Advanced Clinical Training and Service rotation provides students with clinical experiences in underserved areas through service at Community Health Centers throughout Colorado. Starting in the summer semester of the DS 3 year, students who have been approved by the Competency Review Board will spend approximately 50% of the next three semesters assigned to off-site locations supervised by volunteer faculty (preceptors). Clinical assignments are made by Dr. Rob Berg. Dr. Berg reserves the right to remove any student from ACTS if feedback from preceptors indicate the student’s skills, abilities, and/or professional behavior are not acceptable.

**IPE** – as part of the inter-professional education curriculum, students are assigned to an IPE rotation as a DS 3 and ISP 1 student. Information regarding this rotation will come from Ms. Diane Brunson.

**CAPE** – as part of the community dentistry education curriculum, students are assigned to rotations in the CAPE simulation clinic. Information regarding this rotation will come from Dr. Rob Berg.
Dental Faculty Practice Bylaws

UNIVERSITY OF COLORADO DENVER
FIRST AMENDED AND RESTATED BYLAWS

ARTICLE I
PURPOSES AND OBJECTIVES

Section 1. Authority. The Dental Faculty Practice ("DFP") Bylaws were approved by a majority vote of the Faculty Practice Members on January 19, 2010.

Section 2. Purposes and Objectives. The DFP is the centralized faculty practice for the faculty of the University of Colorado Denver School of Dental Medicine (the "UCSDM") and is authorized to bill, collect and disburse patient revenues earned by School of Dental Medicine faculty, and to enter into contracts for the collection of such revenues. The DFP is organized for the benefit of the University of Colorado Denver. The DFP’s charitable, scientific, and educational purposes and objectives are:

(a) To support the UCSDM in its educational missions, which include patient education and practitioner continuing education;
(b) To support the UCSDM’s clinical research activity;
(c) To enhance the breadth and quality of clinical expertise of the UCSDM faculty through patient care; and
(d) To support the funding of UCSDM faculty compensation in order to aid in the recruitment of new faculty and retain existing faculty.

Section 3. Facility. The DFP may be operated within or outside existing UCSDM clinics. Specific areas and equipment will be recommended by the DFP Executive Committee to the Dean. The equipment and spaces provided should accommodate all participating DFP Practicing Members (dental and dental hygiene). Facility space should include reception, laboratory, administrative, clinical and radiology areas.

ARTICLE II
MEMBERSHIP

Section 1. Eligibility. All paid faculty members at the rank of assistant professor or higher of the UCSDM are required to become Members of the DFP. Membership will be limited to one of three categories:

(a) DFP Practicing Member - an individual who 1) practices dental medicine in one of the DFP approved or run clinics; and 2) does not have an outside dental practice. Practicing members are eligible for base, supplement and incentive compensation. The UCSDM will provide Practicing Members space, equipment, billing and collections, malpractice insurance and practice management and oversight.

(b) DFP Non-Practicing Member - an individual who either is not eligible to practice or chooses not to practice dental medicine. By way of example, basic science faculty whose primary
activity is research will serve in this member category. Non-Practicing members are eligible for the base and supplement compensation.

(c) Community Practicing Member - an individual who 1) has less than 100% time appointment in the UCSDM; and 2) has an outside private practice. Community Practicing Members are eligible for base and supplement compensation. Community Practicing Members private practice activity will not be supported or governed by the UCSDM. Community Practicing Members are protected by the University of Colorado Medical Malpractice Trust for their supervision of students and residents, but must provide their own malpractice insurance that not only provides coverage for their actions in private practice but also for their own negligence while providing patient care while working for UCSDM.

All DFP Practicing Members must be licensed consistent with current Colorado licensure requirements for the practice of medicine, dentistry, or dental hygiene, as applicable to the Member's profession. DFP Membership in the DFP precludes eligibility for the one-sixth rule (unless otherwise grandfathered when the DFP was created in October 2004.)

Section 2. Appointment. The Dean of the UCSDM ("the Dean"), with advice from the Dental Faculty Practice Executive Committee ("the DFP Executive Committee"), shall appoint UCSDM faculty as Members of the DFP as part of the recruitment process. Faculty members are required to sign a member practice agreement as a condition of employment. The DFP membership is not effective until formal appointment by the Dean and the execution of the Member Practice Agreement.

Section 3. Voting Rights. Each DFP Practicing Member shall have one (1) vote, which may be cast in person, by proxy, or by written or electronic ballot as provided in Article III herein. DFP Non-Practicing and Community Practicing Members do not have voting rights.

Section 4. Compliance Obligations. Each DFP Practicing Member is required to comply with:

(a) The clinical practice standards of the UCSDM and the DFP;

(b) All requirements imposed on the UCSDM/the DFP by third party payers, including government payers such as Medicare and Medicaid;

(c) All provisions of the Member Practice Agreement; and

(d) All policies and procedures (including those related to quality improvement and utilization review) of the UCSDM and the DFP.

Section 5. Membership Not Transferable. Membership in the DFP is personal to the individual Member and shall not be transferable or assignable to another individual or entity. Furthermore, no right, title or interest associated with the DFP membership shall be transferable or assignable to another individual or entity, nor subject to attachment or judgment by any creditors of the Member.

Section 6. Termination of Membership.

(a) Grounds for Termination. An individual's membership in the DFP and all rights of such membership (including the right to receive payment) shall terminate upon the occurrence of any of the following:

(i) The individual's employment with the UCSDM is terminated for any reason, including retirement;

(ii) The DFP Practicing Member is not compliant with current Colorado licensure requirements for the practice of medicine, dentistry, or dental hygiene (including,
by way of example and without limitation, suspension or revocation of the individual’s license);  

(iii) The individual violates or fails to comply with any material term or condition of the DFP Member Practice Agreement; 

(iv) The individual fails to comply with any compliance obligation listed in Article II, Section 4 of the Bylaws; 

(v) For cause, which will include but not be limited to substantial non-compliance with these Bylaws, any applicable third-party agreement, or federal or state laws and regulations; or 

(vi) If the individual is declared incapacitated by a court of law. 

(b) Notice of Termination. The Dean shall give the affected individual written notice of termination, which notice must be approved by the DFP Executive Committee. The notice shall describe the reason the individual is being terminated. 

(c) Termination of Faculty Appointment. Termination of membership in the DFP is grounds for termination of appointment as a faculty member in the UCSDM. 

(d) Termination of DFP Executive Committee Members. If an individual’s membership in the DFP is terminated in accordance with these Bylaws, and the individual holds a position on the DFP Executive Committee, the individual’s position on the DFP Executive Committee shall terminate simultaneous with the termination of Membership. 

(e) Member’s Right to Appeal Termination. A Member shall have the right to appeal his/her termination of membership to the DFP Executive Committee provided written notice of his/her appeal is delivered to the Dean within twenty (20) days after receiving the written notice of termination. The notice of appeal shall contain the individual’s reasons for appeal and such other information or documents as are relevant to the matter. The Dean shall distribute copies of the notice of termination and the individual’s appeal to the DFP Executive Committee. The individual may request the opportunity to personally present his/her appeal to the DFP Executive Committee, but the DFP Executive Committee shall have absolute discretion to decide whether to grant the request. The Dean shall have the right to personally present his/her reasons for terminating the individual to the DFP Executive Committee but shall leave the room when the DFP Executive Committee votes on the appeal. The DFP Executive Committee shall act on each appeal within 60 (sixty) days after the appeal is delivered to the Dean. The decision of the DFP Executive Committee shall be final. 

ARTICLE III
MEETINGS OF MEMBERS

Section 1. Annual Meeting. The Members of the DFP shall hold their annual meeting on such day and at such time and place as is selected by the Dean and the DFP Executive Committee, for receiving the annual report of the Executive Director and for the transaction of such other business as may come before the meeting. 

Section 2. Special Meetings. Special meetings of the Members may be called by the Dean, the Executive Director, or by a 2/3 vote of the DFP Executive Committee. In addition, a special meeting shall
be held if the Dean receives a written demand for a special meeting that is dated and signed by at least twenty-five percent (25%) of the Members and which specifies the purpose(s) of the meeting. Within 30 (thirty) days after the Dean receives such a written demand, the Dean shall give notice of the special meeting to all the Members.

Section 3. Notice of Meetings. Members shall be given notice of the place, date and time of each annual meeting and each special meeting at least ten (10) days before the date of the meeting. Notice of an annual meeting shall include a description of any matter or matters for which the Members’ approval is sought at the meeting. Notice of a special meeting shall include a description of the purpose of the meeting. If an annual or special meeting of Members is adjourned to a different date, time or place, notice need not be given of the new date, time or place, if the new date, time or place is announced at the meeting before adjournment.

Section 4. Quorum and Manner of Acting at Meetings of Members. One-half (1/2) of the voting Members, whether present or represented by a written proxy, shall constitute a quorum. At any annual or special meeting at which a quorum is present, action by the voting Members on any matter or issue that is properly before the Members shall require a majority vote of the voting Members present or represented by a written proxy at the meeting.

Section 5. Member Proxy. A voting Member who is absent from any annual or special meeting of Members shall be entitled to vote or act by proxy at such meeting by delivering to the Dean or Executive Director a written notice signed by the absent Member designating another Member as his/her proxy at the meeting specified in the notice. The proxy designation shall be valid only for the meeting specified in the notice. Unless the proxy specifies how the Member wants to vote on a matter or issue, it will be assumed that the Member has delegated the decision of how to vote to the individual holding the proxy. No proxy shall be valid after 60 (sixty) days from the date it is signed. Proxy designations shall be limited to Members only and any individual who is not a Member shall not be permitted to be a proxy. A Member shall not be allowed to hold more than three proxies.

Section 6. Voting by Written or Electronic Ballot. Voting on any matter or issue may be accomplished, at the discretion of the Dean, by written or electronic ballot (via e-mail or any similar method). In order for the results of a written or electronic ballot to be valid and binding, at least one-half (1/2) of the voting Members must complete written or electronic ballots. Action on any matter or issue voted on by written or electronic ballot shall require a majority vote of the ballots completed.

ARTICLE IV
ADMINISTRATION

Section 1. Generally. The DFP will be organized and operated as a centralized practice plan. The Dean will be responsible for the management of the DFP. The Dean will delegate policy development and oversight for the DFP to the DFP Executive Committee. The Dean will delegate the implementation of the DFP policies and day-to-day management of the DFP to the DFP Executive Director. The Dean, upon concurrence by the DFP Executive Committee, may designate Units within the DFP; such Units will be established to accommodate off-site practice locations and/or specialty practice activity that is maintained within the primary practice site.

Section 2. Executive Director. An Executive Director of the DFP will be appointed by the Dean of the UCSDM with concurrence of the DFP Executive Committee. The Executive Director will be responsible for the day-to-day management operations of all of the DFP Units, unless such management functions are otherwise delegated to the Unit by the DFP Executive Committee. The Executive Director’s areas of responsibility include, but are not limited to:

(a) Billing and collections;
(b) Fee schedules;
(c) Hiring and supervision of the DFP clinical and administrative staff;
(d) Purchase and maintenance of the DFP supplies equipment;
(e) Third party contracts;
(f) Facility Management, lease, and design;
(g) Clinical Analysis;
(h) Quality management/improvement;
(i) Fund distribution recommendations, including incentive payments;
(j) Recommendations to the Dean regarding approval of Members for DFP participation;
(k) Facility use schedule for faculty;
(l) Termination of DFP membership as described in Article II, Section 7 herein;
(m) Assurance that DFP accounts are not operated in a deficit;
(n) Initiation of new DFP business ventures;
(o) Regular quarterly and annual fiscal reports to the DFP Executive Committee;
(p) Semi-annual reports (and quarterly reports as determined necessary by the DFP Executive Committee) to the DFP Executive Committee regarding management objectives; and
(q) Oversight of compliance with DFP Bylaws and policies.

Section 3. **DFP Executive Committee.**

(a) **Membership.** The DFP Executive Committee will consist of the following individuals, who will serve as voting members unless noted otherwise below:

(i) Dean of the UCSDM;

(ii) Associate Dean for Administration or designated representative (as a non-voting member);

(iii) Associate Dean of Clinics or Director of Clinics or designated representative (as non-voting member, unless active DFP Member);

(iv) Executive Director of the DFP;

(v) Four (4) representatives from the DFP Practicing Members, as elected by the DFP Practicing Members, each such representative to serve a three (3) year term;
Chair(s) of the Unit Management Committee(s); and

The DFP Business Manager (as a non-voting member).

(b) **Responsibilities.** The DFP Executive Committee shall be responsible for:

(i) DFP policy development;

(ii) Oversight of DFP’s administrative, financial, and clinical functions;

(iii) Evaluation of proposals for modification of DFP Bylaws or Member Practice Agreement, and recommendations to the Dean regarding the approval of such proposed modifications;

(iv) Recommendations to the Dean regarding acceptance and dismissal of DFP Members; and

(v) Recommendation to the Dean regarding the selection of the DFP Executive Committee’s chairperson.

(c) **Chairperson.** The chairperson of the DFP Executive Committee shall be elected by the DFP Executive Committee. The DFP Executive Committee’s election will be established by committee vote in accordance with Article, IV, Section 3(d) below.

(d) **Voting.** Each DFP Executive Committee member (except those designated as non-voting within these Bylaws) shall have one vote on issues before the DFP Executive Committee. Approval of issues shall be the majority of votes cast by members at an DFP Executive Committee meeting, with quorum met upon the presence of 50% of voting DFP Executive Committee members (whether by physical presence at the meeting or represented by proxy). Voting may be done in person or by proxy as described below.

(e) **Representation by Proxy.** A DFP Executive Committee member who is absent from a DFP Executive Committee meeting (but who is otherwise entitled to vote) shall be permitted to vote or act by proxy at such meeting by delivering to the DFP Executive Committee Chairperson a written notice signed by the absent DFP Executive Committee member designating another DFP Executive Committee member as his/her proxy at the meeting specified in the notice. The proxy designation shall be valid only for the meeting specified in the notice. Unless the proxy specifies how the absent DFP Executive Committee member wants to vote on a matter or issue, it will be assumed that the DFP Executive Committee member has delegated the decision of how to vote to the individual holding the proxy. No proxy shall be valid after 60 (sixty) days from the date it is signed. Proxy designations shall be limited to DFP Executive Committee members only and any individual who is not a DFP Executive Committee member shall not be permitted to be a proxy. A DFP Executive Committee member shall not be allowed to hold more than one proxy.

(f) **Meetings.**

(i) **Schedule.** The DFP Executive Committee will meet a minimum of four (4) times per DFP Fiscal Year. Meetings may be called more frequently by the Dean or the DFP Executive Committee Chairperson as necessary to carry out the Committee’s duties. Meetings will be called and scheduled in a manner to promote maximum attendance.
(ii) **Minutes.** The DFP Business Manager will serve as the DFP Executive Committee’s secretary and will be responsible for the minutes of each meeting.

(iii) **Procedure.** The most recent edition of *Robert’s Rule of Order* will be applied to DFP Executive Committee meetings.

(iv) **Agenda.** The chairperson will be responsible for setting the meeting agenda in advance of each meeting. Each DFP Executive Committee member has the right to add items to a scheduled meeting agenda. The chairperson may prioritize agenda items for each meeting, but must list all agenda items requested by DFP Executive Committee members. The DFP Executive Committee shall determine which agenda items to discuss at each meeting.

(g) **Other Committees.** The DFP Executive Committee may, by resolution, designate and appoint other committees. Each committee shall consist of one (1) or more DFP Executive Committee members. The designation and appointment of any such committee and any delegation of authority to any committee shall not operate to relieve the DFP Executive Committee of any responsibility imposed upon the Board by law or these Bylaws.

**Section 4. Unit Management Committees.** A Unit Management Committee may be formed for each DFP designated unit. The Unit Management Committees will report through their Committee Chairperson to the Executive Committee.

(a) **Membership.** The Unit Management Committees will consist of the following individuals:

- (i) A maximum of five (5) full-time DFP Practicing Members within the Unit;

- (ii) Where appropriate, one hygienist who practices within the Unit; and

- (iii) The DFP Executive Director (as a non-voting member).

(b) **Responsibilities.** The Unit Management Committee will be responsible for the following:

- (i) Determining profit and loss distributions to unit members, in a manner consistent with the DFP’s policies and procedures;

- (ii) Overseeing the unit and unit operations;

- (iii) Recommending policy changes to the DFP Executive Committee;

- (iv) Initiating equipment acquisitions, subject to review by the DFP Executive Director;

- (v) Establishing unit staffing requirements, subject to review by the DFP Executive Director; and

- (vi) Initiating unit leasehold improvements, subject to review by the DFP Executive Director.
(c) **Unit Management Committee Chairperson.** The members of the Unit Management Committee elect the Committee Chairperson with the concurrence of the Dean and the DFP Executive Committee. The Unit Committee Chairperson must be an active DFP Practicing Member of the DFP and the Unit. The Chairperson will be responsible for coordinating oversight of the unit’s operations with the Unit Director and the DFP Executive Director to ensure compliance with the DFP Bylaws and policies.

(d) **Meetings.** The Unit Committee Chairperson will be responsible for scheduling Unit Committee meetings. The Chairperson will schedule at least four (4) meetings each fiscal year or more frequently as necessary to carry out the Unit Committee’s duties. The Chairperson will arrange for timely notification to Unit Management Committee members of meeting date, time, location, and purpose. The Chairperson will appoint a committee secretary who will be responsible for maintaining committee meeting minutes. The most recent edition of *Robert’s Rules of Order* will govern the conduct of Unit Management Committee meetings.

(e) **Voting.** Each member of the Unit Management Committee shall have one vote. Approval of issues shall be by simple majority of voting members present at each meeting. Quorum shall be at least 50% of Unit Management Committee members.

(f) **Subcommittees.** The Unit Management Committee may designate and appoint one or more subcommittees. Such subcommittees may not exercise the authority of the Unit Management Committee, but shall make recommendations to the Unit Management Committee in accordance with assigned objectives.

**Section 5. Vacancies.** Any vacancy in the voting members of the DFP Executive Committee shall be filled by a majority vote of the DFP Members. The individual selected shall serve for the remainder of the term.

**ARTICLE V**  
**THE DFP’S FUNDS**

Section 1. **Funds Defined.** The DFP’s funds shall include all monies collected by or paid to the DFP for patient care services, contracts with affiliated clinics and other third parties, network management fees, equity investments and interest and other investment income, including, without limitation, all funds assigned to the DFP under the Member Practice Agreement.

Section 2. **Balanced Budget.** DFP program accounts shall not operate in a deficit at any time. Responsibility for the fiscal integrity of the DFP shall jointly rest with the Dean, Executive Director, and Executive Committee.

Section 3. **Use of Funds.** Funds from the DFP’s net collections shall be disbursed to DFP Practicing Members, as available, after the following expenditures are funded:

(a) **Program Support.**

(i) DFP staff support (salary and fringe benefits)

(ii) Operating expenses (e.g., supplies)
(iii) Faculty base salary and fringe benefits (practice-related salary support);

(iv) Reserve requirements as approved by the DFP Executive Committee; and

(v) UCSDM Academic Enrichment Fund (5% of collections) and University of Colorado Denver allocations.

(b) Surplus Funds. Funds remaining after Program Support expenditures will be disbursed to DFP Practicing Members, subject to the following guidelines:

(i) Surplus Funds shall be distributed to DFP Practicing Members, on a quarterly basis, as Faculty Incentive Payments. The determination of the amount of the Faculty Incentive Payment to be allocated to each DFP Practicing Member will be based on the net collections of the Member and the net profits generated by the DFP for that quarter. Unless otherwise approved by the Dean and the Executive Committee, Faculty Incentive Payments will only be provided if the DFP has generated a net profit for the pertinent quarter.

(ii) Annual Faculty Incentive Payments in any one Fiscal Year may not exceed 50% of Total Salary without approval of the Executive Committee and the Dean.

Section 4. Fiscal Year. The DFP’s Fiscal Year shall be the period of July 1 through June 30. The DFP’s accounts shall be closed and balanced as of the end of each Fiscal Year.

Section 5. Annual Audit of Financial Statements. The DFP will be subject to audits as scheduled by the University of Colorado Denver Department of Internal Audit. The scope of such audits will be the review of DFP’s accounts of revenues, expenses and such other transactions as are usually entered in accounts kept for a nonprofit corporation engaged in charitable, scientific and educational purposes.

Section 6. Reserves. The DFP Executive Committee shall have the authority to establish reasonable reserves to meet any actual or anticipated loss, payment or expense or for the purpose of investing in clinical program expansions and enhancements. The establishment of a reserve fund shall require an affirmative vote of two-thirds (2/3) of the DFP Executive Committee. In each instance when the DFP Executive Committee establishes a reserve, it shall determine the amount and the period of time for fully funding the reserve amount. Payments required for each reserve fund shall be made before any monies are paid into the Academic Enrichment Fund and before any monies are paid to individual Members.

ARTICLE VI
AMENDMENTS TO THE BYLAWS

These Bylaws may be amended by a majority vote of the DFP Members. The proposed amendment may be submitted for approval at the Annual Meeting or a Special Meeting of Members, provided that the notice of the meeting includes notice of the proposed amendment. Approval of an amendment shall require an affirmative vote of a majority of the Members present or represented by a written proxy at a meeting at which a quorum is present. Any number of amendments may be submitted and voted upon at any one meeting.
ARTICLE VII
DISSOLUTION OF THE DFP

Section 1. Adoption of Proposal to Dissolve. The DFP Executive Committee may adopt a proposal to dissolve the DFP upon an affirmative vote of a majority of the DFP Executive Committee members.

Section 2. Formation and Responsibility of Dissolution Committee. Upon the adoption of a proposal to dissolve, the DFP Executive Committee shall serve as the Dissolution Committee which shall be responsible for developing a dissolution plan that the Committee will recommend to the Chancellor of the University of Colorado Denver.

Section 3. Dissolution Plan. The Dissolution Plan shall be based on the following principles:

(a) The DFP’s accounts receivable and other assets shall be collected and/or accounted for;

(b) The DFP’s accounts payable, debts and other obligations shall be paid and discharged and/or appropriately accounted for;

(c) The DFP’s accounts payable, debts and other obligations, including dissolution expenses, shall be charged to the appropriate Unit according to the same principles and guidelines stated in these Bylaws for assessing expenses to Units;

(d) In the event that a Unit’s assets (including cash and accounts receivable) are insufficient to meet the Unit’s obligations, the obligations shall become the general obligations of the DFP and shall be assessed first against the un-segregated assets of the DFP and, if the obligations remain incompletely satisfied, the balance of the obligations shall be prorated against all segregate DFP assets in a manner determined by the Dissolution Committee; and

(e) On the dissolution of the DFP, any funds and property remaining after payment of such expenses, debts and obligations properly chargeable to the DFP shall be distributed as provided in these Bylaws.

Section 4. Dissolution. The DFP may be dissolved by an affirmative vote of two-thirds (2/3) of the Executive Committee members, subject to the approval of the Dean, Chancellor of the University of Colorado Denver, and the University of Colorado Board of Regents. Upon obtaining the approval of the Board of Regents, the Dissolution Committee shall act as liquidating directors and shall proceed with reasonable promptness to dissolve the DFP. No DFP Executive Committee member or other DFP Member shall be entitled to any compensation for his or her services in connection with the dissolution of the DFP.

APPROVED BY:

____________________________
Chancellor
University of Colorado Denver

____________________________
Date

____________________________
Dean
University of Colorado School of Dental Medicine

____________________________
Date
Dental Faculty Practice Member Agreement

University of Colorado Denver
Dental Faculty Practice
MEMBER PRACTICE AGREEMENT

This Member Practice Agreement (this “Agreement”) is made by and between the undersigned Member (herein so called) and the Regents of the University of Colorado, a body corporate, on behalf of the University of Colorado at Denver (“UCD”), which includes the University of Colorado School of Dental Medicine (“UCSDM”), to be effective as of the date set forth opposite the signature of the UCSDM Dean on the final page of this Agreement. The Dental Faculty Practice (the “DFP”) is limited to individuals who hold appointments of Assistant Professor or above as Faculty members of the University of Colorado, School of Dental Medicine. This Agreement states the rights, responsibilities and obligations of the Member and the UCSDM with respect to Member’s participation in the DFP. This Agreement is intended to replace and supersede any existing Member Practice Agreements.

ii. Acceptance of Organizational Documents. Member hereby agrees that Member’s rights, responsibilities, and obligations arising in this Agreement are in addition to those rights, responsibilities, and obligations which are stated in or arise from the University of Colorado policies, as may be amended from time to time, and the Laws of the Regents, as may be amended from time to time. Member further agrees to accept and abide by the Dental Faculty Practice Bylaws, as may be amended from time to time and which are incorporated herein by reference.

iii. Member Category. The member will participate in the following Dental Faculty Practice member category:

- Practicing Member _______
- Non Practicing Member _____
- Community Practicing Member ________

iv. UCSDM Duties - UCSDM agrees to make available clinical space within UCSDM’s facilities (or other USCD-mandated space) for DFP Practicing Members to use for patient care purposes. UCSDM also agrees to provide for practicing members billing and collection services for Clinical Care Income, and to administer and distribute all Clinical Care Income received in accordance with the terms set forth in this Agreement and DFP Bylaws. UCSDM shall have the right to deduct reasonable Administrative Fees (herein so called) from Clinical Care Income received prior to distributing the income. Administrative Fees include, by way of example, UCSDM Academic Enrichment Fund contributions, billing and collection expenses, clinic operating expenses, facility lease and maintenance expenses, and UCD administrative support expenses. The provision of facilities and billing/collection services will not be provided to Community Practicing Members; nor will the UCSDM administer and distribute any income generated in the Community Practicing Member’s private practice.

v. Assignment of Clinical Care Income. In consideration of the services provided by UCSDM, DFP Practicing Member hereby assigns to UCSDM for purposes of billing, collection, administration, and distribution in accordance with DFP Bylaws, all of DFP Practicing Member’s Clinical Care Income (as that term is defined below) earned by DFP Practicing Member at any time during the term of this Agreement. Member shall have no direct interest in the accounts receivable,
billings, or cash proceeds therefrom arising from or attributable to DFP Practicing Member’s income assignable under this Agreement. This assignment of Clinical Care Income shall not include any income earned by Member:

a. In the DFP Practicing Member’s pre-existing professional practice in an outside facility as approved by the UCSDM Dean.

b. While on official leave of absence from the University of Colorado during which time the Member does not receive any salary, fringe benefits, or mal practice coverage from the University of Colorado.

c. In a Community Practicing Member’s private practice

vi. **Clinical Care Income.**

A. **Generally.** For purposes of this Agreement, any reference to “income,” “compensation,” “revenue,” or “remuneration” received for professional activities covered by this Agreement shall include, but not be limited to, income as defined under Section 61 of the Internal Revenue Code of 1986, as amended from time to time (26 U.S.C. §61), the regulations issued hereunder, and applicable federal case law. Without in any way limiting the definition of the terms “compensation,” “income,” “revenue,” or “remuneration,” such terms shall include cash compensation, deferred compensation (whether pursuant to a qualified or non-qualified plans or arrangements), qualified or non-qualified deferred compensation plans, warrants, phantom stock, qualified, statutory and non-qualified stock option plans or arrangements, stock appreciation rights, restricted property plans or arrangements, book value and junior stock plans, and any other compensation or benefit plans or arrangements similar to any of the foregoing.

B. **Clinical Care Income Defined.** The term “Clinical Care Income” shall mean all revenue earned by or owed to the DFP Practicing Member through direct clinical activities, including, by example and without limitation, the following:

   1. Fees or payments from patients;
   2. Fees or payments for patient services from any third party payer or other person or entity; and
   3. Payments for professional services, patient care services or clinical teaching services from any clinic, hospital, laboratory, state agency or other institutions (except as excluded by Paragraph V(C) below);

C. **Exclusions from Clinical Care Income.** The following fees and payments are expressly not considered Clinical Care Income, are not assigned by the Member to UCSDM and may be retained by the Member. Consultant and honoraria fees and non-clinical income generated by DFP members may be generated while on official leave of absence, vacation or outside of normal business hours. DFP members are not eligible for the one-sixth rule.

   1. All consultant fees not related to direct clinical care;
   2. Fees or payments from medical/legal services including expert witness fees;
   3. One time honoraria for visiting lectureships;
   4. Payments for consultations not related to direct patient care from corporations or governmental agencies, such as NIH;
   5. Subject to University of Colorado policies on intellectual property, royalties, licensing fees and other income from publications, editorial services, patents, copyrighted materials and trade secrets (provided that the member is in compliance for commercializing intellectual properties); and
6. Fees or payments in an approved Member professional practice in an outside facility as described in section IV(A & C) and listed on Addendum I of this Agreement.

D. Dispute Resolution. In the event that a dispute arises as to whether any fee or payment should come within the definition of Clinical Care Income and therefore be assigned to DFP, the matter shall be referred to the Executive Committee. In the event that the Member disagrees with the decision of the Executive Committee, the Member shall have the right to have the question referred to the Dean of the School of Dental Medicine. The Dean will review the matter, including the Executive Committee's recommendation, and make a final decision which shall be binding on the Member and UCSDM.

E. Establishing Fees and Fee Reductions. The DFP Practicing Member shall have the right to establish a reasonable fee for professional services rendered but shall have no personal claim or right to such fees, which are assigned to DFP in accordance with this Article V. Member agrees not to reduce fees for clinical care rendered by DFP Practicing Member for the purpose of diverting clinical care income from DFP to other UCD accounts or other sources. In the event that the Member receives Clinical Care Income directly, the Member agrees to immediately report and remit it to the DFP

F. Distribution of Clinical Care Income. UCSDM agrees to provide for the billing and collection of Clinical Care Income and to administer and distribute all fees in accordance with the Bylaws, organizational documents, and any applicable Incentive Plans. UCSDM will maintain its accounts and the funds held by it in such a manner as to insure that Clinical Care Income attributable to each Cost Center Unit is not commingled with any other fund or funds, after provision is made for: (1) reimbursement of allowable expenses attendant to the production of Clinical Care Income such as professional liability insurance premiums, as provided in the DFP Bylaws and approved by the DFP Executive Committee; (2) the School of Dental Medicine Academic Enrichment Fund as defined in the DFP Bylaws; and (3) any approved allocations or assessments.

vii. Member's Compliance Obligations. While Member retains membership in the DFP, Member shall at all times fully comply with the Member covenants and duties listed in Article X, and abide by University appointment letter, UCSDM Compliance Plan, and applicable federal and State laws and regulation. Member hereby acknowledges and agrees that Member has reviewed Article X and hereby agrees to abide by Article X, the University Appointment Letter, UCSDM’s Compliance Plan and applicable federal and state law and regulations.

viii. One-Sixth Rule. Membership in the DFP precludes eligibility for the one-sixth rule unless otherwise grandfathered when the DFP was created in October 2004.

ix. Termination.

a. Automatic Termination. This Agreement shall immediately terminate upon the Member’s breach of this Agreement or Member’s termination or loss of Membership in the DFP as provided in Article II of the DFP Bylaws (as may be amended from time to time). In addition, this Agreement shall automatically terminate upon the resignation, retirement, termination, or other cessation of Member’s faculty appointment at UCSDM. Notices of termination will be provided in writing.

b. Effect of Termination Upon Member’s Faculty Appointment. Termination of this Agreement shall only terminate the Member’s active practice agreement. Termination of this agreement without the initiation of a new agreement will result in the termination of the member’s faculty appointment. Upon termination of this Agreement, Member shall have no right to receive money or proceeds from accounts receivable or other retained funds.
c. **Effect of Termination Upon Assignment of Clinical Care Income.** Termination of this Agreement does not affect the rights of UCSDM or UCD to the assignment of all Clinical Care Income earned, generated, received or to which Member became entitled during the term of this Agreement, which provision shall survive any termination or expiration of this Agreement.

d. **Notice of Termination.** Either party may terminate this Agreement, at any time, with or without cause, by providing the other party thirty (30) days written notice of intent to terminate. Notwithstanding the foregoing, UCSDM retains the right to immediately terminate this Agreement (with no written notice required) when the Agreement is automatically terminated in accordance with Article VIII, Section A of this Agreement. The DFP will retain twenty-five percent (25%) of Clinical Income payments due to terminating Members for up to one hundred-eighty (180) days to allow for final resolution of outstanding billing and collection issues.

x. **Liability Insurance Coverage.** In accordance with the Colorado Governmental Immunity Act, DFP Practicing Member is acting as a public employee when participating in approved programs and at approved practice sites of the School of Dental Medicine and, to the extent eligible for coverage in accordance with the University's professional liability trust coverage document, shall be covered by said document. After termination, Member shall continue to receive coverage under the University’s professional liability trust coverage document for the specific period of time Member was a full-time faculty Member at the University of Colorado in such amounts and under such terms as are provided for in the University of Colorado professional liability trust coverage document, as amended from time to time. Community Practicing Members must provide their own medical malpractice coverage for their private practice activity. They will be eligible only for University coverage by the University professional liability trust for their supervision of students when in the School’s Student Clinics and not for any other acts of Community Practicing Members.

xi. **Members Professional Conduct and Other Related Requirements**

   a. **Professional Conduct.** Member shall at all times during this Agreement conduct Member's professional activities in accordance and compliance with all applicable federal, state, city, and local laws and regulations and standards of the dental and or medical profession.

   b. **Medical Records and Recordkeeping.** Member shall complete and maintain, in a timely manner, adequate, legible and proper dental, medical and administrative records with respect to all services rendered to or authorized for patients seen or treated by Member in the DFP. In addition, Member shall complete and maintain all documents necessary for DFP to obtain reimbursement for the services rendered by Member.

   c. **Quality Assurance and Utilization Review.** DFP Practicing Member shall participate in risk management, utilization review and management, cost-effectiveness studies and quality assurance plans as are reasonably requested by DFP or third party payers with whom DFP contracts for the services of DFP members.

   d. **Managed Care and Insurance Plans.** DFP Practicing Member shall participate in all managed care programs, Medicare programs or plans, Medicaid programs or plans, other federal and state health care reimbursement programs, Blue Cross/Blue Shield plans, any commercial health care insurance programs, and any other HMO, PPO, managed care or health benefit program (collectively “Payer”) that DFP chooses to contract. To the extent permissible by a Payer, Member hereby assigns and shall execute any other assignment of fees or compensation to DFP arising from a Payer contract if Member is listed as a signatory or participating or in-network provider.
Preserving Member’s Qualifications. Practicing Member represents that Members currently meets the following qualifications and shall at all times during the term of this Agreement maintain the following qualifications:

a. Licensure requirements and ability to practice dentistry or medicine in the State of Colorado. Member shall have no qualifications, conditions or restrictions on his or her license to practice dentistry or medicine in the University of Colorado Denver programs. Member shall notify the UCSDM and the DFP immediately of any discipline, restriction, surrender or any other action which affects the Member’s license to practice dentistry or medicine in the State of Colorado or any other jurisdiction.

b. Maintenance of an unrestricted federal DEA registration to prescribe all medications commonly prescribed by the Member’s specialty.

c. Medical or Dental Staff membership at all affiliated hospitals where the Member provides patient care as part of the Member’s regularly assigned duties, with appropriate practice privileges and compliance with the Medical or Dental Staff Bylaws and the administrative policies and procedures of said affiliated hospitals.

d. Eligibility to provide reimbursable dental or physician services, and participation in the Medicare and Medicaid programs, and other similar state or federal government-sponsored programs.

Maintenance of professional standing and competence by attendance at continuing medical education courses, institutes or seminars from time to time; and membership in such dental, medical or professional organizations as shall be determined by the parties to be in the best interests of the UCSDM and the DFP.

xii. Notice. All notices concerning this Agreement shall be made in writing and shall be personally delivered, or sent by U.S. Certified mail, postage pre-paid to the other party. With respect to notices provided to Member, such notices will be sent to the address indicated by Member on the signature block of this Agreement. It is the responsibility of Member to notify UCSDM of any change of mailing address for purposes of notice under this Agreement.

xiii. Assignment Amendment. This Agreement shall be binding upon and shall inure to the benefit of the signatories hereto, their respective heirs, devisees, personal representatives, transferees, successors and assigns, except as such assignment is otherwise prohibited by this Agreement. This Agreement may be amended only by written agreement between the parties. This Agreement may be executed in more than one counterpart, each of which shall be considered an original.

The parties have signed this Agreement as of the date below written.

MEMBER:

Member Signature ______________________  Date ______________________

Name: ________________________________

Faculty Rank: _________________________

Department: __________________________
MEMBERSHIP APPROVAL:

____________________________________
Dean, School of Dental Medicine            Date

MAILING ADDRESS:
Dean Denise Kassebaum
University of Colorado School of Dental Medicine
Mail Stop F831
13065 East 17th Avenue, Room 302
Aurora, CO   80045

Addendum I, Approved Member Professional Practice in Outside Facility

APPROVED MEMBER PROFESSIONAL PRACTICE IN OUTSIDE FACILITY

Pursuant to Article IV, Section C of this Agreement, Member’s professional income generated at the
practice locations listed below will not be considered Clinical Care Income for purposes of this Agreement
and will not be assigned to the DFP. The member agrees to submit a revised addendum I if the member
changes his/her practice in outside facilities.

__________________________________________________________________________________ 
__________________________________________________________________________________ 
__________________________________________________________________________________

Submitted by:

____________________________________
Member                                                   Date

Printed Name

Approved by: Approved by:

___________________________________ ____________________________________
Department Chairperson                       Date UCSDM Dean                              Date

Printed Name Printed Name

Revised 6/10/2010
Faculty
Faculty Credentialing and Re-credentialing

Title: School of Dental Medicine Faculty Credentialing Policy
Source: Dean’s Office
Effective Date: February 1, 2010

Background: To stay consistent with best practices established by the University of Colorado Hospital for clinical faculty credentialing, the School of Dental Medicine revised the credentialing process for its faculty. The revised credentialing for all faculty members will ensure that the SODM is granting faculty appointments only to highly qualified individuals.

Policy Statement: All individuals seeking a faculty appointment at the University of Colorado School of Dental Medicine are required to be credentialed by the School’s Office of Faculty Affairs and Development.

Re-credentialing of faculty will be performed every two years to ensure faculty members remain in good standing with state and federal regulatory agencies, as well as professional liability carriers.

Required documentation for initial appointment credentialing includes:
- Completed Colorado Health Care Professional Credentials Application
- Copy of a current, active Colorado Dental/Dental Hygiene/Medical License or Colorado Academic License
- Copy of a current DEA License
- Copy of a current CPR Card
- Copies of diplomas and certificates of training
- Updated curriculum vitae/resume

From information provided in the Colorado Health Care Professional Credentials Application, the Office of Faculty Affairs will perform the following:
- Request peer evaluations from the peer references listed
- Verify all degrees and training
- Request a claims history report from professional liability carriers
- Verify past employment
- Request information through the National Practitioner Data Bank (NPDB)
- Verify dental/dental hygiene/medical licenses in other states

Re-credentialing documentation will include:
- Completed Colorado Health Care Professional Credentials Application
- Copy of a current, active Colorado Dental/Dental Hygiene/Medical License or Colorado Academic License
- Copy of a current DEA License
- Copy of a current CPR Card
- Copies of diplomas and certificates of training
- Updated curriculum vitae/resume

Re-credentialing will also entail:
- Requesting a claims history report from professional liability carrier
- Requesting information through the National Practitioner Data Bank
- Verifying dental/dental hygiene/medical licenses in other states
If any adverse events appear on the NPDB report, licensure, or professional liability, the Credentialing Committee will review the details and determine if the individual should be forwarded to the Promotion and Tenure Committee for appointment.

Expiration dates for Colorado dental/medical licenses, DEA licenses, CPR cards, and professional liability will be kept in axiUm. The Office of Faculty Affairs will be responsible for reviewing reports on a monthly basis and for sending notifications of upcoming expiration dates to appropriate faculty members.
**Malpractice Coverage - University Self-Insurance Trust**

**Background**
As a public entity, the University of Colorado’s defense and indemnity of its employees, students, residents and volunteers is outlined in state statute, the Colorado Government Immunity Act (CGIA). The CGIA provides that the University of Colorado will indemnify and defend its employees against claims or lawsuits arising out of any act or omission that occurs during the performance of that employee’s duties and within the course and scope of the employee’s employment, except where those acts are willful and wanton. The CGIA also provides that the University will indemnify and defend any health care practitioner-in-training (student, intern, resident or fellow) who is enrolled and matriculated in a University of Colorado program for acts or omissions that occur within the course and scope of the individual’s responsibilities as a student or trainee. The CGIA also protects health care providers and others who provide authorized volunteer service to the University.

The University can neither defend nor indemnify employees for actions that are outside the course and scope of their approved job responsibilities, nor can it defend health care trainees for activities that are outside the scope of their academic program responsibilities as approved by the University. The University does not assume responsibility for any punitive or exemplary damages awarded against its employees or trainees.

**Coverage**

Per the Trust document:

"2.3 Dentists with Faculty Appointments"

(a) An individual employed full-time by the University who has a faculty appointment in the School of Dental Medicine is a Covered Person.

(b) An individual employed less than full-time by the University who has a faculty appointment in the School of Dental Medicine and who does not have an independent or other health care practice is a Covered Person. Work performed as an employee or another public entity or of the United States government is not considered to be an independent or other health care practice. However, the individual will not be a Covered Person while performing work as an employee of another public entity or the United Stated government and the Trust will not provide coverage to the individual for such work.

(c) An individual employed part-time by the University who has a faculty appointment in the School of Dental Medicine who additionally has an independent or other health care practice is a Covered Person only for an injury caused by a student, intern, or resident under the individual’s supervision. The individual is not a Covered Person and is not covered by the Trust for an injury caused by his/her own acts or omissions. For this reason, all individuals in this category must have an individual professional liability insurance policy covering their own acts or omissions.

(d) An individual who, although not employed by the University, has a faculty appointment in the School of Dental Medicine and volunteers services at or on behalf of the University is a Covered Person only for he services that are volunteered. However, if the individual receives payment or compensation from any source for providing the services, then the services will not be considered volunteer.

For guidance, contact the Professional Risk Management Office (303-724-RISK [7475]) or the Office of University Counsel (303-315-6617).
Malpractice Coverage for Volunteer Activities

Title: Guidelines for Ensuring Malpractice Coverage for Community Volunteer Activities and Student Career Development Activities in Clinical Settings

Source: Office of the Dean

Effective Date: January 6, 2015

Background
As a public entity, the University of Colorado’s defense and indemnity of its employees, students, residents and volunteers is outlined in state statute, the Colorado Government Immunity Act (CGIA). The CGIA provides that the University of Colorado will indemnify and defend its employees against claims or lawsuits arising out of any act or omission that occurs during the performance of that employee’s duties and within the course and scope of the employee’s employment, except where those acts are willful and wanton. The CGIA also provides that the University will indemnify and defend any health care practitioner-in-training (student, intern, resident or fellow) who is enrolled and matriculated in a University of Colorado program for acts or omissions that occur within the course and scope of the individual’s responsibilities as a student or trainee. The CGIA also protects health care providers and others who provide authorized volunteer service to the University.

The University can neither defend nor indemnify employees for actions that are outside the course and scope of their approved job responsibilities, nor can it defend health care trainees for activities that are outside the scope of their academic program responsibilities as approved by the University. The University does not assume responsibility for any punitive or exemplary damages awarded against its employees or trainees.

While the language of the CGIA controls coverage provided by the University of Colorado Self-Insurance Trust (“Trust”), it does not always address the numerous situations and activities that involve students, residents, fellows and faculty. In general, it can be assumed that coverage by the University will be provided to employees whose activities are formally approved by their supervisors. Enrolled students will be covered to the extent that they are properly supervised, in activities that are approved by their academic CU program.

However, given the multiple fact situations and nuances, especially around “volunteering,” all faculty members, administrators, students and residents should contact the Professional Risk Management Office (303-724-RISK [7475]) or the Office of University Counsel (303 315-6617), before assuming that CGIA and Trust insurance coverage apply.

Faculty who are employees of Denver Health and Hospitals, the Veterans Administration Medical Center, National Jewish Health, affiliated ACT’s clinical training sites or another affiliated institutions should contact their respective legal offices for advice.

Clinical Volunteer Activities by Faculty Who Are Employees of the University of Colorado who participate in community-based clinical volunteer activities are covered by the University of Colorado Self-Insurance and Risk Management Trust (“Trust”), if two conditions are met:

- First, the volunteer clinical activities must fall within the course and scope of the employee’s job duties; for volunteer activities to be deemed “within the course and scope of employment,” there should be a written Memorandum of Understanding (MOU) or other document that is signed by the individual faculty member’s department chair, setting forth that this work is within the course and scope of the faculty member's job responsibilities.
- Second, the volunteer clinical activities should be performed at a location approved by the University of Colorado School of Dentistry.

Notes:
- If the clinical volunteer activities are performed during the work week, the employee should not take a vacation day.
Examples of volunteer activities that are unlikely to be covered by the Trust: participation in any volunteer activity outside of the state of Colorado, participating at COMOM, participating at a community health fair that is not a CU activity; acting as the dentist for a charity event; or providing dental supervision for a high school sports team.

Faculty members must understand that “moonlighting” is not permitted. That is, if a University employee (other than a resident or nurse) also has an outside health care practice in addition to his or her work for the University of Colorado, then the employee will not be covered by the Trust for any clinical activities, whether within or outside of the faculty member’s scope of employment.

Clinical Volunteer Activities by Residents and Fellows
Only clinical volunteer activities that are within the course and scope of the individual’s responsibilities as a resident or fellow are covered by the Trust. The volunteer activities should be approved, in writing, by the Program Director, and the volunteer activities should count toward meeting the residency/fellowship program requirements. Residents and fellows who do not have active Colorado dental licenses and active University of Colorado faculty appointments cannot serve as the primary supervisors for a volunteer activity, or they must have individual malpractice insurance.

Clinical Volunteer Activities by Dental Students
Clinical volunteer activities performed by dental and post-doctoral students enrolled at CU are covered by the Trust if they fall within the course and scope of the individual’s responsibilities as a student.

In most circumstances, the volunteer activity will be a recognized activity within the approved curriculum, and course credit will be awarded to the student.

In situations where course credit is not given (for example, dental school “clubs”, “tracks,” “threads,” interest groups, advisory college programs and various community outreach activities), contact the Professional Risk Management Office (303-724-RISK [7475]) or the Office of University Counsel (303 315-6617) for guidance. All non-course credit volunteer activities should also be approved, in writing, by the Senior Associate Dean for Academic Affairs or the Associate Dean for Student Affairs, or their designees). In determining whether a student volunteer activity will be covered by the Trust, consideration will be given to such factors as: a) whether the volunteer work is a structured part of the dental school curriculum; b) whether course credit is given; c) the level of faculty supervision provided to the student; and d) for offsite activities, whether approval has been granted by the School of Dental Medicine.

Student Career Development Activities
“Career development” includes activities designed to promote clinical skill acquisition or career exploration and are carried out under the supervision of dentists or other licensed health care professionals. Activities can be at the shadowing level (which entails only observation and no direct clinical involvement) or at the hands-on level (which entails clinical activities, such as history taking, physical examinations and procedures). To a large extent, students are responsible for engaging in career development activities during their dental school tenure.

Career development clinical activities performed by dental students enrolled at CU are covered by the Trust if they fall within the course and scope of the individual’s responsibilities as a student. When the career development activity is part of an approved SODM course, where credit is awarded, no further approval is required.

In many situations, course credit is not given (for example, career exploration activities in a clinic, office or operating room, dental school “clubs”, “tracks (Education, Professional Leadership Research, Rural and Urban Underserved)” “threads,” advisory college and community education programs, student interest group activities, or individually-arranged clinical activities). All non-credit career development activities, whether they take place during the academic year or during academic breaks, should be approved, in writing, by the Senior Associate Dean for Academic Affairs or Associate Dean for Student Affairs or a designee.
There is no coverage by the Trust for externships or other volunteer opportunities that occur outside of the state of Colorado.

In determining whether a student career exploration activity will be covered by the Trust, consideration will be given to such factors as: a) whether the career development activity is a structured part of the dental school curriculum; b) whether the activity is linked to a dental school career development program; and c) the level of faculty or health professional supervision provided to the student.

For additional guidance, contact the Professional Risk Management Office (303-724-RISK [7475]) or the Office of University Counsel (303-315-6617).

Approval
These Guidelines were approved by the School of Dental Medicine. The Guidelines should be reviewed at least once every two years.

References:
1. University of Colorado School of Medicine
   Guidelines for Ensuring Malpractice Coverage for Community Volunteer Activities and Student Career Development Activities in Clinical Settings. January 2013
Free CE Credit Policy for Faculty & Staff

This policy pertains only to full-time or part-time faculty, staff, and ACTS preceptors at the University of Colorado School of Dental Medicine.

- Part-time faculty, staff, and ACTS preceptors are eligible to receive up to 9 hours of lecture-only courses free per year academic year (starting July 1).
- Full-time faculty and staff are eligible to receive up to 18 hours of lecture-only courses free per academic year (starting July 1).
- Full-time and part-time faculty and staff may take the Local Anesthesia or Nitrous Oxide courses at no charge because these courses are required.
- Current third or fourth year dental students, and international students may attend all or part of the annual Oral and Maxillofacial Refresher Course, however, there is a limit of 5 participants of per year.

All faculty, staff, or preceptors wishing to use their free CE credit hours to register for dental CE must contact the CE program manager. Online registrations through the website will not be accepted. Please call 303.724.8726 or email erin.brenengen@ucdenver.edu to register.
Purpose: The aim of this fund is to encourage research and scholarly activity among SODM faculty members who have an appointment at 80% effort or higher. Therefore, this fund is intended to support faculty, who are beginning their academic career or who lack the opportunity to develop their own individual faculty development funds, in traveling and presenting their academic leadership and/or research accomplishments at appropriate conferences.

CLARIFICATION: THIS POLICY IS SEPARATE AND DIFFERENT FROM THE SDM FACULTY DEVELOPMENT FUND POLICY: No tangible items (Loupes, computers, iPads, books, etc.) are to be purchased with this funding. These funds are strictly for travel, registration and presentation support of academic/research productivity by the faculty member.

A. Process for requesting funds from the Dean's Faculty Development Fund
   1. Meet with your Department Chair to discuss funding need. Please supply the abstract/academic product/research product for his/her review and a full list of costs to be covered through the fund.

   2. After reviewing the request and the available development funds available to the faculty member, the Department Chair will decide whether to forward the request on the faculty member’s behalf to the Director of Faculty Affairs and Clinical Operations (currently Ms. Sheila Kennedy) via a form supplied by the Committee. On this form, the Chair should provide a brief statement describing why they support this proposal. In addition, the Chair will be required to acknowledge the dates of absence of the faculty from teaching or clinic activity.

   3. Once received, the committee will review the request within two weeks of the submission. The committee can send the request back to the Chair for more information during this time frame.

   4. The faculty member and Department Chair will be updated as to the approval/denial and amount of funds awarded within two weeks of the submission. The approval may include all funds requested or a portion based upon each individual request.

   5. The faculty member will coordinate travel, registration and any other details through their department support personnel, who will then work with the SODM Office of Financial Affairs.
B. School approved uses of these specific Dean’s Faculty Development Funds
   1. Travel (airfare, transportation costs, lodging, meals, etc.) for appropriate
      conferences/associated meetings where the faculty member participates in academic
      leadership and/or research presentations of their scholarly activity (papers, abstracts,
      etc.)
      a. Includes both oral and poster presentations.
      b. Does not include meeting attendance alone.
      c. All University travel policies and procedures must be followed when traveling
         on University business, including attaining approval for travel from your
         department Chair during initial chair approval process.
   2. Registration costs to attend appropriate conference where the faculty member is
      participating in or presenting their academic leadership/research productivity
   3. Materials that would assist you in your presentation

C. Qualifying Faculty and other criteria
   1. Instructors, Assistant Professors, Associate Professors. Full Professors are not
      eligible. Individuals must hold an appointment that is 80% effort or higher.
   2. Faculty members who hold a significant leadership role in an appropriate
      organization (ADEA Section, NIDCR Section, etc.).
   3. Each Faculty member's individual faculty development funds will be taken into
      account by the committee during the review process.
   4. For any given leadership position that includes progression through the ranks of
      leadership, an individual will be limited to two awards.

D. Non-Qualifying Costs
   1. Costs for spouses, significant other and children to attend events (travel, registration,
      meals).
   2. Any charges for alcohol
   3. Other prohibited costs as outlined by University policy.
Dean’s Development Fund Request Form

Requestor Name: _______________________________________________________________

Date:  _______________________________________________________________

Department Chair: _______________________________________________________________

Funding for:  _______________________________________________________________

Amount Requested: _______________________________________________________________

Do you have other sources of development funds?   Yes  No

Complete if Requesting for Professional Meeting/Speaking Engagement

Name of Meeting: _______________________________________________________________

Presenting Abstract (poster, oral presentation)? Yes   No
(If yes, please include copy of abstract and outline what/how you will be presenting)

Amount requested will cover (breakout of costs: airline tickets, registration, hotel): ________________

________________________________________________
(include meeting program, registration fee, copy of airline estimates and hotel estimates from websites)

Number of clinic coverage sessions missed: ________________

To be completed by the Departmental Chair

I acknowledge that ____________________________ will be absent from his/her clinical
or teaching duties on ____________________________.

Please provide a brief statement explaining why you support this request.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

___________________________________________   ___________________
Department Chair Signature      Date
Annual Merit Evaluations

Annually, Department Chairs will conduct merit evaluations on each of the faculty members within his/her department. Merit Evaluations are separate and distinct from Interim (Comprehensive) Reviews and Promotion and Tenure Reviews. Merit evaluations are meant to provide faculty with annual feedback on their performance in teaching, both didactic and clinical, patient care, research, and service.

The performance of each faculty member is based in part on the goals established for the faculty member the previous year and the agreed upon manner in which the faculty member’s effort was to be distributed for the year. All faculty have a Professional Plan that includes one- and five-year goals, as well as how the faculty member’s work effort should be distributed in the year.

Performance of all full-time faculty is evaluated on an annual basis as part of the University salary setting process. This evaluation process begins with all faculty members being notified of the timeframe for completing the faculty review and planning process, and being provided a copy of the applicable forms to be used. Faculty complete the review form and attach supporting materials such as grant face sheets, copies of published articles, teaching materials developed, etc. These materials are submitted to the department chair who reviews the information. If there are questions concerning the material submitted, the department chair meets with the faculty for further clarification.

Each department chair submits the reviews to the Dean’s Office for review and scoring. The department chair meets with the Dean to review and discuss the performance of and scoring for each faculty member. They jointly agree on the final performance rating for each faculty member. The Dean ensures that there is consistency of ratings across departments. It is the department chair’s responsibility to meet with faculty to provide feedback on the evaluation of performance in teaching, patient care, research, and service and on the overall performance rating for the year.

Salary Determinations
Although merit evaluations are part of salary determination, faculty should refer to the University’s Faculty Handbook, http://www.cu.edu/regents/article-11-compensation-benefits-and-other-personnel-matters, for Board of Regent and University salary setting policies.

Examples of Merit Evaluation Forms
The following documents are examples of forms used during the 2013 evaluation period. The University and the School of Dental Medicine reserve the right to change these documents from year-to-year. It is the faculty’s responsibility to ensure they receive an annual merit evaluation each year.
Part I CY 2013 Faculty Review  
(January- December 2013)

Faculty Member Being Reviewed: ___________________________  
Chairperson: ______________________

I. TEACHING
A. Student Education:

Directions for identifying student education activity:

1. Recognition for course director effort is provided for didactic, lab, and preclinical courses only. 
   This course activity occurs outside of the assigned course hours and includes: course materials and facility preparation, schedule development, testing and grading, etc.
2. Lectures hours, includes only those direct hours spent while presenting a lecture. It does not include preparation time or participant support time.
3. Participant hours are for actual hours spent participating in a didactic, lab or preclinical course in addition to lecture time spent for the course. Participant time is only for actual hours in the classroom or lab setting.
4. Clinical coverage hours should reflect only the hours a faculty member is actually present in the clinic environment. “On Call” time in the office does not qualify as clinic coverage. Use of volunteer or other substitute for scheduled clinic coverage does not qualify as clinical coverage for the reporting faculty. Only actual coverage in the clinic setting should be reported as clinical coverage hours.
5. All hours reported should be documented by hours listed in the curriculum and are subject to verification.
6. Teaching evaluation scores should be reported for all course participation. In column #1, from the Standard Course Evaluation, please provide the MEAN OVERALL COURSE QUALITY score. In column #2, from the Standard Instructor Evaluation, please provide the MEAN OVERALL EFFECTIVENESS OF AN EDUCATOR score. In column #3, please provide the number of student respondents. Please attach the narrative comment sheets to this evaluation for review by your department chair. Attach National Board outcomes where applicable.

<table>
<thead>
<tr>
<th>Course Activity (Check as Appropriate)</th>
<th>Course Role (Check as Appropriate)</th>
<th>Actual Hours of Participation # of Hours</th>
<th>Teaching Evaluation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Spring 2013

<table>
<thead>
<tr>
<th>Course Titles/ Numbers</th>
<th>D</th>
<th>L</th>
<th>STC</th>
<th>SC</th>
<th>D</th>
<th>L</th>
<th>P</th>
<th>L</th>
<th>P</th>
<th>CC</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Part I CY 2013 Faculty Review
(January – December 2013)

<table>
<thead>
<tr>
<th>Summer 2013</th>
<th>Course Activity (Check as Appropriate)</th>
<th>Course Role (Check as Appropriate)</th>
<th>Actual Hours of Participation # of Hours</th>
<th>Teaching Evaluation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>D= Didactic</td>
<td>L= Lab</td>
<td>STC= Student Clinic</td>
<td>SC= Sim Clinic</td>
<td></td>
</tr>
<tr>
<td><strong>Course Titles /Numbers</strong></td>
<td>D</td>
<td>L</td>
<td>STC</td>
<td>SC</td>
</tr>
<tr>
<td>DSCL 7000 – annual clinical evals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSCL 8000 – annual clinical evals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Fall 2013

<table>
<thead>
<tr>
<th>Course Activity (Check as Appropriate)</th>
<th>Course Role (Check as Appropriate)</th>
<th>Actual Hours of Participation # of Hours</th>
<th>Teaching Evaluation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>D= Didactic</td>
<td>L= Lab</td>
<td>STC= Student Clinic</td>
<td>SC= Sim Clinic</td>
</tr>
<tr>
<td><strong>Course Titles /Numbers</strong></td>
<td>D</td>
<td>L</td>
<td>STC</td>
</tr>
<tr>
<td>DSCL 7000 – annual clinical evals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSCL 8000 – annual clinical evals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part I CY 2013 Faculty Review  
(January-December 2013)

B. Student Advising/ Counseling

(1) Group Leader: Formally assigned as a faculty group leader for a cadre of students in a clinical setting for at least one complete semester.
   Yes   No                         (Circle One)

(2) Academic Advising: Academic planning and progress assessment for students outside of assigned classroom or clinic hours.
   Hours per week: __________

(3) Student Counseling: Clinic consultation for students outside of assigned classroom or clinic hours.
   Hours per week: __________

(4) Graduate Student Mentoring: Research related guidance and assistance for graduate students. Must occur for a minimum of one complete semester.
   # Of Basic Science Students: __________
   # Of Clinical Graduate Students: __________

(5) Graduate Students Lab Rotations: Research related mentoring of basic science students through a research lab setting.
   # Of Basic Science Students: __________

(6) Special Mentoring Service: Faculty mentoring for unique circumstances such as rotations of students from other schools or University’s for a minimum of one semester.  
   # Of Students: ______

C. Teaching Awards/Honors/ Recognition: Identify Each
   School ________________________
   Campus ________________________
   University _____________________

D. Other Teaching Activities:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
______________________________________________
Chairperson Comments:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
______________________________________________
II. SCHOLARLY ACTIVITIES
A1. Publications and Abstracts: (Include only those works that have occurred within the evaluation period.)

TO RECEIVE SCORING FOR PUBLICATIONS, ATTACH A COPY OF THE TITLE PAGE OF EACH PUBLICATION WITH THE REFERENCE DATE STATED.

<table>
<thead>
<tr>
<th>List Published Article or Presented Abstract Title(s)</th>
<th>Author/Editor/Book</th>
<th>Abstract</th>
<th>Other</th>
<th>Date Published</th>
<th>Date Abstract Presented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
<td>Journals</td>
<td>Chapter</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A2. List CATS you have helped students with:

B. Research and Service:
Grants/Contracts

TO RECEIVE SCORING FOR RESEARCH OR SERVICE, ATTACH FACE PAGE OF AWARD(S) AND/OR SUBMISSION.

<table>
<thead>
<tr>
<th>List Title(s)</th>
<th>Role</th>
<th>Check One</th>
<th>Award -Evaluation Period Only</th>
<th>Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Check One</td>
<td></td>
<td>Direct $</td>
<td>Indirect $</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cost of Award</td>
<td>Cost of Award</td>
</tr>
</tbody>
</table>
### C. Peer Review Commitment

Identify Commitment

<table>
<thead>
<tr>
<th>Active Current Year (Check One)</th>
<th>Referee/Reviewer</th>
<th>Check One Per Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Nat'l Prof Journal</td>
<td>NIH Study Member</td>
</tr>
<tr>
<td>No</td>
<td>Other Journal</td>
<td>Other Grant Review Member</td>
</tr>
</tbody>
</table>

### D. Scholarly Presentations: (Excludes UCSDM CE)

<table>
<thead>
<tr>
<th>List Title(s) and Organizations</th>
<th>Activity (Check One)</th>
<th>Location (Check One)</th>
<th>Length of Presentation (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meeting Organizer</td>
<td>Plenary Speaker</td>
<td>National Date</td>
</tr>
<tr>
<td></td>
<td>Panelist Invited</td>
<td>Presenter National</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regional Local Date</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### E. Other Scholarly Activity: (e.g. development of supplemental course material, manuscript reviews, videos, etc.)

Chairperson Comments:

_____________________________________________________________________________________
_____________________________________________________________________________________
Part I CY 2013 Faculty Review  
(January-December 2013)

Faculty Member: ________________________________

III. SERVICE

A1. Patient Care (Dental Faculty Practice Only)

Clinical Practice:     # Of Half Day Sessions Per Week ___________
Consulting: (Patient care not student advising)  # Of Patients per Week ___________
Community Service: (GKAS, Kind, etc.)   # Of Events For Year ___________

TO RECEIVE SCORING FOR COMMUNITY SERVICES, IDENTIFY COMMUNITY SERVICE EVENTS.

A 2. Special Program Leadership:  (describe role)

________________________________________________________________

B. Committee Service

<table>
<thead>
<tr>
<th>Committee Title</th>
<th>Check One Per Committee</th>
<th>Check One Per Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chair</td>
<td>Member</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Governance

<table>
<thead>
<tr>
<th>Check as Applicable for Review Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Senate</td>
</tr>
<tr>
<td>Delegate</td>
</tr>
<tr>
<td>Secretary</td>
</tr>
<tr>
<td>VP</td>
</tr>
<tr>
<td>President</td>
</tr>
</tbody>
</table>

| Faculty Assembly                   |
| Delegate                           |
| Secretary                          |
| VP                                 |
| President                          |

D. Professional Organizations

<table>
<thead>
<tr>
<th>Organization Title</th>
<th>Check as Applicable</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Member</td>
<td>Site Visitor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part I CY 2013 Faculty Review (January-December 2013)

#### E. UCSDM Continuing Education

<table>
<thead>
<tr>
<th>List Course(s)</th>
<th>Check One Per Course</th>
<th>Direct Hours Of Course Director</th>
<th>Course Faculty</th>
<th>Direct Hours of Course Development</th>
<th>Direct Hours of Course Presentation</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### F. Honors and Recognition:

#### G. Gifts/Donations Obtained:

**Chairperson Comments:**

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Part I CY 2013 Faculty Review
(January-December 2013)

Faculty Member: ________________________________

IV. Administrative Activity (Check As Appropriate)
   Associate Dean ________
   Chairperson ________
   Division Head ________
   Program Director (Ortho, GPR, ISP, CE, etc.) ________
   Director (CE-JADA, ACTS, Specialty Clinics, etc.) ________
   Other non-reoccurring assignment (i.e. Accreditation team leader) ________

Other Factors
Professional growth, board certifications, academic promotions, etc.

Chairperson Comments:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

______________________________________________
Signature of Faculty Member Providing Information for this Form

________________________________     ________________________
Faculty Member Signature      Date Submitted to Chairperson

THIS FACULTY MEMBER SIGNATURE DOES NOT IMPLY THE FACULTY MEMBER AGREES WITH THE
COMMENTS OR EVALUATIONS OF THE CHAIRPERSON EVALUATION OF THE CHAIRPERSON

______________________________________________
Signature of Chairperson or Person Completing This Review:

Signature: ________________________________ Date: ________________________________
**Interim Evaluation Procedures and Guidelines**

**INTRODUCTION**

Interim evaluations (Comprehensive Reviews) are intended to facilitate faculty development consistent with the academic needs and goals of the School of Dental Medicine and in compliance with the University of Colorado rules and regulations.

These procedures apply to all faculty in their probationary period, including faculty with the following types of appointment: tenure track, clinical teaching track (C/T), and research track.

**GENERAL GUIDELINES**

a. Each faculty member below the rank of Associate Professor shall be evaluated in a comprehensive manner at least once during the probationary period apart from the review for promotion and/or award of tenure. The evaluation shall include extramural evaluation of the candidate if determined necessary by the committee. Each faculty member shall be informed orally and in writing of the results of the evaluation.

b. Interim evaluations shall generally occur in the third or fourth year of a faculty member’s full-time appointment. If a faculty member receives credit for experience at another institution toward the probationary period, the interim review would normally be conducted earlier than the third or fourth year. During the first year of a faculty member’s appointment, the department chairperson (or the Dean, if the faculty member is a department chairperson) and faculty member shall jointly determine during which year the interim evaluation will be conducted, and state the agreed-upon year in writing (see Appendix in the full Promotion and Tenure document based on hire date). The written agreement shall be maintained in the departmental files (or the Dean’s office, if the faculty member is a department chairperson) and a photocopy forwarded to the Office of Financial Affairs.

c. Department chairpersons (or the Dean, if the faculty member is a department chairperson) shall advise each faculty member regarding the criteria and standards that the School of Dental Medicine uses in reaching a decision about the candidate’s performance, and will provide the criteria and standards in writing to each faculty member well in advance of the interim evaluation period. In addition, department chairpersons (or the Dean, if the faculty member is a department chairperson) will advise faculty members at least once each year as to how that individual is progressing toward fulfilling the criteria for promotion and/or tenure.

d. The criteria for evaluating the performance of faculty shall include those that are used in the School of Dental Medicine for promotion and tenure of full-time faculty. The faculty member’s accomplishments in teaching, research and/or other scholarly activities, and leadership and service shall be the main focus of the evaluation. The general guideline in determining acceptable performances is whether the faculty member’s growth and accomplishments in these three areas are progressing at a level consistent with university expectations, showing that the faculty member is on a trajectory for tenure at the University of Colorado School of Dental Medicine and other similar institutions. The balance of accomplishments in the three areas should also be evaluated in light of the goals of the School and department and any official changes in job assignment, e.g., major increases or decreases in administrative, teaching, or research duties.
e. External evidence of a faculty member’s performance should be incorporated in the evaluation. This evidence should include, but is not limited to, national awards, honors, offices in national or international academic professional organizations, editorial functions for scholarly journals, publications in refereed journals and papers presented at regional, national, or international meetings.

1. PROCEDURES

   a. The chairperson of each department (or the Dean, if the faculty member is a department chairperson) is responsible for annual evaluations of the faculty member. These evaluations should provide faculty with feedback in performance and progress in meeting standards for promotion and/or tenure awards.

   b. Faculty members and their department chairpersons (or the Dean, if the faculty member is a department chairperson) will be notified by the Office of Faculty Affairs in the summer of the academic year in which the formal interim evaluation is to be conducted.

   c. The department chairperson (or the Dean, if the faculty member is a department chairperson) shall counsel the faculty member concerning updating his/her vita (see Appendix in full Promotion and Tenure document based on hire date) and identifying supporting documentation to be submitted for the interim evaluation. This includes identification of peers to evaluate his/her performance.

   d. The department chairperson (or the Dean, if the faculty member is a department chairperson), in consultation with the faculty member, shall compile all documents to be submitted for the interim evaluation and forward them to the chairperson of the Faculty Promotion, Tenure and Post-Tenure Review Subcommittee.

   Two hard copies of the dossier, as well as an electronic version, should be submitted to the chairperson of the Promotion, Tenure, and Post-Tenure Review Subcommittee no later than October 15th. The documentation must include at least the following:

   1. Current curriculum vitae
   2. Letter of evaluation from department and division chairperson, when applicable
   3. At least three internal evaluation letters
   4. A list of three authorities in the faculty member’s field outside the Anschutz Medical Center to be used by the committee in the event it determines that external input is required
   5. Student teaching evaluations or summary of student teaching evaluations.
   6. Copies of all publications, grant award documentation
   7. Other materials deemed appropriate for the committee to evaluate progress toward satisfying all promotion and/or tenure criteria

e. The Faculty Promotion, Tenure and Post-Tenure Review Subcommittee conducts a comprehensive evaluation of the faculty member’s performance and accomplishments in his/her progress toward promotion and/or tenure or may recommend termination at the end of the current contract.

f. The written summary is forwarded to the chairperson of the Dean’s Review Committee.
g. The Dean’s Review Committee evaluates the Faculty Promotion, Tenure and Post-Tenure Review Subcommittee summary with full access to the faculty member’s interim review dossier and then prepares a written report. If required, the Dean’s Review Committee makes recommendations for the development of a plan to assist the faculty member in meeting the relevant criteria for promotion and/or tenure.

h. The Dean’s Review Committee sends both committees’ reports to the faculty member, the department chairperson, and the Dean.

i. The department chairperson (or the Dean, if the faculty member is a department chairperson) and faculty member meet to discuss the results of the evaluation.

j. If requested, the faculty member and department chairperson (or the Dean, if the faculty member is a department chairperson) can meet with the chairpersons of the Faculty Promotion, Tenure and Post-Tenure Review Subcommittee and the Dean’s Review Committee to discuss the evaluation reports and to seek clarification.
SAMPLE OF AN INTERIM EVALUATION NOTIFICATION FORM

UNIVERSITY OF COLORADO SCHOOL OF DENTAL MEDICINE
FACULTY INTERIM EVALUATION NOTIFICATION

FACULTY NAME (PRINT): ____________________________________________________________

DEPARTMENT: __________________________________________________________________

DATE OF INITIAL FULL-TIME APPOINTMENT: __________________________________________

CREDIT TOWARD PROBATIONARY PERIOD (if applicable): ____________________________
Years

Interim evaluations are intended to facilitate faculty development, consistent with the academic needs and goals of the School of Dental Medicine and in compliance with the University of Colorado Faculty Handbook. Interim evaluations generally occur in the third or fourth year of a faculty member’s full-time appointment. If a faculty member receives credit for experience at another institution toward the probationary period, the interim review would normally be conducted earlier than the third or fourth year. The faculty member and the department chairperson jointly determine which year the interim evaluation will be conducted, and state the agreed-upon year in writing.

THE INTERIM EVALUATION FOR THE ABOVE-NAMED FACULTY MEMBER WILL BE CONDUCTED DURING THE ____________ACADEMIC YEAR

CONCURRENCE:

___________________________________________________________________________ Date

Faculty Signature

___________________________________________________________________________

Department Chairperson Signature (or Dean, if applicable) Date

The original notification form is maintained by the departmental office (or Dean’s office, if the faculty member is a department chairperson), a copy is maintained by the faculty member, and a copy is forwarded to the Office of Faculty Affairs.
Faculty Peer Review

University of Colorado School of Dental Medicine
of Didactic Teaching Policy
November 2013
replacing policy dated March 2009

Purpose:

Peer reviews of didactic teaching will be offered to all faculty participating in didactic teaching to provide the opportunity for immediate and pertinent feedback. The intent of the feedback is to provide a means for enhancing teaching skill, performance, and outcomes.

Process:

There are three situations in which faculty members should be assessed:

1. All new faculty at the School of Dental Medicine will be required to be assessed once in their first year of teaching didactic classes.
2. A Department/Division Chair can request that any faculty within their department/division be assessed.
3. Any faculty member can request to be assessed at anytime.

The faculty member being evaluated under any of these situations will contact their Department/Division Chair to arrange the logistics of the evaluation: 1) when the evaluation will take place; 2) who will conduct the evaluation (“reviewer”). The reviewer should be a senior faculty member who has knowledge of the intent and process of the review.

The agreed upon reviewer will observe a class session of the faculty and complete a standardized peer review form. The use of a standardized form will be used for each peer review to ensure the completeness and consistency of the review (Attachment 1). As indicated on the review form, a faculty member will be assessed in each of the following categories:

1. Knowledge of Subject
2. Clarity and Organization of Lecture
3. Encouragement of Questions
4. Presentation/Rapport
5. Relating Material to Career Applications
6. Overall Presentation

The reviewer is encouraged to provide comments that will further clarify the strengths and weaknesses of the teaching performance. Prior to the review there should be an initial one-on-one meeting between the faculty member and Department Chair to set goals for the assessment. A follow-up meeting will be conducted to review the written assessment report.

Upon completion of the review form, the reviewer will present and discuss it with the faculty member. The faculty member will acknowledge the feedback by providing their signature to the form.

For those faculty in their first year teaching didactic courses, copies of the completed and signed form should be given to their Department Chair and the Office of Faculty Affairs.

For those faculty requested by their Department/Division Chair to have an assessment, a copy of their completed and signed form should be given to their Department/Division Chair.
Those faculty members who request the assessment on their own, may choose to keep the assessment confidential.

**Peer Assessment Summary**

Who will be assessed?

- All new faculty at the SODM will be assessed once in their first year.
- A Department/Division Chair can request any faculty within their department/division to be assessed.
- Any faculty member wishing to be assessed at their own request.

Who will be completing the assessment?

A mutually agreed upon individual will conduct the assessment. The reviewer does not have to be a faculty at the School of Dental Medicine, but must be in an appropriate position at the University to conduct such an evaluation.

When will assessments occur?

- The faculty member being evaluated will contact their Department Chair to schedule the assessment. Once the assessment is scheduled, the faculty member will notify the Office of Faculty Affairs of the date and time the assessment will take place.

Who gets a copy of the evaluation?

- New faculty will forward a copy to the Office of Faculty Affairs and their Department Chair.
- Faculty who have been requested by their Department Chair to have an assessment completed, will give a copy to the Department Chair.
- Faculty who request the assessment on their own, may choose to keep the assessment confidential.
Course Title: 
Faculty Name: 
Reviewer Name: 

Knowledge of Subject
The instructor (a) demonstrates a thorough and up-to-date knowledge of the subject matter, (b) answers questions clearly and accurately.

Comments:

Clarity and Organization of Lecture
The instructor (a) begins class on time, (b) presents goals or objectives for the period, (c) reviews prior material, (d) presents material in a logical sequence (e) periodically relates new material to previous learning and experience, (f) summarizes main points at the end of the period, (g) ends class on time.

Comments:

Encouragement of Questions
The instructor (a) encourages questions, (b) seeks active student involvement beyond simple questioning.

Comments:

Presentation/Rapport
The instructor (a) speaks clearly, (b) holds the students’ attention throughout the period, (c) highlights important points, (d) presents appropriate examples, (e) attains active student involvement (f) explains assignments clearly and thoroughly, (g) listens carefully to students comments, questions, and answers and responds constructively, (h) checks periodically for student understanding, (i) treats all students in a courteous and equitable manner.

Comments:

Relating Material to Career Applications
Comments:

Overall Presentation
Comments:

Reviewer Signature: ______________________________   Date:___________________
Faculty Signature:________________________________ Date:___________________
Things to Avoid in Peer Review

1. **The Halo Effect**: Allowing one positive factor to outweigh all other aspects of the assessment.

2. **The “I Don’t Like Your Face” Effect**: Allowing one negative factor to outweigh all others.

3. **Leniency**: Being uncritical in order to avoid controversy.

4. **Central Tendency**: Evaluating everyone as “average” because it is less trouble.

5. **Tunnel Vision**: Focusing on only one part of the performance rather than the whole picture.

6. **Going Through the Motions**: Not taking the evaluations seriously, or making up your mind in advance.

7. **I’m the Expert**: Using your own teaching performance as criteria for judgment rather than agreed upon evaluation standards.

8. **Gotcha**: Using the evaluation for political purposes or personal revenge.

* Modeled after the University of North Carolina’s and The Ohio State University’s peer evaluation tools
Promotion & Tenure

Faculty Hired Prior to April 4, 2014
Appointment, Promotion and Tenure Requirements
for Tenure Track and Clinical Teaching Track Faculty
with Start of Employment PRIOR to April 4, 2014

Approved by the University of Colorado Denver │ Anschutz Medical Campus
Office of the Provost and Vice Chancellor of Academic and Student Affairs
February 6, 2015
# Table of Contents

## TENURE TRACK
- Requirements for Appointment, Reappointment, Promotion, and Tenure Full-Time Tenure-Track Faculty 170
- Interim Evaluation Procedures and Guidelines for Tenure-Track Faculty 178
- Post-Tenure Review Procedures and Guidelines 184

## CLINICAL TEACHING TRACK
- Requirements for Appointment, Reappointment, and Promotion Full-Time Clinical Teaching Track Faculty 190
- Promotion Review Process for Clinical Teaching Track Faculty 199

## PART-TIME AND VOLUNTEER FACULTY
- Requirements for Appointment, Reappointment, and Promotion for Part-Time Faculty, Volunteer Faculty and Preceptors 200

## EMERITUS
- Requirements for Professor Emeritus 202

## APPENDICES
- Appendix A: Organization and Requirements of Evaluation Notebook 204
- Appendix B: Procedural Guidelines for Faculty Promotion and Tenure Process 206
- Appendix C: Promotion Criteria Matrix 209
- Appendix D: Guidelines for the Evaluation of Publications 213
- Appendix E: Sample of an Interim Evaluation Notification Form 215
- Appendix F: Curriculum Vitae Format 216
I. INTRODUCTION

The purpose of this document is to provide a written reference for the procedures and requirements for the appointment or promotion of tenure-track and tenured faculty within the University of Colorado School of Dental Medicine (UCSDM). Additional references that are also applicable are the sections which apply to the faculty appointments and rank in the Laws of the Regents of the University of Colorado and the University of Colorado Faculty Handbook. The department chair develops a complete dossier for the candidate (see Appendix A) and forwards it to the UCSDM Promotion, Tenure, and Post Tenure Review Subcommittee (see Appendix B for Procedural Guidelines for Promotion and Tenure). If a candidate is a department chair or a department chair refuses to nominate the candidate, he/she may be nominated by another full-time UCSDM faculty member.

II. CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION OF FULL-TIME FACULTY MEMBERS, UCSDM

A. The three primary categories that are used to evaluate faculty members are:
   1. Teaching (and clinical activity where relevant)
   2. Research and/or other Scholarly Activities
   3. Leadership and service

In addition, a faculty member is expected to demonstrate professional growth and professional behavior. Professional behavior includes but is not limited to dress, speech, and interactions with patients, staff, students, and colleagues. These two general aspects will, consequently, also be taken into account. The nature of the faculty member’s duties must be considered but a faculty member who has administrative duties must achieve similar standards for academic promotion and tenure as other faculty members. Faculty with limited teaching duties cannot achieve “Excellence” in teaching under UCSDM criteria and therefore are only eligible to be recommended for tenure upon achieving “Excellence” in Research. Faculty, whose main duties are not in research, are expected to demonstrate a significant degree of high quality teaching in addition to appropriate accomplishments in more limited research and scholarly roles.

Candidates for promotion should refer to Appendix A for guidelines on compiling his/her dossier for submission to the Promotion, Tenure, and Post-Tenure Review Subcommittee.

The following criteria are intended to serve as a guide for the appointment, reappointment and/or promotion of faculty members, and the awarding of tenure. In addition, they should be used in post-tenure review procedures. A Promotion Criteria Matrix is provided in Appendix C to evaluate teaching, research, and leadership and service activities.
B. Criteria:

Teaching

High quality teaching is an important part of the mission of this School. As such, teaching will be evaluated rigorously. The following criteria will be considered, as appropriate, to the faculty member in question regarding a determination of teaching achievement:

a. Teaching responsibilities (e.g., contact hours, course directorship) and expectations (e.g., faculty track, differentiated annual workload, etc.).

b. Dedication of the faculty member to teaching, as shown by his/her knowledge of the subject and by such factors as course organization, innovations in teaching, objectivity and fairness in student evaluation, availability, enthusiasm, and ability to stimulate students to enhance their capacity for critical thinking. Evidence should be presented of continued and aggressive mastery of subject areas (e.g., attendance at courses to enhance teaching and clinical abilities, conferences, teaching laboratories, etc.).

c. Preparation of teaching materials, evidence of teaching skills (e.g., teaching portfolio), and use of appropriate methods of student evaluation.

d. Evaluation by his/her departmental chair and/or peers of the faculty member’s command of the subject and general effectiveness as a teacher in the didactic setting, clinical, preclinical laboratory, and the advising and mentoring of predoctoral and postdoctoral students.

e. Student evaluation of the overall effectiveness of the faculty member as a teacher.

f. Student performance in applicable sections of National Board Examinations and/or clinical board examinations applicable to the faculty member’s area of teaching responsibility.

g. Active support of the teaching program of the School and University.

h. Teaching awards, specialty and other appropriate Board certification/recertification, and other significant accomplishments.

Research and/or Other Scholarly Activities

All full-time members of the faculty, of this School, must engage in research and/or other scholarly activities appropriate to their scientific interests. The following criteria will be considered in evaluating a faculty member’s scholarly achievement:

a. An assessment of the time available to the faculty member to pursue research and/or other scholarly activities.

b. The quality and quantity of papers published in refereed journals, these may include original research articles, review articles and extensive
case/technique/application reports. The quality of the journals themselves and the position of authorship will also be considered.

c. To a lesser extent, the quality and quantity of papers published in State journals or non-refereed dental journals.

d. Contributions to textbooks (e.g., book author and/or editor, chapter author, etc.)

e. Contributions to audiovisual works published by a company or institution other than the University of Colorado. In general such items should be scholarly and not represent continuing education, which is considered under Leadership and service.

f. Funded research grants.

g. Unfunded research grants proposals. Reviewers’ comments in these cases must be considered.

h. Presentations of research and/or scholarly material and published abstracts associated with professional or scientific meetings. This criterion does not include continuing education which is considered under Leadership and service.

i. Patient or patent applications, editorship of a journal, editorial board/reviewer for a journal, table clinic participation, panelist on professional panels, grant reviewer, NIH study section involvement, or electronic teaching media creation.

j. Documented reputation as a scholar/researcher at the national and international levels, including invitations to lecture at other universities.

k. The following criterion will not be normally considered: The actual thesis involved in the obtaining an advanced degree, although publications emanating from the thesis will be considered. The rationale for not considering a thesis is that writing a thesis is part of training and generally reflects the influence of the graduate study supervisor.

**Leadership and service**

The third component of the university life is leadership and service, which includes leadership and service to the university and the leadership and service to the community.

**Leadership and service to the University**- This responsibility involves a general contribution to the university, over and above teaching and scholarly activity.
The following criteria will be considered:

a. Participation in the administration and governance of the Faculty, the School, the Campus, and the University, including active and productive participation in committees at various levels.

b. Participation in School and University activities, such as recruiting, open houses, School displays at meetings, Faculty meetings, Research Day, and fundraising, etc.,

c. Representation of the School or University to organized dentistry and other professional groups, including participation on behalf of the School.

d. Representation of the School or University to government agencies, when formally requested by the Dean or department chairperson.

e. Helping and encouraging the professional growth of junior faculty members and other colleagues.

f. Professional behavior including but not limited to dress, speech, and interactions with patients, staff, students, and colleagues.

**Leadership and service to the Community** - Leadership and service to the community is very important to the School and is essential to the future prosperity and survival of this and other dental schools. It involves both leadership and service to the Colorado dental profession, the surrounding region, the nation, and to the people of the State of Colorado.

The following criteria will be considered:

a. Participation in continuing education programs sponsored by the University of Colorado.

b. Skill and devotion in the care of patients within the clinics of the University of Colorado, or as part of the faculty member’s teaching responsibilities in outlying clinics.

c. Leadership and service to the profession and appropriate discipline(s) at the state, national, and international levels.

d. Consultative services to other health professionals, hospitals, institutions of higher education, and government agencies.

e. Participation in continuing education programs not sponsored by the University of Colorado.

f. Continuing education lectures and/or clinical presentations at local, state, national, or international meetings. This criterion involves presentations that represent continuing education, rather than the presentation of research and/or other scholarly activity. Audiovisual aids for continuing education nature are included in this category.
g. Presentations on dentistry to the lay public.

h. Participation in community dental health education projects.

NOTE: While service to the community as described in this section is important and casts a favorable light upon the School, faculty member must be careful to balance this activity with the University’s legitimate expectations of them in teaching, research and/or other scholarly activities, and leadership and service to the school.

III. QUALIFICATION FOR FACULTY RANK, PROMOTION, REAPPOINTMENT, AND TENURE

A. Instructor

1. General Statement- The applicant should have a doctoral dental degree, a Bachelor of Science dental hygiene degree, or other terminal degree in an appropriate field and be well qualified to teach. Faculty appointed to teach in areas not requiring a dental degree (e.g., in dental hygiene or the basic or behavioral sciences) should have the appropriate degree in that field. Faculty appointed at this level without considerable dental practice experience and/or teaching experience and/or advanced training should anticipate at least two years in this rank before being considered for promotion.

2. Criteria for Instructor
   a. Factors meriting qualification would include GPA, rank in class at the student level, student performance in the specific department in which the appointment is being made, and collegiality and professionalism. No previous teaching experience is necessary.
   b. No evidence of research and/or other scholarly activity is required.
   c. Two letters of recommendation, solicited by the appropriate department chair/nominator after consultation with the applicant.

B. Assistant Professor

1. General Statement- An assistant professor is expected to have some successful teaching experience in dental education or equivalent. Faculty at this level will usually demonstrate advanced formal training beyond the doctoral dental degree, the Bachelor of Science dental hygiene degree, or other terminal degree in an appropriate field, if they have a minimum of two years of full-time experience in their field and possess outstanding credentials. An important consideration is the balance between the teaching, scholarly activity, and leadership and service activities. Minimal activity in any of the three areas must be balanced by increased quality and quantity of activities in the other areas. The person under consideration must show evidence of considerable potential to the University.

2. Criteria for Assistant Professor
   a. Qualification for the rank of instructor.
b. The appropriate terminal degree.

c. Successful completion of advanced education beyond the terminal degree, receiving an MS, MSD, PhD, or ScD, certificate, or equivalent, or successful completion of an acceptable postgraduate training program not leading to a degree, or two or more years of successful experience in dental hygiene education.

d. Documented evidence of interest and abilities in research and scholarly activity as demonstrated by research activities and/or publications. The quality of the scholarly activities will be considered as well as the quantity.

e. Evidence of leadership and service.

f. Three letters of recommendation from experts in the faculty member’s field, solicited by the appropriate department chair/nominator after consultation with the applicant.

C. Associate Professor

1. General Statement- Normally, evaluation for promotion to associate professor and the award of tenure will be considered at the same time. Promotion to associate professor and the awarding of tenure mark a significant point in the development of a person as an academician. Consequently, in addition to specific accomplishments, the balance of the individual’s activities and contributions in the three categories of teaching, scholarly activity, and leadership and service will be considered.

2. Criteria for Associate Professor

   a. Qualification for assistant professor.

   b. Five more total years full-time experience at the level of assistant professor in appropriate higher educational settings or its equivalent, and education beyond the terminal degree.

   c. Documented evidence of meritorious teaching, research and leadership and service activities. Excellence must be documented in either, teaching, research, and/or other scholarly activities.

   d. Faculty with limited teaching duties are expected to demonstrate significant performance in scholarly activity and leadership and service, and his/her teaching activities should not be the main criterion evaluated. Faculty with limited teaching duties cannot achieve “Excellence” in teaching under UCSDM criteria and therefore are only eligible to be recommended for tenure upon achieving “Excellence” in Research.

   e. Promising accomplishment (at least to the level of meritorious achievement) in research and/or other scholarly activities as demonstrated by completed research and/or publications. The quality and quantity of the scholarly
activities, as well as the extent of involvement and the initiative of the individual, are considered. Guidelines for publication are in Appendix D.

f. Six letters of evaluation. Three of the evaluators should be from faculty within the University of Colorado and three by nationally recognized professionals outside of the University who are experts in the applicant’s field. The list of evaluators should be solicited by the appropriate department chair/nominator after consultation with the applicant.

D. Professor
1. General Statement- Faculty at this rank must have a minimum of five years at the rank of associate professor and demonstrate outstanding accomplishments in teaching and research and/or scholarly activity. At this stage of development, the faculty member should have a strong record of academic leadership in the school as demonstrated by outstanding teaching, accomplishment in research, contributions to the development of junior faculty, and recognition as a scholar.

2. Criteria for Professor
   a. Qualification for associate professor.
   b. National and/or international recognition as demonstrated by national specialty board and discipline specialty certification, major publications, invitations to present at national/international meetings, leadership in select national/international professional organizations, and significant consultantships.
   c. Demonstrated excellence in teaching.
   d. Demonstrated excellence in research and/or scholarly activity. Guidelines are included in Appendix C and D.
   e. Demonstrated excellence in leadership and service to the University and the community.
   f. Six letters of evaluation. Three of the evaluators should be from faculty within the University of Colorado and three by nationally recognized professionals outside of the University who are experts in the applicant’s field. The list of evaluators should be solicited by the appropriate department chair/nominator after consultation with the applicant.
TENURE

Eligibility-

A tenured appointment can normally be held only by a faculty member in one of the academic ranks of a Professor or Associate Professor. Tenure may be awarded to faculty members with demonstrated meritorious performance in each of the three areas of teaching, research and/or scholarly activity, and leadership and service, and demonstrated excellence in either teaching, research, or creative work. Once attained, tenure remains in effect regardless of promotion to higher rank.

Administrative positions do not carry the possibility of tenured appointments, but an administrator holding an eligible academic rank may be granted a tenured appointment in that rank as a faculty member.

Unless waived by the faculty member and approved by the Dean or Chancellor, a decision on a tenured appointment as a member of the UCSDM faculty shall be made after a maximum probationary period of seven years of continuous full-time service in the ranks of Professor, Associate Professor, or Assistant Professor. Normally, the tenure review for a faculty member will commence at the beginning of the seventh year of service. A faculty member who is not awarded tenure will be given one year’s notice. The tenure probationary period shall begin when the faculty member is first appointed to the rank of Assistant Professor or a higher rank.

However, a faculty member appointed to the rank of Assistant Professor, without a terminal degree, may request at the time of initial appointment that the probationary period begin upon receipt of the terminal degree. Such a request shall be made in writing and must be approved by the Dean and the Chancellor. After appropriate consideration, and special circumstances, tenure may be awarded by the Board of Regents in less than seven years. Up to three years of full-time service in the ranks of Assistant Professor, Associate Professor, or Professor at other institutions may be included in the probationary period. Interim tenure review is an important part of the tenure process. Each faculty member below the rank of Associate Professor shall be evaluated in a comprehensive manner and in accordance with the “Standards, Processes, and Procedures” document at least once during the tenure probationary period apart from the review for award of tenure. Such evaluation shall include extramural evaluation of the candidate. Each faculty member shall be informed orally and in writing of the results of the evaluation.
INTERIM EVALUATION PROCEDURES AND GUIDELINES FOR TENURE-TRACK FACULTY

I. INTRODUCTION

Interim evaluations (Comprehensive Reviews) are intended to facilitate faculty development consistent with the academic needs and goals of the School of Dental Medicine and in compliance with the University of Colorado rules and regulations. These procedures apply to all faculty in their probationary period, including faculty with the following types of appointment: tenure track, clinical teaching track (C/T), and research track.

II. GENERAL GUIDELINES

a. Each faculty member below the rank of Associate Professor shall be evaluated in a comprehensive manner at least once during the probationary period apart from the review for promotion and/or award tenure. The evaluation shall include extramural evaluation of the candidate if determined necessary by the committee. Each faculty member shall be informed orally and in writing of the results of the evaluation.

b. Interim evaluations shall generally occur in the third or fourth year of a faculty member’s full-time appointment. If a faculty member receives credit for experience at another institution toward the probationary period, the interim review would normally be conducted earlier than the third or fourth year. During the first year of a faculty member’s appointment, the department chairperson (or the Dean, if the faculty member is a department chairperson) and faculty member shall jointly determine during which year the interim evaluation will be conducted, and state the agreed-upon year in writing (see Appendix E). The written agreement shall be maintained in the departmental files (or the Dean’s office, if the faculty member is a department chairperson) and a photocopy forwarded to the Office of Financial Affairs.

c. Department chairpersons (or the Dean, if the faculty member is a department chairperson) shall advise each faculty member regarding the criteria and standards that the School of Dental Medicine uses in reaching a decision about the candidate’s performance, and will provide the criteria and standards in writing to each faculty member well in advance of the interim evaluation period. In addition, department chairpersons (or the Dean, if the faculty member is a department chairperson) will advise faculty members at least once each year as to how that individual is progressing toward fulfilling the criteria for promotion and/or tenure.
d. The criteria for evaluating the performance of faculty shall include those that are used in the School of Dental Medicine for promotion and tenure of full-time faculty. The faculty member’s accomplishments in teaching, research and/or other scholarly activities, and leadership and service shall be the main focus of the evaluation. The general guideline in determining acceptable performances is whether the faculty member’s growth and accomplishments in these three areas are progressing at a level consistent with university expectations, showing that the faculty member is on a trajectory for tenure. The balance of accomplishments in the three areas should also be evaluated in light of the goals of the School and department and any official changes in job assignment, e.g., major increases or decreases in administrative, teaching, or research duties.

e. External evidence of a faculty member’s performance should be incorporated in the evaluation. This evidence should include, but is not limited to, national awards, honors, offices in national or international academic professional organizations, editorial functions for scholarly journals, publications in refereed journals and papers presented at regional, national, or international meetings.

III. PROCEDURES

a. The chairperson of each department (or the Dean, if the faculty member is a department chairperson) is responsible for annual evaluations of the faculty member. These evaluations should provide faculty with feedback in performance and progress in meeting standards for promotion and/or tenure awards.

b. Faculty members and their department chairpersons (or the Dean, if the faculty member is a department chairperson) will be notified by the Office of Faculty Affairs in the summer of the academic year in which the formal interim evaluation is to be conducted.

c. The department chairperson (or the Dean, if the faculty member is a department chairperson) shall counsel the faculty member concerning updating his/her vitae (see Appendix F) and identifying supporting documentation to be submitted for the interim evaluation. This includes identification of peers to evaluate his/her performance.

d. The department chairperson (or the Dean, if the faculty member is a department chairperson), in consultation with the faculty member, shall compile all documents to be submitted for the interim evaluation and forward them to the chairperson of the Faculty Promotion, Tenure and Post-Tenure Review Subcommittee.
Two hard copies of the dossier, as well as an electronic version, should be submitted to the chairperson of the Promotion, Tenure, and Post-Tenure Review Subcommittee no later than October 15th. The documentation must include at least the following:

1. Current curriculum vitae
2. Letter of evaluation from department and division chairperson, when applicable
3. At least three internal evaluation letters
4. A list of three authorities in the faculty member’s field outside the Anschutz Medical Center to be used by the committee in the event it determines that external input is required
5. Student teaching evaluations or summary of student teaching evaluations.
6. Copies of all publications, grant award documentation
7. Other materials deemed appropriate for the committee to evaluate progress toward satisfying all promotion and/or tenure criteria

e. The Faculty Promotion, Tenure and Post-Tenure Review Subcommittee conducts a comprehensive evaluation of the faculty member’s performance and accomplishments in his/her progress toward promotion and/or tenure or may recommend termination at the end of the current contract.

f. The written summary is forwarded to the chairperson of the Dean’s Review Committee.

g. The Dean’s Review Committee evaluates the Faculty Promotion, Tenure and Post-Tenure Review Subcommittee summary with full access to the faculty member’s interim review dossier and then prepares a written report. If required, the Dean’s Review Committee makes recommendations for the development of a plan to assist the faculty member in meeting the relevant criteria for promotion and/or tenure.

h. The Dean’s Review Committee sends both committees’ reports to the faculty member, the department chairperson, and the Dean.

i. The department chairperson (or the Dean, if the faculty member is a department chairperson) and faculty member meet to discuss the results of the evaluation.
k. If requested, the faculty member and department chairperson (or the Dean, if the faculty member is a department chairperson) can meet with the chairpersons of the Faculty Promotion, Tenure and Post-Tenure Review Subcommittee and the Dean’s Review Committee to discuss the evaluation reports and to seek clarification.
PROMOTION AND TENURE REVIEW PROCESS

1. INTRODUCTION

In accordance with the University’s Administrative Policy Statement 1022: Standards, Processes and Procedures for Comprehensive Review, Tenure, Post-Tenure Review and Promotion, each tenure track faculty member will be reviewed for promotion, to Associate Professor, and tenure in his/her seventh year. Comprehensive (Interim) Reviews should be conducted in either the third (3rd) or fourth (4th) year as outlined in the section above.

After the granting of tenure, a faculty member may submit their dossier for promotion to Professor after at least five (5) years at the rank of Associate Professor.

2. PROCEDURES:

   a. Prior to the submission of an evaluation notebook to the Promotion, Tenure, and Post-Tenure Review Committee, an internal department review must occur. The Department Chair, an internal department representative, and an external department representative must review the candidate’s dossier to determine if the candidate meets the criteria for promotion. The notebook should only be forwarded to the Promotion, Tenure, and Post-Tenure Review Committee after the Department Review has concluded.

      It is the Department Chair’s responsibility to assist the candidate in assembling their dossier, as well as convening and conducting the Department Review.

   b. Tenure Track faculty should submit his/her their dossier at the beginning of their 7th year of employment on tenure track. The candidate and department chair should be aware of the timeline for submission.

   c. Candidates submitting their dossiers for promotion and/or granting of tenure, should submit their materials to the Office of Faculty Affairs no later than October 15th.

   d. Candidates seeking promotion to Associate Professor or Professor should refer to the Guidelines for the Evaluation of Publications, Appendix D (tenure-track).

   e. Curriculum Vitae should be formatted as outlined in Appendix F of this document.

   f. Dossiers should be compiled as outlined in Appendix A of this document.

   g. Three copies of the candidate’s dossier should be submitted to the Office of Faculty Affairs by October 15th.
h. To assist with and expedite the review process, the candidate should also submit an electronic copy of their dossier to the Office of Faculty Affairs by October 15th.

i. For promotion and tenure, the committee will recommend or not recommend based on a vote of excellence in either teaching or research and merit in teaching, research and leadership and service; separate voting totals will be recorded for each of the three categories (e.g., four (4) voted meritorious for teaching and three (3) nonmeritorious, etc.) and communicated to the Dean for each candidate.

j. In instances regarding granting of tenure, dossiers must be submitted to the Vice Chancellor’s Advisory Committee by March 1st.

k. If the two committees disagree about promotion, dossiers and summary letters have to be sent to the Vice Chancellor’s Advisory Committee by March 1st unless the candidate withdraws their name from consideration.
POST-TENURE REVIEW PROCEDURES and GUIDELINES

Tenure is granted with the expectation of continued professional growth and ongoing productivity in teaching, scholarly activity, clinical activity, and leadership and service. Thus, every tenured faculty member has a duty to maintain professional competence. Post-tenure Review (PTR) is a review of a tenured faculty member’s performance record undertaken every five years.

General Guidelines

a. The intent of post-tenure peer review is to facilitate continued faculty development, consistent with the academic needs and goals of the University and the most effective use of institutional resources, and to ensure professional accountability by a regular, comprehensive evaluation of the performance of every tenured faculty member.

b. Post-tenure review will be conducted by the Promotion, Tenure and Post-Tenure Review Committee in the Fall of each year with evaluation notebooks due to the Office of Faculty Affairs no later than July 15th.

c. Faculty members who fail to participate in any aspect of post-tenure review, as required, may be subject to sanctions for insubordination and dereliction of duty.

d. Faculty will normally be reviewed for the first time in the fifth year following the granting of tenure and at five year intervals thereafter unless interrupted by promotion review. Promotion serves to restart the clock. A faculty member whose annual review is below expectations may be subject to a Post-Tenure Review prior to the firth year.

e. The criteria for evaluating the post-tenure performance of faculty shall include those that are used in the School of Dental Medicine for tenure of full-time faculty members. The faculty member’s continued accomplishments in teaching, research and/or other scholarly activities and leadership and service following the granting of tenure/promotion shall be the main focus of the review. The general guideline in determining acceptable performance is whether the faculty member’s growth and accomplishments in these areas meet University of Colorado School of Dental Medicine criteria and receive annual performance evaluations of at least “Meeting Expectations”. The balance in accomplishments in these areas should also be evaluated in light of the goals of the School and department and any official changes in job assignment, e.g., major increases or decreases in administrative, teaching, or research duties.

f. Performance will be rated on the following scale: outstanding, above expectations, meeting expectations, and below expectations.
g. External evidence of a faculty member’s performance should be incorporated in the review. This evidence should include, but not be limited to national awards, honors, offices held in national or international academic professional organizations, editorial functions for scholarly journals, publications in refereed journals and papers at regional, national, or international meetings. At the request of the Promotion, Tenure and Post-Tenure Review Committee, the review may also include evaluations from persons external to the University who have been selected from lists provided by the faculty member and the peer-review group.

h. The level of post-tenure review undertaken—Regular or Extensive—will be determined by the public record of annual performance ratings for faculty. Faculty receiving an evaluation of “meeting expectations” or better since the award of tenure or the last post-tenure review will undergo Regular Review. Faculty who have a single “below expectations” in the review period will undergo Triggered Review, and must also participate in developing and implementing a Performance Improvement Agreement. Faculty who receive two “below expectations” ratings within the previous five years will undergo Extensive Review.

i. Regular Review

Faculty who have achieved annual performance ratings of “meeting expectations” or better since the last PTR (or since receiving tenure if this is their first PTR) will undergo Regular Review.

The documents submitted for Regular Review must include at least the following:

a. Current curriculum vitae
b. Letter of evaluation from department chairperson and division chair, when applicable
c. At least three internal letters of evaluation
d. The five previous Annual Performance Rating forms
e. Differentiated Annual Workload and Professional Plans from each of the past five years
f. Updated Professional Plan for the next five years
g. A list of three authorities in the faculty member’s field, chosen by the department chair with input from the candidate, from outside the Anschutz Medical Campus to be used by the committee in the event it determines that external input is required
h. Teacher/course evaluations from the previous five years of summary of student teaching evaluations that is prepared by the department or division chairperson
i. All publications, grant award documentation, etc. since the previous review
j. Other material deemed appropriate

ii. Triggered Review for Faculty Who Have Received a “Below Expectations” Rating

The documents submitted for Regular Review for faculty who have received a “below expectations” rating on the annual performance evaluations must include:

a. all of the documents required for a Regular Review
b. The Performance Improvement Agreement (PIA) that was created following the “below expectations” rating.

iii. Performance Improvement Agreement

The PIA is designed to improve a faculty member’s performance. The PIA shall be developed jointly by the faculty member and his/her department chairperson and be approved by the Dean. The PIA shall include specific goals, timelines, and benchmarks to be used to measure progress at periodic intervals. Usually PIAs will be established for one year. But, if research deficiencies warrant longer, the PIA may be set up for two years.

iv. Extensive Review

Faculty who receive two “below expectations” ratings in the annual performance evaluations at any time during the previous five years or whose PIA did not result in an evaluation of “meeting expectations” or better will undergo Extensive Review. The documents submitted for Extensive Review must include:

a. all of the documents required for Regular Review
b. Professional Plan(s) from the post-tenure review cycle,
c. any amendments to the Plan(s), and Differentiated Workload agreements, where present,
d. the faculty member’s self-evaluation as it relates to the Professional Plan(s)
e. other material the faculty member would like to have considered.

Procedures

a. The chairperson of each department is responsible for annual evaluations of tenured faculty members. These evaluations should provide faculty with feedback on performance and progress in meeting post-tenure review standards.
b. Faculty scheduled for a formal post-tenure review in a given year, their department chairperson, and the Chair of the Promotion, Tenure and Post-Tenure Review Committee will be notified by the Dean of the review and the level of review to be conducted (Regular; Regular Review for those who have received a “Below Expectations” rating; or Extensive Review) by June 1 of each year.

c. The department chairperson shall counsel the faculty member concerning updating his/her vita and identifying supporting documentation to be submitted for the review. This includes identification of peers to evaluate his/her performance.

d. The department chairperson in consultation with the faculty member shall compile all documents to be submitted for review and forward them to the chairperson of the Faculty Promotion, Tenure and Post-Tenure Review Subcommittee by July 15.

e. The faculty Promotion, Tenure and Post-Tenure Review Subcommittee appointed by the Faculty Senate, is responsible for the following:

1. Review all materials submitted on behalf of faculty members being reviewed and identify additional materials needed to complete the review.

2. Notify appropriate department chairperson of additional materials required to complete the evaluation and when such materials must be submitted.

3. Select external experts to supply letters of evaluation on the faculty member, if it is determined that outside evaluations are necessary. The names selected are to be taken from the list provided by the faculty member or other qualified individuals identified by the committee. If letters are solicited, the committee chairperson shall consult with the faculty member to ascertain if he/she has any valid objections to the individuals chosen.

4. Conduct a comprehensive evaluation of faculty member’s continued performance and accomplishments following the granting of tenure.

5. Prepare a written summary of the evaluation of each faculty member and, if required, recommendations for the development of a Performance Improvement Agreement.

6. For Triggered and Extensive Reviews, prepare and evaluative report of the faculty member’s performance.

7. Forward all written summaries and evaluative reports to the Dean for review and distribution to the faculty member and appropriate department
chairperson. A copy of the review summary (or evaluative report) will be placed in the faculty member’s personnel file.

f. For Triggered and Regular Reviews the Dean shall discuss the written summary prepared by the Faculty Promotion, Tenure and Post-Tenure Review Subcommittee with the faculty member and appropriate department chairperson.

g. For Extensive Review, the Dean shall discuss the evaluative report prepared by the Promotion, Tenure and Post-Tenure Review Committee with the faculty member and appropriate department chairperson.

1. The faculty member and his/her department chairperson shall draft a Development Plan to improve the faculty member’s performance. This Development Plan must address the teaching, research and/or other scholarly activities, and leadership and service assignments anticipated during the period of the Plan. It must describe performance goals in light of identified deficiencies, strategies for improvement, and the timeframe (up to two years) in which the problems are to be solved. The Development Plan must contain definite means of measuring progress in achieving the goals and periodic monitoring of progress.

2. The proposed Development Plan shall be submitted to the Dean for review. If the Dean does not agree with the plan, the faculty member, the department chairperson, and the Dean shall meet jointly to revise and finalize the plan.

3. At the conclusion of the Development Plan, the faculty member and his/her department chairperson will assess the progress of the faculty member and forward their conclusions to the Dean. After consultation with the Faculty Promotion, Tenure, and Post-Tenure Review Subcommittee, the Dean determines whether the faculty member has achieved the goals of the Development Plan and thus has returned his/her professional performance to the level of competence.

4. Those who are evaluated to be meeting expectations begin a new 5-year post-tenure review cycle in the next academic year.

5. In cases where the Development Plan has not produced the desired results, sanctions shall be imposed. Possible sanctions include; reassignment of duties; loss of eligibility for sabbaticals or for campus travel funds; salary freeze; salary reduction; demotion in rank; and revocation of tenure and/or
dismissal. The Faculty Promotion, Tenure, and Post-Tenure Review Subcommittee shall recommend sanctions. Upon review and concurrence by the Dean, these sanctions shall be submitted to the Chancellor. The Chancellor makes the final determination of sanctions except for termination which must be approved by the President and the Board of Regents.

6. Copies of the Extensive Review Development Plan and the Promotion, Tenure and Post-Tenure Review Committee’s assessment of the progress achieved by the end of the development period will be added to the faculty member’s personnel file.

h. The Dean shall forward a report to the Vice Chancellor for Academic Affairs by October 1 of each year summarizing the outcomes of all post-tenure reviews and faculty development plans during the past year.

2. Appeal Process
Normal University procedures will be made available to any faculty member who feels aggrieved by the post-tenure review process. Within the School of Dental Medicine these procedures include, but are not limited to:

a. the faculty member’s right to submit any additional materials to the Faculty Promotion, Tenure and Post-Tenure Review Subcommittee that he/she feels are relevant
b. the right to appear before the committee
c. the right to disagree with the conclusions of the committee
d. the right to submit a grievance concerning the review process or outcome to the School of Dental Medicine Faculty Grievance Committee.

Requests to appear before the committee and disagreements with the outcome of the process, together with reasons for disagreement, shall be submitted to the Dean in writing.
REQUIREMENTS FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION FOR FULL-TIME CLINICAL TEACHING TRACK (C/T) FACULTY IN THE SCHOOL OF DENTAL MEDICINE, UNIVERSITY OF COLORADO DENVER
(Approved by the Faculty Senate July 14, 2008)

1. INTRODUCTION

The Clinical Teaching Track is intended for faculty who participate in a broad range of teaching and/or clinical activities, and who provide leadership and service to the University and the community as described below, and who wish to participate in research and other scholarly activities at a limited level. Clinical Teaching Track appointees will have comparable ranks to tenured faculty, except that in referring to them in official documents, the designation C/T will be placed after the academic rank (e.g. Assistant Professor C/T).

The purpose of this document is to provide a written reference for the procedures and requirements for appointment or promotion of full-time Clinical Teaching Track faculty within the University of Colorado School of Dental Medicine (UCSDM). Additional references that are also applicable are the sections which apply to faculty appointments in the Laws of the Regents of the University of Colorado (Article X) and the University of Colorado Faculty Handbook.

A Clinical Teaching Track appointment is a limited term appointment or an “at will” appointment that may or may not be renewed and is not a tenure track appointment. Clinical Teaching Track Faculty are expected to devote the majority of the time normally devoted to scholarly activity (for tenure track) to teaching or clinical activities. The evaluation for reappointment will reflect the apportionment of assigned professional duties and responsibilities.

A tenure track faculty member may request a Clinical Teaching Track appointment before the sixth year of a faculty appointment. Such appointments are subject to approval by the Promotion, Tenure and Post-Tenure Review Committee, Department Chair, and Dean. Tenured faculty may also request appointment to the Clinical Teaching Track. New faculty may be recommended for Clinical Teaching Track during the hiring process. The department chair normally originates the nomination, after consultation with the appropriate divisional chair. The department chair must develop a complete dossier for the candidate and forward it to the UCSDM Promotion, Tenure, and Post Tenure Review Subcommittee. If a chair refuses to nominate a faculty member who feels qualified, he/she may nominate himself/herself or may be nominated by another fulltime UCSDM faculty member.

The Dean will make the final decision as to whether the individual should be recommended to the Board of Regents for a Clinical Teaching Track appointment or reappointment. The Dean will utilize the recommendations of the departmental chairs, the UCSDM Promotion, Tenure, and Post Tenure Review Subcommittee and the UCSDM
Dean’s Review Committees, and the best interest of the School of Dental Medicine in appointments or reappointments.

2. CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION OF FULL-TIME CLINICAL TEACHING TRACK FACULTY MEMBERS, UCSDM

A. The two basic categories that are used to evaluate these faculty members are:
   1. Teaching
   2. Leadership and service

In addition, a faculty member is expected to demonstrate professional growth and professional behavior and is encouraged to participate in scholarly activity if available. The following criteria are intended to serve as a guide for the appointment, reappointment and/or promotion of faculty members.

B. Criteria

**Teaching**

High Quality teaching is an important part of the mission of this School. As such, teaching will be evaluated rigorously. The following criteria will be considered, as appropriate, to the faculty member in question regarding a determination of teaching achievement.

a. Teaching responsibilities (e.g., contact hours, course directorship, preclinic and clinic coverage) and expectations (e.g., differentiated annual workload, etc.).

b. Dedication of the faculty member to teaching. This is demonstrated by his/her knowledge of the subject and by such factors as a course organization, innovations in teaching, objectivity and fairness, availability, enthusiasm and ability to stimulate students to enhance their capacity for critical thinking, and evidence of continued and aggressive mastery of subject areas (e.g. attendance at courses to enhance teaching and clinical abilities, conferences, teaching laboratories, etc.).

c. Preparation of teaching materials, evidence of teaching skills development (e.g. teaching portfolio), and use of appropriate methods of student evaluation for outcomes-based improvements.

d. Evaluation by his/her departmental chair and/or peers of the faculty member’s command of the subject and general effectiveness as a teacher in the didactic setting, in the clinic, in preclinical laboratories, and in the advising and mentoring of predoctoral students.

e. Student evaluation of the overall effectiveness of the faculty member as a teacher.

f. Student performance in those sections of National Board Examinations and/or clinical board examinations applicable to the faculty member’s teaching responsibility.
g. Active support of the teaching program of the School and University.

h. Teaching awards, Board certification/recertification, and other significant accomplishments.

Leadership and service

The other component of university life for Clinical Teaching Track faculty is leadership and service, which includes leadership and service to the University and leadership and service to the community.

Leadership and service to the University

This responsibility involves a general contribution to the University, over and above teaching and scholarly activity.

The following criteria will be considered:

a. Participation in the administration and governance of the faculty, the School, the Campus, and the University, including active and productive participation in committees at various levels.

b. Participation in School and University activities, such as recruiting, open houses, School displays at meetings, faculty meetings, Research Day, and fundraising, etc.

c. Representation of the School or University to organized dentistry and other professional groups, including participation at these meetings on behalf of the School.

d. Representation of the School or University to governmental agencies, when formally requested by the Dean or Department chairperson.

e. Helping and encouraging the professional growth of junior faculty members and other colleagues.

f. Professional behavior including but not limited to dress, speech, and interactions with patients, staff, students, and colleagues.

Leadership and service to the Community

Leadership and service to the community is very important to this school and will, in fact, be essential to the future prosperity and survival of this and other dental schools. It involves both leadership and service to the dental profession of Colorado, the surrounding region, the nation, and to the people of this State of Colorado.

The following criteria will be considered:

a. Participation in continuing educations programs sponsored by the School.

b. Skill and devotion in the care of patients within the clinics of the University of Colorado, or as part of the faculty member’s teaching responsibilities in outlying clinics.
c. Leadership and service to the profession at the state, national, and international levels.

d. Consultative services to other health professionals, hospitals, institutions of higher education, and governmental agencies.

e. Participation in continuing education programs not sponsored by the University of Colorado.

f. Lectures and/or clinical presentations at local, state, national, or international meetings. This criterion involves presentations that represent continuing education. Audiovisual aids of a continuing education nature are included in this criterion.

g. Presentations on dentistry to the lay public.

h. Participation in community dental health education projects.

NOTE: While leadership and service to the community as described in this section is important and casts a favorable light upon the School, faculty members must carefully balance this activity with the University’s legitimate expectations of them in teaching, research and/or other scholarly activities, and leadership and service to the University.

Research and/or Other Scholarly Activities

Clinical Teaching Track faculty are primarily tasked with teaching and leadership and service-related activities, if they are a full-time member of the faculty, some of their efforts may also be directed and documented toward research and/or other scholarly activities appropriate to their scientific, clinical, and teaching interests and availability. However research and scholarly activity are not a requirement.

QUALIFICATION FOR CLINICAL TEACHING TRACK FACULTY RANK, PROMOTION, AND REAPPOINTMENT

A. Instructor C/T

1. General Statement- The applicant is expected to have the doctoral dental degree or the Bachelor of Science dental hygiene degree and be well qualified to teach. Faculty appointed to teach in areas not requiring a doctoral dental degree or dental hygiene degree (e.g. basic or behavioral sciences) should have the appropriate degree in that field. Faculty appointed at this level without considerable dental practice experience and/or teaching experience and/or advanced training should anticipate at least two years in this rank before being considered for promotion.

2. Criteria for Instructor C/T

   a. Factors meriting qualification would include GPA, dental or dental hygiene student class rank, student performance in the specific
department, in which the appointment is being made, and collegiality and professionalism. No previous teaching experience is necessary.

b. Two letters of recommendation, solicited by the appropriate department chair after consultation with the applicant.

B. Assistant Professor C/T

1. General statement- An Assistant Professor C/T is expected to have some successful teaching experience in dental education or equivalent. It is expected that faculty at this level will usually possess advanced formal training beyond the doctoral dental degree or the bachelor of science dental hygiene degree, and be well qualified to teach. Faculty may be appointed and/or promoted to this rank who do not possess an advanced degree beyond the doctoral dental degree or Bachelor of Science dental hygiene degree, or appropriate certificate, if they have two years of fulltime dental practice experience in their field and possess outstanding credentials. The balance between teaching and leadership and service activities being evaluated is important. Minimal activity in either area must be balanced by increased quality and quantity of activities in the other area. The person under consideration must show evidence of considerable potential to the university.

2. Criteria for Assistant Professor C/T

   a. Qualification for the rank of instructor C/T.

   b. The appropriate terminal degree.

   c. Successful completion of advanced education beyond the terminal degree, receiving an MS, MSD, PhD, or ScD, certificate, or equivalent, or successful completion of an acceptable postgraduate training program not leading to a degree, or two or more years successful teaching experience in dental or dental hygiene education.

   d. Evidence of leadership and service.

   e. Three letters of recommendation, solicited by the appropriate department chair/nominator after consultation with the applicant.

C. Associate Professor C/T

1. General Statement- Promotion to associate professor C/T marks a significant point in the development of a faculty member. Consequently, in addition to specific accomplishments, the balance of the individual’s activities and contributions in teaching and leadership and service will be considered as well as limited research and/or scholarly activity.

2. Criteria for Associate Professor C/T

   a. Qualification for assistant professor C/T.
b. Five or more total years of fulltime experience in appropriate higher educational settings or its equivalent at the rank of assistant professor C/T.

c. Demonstrated evidence of successful teaching at least at the level of meritorious achievement.

d. Demonstrated meritorious leadership and service. Quality and quantity of leadership and service contributions will, however, not compensate for deficiencies in teaching.

e. Six letters of evaluation. Three of the evaluators should be from faculty within the University of Colorado and three by nationally recognized professionals outside of the University who are experts in the applicant’s field. The list of evaluators should be solicited by the appropriate department chair/nominator after consultation with the applicant.

D. Professor C/T

1. General Statement- Faculty at this rank should have a minimum of five years at the rank of Associate Professor C/T or its equivalent, demonstrate outstanding accomplishments in teaching and show evidence of research and/or scholarly activity. At this stage of development, the person should have a strong record of leadership in the school or other significant settings as demonstrated by outstanding contributions in both teaching and leadership and service, and contributing to the development of junior faculty and the profession.

2. Criteria for Professor C/T

   a. Qualification for associate professor C/T.

   b. Demonstrated excellence in teaching.

   c. Demonstrated excellence in leadership and service to the University and the community.

   d. Accomplishment of Board certification/recertification in one of the ADA approved dental specialties if eligible.

   e. Six letters of evaluation. Three of the evaluators should be from faculty within the University of Colorado and three by nationally recognized professionals outside of the University who are experts in the applicant’s field. The list of evaluators should be solicited by the appropriate department chair/nominator after consultation with the applicant.
INTERIM EVALUATION PROCEDURES AND GUIDELINES FOR CLINICAL TEACHING TRACK FACULTY
(Approved by the Faculty Senate April 4, 2014)

INTRODUCTION

Interim evaluations are intended to facilitate faculty development consistent with the academic needs and goals of the School of Dental Medicine. These procedures apply to all Clinical Teaching Track faculty who wish to be considered for promotion.

GENERAL GUIDELINES

a. Each faculty member below the rank of Associate Professor who wishes to be considered for promotion, shall be evaluated in a comprehensive manner at least once prior to their submission for promotion. The evaluation shall take place at least 2 years prior to promotion review. The evaluation shall include extramural evaluation of the candidate if determined necessary by the committee. Each faculty member shall be informed orally and in writing of the results of the evaluation.

b. Department chairpersons (or the Dean, if the faculty member is a department chairperson) shall advise each faculty member regarding the criteria and standards that the School of Dental Medicine uses in reaching a decision about the candidate’s performance, and will provide the criteria and standards in writing to each faculty member well in advance of the interim evaluation period. In addition, department chairpersons (or the Dean, if the faculty member is a department chairperson) will advise faculty members at least once each year as to how that individual is progressing toward fulfilling the criteria for promotion and/or tenure.

c. The criteria for evaluating the performance of faculty shall include those that are used in the School of Dental Medicine for promotion and tenure of full-time faculty. The faculty member’s accomplishments in teaching, research and/or other scholarly activities, and leadership and service shall be the main focus of the evaluation. The general guideline in determining acceptable performances is whether the faculty member’s growth and accomplishments in these three areas are progressing at a level consistent with other faculty members at the University of Colorado School of Dental Medicine and other similar institutions. The balance of accomplishments in the three areas should also be evaluated in light of the goals of the School and department and any official changes in job assignment, e.g., major increases or decreases in administrative, teaching, or research duties.

d. External evidence of a faculty member’s performance should be incorporated in the evaluation. This evidence should include, but is not limited to, national
awards, honors, offices in national or international academic professional organizations, editorial functions for scholarly journals, publications in refereed journals and papers presented at regional, national, or international meetings.

PROCEDURES

a. The chairperson of each department (or the Dean, if the faculty member is a department chairperson) is responsible for annual evaluations of the faculty member. These evaluations should provide faculty with feedback in performance and progress in meeting standards for promotion and/or tenure awards.

b. Faculty members and their department chairpersons (or the Dean, if the faculty member is a department chairperson) will be notified by the Associate Dean in the Fall of the academic year in which the formal interim evaluation is to be conducted.

c. The department chairperson (or the Dean, if the faculty member is a department chairperson) shall counsel the faculty member concerning updating his/her vitae (see Appendix F) and identifying supporting documentation to be submitted for the interim evaluation. This includes identification of peers to evaluate his/her performance.

d. The department chairperson (or the Dean, if the faculty member is a department chairperson), in consultation with the faculty member, shall compile all documents to be submitted for the interim evaluation and forward them to the chairperson of the Faculty Promotion and Tenure Subcommittee.

Two hard copies of the dossier, as well as an electronic version, should be submitted to the chairperson of the Promotion, Tenure, and Post-Tenure Review Subcommittee no later than October 15th. The documentation must include at least the following:

1. Current curriculum vitae
2. Letter of evaluation from department and division chairperson,
3. At least three internal evaluation letters
4. A list of three authorities in the faculty member’s field outside the Anschutz Medical Campus to be used by the committee in the event it determines that external input is required
5. Student teaching evaluations or summary of student teaching evaluations that is prepared by the department or division chairperson
6. Copies of all publications
7. Other materials deemed appropriate for the committee to evaluate progress toward satisfying all promotion and/or tenure criteria
e. The faculty Promotion, Tenure and Post-Tenure Review Subcommittee conducts a comprehensive evaluation of the faculty member’s performance and accomplishments in his/her progress toward promotion and/or tenure.

f. The written summary is forwarded to the chairperson of the Dean’s Review Committee.

g. The Dean’s Review Committee evaluates the Faculty Promotion, Tenure and Post-Tenure Review Subcommittee summary and prepares a written report, and if required, makes recommendations for the development of a plan to assist the faculty member in meeting the relevant criteria for promotion and/or tenure.

h. The Dean’s Review Committee sends both committees’ reports to the faculty member, the department chairperson, and the Dean.

i. The department chairperson (or the Dean, if the faculty member is a department chairperson) and faculty member meet to discuss the results of the evaluation.

j. If requested, the faculty member and department chairperson (or the Dean, if the faculty member is a department chairperson) can meet with the chairpersons of the Faculty Promotion and Tenure Subcommittee and the Dean’s Review Committee to discuss the evaluation reports and to seek clarification.
PROMOTION REVIEW PROCESS FOR CLINICAL TEACHING TRACK FACULTY

a. Prior to the submission of an evaluation notebook to the Promotion, Tenure, and Post-Tenure Review Committee, an internal department review must occur. The Department Chair, an internal department representative, and an external department representative must review the candidate’s dossier to determine if the candidate meets the criteria for promotion. The notebook should only be forwarded to the Promotion, Tenure, and Post-Tenure Review Committee after the Department Review has concluded.

It is the Department Chair’s responsibility to assist the candidate in assembling their dossier, as well as convening and conducting the Department Review.

b. Clinical Teaching Track faculty should submit his/her dossier after they have completed five (5) years at the rank of Assistant or Associate Professor. Assistant Professors seeking promotion to Associate Professor must have gone through Interim Review. The candidate and department chair should be aware of the timeline for submission.

c. Candidates submitting their dossiers for promotion should submit their materials to the Office of Faculty Affairs no later than October 15th.

d. Candidates seeking promotion to Professor should refer to the Guidelines for the Evaluation of Publications, Appendix D.

e. Curriculum Vitae should be formatted as outlined in Appendix F of this document.

f. Dossiers should be compiled as outlined in Appendix A of this document.

g. Three copies of the candidate’s dossier should be submitted to the Office of Faculty Affairs by October 15th.

h. To assist with and expedite the review process, the candidate should also submit an electronic copy of their dossier to the Office of Faculty Affairs by October 15th.

i. For promotion, the committee will recommend or not recommend based on a vote of excellence in either teaching or leadership and service; separate voting totals will be recorded for each of the three categories (e.g., four (4) voted meritorious for teaching and three (3) nonmeritorious, etc.) and communicated to the Dean for each candidate.

j. For promotion to Professor, the committee will recommend or not recommend based on a vote of excellence in both teaching and leadership and service.

k. If the two committees disagree about promotion, dossiers and summary letters have to be sent to the Vice Chancellor’s Advisory Committee by March 1st unless the candidate withdraws their name from consideration.
INTRODUCTION

The purpose of this document is to provide a written reference for the procedures as requirements for appointment or promotion of part-time faculty within the University of Colorado School of Dental Medicine (UCSDM). Additional references that are also applicable are the sections which apply to faculty appointments and rank in the Laws of the Regents of the University of Colorado and the University of Colorado Faculty Handbook. The Division chair originates the nomination for a faculty member within a division for appointment, reappointment, and or promotion, and sends that nomination to the Department chair.

The Department Chair gathers information, letters of recommendation, curriculum vitae, and other required credentialing documents to support the individual’s appointment or promotion to the faculty rank outlined below, and, with his/her recommendation, forwards the nomination to the UCSDM Promotion, Tenure, and Post Tenure Review Subcommittee.

Promotion of part-time, volunteer, and preceptors follow the same review process and cycle as full-time faculty.

CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION OF PART-TIME FACULTY, VOLUNTEER FACULTY AND PRECEPTORS, UCSDM

Clinical Instructor-

In order to be appointed at the part-time Clinical Instructor level at the University of Colorado School of Dental Medicine, an individual must have received a terminal professional degree or equivalent. Two letters of recommendation will be required. One of the letters must be from a full-time faculty member within the School; the other may come from outside the School of Dental Medicine.

Clinical Assistant Professor-

In order to be appointed at the part-time Clinical Assistant Professor level at the University of Colorado School of Dental Medicine, an individual must have received a terminal professional degree or its equivalent. Two letters of recommendation are required; one from a full-time faculty member within the School of Dental Medicine, the other may be from an individual outside the School of Dental Medicine for an entry level appointment. For promotion, both letters must be from within the School of Dental Medicine. In addition, the candidate must have completed appropriate specialty training or they must have three years of experience in the discipline for which they are being considered for appointment.
Clinical Associate Professor-
In order to be appointed at the part-time Clinical Associate Professor level at the University of Colorado School of Dental Medicine, an individual must have a terminal professional degree or its equivalent along with three letters of recommendation. Two letters of recommendation must be from full-time faculty members within the School of Dental Medicine; one letter of recommendation may come from an individual outside the School of Dental Medicine. In addition, candidates must have seven additional years of clinical experience, research experience, additional training, or teaching experience.

Clinical Professor-
In order to be appointed at the Clinical Professor level at the University of Colorado School of Dental Medicine, an individual must have a terminal professional degree or its equivalent. For consideration of the nominee, five letters of recommendation must be submitted. Two letters must come from faculty members within the School of Dental Medicine, the other three may be from outside the School of Dental Medicine. In addition, the individual must have had ten additional years of experience, appropriate clinical experience, research experience, additional training or teaching experience, and must have attained national recognition in their field.
REQUIREMENTS FOR PROFESSOR EMERITUS IN THE SCHOOL OF DENTAL MEDICINE, UNIVERSITY OF COLORADO
(Approved by the Faculty Senate TBD, replacing May 17, 2001)

INTRODUCTION
Section 9.B.2 of the Laws of Regents:

(A) Any faculty member may be allowed, upon retirement and in accordance with the campus-defined process and approval by the chancellor, to retain his or her title with the description "emeritus/emerita."

(B) Any officer except those reporting directly to the president or the Board of Regents may be allowed, upon retirement and approval by the president, to retain his/her title with the description "emeritus/emerita."

(C) Any officer reporting directly to the president or the Board of Regents may be allowed, upon retirement and approval by the Board of Regents, to retain his/her title with the description "emeritus/emerita."

The title “emeritus” should be bestowed only on those retired faculty members whose contributions warrant it. The award should not be automatic, but should be bestowed only on the basis of merit to preserve the significance of the title.

CRITERIA FOR APPOINTMENT OF PROFESSOR EMERITUS, UCSDM
The faculty member must be retired from a full-time, faculty position at the University of Colorado School of Dental Medicine and had a distinguished career.

PROCEDURE:
1. Any three faculty members may nominate a retiring faculty member for the designation, “emeritus.”

2. Supporting documentation required includes a current curriculum vitae and a post-tenure review report completed within the past five years or, for Clinical Teaching Track faculty, the five previous annual review documents. If a post-tenure review report has not been performed within the past five years, one is to be performed before emeritus status can be considered.

3. The nomination will be considered sequentially by the Promotion, Tenure, and Post-Tenure Review Subcommittee, and, after being reviewed by the Dean, by the Dean’s Review Committee, who will make their recommendation to the Dean. The Dean, if he/she concurs with the awarding of the emeritus status, will submit the recommendation to the Vice Chancellor of Academic Affairs for forwarding to the Chancellor for his/her consideration.

4. Each step needs to be completed prior to the faculty member’s retirement date.
RELATED POLICIES, PROCEDURES, GUIDELINES, AND OTHER RESOURCES

   a. https://www.cu.edu/policies/aps/academic/1022.html
2. Board of Regents Law 5.A: Faculty Definitions and Titles
   a. https://www.cu.edu/regents/Laws/article-05.html
3. Board of Regent Policy 5.L
   a. https://www.cu.edu/regents/Policies/Policy5L.htm
4. Board of Regents Appendix B: Roles and Responsibilities of Department Chairs, November 8, 2011
   a. https://www.cu.edu/regents/Policies/Policy5L.htm

University of Colorado School of Dental Medicine Faculty Governance Document
APPENDIX A
ORGANIZATION AND REQUIREMENT OF EVALUATION NOTEBOOK

Prior to the submission of an evaluation notebook to the Promotion, Tenure, and Post-Tenure Review Committee, an internal department review must occur. The Department Chair, an internal department representative, and an external department representative must review the candidate’s dossier to determine if the candidate meets the criteria for promotion. The notebook should only be forwarded to the Promotion, Tenure, and Post-Tenure Review Committee after the Department Review has concluded. It is the Department Chair’s responsibility to assist the candidate in assembling their dossier, as well as convening and conducting the Department Review.

1. Curriculum Vitae - complete document in University of Colorado School of Dental Medicine format
2. Letters of Recommendation
   a. Internal
   b. External
3. Teaching (Sequence with most recent first)
   a. Summary of teaching activity
   b. Teaching portfolio
      i. Professional autobiography - concise review of professional and teaching experience
      ii. Statement of teaching philosophy
      iii. Statement of teaching advancements and accomplishments
      iv. Evidence of student performance in your area
      v. Teaching materials developed
      vi. Teaching responsibilities
   c. Peer and Office of Education teaching evaluations
   d. Student teaching evaluations
   e. Evidence of professional growth in education
      i. Continuing education in education - last 5 years
      ii. Continuing education in your profession - last 5 years
      iii. Research/publications in education
      iv. Board certification status for advanced trained dentists
4. Scholarly Activity (Sequence with most recent first)
   a. Summary of scholarly activity
   b. Publication list followed by a copy of publications
   c. Grants - list of funded and unfunded grants with copies of significant grants
   d. Scholarly presentations
5. Leadership and service (Sequence with most recent first)
   a. Summary of leadership and service activity
   b. Committee membership and chairs - includes faculty governance and organized dentistry leadership and service
i. National/International
ii. State
iii. University
iv. Campus
v. School of Dentistry
vi. Departmental
c. Patient care activities- university associated only
d. Consultantships
APPENDIX B
PROCEDURAL GUIDELINES FOR FACULTY PROMOTION AND TENURE PROCESS

The following are guidelines that provide additional clarity to the promotion, tenure, and post-tenure review process and should be followed whenever possible.

1. Promotion, Tenure, and Post-Tenure Review Subcommittee
   a. Only full-time, tenured associate/full professors or associate/full professors (C/T) should comprise committee membership.
   b. Selection of committee members will be by department chairs (1 person per department, although not necessary to be department member) with ratifying vote and continued oversight by officers of the Faculty Senate.
   c. Chair of the committee will be elected by the Promotion, Tenure, and Post-Tenure Review Subcommittee.
   d. The Promotion, Tenure and Post-Tenure Review Subcommittee will be the first level of review for all appointments, interim reviews, promotions, granting of tenure, and post-tenure reviews.
   e. Only members of the committee holding tenure may vote on decisions relating to tenure.
   f. Committee members who are scheduled for promotion and post-tenure review, shall not serve on the committee during their review cycle.

2. Dean’s Review Committee
   a. Chair of the committee and members will be appointed at the discretion of the Dean.
   b. The Dean’s Review Committee will serve as the second level of review for all appointments, interim reviews, promotions, and granting of tenure. The Dean’s Review Committee does not evaluate faculty scheduled for post-tenure review.

3. Interim Reviews
   a. Each full-time faculty member below the rank of associate professor or associate professor (C/T) shall be evaluated in a comprehensive manner in accordance with the University’s “Standards, Processes, and Procedures” document at the end of year three or four by the Promotion, Tenure and Post-Tenure Review Committee and Dean’s Review Committee. Findings will be communicated in writing to the candidate, the candidate’s chair, and the Dean.
   b. The department chair should meet with the candidate to discuss the summary of findings and help plan appropriate strategies for improvement if necessary. Chairs of the Promotion, Tenure and Post-Tenure Review Committee and DRC should be available for clarification and suggestion if necessary.
c. Three hard copies and an electronic copy of the candidate’s dossier should be submitted to the Office of Faculty Affairs by October 15th.
d. The dossier should be compiled as outlined in the Faculty Interim Evaluation Procedures and Guidelines.
e. Information on the Differentiated Annual Workload and Professional Plan and annual performance ratings will be available to the chairs of each committee if necessary.

4. Promotion and Tenure Guidelines

a. Tenure Track faculty should submit their dossier at the beginning of their 6th year of employment on tenure track. The candidate and department chair should be aware of the timeline for submission.
b. Clinical Teaching Track faculty should submit their dossier for promotion after at least two years at the Instructor Level, at least 5 years at Assistant Professor Level, and at least 5 years at Associate Professor Level. Candidates submitting their dossiers for promotion and/or granting of tenure, should submit their materials to the Office of Faculty Affairs no later than October 15th.
c. Candidates seeking promotion to Associate Professor or Professor should refer to the Guidelines for the Evaluation of Publications, Appendix C.
d. Curriculum Vitae should be formatted as outlined in Appendix E of this document.
e. Dossiers should be compiled as outlined in Appendix A of this document.
f. Three copies of the candidate’s dossier should be submitted to the Office of Faculty Affairs by October 15th.
g. To assist with and expedite the review process, the candidate should also submit an electronic copy of their dossier to the Office of Faculty Affairs by October 15th.

5. Committee Protocols

a. Pre-printed ballots will be utilized when voting on tenure and promotion.
b. All committee members should be present to register a vote and every effort should be made to have all committee members present when voting.
c. Votes will be confidential and counted by the chair of the committee and one additional member, determined by vote of the committee.
d. Letters of nomination/recommendation are permitted by members of committees for promotion and tenure candidates, but if received from the chair of either review committee an alternate chair should be appointed for evaluation of that candidate.
e. If a committee member is being evaluated for promotion, he/she should be excused from committee deliberations and votes on his/her promotion. (Should this match Post-Tenure Review and state that candidates for promotion or tenure should not serve on the Committee during their review cycle?)

f. For promotion and tenure, the committee will provide an overall evaluation of the faculty members’ performance as either excellent, meritorious, or not meritorious and separate category voting totals will be recorded (e.g., four (4) voted meritorious for teaching and three (3) nonmeritorious, etc.) and communicated to the Dean for each candidate.

g. For post-tenure review, the committee will provide an overall evaluation of the faculty members’ performance as either outstanding, exceeding expectations, meeting expectations, or below expectations in teaching, research/creative work, clinical activity, and leadership and service, and communicate in writing their evaluation of each candidate to the Dean.

h. For post-tenure review, a copy of the evaluation summary will be given to the faculty member and a copy will be placed in the faculty member’s personnel file.

i. The Promotion, Tenure and Post-Tenure Review Committee should complete their evaluation(s) by the end of December; the Dean’s Review Committee should complete their evaluation(s) by February 15th.

j. In instances regarding granting of tenure, dossiers and a recommendation letter from the Dean, have to be sent to the Vice Chancellor’s Advisory Committee by March 1st.

k. If the two committees disagree about promotion (clinical or tenure track), dossiers and summary letters have to be sent to the Vice Chancellor’s Advisory Committee by March 1st unless the candidate withdraws their name from consideration.

l. Committee members may request a copy of the summary letter written by committee chairs to the candidate/Dean summarizing committee findings.
NOTE: The following is intended to present examples of various levels of accomplishment in the areas of teaching, research, and leadership and service. It is not exclusionary, but is intended to assist faculty, department chairs and promotion committees in matching candidates’ accomplishments to the promotion criteria. Moreover, areas frequently overlap in practice, although they are presented as distinct entities here. It should also be noted that the matrix specifies just two categories, meritorious and excellent. Professors will need to achieve excellence in a significant number of criteria outlined below. Associate professors will have met fewer of these criteria or in not as great depth. The promotion process is meant to describe and reward continued professional growth and achievement. Performance that does not meet the requirements/most of the criteria for meritorious will be deemed not meritorious.

### TEACHING

<table>
<thead>
<tr>
<th>Meritorious</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participation in teaching activities of the department, school, campus or university, including two or more of the following: presenting a series of lectures covering one or more topics; coordinating a course; acting as a primary instructor in a course; advising or mentoring students, residents or faculty; attending on an inpatient or outpatient service; organizing or facilitating a seminar series, journal clubs or laboratory exercises; participating as a teacher in continuing education activities.</td>
<td>Regularly assumes greater than average share of teaching duties—in classroom, laboratory, clinical or community settings. A faculty member who performs the same or less amount of teaching duties than other similar faculty, cannot achieve “Excellence” in teaching for the purpose of being recommended for tenure.</td>
</tr>
<tr>
<td>Meritorious teaching evaluations from students and peers.</td>
<td>Consistently receives outstanding teaching evaluations or teaching awards.</td>
</tr>
<tr>
<td>Development or redevelopment of teaching materials for students, continuing education courses or other faculty training.</td>
<td>Recognition as an outstanding and influential role model for students, fellows, residents or other trainees.</td>
</tr>
<tr>
<td>Invitations to present Grand Rounds or seminars here and at other institutions; invitations to present courses outside of primary department.</td>
<td>Record of successful mentorship of students, residents, fellows or other faculty, as measured by: letters of support from mentees; publications, presentations, grants, awards or other evidence of mentees’ academic success; evidence that mentees have pursued outstanding careers.</td>
</tr>
<tr>
<td>Self-improvement activities (for example, participation in workshops or courses that are designed to improve teaching or mentoring effectiveness).</td>
<td>Development of mentoring programs that focus on career development or academic promotion of students, residents, fellows or faculty.</td>
</tr>
<tr>
<td>Participation as a mentor on a training grant.</td>
<td>Successful leadership of local, regional or national continuing education courses.</td>
</tr>
<tr>
<td><strong>Meritorious</strong></td>
<td><strong>Excellent</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Consistent participation in national educational activities (for example, residency review committees, programs sponsored by professional organizations, re-certification courses or workshops).</td>
<td>Invitations to be a visiting professor at other institutions.</td>
</tr>
<tr>
<td>Development of innovative courses, high-quality syllabi, novel lectures, problem-based learning cases, laboratory exercises or other instructional materials.</td>
<td>Demonstration of educational leadership (for example, by serving as a course, fellowship or training program director or assistant dean).</td>
</tr>
<tr>
<td>Evidence of teaching scholarship (for example, research, grants, publications or national presentations that focus on understanding the best methods, or outcomes, of teaching).</td>
<td>Completion of advanced faculty development programs that result in a certificate or degree in education, with evidence that the faculty member has applied these new skills or new knowledge to improve his or her teaching or pedagogy.</td>
</tr>
</tbody>
</table>
# RESEARCH and SCHOLARLY ACTIVITIES

<table>
<thead>
<tr>
<th>Meritorious</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorship of papers in peer-reviewed journals that demonstrate the ability to generate and test hypotheses and represent a significant contribution to the published literature.</td>
<td>A consistent level of peer-reviewed or other funding for research awarded in a competitive manner over a sustained period of time.</td>
</tr>
<tr>
<td>Principal Investigator or Co-Investigator status on grants or contracts.</td>
<td>Demonstrated evidence of originality as an investigator.</td>
</tr>
<tr>
<td>A principal and sustained role in the management of a research program with external funding.</td>
<td>Demonstration of significant independent intellectual contributions to successful research programs.</td>
</tr>
<tr>
<td>Development of patents for discoveries.</td>
<td>Principal investigator status on competitive peer-reviewed research grants (for example: R03 or R21 awards or mentored K08 or K23 awards from NIH or private foundations for associate professors; R01, P01 or other independent awards for professors).</td>
</tr>
<tr>
<td>Presentations at national meetings; invited research seminars at this and other institutions; service as an ad hoc member on study sections.</td>
<td>Development of a significant number of patents.</td>
</tr>
<tr>
<td></td>
<td>Member of review section or editorial board.</td>
</tr>
<tr>
<td></td>
<td>An ongoing, peer-reviewed publication record with first- or senior-author publications.</td>
</tr>
<tr>
<td></td>
<td>A national or international reputation, as evidenced by: external letters of reference; invitations to present at national or international meetings; invitations to write reviews or chapters, or to provide unique expertise as a collaborator on a research project; visiting professorships; service on as a regular member on study sections; organization of national meetings; service as a national consultant or on editorial boards of journals, etc.</td>
</tr>
</tbody>
</table>

# TEACHING SCHOLARSHIP

<table>
<thead>
<tr>
<th>Meritorious</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops new educational materials.</td>
<td>Creates new courses or curriculum.</td>
</tr>
<tr>
<td>Publishes articles on health professional education with emphasis on hypothesis-driven research.</td>
<td>A strong record of publications in health professional education.</td>
</tr>
<tr>
<td>Facilitates the educational programs of the SODM through ongoing and substantive contributions to the Student Admissions Committee. Participation must include submission of end-of-year reports reflecting on knowledge and insights gained from admissions committee meetings and applicant interviews or discussion of applicant recruitment, measures of applicant readiness, pre-dental advising, pipeline activities, class diversity or other relevant challenges.</td>
<td></td>
</tr>
</tbody>
</table>
and topics. A supporting letter from the Associate Dean for Admissions is required.

<table>
<thead>
<tr>
<th>CLINICAL SCHOLARSHIP</th>
<th>Meritorious</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides continuing education at local and national meetings.</td>
<td></td>
<td>Ongoing record of peer-reviewed grant funding.</td>
</tr>
<tr>
<td>Participation in departmental, divisional, and institutional quality assurance programs.</td>
<td></td>
<td>Designs and directs hypothesis-driven research.</td>
</tr>
<tr>
<td>Presentation of invited grand rounds locally.</td>
<td></td>
<td>Development of new techniques, therapies, clinical guidelines, patient care pathways or health care delivery systems that have improved the health of patients or populations.</td>
</tr>
<tr>
<td>Ongoing record of publishing works of scholarly integration, such as case studies, book chapters and reviews.</td>
<td></td>
<td>Leadership in the design, conduct and publication of clinical research, including clinical trials.</td>
</tr>
<tr>
<td>Written documentation of novel techniques in teaching on the delivery of care.</td>
<td></td>
<td>A strong record of peer-reviewed publications that focus on clinical topics or quality improvement.</td>
</tr>
<tr>
<td>Documentation of innovative quality assurance programs.</td>
<td></td>
<td>Contributions to books, journals or clinical information systems.</td>
</tr>
<tr>
<td>Collaborator in design, conduct and publication of research, e.g., a participant in a multicenter trial.</td>
<td></td>
<td>Other evidence of clinical scholarship (for example, research, grants, publications or national presentations) that promote health care quality and patient safety or that advance the science and practice of health care quality improvement.</td>
</tr>
</tbody>
</table>
APPENDIX D
GUIDELINES FOR THE EVALUATION OF PUBLICATIONS

1. For Associate Professor: Listed below are criteria that constitute the typical threshold of scholarly activity met by faculty members who have been promoted to this rank.
   A. A minimum of 10 publications
      1) Examples of appropriate publications
         a. original research articles
         b. review articles
         c. extensive case history/technique articles
         d. chapters in professional books
         e. professional book author or editorship
      2) 7 of these publications—in referred national or international journal
         a. 1 first authorship of a chapter or editorship of an appropriate textbook may be considered equivalent to 1 first authorship of an article in a refereed journal.
      3) 5 of these publications—faculty member the first or senior author in national or international journal.
   B. Additional demonstrated evidence of scholarly activity
      1) Published abstracts
      2) Presentations at scientific meetings or other universities
      3) NIH Study Section reviewer
      4) Refereed journal reviewer
      5) Other activities demonstrating scholarship

2. For Professor: Listed below are criteria that constitute the typical threshold of scholarly activity met by faculty members who have been promoted to this rank.
   A. A minimum of 20 publications
      1) Examples of appropriate publications
         a. Original research articles
         b. Review articles
         c. Extensive case history/technique articles
         d. Chapters in professional books
         e. Professional book author or editorship
      2) 14 of these publications—in referred national or international journals
         a. 2 first authorship of a chapter or editorship of an appropriate textbook may be considered equivalent to 2 first authorship of an article in a refereed journal
      3) 10 of these publications—faculty member the first or senior author in national or international journal
   B. Additional demonstrated evidence of scholarly activity—more substantial than for Associate Professor
1) Published abstracts  
2) Presentations at scientific meetings or other universities  
3) NIH Study Section reviewer  
4) Refereed journal reviewer  
5) Other activities demonstrating scholarship

C. Faculty member must have demonstrated continued productivity of excellence for proceeding 5 years as Associate Professor
APPENDIX E
SAMPLE OF AN INTERIM EVALUATION NOTIFICATION FORM

UNIVERSITY OF COLORADO SCHOOL OF DENTAL MEDICINE
FACULTY INTERIM EVALUATION NOTIFICATION

FACULTY NAME (PRINT): __________________________________________________________

DEPARTMENT: _________________________________________________________________

DATE OF INITIAL FULL-TIME APPOINTMENT: _______________________________________

CREDIT TOWARD PROBATIONARY PERIOD (if applicable): ____________________________
    Years

Interim evaluations are intended to facilitate faculty development, consistent with the academic needs and goals of the School of Dental Medicine and in compliance with the University of Colorado Faculty Handbook. Interim evaluations generally occur in the third or fourth year of a faculty member’s full-time appointment. If a faculty member receives credit for experience at another institution toward the probationary period, the interim review would normally be conducted earlier than the third or fourth year. The faculty member and the department chairperson jointly determine which year the interim evaluation will be conducted, and state the agreed-upon year in writing.

THE INTERIM EVALUATION FOR THE ABOVE-NAMED FACULTY MEMBER WILL BE CONDUCTED DURING THE ________________ ACADEMIC YEAR

CONCURRENCE:

________________________________________________________  ______________
Faculty Signature                                          Date

________________________________________________________  ______________
Department Chairperson Signature                          Date
(or Dean, if applicable)

The original notification form is maintained by the departmental office (or Dean’s office, if the faculty member is a department chairperson), a copy is maintained by the faculty member, and a copy is forwarded to the Office of Faculty Affairs.
APPENDIX F
UCSDM CURRICULUM VITAE FORMAT

FULL NAME:                      CURRENT DATE: 

PERSONAL HISTORY

Office Address:                   Phone: 
E-mail:                          Fax: 
Home Address: (Optional)        Phone: (Optional)

EDUCATION:
(List highest earned degree first)
(Include Institution and Location; Degree; Date(s) Attended; Degree Major)
(Include Postdoctoral Training [Residency/Fellowship]; Graduate School; Dental School; College)

SPECIALTY BOARDS:
(List board eligibility if not boarded)

LICENSURE:

PROFESSIONAL EXPERIENCE:
(Reverse chronological order)
(Include Institution/Organization, Department/Division, Location, Title(s)/ Position(s), and date(s) each was held)
(Optional: Separate into categories such as Academic Appointments, Administrative Appointments; Hospital Appointments; Private Practice Experiences; and Military Leadership and service if dental related)

HONORS:

1. TEACHING ACTIVITIES
   Teaching Responsibilities:
   (Reverse Chronological order)
   (Include: Course directed (brief summary of major responsibilities, include number of hours actually taught)
   Course Participation:
   (Include number of hours the individual actually taught)
   Teaching Materials Developed:
   Teaching Awards:

2. RESEARCH AND SCHOLARLY ACTIVITIES
   Current Research:
   Financial Resources/ Grants & Contracts:
   (Reverse Chronological Order)
   (Include Project Title, Funding Agency, Date(s) of Project, PI or CO-PI, and $ amount)
   (Optional: Separate into categories such as School of Dentistry, University Colorado Health Sciences Center, Federal/State, Professional Associations)
   Publications:
   (Published and In Press)
   (Reverse chronological order)
Periodicals:
Book Chapters:
Abstracts:
(Indicate those that were presented)

Theses
Directed:
(Include Date, Title, Type, and Student’s Name)

3. LEADERSHIP AND SERVICE ACTIVITIES

Presentations:
(Including papers and table clinics; do not include presentations that also appear as published abstracts)
(Optional: Separate into categories such as Local, State, National/International)

Continuing Education Courses Presented:
(Reverse Chronological order except when same course is given in multiple times; then list under first time taught and include other dates given)
(Including Date(s), Course Title, Number of Hours, Location)

Committee Appointments:
(Reverse chronological order)

<table>
<thead>
<tr>
<th>Dental School</th>
<th>Date(s)</th>
<th>Committee Name</th>
<th>Date(s)</th>
<th>Offices Held</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>Date(s)</td>
<td>Committee Name</td>
<td>Date(s)</td>
<td>Offices Held</td>
</tr>
<tr>
<td>State</td>
<td>Date(s)</td>
<td>Committee Name</td>
<td>Date(s)</td>
<td>Offices Held</td>
</tr>
<tr>
<td>National/International</td>
<td>Date(s)</td>
<td>Committee Name</td>
<td>Date(s)</td>
<td>Offices Held</td>
</tr>
</tbody>
</table>

Society/Professional Organizations:
(Reverse Chronological Order)
(Include Date(s), Society/Organization Name, Offices Held, and Date(s) held)

Leadership and service on Editorial Boards of Journals:
(Reverse chronological order)
(Include position(s) held, and date(s))

Consultant Positions:
(Reverse chronological order)
REFERENCES

A. Journals (list all authors if six or less, otherwise list only first three and add et al.)

1. Standard Reference
   

2. Corporate Author
   

B. Books and Monographs

1. Personal Author(s)
   

2. Chapters in a Book
   

3. Agency Publication
   

4. Dissertation or Thesis
   
   Author. Title. [Thesis]. City, State: Institution, date, #p.

GRANTS, CONTRACTS, AND PATENTS

Date Agency & Amount, Title
Promotion & Tenure

Faculty Hired or Track Transitioned ON or AFTER April 4, 2014
Appointment, Promotion and Tenure Requirements
for Tenure Track and Clinical Teaching Track Faculty
with start of employment, or appointment track transition ON or AFTER April 4, 2014

Approved by the University of Colorado School of Dental Medicine Faculty Senate on
April 1, 2015
(replacing version approved on April 4, 2014)

Approved by the University of Colorado Denver │ Anschutz Medical Campus, Office of the Provost and Vice
Chancellor of Academic and Student Affairs
February 6, 2015
# TABLE OF CONTENTS

## TENURE TRACK
- Appointment, Reappointment, Promotion, and Tenure for Full-Time Tenure-Track Faculty 223
- Interim Evaluation Procedures and Guidelines for Tenure-Track Faculty 232
- Promotion and Tenure Review Process 235
- Post-Tenure Review Procedures and Guidelines 237

## CLINICAL TEACHING TRACK
- Appointment, Reappointment, and Promotion Full-Time Clinical Teaching Track Faculty 243
- Interim Evaluation Procedures and Guidelines for Clinical Teaching Track Faculty 250

## RESEARCH TRACK
- Requirements for Appointment, Reappointment, and Promotion for Full-Time Research Track Faculty in the School of Dental Medicine, University of Colorado 254

## PART-TIME AND VOLUNTEER FACULTY
- Appointment, Reappointment, and Promotion for Part-Time Faculty, Volunteer Faculty and Preceptors 257

## EMERITUS
- Requirements for Professor Emeritus 259

## OTHER INFORMATION
- Joint Appointments at the School of Dental Medicine, University of Colorado 260
- Faculty Titles Per the Regents of the University of Colorado 260

## APPENDICES
- Appendix A: Request for Extension of Seven-Year Probationary Period 268
- Appendix B: Guidelines for Faculty Promotion, Tenure, and Post-Tenure Review Process 269
- Appendix C: Organization and Requirement of Evaluation Notebook 272
- Appendix D: Promotion Criteria Matrix 274
- Appendix E: Guidelines for the Evaluation of Publications – Tenure and Research Tracks 279
- Appendix F: Sample of an Interim Evaluation Notification Form 281
- Appendix G: CU SDM Curriculum Vitae Format 282
- Appendix H: Guidelines for the Evaluation of Publications – Clinical Teaching Track 285
This governance document outlines the process of appointment, promotion and evaluation of all tenure and Clinical Teaching Track faculty members. Appointment, promotion and decisions on tenure are based on summary evaluations of a faculty member’s cumulative performance. These processes are separate and distinct from the annual merit performance evaluation. Every candidate for interim evaluation, promotion, and/or granting of tenure shall consult with and be advised by the chair of their department regarding the areas of performance that will be examined, the standards of performance that must be met, and the criteria that the Promotion, Tenure and Post-Tenure Review Committee uses in reaching a decision about the candidate’s performance. As such, the chairperson or a departmental level advisory committee is expected to provide a first level assessment of a faculty member’s readiness for consideration of promotion or granting of tenure.

In preparation for a faculty member’s interim review and submission of their name for promotion or tenure, the chair of their department has the responsibility for providing leadership toward the achievement of the highest possible level of excellence in the teaching, scholarly activity, clinical and leadership and service activities, as appropriate. The chair is expected to articulate the goals of the department and to maintain a climate that is hospitable to creativity and innovation. The chair is also expected to be knowledgeable of and be able to articulate the processes and procedures outlined in this document. The chair shall assist the faculty member with the development of their review, promotion, and tenure dossiers.
2. INTRODUCTION

The purpose of this document is to provide a written reference for the procedures and requirements for the appointment or promotion of tenure-track and tenured faculty within the University of Colorado School of Dental Medicine (UCSDM). Additional references that are also applicable are the sections which apply to the faculty appointments and rank in the Laws of the Regents of the University of Colorado and the University of Colorado Faculty Handbook. The department chair provides guidance in compiling a complete dossier for the candidate and forwards it to the UCSDM Promotion, Tenure, and Post-Tenure Review Subcommittee. If a candidate is a department chair or a department chair refuses to nominate the candidate, he/she may be nominated by another full-time UCSDM faculty member of equal or higher academic rank for the position under consideration.

3. TENURE ELIGIBILITY

A tenured appointment can normally be held only by a faculty member in one of the academic ranks of Professor or Associate Professor. Tenure may be awarded to faculty members with demonstrated meritorious performance in each of the three areas of teaching, research and/or scholarly activity, and leadership and service, and demonstrated excellence in either teaching or research and/or scholarly activity. Once attained, tenure remains in effect regardless of promotion to higher rank.

Administrative positions do not carry the possibility of tenured appointments, but an administrator holding an eligible academic rank may be granted a tenured appointment in that rank as a faculty member.

Unless waived by the faculty member and approved by the Dean and Chancellor, a decision on a tenured appointment as a member of the UCSDM faculty shall be made after a maximum probationary period of seven years of continuous full-time service in the ranks of Professor, Associate Professor, or Assistant Professor. Normally, the tenure review for a faculty member will commence at the beginning of the seventh year of service. A faculty member who is not awarded tenure will be given one year’s notice of mandatory termination. The tenure probationary period shall begin when the faculty member is first appointed to the rank of Assistant Professor or a higher rank.

However, a faculty member appointed to the rank of Assistant Professor, without a terminal degree, may request at the time of initial appointment that the probationary period begin upon receipt of the terminal degree. Such a request shall be made in writing and must be approved by the Dean and the Chancellor. After appropriate consideration, and special circumstances, tenure may be awarded by the Board of Regents in less than seven years. Up to three years of full-time service in the ranks of Assistant Professor,
Associate Professor, or Professor at other institutions may be included in the probationary period.

A tenure-track faculty may request a one-time extension of the probationary clock for up to three years (see Appendix A for request form). The request will be considered in extenuating circumstances so long as the letter is submitted prior to the start of the review for promotion or tenure by the School of Dental Medicine’s Promotion, Tenure, and Post-Tenure Review Subcommittee. (See also Page 8.)

A tenure track faculty member may request a Clinical Teaching Track Appointment before the sixth year of a faculty appointment, or in the year prior to the expiration of an extension. Tenured faculty may also request appointment to the Clinical Teaching Track. New faculty may be recommended for Clinical Teaching Track during the hiring process. Interim tenure review is an important part of the tenure process. Each faculty member below the rank of Associate Professor shall be evaluated in a comprehensive manner and in accordance with the University’s “Standards, Processes, and Procedures” document at least once during the tenure probationary period apart from the review for award of tenure. Such evaluation shall include extramural evaluation of the candidate. Each faculty member shall be informed orally and in writing of the results of the evaluation by the chair of their department. Guidelines for Interim Review are outlined in Appendix B.

4. CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION OF FULL-TIME FACULTY MEMBERS, UCSDM

A. The three primary categories that are used to evaluate faculty members are:
   1. Teaching (and clinical activity where relevant)
   2. Research and/or other Scholarly Activities
   3. Leadership and service

In addition, a faculty member is expected to demonstrate professional growth and professional behavior. Professional behavior includes but is not limited to dress, speech, and interactions with patients, staff, students, and colleagues. These two general aspects will, consequently, also be taken into account. The nature of the faculty member’s duties must be considered but a faculty member who has administrative duties must meet standards for academic promotion and tenure as other faculty members.

Faculty with limited teaching duties cannot achieve “Excellence” in teaching under UCSDM criteria and therefore are only eligible to be recommended for tenure upon achieving “Excellence” in Research. Faculty, whose main duties are not in research, are expected to demonstrate a significant degree of high quality teaching in addition to appropriate accomplishments in more limited research and scholarly roles.

Candidates for promotion should refer to Appendix C for guidelines on compiling their dossiers for submission to the Promotion, Tenure, and Post-Tenure Review Subcommittee.

The following written criteria are intended to serve as a guide for the appointment, reappointment and/or promotion of faculty members, and the awarding of tenure. In addition, they should be used in post-tenure review procedures. A Promotion Criteria
Matrix is provided in Appendix D to evaluate teaching, research and leadership and service activities.

B. Criteria:

1. Teaching

High quality teaching is an important part of the mission of this School. As such, teaching will be evaluated rigorously. The following criteria will be considered, as appropriate, to the faculty member in question regarding a determination of teaching achievement:
   
   i. Active support of the teaching program of the School and University.
   
   j. Teaching responsibilities (e.g., contact hours, course directorship) and expectations (e.g., faculty track, differentiated annual workload, etc.).
   
   k. Dedication of the faculty member to teaching, as shown by his/her knowledge of the subject and by such factors as course organization, innovations in teaching, objectivity and fairness in student evaluation, availability, enthusiasm, and ability to stimulate students to enhance their capacity for critical thinking. Evidence should be presented of continued and aggressive mastery of subject areas (e.g., attendance at courses to enhance teaching and clinical abilities, conferences, teaching laboratories, etc.).
   
   l. Preparation of teaching materials, evidence of teaching skills (e.g., teaching portfolio), and use of appropriate methods of student evaluation.
   
   m. Evaluation by his/her departmental chair and/or peers of the faculty member’s command of the subject and general effectiveness as a teacher in the didactic setting, clinical, preclinical laboratory, and the advising and mentoring of pre-doctoral, post-doctoral, and graduate students.
   
   n. Student evaluation of the overall effectiveness of the faculty member as a teacher.
   
   o. Teaching awards, specialty and other appropriate Board certification/recertification, and other significant accomplishments.

2. Research and/or Other Scholarly Activities

All full-time, tenure-track members of the faculty of UCSODM must engage in research and/or other scholarly activities appropriate to their scientific interests. The following criteria will be considered in evaluating a faculty member’s scholarly achievement:

   l. An assessment of the time and facilities available to the faculty member to pursue research and/or other scholarly activities.
m. The quality and quantity of papers published in refereed journals, these may include original research articles, review articles and extensive case/technique/application reports. The quality of the journals themselves and the position of authorship will also be considered. Publication is a critical component of scholarly activity and should be a continuous process as well as ideally displaying some degree of technical focus that allows definition of areas of expertise.

n. To a lesser extent, the quality and quantity of papers published in State journals or non-refereed journals.

o. Contributions to textbooks (e.g., book author and/or editor, chapter author, etc.)

p. Contributions to audiovisual works published by a company or institution other than the University of Colorado. In general such items should be scholarly and not represent continuing education, which is considered under Leadership and service.

q. Funded research grants with external peer-reviewed applications receiving greater weight than internally funded or unfunded scholarly work.

r. Unfunded research grant proposals. Reviewers’ comments in these cases must be considered.

s. Presentations of research and/or scholarly material and published abstracts associated with professional or scientific meetings. This criterion does not include continuing education, which is considered under Leadership and service.

t. Editorship of a journal, editorial board/reviewer for a journal, table clinic participation, panelist on professional panels, inventor status on patents or patent applications, or invention disclosures, or electronic teaching media creation.

u. Documented reputation as a scholar/researcher at the national and international levels, including honors/awards and invitations to lecture at other universities/organizations, grant reviewer, NIH study section participation, and external program evaluation.

v. The following research product will not be normally considered: The actual thesis involved in obtaining an advanced degree, although publications emanating from the thesis will be considered. The rationale for not considering a thesis is that writing a thesis is part of training and generally reflects the influence of the graduate study supervisor.
3. Leadership and service

The third component of the University life is leadership and service, which includes leadership and service to the University, the profession, and the leadership and service to the community.

Leadership and service to the University - This responsibility involves a general contribution to the University, over and above teaching and scholarly activity.

The following criteria will be considered:

g. Participation in the administration and governance of the Faculty, the School, the Campus, and the University, including active and productive participation in committees at various levels.

h. Representation of the School or University to organized dentistry and other professional groups, including participation on behalf of the School.

i. Representation of the School or University to government agencies, when formally requested by the Dean or department chairperson.

j. Helping and encouraging the professional growth of junior faculty members and other colleagues.

k. Doctoral dissertation and Master’s committee participation and/or thesis committee member of student’s other than those in their program.

Leadership and service to the Community and Profession - Leadership and service to the scientific and dental community is very important to the School and is essential to the future prosperity and survival of this and other dental schools. It involves both leadership and service to the dental profession, the scientific community, the surrounding region, the nation, and to the people of the State of Colorado.

The following criteria will be considered:

i. Participation in continuing education programs sponsored by the University of Colorado.

j. Leadership and service to the profession and appropriate discipline(s) at the state, national, and international levels.

k. Participation on NIH study sections, grant reviewer, and external program evaluation.

l. Consultative services to other health professionals, hospitals, institutions of higher education, and government agencies.
m. Participation in continuing education programs not sponsored by the University of Colorado.

n. Continuing education lectures and/or clinical presentations at local, state, national, or international meetings. This criterion involves presentations that represent continuing education, rather than the presentation of research and/or other scholarly activity. Audiovisual aids for continuing education nature are included in this category.

o. Presentations on dentistry and related topics to the lay public.

p. Participation in community dental health education projects.

NOTE: While leadership and service to the community as described in this section is important and casts a favorable light upon the School, faculty member must be careful to balance this activity with the University’s legitimate expectations of them in teaching, research and/or other scholarly activities, and leadership and service to the school.

5. QUALIFICATION FOR FACULTY RANK, PROMOTION, REAPPOINTMENT, AND TENURE

A. Instructor

3. General Statement- The applicant should have a doctoral dental degree, a Bachelor of Science dental hygiene degree, or other terminal degree in an appropriate field and be well qualified to teach. Faculty appointed to teach in areas not requiring a dental degree (e.g., in dental hygiene or the basic or behavioral sciences) should have the appropriate degree in that field. Faculty appointed at this level without considerable dental practice experience and/or teaching experience and/or advanced training should anticipate at least two years in this rank before being considered for promotion.

4. Criteria for Instructor

d. Factors meriting qualification would include GPA, rank in class at the student level, student performance in the specific department in which the appointment is being made, and collegiality and professionalism. No previous teaching experience is necessary.

e. No evidence of research and/or other scholarly activity is required.

f. Two letters of recommendation, solicited by the appropriate department chair/nominator after consultation with the applicant.

B. Assistant Professor

3. General Statement- An assistant professor is expected to have some successful teaching experience in dental education or equivalent. Faculty at this level will usually demonstrate advanced formal training beyond the doctoral dental degree, the Bachelor of Science dental hygiene degree, or other terminal degree in an appropriate field, if they have a minimum of two years of full-
time experience in their field and possess outstanding credentials. An important consideration is the balance between the teaching, scholarly activity, and leadership and service activities. Minimal activity in any of the three areas must be balanced by increased quality and quantity of activities in the other areas. The person under consideration must show evidence of considerable potential to the University.

4. Criteria for Assistant Professor
   
g. Qualification for the rank of instructor.

h. An appropriate terminal degree.

i. Successful completion of advanced education/training beyond the terminal degree, receiving an MS, MSD, PhD, or ScD, certificate, or equivalent, or successful completion of an acceptable postgraduate training program not leading to a degree, or two or more years of successful experience in dental hygiene education.

j. Documented evidence of interest and abilities in research and scholarly activity as demonstrated by research activities and/or publications, abstracts, etc. The quality of the scholarly activities will be considered as well as the quantity.

k. Evidence of leadership and service.

l. Three letters of recommendation from experts in the faculty member’s field, solicited by the appropriate department chair/nominator after consultation with the applicant.

C. Associate Professor

3. General Statement- Normally, evaluation for promotion to associate professor and the award of tenure will be considered at the same time. Promotion to associate professor and the awarding of tenure mark a significant point in the development of a person as an academician. Consequently, in addition to specific accomplishments, the balance of the individual’s activities and contributions in the three categories of teaching, research and/or scholarly activity, and leadership and service will be considered.

4. Criteria for Associate Professor
   
g. Qualification for assistant professor.

h. Five or more total years full-time experience at the level of assistant professor in appropriate higher educational settings or its equivalent, and education/training beyond the terminal degree.

i. National recognition as demonstrated by specialty board and discipline specialty certification, as appropriate.
j. For promotion, each faculty member below the rank of Associate Professor must have completed comprehensive (Interim) review in accordance with the University’s “Standards, Processes, and Procedures for Comprehensive Review, Tenure and Promotion” document at least once during the tenure probationary period apart from the review for award of tenure. Such evaluation shall include extramural evaluation of the candidate.

k. Documented evidence of meritorious teaching, research and leadership and service activities. Excellence must be documented in either, teaching or research and/or other scholarly activities. Faculty with limited teaching duties are expected to demonstrate significant performance in scholarly activity and leadership and service, and his/her teaching activities should not be the main criterion evaluated. Faculty with limited teaching duties cannot achieve “Excellence” in teaching under UCSDM criteria and therefore are only eligible to be recommended for tenure upon achieving “Excellence” in Research.

l. Promising accomplishment (at least to the level of meritorious achievement) in research and/or other scholarly activities as demonstrated by completed research and/or publications. The quality and quantity of the scholarly activities, as well as the extent of involvement and the initiative of the individual, are considered. Guidelines for publication are in Appendix E.

m. Six letters of evaluation. Three of the evaluators should be from faculty within the University of Colorado and three by nationally recognized professionals outside of the University who are experts in the applicant’s field. The list of evaluators should be solicited by the appropriate department chair/nominator after consultation with the applicant.

n. A one-time extension to the seven-year probationary period to become an Associate Professor may be requested by a tenure-track faculty member and may be granted in accordance with current policies, which stipulate that: a) any Assistant Professor in the 5th or 6th year in rank may submit a letter to the Dean requesting up to a three-year extension (see Appendix A); b) prior to submission of the request, an ad hoc Promotion/Tenure Advisory Committee must review the faculty member’s readiness for promotion; and c) the chair of the department must concur with the request for extension.

The request for an extension will be considered in extenuating circumstances, so long as the letter is submitted prior to the start of the review for promotion or tenure by the School of Dental Medicine’s Promotion, Tenure, and Post-Tenure Review Subcommittee. Valid reasons for an extension might include interruption of one’s career because of illness or family obligations, a significant change in
career focus, assumption of major administrative, teaching or research responsibilities, or other extenuating circumstances as deemed valid by the Promotion/Tenure Advisory Committee. If an extension is denied by the department chair, the faculty member may appeal to the Dean. An individual granted an extension to the probationary period shall not be subject to additional scholarship, leadership and service or teaching requirements, above or beyond those normally required, in order to qualify for promotion or tenure.

D. Professor

3. General Statement- Faculty at this rank must have a minimum of five years at the rank of associate professor and demonstrate outstanding accomplishments in teaching and research and/or scholarly activity. At this stage of development, the faculty member should have a strong record of academic leadership in the school as demonstrated by outstanding teaching, accomplishment in research and/or other scholarly activities, contributions to the development of junior faculty, and recognition as a scholar.

4. Criteria for Professor
   
g. Qualification for associate professor.
   
h. National/international recognition as demonstrated by major publications, invitations to present at national/international meetings, leadership in select national/international professional organizations, and significant consultantships.
   
i. Demonstrated excellence in teaching.
   
j. Demonstrated excellence in research and/or scholarly activity. Guidelines are included in Appendix D.
   
k. Demonstrated excellence in leadership and service to the University and the community.
   
l. Six letters of evaluation. Three of the evaluators should be from faculty within the University of Colorado and three by nationally recognized professionals outside of the University who are experts in the applicant’s field. The list of evaluators should be solicited by the appropriate department chair/nominator after consultation with the applicant.
INTERIM EVALUATION PROCEDURES AND GUIDELINES FOR TENURE-TRACK FACULTY

1. INTRODUCTION

Interim evaluations (Comprehensive Reviews) are intended to facilitate faculty development consistent with the academic needs and goals of the School of Dental Medicine and in compliance with the University of Colorado rules and regulations. These procedures apply to all faculty in their probationary period, including faculty with the following types of appointment: tenure track, clinical teaching track (C/T), and research track.

2. GENERAL GUIDELINES

f. Each faculty member below the rank of Associate Professor shall be evaluated in a comprehensive manner at least once during the probationary period apart from the review for promotion and/or award tenure. The evaluation shall include extramural evaluation of the candidate if determined necessary by the committee. Each faculty member shall be informed orally and in writing of the results of the evaluation.

g. Interim evaluations shall generally occur in the third or fourth year of a faculty member’s full-time appointment. If a faculty member receives credit for experience at another institution toward the probationary period, the interim review would normally be conducted earlier than the third or fourth year. During the first year of a faculty member’s appointment, the department chairperson (or the Dean, if the faculty member is a department chairperson) and faculty member shall jointly determine during which year the interim evaluation will be conducted, and state the agreed-upon year in writing (see Appendix F). The written agreement shall be maintained in the departmental files (or the Dean’s office, if the faculty member is a department chairperson) and a photocopy forwarded to the Office of Financial Affairs.

h. Department chairpersons (or the Dean, if the faculty member is a department chairperson) shall advise each faculty member regarding the criteria and standards that the School of Dental Medicine uses in reaching a decision about the candidate’s performance, and will provide the criteria and standards in writing to each faculty member well in advance of the interim evaluation period. In addition, department chairpersons (or the Dean, if the faculty member is a department chairperson) will advise faculty members at least once each year as to how that individual is progressing toward fulfilling the criteria for promotion and/or tenure.

i. The criteria for evaluating the performance of faculty shall include those that are used in the School of Dental Medicine for promotion and tenure of full-time faculty. The faculty member’s accomplishments in teaching, research and/or other scholarly activities, and
leadership and service shall be the main focus of the evaluation. The general guideline in determining acceptable performances is whether the faculty member’s growth and accomplishments in these three areas are progressing at a level consistent with university expectations, showing that the faculty member is on a trajectory for tenure at the University of Colorado School of Dental Medicine and other similar institutions. The balance of accomplishments in the three areas should also be evaluated in light of the goals of the School and department and any official changes in job assignment, e.g., major increases or decreases in administrative, teaching, or research duties.

j. External evidence of a faculty member’s performance should be incorporated in the evaluation. This evidence should include, but is not limited to, national awards, honors, offices in national or international academic professional organizations, editorial functions for scholarly journals, publications in refereed journals and papers presented at regional, national, or international meetings.

3. PROCEDURES

k. The chairperson of each department (or the Dean, if the faculty member is a department chairperson) is responsible for annual evaluations of the faculty member. These evaluations should provide faculty with feedback in performance and progress in meeting standards for promotion and/or tenure awards.

l. Faculty members and their department chairpersons (or the Dean, if the faculty member is a department chairperson) will be notified by the Office of Faculty Affairs in the summer of the academic year in which the formal interim evaluation is to be conducted.

m. The department chairperson (or the Dean, if the faculty member is a department chairperson) shall counsel the faculty member concerning updating his/her vita (see Appendix G) and identifying supporting documentation to be submitted for the interim evaluation. This includes identification of peers to evaluate his/her performance.

n. The department chairperson (or the Dean, if the faculty member is a department chairperson), in consultation with the faculty member, shall compile all documents to be submitted for the interim evaluation and forward them to the chairperson of the Faculty Promotion, Tenure and Post-Tenure Review Subcommittee.

Two hard copies of the dossier, as well as an electronic version, should be submitted to the chairperson of the Promotion, Tenure, and Post-Tenure Review Subcommittee no later than October 15th. The documentation must include at least the following:

8. Current curriculum vitae
9. Letter of evaluation from department and division chairperson, when applicable
10. At least three internal evaluation letters
11. A list of three authorities in the faculty member’s field outside the Anschutz Medical Center to be used by the committee in the event it determines that external input is required
12. Student teaching evaluations or summary of student teaching evaluations.
13. Copies of all publications, grant award documentation
14. Other materials deemed appropriate for the committee to evaluate progress toward satisfying all promotion and/or tenure criteria

o. The Faculty Promotion, Tenure and Post-Tenure Review Subcommittee conducts a comprehensive evaluation of the faculty member’s performance and accomplishments in his/her progress toward promotion and/or tenure or may recommend termination at the end of the current contract.

p. The written summary is forwarded to the chairperson of the Dean’s Review Committee.

q. The Dean’s Review Committee evaluates the Faculty Promotion, Tenure and Post-Tenure Review Subcommittee summary with full access to the faculty member’s interim review dossier and then prepares a written report. If required, the Dean’s Review Committee makes recommendations for the development of a plan to assist the faculty member in meeting the relevant criteria for promotion and/or tenure.

r. The Dean’s Review Committee sends both committees’ reports to the faculty member, the department chairperson, and the Dean.

s. The department chairperson (or the Dean, if the faculty member is a department chairperson) and faculty member meet to discuss the results of the evaluation.

t. If requested, the faculty member and department chairperson (or the Dean, if the faculty member is a department chairperson) can meet with the chairpersons of the Faculty Promotion, Tenure and Post-Tenure Review Subcommittee and the Dean’s Review Committee to discuss the evaluation reports and to seek clarification.
PROMOTION AND TENURE REVIEW PROCESS

1. INTRODUCTION

In accordance with the University’s Administrative Policy Statement 1022: Standards, Processes and Procedures for Comprehensive Review, Tenure, Post-Tenure Review and Promotion, each tenure track faculty member will be reviewed for promotion, to Associate Professor, and tenure in his/her seventh year. Comprehensive (Interim) Reviews should be conducted in either the third (3rd) or fourth (4th) year as outlined in the section above.

After the granting of tenure, a faculty member may submit their dossier for promotion to Professor after at least five (5) years at the rank of Associate Professor.

2. PROCEDURES:

a. Prior to the submission of an evaluation notebook to the Promotion, Tenure, and Post-Tenure Review Committee, an internal department review must occur. The Department Chair, an internal department representative, and an external department representative must review the candidate’s dossier to determine if the candidate meets the criteria for promotion. The notebook should only be forwarded to the Promotion, Tenure, and Post-Tenure Review Committee after the Department Review has concluded.

   It is the Department Chair’s responsibility to assist the candidate in assembling their dossier, as well as convening and conducting the Department Review.

b. Tenure Track faculty should submit their dossier at the beginning of their 7th year of employment on tenure track. The candidate and department chair should be aware of the timeline for submission.

c. Candidates submitting their dossiers for promotion and/or granting of tenure, should submit their materials to the Office of Faculty Affairs no later than October 15th.

d. Candidates seeking promotion to Associate Professor or Professor should refer to the Guidelines for the Evaluation of Publications, Appendix C (tenure-track).

e. Curriculum Vitae should be formatted as outlined in Appendix E of this document.

f. Dossiers should be compiled as outlined in Appendix F of this document.

g. Three copies of the candidate’s dossier should be submitted to the Office of Faculty Affairs by October 15th.

h. To assist with and expedite the review process, the candidate should also submit an electronic copy of their dossier to the Office of Faculty Affairs by October 15th.

i. For promotion and tenure, the committee will recommend or not recommend based on a vote of excellence in either teaching or research and merit in teaching, research and leadership and service; separate voting totals will be recorded for each of the three categories (e.g., four (4) voted meritorious for teaching and three (3) nonmeritorious, etc.) and communicated to the Dean for each candidate.

j. In instances regarding granting of tenure, dossiers must be submitted to the Vice Chancellor’s Advisory Committee by March 1st.
k. If the two committees disagree about promotion, dossiers and summary letters have to be sent to the Vice Chancellor’s Advisory Committee by March 1st unless the candidate withdraws their name from consideration.
POST-TENURE REVIEW PROCEDURES and GUIDELINES

Tenure is granted with the expectation of continued professional growth and ongoing productivity in teaching, scholarly activity, clinical activity, and leadership and service. Thus, every tenured faculty member has a duty to maintain professional competence. Post-tenure Review (PTR) is a review of a tenured faculty member’s performance record undertaken every five years.

3. General Guidelines
   b. The intent of post-tenure peer review is to facilitate continued faculty development, consistent with the academic needs and goals of the University and the most effective use of institutional resources, and to ensure professional accountability by a regular, comprehensive evaluation of the performance of every tenured faculty member.

   c. Post-tenure review will be conducted by the Promotion, Tenure and Post-Tenure Review Committee in the Fall of each year with evaluation notebooks due to the Office of Faculty Affairs no later than July 15th.

   d. Faculty members who fail to participate in any aspect of post-tenure review, as required, may be subject to sanctions for insubordination and dereliction of duty.

   e. Faculty will normally be reviewed for the first time in the fifth year following the granting of tenure and at five year intervals thereafter unless interrupted by promotion review. Promotion serves to restart the clock. A faculty member whose annual review is below expectations may be subject to a Post-Tenure Review prior to the fifth year.

   f. The criteria for evaluating the post-tenure performance of faculty shall include those that are used in the School of Dental Medicine for tenure of full-time faculty members. The faculty member’s continued accomplishments in teaching, research and/or other scholarly activities and leadership and service following the granting of tenure/promotion shall be the main focus of the review. The general guideline in determining acceptable performance is whether the faculty member’s growth and accomplishments in these areas meet University of Colorado and School of Dental Medicine criteria and receive annual performance evaluations of at least “meeting expectations”. The balance in accomplishments in these areas should also be evaluated in light of the goals of the School and department and any official changes in job assignment, e.g., major increases or decreases in administrative, teaching, or research duties.

   g. Performance will be rated on the following scale: outstanding, above expectations, meeting expectations, and below expectations.

   h. External evidence of a faculty member’s performance should be incorporated in the review. This evidence should include, but not be limited to national awards, honors,
offices held in national or international academic professional organizations, editorial functions for scholarly journals, publications in refereed journals and papers at regional, national, or international meetings. At the request of the Promotion, Tenure and Post-Tenure Review Committee, the review may also include evaluations from persons external to the University who have been selected from lists provided by the faculty member and the peer-review group.

i. The level of post-tenure review undertaken—Regular or Extensive—will be determined by the public record of annual performance ratings for faculty. Faculty receiving an evaluation of “meeting expectations” or better since the award of tenure or the last post-tenure review will undergo Regular Review. Faculty who have a single “below expectations” in the review period will undergo Triggered Review, and must also participate in developing and implementing a Performance Improvement Agreement. Faculty who receive two “below expectations” ratings within the previous five years will undergo Extensive Review.

j. Regular Review

Faculty who have achieved annual performance ratings of “meeting expectations” or better since the last PTR (or since receiving tenure if this is their first PTR) will undergo Regular Review.

The documents submitted for Regular Review must include at least the following:

k. Current curriculum vitae

l. Letter of evaluation from department chairperson and division chair, when applicable

m. At least three internal letters of evaluation

n. The five previous Annual Performance Rating forms

o. Differentiated Annual Workload and Professional Plans from each of the past five years

p. Updated Professional Plan for the next five years

q. A list of three authorities in the faculty member’s field, chosen by the department chair with input from the candidate, from outside the Anschutz Medical Campus to be used by the committee in the event it determines that external input is required

r. Teacher/course evaluations from the previous five years or summary of student teaching evaluations that is prepared by the department or division chairperson

s. All publications, grant award documentation, etc. since the previous review

t. Other material deemed appropriate
ii. Triggered Review for Faculty Who Have Received a “Below Expectations” Rating

The documents submitted for Regular Review for faculty who have received a “below expectations” rating on the annual performance evaluations must include:

c. all of the documents required for a Regular Review
d. The Performance Improvement Agreement (PIA) that was created following the “below expectations” rating.

iii. Performance Improvement Agreement

The PIA is designed to improve a faculty member’s performance. The PIA shall be developed jointly by the faculty member and his/her department chairperson and be approved by the Dean. The PIA shall include specific goals, timelines, and benchmarks to be used to measure progress at periodic intervals. Usually PIAs will be established for one year. But, if research deficiencies warrant longer, the PIA may be set up for two years.

iv. Extensive Review

Faculty who receive two “below expectations” ratings in the annual performance evaluations at any time during the previous five years or whose PIA did not result in an evaluation of “meeting expectations” or better will undergo Extensive Review. The documents submitted for Extensive Review must include:

a. all of the documents required for Regular Review
b. Professional Plan(s) from the post-tenure review cycle,
c. any amendments to the Plan(s), and Differentiated Workload agreements, where present,
d. the faculty member’s self-evaluation as it relates to the Professional Plan(s)
e. other material the faculty member would like to have considered.

4. Procedures

a. The chairperson of each department is responsible for annual evaluations of tenured faculty members. These evaluations should provide faculty with feedback on performance and progress in meeting post-tenure review standards.

i. Faculty scheduled for a formal post-tenure review in a given year, their department chairperson, and the Chair of the Promotion, Tenure and Post-Tenure Review Committee will be notified by the Dean of the review and the level of review to be
conducted (Regular; Regular Review for those who have received a “Below Expectations” rating; or Extensive Review) by June 1 of each year.

j. The department chairperson shall counsel the faculty member concerning updating his/her vita and identifying supporting documentation to be submitted for the review. This includes identification of peers to evaluate his/her performance.

k. The department chairperson in consultation with the faculty member shall compile all documents to be submitted for review and forward them to the chairperson of the Faculty Promotion, Tenure and Post-Tenure Review Subcommittee by July 15.

l. The faculty Promotion, Tenure and Post-Tenure Review Subcommittee appointed by the Faculty Senate, is responsible for the following:

8. Review all materials submitted on behalf of faculty members being reviewed and identify additional materials needed to complete the review.

9. Notify appropriate department chairperson of additional materials required to complete the evaluation and when such materials must be submitted.

10. Select external experts to supply letters of evaluation on the faculty member, if it is determined that outside evaluations are necessary. The names selected are to be taken from the list provided by the faculty member or other qualified individuals identified by the committee. If letters are solicited, the committee chairperson shall consult with the faculty member to ascertain if he/she has any valid objections to the individuals chosen.

11. Conduct a comprehensive evaluation of faculty member’s continued performance and accomplishments following the granting of tenure.

12. Prepare a written summary of the evaluation of each faculty member and, if required, recommendations for the development of a Performance Improvement Agreement.

13. For Triggered and Extensive Reviews, prepare an evaluative report of the faculty member’s performance.

14. Forward all written summaries and evaluative reports to the Dean for review and distribution to the faculty member and appropriate department chairperson. A copy of the review summary (or evaluative report) will be placed in the faculty member’s personnel file.
m. For Regular Review the Dean shall discuss the written summary prepared by the Faculty Promotion, Tenure and Post-Tenure Review Subcommittee with the faculty member and appropriate department chairperson.

n. For Triggered and Extensive Reviews, the Dean shall discuss the evaluative report prepared by the Promotion, Tenure and Post-Tenure Review Committee with the faculty member and appropriate department chairperson.

7. The faculty member and his/her department chairperson shall draft a Development Plan to improve the faculty member’s performance. This Development Plan must address the teaching, research and/or other scholarly activities, and leadership and service assignments anticipated during the period of the Plan. It must describe performance goals in light of identified deficiencies, strategies for improvement, and the timeframe (up to two years) in which the problems are to be solved. The Development Plan must contain definite means of measuring progress in achieving the goals and periodic monitoring of progress.

8. The proposed Development Plan shall be submitted to the Dean for review. If the Dean does not agree with the plan, the faculty member, the department chairperson, and the Dean shall meet jointly to revise and finalize the plan.

9. At the conclusion of the Development Plan, the faculty member and his/her department chairperson will assess the progress of the faculty member and forward their conclusions to the Dean. After consultation with the Faculty Promotion, Tenure, and Post-Tenure Review Subcommittee, the Dean determines whether the faculty member has achieved the goals of the Development Plan and thus has returned his/her professional performance to the level of competence.

10. Those who are evaluated to be meeting expectations begin a new 5-year post-tenure review cycle in the next academic year.

11. In cases where the Development Plan has not produced the desired results, sanctions shall be imposed. Possible sanctions include: reassignment of duties; loss of eligibility for sabbaticals or for campus travel funds; salary freeze; salary reduction; demotion in rank; and revocation of tenure and/or dismissal. The Faculty Promotion, Tenure, and Post-Tenure Review Subcommittee shall recommend sanctions. Upon review and concurrence by the Dean, these sanctions shall be submitted to the Chancellor. The
Chancellor makes the final determination of sanctions except for termination which must be approved by the President and the Board of Regents.

12. Copies of the Extensive Review Development Plan and the Promotion, Tenure and Post-Tenure Review Committee’s assessment of the progress achieved by the end of the development period will be added to the faculty member’s personnel file.

o. The Dean shall forward a report to the Vice Chancellor for Academic Affairs by October 1 of each year summarizing the outcomes of all post-tenure reviews and faculty development plans during the past year.

5. Appeal Process
Normal University procedures will be made available to any faculty member who feels aggrieved by the post-tenure review process. Within the School of Dental Medicine these procedures include, but are not limited to:

a. the faculty member’s right to submit any additional materials to the Faculty Promotion, Tenure and Post-Tenure Review Subcommittee that he/she feels are relevant
b. the right to appear before the committee
c. the right to disagree with the conclusions of the committee
d. the right to submit a grievance concerning the review process or outcome to the School of Dental Medicine Faculty Grievance Committee.

Requests to appear before the committee and disagreements with the outcome of the process, together with reasons for disagreement, shall be submitted to the Dean in writing.
3. INTRODUCTION

The Clinical Teaching Track is intended for faculty who primarily participate in a broad range of teaching and/or clinical activities, and who provide leadership and service to the University and the community as described below, and who participate in scholarly activities at a limited level. Clinical Teaching Track appointees will have comparable ranks to tenured faculty, except that in referring to them in official documents, the designation C/T will be placed after the academic rank (e.g. Assistant Professor C/T). The purpose of this document is to provide a written reference for the procedures and requirements for appointment or promotion of full-time Clinical Teaching Track faculty within the University of Colorado School of Dental Medicine (UCSDM). Additional references that are also applicable are the sections which apply to faculty appointments in the Laws of the Regents of the University of Colorado (Article X) and the University of Colorado Faculty Handbook.

A Clinical Teaching Track appointment is a limited term appointment or an “at will” appointment that may or may not be renewed and is not a tenure track appointment. Clinical Teaching Track Faculty are expected to devote the majority of their time to teaching or clinical activities. However, evidence of scholarly activity is essential for promotion. The evaluation for reappointment will reflect the apportionment of assigned professional duties and responsibilities.

A tenure track faculty member may request a Clinical Teaching Track appointment before the sixth year of a faculty appointment. Such appointments are subject to approval by the Promotion, Tenure, and Post-Tenure Review Committee, Department Chair, and Dean. Tenured faculty may also request appointment to the Clinical Teaching Track. New faculty may be recommended for Clinical Teaching Track during the hiring process. The department chair normally originates the nomination, in consultation with the appropriate divisional chair. The department chair member must develop a complete dossier for the candidate and forward it to the UCSDM Promotion, Tenure, and Post-Tenure Review Subcommittee (see Appendix C). If a chair refuses to nominate a faculty member who feels qualified, he/she may nominate himself/herself or may be nominated by another full-time UCSDM faculty member. If a candidate is a department chair, he/she may be nominated by another full-time CUSDM faculty member or equal or higher academic rank.

The Dean will make the final decision as to whether the individual should be recommended to the Chancellor for a Clinical Teaching Track appointment or reappointment. The Dean will utilize the recommendations of the departmental chairs, the UCSDM Promotion, Tenure, and Post-Tenure Review Subcommittee and the UCSDM Dean’s Review Committee, and the best interest of the School of Dental Medicine in appointments or reappointments.
4. CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION OF FULL-TIME CLINICAL TEACHING TRACK FACULTY MEMBERS, UCSDM

A. The three basic categories that are used to evaluate these faculty members are:
   1. Teaching/clinical care
   2. Research and/or other Scholarly Activities
   3. Leadership and service

In addition, a faculty member is expected to demonstrate professional growth and professional behavior. Professional behavior includes but is not limited to dress, speech, and interactions with patients, staff, students, and colleagues.

The following criteria are intended to serve as a guide for the appointment, reappointment and/or promotion of faculty members.

B. Criteria

1. Teaching
   High quality teaching is an important part of the mission of this School. As such, teaching will be evaluated rigorously. The following criteria will be considered, as appropriate, to the faculty member in question regarding a determination of teaching achievement.
   i. Teaching responsibilities (e.g., contact hours, course directorship, pre-clinic and clinic coverage) and expectations (e.g., differentiated annual workload, etc.).
   j. Dedication of the faculty member to teaching. This is demonstrated by his/her knowledge of the subject and by such factors as a course organization, innovations in teaching, objectivity and fairness, availability, enthusiasm and ability to stimulate students to enhance their capacity for critical thinking, and evidence of continued and aggressive mastery of subject areas (e.g. attendance at courses to enhance teaching and clinical abilities, conferences, teaching laboratories, etc.).
   k. Preparation of teaching materials, evidence of teaching skills development (e.g. teaching portfolio), and use of appropriate methods of student evaluation for outcomes-based improvements.
   l. Evaluation by his/her departmental chair and/or peers of the faculty member’s command of the subject and general effectiveness as a teacher in the didactic setting, in the clinic, in pre-clinical laboratories, and in the advising and mentoring of pre-doctoral students.
   m. Student evaluation of the overall effectiveness of the faculty member as a teacher.
   n. Active support of the teaching program of the School and University.
   o. Teaching awards, Board certification/recertification, and other significant accomplishments.
p. Student advising and mentoring.

q. Clinical teaching.

r. Scholarship of teaching and learning.

2. **Research and/or other Scholarly Activities**

Although Clinical Teaching Track faculty are primarily tasked with teaching and leadership and service-related activities, full-time members of the faculty should also have part of their time/effort directed and documented toward research and/or other scholarly activities appropriate to their scientific, clinical, and teaching interests. These may include but are at not limited to:

a. Publications, including peer-reviewed and non-peer-reviewed manuscripts, books, book chapters, monographs, and electronic publications with peer-reviewed materials receiving greater weight; position of authorship will also be considered.

b. Other products of scholarship as broadly defined, including the scholarship of discovery, education, application or integration in which the candidate is a lead investigator.

c. Development of intellectual property.

d. Recognition by other scholars or research and publications.

e. Grants and contracts (sponsored research).

f. Unsponsored research.

g. Lectures and/or presentations at national or international meetings.

h. Evidence of capacity for future achievements.

See Appendix H for minimal thresholds of scholarly activity for promotion.
3. Leadership and service

The other component of University life for Clinical Teaching Track faculty is leadership and service, which includes leadership and service to the School, University, the profession, and to the community.

**Leadership and service to the School/University** - This responsibility involves a general contribution to the University, over and above teaching and scholarly activity.

The following criteria will be considered:

- g. Participation in the administration and governance of the faculty, the School, the Campus, and the University, including active and productive participation in committees at various levels.

- h. Representation of the School or University to organized dentistry and other professional groups, including participation at these meetings on behalf of the School.

- i. Representation of the School or University to governmental agencies, when formally requested by the Dean or department chairperson.

- j. Helping and encouraging the professional growth of junior faculty members and other colleagues.

- k. Doctoral dissertation and Master’s committee participation and/or thesis supervision.

**Leadership and service to the Community and Profession** - Leadership and service to the scientific and dental community is very important to this school and will, in fact, be essential to the future prosperity and survival of this and other dental schools. It involves both leadership and service to the dental profession, scientific community, the surrounding region, the nation, and to the people of this State of Colorado.

The following criteria will be considered:

- i. Participation in continuing educations programs sponsored by the School.

- j. Leadership and service to the profession at the state, national, and international levels.

- k. Consultative services to other health professionals, hospitals, institutions of higher education, and governmental agencies.

- l. Participation in continuing education programs not sponsored by the University of Colorado.

- m. Lectures and/or clinical presentations at local and/or state meetings. This criterion involves presentations that represent continuing
education. Audiovisual aids of a continuing education nature are included in this criterion.

n. Presentations on dentistry to the lay public.

o. Participation in community dental health education projects.

NOTE: While service to the community as described in this section is important and casts a favorable light upon the School, faculty members must carefully balance this activity with the University’s legitimate expectations of them in teaching, research and/or other scholarly activities, and leadership and service to the University.

3. QUALIFICATION FOR CLINICAL TEACHING TRACK FACULTY RANK, PROMOTION, AND REAPPOINTMENT

A. Instructor C/T

3. General Statement- The applicant is expected to have the doctoral dental degree or the Bachelor of Science dental hygiene degree and be well qualified to teach. Faculty appointed to teach in areas not requiring a doctoral dental degree or dental hygiene degree (e.g. basic or behavioral sciences) should have the appropriate degree in that field. Faculty appointed at this level without considerable dental practice experience and/or teaching experience and/or advanced training should anticipate at least two years in this rank before being considered for promotion.

4. Criteria for Instructor C/T

c. Factors meriting qualification would include GPA, dental or dental hygiene student class rank, student performance in the specific department, in which the appointment is being made, and collegiality and professionalism. No previous teaching experience is necessary.

d. Two letters of recommendation, solicited by the appropriate department chair after consultation with the applicant.

B. Assistant Professor C/T

3. General statement- An Assistant Professor C/T is expected to have some successful teaching experience in dental education or equivalent. It is expected that faculty at this level will usually possess advanced formal training beyond the doctoral dental degree or the bachelor of science dental hygiene degree, and be well qualified to teach. Faculty may be appointed and/or promoted to this rank who do not possess an advanced degree beyond the doctoral dental degree or Bachelor of Science dental hygiene degree, or appropriate certificate, if they have two years of full-time dental practice experience in their field and possess outstanding credentials. The person under consideration must show evidence of considerable potential to the University.

4. Criteria for Assistant Professor C/T

f. Qualification for the rank of Instructor C/T.
g. The appropriate terminal degree.

h. Successful completion of advanced education beyond the terminal degree, receiving an MS, MSD, PhD, or ScD, certificate, or equivalent, or successful completion of an acceptable postgraduate training program not leading to a degree, or two or more years successful teaching experience in dental or dental hygiene education, or at least two years of full-time private practice experience.

i. Evidence of leadership and service.

j. Three letters of recommendation, solicited by the appropriate department chair/nominator after consultation with the applicant.

C. Associate Professor C/T

3. General Statement- Promotion to associate professor C/T marks a significant point in the development of a faculty member. Consequently, in addition to specific accomplishments, the balance of the individual’s activities and contributions in teaching and leadership and service will be considered as well as limited research and/or scholarly activity.

4. Criteria for Associate Professor C/T

f. Qualification for assistant professor C/T.

g. Demonstrated evidence of scholarship as defined in Appendix G.

h. Five or more total years of fulltime experience in appropriate higher educational settings or its equivalent at the rank of assistant professor C/T.

i. National recognition as demonstrated by specialty board and discipline specialty certification, as appropriate.

j. Demonstrated evidence of successful teaching at least at the level of meritorious achievement.

k. Demonstrated meritorious leadership and service. Quality and quantity of leadership and service contributions will, however, not compensate for deficiencies in teaching.

l. Six letters of evaluation. Three of the evaluators should be from faculty within the University of Colorado and three by nationally recognized professionals outside of the University who are experts in the applicant’s field. The list of evaluators should be solicited by the appropriate department chair/nominator after consultation with the applicant.

D. Professor C/T
3. General Statement- Faculty at this rank should have a minimum of five years at the rank of Associate Professor C/T or its equivalent, demonstrate outstanding accomplishments in teaching and research and/or other scholarly activities (see Appendix D and H.). At this stage of development, the person should have a strong record of leadership in the school or other significant settings as demonstrated by outstanding contributions in both teaching and leadership and service, and contributing to the development of junior faculty and the profession.

4. Criteria for Professor C/T
   
   f. Qualification for associate professor C/T.
   
   g. Demonstrated evidence of scholarship as defined in Appendix D and H.
   
   h. Demonstrated excellence in teaching.
   
   i. Demonstrated excellence in leadership and service to the University and the community.
   
   j. Six letters of evaluation. Three of the evaluators should be from faculty within the University of Colorado and three by nationally recognized professionals outside of the University who are experts in the applicant’s field. The list of evaluators should be solicited by the appropriate department chair/nominator after consultation with the applicant.
INTERIM EVALUATION PROCEDURES AND GUIDELINES FOR CLINICAL TEACHING TRACK FACULTY
(Approved by the Faculty Senate April 4, 2014)

2. INTRODUCTION

Interim evaluations are intended to facilitate faculty development consistent with the academic needs and goals of the School of Dental Medicine. These procedures apply to all Clinical Teaching Track faculty who wish to be considered for promotion.

GENERAL GUIDELINES

a. Each faculty member below the rank of Associate Professor who wishes to be considered for promotion, shall be evaluated in a comprehensive manner at least once prior to their submission for promotion. The evaluation shall take place at least 2 years prior to promotion review. The evaluation shall include extramural evaluation of the candidate if determined necessary by the committee. Each faculty member shall be informed orally and in writing of the results of the evaluation.

b. Department chairpersons (or the Dean, if the faculty member is a department chairperson) shall advise each faculty member regarding the criteria and standards that the School of Dental Medicine uses in reaching a decision about the candidate’s performance, and will provide the criteria and standards in writing to each faculty member well in advance of the interim evaluation period. In addition, department chairpersons (or the Dean, if the faculty member is a department chairperson) will advise faculty members at least once each year as to how that individual is progressing toward fulfilling the criteria for promotion and/or tenure.

c. The criteria for evaluating the performance of faculty shall include those that are used in the School of Dental Medicine for promotion and tenure of full-time faculty. The faculty member’s accomplishments in teaching, research and/or other scholarly activities, and leadership and service shall be the main focus of the evaluation. The general guideline in determining acceptable performances is whether the faculty member’s growth and accomplishments in these three areas are progressing at a level consistent with university expectations, showing that the faculty member is on a trajectory for promotion. The balance of accomplishments in the three areas should also be evaluated in light of the goals of the School and department and any official changes in job assignment, e.g., major increases or decreases in administrative, teaching, or research duties.

d. External evidence of a faculty member’s performance should be incorporated in the evaluation. This evidence should include, but is not limited to, national
awards, honors, offices in national or international academic professional organizations, editorial functions for scholarly journals, publications in refereed journals and papers presented at regional, national, or international meetings.

3. **PROCEDURES**

a. The chairperson of each department (or the Dean, if the faculty member is a department chairperson) is responsible for annual evaluations of the faculty member. These evaluations should provide faculty with feedback in performance and progress in meeting standards for promotion and/or tenure awards.

b. Faculty members and their department chairpersons (or the Dean, if the faculty member is a department chairperson) will be notified by the Associate Dean in the Fall of the academic year in which the formal interim evaluation is to be conducted.

d. The department chairperson (or the Dean, if the faculty member is a department chairperson) shall counsel the faculty member concerning updating his/her vita (see Appendix G) and identifying supporting documentation to be submitted for the interim evaluation. This includes identification of peers to evaluate his/her performance.

c. The department chairperson (or the Dean, if the faculty member is a department chairperson), in consultation with the faculty member, shall compile all documents to be submitted for the interim evaluation and forward them to the chairperson of the Faculty Promotion and Tenure Subcommittee.

*Two hard copies of the dossier, as well as an electronic version, should be submitted to the chairperson of the Promotion, Tenure, and Post-Tenure Review Subcommittee no later than October 15th. The documentation must include at least the following:*

1. Current curriculum vitae
2. Letter of evaluation from department and division chairperson,
3. At least three internal evaluation letters
4. A list of three authorities in the faculty member’s field outside the Anschutz Medical Campus to be used by the committee in the event it determines that external input is required
5. Student teaching evaluations or summary of student teaching evaluations that is prepared by the department or division chairperson
6. Copies of all publications
7. Other materials deemed appropriate for the committee to evaluate progress toward satisfying all promotion and/or tenure criteria
e. The faculty Promotion, Tenure and Post-Tenure Review Subcommittee conducts a comprehensive evaluation of the faculty member’s performance and accomplishments in his/her progress toward promotion and/or tenure.

f. The written summary is forwarded to the chairperson of the Dean’s Review Committee.

g. The Dean’s Review Committee evaluates the Faculty Promotion, Tenure and Post-Tenure Review Subcommittee summary and prepares a written report, and if required, makes recommendations for the development of a plan to assist the faculty member in meeting the relevant criteria for promotion and/or tenure.

h. The Dean’s Review Committee sends both committees’ reports to the faculty member, the department chairperson, and the Dean.

i. The department chairperson (or the Dean, if the faculty member is a department chairperson) and faculty member meet to discuss the results of the evaluation.

j. If requested, the faculty member and department chairperson (or the Dean, if the faculty member is a department chairperson) can meet with the chairpersons of the Faculty Promotion and Tenure Subcommittee and the Dean’s Review Committee to discuss the evaluation reports and to seek clarification.
PROMOTION REVIEW PROCESS FOR CLINICAL TEACHING TRACK FACULTY

1. Prior to the submission of an evaluation notebook to the Promotion, Tenure, and Post-Tenure Review Committee, an internal department review must occur. The Department Chair, an internal department representative, and an external department representative must review the candidate’s dossier to determine if the candidate meets the criteria for promotion. The notebook should only be forwarded to the Promotion, Tenure, and Post-Tenure Review Committee after the Department Review has concluded.

   It is the Department Chair’s responsibility to assist the candidate in assembling their dossier, as well as convening and conducting the Department Review.

m. Clinical Teaching Track faculty should submit his/her dossier after they have completed five (5) years at the rank of Assistant or Associate Professor. Assistant Professors seeking promotion to Associate Professor must have gone through Interim Review. The candidate and department chair should be aware of the timeline for submission.

n. Candidates submitting their dossiers for promotion should submit their materials to the Office of Faculty Affairs no later than October 15th.

o. Candidates seeking promotion to Professor should refer to the Guidelines for the Evaluation of Publications, Appendix D.

p. Curriculum Vitae should be formatted as outlined in Appendix F of this document.

q. Dossiers should be compiled as outlined in Appendix A of this document.

r. Three copies of the candidate’s dossier should be submitted to the Office of Faculty Affairs by October 15th.

s. To assist with and expedite the review process, the candidate should also submit an electronic copy of their dossier to the Office of Faculty Affairs by October 15th.

t. For promotion, the committee will recommend or not recommend based on a vote of excellence in either teaching or leadership and service: separate voting totals will be recorded for each of the three categories (e.g., four (4) voted meritorious for teaching and three (3) nonmeritorious, etc.) and communicated to the Dean for each candidate.

u. For promotion to Professor, the committee will recommend or not recommend based on a vote of excellence in both teaching and leadership and service.

v. If the two committees disagree about promotion, dossiers and summary letters have to be sent to the Vice Chancellor’s Advisory Committee by March 1st unless the candidate withdraws their name from consideration.
Faculty members at the School of Dental Medicine whose primary duties are to conduct research may be eligible for appointment and promotion in the Research Track series. Faculty member in the Research Track are expected to devote approximately 80% of their time to research and scholarly activities, 10% to teaching, and 10% to leadership and service. Ranks in the series include: Assistant Research Professor, Associate Research Professor, and Research Professor. A candidate being considered for promotion within this series is expected to achieve and maintain an “excellent” level of performance in research and meet the criteria outlined in Appendix D as it relates to research and scholarly activity.

A. Assistant Professor – Research

5. General Statement: An Assistant Professor – Research is expected to have some successful research funding and publications in peer reviewed journals. Faculty at this level must have a terminal degree and advanced postgraduate training, such as postdoctoral research, residency, or fellowship. Promotion to the rank of assistant research professor requires evidence that the candidate has a potential independent and collaborative research/scholarly activity. The candidate must also have the ability to participate in the training of postdoctoral professionals, fellows, residents and /or graduate students. The person under consideration must show evidence of considerable potential to the University.

6. Criteria for Assistant Professor – Research

   m. An appropriate terminal degree.

   n. Successful completion of advanced education/training beyond the terminal degree, receiving an MS, MSD, PhD, or ScD, certificate, or equivalent, or successful completion of an acceptable postgraduate training program not leading to a degree.

   o. Documented evidence of interest and abilities in research and scholarly activity as demonstrated by research activities and/or publications, abstracts, etc. The quality of the scholarly activities will be considered as well as the quantity.

   p. Evidence of leadership and service.

   q. Three letters of recommendation from experts in the faculty member’s field, solicited by the appropriate department chair/nominator after consultation with the applicant.
B. Associate Professor – Research

5. General Statement- Faculty appointed or promoted to the rank of Associate Professor – Research may be serving as senior investigators with independent funding, scientists reporting to regular faculty principal investigators, co-principal investigators, or directors or co-directors of core scientific facilities. Faculty at this rank are expected to demonstrate evidence of excellence in research and meet the criteria outlined in Appendix D.

6. Criteria for Associate Professor – Research

   o. Qualification for Assistant Professor – Research.

   p. Five or more total years full-time experience at the level of Assistant Professor – Research in appropriate higher educational settings or its equivalent, and education/training beyond the terminal degree.

   q. For promotion, each faculty member below the rank of Associate Professor – Research must have completed comprehensive (Interim) review at least once prior to consideration for promotion. Such evaluation shall include extramural evaluation of the candidate.

   r. Documented evidence of meritorious teaching, and leadership and service activities.

   s. Promising accomplishment (at the level of excellent achievement) in research and/or other scholarly activities as demonstrated by completed research, research funding, and publications. The quality and quantity of the scholarly activities, as well as the extent of involvement and the initiative of the individual, are considered. Guidelines for publication are in Appendix E.

   t. Demonstrable evidence that the candidate, by independent effort, has developed an extramurally-funded program of original research or scholarly activity.

   u. The candidate must have participated in the training of post-doctoral professionals, fellows, residents, and/or graduate students.

   v. Six letters of evaluation. Three of the evaluators should be from faculty within the University of Colorado and three by nationally recognized professionals outside of the University who are experts in the applicant’s field. The list of evaluators should be solicited by the appropriate department chair/nominator after consultation with the applicant.

C. Professor – Research
5. General Statement- Faculty at this rank must have a minimum of five years at the rank of Associate Professor – Research and demonstrate outstanding accomplishments in teaching and research and/or scholarly activity. At this stage of development, the faculty member should have a strong record of academic leadership and service in the school as demonstrated by continuous teaching accomplishments, excellence in research and/or other scholarly activities, contributions to the development of junior faculty, and recognition as a scholar.

6. Criteria for Professor – Research

   m. Qualification for Associate Professor – Research.

   n. National/international recognition as demonstrated by major publications, invitations to present at national/international meetings, leadership in select national/international professional organizations, and significant consultantships.

   o. Maintenance of an ongoing extramurally-funded program of research or scholarly activity.

   p. Ongoing teaching accomplishments through continuous work with postdoctoral students, fellows, graduate students, and pre-doctoral students at the CU School of Dental Medicine.

   q. Demonstrated excellence in research and/or scholarly activity. Guidelines are included in Appendix D.

   r. Demonstrated excellence in leadership and service to the University and the community. Promotion criteria are outlined in Appendix D.

   s. Six letters of evaluation. Three of the evaluators should be from faculty within the University of Colorado and three by nationally recognized professionals outside of the University who are experts in the applicant’s field. The list of evaluators should be solicited by the appropriate department chair/nominator after consultation with the applicant.
REQUIREMENTS FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION FOR
PART-TIME FACULTY, VOLUNTEER FACULTY AND PRECEPTORS IN THE
SCHOOL OF DENTAL MEDICINE, UNIVERSITY OF COLORADO
(Approved by the Faculty Senate April 4, 2014)

1. INTRODUCTION

The purpose of this document is to provide a written reference for the procedures as requirements for appointment or promotion of part-time faculty within the University of Colorado School of Dental Medicine (UCSDM). Additional references that are also applicable are the sections which apply to faculty appointments and rank in the Laws of the Regents of the University of Colorado and the University of Colorado Faculty Handbook. The Division chair originates the nomination for a faculty member within a division for appointment, reappointment, and or promotion, and sends that nomination to the Department Chair.

The Department Chair gathers information, letters of recommendation, curriculum vitae, and other required credentialing documents to support the individual’s appointment or promotion to the faculty rank outlined below, and with his/her recommendation forwards the nomination to the UCSDM Promotion, Tenure, and Post-Tenure Review Subcommittee. Promotion of part-time, volunteer, and preceptors follow the same review process and cycle as full-time faculty.

2 CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION OF
PART-TIME FACULTY, VOLUNTEER FACULTY AND PRECEPTORS
MEMBERS, UCSDM

A. Clinical Instructor-

In order to be appointed at the part-time Clinical Instructor level at the University of Colorado School of Dental Medicine, an individual must have received a terminal professional degree or equivalent. Two letters of recommendation will be required. One of the letters must be from a full-time faculty member within the School; the other may come from outside the School of Dental Medicine.

B. Clinical Assistant Professor-

In order to be appointed at the part-time Clinical Assistant Professor level at the University of Colorado School of Dental Medicine, an individual must have received a terminal professional degree or its equivalent. Two letters of recommendation are required; one from a full-time faculty member within the School of Dental Medicine, the other may be from an individual outside the School of Dental Medicine. For promotion, both letters must be from within the School of Dental Medicine. In addition, candidates must have completed appropriate specialty training or they must have three years of experience in the discipline for which they are being considered for appointment.

C. Clinical Associate Professor-

In order to be appointed at the part-time Clinical Associate Professor level at the University of Colorado School of Dental Medicine, an individual must have a terminal professional degree or its equivalent along with three letters of recommendation. Two
letters of recommendation must be from full-time faculty members within the School of Dental Medicine; one letter of recommendation may come from an individual outside the School of Dental Medicine. In addition, candidates must have seven additional years of clinical experience, research experience, additional training, or teaching experience.

D. Clinical Professor-

In order to be appointed at the Clinical Professor level at the University of Colorado School of Dental Medicine, an individual must have a terminal professional degree or its equivalent. For consideration of the nominee, five letters of recommendation must be submitted. Two letters must come from faculty members within the School of Dental Medicine, the other three may be from outside the School of Dental Medicine. In addition, the individual must have had ten additional years of experience, appropriate clinical experience, research experience, additional training or teaching experience, and must have attained national recognition in their field.
REQUIREMENTS FOR PROFESSOR EMERITUS IN THE SCHOOL OF DENTAL MEDICINE, UNIVERSITY OF COLORADO
(Approved by the Faculty Senate April 4, 2014)

1. INTRODUCTION

Section 9.B.2 of the Laws of Regents:

(A) Any faculty member may be allowed, upon retirement and in accordance with the campus-defined process and approval by the chancellor, to retain his or her title with the description "emeritus/emerita."

(B) Any officer except those reporting directly to the president or the Board of Regents may be allowed, upon retirement and approval by the president, to retain his/her title with the description "emeritus/emerita."

(C) Any officer reporting directly to the president or the Board of Regents may be allowed, upon retirement and approval by the Board of Regents, to retain his/her title with the description "emeritus/emerita."

The title “emeritus” should be bestowed only on those retired faculty members whose contributions warrant it. The award should not be automatic, but should be bestowed only on the basis of merit to preserve the significance of the title.

2. CRITERIA FOR APPOINTMENT OF PROFESSOR EMERITUS, UCSDM

The faculty member must be retired from a full-time, faculty position at the University of Colorado School of Dental Medicine and had distinguished career.

PROCEDURE:

5. Any three faculty members may nominate a retiring faculty member for the designation, “emeritus.”

6. Supporting documentation required is a current curriculum vitae and a post-tenure review report completed within the past five years. If a post-tenure review report has not been performed within the past five years, one is to be performed before emeritus status can be considered.

7. The nomination will be considered sequentially by the Promotion, Tenure, and Post-Tenure Review Subcommittee, and, after being reviewed by the Dean, by the Dean’s Review Committee, who will make their recommendation to the Dean. The Dean, if he/she concurs with the awarding of the emeritus status, will submit the recommendation to the Vice Chancellor of Academic Affairs for forwarding to the Chancellor for his/her consideration.

8. Each step needs to be completed prior to the faculty member’s retirement date.
JOINT APPOINTMENTS AT THE SCHOOL OF DENTAL MEDICINE, UNIVERSITY OF COLORADO

When joint or split appointments are made, the affected faculty member must be informed in writing, prior to the appointment, of:
1. The duties and expectations as agreed upon by all Schools/Departments involved.
2. Which School/Department will be responsible for such personnel recommendations as tenure, reappointment, promotion and salary.

FACULTY TITLES PER THE REGENTS OF THE UNIVERSITY OF COLORADO
(Regent Law 5.A.1 and Regent Policy 5.L) (as of 6/21/2013)
These titles are subject to change at any time. For the most up-to-list list please reference Regent Law.
Members of the general faculty shall be those individuals who hold the title or acting title of dean, associate or assistant, professor, associate professor, assistant professor, senior instructor, instructor, lecturer, artist in residence, scholar in residence, professor adjoint, associate professor adjoint, assistant professor adjoint, visiting and part-time appointments in the above-named titles, professional librarian, curator, and any other such title identified as a faculty title under applicable policies of the Board of Regents

A. TENURE AND TENURE TRACK FACULTY

A tenured appointment can normally be held only by a person in the academic rank of Professor or Associate Professor. Tenure may be awarded only to faculty members who are employed by the University and who have demonstrated meritorious performance in each of the three areas of teaching, research/creative work, and leadership and service, and demonstrated excellence in either teaching or research/creative work. (Footnote: In the School of Medicine, tenure may be awarded only to faculty members with national or international reputations who have also demonstrated excellence in scholarship and teaching. See Regent Law 5.B.4.) Once attained, tenure remains in effect regardless of promotion to higher rank. Administrative positions do not carry the possibility of tenured appointments and, unless under a properly authorized term contract, are at will positions, but an administrator holding an eligible academic rank may be granted a tenured appointment as a faculty member. All tenured and tenure-track faculty members with appointments of 50% or more are members of the system-wide Faculty Senate. Faculty members in the tenure track have limited term contracts. In the School of Medicine, tenure-eligible faculty members in the tenure track, may have limited, indeterminate or at will appointments. Once tenured, a faculty member holds a continuous appointment until retirement or resignation unless the faculty member leaves the University or is removed under provisions of the Laws of the Regents or Regent policy.

Assistant Professor: Assistant Professors appointed to tenure track positions should have the terminal degree appropriate to their field or its equivalent, plus some teaching experience. They
should be well-qualified to teach at the undergraduate or graduate levels and possess qualifications for research or scholarship in a special field or clinical discipline.

**Associate Professor:** Associate Professors should have the terminal degree appropriate to their field or its equivalent, considerable successful teaching experience, and promising accomplishment in scholarship or in research. Normally the award of tenure accompanies appointment to or promotion to associate professor, except at the School of Medicine where tenure may be granted at any point in the faculty member’s career when he/she meets the School’s standards for tenure.

**Professor:** Professors (also called “Full Professors”) should have the terminal degree appropriate to their field or its equivalent, and; (a) a record that, taken as a whole, may be judged to be excellent; (b) a record of significant contribution to graduate and/or undergraduate education, unless individual or departmental circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other; and (c) a record since receiving tenure or promotion to Associate Professor that indicates substantial, significant, and continued growth, development, and accomplishment in teaching, research/creative work, and leadership and service.

**B. NON-TENURE TRACK FACULTY**

The Faculty Senate Constitution determines participation in the System Faculty Governance. Eligibility for participation in campus faculty governance activities will be at the discretion of the individual campus faculty assemblies. Eligible participation in school faculty governance activities will be at the discretion of the individual school.

**Instructor:** Instructors usually have their master’s degree or its equivalent and should be otherwise well-qualified to teach. Instructors are not tenure-eligible and their service as Instructor does not count toward the award of tenure. Instructors are usually employees at will. Only Instructors who engage in 50% or more clinical activity may be appointed to limited or indeterminate appointments. All other Instructors are at will employees by law. Individual schools and colleges may require Instructors to perform scholarly and/or leadership and service activities, but must make clear distinctions between Instructors/Senior Instructors and tenure-track Assistant Professors in terms of job qualifications, work assignments or expectations.

**Senior Instructor:** The rank of Senior Instructor permits higher recognition and salary than that of Instructor. Senior Instructors are not tenure-eligible and their service as Senior Instructor does not count toward the award of tenure. Senior Instructors are usually employees at will. Only Senior Instructors who engage in 50% or more clinical activity may be appointed to limited or indeterminate appointments. All other Senior Instructors are at will employees by law. Individual schools and colleges may require Senior Instructors to perform scholarly and/or leadership and service activities, but must make clear distinctions between Instructors/Senior Instructors and
tenure-track Assistant Professors in terms of job qualifications, work assignments or expectations.

**Lecturer:** Lecturer is the title given to individuals hired to teach on a course-by-course basis. Lecturers are qualified to teach the particular course or courses for which they have been hired. They may have graduate degrees and/or advanced experience in their profession or field of expertise. Lecturers are employees at will and are hired on a part-time basis to teach one or more courses per term.

**Scholar in Residence:** This title is given to individuals whose combination of academic background and career expertise in areas of business, industry, law, K-12 education, the arts or government makes them valuable contributors to the undergraduate or graduate curriculum of their primary unit. Scholars in Residence usually hold the terminal degree in their discipline but have spent much or all of their careers outside academia. They are employees at will.

**Artist in Residence:** This title is given to individuals whose career experience as an artist makes them valuable contributors to the undergraduate or graduate curriculum of their primary unit. Artists in Residence usually hold the terminal degree in their discipline but have spent much or all of their careers outside academia. They are employees at will.

**C. CLINICAL TEACHING TRACK (C/T TRACK) FACULTY**

Faculty members who hold Clinical Teaching Track titles are not eligible for tenure. Clinical Teaching Track faculty are usually employees at will. If Clinical Teaching Track faculty members are engaged in greater than 50% clinical activity, then they can be on a limited appointment. Faculty on the Clinical Teaching Track participate in a broad range of teaching and/or clinical activities and provide leadership and service to the University and the community, based upon their clinical obligations. They participate in research and scholarly activities to a limited degree. Clinical Teaching Track faculty are expected to demonstrate continued professional growth in their fields. Each school with Clinical Teaching Track faculty titles may have additional requirements for faculty holding these titles.

**Instructor, Clinical Teaching Track:** Instructors in the clinical teaching track usually have their master’s degree or equivalent in their field and should be well qualified to teach.

**Senior Instructor, Clinical Teaching Track:** This title permits higher recognition for higher qualifications or experience and, where applicable, salary than that of instructor.

**Assistant Professor, Clinical Teaching Track:** Assistant Professors in the clinical teaching track are expected to have the terminal degree and have some successful teaching experience. They are expected to teach and/or provide clinical care.
**Associate Professor, Clinical Teaching Track:** Associate Professors in the clinical teaching track must have the terminal degree, be well qualified to teach and/or provide clinical care with considerable demonstrated evidence of successful teaching and demonstrated leadership and service.

**Professor, Clinical Teaching Track:** Full Professors in the clinical teaching track must have the terminal degree, outstanding accomplishments in teaching, and/or provide clinical care, a record of leadership in the school, and a meritorious leadership and service record.

---

**D. CLINICAL FACULTY**

Clinical faculty members include practitioners or other professionals who perform teaching, research or clinical services on a part-time (less than 0.5 FTE) or volunteer basis. Those who provide clinical care and maintain an independent health care practice must carry their own malpractice insurance which covers both their University work as well as their private practice. Clinical faculty are expected to demonstrate continued professional growth in their fields. Each school with clinical faculty titles may have additional requirements for faculty holding those titles. Clinical faculty are not eligible for tenure. These positions are at will.

**Clinical Instructor:** Clinical Instructors usually have their master’s degree or equivalent and should be otherwise well qualified to teach and have evidence of either clinical or research experience.

**Clinical Senior Instructor:** Clinical Senior Instructors permits higher recognition and salary than that of Clinical Instructor.

**Clinical Assistant Professor:** Clinical Assistant Professors must have a terminal degree or equivalent and demonstrated professional experience to include teaching, clinical activity or research.

**Clinical Associate Professor:** Clinical Associate Professors must have a terminal degree or equivalent and demonstrated success in teaching, clinical activity or research.

**Clinical Professor:** Clinical Professors must have a terminal degree or equivalent and a record that, taken on the whole, is judged to be excellent and indicates substantial, significant and continued growth and development and accomplishment in teaching, research, clinical activity and leadership and service.
E. RESEARCH FACULTY

Faculty members whose primary duties are to conduct research will be given a title within the Research Associate or Research Professor series. Faculty members who are not involved in the instructional program will be appointed within the research associate series; those who are involved in the instructional program will be given a title within the research professor series. All faculty members who carry research titles will be supported by non-general funds. Faculty appointments to the Research Professor series must be sponsored by an academic primary unit or by research institutes that have been authorized by the campus chancellor to make such appointments. Appointments sponsored by research institutes must be co-sponsored by an academic primary unit that will be a beneficiary of the instructional contributions of the research faculty member. Faculty appointed to the research associate or research professor series are employees at will, and they are not eligible for tenure.

E.1 RESEARCH PROFESSOR SERIES

Research Professor, Research Associate Professor, Research Assistant Professor, Research Senior Instructor and Research Instructor: These titles are used for persons with qualifications similar to the Professor, Associate Professor, Assistant Professor, Senior Instructor and Instructor respectively. (See Section A for descriptions of the academic qualifications for these titles.) These faculty are involved in research and have limited involvement in the instructional programs at the University.

E.2 RESEARCH ASSOCIATE SERIES

Individuals holding titles in this series are not involved in an instructional program at the University.

Professional Research Assistant (PRA): This title is held by individuals competent to carry out research or scholarly work of a quality comparable to that produced by a graduate student research assistant. Other persons eligible to be considered for appointment to the PRA title would be individuals, such as Graduate Student Teaching Assistants, who possess professional skills and competencies that can be applied to assist the professor directly in the support of the research program. A PRA works in a collaborative role with the principal investigator and contributes substantively to the investigation and analysis of the project. As a collaborator on the project, the PRA may receive full credit as co-author of publications and technical reports, and shares responsibilities in the research setting. A bachelor’s degree or equivalent experience is required for appointment to the Professional Research Assistant title.
Senior Professional Research Assistant: This title is held by individuals competent to carry out research or scholarly work of a quality comparable to that produced by an advanced Graduate Student Research Assistant. Appointment to this title is regarded as a promotion above the rank of PRA. The master’s degree or equivalent experience is required for appointment as a Senior PRA.

Research Associate: This title is granted to persons holding the doctor’s degree or its equivalent and whose academic qualifications may be comparable to the regular faculty ranks of Associate Professor or Assistant Professor.

Senior Research Associate: This title is granted to persons who, because of demonstrated superior leadership and service and performance, are recognized by the University as outstanding researchers in their field. Appointment to this position is to be regarded as a promotion above the existing rank of Research Associate, and may be comparable to the regular faculty rank of Professor.

Faculty Research Associate: Faculty members in the University who are temporarily assigned as “Research Associates” are given this title.

F.TITLE PREFIXES

Adjoint: The titles Professor Adjoint, Associate Professor Adjoint, or Assistant Professor Adjoint are used to designate individuals, such as employees of the National Institute of Standards and Technology, the National Center for Atmospheric Research, or other agencies or institutions who offer courses or supervise academic programs without compensation above their regular salary. Adjoint Professors have the usual privileges and responsibilities of members of the regular faculty, except that these positions are not tenure eligible and are at will. Their academic qualifications should be similar to those of regular faculty in full Professor, Associate, or Assistant ranks.

Adjunct: Adjunct faculty status of Professor Adjunct, Associate Professor Adjunct, and Assistant Professor Adjunct is awarded to an individual who previously held the rank of full Professor, Associate, or Assistant at a comparable higher education institution. Adjunct faculty members are hired on a course-by-course, part-time, non-tenure track basis (similar to Lecturers). The title of full Professor, Associate, or Assistant Professor Adjunct will be dependent upon the last rank held by the individual in a comparable institution. If the permanent faculty believes an individual’s qualifications and experience warrant an adjunct appointment even though the individual has not previously held a professorial rank, the title of Assistant Professor Adjunct normally would be recommended.

Visiting: The designation “visiting” before an academic title indicates that the faculty member has a temporary appointment for a defined period such as an academic year, semester, or summer
term. The visiting title should indicate the faculty member’s rank at his/her home institution or planned for at this University.

**Special Visiting Professor:** This title may be recommended for distinguished persons who are not regular faculty members but who serve the University in some instructional capacity.

**Attendant Rank:** Attendant rank titles are Professor Attendant, Associate Professor Attendant, Assistant Professor Attendant, Senior Instructor Attendant, Instructor Attendant, Museum Curator Attendant, Museum Associate Curator Attendant, Museum Associate Attendant and may be granted to persons holding University administrative or service positions. Those approved for this rank are expected to possess the same scholarly qualifications in a discipline as regular faculty members and to engage in instructional activities without compensation over and above their regular salary. Those attaining this title have the same rights and privileges available to regular faculty members, except that they are not eligible for consideration for tenure.

### G. PRESTIGE TITLES

**Distinguished Professor:** This title is extended by the Board of Regents to recognize the outstanding contributions of tenured CU faculty members to their academic disciplines. The faculty awarded this title must demonstrate accomplishments in accordance with the following University-wide criteria: (1) a record of excellence in both classroom teaching and supervision of individual learning; (2) a record of distinguished performance in research or creative work; and (3) a record of outstanding service to the profession and to CU and/or affiliate institutions. The title “distinguished” implies that there will be limited number of faculty members holding this title.

**Endowed Chair/Endowed or Named Professor:** This title is awarded to a faculty member who has been selected, by virtue of an outstanding record in an academic field, to fill a position that is endowed or funded by a donor. Holding an endowed or named chair/professorship, that is being an endowed or named professor, does not affect the faculty member’s existing University appointment. Endowed or named chairs/ professorships convey honor to their holders and provide a source of funding.

**Emeritus:** This distinction is awarded those faculty, in the ranks of full Professor, Associate Professor, Assistant Professor, Senior Instructor, or Instructor, upon retirement, who are nominated by their department for this distinction and whose nomination is supported through the usual personnel review process.
   a. https://www.cu.edu/policies/aps/academic/1022.html
6. Board of Regents Law 5.A: Faculty Definitions and Titles
   a. https://www.cu.edu/regents/Laws/article-05.html
7. Board of Regent Policy 5.L
   a. https://www.cu.edu/regents/Policies/Policy5L.htm
8. Board of Regents Appendix B: Roles and Responsibilities of Department Chairs, November 8, 2011
   a. https://www.cu.edu/regents/Policies/Policy5L.htm
9. University of Colorado School of Dental Medicine Faculty Governance Document
REQUEST FOR EXTENSION OF SEVEN-YEAR PROBATIONARY PERIOD FOR PROMOTION AND TENURE FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR

Under the current policies, a 1-3 year extension to the seven-year probationary period for promotion from Assistant Professor to Associate Professor may be granted, as long as the following criteria are met: (1) The standing Departmental Advisory Committee has reviewed the faculty member’s readiness for promotion; (2) the chair of the department concurs with the request for extension; and (3) the request for extension is received prior to the start of the review for promotion or tenure by the School of Dental Medicine Faculty Promotion, Tenure, and Post-Tenure Review Subcommittee.

Please provide the following information regarding the faculty member requesting the promotion extension:

Name: ____________________________

Department: ______________________

Date of Initial Appointment as Assistant Professor: ______________________

Extension Requested: 

☐ 1-Year*
☐ 2-Year*
☐ 3-Year*

*If an extension is requested, the faculty member’s dossier can still be submitted before the end of the new probationary period.

Has the standing Departmental Advisory Committee reviewed this faculty member’s readiness for promotion? Yes ☐ No ☐

Date of Mid-Course Review: ______________________

Reason for Extension: ______________________

I concur with this request for extension.

____________________________________
(Department Chair Signature)

THIS SECTION FOR FACULTY AFFAIRS USE

Request for extension approved: ______________________ (signature)

New Probationary Period Deadline: ______________________
APPENDIX B
PROCEDURAL GUIDELINES FOR FACULTY PROMOTION, TENURE, and POST-TENURE REVIEW PROCESS

(Approved by SODM Faculty Senate on July 14, 2008)

The following are guidelines that provide additional clarity to the promotion, tenure, and post-tenure review process and should be followed whenever possible.

1. Promotion, Tenure, and Post-Tenure Review Subcommittee
   a. Only full-time, tenured associate/full professors or associate/full professors (C/T) should comprise committee membership.
   b. Selection of committee members will be by department chairs (1 person per department, although not necessary to be department member) with ratifying vote and continued oversight by officers of the Faculty Senate.
   c. Chair of the committee will be elected by the Promotion, Tenure, and Post-Tenure Review Subcommittee.
   d. The Promotion, Tenure and Post-Tenure Review Subcommittee will be the first level of review for all appointments, interim reviews, promotions, granting of tenure, and post-tenure reviews.
   e. Only members of the committee holding tenure may vote on decisions relating to tenure.
   f. Committee members who are scheduled for promotion and post-tenure review, shall not serve on the committee during their review cycle.

2. Dean’s Review Committee
   a. Chair of the committee and members will be appointed at the discretion of the Dean.
   b. The Dean’s Review Committee will serve as the second level of review for all appointments, interim reviews, promotions, and granting of tenure. The Dean’s Review Committee does not evaluate faculty scheduled for post-tenure review.

3. Interim Reviews
   a. Each full-time faculty member below the rank of associate professor or associate professor (C/T) shall be evaluated in a comprehensive manner in accordance with the University’s “Standards, Processes, and Procedures” document at the end of year three or four by the Promotion, Tenure and Post-Tenure Review Committee and Dean’s Review Committee. Findings will be communicated in writing to the candidate, the candidate’s chair, and the Dean.
   b. The department chair should meet with the candidate to discuss the summary of findings and help plan appropriate strategies for improvement if necessary. Chairs
of the Promotion, Tenure and Post-Tenure Review Committee and DRC should be available for clarification and suggestion if necessary.

c. Three hard copies and an electronic copy of the candidate’s dossier should be submitted to the Office of Faculty Affairs by October 15th.

d. The dossier should be compiled as outlined in the Faculty Interim Evaluation Procedures and Guidelines.

e. Information on the Differentiated Annual Workload and Professional Plan and annual performance ratings will be available to the chairs of each committee if necessary.

4. Promotion and Tenure Guidelines

a. Tenure Track faculty should submit their dossier at the beginning of their 7th year of employment on tenure track. The candidate and department chair should be aware of the timeline for submission.

b. Clinical Teaching Track faculty should submit their dossier for promotion after at least two years at the Instructor Level, at least 5 years at Assistant Professor Level, and at least 5 years at Associate Professor Level. Candidates submitting their dossiers for promotion and/or granting of tenure, should submit their materials to the Office of Faculty Affairs no later than October 15th.

c. Candidates seeking promotion to Associate Professor or Professor should refer to the Guidelines for the Evaluation of Publications, Appendix C (tenure-track) and Appendix D (Clinical Teaching Track).

d. Curriculum Vita should be formatted as outlined in Appendix E of this document.

e. Dossiers should be compiled as outlined in Appendix F of this document.

f. Three copies of the candidate’s dossier should be submitted to the Office of Faculty Affairs by October 15th.

g. To assist with and expedite the review process, the candidate should also submit an electronic copy of their dossier to the Office of Faculty Affairs by October 15th.

5. Committee Protocols

a. Pre-printed ballots will be utilized when voting on tenure and promotion.

b. All committee members should be present to register a vote and every effort should be made to have all committee members present when voting.

c. Votes will be confidential and counted by the chair of the committee and one additional member, determined by vote of the committee.

d. Letters of nomination/recommendation are permitted by members of committees for promotion and tenure candidates, but if received from the chair of either
review committee an alternate chair should be appointed for evaluation of that candidate.

e. If a committee member is being evaluated for promotion, he/she should be excused from committee deliberations and votes on his/her promotion. (Should this match Post-Tenure Review and state that candidates for promotion or tenure should not serve on the Committee during their review cycle?)

f. For promotion and tenure, the committee will provide an overall evaluation of the faculty members’ performance as either excellent, meritorious, or not meritorious and separate category voting totals will be recorded (e.g., four (4) voted meritorious for teaching and three (3) nonmeritorious, etc.) and communicated to the Dean for each candidate.

g. For post-tenure review, the committee will provide an overall evaluation of the faculty members’ performance as either outstanding, exceeding expectations, meeting expectations, or below expectations in teaching, research/creative work, clinical activity, and leadership and service, and communicate in writing their evaluation of each candidate to the Dean.

h. For post-tenure review, a copy of the evaluation summary will be given to the faculty member and a copy will be placed in the faculty member’s personnel file.

i. The Promotion, Tenure and Post-Tenure Review Committee should complete its evaluation(s) by the end of December; the Dean’s Review Committee should complete their evaluation(s) by February 15th.

j. In instances regarding granting of tenure, dossiers and a recommendation letter from the Dean, have to be sent to the Vice Chancellor’s Advisory Committee by March 1st.

k. If the two committees disagree about promotion (clinical teaching or tenure track), dossiers and summary letters have to be sent to the Vice Chancellor’s Advisory Committee by March 1st unless the candidate withdraws their name from consideration.

l. Committee members may request a copy of the summary letter written by committee chairs to the candidate/Dean summarizing committee findings.
APPENDIX C
ORGANIZATION AND REQUIREMENT OF EVALUATION NOTEBOOK

Prior to the submission of an evaluation notebook to the Promotion, Tenure, and Post-Tenure Review Committee, an internal department review must occur. The Department Chair, an internal department representative, and an external department representative must review the candidate’s dossier to determine if the candidate meets the criteria for promotion. The notebook should only be forwarded to the Promotion, Tenure, and Post-Tenure Review Committee after the Department Review has concluded.

It is the Department Chair’s responsibility to assist the candidate in assembling their dossier, as well as convening and conducting the Department Review.

6. Curriculum Vitae- complete document in University of Colorado School of Dental Medicine format

7. Letters of Recommendation
   a. Internal: three letters from individuals located on the Anschutz Medical Campus
   b. External: three letters from individuals outside of the Anschutz Medical Campus

8. Teaching (Sequence with most recent first)
   a. Summary of teaching activity
   b. Teaching portfolio
      i. Professional autobiography- concise review of professional and teaching experience
      ii. Statement of teaching philosophy
      iii. Statement of teaching advancements and accomplishments
      iv. Evidence of student performance in your area
      v. Teaching materials developed
      vi. Teaching responsibilities
   c. Peer and Office of Education teaching evaluations
   d. Student teaching evaluations
   e. Evidence of professional growth in education
   i. Continuing education in education- last 5 years
   ii. Continuing education in your profession- last 5 years
   iii. Research/ publications in education
   iv. Board certification status for advanced trained dentists

9. Scholarly Activity (Sequence with most recent first)
   a. Summary of scholarly activity
   b. Publication list followed by a copy of publications
   c. Grants- list of funded and unfunded grants with copies of significant grants
   d. Scholarly presentations

10. Leadership and service (Sequence with most recent first)
a. Summary of leadership and service activity
b. Committee membership and chairs- includes faculty governance and organized dentistry leadership and service
   i. National/ International
   ii. State
   iii. University
   iv. Campus
   v. School of Dental Medicine
   vi. Departmental
c. Patient care activities- university associated only
d. Consultantships
## UNIVERSITY OF COLORADO SCHOOL OF DENTAL MEDICINE

### PROMOTION CRITERIA MATRIX

NOTE: The following is intended to present examples of various levels of accomplishment in the areas of teaching, research, and leadership and service. It is not exclusionary, but is intended to assist faculty, department chairs and promotion committees in matching candidates’ accomplishments to the promotion criteria. Moreover, areas frequently overlap in practice, although they are presented as distinct entities here. It should also be noted that the matrix specifies just two categories, meritorious and excellent. Professors will need to achieve excellence in a significant number of criteria outlined below. Associate professors will have met fewer of these criteria or in not as great depth. The promotion process is meant to describe and reward continued professional growth and achievement. Performance that does not meet the requirements/most of the criteria for meritorious will be deemed not meritorious.

<table>
<thead>
<tr>
<th>Meritorious</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participation in teaching activities of the department, school, campus or university, including two or more of the following: presenting a series of lectures covering one or more topics; coordinating a course; acting as a primary instructor in a course; advising or mentoring students, residents or faculty; attending on an inpatient or outpatient service; organizing or facilitating a seminar series, journal clubs or laboratory exercises; participating as a teacher in continuing education activities.</td>
<td>Regularly assumes greater than average share of teaching duties—in classroom, laboratory, clinical or community settings. A faculty member who performs the same or less amount of teaching duties than other similar faculty, cannot achieve “Excellence” in teaching for the purpose of being recommended for tenure.</td>
</tr>
<tr>
<td>Meritorious teaching evaluations from students and peers.</td>
<td>Consistently receives outstanding teaching evaluations or teaching awards.</td>
</tr>
<tr>
<td>Development or redevelopment of teaching materials for students, continuing education courses or other faculty training.</td>
<td>Recognition as an outstanding and influential role model for students, fellows, residents or other trainees.</td>
</tr>
<tr>
<td>Invitations to present Grand Rounds or seminars here and at other institutions; invitations to present courses outside of primary department.</td>
<td>Record of successful mentorship of students, residents, fellows or other faculty, as measured by: letters of support from mentees; publications, presentations, grants, awards or other evidence of mentees’ academic success; evidence that mentees have pursued outstanding careers.</td>
</tr>
<tr>
<td>Self-improvement activities (for example, participation in workshops or courses that are designed to improve teaching or mentoring effectiveness).</td>
<td>Development of mentoring programs that focus on career development or academic promotion of students, residents, fellows or faculty.</td>
</tr>
<tr>
<td>Participation as a mentor on a training grant.</td>
<td>Development of innovative teaching methods, such as educational websites, simulations, videotapes, packaged courses or workshops, etc.</td>
</tr>
<tr>
<td></td>
<td>Successful leadership of local, regional or national continuing education courses.</td>
</tr>
<tr>
<td>Meritorious</td>
<td>Excellent</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Consistent participation in national educational activities (for example, residency review committees, programs sponsored by professional organizations, recertification courses or workshops).</td>
<td>Invitations to be a visiting professor at other institutions.</td>
</tr>
<tr>
<td>Development of innovative courses, high-quality syllabi, novel lectures, problem-based learning cases, laboratory exercises or other instructional materials.</td>
<td>Demonstration of educational leadership (for example, by serving as a course, fellowship or training program director or assistant dean).</td>
</tr>
<tr>
<td>Evidence of teaching scholarship (for example, research, grants, publications or national presentations that focus on understanding the best methods, or outcomes, of teaching).</td>
<td>Completion of advanced faculty development programs that result in a certificate or degree in education, with evidence that the faculty member has applied these new skills or new knowledge to improve his or her teaching or pedagogy.</td>
</tr>
<tr>
<td>RESEARCH and SCHOLARLY ACTIVITIES</td>
<td>Meritorious</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Authorship of papers in peer-reviewed journals that demonstrate the ability to generate and test hypotheses and represent a significant contribution to the published literature.</td>
<td>A consistent level of peer-reviewed or other funding for research awarded in a competitive manner over a sustained period of time.</td>
</tr>
<tr>
<td>Principal Investigator or Co-Investigator status on grants or contracts.</td>
<td>Demonstrated evidence of originality as an investigator.</td>
</tr>
<tr>
<td>A principal and sustained role in the management of a research program with external funding.</td>
<td>Demonstration of significant independent intellectual contributions to successful research programs.</td>
</tr>
<tr>
<td>Development of patents for discoveries.</td>
<td>Principal investigator status on competitive peer-reviewed research grants (for example: R03 or R21 awards or mentored K08 or K23 awards from NIH or private foundations for associate professors; R01, P01 or other independent awards for professors).</td>
</tr>
<tr>
<td>Presentations at national meetings; invited research seminars at this and other institutions; service as an ad hoc member on study sections.</td>
<td>Development of a significant number of patents.</td>
</tr>
<tr>
<td></td>
<td>Member of review section or editorial board.</td>
</tr>
<tr>
<td></td>
<td>An ongoing, peer-reviewed publication record with first- or senior-author publications.</td>
</tr>
<tr>
<td></td>
<td>A national or international reputation, as evidenced by: external letters of reference; invitations to present at national or international meetings; invitations to write reviews or chapters, or to provide unique expertise as a collaborator on a research project; visiting professorships; service on as a regular member on study sections; organization of national meetings; service as a national consultant or on editorial boards of journals, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHING SCHOLARSHIP</th>
<th>Meritorious</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops new educational materials.</td>
<td>Creates new courses or curriculum.</td>
<td></td>
</tr>
<tr>
<td>Publishes articles on health professional education with emphasis on hypothesis-driven research.</td>
<td>A strong record of publications in health professional education.</td>
<td></td>
</tr>
<tr>
<td>Facilitates the educational programs of the SODM through ongoing and substantive contributions to the Student Admissions Committee. Participation must include submission of end-of-year reports reflecting on knowledge and insights gained from admissions committee meetings and applicant interviews or discussion of applicant recruitment, measures of applicant readiness, pre-dental advising, pipeline activities, class diversity or other relevant challenges and topics. A supporting letter from the Associate Dean for Admissions is required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meritorious</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Provides continuing education at local and national meetings.</td>
<td>Ongoing record of peer-reviewed grant funding.</td>
<td></td>
</tr>
<tr>
<td>Participation in departmental, divisional, and institutional quality assurance programs.</td>
<td>Designs and directs hypothesis-driven research.</td>
<td></td>
</tr>
<tr>
<td>Presentation of invited grand rounds locally.</td>
<td>Development of new techniques, therapies, clinical guidelines, patient care pathways or health care delivery systems that have improved the health of patients or populations.</td>
<td></td>
</tr>
<tr>
<td>Ongoing record of publishing works of scholarly integration, such as case studies, book chapters and reviews.</td>
<td>Leadership in the design, conduct and publication of clinical research, including clinical trials.</td>
<td></td>
</tr>
<tr>
<td>Written documentation of novel techniques in teaching on the delivery of care.</td>
<td>A strong record of peer-reviewed publications that focus on clinical topics or quality improvement.</td>
<td></td>
</tr>
<tr>
<td>Documentation of innovative quality assurance programs.</td>
<td>Contributions to books, journals or clinical information systems.</td>
<td></td>
</tr>
<tr>
<td>Collaborator in design, conduct and publication of research, e.g., a participant in a multicenter trial.</td>
<td>Other evidence of clinical scholarship (for example, research, grants, publications or national presentations) that promote health care quality and patient safety or that advance the science and practice of health care quality improvement.</td>
<td></td>
</tr>
<tr>
<td>LEADERSHIP AND SERVICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Meritorious</strong></td>
<td><strong>Excellent</strong></td>
<td></td>
</tr>
<tr>
<td>Active leadership and service on committees or task forces within the program, division, department, school, campus or university.</td>
<td>Appointment to responsible positions within the institution such as chair of a committee; faculty officer; program director; academic clinical coordinator; membership on major decision-making Anschutz Medical Campus committees.</td>
<td></td>
</tr>
<tr>
<td>Leadership and service to local, state, national or international organizations through education, consultation or other roles.</td>
<td>Leadership and service as an officer or committee chair in professional or scientific organizations.</td>
<td></td>
</tr>
<tr>
<td>Leadership and service on editorial boards of professional or scientific journals.</td>
<td>Leadership and service awards from an area of the University or from a local, national, or international organization (civic, scientific and/or professional).</td>
<td></td>
</tr>
<tr>
<td>Election to responsible positions dealing with health care issues at the local, state, regional, national or international levels.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E
GUIDELINES FOR THE EVALUATION OF PUBLICATIONS
TENURE AND RESEARCH TRACKS

3. For Associate Professor: Listed below are criteria that constitute the typical threshold of scholarly activity met by faculty members who have been promoted to this rank.
   
   C. A minimum of 12 publications
      
      4) Examples of appropriate publications
         
         f. original research articles
         
         g. review articles
         
         h. extensive case history/technique articles
         
         i. chapters in professional books
         
         j. professional book author or editorship
      
      5) At least 7 of these publications – in refereed national or international journal
         
         b. 1 first authorship of a chapter or editorship of an appropriate textbook may be considered equivalent to 1 first authorship of an article in a refereed journal.
      
      6) At least 5 of these publications – faculty member the first or senior author in national or international journals.
      
      7) Evidence of publishing at least one paper for each year since appointment date
      
      D. Additional demonstrated evidence of scholarly activity
         
         6) Published abstracts
         
         7) Presentations at scientific meetings or other universities
         
         8) NIH Study Section reviewer
         
         9) Refereed journal reviewer
         
         10) Other activities demonstrating scholarship

4. For Professor: Listed below are criteria that constitute the typical threshold of scholarly activity met by faculty members who have been promoted to this rank.

   D. A minimum of 25 high quality publications
      
      4) Examples of appropriate publications
         
         f. Original research articles
         
         g. Review articles
         
         h. Extensive case history/technique articles
         
         i. Chapters in professional books
         
         j. Professional book author or editorship
      
      5) At least 14 of these publications – in refereed national or international journals
6) At least 10 of these publications – faculty member the first or senior author in national or international journals

E. Additional demonstrated evidence of scholarly activity- more substantial than for Associate Professor

   6) Published abstracts
   7) Presentations at scientific meetings or other universities
   8) NIH Study Section reviewer
   9) Refereed journal reviewer
   10) Other activities demonstrating scholarship

F. Faculty member must have demonstrated continued productivity of excellence for proceeding 5 years as Associate Professor

In light of the increasing importance of interdisciplinary team-based research, the value of a faculty’s meaningful and well-documented contributions to productive “Team Science” activities will be fully considered. However, it should be recognized that this evaluation will occur in conjunction with that of the more traditional individual faculty member achievements (i.e. first/senior authorships, funding as a principal investigator, invitations for national/international presentations, etc.).
APPENDIX F

SAMPLE OF AN INTERIM EVALUATION NOTIFICATION FORM

UNIVERSITY OF COLORADO SCHOOL OF DENTAL MEDICINE
FACULTY INTERIM EVALUATION NOTIFICATION

FACULTY NAME (PRINT): ________________________________

DEPARTMENT: ______________________________________

DATE OF INITIAL FULL-TIME APPOINTMENT: ______________

CREDIT TOWARD PROBATIONARY PERIOD (if applicable): ________________

   Years

Interim evaluations are intended to facilitate faculty development, consistent with the academic needs and goals of the School of Dental Medicine and in compliance with the University of Colorado Faculty Handbook. Interim evaluations generally occur in the third or fourth year of a faculty member’s full-time appointment. If a faculty member receives credit for experience at another institution toward the probationary period, the interim review would normally be conducted earlier than the third or fourth year. The faculty member and the department chairperson jointly determine which year the interim evaluation will be conducted, and state the agreed-upon year in writing.

THE INTERIM EVALUATION FOR THE ABOVE-NAMED FACULTY MEMBER WILL BE CONDUCTED DURING THE _____________ACADEMIC YEAR

CONCURRENCE:

__________________________________________  ______________________
Faculty Signature                        Date

__________________________________________  ______________________
Department Chairperson Signature       Date
(or Dean, if applicable)

The original notification form is maintained by the departmental office (or Dean’s office, if the faculty member is a department chairperson), a copy is maintained by the faculty member, and a copy is forwarded to the Office of Faculty Affairs.
APPENDIX G
CU SDM CURRICULUM VITAE FORMAT

FULL NAME:       CURRENT DATE:

PERSONAL HISTORY

Office Address:       Phone:
E-mail:        Fax:
Home Address: (Optional) Phone: (Optional)

EDUCATION:
(List highest earned degree first)
(Include Institution and Location; Degree; Date(s) Attended; Degree Major)
(Include Postdoctoral Training [Residency/Fellowship]; Graduate School; Dental School; College)

SPECIALTY BOARDS:
(List board eligibility if not boarded)

LICENSURE:

PROFESSIONAL EXPERIENCE:
(Reverse chronological order)
(Include Institution/Organization, Department/Division, Location, Title(s)/Position(s), and date(s) each was held)
(Optional: Separate into categories such as Academic Appointments, Administrative Appointments; Hospital Appointments; Private Practice Experiences; and Military Leadership and service if dental related)

HONORS:

1. TEACHING ACTIVITIES
   Teaching Responsibilities:
   (Reverse Chronological order)
   (Include: Course directed [brief summary of major responsibilities, include number of hours actually taught])
   Course Participation:
   (Include number of hours the individual actually taught)
   Teaching Materials Developed:
   Teaching Awards:

2. RESEARCH AND SCHOLARLY ACTIVITIES
   Current Research:
   Financial Resources/Grants & Contracts:
   (Reverse Chronological Order)
   (Include Project Title, Funding Agency, Date(s) of Project, PI or CO-PI, and $ amount)
   (Optional: Separate into categories such as School of Dentistry, University Colorado Health Sciences Center, Federal/State, Professional Associations)
   Publications:
   (Published and In Press)
(Reverse chronological order)
(Formatting examples attached)

Periodicals:
Book Chapters:
Abstracts:
   (Indicate those that were presented)

Theses
Directed:
   (Include Date, Title, Type, and Student’s Name)

3. LEADERSHIP AND SERVICE ACTIVITIES

Presentations:
   (Include papers and table clinics; do not include presentations that also appear as published abstracts)
   (Optional: Separate into categories such as Local, State, National/International)

Continuing Education Courses Presented:
   (Reverse Chronological order except when same course is given in multiple times; then list under first time taught and include other dates given)
   (Include Date(s), Course Title, Number of Hours, Location)

Committee Appointments:
   (Reverse chronological order)

Dental School
   Date(s)  Committee Name
   Date(s)  Offices Held

University
   Date(s)  Committee Name
   Date(s)  Offices Held

State
   Date(s)  Committee Name
   Date(s)  Offices Held

National/International
   Date(s)  Committee Name
   Date(s)  Offices Held

Society/Professional Organizations:
   (Reverse Chronological Order)
   (Include Date(s), Society/Organization Name, Offices Held, and Date(s) held)

Leadership and service on Editorial Boards of Journals:
   (Reverse chronological order)
   (Include position(s) held, and date(s))

Consultant Positions:
   (Reverse chronological order)
EXAMPLES
Reference Format

A. Journals (list all authors if six or less, otherwise list only first three and add et al.)
   3. Standard Reference

4. Corporate Author

B. Books and Monographs
   5. Personal Author(s)

6. Chapters in a Book

7. Agency Publication

8. Dissertation or Thesis
   Author. Title. [Thesis]. City, State: Institution, date, #p.

GRANTS, CONTRACTS, AND PATENTS
   Date    Agency & Amount    Title
APPENDIX H
GUIDELINES FOR THE EVALUATION OF PUBLICATIONS FOR CLINICAL TEACHING TRACK

1. For Promotion to Associate Professor: Listed below are criteria that constitute the minimum threshold of scholarly activity met by faculty members who have been promoted to this rank.
   A. A minimum of 5 publications
      1. Examples of appropriate publications
         a. original research articles
         b. review articles
         c. extensive case history/technique articles
         d. chapters in professional books
         e. professional book author or editorship
         f. MedEd Portal
         g. CATs – peer-reviewed and published
   2. At least 2 of these publications – in refereed national or international journal
   3. At least 2 of these publications – faculty member the first or senior author in national or international journal.
      a. 1 first authorship of a chapter or editorship of an appropriate textbook may be considered equivalent to 1 first authorship of an article in a refereed journal.

B. Additional demonstrated evidence of scholarly activity
   1. Published abstracts
   2. Presentations at scientific meetings or other universities
   3. NIH Study Section reviewer
   4. Other activities demonstrating scholarship

2. For Promotion to Professor: Listed below are criteria that constitute the minimum threshold of scholarly activity met by faculty members who have been promoted to this rank.
   A. A minimum of 10 publications
      1. Examples of appropriate publications
         a. Original research articles
         b. Review articles
         c. Extensive case history/technique articles
         d. Chapters in professional books
         e. Professional book author or editorship
2. At least 7 of these publications in referred national or international journals
   a. 2 first authorship of a chapter or editorship of an appropriate textbook may be considered equivalent to 2 first authorship of an article in a refereed journal

3. At least 3 of these publications – faculty member the first or senior author in national or international journal

4. Additional demonstrated evidence of scholarly activity- more substantial than for Associate Professor
   a. Published abstracts
   b. Presentations at scientific meetings or other universities
   c. NIH Study Section reviewer
   d. Refereed journal reviewer
   e. Other activities demonstrating scholarship

5. Faculty member must have demonstrated continued productivity of excellence for proceeding 5 years as Associate Professor
Miscellaneous
# Contact Information List

<table>
<thead>
<tr>
<th>Departments/Programs/Areas</th>
<th>Contact Person</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Dentistry (ACTS Program)</td>
<td>Karen Tawara-Jones</td>
<td>4-7030</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>Erin Brenengen</td>
<td>4-7838</td>
</tr>
<tr>
<td>Craniofacial Biology</td>
<td>Somer Aly</td>
<td>4-4561</td>
</tr>
<tr>
<td>Diagnostics &amp; Biological Sciences</td>
<td>Connie Blanchard</td>
<td>4-6980</td>
</tr>
<tr>
<td>Faculty Practice</td>
<td>Sue Reppert</td>
<td>4-5509</td>
</tr>
<tr>
<td>General Practice Residency (GPR)</td>
<td>Mac McAllister</td>
<td>4-6496</td>
</tr>
<tr>
<td>Graduate Periodontics</td>
<td>Pam Colosacco</td>
<td>4-6243</td>
</tr>
<tr>
<td>International Student Program (ISP)</td>
<td>Marci Colb</td>
<td>4-7060</td>
</tr>
<tr>
<td>Orthodontics</td>
<td>Hope Hart</td>
<td>4-6990</td>
</tr>
<tr>
<td>Pediatric</td>
<td>Birdie Moua</td>
<td>7-4044</td>
</tr>
<tr>
<td>Radiology</td>
<td>Abigail Jaquez</td>
<td>4-6955</td>
</tr>
<tr>
<td>Restorative</td>
<td>Faye Gilmore</td>
<td>4-7070</td>
</tr>
<tr>
<td>Surgical Dentistry</td>
<td>Debbie Malley</td>
<td>4-6970</td>
</tr>
</tbody>
</table>

## SODM Administrative Offices

<table>
<thead>
<tr>
<th>Department</th>
<th>Contact Person</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions &amp; Student Affairs</td>
<td>Barbara Swedensky</td>
<td>4-7122</td>
</tr>
<tr>
<td>AxiUm</td>
<td>Scott Nebsett</td>
<td>4-7119</td>
</tr>
<tr>
<td>Clinical Operations (Director)</td>
<td>Emily Reddick</td>
<td>4-7047</td>
</tr>
<tr>
<td>Clinical Operations</td>
<td>Fabian Walker</td>
<td>4-7110</td>
</tr>
<tr>
<td>Dean's Office</td>
<td>Amanda Gonzales</td>
<td>4-7100</td>
</tr>
<tr>
<td>Equipment Repair</td>
<td>Raymond Ware</td>
<td>4-7152</td>
</tr>
<tr>
<td>Faculty Affairs</td>
<td>Sheila Kennedy</td>
<td>4-7112</td>
</tr>
<tr>
<td>Facilities/Keys</td>
<td>Mark Osvirk</td>
<td>4-7141</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Shiela Otero</td>
<td>4-2521</td>
</tr>
<tr>
<td>Information Technology</td>
<td>SOD, SDMIT</td>
<td>4-7119</td>
</tr>
<tr>
<td>Patient Advocate</td>
<td>Tom Defreytas</td>
<td>4-7040</td>
</tr>
<tr>
<td>Payroll</td>
<td>Jada Garcia</td>
<td>4-7130</td>
</tr>
</tbody>
</table>

## Campus Administrative Offices

<table>
<thead>
<tr>
<th>Department</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badging Office</td>
<td>4-0399</td>
</tr>
<tr>
<td>Educational Support Services</td>
<td>4-8114</td>
</tr>
<tr>
<td>Help Desk</td>
<td>4-4357</td>
</tr>
<tr>
<td>Parking</td>
<td>4-2555</td>
</tr>
<tr>
<td>Payroll &amp; Benefits Services (PBS)</td>
<td>303-735-6500</td>
</tr>
</tbody>
</table>
Website Addresses for University Sites

School of Dental Medicine:
http://www.ucdenver.edu/academics/colleges/dentalmedicine/Pages/DentalMedicine.aspx

University of Colorado Denver:
http://www.ucdenver.edu/Pages/UCDWelcomePage.aspx

University of Colorado Boulder:
http://www.colorado.edu/

University of Colorado System:
https://www.cu.edu/

Board of Regents:
https://www.cu.edu/regents/

Training:
https://my.cu.edu

Paystubs:
https://my.cu.edu

Leave Time:
https://my.cu.edu

Payroll and Benefits:
https://www.cu.edu/pbs/index.html

Health Sciences Library:
http://hslibrary.ucdenver.edu/

Canvas:
https://ucdenver.instructure.com/login

RAVE Alert Registration: