

Boston University
Goldman School of Dental
Medicine

***FACULTY EXPECTATIONS
STANDARDS & CRITERIA
FOR PROMOTION
(Guidelines for Faculty
Appointment and Promotion)***

I. Introduction

Boston University School of Dental Medicine was founded in 1963 as the first school in the country dedicated exclusively to postdoctoral education. Its origins date back to 1958 when Boston University School of Medicine established a Department of Stomatology (the medical study of the physiology and pathology of the mouth) to provide postdoctoral education in dentistry.

Originally located in a three - and - a - half story brownstone building on East Concord Street, in 1970 the School moved to its current main facility at 100 East Newton Street. The three - story building was constructed in response to the dynamic expansion of teaching activities, enrollment, and research. Building on a foundation of strength in postdoctoral education, in 1972 the School initiated a predoctoral program leading to the Doctor of Dental Medicine degree. In 1973, the School constructed four more floors, bringing the East Newton Street building to its current height of seven stories.

The late 1970s and the 1980s were times of impressive growth in every area of the School. Affiliations with area dental practices, extramural sites, educational facilities, and a myriad of training sites across the country allowed students to improve their clinical and practice management skills. The early 1990s saw the School expand onto the university's Charles River Campus with the Dental Health Center, which provides care to members of the Boston University community through the School's Dental Health Plan, established in 1989. The Dental Health Plan in the 1990s began to offer coverage to employees of Boston Medical Center.

During the late 1990s, the School significantly expanded its research mission with the addition of two new departments, the Department of Health Policy and Health Services Research and the Department of Molecular and Cell Biology. In addition, the School strengthened the capacity to evaluate curriculum, programs, students, and faculty with the addition of the Department of Educational Research and Evaluation.

In 2000, the School concentrated the predoctoral curriculum under the new Department of General Dentistry. Also in 2000 the School opened the Simulation Learning Center, where preclinical students practice dentistry on virtual patients in a high - tech setting.

In 2003, the School established the Department of Oral and Maxillofacial Pathology.

With a faculty of more than 325 educators, clinicians, and researchers and more than 250 staff members, the School offers a full spectrum of postdoctoral specialty education programs, a complete range of graduate programs and degrees, and postdoctoral education to more than 700 students.

The mission of Boston University School of Dental Medicine (BUSDM) is to provide excellent education to dental professionals throughout their careers; to shape the future of dental medicine and dental education through research; to offer excellent health care services to the community; to participate in community activities; and to foster a respectful and supportive environment.

II. Expectations of the Faculty

It is expected that all faculty will contribute to fulfilling the mission of the School through effective teaching, scholarly activity, research and student advising and mentoring as well as community service and participation in the overall work of the School and/or University.

Voting members of the faculty must hold academic rank of Instructor or higher.

Departments will not be limited to a specific number of full - time academic faculty members.

A. Qualifications for Faculty Appointment and Promotion

1. Overview of Criteria for Faculty Appointment and Promotions

In accordance with Boston University policy, recommendations for reappointment and promotion in rank or increases in salary shall be based on merit and institutional needs and interests.

“Merit” shall be determined by considering relevant criteria including the following: (1) teaching effectiveness; (2) scholarly and professional achievements; (3) research, as evidenced by both published and unpublished works; (4) success in generating external funding to support research or other programs; (5) direction of graduate studies; (6) advisory and counseling service programs and administrative work of the

university (other than teaching and research); (9) professional activities in the community; (10) attributes of integrity, industry, objectivity, leadership, and cooperation. These criteria are not listed in order of importance, nor are they to be rigidly applied.

Institutional needs and goals involve consideration of such factors as enrollment projections for the school, department or program; academic needs of the program; availability of resources to support the program or position—financial as well as physical; other institutional and programmatic considerations not directly related to the merit of the individual under consideration for continuance of the appointment.

2. Specific Guidelines

It is the intention of the Appointments and Promotions Committee to work closely with the department chairpersons and the Faculty Development Committee to provide clear guidelines for promotion. It is anticipated that these guidelines will provide a basis for faculty evaluation and provide direction for faculty development activities. Promotion will recognize faculty development by promotion to a higher rank, or in some cases, by transfer into the academic track.

Promotion will not be strictly based on “length of service” guidelines. However, it is expected that in most cases an individual will not be promoted to a higher rank in less than three years from achieving their present rank. A candidate must demonstrate excellence in at least one of three areas to be considered for promotion, and involvement in all three areas to be considered for promotion in the academic track, as described below.

(a) Scholarly Activities and Research

Scholarly activities and research will be evaluated based on publication record, extramural support, presentations at regional, national, and international conferences or meetings, editorial board membership of professional or scientific journals or equivalent activities and specialty board certification. Publication is considered an essential component of scholarly activities since it represents a tangible accomplishment that promotes the School’s reputation.

(b) Teaching

Teaching will be evaluated based on development of new teaching approaches, course directorships, and responsibility for specific areas of patient care or clinical teaching, mentoring and continuing dental education. It is implicitly understood that an excellent teacher functions as an outstanding role model and mentor for students.

(c) Service

Service will be evaluated based on administrative and committee assignments, participation as an officer or committee chair in professional societies, membership in advisory boards or grant review committees, and participation in community - based activities offered by the School.

B. Track Selection for Faculty Appointments

Faculty ranks are positioned in one of three distinct tracks—Academic, Clinical or Research—based on the overall duties and responsibilities of a particular individual. It is important to note that the faculty ranks (Professor, Associate Professor, Assistant Professor, Instructor) are equivalent among the various tracks. Promotion will be considered separately for academic, clinical and research tracks.

While there is an equivalence in rank, there are specific criteria which determine the particular track an individual will be considered for.

Appointment to the academic track will be limited to those individuals who fulfill the following general criteria:

1. are employed by the university on a half - to full - time basis;
2. have *primary* responsibility for the organization, preparation, implementation and evaluation of major course(s) or programs, which may include research programs, within a department of the school;
3. are responsible for scholarly activities commensurate with rank; and
4. are members or the chairperson of major standing committees of

the school or university or provide equivalent service to the school.

Academic track appointments are generally full - time appointments, with the exception that individuals at the rank of assistant professor may hold a half - time appointment.

Should an academic faculty member fail to continually fulfill the above qualifying criteria, it is expected that the department chairperson will initiate the procedure required for changing the faculty member's position to the clinical or research track or take other appropriate action.

The Clinical track is intended primary for those individuals who do not participate in research or other scholarly activities, but whose main commitment involves teaching and service. Senior clinical ranks are generally reserved for half - to full - time appointments based largely on teaching responsibilities. There is no minimum time commitment for the junior clinical ranks of Instructor and Clinical Assistant Professor. Unlike the Academic track, individuals applying for promotion will not be required to submit evidence of scholarly activity although such activity would be viewed favorably.

The Research track is generally dedicated to individuals engaged in half to full - time research who do not possess other significant duties. It is expected that individuals applying for promotion in this track will evidence scholarly activity including, but not limited to, publication of research, presentations to national/international scientific meetings and conferences and a record of extramural funding.

C. Criteria for Appointment or Promotion to Specific Ranks

1. The criteria for appointment or promotion to **Assistant Professor** are:
 - possession of the D.M.D., D.D.S., M.D., Ph.D., D.Sc., or other equivalent degree(s) applicable to the individual's discipline;
 - demonstrated evidence of scholarly work and teaching ability;
 - evidence of high standards of performance; and
 - successful completion of an approved graduate training program.

2. The criteria for appointment or promotion to **Associate Professor** are:

- at least three years at the assistant professor level or its equivalent;
- sufficient publications or creative work of high quality to indicate progress toward a significant scholarly career;
- effective teaching and advising of graduate and/or undergraduate students; and
- competent work in one or more of the following: departmental administration, school or university committees, community service, and professional organizations.
- service to regional or national professional organizations

3. The criteria for appointment or promotion to **Professor** are:

- three years at the level of associate professor or its equivalent;
- creative work and publications of quality sufficient to make the faculty member a widely *recognized scholar in his or her field*;
- effective teaching and advising, usually including responsibility for designing and implementing a major teaching area within the department;
- competent service in departmental administration such that he or she may assume the duties of the department chairperson in his or her absence; and.
- service to regional or national professional organizations

Specialty board certification will be viewed positively in the candidate's favor for both junior and senior faculty positions.

D. Overview of Specific Ranks by Track

1. Academic Track Appointments

Professor

Candidates for professor will have previously held the rank of associate professor in one of the three tracks. All individuals being considered for professor with full academic privileges must be a full - time faculty member. He or she must submit papers published in rank in refereed journals, present evidence of long - term participation in teaching programs and administrative affairs, and provide evidence for having contributed

significantly to student development. Specialty board certification is considered an important scholarly achievement and will be viewed positively. If the above are deficient, an individual should be considered for an alternative track. If an individual is being promoted on the basis of research activities, he or she must have a long term record of extramural funding, submit several publications in rank in refereed journals, and have letters of recommendation indicating national prominence in his or her area of research. Individuals being considered on the basis of their teaching or service record must present strong evidence of excellence. Excellence in teaching can be provided by letters of recommendation indicating prominence as an educator, an impressive record as an invited speaker on educational issues, course directorships, the implementation of innovative teaching approaches, significant mentoring relationships with several students, sponsorship of student thesis projects, or significant participation in presenting continuing education courses. Service to the community, school, or university will be evaluated on the basis of participating as an officer in regional or national organizations, demonstrating ongoing leadership in community - based school activities, the development of innovative clinical services, or improvement of existing services, participation in school or university committees.

Associate Professor

Candidates for the academic rank of Associate Professor will have previously held the rank of Assistant Professor in one of the three tracks. All individuals being considered for Associate Professor must hold a fulltime appointment. He or she must submit papers published in rank in refereed journals and must also present evidence of active participation in teaching and service. Specialty board certification will be considered positively in support of the applicant. If the above are deficient, the individual should be considered for an alternative track. If an individual is to be promoted on the basis of research activities, he or she must have a significant level of extramural funding, must submit several papers published in rank in refereed journals and have letters of recommendation indicating recognition in his or her area of research. Candidates seeking promotion to Associate Professor based on teaching or service must demonstrate excellence in these areas. Excellence in teaching can be provided by strong letters of recommendation, invitations as an invited speaker based on educational issues, course directorships, the implementation of innovative teaching approaches, significant mentoring relationships with students and significant participation in presenting

continuing education courses. Evidence of service to the community, school or university may be provided by a leadership role in community based school activities, participation as an officer in regional or national organizations, participation in school or university committees, membership in study sections or advisory groups, and the development of innovative clinical services or improvement of existing services. In general, promotion to Associate Professor on a teaching or service basis without evidence of scholarly activities will be discouraged.

Assistant Professor

Candidates for Assistant Professor are expected to possess a doctoral level degree, or equivalent in their discipline, and demonstrate the potential for excelling in one or more of the three areas listed above. He or she should present evidence of having initiated scholarly activities. If this is lacking, the individual should be considered for an alternative track.

Documentation of potential excellence in research, teaching, or service will be based upon letters of recommendation and by a letter from the Department Chair. Assistant Professors must have half to full - time appointments. It is expected that Assistant Professors appointed on research strengths will serve as principal investigators with the explicit understanding that he or she will eventually generate independent extramural support.

Instructor

An individual who is able to assume duties in instructing small groups or sections of students or in giving occasional lectures. An Instructor will usually possess the D.M.D., D.D.S., M.D., Ph.D., D.Sc., degree, or equivalent training as applicable within his or her discipline.

Lecturer

An individual of recognized ability and knowledge in his or her discipline who holds the professorial rank of Assistant Professor level or above in another university and whose duties at Boston University are limited to special lectures.

2. Clinical Track Appointments

Clinical Professor

Candidates for Clinical Professor will have previously held the rank of Associate Professor in one of the three tracks and have a half - time to fulltime appointment. An individual must demonstrate both a substantial contribution to the school and excellence in the areas of teaching or service. Individuals being considered on the basis of their teaching or service record must present strong evidence of excellence. Excellence in teaching can be provided by letters of recommendation indicating prominence as an educator, an impressive record as an invited speaker on educational issues, course directorships, the implementation of innovative teaching approaches, significant mentoring relationships with several students, sponsorship of student thesis projects, or significant participation in presenting continuing education courses. Service to the community, school, or university will be evaluated on the basis of participating as an officer in regional or national organizations, demonstrating ongoing leadership in community - based school activities, the development of innovative clinical services, or improvement of existing services, participation in school or university committees.

Clinical Associate Professor

Candidates for Clinical Associate Professor will have previously held the rank of Assistant Professor in one of the three tracks. Candidates will demonstrate excellence in either the areas of teaching or service and have a half - time to full - time appointment. Candidates seeking promotion to Associate Professor based on teaching or service must demonstrate excellence in these areas. Excellence in teaching can be provided by strong letters of recommendation, invitations as an invited speaker based on educational issues, course directorships, the implementation of innovative teaching approaches, significant mentoring relationships with students and significant participation in presenting continuing education courses. Evidence of service to the community, school or university may be provided by a leadership role in community - based school activities, participation as an officer in regional or national organizations, participation in school or university committees, membership in study sections or advisory groups, and the development of innovative clinical services or improvement of existing services.

Clinical Assistant Professor

Candidates for Clinical Assistant Professor are usually expected to possess

a doctoral level degree and demonstrate the potential for excelling in either the areas of teaching or service as described above. Documentation of potential excellence in teaching will be based upon letters of recommendation and by a letter from the Department Chair.

Clinical Instructor

An individual with the necessary qualifications, academic degrees, and training as an Instructor in the academic rank. These individuals will devote the major portion of time and effort to the practice of their profession.

Clinical Lecturer

An individual with recognized knowledge, skills, and experience in a clinical specialty or discipline. Such a person must have a background equivalent to one of the Clinical Professorial ranks but may or may not have held such rank at another institution. This appointment is reserved for highly qualified individuals who can significantly enhance the school's clinical programs and the professional education process.

Clinical Associate

An individual with the necessary qualifications, academic degrees, and training to act as an Instructor or Clinical Assistant Professor. These individuals will devote the major portion of time and effort to the practice of their profession.

3. Research Track Appointments

Research Professor

A Research Professor will devote the majority of his or her effort to research activities. He or she is expected to have made important contributions to research activities within the respective Department over an extended period of time, to have national prominence in an area of research concentration, and have a half - time to full - time appointment. Independent extramural funding will be viewed positively in assessing the applicant's qualifications.

Research Associate Professor

A Research Associate Professor will devote the majority of his or her effort to research activities. Candidates for Associate Research Professor must have a half to full time appointment and demonstrate excellence in the area of research.

Research Assistant Professor

A Research Assistant Professor will devote the majority of his or her effort to research activities. He or she must have a doctoral level degree, the potential for excelling in research, and a half - time to full - time appointment.

Research Associate

A person in the process of development to the level of Research Assistant Professor. A Research Associate must possess a doctorate or equivalent training and a minimum of one year of experience in adequately supervised research after receiving said degree.

Research Fellow

An individual who is engaged in advanced research training and who may possess the D.M.D., D.S.S., M.D., Ph.D. or D.Sc. degree.