

PROMOTION CRITERIA

Clinical Associate Professor to Clinical Professor (minimum of 5 years)

Candidates for promotion to Clinical Professor will have previously held the rank of Associate Professor in one of the three tracks (NT unmodified; Clinical; Research) for a minimum of 5 years. The individual must demonstrate excellence in two of the three areas of teaching, service, or research/ scholarship, and must have demonstrated continued activity and professional growth in both areas since the previous promotion.

Individuals being considered for promotion to Clinical Professor must demonstrate a notable national or international reputation externally. This reputation must be validated by objective metrics such as publications in reputable journals preferably as lead or senior author, national or international awards, leadership in professional organizations. It is recognized that some criteria and measures may overlap across the three major areas. Promotion is warranted on the basis of activities which are part of the traditional expectations of a faculty member (i.e., teaching, service, and research/ scholarship), and not those related to tasks that are an integral part of an administrative position.

RESEARCH/SCHOLARSHIP CRITERIA

Examples of measures include (not all will apply):

- External funding e.g. grants from the University, NIDCR, industry
- Publications in refereed journals; first or last authorship preferred
- Abstracts & conference proceedings
- Papers/talks presented at professional meetings
- Books, book chapters, monographs, reviews, translations
- Citation rate of published work, status of publications
- Editor, editorial board member, or reviewer for reputable indexed scientific journal
- Serving as a consultant for groups such as CDCA, CODA, or ADEA for at least two years
- Directing student research such as mentoring

thesis work or poster presentations

- Development of methods for assessment of student learning, submitted as abstract or publication
- Honors or awards from the profession, such as awards from academies or dental societies, or Board Certification
- Adjunct appointments from other institutions
- Officer of national professional Association related to scholarly activity or research, such as Secretary, Treasurer, Vice-President, President, Regent, Vice-Regent. Such activity for other professional organizations would be considered as service
- Participation in study sections
- Invited papers and guest lectures outside GSDM

TEACHING CRITERIA

Examples of measures include (not all will apply):

- Directing/Co-directing educational training grants
- Publications in refereed educational journals on teaching innovation and dissemination.
- Abstract presentations at academic dental conferences on topics of teaching innovation.
- Directing/Co-Directing courses, whether didactic, preclinical, or clinical
- Creating teaching/supervising schedules such as for formative and summative evaluations of students in the treatment center
- Advising assignments (academic, career, personal counsel such as is done by Group Practice Leaders
- Mentoring junior faculty or other colleagues, such as new mentoring assignments for quality improvement projects
- Overseeing student assessments on didactic, preclinical and clinical instruction, such as in the treatment center for formative and summative evaluations of students.
- Peer evaluation of teaching (no formal protocols have yet been described, but this should be on

the list for development)

- Samples of new instructional techniques, materials, manuals, computer exercises, or testing formats developed for use in the classroom, clinic, or laboratory, such as new assessment tools and rubrics, new course content, development of new educational technologies like e-portfolios
- Honors or awards from GSDM, other institutions, or professional associations, such as the Spencer Frankl Excellence in Teaching Award, Education Day Appreciation Award, Metcalf Cup and Prize, Academy teaching awards
- Testing or analysis of student performance e.g. creating new tests or exams, quality improvement research requiring IRB
- Invited lectures or presentations outside GSDM
- Journal, logs, or summary reports of activities
- Unsolicited letters of appreciation from students, peers
- Teaching in improvement activities (individual, intra-departmental, formal committees, ad hoc work groups) such as task forces or departmental work groups
- Continuing educational instruction of colleagues in workshops, seminars, retreats
- Development of approved elective courses or new core courses.

SERVICE CRITERIA

Examples of measures include (not all will apply):

- Serving on or chairing school committees, task forces, or work groups as evaluated by minutes, reports, or attendance records of committee work performed. Chairing committees carries more weight than serving.
- Activities related to applied strategic planning, organizational change and/or faculty/staff enrichment and renewal
- Serving on medical campus, university, or other professional committees as evaluated by amount and quality of participation in committees, study sections, professional organizations, such as Faculty Forum, Faculty Council, academies,

Mass Dental

- Collaborating with education, industry, or civic institutions to develop partnerships, best practices, guidelines, procedures e.g. ADEA Special Interest groups, academies, etc.
- Participating in community-based activities e.g. Annual participation in Global Days of service, volunteering
- Organizing or conducting meetings, conferences, or workshops, such as Education Day organizer or presenter, Yankee Dental volunteer, Continuing Education
- Coordinating or collaborating efforts with other departments, schools, institutions
- Designing and implementing CE courses
- Providing or participating in programs offering free healthcare services to the community, such as Mass Dental, Rotary Club, or mission trips
- Mentoring or career counseling to faculty, staff, such as providing training for IRB proposals or research training
- Managing or directing study clubs for students with participation from faculty.
- Direct care of Boston University patients, with demonstrated excellence in the following areas as applicable and further defined by the school (e.g. evidence provided by student evaluations, patient evaluations (which currently don't exist), annual reviews with immediate supervisor, letters from students)
 - Professionalism
 - Communication skills
 - Infection control
 - Patient care and diagnosis
 - Leadership

In addition to the above, the following measures may be considered:

- Attendance rate at school activities
- Honors, awards from school, university or other professional organizations
- Appointment or reelection to professional positions
- Quantity, quality of patient care services

- Unsolicited letters of appreciation
- Colleague review of contributions
- Authored, co-authored documents like summary reports, action plans, strategic plans, agendas, decision- making efforts in memos and minutes, outlines, budgets, productivity reports, progress reports
- Materials that describe nature, scope, outcomes of supervising and mentoring of faculty, staff
- Materials that describe the nature, scope, outcomes of projects, committee work, initiatives, partnerships, such as:
 - Meeting, appointment schedules
 - Introduction, implementation of cost-saving activities