

**Guidelines for Faculty
Promotion and Tenure**

**College of Dental Medicine
Georgia Health Sciences University**

September 2011

Table of Contents

Introduction.....	3
Scientist/Educator Pathway - Tenure Track - Promotion to Assistant Professor.....	4
Scientist/Educator Pathway - Tenure Track - Promotion to Associate Professor.....	6
Scientist/Educator Pathway - Tenure Track - Promotion to Professor	8
Scientist/Educator Pathway - Non-tenure Track - Promotion to Assistant Professor	10
Scientist/Educator Pathway - Non-tenure Track - Promotion to Associate Professor	12
Scientist/Educator Pathway - Non-tenure Track - Promotion to Professor.....	14
Clinician/Educator Pathway - Tenure Track - Promotion to Assistant Professor.....	16
Clinician/Educator Pathway - Tenure Track - Promotion to Associate Professor.....	18
Clinician/Educator Pathway - Tenure Track - Promotion to Professor	20
Clinician/Educator Pathway - Non-tenure Track - Promotion to Assistant Professor	22
Clinician/Educator Pathway - Non-tenure Track - Promotion to Associate Professor.....	24
Clinician/Educator Pathway - Non-tenure Track - Promotion to Professor.....	26
Criteria for Tenure/Pre- and Post-Tenure Review/Probationary Credit towards Tenure	28
Non-Tenure Track Personnel.....	29
Recording Direct Student Contact Hours.....	30

**Georgia Health Sciences University College of Dental Medicine
Promotion and Tenure Guidelines by Rank and Track**

The attached tables were prepared as a supplement to the Georgia Health Sciences University document entitled: *Policies for Faculty Appointment, Development, Promotion and Tenure (FADPT)*. This document was developed specifically for promotion and tenure in the College of Dental Medicine. There are two pathways for promotion, the Scientist/Educator Pathway and the Clinician/Educator Pathway, and each of these pathways have two tracks, Tenure Track and Non-tenure Track. These guidelines are intended to assist the individual faculty member and the chairperson in: (i) selecting the appropriate pathway and track for their appointment, (ii) developing a personal career development plan, (iii) assessing the faculty member's readiness to be considered for promotion, and (iv) preparing the promotion document. Time required in rank for promotion is equal to or greater than the time given in the tables. Promotion at minimum time requires greater accomplishments than stipulated in tables. Accelerated promotion requires strong justification and exceptional productivity. The Department Chairperson should guide and promote the career development of faculty and should be actively involved with the candidate in the preparation of the document. As such, the Department Chairperson must be knowledgeable of the requirements and guidelines for faculty promotion and tenure as specified in both the FADPT and this document.

July 2011

Scientist/Educator Pathway Tenure Track Promotion to Assistant Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Generally, this is the initial appointment for full-time faculty on this track. Promotion to this rank from Instructor would require 3 years full-time teaching. One year of credit can be counted for completing a residency. Part-time appointments do not count toward 3-year period. Movement from any non-tenure track position to the tenure track is considered a new appointment, not a promotion.	
Overall:	Satisfactory achievement in all areas of evaluation. Potential for further academic development. Examples of criteria for evaluation may include, but are not limited to, the following.	
Teaching	Teaching % Effort	Typically devotes 10-30% of time to education-related activities in College of Dental Medicine
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge, skills, and values. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. Participation at multiple levels adds strength to the application. (See matrix on reporting teaching commitments.)
	Innovations and Improvements	Innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Favorable evaluations by multiple audiences (students, peers, and continuing education participants)— compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator's Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 40-70% of time to scholarship-related activities in College of Dental Medicine. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	Effectiveness in scholarly productivity is essential for promotion. The candidate for promotion to Assistant Professor should exhibit evidence of developing scholarly productivity. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on 2 scholarly publications or other scholarly products since appointment.
	Research and Funding	Participation in ongoing research studies. Funding adds strength to application.
	Presentations	Presentation of scholarly work at the local or state levels or better adds strength to the application.
	Other Scholarly Activities	Graduate education demonstrates further professional development. Development of patents adds strength to application.
Service	Service % Effort	Typically 5-20% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Service on at least one College of Dental Medicine committee.
	Patient Care	If qualified, the candidate should perform patient care within the context of job description.
	Service to the Profession	Service on professional committees at the local level. Participation in non-GHSU-sponsored continuing education.
	Continuing Education	Participation in GHSU-sponsored continuing education programs adds strength to application.

Recognition	Preamble	Evidence of developing skill necessary to contribute to the mission of the school in the areas of teaching, scholarship, and service
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Educational Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Progress toward receiving specialty board certification, where applicable, adds strength to application.
	Referrals, Invited Presentations and Reviews	Local, regional, or national presentations, and invitations to speak at professional meetings add strength to application.
	Honors and Awards	Recognition adds strength to application.
	Reference letters (maximum of three)	One local letter of reference recognizing expertise and potential must be provided.

Scientist/Educator Pathway Tenure Track Promotion to Associate Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Assistant Professor would require 4 years full-time teaching. Promotion in the minimum time (i.e., 4 years) requires strong justification and exceptional productivity.	
Overall:	Noteworthy achievement in Scholarship, and in a second area (either Teaching or Service). Demonstrated potential for leadership in academic roles. Examples of criteria for evaluation may include, but are not limited to, the following.	
Teaching	Teaching % Effort	Typically devotes 10-30% of time to education-related activities in College of Dental Medicine
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. College of Graduate Studies appointment, as well participation at multiple levels, adds strength to the application. (See matrix on reporting teaching commitments.)
	Innovations and Improvements	Innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Consistently favorable evaluations by multiple audiences (students, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator's Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 40-70% of time to scholarship-related activities in College of Dental Medicine. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	Effectiveness in scholarly productivity is essential for promotion. The candidate should exhibit a commitment to and depth of scholarly productivity. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on at least 2 peer-reviewed publications per year since last promotion or appointment at GHSU. MedEdPortal "Peer Reviewed" or "Editorial Reviewed" published works may comprise up to 25% of a faculty member's peer-reviewed publications under Scholarship. MedEdPortal works beyond this 25% allowance will be considered as Educational Publications under Teaching. Factors considered in evaluating publications: <ul style="list-style-type: none"> • Journal quality (impact factor). • Type of publication (review, original research, etc.). • Role in multi-authored publications (corresponding author, first author, etc.). • Consistency of output. • Proportion of research-based publications.
	Research and Funding	Funding consistently sought from national federal, foundation, or industrial funding agencies. Funding obtained as principal investigator. Funding should support research focus and provide salary support.
	Presentations	Presentations at national or international meetings.
	Other Scholarly Activities	Graduate education demonstrates further professional development. Emerging leadership: e.g., mentoring students or faculty; leadership of research-oriented committees. Development of patents adds strength to the application.
Service	Service % Effort	Typically 5-20% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:

	Committee Service	Service on several College of Dental Medicine committees with evidence of active role. Service on at least one GHSU campus-wide committee.
	Patient Care	If qualified, the candidate should perform patient care within the context of an ongoing clinical research program or intramural practice.
	Service to the Profession	Service on professional committees at the state or regional level. Participation in non-GHSU-sponsored continuing education.
	Continuing Education	Participation in GHSU-sponsored continuing education programs adds strength to application.
Recognition	Preamble	Evidence of contributions to the school in the areas of teaching, scholarship, and service. Sustained efforts to secure extramural funding are required. Additional evidence of a developing national reputation is required.
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Educational Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Progress toward receiving specialty board certification, where applicable, adds strength to application.
	Referrals, Invited Presentations and Reviews	Invitations to present in local, state, or national venues or to author review articles/abstracts in the area of scholarship focus.
	Honors and Awards	Recognition adds strength to application.
	Reference letters (maximum of three)	Three professional letters of support demonstrating expertise and addressing developing national reputation from outside GHSU.

Scientist/Educator Pathway Tenure Track Promotion to Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Associate Professor would require 5 years full-time teaching. Promotion in the minimum time (i.e., 5 years) requires strong justification and exceptional productivity.	
Overall:	Noteworthy achievement in Scholarship, and in a second area (Teaching or Service); evidence of sustained academic maturity, leadership, and productivity. National and international recognition in the candidate's field of expertise is an expectation for promotion to the rank of Professor. Examples of criteria for evaluation may include, but are not limited to, the following.	
Teaching	Teaching % Effort	Typically devotes 10-30% of time to education-related activities in College of Dental Medicine
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. College of Graduate Studies appointment, as well participation at multiple levels, adds strength to the application. (See matrix on reporting teaching commitments.)
	Innovations and Improvements	Lead role in innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Consistently favorable evaluations by multiple audiences (students, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator's Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 40-70% of time to scholarship-related activities in College of Dental Medicine. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	A consistent and ongoing program of scholarly productivity in the chosen discipline over the faculty member's entire academic career is essential in consideration for promotion to Professor. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on at least 2 peer-reviewed publications per year since last promotion or appointment at GHSU. MedEdPortal "Peer Reviewed" or "Editorial Reviewed" published works may comprise up to 25% of a faculty member's peer-reviewed publications under Scholarship. MedEdPortal works beyond this 25% allowance will be considered as Educational Publications under Teaching. Factors considered in evaluating publications: <ul style="list-style-type: none"> • Journal quality (impact factor). • Type of publication (review, original research, etc.). • Role in multi-authored publications (corresponding author, first author, etc.). • Consistency of output. • Proportion of research-based publications.
	Research and Funding	Funding consistently sought from national federal, foundation, or industrial funding agencies. Funding obtained as principal investigator. Funding should support research focus and provide salary support.
	Presentations	Presentations at national or international meetings. Invitations to speak add strength to the application.
Other Scholarly Activities	Graduate education demonstrates further professional development. Demonstrated leadership roles: mentoring of students or faculty; officer of research-oriented committees. Development of patents adds strength to the application.	

Service	Service % Effort	Typically 5-20% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Leadership (chair or other major role) in one or more College of Dental Medicine committees or GHSU campus-wide committees.
	Patient Care	If qualified, the candidate should perform patient care within the context of an ongoing clinical research program or intramural practice.
	Service to the Profession	Service on professional committees at the national or international level. Participation in non-GHSU-sponsored continuing education.
	Continuing Education	Participation and leadership in GHSU-sponsored continuing education programs adds strength to application.
Recognition	Preamble	Evidence of contributions to the school in the areas of teaching, scholarship, and service. Securing of extramural funding is expected. Evidence of a national/international reputation as a clinician or educator is required.
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Educational Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Achievement of specialty board certification, where applicable, adds strength to application.
	Referrals, Invited Presentations and Reviews	Recognition of research expertise by invitations to present at national or international venues or to author review articles/abstracts in the area of scholarship focus.
	Honors and Awards	Nominated or elected positions in professional organizations. Awards given by organizations recognizing professional or academic excellence.
	Reference letters (maximum of three)	Three professional letters of support characterizing accomplishments and affirming national reputation from outside GHSU.

Scientist/Educator Pathway Non-tenure Track Promotion to Assistant Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Instructor would require 3 years full-time teaching. Part-time appointments do not count toward 3-year period.	
Overall:	Noteworthy achievement in area of primary responsibility and a second area, and satisfactory in the third area. Demonstrated potential for leadership in academic roles. Examples of criteria for evaluation may include, but are not limited to, the following.	
Teaching	Teaching % Effort	Typically devotes 20-60% of time to education-related activities in College of Dental Medicine
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. College of Graduate Studies appointment, as well participation at multiple levels, adds strength to the application. (See matrix on reporting teaching commitments.)
	Innovations and Improvements	Innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Favorable evaluations by multiple audiences (students, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator's Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 20-60% of time to scholarship-related activities in College of Dental Medicine. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	Effectiveness in scholarly productivity is essential for promotion. The candidate for promotion to Assistant Professor should exhibit evidence of developing scholarly productivity. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on 2 peer-reviewed scholarly publications or other scholarly products.
	Research and Funding	Participation in ongoing research studies. Funding adds strength to application.
	Presentations	Presentation of scholarly work at the local or state levels or better adds strength to the application.
	Other Scholarly Activities	Graduate education demonstrates further professional development. Service on thesis or research committees adds strength to application. Development of patents adds strength to the application.
Service	Service % Effort	Typically 5-20% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Service on at least one College of Dental Medicine committee.
	Patient Care	If qualified, the candidate should perform patient care within the context of an ongoing clinical research program or intramural practice.
	Service to the Profession	Service on professional committees at the local level. Participation in non-GHSU-sponsored continuing education.
	Continuing Education	Participation in GHSU-sponsored continuing education programs adds strength to application.

Recognition	Preamble	Evidence of developing skill necessary to contribute to the mission of the school in the areas of teaching, scholarship, and service
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Educational Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Progress toward receiving specialty board certification, where applicable, adds strength to application.
	Referrals, Invited Presentations and Reviews	Local, regional, or national presentations, and invitations to speak at professional meetings add strength to application.
	Honors and Awards	Recognition adds strength to application.
	Reference letters (maximum of three)	One local letter of reference recognizing expertise and potential must be provided.

Scientist/Educator Pathway Non-tenure Track Promotion to Associate Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Assistant Professor would require 4 years full-time teaching. Promotion in the minimum time (i.e., 4 years) requires strong justification and exceptional productivity.	
Overall:	Noteworthy achievement in area of primary responsibility and a second area, and satisfactory in the third area. Demonstrated potential for leadership in academic roles. Examples of criteria for evaluation may include, but are not limited to, the following.	
Teaching	Teaching % Effort	Typically devotes 20-60% of time to education-related activities in College of Dental Medicine
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. College of Graduate Studies appointment, as well participation at multiple levels, adds strength to the application. (See matrix on reporting teaching commitments.)
	Innovations and Improvements	Innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Consistently favorable evaluations by multiple audiences (students, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator's Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 20-60% of time to scholarship-related activities in College of Dental Medicine. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	Effectiveness in scholarly productivity is essential for promotion. The candidate should exhibit a commitment to and depth of scholarly productivity. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on more than 1 peer-reviewed publication per year since last promotion or appointment at GHSU. MedEdPortal "Peer Reviewed" or "Editorial Reviewed" published works may comprise up to 25% of a faculty member's peer-reviewed publications under Scholarship. MedEdPortal works beyond this 25% allowance will be considered as Educational Publications under Teaching. Factors considered in evaluating publications: <ul style="list-style-type: none"> • Journal quality (impact factor). • Type of publication (review, original research, etc.). • Role in multi-authored publications (corresponding author, first author, etc.). • Consistency of output. • Proportion of research-based publications.
	Research and Funding	Participation in ongoing research studies Participation in funded projects
	Presentations	Presentation at national or international meetings.
Other Scholarly Activities	Graduate education demonstrates further professional development. Service on thesis or research committees and mentoring adds strength to application. Development of patents adds strength to the application.	

Service	Service % Effort	Typically 5-20% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Service on several College of Dental Medicine committees with evidence of active role. Service on at least one GHSU campus-wide committee.
	Patient Care	If qualified, the candidate should perform patient care within the context of an ongoing clinical research program or intramural practice.
	Service to the Profession	Service on professional committees at the state or regional level. Participation in non-GHSU-sponsored continuing education.
	Continuing Education	Participation in GHSU-sponsored continuing education programs adds strength to application.
Recognition	Preamble	Evidence of contributions to the school in the areas of teaching, scholarship, and service. Additional evidence of a developing national reputation is required.
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Educational Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Progress toward receiving specialty board certification, where applicable, adds strength to application.
	Referrals, Invited Presentations and Reviews	Regional and state-wide presentations, and invitations to speak Invitations to peer review for journals or submissions to meetings. Strong referral base from state or region adds strength to application.
	Honors and Awards	Recognition adds strength to application.
	Reference letters (maximum of three)	Three professional letters of support demonstrating expertise and addressing developing national reputation from outside GHSU.

Scientist/Educator Pathway Non-tenure Track Promotion to Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Associate Professor would require 5 years full-time teaching. Promotion in the minimum time (i.e., 5 years) requires strong justification and exceptional productivity.	
Overall:	Noteworthy achievement in area of primary responsibility and a second area, and satisfactory in the third area. Evidence of sustained academic maturity, leadership, and productivity. National and international recognition in the candidate's field of expertise is an expectation for promotion to the rank of Professor. Examples of criteria for evaluation may include, but are not limited to, the following.	
Teaching	Teaching % Effort	Typically devotes 20-60% of time to education-related activities in College of Dental Medicine
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. College of Graduate Studies appointment, as well participation at multiple levels, adds strength to the application. (See matrix on reporting teaching commitments.)
	Innovations and Improvements	Lead role in innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Consistently favorable evaluations by multiple audiences (students, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator's Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 20-60% of time to scholarship-related activities in College of Dental Medicine. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	A consistent and ongoing program of scholarly productivity in the chosen discipline over the faculty member's entire academic career is essential in consideration for promotion to Professor. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on at least 2 peer-reviewed publications per year since last promotion or appointment at GHSU. MedEdPortal "Peer Reviewed" or "Editorial Reviewed" published works may comprise up to 25% of a faculty member's peer-reviewed publications under Scholarship. MedEdPortal works beyond this 25% allowance will be considered as Educational Publications under Teaching. Factors considered in evaluating publications: <ul style="list-style-type: none"> • Journal quality (impact factor). • Type of publication (review, original research, etc.). • Role in multi-authored publications (corresponding author, first author, etc.). • Consistency of output. • Proportion of research-based publications.
	Research and Funding	Participation in ongoing research studies Participation in funded projects Funding for education-related projects (i.e. student scholarships, off-campus experiences)
	Presentations	Presentations at national or international meetings. Invitations to speak add strength to the application.
Other Scholarly Activities	Graduate education demonstrates further professional development. Service on thesis or research committees and mentoring adds strength to application. Development of patents adds strength to the application.	

Service	Service % Effort	Typically 5-20% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Leadership (chair or other major role) in one or more College of Dental Medicine committees or GHSU campus-wide committees.
	Patient Care	If qualified, the candidate should perform patient care within the context of an ongoing clinical research program or intramural practice.
	Service to the Profession	Service on professional committees at the national or international level. Participation in non-GHSU-sponsored continuing education.
	Continuing Education	Participation and leadership in GHSU-sponsored continuing education programs adds strength to application.
Recognition	Preamble	Evidence of contributions to the school in the areas of teaching, scholarship, and service. Significant evidence of a national/international reputation as a researcher or educator is required.
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Educational Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Achievement of specialty board certification, where applicable, adds strength to application.
	Referrals, Invited Presentations and Reviews	Presentations, invitations to speak at national and/or international meetings Invitations to peer review, qualification for elected membership in professional organizations. Strong referral base from region or nation adds strength to application.
	Honors and Awards	Nominated or elected positions in professional organizations. Awards given by organizations recognizing professional or academic excellence.
	Reference letters (maximum of three)	Three professional letters of support characterizing accomplishments and affirming national reputation from outside GHSU.

Clinician/Educator Pathway Tenure Track Promotion to Assistant Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Generally this is the initial appointment for full-time faculty on this track. Promotion to this rank from Instructor would require 3 years full-time teaching. One year of credit can be counted for completing a residency. Part-time appointments do not count toward 3-year period. Movement from any non-tenure track position to the tenure track is considered a new appointment, not a promotion.	
Overall:	Satisfactory achievement in all areas of evaluation. Potential for further academic development. Examples of criteria for evaluation may include, but are not limited to, the following.	
Teaching	Teaching % Effort	Typically devotes 40-70% of time to clinical/ education-related activities in College of Dental Medicine
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. Participation at multiple levels adds strength to the application. (See matrix on reporting teaching commitments.)
	Innovations and Improvements	Innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Favorable evaluations by multiple audiences (students, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator's Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 10-30% of time to scholarship-related activities in College of Dental Medicine. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	Effectiveness in scholarly productivity is essential for promotion. The candidate for promotion to Assistant Professor should exhibit evidence of developing scholarly productivity. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on 2 scholarly publications or other scholarly products since appointment.
	Research and Funding	[blank]
	Presentations	Presentation of scholarly work at the local or state levels or better adds strength to the application.
	Other Scholarly Activities	Graduate education demonstrates further professional development. Development of patents adds strength to the application.
Service	Service % Effort	Typically 10-40% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Service on at least one College of Dental Medicine committee.
	Patient Care	If qualified, the candidate should perform patient care within the context of an ongoing clinical research program or intramural practice.
	Service to the Profession	Service on professional committees at the local level. Participation in non-GHSU-sponsored continuing education.
	Continuing Education	Participation in GHSU-sponsored continuing education programs adds strength to application.

Recognition	Preamble	Evidence of developing skill necessary to contribute to the mission of the school in the areas of teaching, scholarship, and service
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Educational Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Progress toward receiving specialty board certification, where applicable.
	Referrals, Invited Presentations and Reviews	Local, regional, or national presentations, and invitations to speak at professional meetings add strength to application.
	Honors and Awards	Recognition adds strength to application.
	Reference letters (maximum of three)	One local letter of reference recognizing expertise and potential must be provided.

Clinician/Educator Pathway Tenure Track Promotion to Associate Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Assistant Professor would require 4 years full-time teaching. Promotion in the minimum time (i.e., 4 years) requires strong justification and exceptional productivity.	
Overall:	Noteworthy achievement in Scholarship, and in a second area (either Teaching or Service). Demonstrated potential for leadership in academic roles. Examples of criteria for evaluation may include, but are not limited to, the following.	
Teaching	Teaching % Effort	Typically devotes 40-70% of time to clinical/ education-related activities in College of Dental Medicine
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. College of Graduate Studies appointment, as well participation at multiple levels, adds strength to the application. (See matrix on reporting teaching commitments.)
	Innovations and Improvements	Innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Consistently favorable evaluations by multiple audiences (students, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator's Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 10-30% of time to scholarship-related activities in College of Dental Medicine. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	Effectiveness in scholarly productivity is essential for promotion. The candidate should exhibit a commitment to and depth of scholarly productivity. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on more than 1 peer-reviewed publication per year since last promotion or appointment at GHSU. MedEdPortal "Peer Reviewed" or "Editorial Reviewed" published works may comprise up to 25% of a faculty member's peer-reviewed publications under Scholarship. MedEdPortal works beyond this 25% allowance will be considered as Educational Publications under Teaching. Factors considered in evaluating publications: <ul style="list-style-type: none"> • Journal quality (impact factor). • Type of publication (review, original research, etc.). • Role in multi-authored publications (corresponding author, first author, etc.). • Consistency of output. • Proportion of research-based publications.
	Research and Funding	Funding (e.g., grant support) adds strength to application
	Presentations	Presentation at national or international meetings.
Other Scholarly Activities	Graduate education demonstrates further professional development. Emerging leadership: e.g., mentoring students or faculty; leadership of research-oriented committees. Development of patents adds strength to the application.	

Service	Service % Effort	Typically 10-40% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Service on several College of Dental Medicine committees with evidence of active role. Service on at least one GHSU campus-wide committee.
	Patient Care	If qualified, the candidate should perform patient care within the context of an ongoing clinical research program or intramural practice.
	Service to the Profession	Service on professional committees at the state or regional level. Participation in non-GHSU-sponsored continuing education.
	Continuing Education	Participation in GHSU-sponsored continuing education programs adds strength to application.
Recognition	Preamble	Evidence of contributions to the school in the areas of teaching, scholarship, and service. Efforts to secure extramural funding are expected. Additional evidence of a developing national reputation is required.
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Educational Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Progress toward receiving specialty board certification, where applicable.
	Referrals, Invited Presentations and Reviews	Regional and state-wide presentations, and invitations to speak Invitations to peer review for journals or submissions to meetings. Strong referral base from state or region adds strength to application.
	Honors and Awards	Recognition adds strength to application.
	Reference letters (maximum of three)	Three professional letters of support demonstrating expertise and addressing developing national reputation from outside GHSU.

Clinician/Educator Pathway Tenure Track Promotion to Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Associate Professor would require 5 years full-time teaching. Promotion in the minimum time (i.e., 5 years) requires strong justification and exceptional productivity.	
Overall:	Noteworthy achievement in Scholarship, and in a second area (Teaching or Service); evidence of sustained academic maturity, leadership, and productivity. Must be board-certified if eligible in ADA recognized specialty. National and international recognition in the candidate's field of expertise is an expectation for promotion to the rank of Professor. Examples of criteria for evaluation may include, but are not limited to, the following.	
Teaching	Teaching % Effort	Typically devotes 40-70% of time to clinical/ education-related activities in College of Dental Medicine
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. College of Graduate Studies appointment, as well participation at multiple levels, adds strength to the application. (See matrix on reporting teaching commitments.)
	Innovations and Improvements	Lead role in innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Consistently favorable evaluations by multiple audiences (students, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator's Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 10-30% of time to scholarship-related activities in College of Dental Medicine. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	A consistent and ongoing program of scholarly productivity in the chosen discipline over the faculty member's entire academic career is essential in consideration for promotion to Professor. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on at least 2 peer-reviewed publications per year since last promotion or appointment at GHSU. MedEdPortal "Peer Reviewed" or "Editorial Reviewed" published works may comprise up to 25% of a faculty member's peer-reviewed publications under Scholarship. MedEdPortal works beyond this 25% allowance will be considered as Educational Publications under Teaching. Factors considered in evaluating publications: <ul style="list-style-type: none"> • Journal quality (impact factor). • Type of publication (review, original research, etc.). • Role in multi-authored publications (corresponding author, first author, etc.). • Consistency of output. • Proportion of research-based publications.
	Research and Funding	Funding (e.g. grant support) is expected, at least to the level as a co-investigator.
	Presentations	Presentations at national or international meetings. Invitations to speak add strength to the application.
Other Scholarly Activities	Graduate education demonstrates further professional development. Demonstrated leadership roles: mentoring of students or faculty; officer of research-oriented committees. Development of patents adds strength to the application.	

Service	Service % Effort	Typically 10-40% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Leadership (chair or other major role) in one or more College of Dental Medicine committees or GHSU campus-wide committees.
	Patient Care	If qualified, the candidate should perform patient care within the context of an ongoing clinical research program or intramural practice.
	Service to the Profession	Service on professional committees at the national or international level. Participation in non-GHSU-sponsored continuing education.
	Continuing Education	Participation and leadership in GHSU-sponsored continuing education programs adds strength to application.
Recognition	Preamble	Evidence of contributions to the school in the areas of teaching, scholarship, and service. Efforts to secure extramural funding are required. Evidence of a national/international reputation as a clinician or educator is required.
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Educational Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Achievement of specialty board certification, where applicable.
	Referrals, Invited Presentations and Reviews	Presentations, invitations to speak at national and/or international meetings Invitations to peer review, qualification for elected membership in professional organizations. Strong referral base from region or nation adds strength to application.
	Honors and Awards	Nominated or elected positions in professional organizations. Awards given by organizations recognizing professional or academic excellence.
	Reference letters (maximum of three)	Three professional letters of support characterizing accomplishments and affirming national reputation from outside GHSU.

Clinician/Educator Pathway Non-tenure Track Promotion to Assistant Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Instructor would require 3 years full-time teaching. Part-time appointments do not count toward 3-year period.	
Overall:	Satisfactory achievement in all areas of evaluation. Potential for further academic development. Examples of criteria for evaluation may include, but are not limited to, the following.	
Teaching	Teaching % Effort	Typically devotes 50-80% of time to clinical/ education-related activities in College of Dental Medicine
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. Participation at multiple levels adds strength to the application. (See matrix on reporting teaching commitments.)
	Innovations and Improvements	Innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Favorable evaluations by multiple audiences (students, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator's Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 10-30% of time to scholarship-related activities in College of Dental Medicine. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	Effectiveness in scholarly productivity is essential for promotion. The candidate for promotion to Assistant Professor should exhibit evidence of developing scholarly productivity. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on 1 peer-reviewed scholarly publication or other scholarly product.
	Research and Funding	[blank]
	Presentations	Presentation of scholarly work at the local or state levels or better adds strength to the application.
	Other Scholarly Activities	Graduate education demonstrates further professional development. Service on thesis or research committees adds strength to application. Development of patents adds strength to application.
Service	Service % Effort	Typically 10-40% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Service on at least one College of Dental Medicine committee.
	Patient Care	If qualified, the candidate should perform patient care within the context of an ongoing clinical research program or intramural practice.
	Service to the Profession	Service on professional committees at the local level. Participation in non-GHSU-sponsored continuing education.
	Continuing Education	Participation in GHSU-sponsored continuing education programs adds strength to application.

Recognition	Preamble	Evidence of developing skill necessary to contribute to the mission of the school in the areas of teaching, scholarship, and service
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Educational Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Progress toward receiving specialty board certification, where applicable.
	Referrals, Invited Presentations and Reviews	Local, regional, or national presentations, and invitations to speak at professional meetings add strength to application.
	Honors and Awards	Recognition adds strength to application.
	Reference letters (maximum of three)	One local letter of reference recognizing expertise and potential must be provided.

Clinician/Educator Pathway Non-tenure Track Promotion to Associate Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Assistant Professor would require 4 years full-time teaching. Promotion in the minimum time (i.e., 4 years) requires strong justification and exceptional productivity.	
Overall:	Noteworthy achievement in area of primary responsibility and a second area, and satisfactory in the third area. Demonstrated potential for leadership in academic roles. Examples of criteria for evaluation may include, but are not limited to, the following.	
Teaching	Teaching % Effort	Typically devotes 50-80% of time to clinical/ education-related activities in College of Dental Medicine
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. College of Graduate Studies appointment, as well participation at multiple levels, adds strength to the application. (See matrix on reporting teaching commitments.)
	Innovations and Improvements	Innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Consistently favorable evaluations by multiple audiences (students, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator's Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 10-30% of time to scholarship-related activities in College of Dental Medicine. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	Effectiveness in scholarly productivity is essential for promotion. The candidate should exhibit a commitment to and depth of scholarly productivity. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on at least 1 peer-reviewed publication per year since last promotion or appointment at GHSU. MedEdPortal "Peer Reviewed" or "Editorial Reviewed" published works may comprise up to 25% of a faculty member's peer-reviewed publications under Scholarship. MedEdPortal works beyond this 25% allowance will be considered as Educational Publications under Teaching. Factors considered in evaluating publications: <ul style="list-style-type: none"> • Journal quality (impact factor). • Type of publication (review, original research, etc.). • Role in multi-authored publications (corresponding author, first author, etc.). • Consistency of output. • Proportion of research-based publications.
	Research and Funding	Funding adds strength to application
	Presentations	Presentation at national or international meetings.
Other Scholarly Activities	Graduate education demonstrates further professional development. Service on thesis or research committees and mentoring adds strength to application. Development of patents adds strength to the application.	

Service	Service % Effort	Typically 10-40% effort. Percent effort specified in job description will affect how a faculty member is evaluated. Development of patents adds strength to application.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Service on several College of Dental Medicine committees with evidence of active role. Service on at least one GHSU campus-wide committee.
	Patient Care	If qualified, the candidate should perform patient care within the context of an ongoing clinical research program or intramural practice.
	Service to the Profession	Service on professional committees at the state or regional level. Participation in non-GHSU-sponsored continuing education.
	Continuing Education	Participation in GHSU-sponsored continuing education programs adds strength to application.
Recognition	Preamble	Evidence of contributions to the school in the areas of teaching, scholarship, and service. Additional evidence of a developing national reputation is required.
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Educational Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Progress toward receiving specialty board certification, where applicable.
	Referrals, Invited Presentations and Reviews	Invitations to peer review for journals or submissions to meetings Active participation in professional organizations committees, presentations
	Honors and Awards	Recognition adds strength to application.
	Reference letters (maximum of three)	Three professional letters of support demonstrating expertise and addressing developing national reputation from outside GHSU.

Clinician/Educator Pathway Non-tenure Track Promotion to Professor		
Parameter	Criteria for Evaluation (not all need be met, but all should be considered)	
Time in Rank:	Promotion to this rank from Associate Professor would require 5 years full-time teaching. Promotion in the minimum time (i.e., 5 years) requires strong justification and exceptional productivity.	
Overall:	Noteworthy achievement in area of primary responsibility and a second area, and satisfactory in the third area. Evidence of sustained academic maturity, leadership, and productivity. Must be board-certified if eligible in ADA-recognized specialty. National and international recognition in the candidate's field of expertise is an expectation for promotion to the rank of Professor. Examples of criteria for evaluation may include, but are not limited to, the following.	
Teaching	Teaching % Effort	Typically devotes 50-80% of time to clinical/ education-related activities in College of Dental Medicine
	Preamble	In order for an activity to be considered teaching, there must be a direct link between that activity and a related faculty/student interaction involving transfer of knowledge. The assessment of teaching effectiveness involves an evaluation of the following factors:
	Assignments and Levels	Commitment to departmental teaching and participation in interdepartmental teaching. College of Graduate Studies appointment, as well participation at multiple levels, adds strength to the application. (See matrix on reporting teaching commitments.)
	Innovations and Improvements	Lead role in innovative approaches (technology, methods, or assessments) that increase instructional effectiveness or efficiency. These approaches include a variety of formats (e.g., written, audio, video).
	Teaching Evaluations	Consistently favorable evaluations by multiple audiences (students, peers, and continuing education participants)—compared with other course faculty if possible. Favorable evaluations in multiple areas strengthen the application.
	Educational Publications	Non-peer-reviewed materials with an education focus are desirable, but not required. These include books or book chapters, computer-aided instruction programs, electronic publications, audiovisual materials, articles in education journals, etc. Peer-reviewed educational publications are considered scholarly activity and should be listed under Scholarship.
	Documentation	Contributions and evidence of quality are to be documented in Educator's Portfolio.
Scholarship	Scholarship % Effort	Typically devotes 10-30% of time to scholarship-related activities in College of Dental Medicine. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	A consistent and ongoing program of scholarly productivity in the chosen discipline over the faculty member's entire academic career is essential in consideration for promotion to Professor. Assessment involves an evaluation of the following factors:
	Publications	Authorship or co-authorship on more than 1 peer-reviewed publication per year since last promotion or appointment at GHSU. MedEdPortal "Peer Reviewed" or "Editorial Reviewed" published works may comprise up to 25% of a faculty member's peer-reviewed publications under Scholarship. MedEdPortal works beyond this 25% allowance will be considered as Educational Publications under Teaching. Factors considered in evaluating publications: <ul style="list-style-type: none"> • Journal quality (impact factor). • Type of publication (review, original research, etc.). • Role in multi-authored publications (corresponding author, first author, etc.). • Consistency of output. • Proportion of research-based publications.
	Research and Funding	Funding adds strength to application
	Presentations	Presentations at national or international meetings. Invitations to speak add strength to the application.
Other Scholarly Activities	Graduate education demonstrates further professional development. Service on thesis or research committees and mentoring adds strength to application. Development of patents adds strength to the application.	

Service	Service % Effort	Typically 10-40% effort. Percent effort specified in job description will affect how a faculty member is evaluated.
	Preamble	The assessment of effectiveness in service involves an evaluation of the following factors:
	Committee Service	Leadership (chair or other major role) in one or more College of Dental Medicine committees or GHSU campus-wide committees.
	Patient Care	If qualified, the candidate should perform patient care within the context of an ongoing clinical research program or intramural practice.
	Service to the Profession	Service on professional committees at the national or international level. Participation in non-GHSU-sponsored continuing education.
	Continuing Education	Participation and leadership in GHSU-sponsored continuing education programs adds strength to application.
Recognition	Preamble	Evidence of contributions to the school in the areas of teaching, scholarship, and service. Significant evidence of a national/international reputation as a clinician or educator is required.
	Professional Development	Participation in/completion of academic/professional fellowships or institutes adds strength to application. Examples include other graduate degrees (non-research), ADEA Leadership Institute, teaching or service fellowships, Governors Teaching Fellowship, ELAM (Educational Leadership in Academic Medicine), AGD Fellowship or Mastership, etc. Achievement of specialty board certification, where applicable.
	Referrals, Invited Presentations and Reviews	Presentations, invitations to speak and participation (instructor) in continuing education (continuing education). Invitations to peer review.
	Honors and Awards	Nominated or elected positions in professional organizations. Awards given by organizations recognizing professional or academic excellence.
	Reference letters (maximum of three)	Three professional letters of support characterizing accomplishments and affirming national reputation from outside GHSU.

Tenure

The Board of Regent's criteria for Tenure may be found in section 8.3.7 of the Board of Regent's Policy Manual:

www.usg.edu/policymanual

Tenure can be applied for at the time of promotion; however the decisions are independent processes. The criteria for the granting of Tenure are the same as for promotion with the additional expectation of an increased evidence of sustained productivity.

Pre-Tenure Review

The Board of Regents of the University System of Georgia has certain requirements governing the granting of tenure. One of these is the requirement of a comprehensive review of progress during the third year towards tenure. The policy is outline in the link below:

<http://policy.georgiahealth.edu/2010/08/19/7-03-policy-for-3rd-year-pre-tenure-review/>

A document with similar content and format to that used for the tenure portfolio document should be used. This document must include a current tenure and mutually established advancement plan toward tenure for the faculty under review. This should be developed between the Department Chair and faculty member. If the Chair or Section Chief is not tenured, the review process must include an administrative-level tenured faculty member. For the GHSU College of Dental Medicine, the Chair of the Pre-Tenure Review Committee chairs a committee of 3 tenured faculty members to review the document, prepare a report, and make a recommendation to the Dean of the candidates progress towards tenure. The review process and subsequent pre-tenure review document development must be completed and submitted in accordance with the approved Promotion and Tenure calendar.

A copy of the third year pre-tenure review document and advancement plan will be included and considered in the faculty member's tenure portfolio. If there are significant variations from the approved advancement plan toward tenure in the final tenure portfolio, the reasons must be clearly identified.

Post -Tenure Review

The Board of Regent's criteria for Post-Tenure Review may be found in section 8.3.5.4 of the Board of Regent's Policy Manual:

www.usg.edu/policymanual

Post-Tenure Review shall be conducted for all tenured faculty members. Each faculty member is to be reviewed five (5) years after the most recent promotion or personnel action, and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. Tenured administrators who also have some teaching responsibilities will not be subject to post-tenure review as long as a majority of their duties are administrative in nature.

Post-Tenure Review will be based on an evaluation of the faculty's most recent CV, a written evaluation of the faculty's contribution to the College and University from the department chair (or the Dean, if appropriate), and their reported effort.

Probationary Credit Towards Tenure

The Board of Regents policy towards awarding Probationary Credit Towards Tenure may be found in section 8.3.7.4 of the Board of Regents Policy Manual:

www.usg.edu/policymanual

A maximum of three (3) years' credit toward the minimum probationary period may be allowed for service in tenure track positions at other institutions or for full-time service at the rank of instructor or lecturer at the same institution. Such credit for prior service shall be approved in writing by the president at the time of the initial appointment at the rank of assistant professor or higher.

Non-Tenure Track Personnel

The Board of Regents policy for non-tenure track personnel may be found in section 8.3.8 of the Board of Regents Policy Manual:

www.usg.edu/policymanual

The following provisions shall apply to all non-tenure track professional personnel:

1. Individuals employed in non-tenure track positions shall not be eligible for consideration for the award of tenure.
2. Probationary credit toward tenure shall not be awarded for service in non-tenure track positions, except for lecturers and senior lecturers.
3. Notice of intention not to renew contracts of non-tenure track personnel who have been awarded academic rank (Instructor, Assistant Professor, Associate Professor, Professor) shall follow the schedule required for tenure track personnel. This schedule of notification shall not apply to other professional personnel.
4. Individuals employed in non-tenure track positions may apply on an equal basis with other candidates for tenure track positions which may become available.

The transfer of individuals from tenure-track positions to non-tenure track positions shall be effected on a voluntary basis only (BoR Minutes, 1982-83, pp. 255-256).

Hours Spent in Direct Student Contact

A great deal of faculty time and effort goes into the education of Dental Students, Residents and Graduate Students in research as well as additional time spent by clinical faculty outside of formal sessions. All candidates for promotion and tenure who teach must provide a table, in the format of the table below, to indicate the hours spent in direct student contact. Preparation time is not to be included in the table. The table should represent 5 years of teaching unless the period for promotion and/or tenure is less than 5 years.

It is estimated that a 50% teaching appointment represents approximately 950 hours per year of direct student contact. This is based on 2000 available hours per year for a full time appointment. The following represents a standardized method of accounting for this time:

Clinical Faculty

950 hr/year contact time = 50% time

Add 10% to actual hours to account for time spent with students outside of normal, scheduled sessions.

Mentoring Graduate Students or Residents in research

Mentor for a PhD Student 200 hr/year or 67 hr/semester

Mentor for an MS student 150 hr/year or 50 hr/semester

Mentor for an GHSU resident 60 hr/year or 20 hr/semester

Mentor for a Fort Gordon resident 48 hr/year or 16 hr/semester

(Working primarily at Fort Gordon) 60 hr/year or 20 hr/semester

Thesis/Research Committee member directly

Working with the student (i.e. teaching a technique)

Thesis / Research Committee member only 30 hr/year or 10 hr/ semester

All are limited to a maximum of three student equivalents. These values represents maximum estimates. Faculty should report the time spent in direct student contact and not exceed these estimates.

Course ^{abc}	2006		2007		2008		2009		2010	
	Lecture	#Lab/ Clinic	Lecture	#Lab/ Clinic	Lecture	#Lab/ Clinic	Lecture	#Lab/ Clinic	Lecture	#Lab/ Clinic
Dental Student Research/Training*										
Graduate Student Training*										
Subtotal										
Total Contact Hours										

^a Course Director

^b Co-course Director

^c Assistant Course Director

*Major advisor for Graduate Student

#Lab/Clinic: Pre-clinic, Clinic, Research Lab