The 'Case for promotion' form

Part 1.1. Candidate Details		
Title: Dr	Surname: Jeftha	Name: Anthea
Promotion Level sought: Associate Professor		
Department : Oral Medicine and Periodontology	Faculty: Dentistry	
	MM/YY N/A	

Part 1.2. Relevant Personal Circumstances (Achievement Relative to Opportunity)

Please indicate which relevant circumstances apply

x	Family responsibilities (child rearing, elder care, illness of partner/dependent
	A temporary or permanent disability
x	Periods of part-time work
	Relevant cultural expectations or circumstances
x	Absences due to ill health
x	Other (please specify)

Please outline the effect these relevant personal circumstance/s have had on your achievements and the opportunities available to you:

Family Responsibilities
I am a single mother and though this has been the greatest blessing in my life, it had resulted in my having to extend my postgraduate studies. Furthermore, the juggling of career and child rearing had been challenging with respect to time, as one had to divide time to not only develop your own career, but also meaningfully invest into nurturing, providing for and developing my son.

Periods of part-time work
The part time lecturer position following my specialization had resulted in my needing to work privately to supplement my income. During this season, there was little or no time for investment into growth in my academic career.

Absence due to ill health
I had a cancer diagnosis in May 2022 and the treatment thereof had limited my ability to work and conduct most duties between June 2022 to April 2023. This was the reason for my having to have a time of absence from my PhD studies and the completion of publications and projects. Thankfully, I have responded well to treatment and am now able to resume duties.

Other
The COVID-19 pandemic had resulted in delays of access to the clinical platform. This resulted in delays in clinical research projects and the need for extension of a number of Masters projects that I was supervising. It also negatively impacted clinical service delivery as the building was being prepared to meet the health and safety requirements to mitigate the spread of COVID-19 within our clinics. This also has resulted in the need for extension of training within the MChD/MDS and MSc programs.

Part 2: Qualifications and Appointments (2 pages max)			
Academic Qualifications			
Formal Qualifications			
Year	Qualifications	University /other institution	
2009	MChD	University of the Western Cape	
2001	BChD	University of the Western Cape	
Other Qualifications			
Year	Qualification		
N/A			
Appointments			
Current appointment			
Year	Position	Location	
2020	Head Clinical Unit	Faculty of Dentistry, UWC	
Previous Appointments			
Year	Position	Equivalent level	location
2012	Senior Lecturer	Faculty of Dentistry,	UWC
2009 **2009** **2004** **2002** **2001**	Part-time Consultant Part-time private practise Registrar (MChD student) MRC Intern Community Service Dentist	Faculty of Dentistry UWC Cape Town Faculty of Dentistry UWC Faculty of Dentistry, UWC East London Hospital Complex	
Professional Awards and distinctions			
N/A			

Part 3: Career Summary Statement (max 500 words)

I chose my career as I wanted to be of service to my community. As a Standard 9 pupil (Grade 11 learner) job shadowing at the UWC Faculty of Dentistry in Mitchells Plain, I found a place from which to launch my career.

Mentors such as Prof Lawrence Stephen and the late Prof Trevor Adendorf introduced me into the realm of clinical research. As an undergraduate student, I presented at an International conference in Skukuza in 2000 as well as being the runner up in the inaugural Dentsply Student clinician program in Port Elizabeth that same year.

I continued my involvement with at risk communities by volunteering in the infectious diseases ward at Cecelia Makiwane Hospital, East London, during my Community Service year. This year schooled me in how to serve a community that was different to my place of origin, ito language and culture. I learned how to effectively communicate with my patients in my broken IsiXhosa and to delve into the culture of Mdantsane East London, my place of work and home for a year.

My focus changed toward clinical upskilling during and after my speciality training, resulted in my entering the private practise arena, which I found lacking in personal fulfilment, and thus I returned to full time academics as a specialist.

Highlights of my teaching portfolio include undergraduate training in Oral Medicine and Periodontology for Oral Hygiene and Dentistry students, as well as Specialist training in the HPCSA accredited MChD program, and the MSc clinical and research only degrees. I was the UWC representative on the committee for the joint curriculum development for the Specialist program Nationally and spearheaded the undergraduate and postgraduate curriculum review process and syllabus development for my home department.

As President of SA Society of Periodontology, Implantology and Oral Medicine (SASPIO) (2016-2018) I took the opportunity to network nationally and internationally within my clinical field. Within that role and the then executive activity in that organization, I had been apart of congress planning for SASPIO from 2016-2020. I also presented at numerous CPD and other congresses within South Africa and Zambia. My collaboration with other specialists on the international stage include colleagues from Belgium, the United States and Italy.

My research publications have mostly been aligned to the link between oral health and systemic disease, with my current emphasis on periodontitis and Diabetes Mellitus. I have connected my research projects to strategically address both research output and community engagement. This has led me to building relationships with medical colleagues at our local Tygerberg hospital. I have supervised and qualified numerous Masters students within this research niche, and currently am co supervising Phd projects as well.

My vision is to have this department and faculty be a beacon of excellence locally, regionally in Africa and internationally. I believe that that will be achieved by investing and growing every individual within our staffing compliment to identify and extract their natural strengths, and in so doing growing our team.

Part 4: Case for promotion: Learning & Teaching, Research , Community Engagement, professional leadership, Institutional Leadership (max. 2 600 words in total)

Please make reference to the promotion criteria in your case for promotion

Part 4.1. Learning and Teaching

List up to five of your top education achievements and provide evidence of their impact on students, the discipline or education practice:

1. **National Specialist Curriculum development to inform the scope of practise for Oral Medicine and Periodontology (OMP)**
2. **Undergraduate curriculum review and renewal**
3. **Postgraduate curriculum review at department level**
4. **Course co-ordinator OMP 500/511(2012-2022) and Specialist program for OMP (2012-2019)**
5. **External examiner and moderator**

Outline how your achievements demonstrate that you have met the criteria for promotion in the area of education, referencing the supporting attachments

Below I have listed my achievements and aligned them with the appropriate criteria that has been met:

1. **National Specialist Curriculum development for Oral Medicine and Periodontology (OMP) scope of practise**

   I convened the discussion and planning for the national curriculum in OMP for Specialist training. The purpose of this exercise was to inform on a unitary curriculum and scope of practise against which all faculties would benchmark their training, with the ultimate goal of a unitary exit examination.

   Referencing international norms and standards within our specialty field, the committee arrived at a consensus document to outline our curriculum and syllabus. This was tabled at the education and training committee of the Health Professionals Council of SA (HPCSA).

   This exercise afforded the opportunity for curriculum development and renewal. It was based on current published research from international colleagues and thus research led teaching, was informed. (Steele et al 2015 and Van Der Velden and Sanz 2010).
   Recognition from other institutions- This process was convened by myself, but brought together representatives from other dental faculties, as well as specialists from private practise.

2. Undergraduate curriculum review and renewal

Three key deliverables discussed below address the following L&T criteria for promotion: 1) curriculum development and renewal, 2) the evaluation of teaching and learning, 3) clinical teaching and training, as well as the 4) scholarship of teaching and learning.

A) OMP is a multifaceted speciality, housing 3 sub-specialty clinical disciplines. It was apparent that having had many years of teaching the subject in one joint module, made the vertical articulation, as well as horizontal alignment with other related modules, difficult for the students' learning experience. Syllabus content was moved between years, to ensure that there was better horizontal alignment with other disciplines, such as Oral medicine with Oral Pathology. A separation of modules was thus strategically introduced. This greatly improved vertical articulation in terms of learning concepts within each sub-discipline.

B) The clinical teaching needs of our undergraduate students had come under scrutiny when we received feedback regarding variation in clinical supervision styles and diagnostic opinions. A department wide workshop was held on 22 May 2023 with the purpose of standardising clinical supervision practise on the undergraduate clinical floor. A resultant document was a flow chart to guide the clinical supervision process, along with the revision of diagnostic dilemmas that staff may have. The process was informed by both student and staff feedback.

I implemented a process of online clinical assessment, chairside, for our undergraduate clinics in OMP. This facilitated a birds eye view for module co-ordinators to track student progress, as well as the students being able to access this form, engage written feedback and have an opportunity to reflect on their learning experiences. Google drive is the platform used for this purpose. This is strategic as it also serves as a data storage tool for future research. The same platform is used for our online clinical booking system, the first department in the faculty to implement this process to address the students need for streamlined processes.

C) In March 2022, I partook in reviewing and benchmarking the undergraduate periodontal curriculum for UGhent, during a visit by the UGhent collaborator, Prof V Christians at the UWC faculty of Dentistry.

3. Postgraduate curriculum review at department level

The structured Msc and MChD/MDS specialty degrees have content overlap and having students of various clinical expertise and skill sets along with revisiting the same content is proving to drain the human resources within the department. Furthermore, the curriculum and the delivery thereof, had not been reviewed since 2012. I thus embarked on strategizing how we could improve our delivery and efficiency of these programs. Strategic planning meetings were held within the department and with stakeholders from UWC Academic Planning Unit. A new curriculum was devised and submissions to SAP are planned for 2024, for implementation in 2025. The above meets the criteria of curriculum development and renewal; it is a repose to feedback (evaluation of

teaching and learning) obtained from postgraduate students and thus addresses students learning needs. Assessment strategies of teaching and learning and in a clinical context were also addressed.

A reflection on our practise within the postgraduate teaching, highlighted a need for greater guidance of our students. Their seminar offerings were found to be lacking and hence we introduced learning outcomes per seminar. This process was convened by myself and all part and fulltime consultants, who teach in the MChD/MDS programs partook in this exercise.

Assessment practise came under scrutiny within the postgraduate programs, specifically the MChD/ MDS specialist program. Traditionally, final assessments were held only at the end of a four-year degree duration. There were instances of students not passing and showing a lack of basic knowledge in place at a very late stage in their degrees. I thus instituted an annual final written assessment along with the continuous assessments (seminars and clinical portfolios) as a support mechanism for students learning and their suitability to promote to the next year of study.

4. **Course co-ordinator OMP 500/511(2012-2022) and Specialist program for OMP (2012-2019)**

The evidence of my impact as an undergraduate course-co-ordinator can be found in the feedback I have received form students. I was challenged as a co-ordinator to develop a philosophy of teaching and also question the modes in which concepts were taught and best learned. Problem or case-based learning was largely my approach when teaching fifth year modules, this has always been identified as a useful tool in learning and teaching for these group of students.

The earlier years of co-ordination of the specialist program was my training ground that equipped me to be able to engage nationally on the joint curriculum and syllabus as well as develop the upcoming curriculum for the specialist program. Improved structure and guidance within the specialist program has been the biggest achievement. By the addition of outcomes for each topic, the students are being guided to correct sources and relevant information to inform their knowledge and ultimately, skills.

My assessment strategy aimed to ensure a varied quality of assessments that were both formative and summative. Both assessment formats were aligned with outcomes that had been published in module and study guides. Exit level summative assessments were quality assured by external examiner processes.

In my role described above, I have addressed students' learning needs, developed my teaching philosophy and approaches to teaching and training along with augmentation of assessment strategies of teaching and learning and clinical assessments. There was an infusion of technologies introduced into the undergraduate and postgraduate learning.

5. **External examiner and moderator**

I have been appointed as an external examiner for both undergraduate and specialty degrees at Sefako Makgatho Health Sciences University (SMU) and University of Witwatersrand (WITS). I have also been appointed as an examiner for the College of Medicine SA (CMSA). These interactions have allowed for a quality assurance process for both the external institutions, but also for myself

as a reflection on my own assessment practises. Hereby, I have gained recognition from other institutions and evaluation my own teaching and learning as well as clinical teaching and training.
Supporting attachments: https://drantheajeftha.co.za/teaching-and-learning/

Part 4.2. Research

List up to five of your top research achievements and provide evidence of their impact:

1. **Development of research niche in OMP department**
2. **Publications**
3. **Research supervision**
4. **Trilateral Project/ Award**
5. **Speaker at IADR, CPD events and Zambian Dental association**

Outline how your achievements demonstrate that you have met the criteria for promotion in the area of research, referencing the supporting attachments

1. Development of research niche in OMP department

The need for a research niche was evident to guide the research agenda of the department. I convened a departmental meeting to map our research ideas and commonalities and to discover common threads to develop research niche areas.

I initiated contact with medical colleagues at Tygerberg Hospital to gain collaborators to support my personal research interest in periodontal diseases and diabetes mellitus. This interest has been highlighted at CPD events, where I delivered a talk on this topic (SADA Webinars September 2020: Periodontal diseases and Diabetes Mellitus) and 3 Masters research projects have been completed, with 2 graduated under the umbrella of this niche area. My PhD studies address concerns within this research niche (THE COMORBID RELATIONSHIP OF PERIODONTAL DISEASE AND DIABETES MELLITUS; - A PERSPECTIVE FROM SOUTH AFRICA. UWC Biomedical research ethics: (BM21/9/21)

My research niche aligns with SDG 3 (UN.org), development of health and well-being. It also addresses the goal to implement holistic treatment and prevention strategies to fulfil the strategic goals of the provincial administration of the WC, as outlined in Health 2030 (Government, 2014)

2. Publications and Reviews

I have 19 published articles, of which 4 are within international journals. The number of original research articles were 8 and the balance were case based reports. I have 6 published abstracts (conference proceedings). These are evidence of sustained research output. I have an overall citation rating of 127 with and h-index of 4 and an i-10 index of 3. Later publications are honed into my niche area of periodontal diseases and its association with systemic disease.

I have been a reviewer for 2 local and 1 international publication.

3. Research supervision

11 Masters students have been graduated under my supervision and I am currently supervising 2 Masters projects. I received a nomination certificate

for the most Masters students graduated in 2020 by the office of DVC; Research and Innovation.

I have examined 7 Masters theses within SA, 3 of which was as external examiner for UP, SMU and WITS.

In the last 3 years, the department research niche has been developed with my area of interest being periodontal disease and diabetes mellitus. I have aligned master's projects accordingly and these are currently being prepared for publication to emphasize our footprint in this niche area, furthermore my Phd project is aligned to this area of interest as well.

4. Trilateral project/ award

I undertook a research project with our international partners at UGhent and Missouri under the 2020 Trilateral Research Award.
Project Title: The influence of the COVID19 Pandemic in Dentistry: A Multicentre Survey
This project was my inaugural grant award experience, and schooled me in international relations as the project was conducted in SA, Belgium and the USA. The outcome of the project will be a publication, that is currently being prepared for submission.

5. Speaker/ Presentation at IADR, CPD events and Zambian Dental association

I have presented at international and national conferences and continuing professional development events over the span of my career. A highlight of my speaking engagements include sharing the stage with Leane Manas at a GSK CPD event in Gauteng.

International Events

1. Dental Implantology: The Way Forward. Zambian Dental Association, 22-23 November 2013
2. European association of Oral Medicine: Turin Italy 2016: Poster presentation
   Topics 1. Hyalinising clear cell carcinoma of the maxilla in a young adult female;
   Topic 2. Behcet's syndrome: a case presentation

National/ local events

I lectured at 24 local conference events since 1999, below are the presentations of the last 5 years:

1. UWC Research week 2021. Topic: INTEGRATING ENGAGEMENTS AMIDST THE COVID-19 PANDEMIC
2. Faculty of Dentistry Research Day 2021. Topic: Oral Medicine and Periodontology Mapping Research Priorities
3. SADA Webinars September 2020: Periodontal diseases and Diabetes Mellitus
4. OHASA Durbanville April 2019: The new Classification of periodontal diseases.
5. UWC Faculty of Dentistry Journal Club, March 2019: The new Classification of periodontal diseases.

Supporting attachments: https://drantheajeftha.co.za/research-and-innovation/

Part 4.3. Community Engagement

Outline how your achievements have met the criteria for promotion in the area of community engagement

Endocrinology Clinic Rotations
I have successfully linked community engagement with the development of a research niche within the department of Oral Medicine and Periodontology. By the collaborations made at the paediatric and adult endocrinology in and out patients' clinics at Tygerberg Hospital, we have serviced the patients with oral health promotion and do periodontal screenings at the clinics every two weeks. New MSc students are rotated through these clinics under my supervision for ongoing sustainability of this service.

Vula referral App
Vula app. I have served as an on call OMP Specialist for referrals from medical colleagues from other hospitals within the Western Cape, by being accessible on my cellphone via the Vula App.

Update SAMF for Dentistry
Reviewed and update SAMF for oral formulations for oral and dental conditions (2021 and 2022)

Clinical service
I am responsible for the clinical timetable for the undergraduate and postgraduate clinics and supervise clinics for both groups of students since 2004 (UG) and PG since 2009.
I implemented an online booking system for our undergraduate students to streamline their patient bookings and allow for data access for future reference. Google Sheets are used for this purpose. The same has now been introduced for the PG clinic. I partake in clinical case discussions for PG students to guide treatment planning.
I continue to keep abreast of my clinical skill by doing part time practise over a weekend and consult and treat patients as they are referred to me at the Faculty.
Supporting attachments: https://drantheajeftha.co.za/community-engagement-and-clinical-service/

Part 4.4. Institutional Leadership

Outline how your achievements have met the criteria for promotion in the area of Institutional Leadership

Head of Department
My role as acting HOD since 2018, and then with my formal appointment in 2023, is what fuels my career. My biggest achievements would be building the team, through projects such as the UG and PG curriculum review process, as well as research workshops. I convened strategic planning workshops for two consecutive years and together with a facilitator am busy finalising our strategic planning document that will be aligned to the vision of the Dental faculty and the UWC IOP. As HOD, I have had the pleasure to engage and host international guests, Prof V Christiaens and Prof Katz in 2022. These have strengthened international ties for both learning and teaching and research. My greatest satisfaction in my role is seeing individual team members collaborating collegially and together identifying, solving and strategizing to secure the future and success of this department, and ultimately, faculty.

P4APL program 2018-2019
The P4APL program greatly impacted my personal leadership journey and developed my capacity to effectively lead within my department. The biggest lesson was learning more about myself and my leadership styles and how I relate and am perceived by others. It strengthened my collaboration with peers from UWC main campus and together we delivered a research-based project under the banner of "I AM UWC". We had developed plans for the 60th celebration that was curtailed by the COVID-19 pandemic.

Faculty Committees
1. Dentistry Higher Degrees (2016-2022)
2. Dentistry management committee (2016- presently)

Institutional committees
1. BMREC (2016-2019)
2. Senate Committee member (2021- presently)

Supporting attachments: https://drantheajeftha.co.za/institutional-leadership/

Part 4.5. Professional Leadership

Outline how your achievements have met the criteria for promotion in the area of Professional Leadership

My activities and achievements as a Professional leader have included convening the national specialist curriculum and workshop related to the re-establishment of the specialist society, which included its name change. My service on the specialist committee resulted in my being instrumental at organising CPD events with both local and international speakers. SASPIO CONFERENCE JHB 2016, SASPIO for SADA conference 2017 and 2018.
These interactions allowed me to benchmark as a clinician but also a teacher in the specialist field.

I represented my specialty on the HPCSA panels that had evaluated the specialist training programs at UP and SMU, respectively, 2019 and 2021.

1. UWC OMP representative at the Periodontic Specialist Advisory Committee
2. SASP (SA Perio society) Secretary 2015-2016
3. President SA Society of Periodontology, Implantology and Oral Medicine (SASPIO) (2016-2018)
4. Immediate Past President, SASPIO 2018-2020
5. HPCSA Postgraduate evaluation panel (University Pretoria 2019 AND 2021)
6. HPCSA Postgraduate evaluation panel (SMU 2021)

Supporting attachments: https://drantheajeftha.co.za/professional-leadership/

Part 5. Academic goals for the Next Three years (max. 300 words)

1. **Learning and Teaching**
   I would like to implement the curriculum renewal plan that was established for the postgraduate programs following the recent curriculum review of these programs within our department (2020-currently). The implementation should be possible by 2025. The inclusion of MOU's with multidisciplinary partners parallels this goal to ensure sustained multidisciplinary contributions in our postgraduate curricula. A faculty wide exploration of the addition of a PhD stream to our MChD/MDS programs would be a valuable exercise. It would serve to make ourselves internationally relevant.

   A reflection on our undergraduate curriculum review changes that were implemented is required and should commence this year, with specific reference to the effect of COVID-19 on learning and teaching.
   Benchmarking our undergraduate periodontology curriculum with UGhent and Missouri is a 2-3 year goal.

2. **Research**
   Completion of my Phd, *"THE COMORBID RELATIONSHIP OF PERIODONTAL DISEASE AND DIABETES MELLITUS; - A PERSPECTIVE FROM SOUTH AFRICA"* I currently have taken a break due to my health, but will resume my studies in 2024. The overall aim of my PhD is to inform clinical protocol within the public health forum. I would like to have a greater number of impactful publications.

   Increase the number of faculty PhD's from within the department.

3. **Community Engagement**
   Sustain the relationship with endocrinology: outreach to the out and in-patient clinics, with specific support for Diabetes Mellitus patients.

   Host a CPD event under the banner of Pillar 7 to reach out to community Dentists and Oral Hygienists to campaign for periodontal management with respect to the impact of this disease on systemic health. Improve awareness at grassroots level.

4. **Institutional and Professional leadership**
   Institute the strategic plan that we have been working on as a department, increase capacity development within the department to ensure succession planning is in place.

Contact Details of at least three (3) referees, two of which must be external to UWC (one must be a character reference)

Title, Surname and Name	**Prof, Holmes Haly**
Email:	**hholmes@uwc.ac.za**
Telephone:	**021937313000**
Designation	**Assoc Prof Oral medicine and Periodontology, UWC**

Title, Surname and Name	**Prof, Khammissa, Razia**
Email:	**Razia.khammissa@up.ac.za**
Telephone:	**0827863228**
Designation	**HOD OMP UP**

Title, Surname and Name	**Prof, Neil, Wood**
Email:	**neil.wood@wits.ac.za**
Telephone:	**0795243510**
Designation	**HOD OMP WITS**