# Indiana University School of Dentistry

**Minimal Advancement Expectations While in Rank for Declared Area of Excellence** **Clinical Track Faculty**

*Approved by the IUSD Faculty Council on June 9, 2016.*

*Revised and approved by IUSD Faculty Council on August 30, 2023.*

# Candidate declares area of excellence in either teaching or service with satisfactory performance in the other area. Candidates may seek promotion when their in rank achievements meet the criteria and warrant this recognition.

In evaluating the candidate's qualifications in teaching, scholarship, and service, a holistic approach shall be exercised. When the case requires, reasonable flexibility balancing heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another will be considered. In addition, as the University enters new fields of endeavor, including interdisciplinary endeavors, and places new emphases on its continuing activities, instances will arise in which the proper work of faculty members may depart from established academic patterns. In such cases, care must be taken to apply the criteria with sufficient flexibility. Within each of the categories (teaching, service), the candidate must be evaluated in aggregate to determine if the standard of excellence is met. The candidate should be evaluated holistically for impact in each of the areas. For promotion to associate professor all accomplishments while a full-time faculty member at the School of Dentistry counts as “in rank”. For promotion to full professor, the evidence would be accomplished since the promotion to clinical associate professor. Examples of documentation in each area serve to provide guidance of acceptable documentation of excellence. The intention is not to imply that a candidate must have every piece of suggested documentation (refer to the rubric at the end of this document).

**Teaching**

At the School of Dentistry, excellence in teaching is demonstrated through high-quality scholarship in teaching, advising and/or mentoring, and the achievement of recognition for significant contributions to the discipline. This may be documented through peer- review by external evaluators, peer-reviewed publications and other forms of scholarly work, dissemination through venues such as peer-reviewed presentations at meetings, evidence that teaching innovations or products are adopted by others, peer and student evaluations that demonstrate impact, and learning outcomes, awards and recognitions for teaching excellence, and internal and/or external funding for teaching innovations and/or best practices. The criteria for excellence for each rank are outlined below to serve as a guide to candidates seeking promotion.

# Promotion from Clinical Assistant to Clinical Associate Professor

Excellence in **teaching instruction** can be documented by showing evidence of several activities that could include:

* An evolving philosophy of teaching
* An emerging national reputation for contributions to the field through external peer-reviews
* Curricular development and course improvements
* Innovation related to the scholarship of teaching
* Teaching and learning outcomes

Excellence in **course/curricular development** can be documented by showing evidence of several activities that could include:

* Course/curricular development that reflects innovation
* Expanding knowledge base
* Utilization of teaching outcomes to drive course revisions
* Teaching effectiveness data

Excellence in **mentoring and advising** can be documented by showing evidence of several activities that could include:

* Peer or student reviews that highlight evidence of mentoring/advising outcomes
* Collaborative presentations or publications with students
* Teaching impact data
* Supporting student achievement data
* Student satisfaction data

Excellence in **scholarly activities** must include documented evidence of:

* Peer-reviewed scholarship (at least 3, with 2 in the last 5 years)

Additional evidence of excellence in **scholarly activities** can be documented by showing items that could include:

* Invited conference lectures/presentations or live clinical procedure presentations at national meetings
* Presentations or posters based on peer-reviewed abstracts or conference papers
* Teaching impact data
* Teaching awards or other honors received in recognition of the scholarship of teaching, advising, or mentoring contributions

Excellence of **professional development efforts in teaching** can be documented by showing evidence of several activities that could include:

* An emerging national reputation for contributions to the field through external, peer evaluations
* Application for internal or external funding of teaching, advising, or mentoring innovation
* Attainment of certification or Diplomate status in disciplinary specialty

# Promotion from Clinical Associate Professor to Clinical Full Professor

Excellence in **teaching instruction** can be documented by showing evidence of several activities that could include:

* A comprehensive philosophy of teaching
* A national and/or international reputation for contributions to the field through external peer-reviews
* Curricular development and course improvements
* Innovation related to the scholarship of teaching
* Teaching and learning outcomes that highlight effectiveness and innovation in instruction

Excellence in **course/curricular development** can be documented by showing evidence of several activities that could include:

* Course/curricular development that reflects innovation
* Expanding knowledge base
* Utilization of teaching outcomes to drive course revisions
* Teaching effectiveness data

Excellence in **mentoring and advising** can be documented by showing evidence of several activities that could include:

* Peer or student reviews that highlight evidence of superior, longitudinal mentoring/advising outcomes
* Collaborative presentations or publications with students
* Effective student mentorship culminating in collaborative publications, presentations, or other accolades
* Student mentored clinical care that yields documented outcomes (publications, presentations, awards, etc.)

Excellence in **scholarly activities** must include documented evidence of:

* Peer-reviewed scholarship (at least an average of 1 publication per year, within the past 5 years)

Additional evidence of excellence in **scholarly activities** can be documented by showing items that could include:

* Multiple peer-reviewed lectures/presentations or live clinical procedure presentations at national and/or international meetings
* Teaching awards or other honors received in recognition of the scholarship of teaching, advising, or mentoring contributions
* Internal or external funding related to teaching

Excellence of **professional development efforts in teaching** can be documented by showing evidence of several activities that could include:

* A national reputation for contributions to the field through external, peer evaluations
* Attainment of certification or Diplomate status in disciplinary specialty
* Application for internal or external funding of teaching, advising, or mentoring innovation

# Service

At the School of Dentistry, excellence in service is demonstrated through high-quality scholarship in service and the achievement of local, regional, and national and/or international recognition for significant contributions to the field. This is documented through peer-review by external evaluators, peer-reviewed publication and dissemination through other venues such as presentations at local, regional, and national and/or international meetings, evidence that service innovations or approaches are adopted by others, documentation of the impact and outcomes of the service activities, awards and recognitions for service excellence, and internal and/or external grant funding for service innovations and/or best practices. The criteria for excellence for each rank are outlined below to serve as a guide to candidates seeking promotion.

# Promotion from Clinical Assistant to Clinical Associate Professor

Excellence in **university/campus service** can be documented by showing evidence of several activities that could include:

* University/campus service that includes information about the quality and impact of the service as it relates to the scholarship of service
* Major contributions that supported campus or unit goals, including the significance, role, and impact
* Specific university service to the broader community
* Significant participation in university organizations
* Involvement with school and/or campus committee, task force, or other service work

Excellence in **service to the School of Dentistry (SoD) or department** can be documented by showing evidence of several activities that could include:

* Participation in SoD and/or department service that includes information about the quality and impact of the contributions as it relates to the scholarship of service
* Major contributions that supported SoD or department goals, including the significance, role, and impact

Excellence in **service to discipline** can be documented by showing evidence of several activities that could include:

* Independent service success and impact of contributions
* Major contributions that supported a discipline’s or organization’s goals, including the significance, role, and impact
* An emerging national, peer-reviewed dissemination of scholarship

Excellence in **service to community** can be documented by showing evidence of several activities that could include:

* Independent service success and impact of contributions
* Major contributions that supported a campus or unit’s goals, including the significance, role, and impact
* Participation with community-based service that demonstrates the quality and impact of the service as it relates to the scholarship of service

Excellence in **scholarly activities** must include documented evidence of:

* Peer-reviewed scholarship (at least 3, with 2 in the past 5 years)

Additional evidence of excellence in **scholarly activities** can be documented by showing items that could include:

* Reflective, scholarly approach to service activities and contribution
* Invited conference presentations or live clinical procedures at a national meeting
* Peer-reviewed presentations or conference papers
* Service work products adopted by others
* Internal and/or external grant support for service innovations or ongoing service initiatives

Excellence with **impact of scholarship activities** can be documented by showing evidence of several items that could include:

* An emerging national reputation for contributions to the field by external peer evaluations
* Peer-reviewed presentations or conference papers
* High-quality service outcomes
* The impact of service
* Service awards and other honors in recognition for scholarship of service

## Promotion from Clinical Associate Professor to Clinical Full Professor

Excellence in **university/campus service** can be documented by showing evidence of several activities that could include:

* University/campus service that includes information about the quality and impact of the service as it relates to the scholarship of service
* Major contributions that supported campus or unit goals, including the significance, role, and impact
* Specific university service to the broader community
* Significant participation in university organizations
* Involvement with school and/or campus committee, task force, or other service work
* University/campus recognition of service efforts

Excellence in **service to the School of Dentistry (SoD) or department** can be documented by showing evidence of several activities that could include:

* Participation in SoD and/or department service that includes information about the quality and impact of the contributions as it relates to the scholarship of service
* Major contributions that supported SoD or department goals, including the significance, role, and impact

Excellence in **service to discipline** can be documented by showing evidence of several activities that could include:

* Independent service success and impact of contributions
* Major contributions that supported a discipline’s or organization’s goals, including the significance, role, and impact
* An emerging national, peer-reviewed dissemination of scholarship

Excellence in **service to community** can be documented by showing evidence of several activities that could include:

* Independent service success and impact of contributions
* Major contributions that supported a campus or unit’s goals, including the significance, role, and impact
* Participation with community-based service that demonstrates the quality and impact of the service as it relates to the scholarship of service

Excellence in **scholarly activities** must include documented evidence of:

* Peer-reviewed scholarship (at least an average of 1 per year within the past 5 years)

Additional evidence of excellence in **scholarly activities** can be documented by showing items that could include:

* Reflective, scholarly approach to service activities and contribution
* Invited conference presentations or live clinical procedures at national or international meetings
* Peer-reviewed presentations or conference papers
* Service work products adopted by others
* Internal and/or external grant support for service innovations or ongoing service initiatives

Excellence with **impact of scholarship activities** can be documented by showing evidence of several items that could include:

* An emerging national and/or international reputation for contributions to the field by external peer evaluations
* Peer-reviewed presentations or conference papers at national and/or international conferences
* High-quality service outcomes that are disseminated broadly
* The impact of service activities
* Service awards and other honors in recognition for scholarship of service

# Promotion

As candidates compile records of sustained achievement in their respective fields of work, their accomplishments and level of expertise deserve recognition through promotion. Promotion is recognition of in-rank achievement. Non-tenure track candidates may seek promotion when their in- rank achievements meet the criteria and warrant this recognition. IUPUI Promotion and Tenure Guidelines define the standards for each rank, and each department and/or school interprets those standards in relation to the disciplinary culture.

# Balanced Case

Clinical track faculty members determine their area of excellence within the academic norms and context of their primary unit. Faculty should select just one area of excellence unless presenting a balanced case. In some circumstances, faculty may present a record of ***highly satisfactory performance across the two areas (teaching, service)*** sufficient to demonstrate comparable long-term benefits to the University. Balanced case expectations are defined by the IUPUI Promotion and Tenure Guidelinesas: “balanced strengths that promise excellent overall performance of comparable benefit [to excellence in one area and satisfactory in the others] to the University.” This category is to be used when a faculty member’s work is highly integrated with documented scholarship in both areas of endeavor. Letters of solicitation to external reviewers for candidates choosing to present a balanced case must include an explanation of Indiana University’s policy on the balanced case.

# Promotion from Clinical Assistant to Clinical Associate Professor - TEACHING

Highly Satisfactory in **teaching instruction** can be documented by showing evidence of several activities that could include:

* Quantitative and qualitative information on teaching outcomes
* Data supporting effective and innovative instruction
* An emerging national reputation for contributions to the field through external peer-reviews

Highly Satisfactory in **course/curricular development** can be documented by showing evidence of several activities that could include:

* Course/curricular development that reflects innovation
* Expanding knowledge base
* Utilization of teaching outcomes to drive course revisions

Highly Satisfactory in **mentoring and advising** can be documented by showing evidence of several activities that could include:

* Data on peer or student mentoring and advising load
* Teaching impact data
* Supporting student achievement data
* Student satisfaction data

Highly Satisfactory in **scholarly activities** must include documented evidence of:

* Peer-reviewed scholarship (at least 2, with 1 in the last 5 years)

Additional evidence supporting highly satisfactory in **scholarly activities** can be documented by showing items that could include:

* Invited conference lectures/presentations or live clinical procedure presentations at national meetings
* Data on scholarly disseminated publications
* Regular and significant local/regional peer-reviewed dissemination of best practices or scholarship of teaching and learning
* Recognition of high-quality teaching
* Teaching awards or other honors received in recognition of the scholarship of teaching at the department or campus level

Highly Satisfactory in **professional development efforts in teaching** can be documented by showing evidence of several activities that could include:

* High level of activity in examining practice, seeking new ideas, soliciting feedback, and engaging in dialogue on teaching with peers
* A substantial positive impact on peers
* An emerging national reputation for contributions to the field through peer-review by external evaluators

# Promotion from Clinical Associate Professor to Clinical Full Professor - TEACHING

Highly Satisfactory in **teaching instruction** can be documented by showing evidence of several activities that could include:

* A philosophy of teaching, curricular development, and course improvement/innovation related to the scholarship of teaching and learning
* Quantitative and qualitative information on teaching outcomes
* Data on effective and innovative instruction

Highly Satisfactory in **course/curricular development** can be documented by showing evidence of several activities that could include:

* Course/curricular development that reflects innovation
* Expanding knowledge base
* Utilization of teaching outcomes to drive course revisions

Highly Satisfactory in **mentoring and advising** can be documented by showing evidence of several activities that could include:

* Peer or student reviews that highlight evidence of superior, longitudinal mentoring/advising outcomes
* Collaborative presentations or publications with students
* Data highlighting teaching impact and student achievement

Highly Satisfactory in **scholarly activities** must include documented evidence of:

* Peer-reviewed scholarship (at least an average of 1 publication per year, within the past 5 years)

Additional evidence supporting highly satisfactory in **scholarly activities** can be documented by showing items that could include:

* Regular and significant local/regional peer-reviewed dissemination of best practice
* Recognition of high-quality of teaching
* Grants or awards at the department or campus level

Highly Satisfactory in **professional development efforts in teaching** can be documented by showing evidence of several activities that could include:

* High level of activity in examining practice, seeking new ideas, soliciting feedback, and engaging in dialogue on teaching with peers
* Substantial positive impact on peers

**Promotion from Clinical Assistant to Clinical Associate Professor - SERVICE**

Highly Satisfactory in **university/campus service** can be documented by showing evidence of several activities that could include:

* University/campus service that includes information about the quality and impact of the service as it relates to the scholarship of service
* Major contributions that supported campus or unit goals, including the significance, role, and impact
* Specific university service to the broader community
* Significant participation in university organizations
* Involvement with school and/or campus committee, task force, or other service work

Highly Satisfactory in **service to the School of Dentistry (SoD) or department** can be documented by showing evidence of several activities that could include:

* Participation in SoD and/or department service that includes information about the quality and impact of the contributions as it relates to the scholarship of service

Highly Satisfactory in **service to discipline** can be documented by showing evidence of several activities that could include:

* Major contributions that supported a discipline’s or organization’s goals, including the significance, role, and impact
* Independent service success and impact of contributions
* Peer-reviewed dissemination of scholarship
* Specific patient/client-centered university service
* Specific university service to the broader community
* Significant participation in professional societies or organizations

Highly Satisfactory in **service to community** can be documented by showing evidence of several activities that could include:

* Major contributions that supported a campus or unit’s goals, including the significance, role, and impact
* Independent service success and impact of contributions
* Participation with community-based service that demonstrates the quality and impact of the service as it relates to the scholarship of service

Highly Satisfactory in **scholarly activities** must include documented evidence of:

* Peer-reviewed scholarship (at least 2, with 1 in the past 5 years)

Additional evidence of highly satisfactory in **scholarly activities** can be documented by showing items that could include:

* Reflective, scholarly approach to service activities and contribution
* Invited conference presentations or live clinical procedures at a regional meeting
* Peer-reviewed presentations or conference papers
* Service work products adopted by others
* Internal and/or external grant support for service innovations or ongoing service initiatives

Highly Satisfactory with **impact of scholarship activities** can be documented by showing evidence of several items that could include:

* An emerging national reputation for contributions to the field by external peer evaluations
* Peer-reviewed presentations or conference papers
* High-quality service outcomes
* Data on the impact of service
* Service awards and other honors in recognition for scholarship of service

## Promotion from Clinical Associate Professor to Clinical Full Professor - SERVICE

Highly Satisfactory in **university/campus service** can be documented by showing evidence of several activities that could include:

* University/campus service that includes information about the quality and impact of the service as it relates to the scholarship of service
* Major contributions that supported campus or unit goals, including the significance, role, and impact
* Specific university service to the broader community
* Significant participation in university organizations
* Involvement with school and/or campus committee, task force, or other service work
* University/campus recognition of service efforts

Highly Satisfactory in **service to the School of Dentistry (SoD) or department** can be documented by showing evidence of several activities that could include:

* Participation in SoD and/or department service that includes information about the quality and impact of the contributions as it relates to the scholarship of service

Highly Satisfactory in **service to discipline** can be documented by showing evidence of several activities that could include:

* Major contributions that supported a discipline’s or organization’s goals, including the significance, role, and impact
* Independent service success and impact of contributions
* Peer-reviewed dissemination of scholarship
* Specific service to the broader community
* Significant participation in professional societies or organizations

Highly Satisfactory in **service to community** can be documented by showing evidence of several activities that could include:

* Major contributions that supported a campus or unit’s goals, including the significance, role, and impact
* Independent service success and impact of contributions
* Participation with community-based service
* Significant participation in professional societies or organizations

Highly Satisfactory in **scholarly activities** must include documented evidence of:

* Peer-reviewed scholarship (at least an average of 1 publication per year, within the past 5 years)

Additional evidence supporting highly satisfactory in **scholarly activities** can be documented by showing items that could include:

* Reflective, scholarly approach to service activities and contribution
* Invited conference presentations or live clinical procedures at national or international meetings
* Peer-reviewed presentations or conference papers
* Service work products adopted by others
* Internal and/or external grant support for service innovations or ongoing service initiatives

Highly Satisfactory with **impact of scholarship activities** can be documented by showing evidence of several items that could include:

* A national reputation for contributions to the field by external peer evaluations
* Peer-reviewed presentations or conference papers at local, regional, and national conferences
* High-quality service outcomes that are disseminated broadly
* Data on the impact of service activities
* Service awards and other honors in recognition of the scholarship of service