

**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.*

**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.**

### **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 local, regional and national and/or international recognition for significant contributions to the discipline. This is 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 regional, national and/or international meetings, evidence that teaching innovations or products are adopted by others, peer and student evaluation 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 is demonstrated by a record of publically disseminated scholarship in the field through peer-review by external evaluators.

#### ***Documentation of excellence includes:***

1. An evolving philosophy of teaching, curricular development and course improvement and/or innovation as related to the scholarship of teaching and learning.
2. Evidence of peer-reviewed publications including case reports or reviews with submission of 1 to 3 of the most significant publications in rank. Although quality is valued over quantity, a growing body of work must be demonstrated. Other forms of publication such as textbooks, laboratory manuals, workbooks, book chapters, software, video clips or other instructional materials provide additional evidence of scholarship in teaching. The majority of the publications should be first, senior or corresponding authorships. The combined body of published work in rank is expected at the approximate rate of 1 publication per year. Discussion of the impact of the publications in the field and recognition of its quality is expected
3. Evidence of presentations and/or posters based on peer-reviewed abstracts or conference papers at local, regional and national conferences, professional meetings or symposia related to discipline-based pedagogy, educational research or best practices.

4. Evidence of teaching impact such as invited presentations, adoption of scholarly work by others, journal quality, and/or evidence of significant contributions to the knowledge base that has improved the work of others.
5. Evidence of teaching, advising or mentoring outcomes documented by peer and student evaluations over time and/or collaborative presentations or publications with students.
6. Teaching awards and other honors received in recognition of the scholarship of teaching, advising or mentoring contributions or outcomes.
7. Applications for internal or external funding of teaching, advising or mentoring innovations is expected.
8. As appropriate, certification and/or attainment of Diplomate status in a disciplinary specialty is recommended.

### **Promotion from Clinical Associate Professor to Clinical Full Professor**

Excellence in teaching is demonstrated by record of sustained nationally and internationally disseminated scholarship in the field through peer review by external evaluators.

#### ***Documentation of excellence includes:***

1. A comprehensive teaching philosophy, continued curricular development and course improvement and/or innovation as related to the scholarship of teaching and learning.
2. Evidence of peer-reviewed publications including case reports or reviews with submission of 2 to 4 of the most significant publications in rank. Although quality is valued over quantity, a substantial body of work must be demonstrated. Publications may include textbooks, laboratory manuals, workbooks, book chapters, software, video clips, or other instructional materials. The majority of the publications should be first, senior or corresponding authorships. The combined body of published work in rank is expected at the approximate rate of 1 publication per year. Discussion of the impact of publications in the field and recognition of its quality is expected.
3. Evidence of multiple peer-reviewed presentations or conference papers at national and/or international conferences, professional meetings or symposia related to discipline-based pedagogy, educational research or best practices.
4. Evidence of teaching impact such as invited presentations, adoption of scholarly work by others, journal quality, and evidence that the contributions to the field have improved the work of others.
5. Evidence of superior teaching, advising or mentoring outcomes documented by peer and student evaluations over time and/or collaborative presentations or publications with students.
6. Teaching awards and other honors received in recognition of the scholarship of teaching, advising or mentoring contributions or outcomes.
7. Evidence of internal and/or external funding of teaching, advising or mentoring innovations is expected.
8. As appropriate, certification and/or attainment of Diplomate status in a disciplinary specialty is recommended.

## **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 service is demonstrated by a record of publically disseminated scholarship in the field through peer-review by external evaluators.

#### ***Documentation of excellence includes:***

1. A reflective, scholarly approach to service activities and contribution.
2. Evidence of peer-reviewed publications with submission of 1 to 3 of the most significant publications in rank. Although quality is valued over quantity, a growing body of work must be demonstrated. Other forms of publication such as textbooks, book chapters, best practice guidelines or web documents provide additional evidence of scholarship in service. The majority of the publications should be first, senior or corresponding authorships. The combined body of published works in rank is expected at the approximate rate of 1 publication per year. Discussion of the impact of publications in the field and recognition of its quality is expected.
3. Evidence of presentations and/or posters based on peer-reviewed abstracts or conference papers at local, regional, and national conferences, professional meetings or symposia related to the scholarship of service.
4. Evidence of service impact such as invited presentations, adoption of approach by others, journal quality, and/or evidence of significant contributions to the knowledge base that has improved the work of others.
5. Evidence of high-quality service outcomes documented by publication, presentation, treatment success or data that demonstrates the impact of the service.
6. Participation in professional and University service with discussion of the quality and impact of the service as related to the scholarship of service. Professional and University service may include patient, client and/or community service; involvement in professional societies or organizations; as well as departmental, school or campus committee, task force and other service work.
7. Service awards and other honors received in recognition of the scholarship of service, significant service contributions or outcomes.

8. Applications for internal and/or external grant support to fund service innovations or the program of service are expected.

### ***Promotion from Clinical Associate Professor to Clinical Full Professor***

Excellence in service is demonstrated by a sustained national reputation for contributions to the field through peer-review by external evaluators and by appointment to committees, advisory bodies and/or commissions in the relevant field.

#### ***Documentation of excellence includes:***

1. A reflective, scholarly approach to service activities and contribution.
2. Evidence of peer-reviewed publications with submission of 2 to 4 of the most significant publications in rank. Although quality is valued over quantity, a substantial body of work must be demonstrated. Other forms of publication such as textbooks, book chapters, best practice guidelines or web documents provide additional evidence of scholarship in service. The majority of the publications should be first, senior or corresponding authorships. The combined body of published works in rank is expected at the approximate rate of 1 publication per year. Discussion of the impact of publications in the field and recognition of its quality are expected.
3. Evidence of peer-reviewed presentations or conference papers at national and/or international conferences, professional meetings or symposia as related to the scholarship of service.
4. Evidence of service impact such as invited presentations, adoption of approach by others, journal quality, and/or evidence of significant contributions to the knowledge base that has improved the work of others.
5. Evidence of high-quality service outcomes documented by publication, presentation, treatment success or data that demonstrates the impact of the service.
6. Participation in professional and University service with discussion of the quality and impact of the service, leadership role or nature of significant contribution as related to the scholarship of service. Professional and University service may include patient, client and/or community service; involvement in professional societies or organizations; as well as departmental, school or campus committee, task force and other service work.
7. Service awards and other honors received in recognition of the scholarship of service, significant service contributions or outcomes.
8. Evidence of external grant support to fund service innovations and an ongoing program of service are expected.

## **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. The Indiana University Academic Handbook defines the standards for each rank, and each department and/or school interprets those standards in relation to the disciplinary culture.

## **Balanced Case**

Faculty members determine their area of excellence within the academic norms and context of their primary unit. Within the School of Dentistry, clinical-track faculty are expected to declare a single area of excellence (teaching or service) with satisfactory performance in the other. Therefore, non-tenure clinical-track faculty cannot seek promotion on the basis of a balanced case.