

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 May 7, 2010.

Candidate declares area of excellence in either teaching or service with satisfactory performance in the other area.

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 national/international recognition for significant contributions to the discipline. This is documented through peer review by external evaluators, peer-reviewed publication in top tier journals 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 grant 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

1. Demonstrate a record of publically disseminated peer-reviewed scholarship in the field through peer review by external evaluators.
2. Evidence of an evolving philosophy of teaching, curricular development and course improvement and/or innovation as related to the scholarship of teaching.
3. Evidence of quality peer-reviewed publications in top tier journals 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, case reports 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.
4. Evidence of peer-reviewed presentations or conference papers at local, regional and national conferences, professional meetings or symposia related to discipline-based pedagogy, research or best practices.

5. Demonstrate the impact of teaching through invited presentations, adoption of work products by others, journal quality, and/or evidence of significant contributions to the knowledge base that has improved the work of others.
6. Evidence of teaching, advising or mentoring outcomes documented by peer and student evaluations over time and/or collaborative presentations or publications with students.
7. Teaching awards and other recognitions or honors received in recognition for the scholarship of teaching, advising or mentoring contributions or outcomes.
8. Internal or external funding of teaching, advising or mentoring innovations is recommended.

Promotion from Clinical Associate Professor to Clinical Full Professor

1. Demonstrate a record of sustained nationally and internationally disseminated peer-reviewed scholarship in field through peer review by external evaluators.
2. Development of a sophisticated teaching philosophy, continued curricular development and course improvement and/or innovation as related to the scholarship of teaching.
3. Evidence of high quality peer-reviewed publications in top tier journals 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, case reports 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.
4. Evidence of multiple peer-reviewed presentations or conference papers at national and/or international conferences, professional meetings or symposia related to discipline-based pedagogy, research or best practices.
5. Demonstrate the impact of teaching through invited presentations, adoption of work products by others, journal quality, and evidence that the contributions to the field have improved the work of others.
6. Evidence of superior teaching, advising or mentoring outcomes documented by peer and student evaluations over time and/or collaborative presentations or publications with students.
7. Teaching awards and other recognitions or honors received in recognition for the scholarship of teaching, advising or mentoring contributions or outcomes.
8. Evidence of internal and/or external funding of teaching, advising or mentoring innovations is expected.

Service

At the School of Dentistry, excellence in service is demonstrated through high quality scholarship in service and the achievement of national and/or international recognition for significant contributions to the field. This is documented through peer review by external evaluators, peer-reviewed publication of outcomes in top tier journals and dissemination through other venues such as peer-reviewed presentations at 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

1. Demonstrate a record of publically disseminated peer-reviewed scholarship in the field through peer review by external evaluators.
2. Evidence of a reflective, scholarly approach to service activities and contribution.
3. Evidence of quality peer-reviewed publications in top tier journals 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.
4. Evidence of peer-reviewed presentations or conference papers at local, regional, and national conferences, professional meetings or symposia related to the scholarship of service.
5. Demonstrate the impact of service through 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.
6. Evidence of high quality service outcomes documented by publication, presentation, treatment success or data that demonstrates the impact of the service.
7. 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.
8. Service awards and other recognitions or honors received in recognition of the scholarship of service, significant service contributions or outcomes.
9. Evidence of internal and/or external grant support to fund service innovations or program of service is recommended.

Promotion from Clinical Associate Professor to Clinical Full Professor

1. Demonstrate 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.
2. Evidence of a reflective, scholarly approach to service activities and contribution.
3. Evidence of quality peer-reviewed publications in top tier journals 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.

4. 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.
5. Demonstrate the impact of service through 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.
6. Evidence of high quality service outcomes documented by publication, presentation, treatment success or data that demonstrates the impact of the service.
7. 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 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.
8. Service awards and other recognitions or honors received in recognition of the scholarship of service, significant service contributions or outcomes.
9. Evidence of external grant support to fund service innovations or ongoing program of service is expected.

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 with satisfactory performance in the other.