

**Indiana University School of Dentistry**  
**Minimal Advancement Expectations While in Rank**  
**For Declared Area of Excellence - Tenure Track Faculty**

*Approved by the IUSD Faculty Council on May 7, 2010.*

**Candidate declares area of excellence in research, teaching or service with satisfactory performance in the other two areas.**

**Research**

At the School of Dentistry, excellence in research is demonstrated through superior scholarship in research and the achievement of national and/or international recognition for significant contributions to the discipline. This is accomplished by obtaining external grant support from national sources, through peer review by external evaluators, peer-reviewed publication of outcomes in top tier journals and dissemination of research through other venues such as peer-reviewed presentations at national and/or international meetings, participation in research panels and grant review processes, mentored student research or other recognition. The criteria for excellence for each rank are outlined below to serve as a guide to candidates seeking tenure and/or promotion in research.

**Promotion from Assistant to Associate Professor with Tenure**

1. Demonstrate an emerging national reputation for contributions to the field through peer review by external evaluators.
2. Evidence of an independent program of research beyond dissertation work and mentor relationships.
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 growing body of work must be demonstrated. The majority of the publications should be first, senior or corresponding authorships. Publications are expected in rank 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 national and/or international conferences, professional meetings, or symposia related to the scholarship of research.
5. Demonstrate significant activity in obtaining internal and external grant support from competitive sources with acquisition of external funding to support program of research.
6. Demonstrate the impact of research through invited presentations, citation, journal quality, and/or evidence of significant contributions to the knowledge base in the field that has improved the work of others.
7. Recognitions or honors received in recognition of the scholarship of research, research contributions or outcomes.
8. Evidence of an action plan for an ongoing program of research and research scholarship.

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

1. Demonstrate a sustained national and/or international reputation for expertise in their field and significant ongoing contributions through peer review by external evaluators.
2. Evidence of high quality peer-reviewed publications in top tier journals with submission of 3 to 5 of the most significant publications in rank. Although quality is valued over quantity, a substantial body of work must be demonstrated. The majority of the publications should be first, senior or corresponding authorships. Publications are expected in rank at the approximate rate of 1-2 publications 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 the scholarship of research.
4. Demonstrate consistent external grant support from competitive sources including federal funding to support an ongoing program of research.
5. Demonstrate the impact of research through invited presentations, citation, journal quality, and evidence of significant contributions to the knowledge base in the field that has improved the work of others.
6. Participation in research panels and grant review processes sponsored by national organizations and like contributions.
7. Evidenced of mentored student research with outcomes such as co-authored publications, presentations or other recognition.
8. Recognitions or honors received in recognition of the scholarship of research, research contributions or outcomes.

### **Teaching**

At the School of Dentistry, excellence in teaching is demonstrated through superior scholarship in teaching, advising and/or mentoring and the achievement of national and/or 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 national and/or international meetings, participation in panels on best practices, 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 tenure and/or promotion.

### **Promotion from Assistant to Associate Professor with Tenure**

1. Demonstrate an emerging national reputation for contributions to 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 2 to 4 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 books on pedagogy, textbooks, laboratory manuals, workbooks, book chapters, software, 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 publications in the field and recognition of its quality is expected.
4. Evidence of 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/or evidence of significant contributions to the knowledge base in the field 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 of the scholarship of teaching, advising or mentoring contributions or outcomes.
8. Internal and/or external grant support to fund innovations or experimentation in teaching pedagogy is recommended.
9. Evidence of an action plan for continued professional development and an ongoing program of scholarship in teaching, advising or mentoring.

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

1. Demonstrate a sustained national and/or international reputation for expertise in the field and significant ongoing contributions 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 3 to 5 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 books on pedagogy, textbooks, laboratory manuals, workbooks, book chapters, software, 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 is expected in rank at the approximate rate of 1-2 publications 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 of significant contributions to the knowledge base that has improved the work of others.
6. Participation in teaching or best practice panels, conferences or projects sponsored by national organizations.
7. Evidence of superior teaching, advising or mentoring outcomes documented by peer and student evaluations over time and/or collaborative presentations or publications with students.
8. Internal and/or external grant support to fund innovations or experimentation in teaching pedagogy is expected.
9. Teaching awards and other recognitions or honors received in recognition of the scholarship of teaching, advising or mentoring contributions or outcomes.

### **Service**

At the School of Dentistry, excellence in service is demonstrated through superior 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 tenure and/or promotion.

### **Promotion from Assistant to Associate Professor with Tenure**

1. Demonstrate an emerging national reputation for contributions to 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 2 to 4 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 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 peer-reviewed presentations or conference papers at national and/or international 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 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 for the scholarship of service, significant service contributions or outcomes.
9. Evidence of internal and/or external grant support to fund service innovations or ongoing program of service.

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

1. Demonstrate a sustained national reputation for contributions to the field through peer review by external evaluators and appointment to committees, advisory bodies and/or commissions in the relevant field.
2. Evidence of a reflective, sophisticated scholarly approach to service activities and contribution.
3. Evidence of quality peer-reviewed publications in top tier journals with submission of 3 to 5 of the most significant publications in rank. Although quality is valued over quantity, a substantial body of work must be demonstrated. The majority of the publications should be first, senior or corresponding authorships. Other forms of publication such as textbooks, book chapters, best practice guidelines or web documents provide additional evidence of scholarship in service. The combined body of published works in rank should be at the approximate rate of 1-2 publications 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 national and/or international 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, 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 for the scholarship of service, significant service contributions or outcomes.

9. Evidence of external grant support to fund service innovations or program of service.

### **Balanced Case**

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 all three areas (research, teaching, service)** sufficient to demonstrate comparable long-term benefits to the University. Balanced case expectations are defined by the *Indiana University Academic Handbook* as: “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 in exceptional cases. 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.

### **Tenure**

The criteria for promotion and tenure are closely related, but they are not identical. While both are based on performance commensurate with rank, tenure requires documented evidence of the promise of continued achievement with distinction. While promotion and tenure recommendations are made separately, most tenure-probationary faculty are considered for both at the same time **unless they already hold a rank of associate or full professor**. Tenure is based on a documented record of achievement that meets defined standards for the department, school, and campus, together with evidence and a plan that demonstrates that the level of achievement is likely to continue and grow. Tenure acknowledges achievement in light of its promise for the future. As with a promotion dossier, the candidate for tenure declares an area of excellence with satisfactory performance in the other two areas except in the instance of a balanced case. The documentation for tenure includes the entire body of the candidate’s academic work to date rather than only work in rank.