COD PROMOTION WORKSHOP

Clinical Non-Tenure Track
April 26, 2019

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Outline

A. COD
   • Faculty Ranks and Tracks
   • Norms and Guidelines

B. Process & Timelines

C. Dossier Overview
   • Sections
   • Statements
   • External Letters
Table of Tracks, Subtracks and Ranks within the College of Dentistry

<table>
<thead>
<tr>
<th>Track</th>
<th>Sub-Track</th>
<th>Acronym</th>
<th>Tenure status</th>
<th>Faculty Titles/Ranks</th>
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| Academic Track             | Academic Track – Research Subtrack             | AT-R    | Tenure eligible /tenured | Assistant Professor  
Associate Professor  
Professor                                                      |
|                            | Academic Track – Clinical/Educational Subtrack | AT-CE   |                   |                                                                                     |
| Clinical/Educational Track | N/A                                           | NT-CE   | Non-tenure        | Clinical Instructor  
Clinical Assistant Professor  
Clinical Associate Professor  
Clinical Professor                                                      |
| Research Track             | N/A                                           | NT-R    | Non-tenure        | Research Assistant Professor  
Research Associate Professor  
Professor  
Research Professor                                                      |
College of Dentistry GUIDELINES and NORMS:
“CRITERIA AND GUIDELINES FOR APPOINTMENT, PROMOTION AND/OR TENURE OF FACULTY”

- SECTION I. Introduction

- SECTION II. Academic Ranks – Defines eligibility and credentials

- SECTION III. Faculty Tracks / Norms, Standards and Expectations for Academic Rank
  Qualifications expected for appointment and promotion at each rank
  (This section is sent to external reviewers to provide context for candidate’s activities.)

- SECTION IV. Documentation of Qualifications
  Examples of activities

- SECTION V. Procedures for Appointment and Promotion

Can be found on “Promotion and Tenure” page of the COD OFA website
The 3 “Pillars” of Promotion

- Teaching
- Research
- Service
“S. I. T.”

• Signature
• Impact
• Trajectory
B. Non-Tenured Clinical/Educational Track (NT-CE)

The NT-CE track is used for faculty who demonstrate **excellence in educational activities, patient care/clinically-related activities, service, and scholarship.**

These faculty are engaged in scholarly activity as it relates to education, patient care, and service, but may have little or no direct involvement in research and publication.

The NT-CE faculty members are on **fixed term appointments** (0-100%) and are not on the University tenure track. NT-CE faculty members are **usually dentists**, but may be other professionals involved in educational or clinically related activities.

**Scholarship activity** will be considered in its **broadest sense** when applied to the Non-Tenured clinical track and will include documentation of excellence and recognition of performance.

Faculty titles in the Non Tenured – Clinical/Educational Track include the modifier of “Clinical” preceding the title.
**Clinical Associate Professor** (Non-Tenured Clinical/Educational Track)

Faculty at this rank must have demonstrated sustained commitment to and *excellence in education, patient care/clinical activity and service* within the College of Dentistry. It is expected that this will include acceptance of ongoing *leadership assignments* in one or more of these areas. Candidates should show promise of becoming leaders in their fields, and should have attained *recognition at the state and/or national level*. This rank signifies a high level of professional accomplishment and a significant commitment by the faculty member to the College and University programs.

Faculty at this rank will *ordinarily* have completed *at least five years* as an *Assistant Professor* or equivalent at the time of promotion or appointment, although exceptional candidates with less time in rank as an Assistant Professor may be considered. Additional time in rank may be required for NT-CE faculty with a part-time commitment. Promotion or appointment as Clinical Associate Professor is usually recommended when the candidate has achieved the following *norms*:
Clinical Associate Professor Norms:

- Demonstrated **excellence in educational activity**;

- Demonstrated **excellence in patient care**, when appropriate or equivalent **clinically-related activities** if appropriate to the candidates assigned role;

- Demonstrated excellence in department, college, university and professional **service activities** consistent with college and university mission statements;

- Evidence of **scholarly activity**, as related to education, patient care/clinical activity and service although documented publications are not necessary; and

- **Eligibility for board certification** (American or state specialty) when appropriate, or if a general dentist, documentation of exceptional performance related to the norms or acquisition of an **additional degree** (for example a Master’s degree in an academic discipline).
Clinical Professor (Non-Tenured Clinical/Educational Track)

Faculty at this rank must have documented excellence in the areas of education, patient care/clinically related activity, service, and scholarship as relevant to their assigned roles in the college. Faculty at this rank should have demonstrated significant understanding and application of best practices in educational activities, originality in their teaching and should be engaged in service and scholarly activities. They should be leaders in their field and should have attained national and/or international peer recognition. This rank signifies an extremely high level of professional accomplishment and is not awarded solely based upon years in rank. Documentation of excellence is required.

Faculty at this rank will ordinarily have completed at least five years as an Associate Professor or equivalent at the time of promotion or appointment, although exceptional candidates with less time in rank as an Associate Professor may be considered. Additional time in rank may be required for NT-CE faculty with a part-time commitment. There must also be a reasonable expectation that the academic career of the candidate will continue. Promotion or appointment as Clinical Professor is usually recommended when the candidate has achieved the following norms:
Clinical Professor Norms:

- **Excellence at the highest level in 2 or more areas** of educational activity, patient care/clinical activity, scholarship, and service;

- Evidence of **scholarly publications**, in peer-reviewed or non-peer reviewed journals;

- Achievement of **recognition by peers** at the college, university, and/or national/international level;

- Achievement of **board certification** (American or state specialty) when appropriate, or if a general dentist, documentation of exceptional performance related to the norms or **acquisition of an additional degree** (for example a Master’s degree in an academic discipline).
IV. DEMONSTRATION OF QUALIFICATIONS

2. Educational Activity
   a. Evidence of progression of teaching leadership within the respective Department, College of Dentistry and/or University. For example, progression from course development into Course Co-Director/Director.
   b. Curriculum development and dissemination in the COD.
   c. Development and dissemination of evidence-based teaching materials, including, but not limited to, lectures, PowerPoint presentations, course manuals, Blackboard sites, and contributions, handouts, patient case scenarios, OSCE examinations, Evidence-Based Case Scenarios, etc.
   d. Recognition by pre-doctoral and post-graduate/graduate students of teaching excellence.
   e. Participation in the development, adoption, and dissemination of the College of Dentistry curriculum.
   f. Evidence of clinical teaching excellence as documented by student/peer evaluations of performance. Systematic and standardized evaluation of faculty educational activity is used to gauge an instructor's relative standing compared to colleagues in the department and in the College. Faculty evaluation of teaching must be presented when available. In addition, when available, normative comparisons are also important to include in comparing faculty to others in the College and Department. The results of standardized evaluations will significantly influence decisions when the candidate is consistently judged by students to be at either extreme of the distribution of educational effectiveness.
   g. Development and presentation of CE programs in the College of Dentistry, University, and/or programs at local/regional/national meetings.
What do I need to do in order to be promoted?

First Steps:

• Understand the College guidelines and criteria, and work towards fulfilling them.
  - Keep good records!

• Discuss progress *regularly* with your Department Head.
  - *Annual Faculty Self-Assessment*
Promotion Glossary

**Candidate** – YOU!

**Dossier** – The promotion document; also known as the promotion “package” or “the case”.

**Preparer** – A senior faculty member who is at or above the rank of the candidate seeking promotion and is responsible for the content, accuracy and presentation of the dossier. This person is usually the Unit Executive Officer (UEO = Department Head); if the DH is ineligible, the Dean will assign a senior faculty member to assume the role.

**Coordinator** – Administrative assistant who helps the Preparer with the compilation and formatting of the dossier.

**Review Committee** – Faculty at the department, college and campus levels that review the dossier and evaluate its merit as compared to the *norms of the college*. Committee composition is determined by the department, college and university bylaws. The committee votes to endorse the case. Committee members may only vote on a case that considers promotion at or below their rank and they may only vote at the lowest level of the review process.
The Process of Promotion – 8 Simple Steps!

1. Department Head – Faculty Decision
2. Package Preparation
3. Departmental Committee Review/Vote
4. College Committee Review/Vote
5. Dean’s Endorsement
6. UIC Campus Committee Review/Vote
7. UIC Provost-Chancellor Endorsement
8. Promotion!!!
COD Timeline in detail

- March - May  DH identify faculty who will be nominated for promotion
- June - July  Nomination packages constructed/ External Eval Requests
- August     Departmental Review and Vote completed
- **September** Completed packages submitted to College
- October    College Committee Review and Vote
- **November** FINAL Paper and Electronic copies to COD OFA
              Dean’s Review and Endorsement
- **DECEMBER** DOSSIERS SUBMITTED TO CAMPUS OFA

- February  Campus Committee Meets
- Feb-March Faculty notified of Campus Committee Vote
- May       Provost-Chancellor decision announced
Important things to note

- Your Dept. Head needs to make a firm decision about your nomination by May/June.

- The preparation of the nomination package will be a jointly shared activity that involves you, your Dept. Head (Preparer), and generally the Asst. to the Head or another administrative assistant.

- The Preparer bears the final responsibility for the case.

- Once the nomination package is submitted, you, as a candidate, are to be informed of each decision in the review process, in writing.

- The College Committee on Non-Tenure Clinical Track Promotion consists of 7 members; >0.60 FTE, Clinical Associate Prof and above.
  - Committee members can only vote on those to be promoted to their own rank or lower, but they may participate in the discussion of all nominations.
What’s in the nomination package?

The Dossier

Non-evaluative Sections
I. Teaching
II. Research
III. Service
IV. Interdisciplinary Work Statement

Evaluative Section - V.
A. Peer Evaluation of Teaching
B. External Letters of Reference
   • No less than 3, no more than 5, solicited by your Preparer
   • Your DH will request these letters
   • The references must be unbiased, impartial experts in your field at a rank at or above the rank to which you seek promotion. Reviewers may be non-tenured.
   • Cannot be past or present collaborators, mentors, or close associates
C. Letters of support from collaborators (if applicable)
   • Your DH will request these letters. Your DH may ask you for names of collaborators. Either external or internal are fine.
D. Letters of support from others in the college/UIC (optional)
   • Some DH like to include these, others do not
THE PROMOTION DOSSIER – A BASIC VIEW

Dossier

Non-evaluative (Candidate’s CV)

Teaching
- Courses
- Advising
- Supervision
- Development
- Evaluations
- Awards
- STATEMENT 1 page

Research
- Honors
- Certification
- Grants
- Publications
- Presentations
- STATEMENT 1 page

Service
- Department
- College
- University
- Patients
- Students
- Profession
- Public
- STATEMENT 1 page

Evaluative (Preparer)

Peers
- Teaching

Collaborators (Optional)

External 3-5

DH

Dean

Statement of Interdisciplinary Work (optional)
More about the Personal Statements…

- **ONE** page limit
- Do not repeat information found elsewhere in the papers. The campus reviewers want to **understand the candidate's long-term agenda, progress made, significance of the work**, etc.
- **YOUR VOICE** in the application- what do you want to say to the reviewers?
- “Draft & Craft” – review, revise, polish; get feedback from peers & senior faculty
- Don’t end with “more of the same” – be specific about your future goals
- Statement of Interdisciplinary Work – Optional? **NOT!! 😊**

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<th>Teaching Goals, Approaches and Accomplishments…</th>
<th>Current and Planned Research, Creative, or Scholarly Work… research, creative and scholarly efforts, as well as describing accomplishments. The statement should <strong>tie together past scholarly work and how it relates to plans for future scholarly activity</strong> and to teaching and service responsibilities. The statement will be read by senior colleagues who are not technical experts. <strong>Avoid jargon</strong> and specialized technical information.</th>
<th>Current and Planned Service Activities…current efforts and <strong>progression</strong> of university, disciplinary, and public service activities over past years and <strong>expectations for the future</strong>. The statement should explain how these efforts fit into the unit's norms and policies.</th>
<th>Candidates who are involved in <strong>interdisciplinary work</strong> (or <strong>who plan to be so involved</strong>) are asked to provide a statement on the existence, nature and significance of their interdisciplinary work (i.e., teaching, research, service).</th>
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Personal Statement – A **VERY** General Outline

I. Background
   • Introduction
   • Motivation/Goals

II. **Signature/Impact**
   • Highlight achievements, but don’t just summarize tables- provide context
   • Significance of contributions
   • Growth in area of expertise
   • Avoid technical jargon

III. **Trajectory**
   • Plans & goals (not more of the same!)
   • Think about what you need to do for your next promotion!

Be mindful of prompts
PROOFREAD, PROOFREAD, PROOFREAD!!!
More about the external letters…

- Candidates are *not* allowed to submit a list of potential referees to the department.

- Candidates *may* submit a list of referees whom they believe are *inappropriate* along with the reasons for their proposed exclusion.

- The request for an external reference letter *must* include:
  1. **Standardized request letter** – the DH prepares this; template in instructions.
  2. **Your complete CV** – be sure that it accurately and FULLY depicts your accomplishments.
  3. **Your teaching, research, and/or service statements** from the dossier.
  4. A statement of our **college norms for the rank** to which you are nominated.

  *Optional:* Some Department Heads also include representative publications or a link to your publications.

- Discuss this with your DH early so you know what they want!
  Your DH may need these materials as early as May/June. Please check!

- *Candidates are not permitted access to any part of the external letters of reference, even if redacted.*
The Dossier – Forms & Instructions

- **UIC Office of the Vice-Provost for Faculty Affairs (OVPFA)**
- A link is also available on the COD Faculty Affairs site:

  ```
  Career, Promotion and Tenure Resources
  
  The following documents provide information about promotion and tenure processes for College of Dentistry and UIC.

  **College of Dentistry**
  
  - 2018-19 COD Timeline
  - COD Combined Guidelines and Norms
  - COD Promotion Workshop-Non-Tenure Track 2018
  - COD Promotion & Tenure Workshop-Tenure Track 2018
  - Guide for Mid-Probationary Review of Tenure Track Faculty
  ```
• UIC Office of the Vice-Provost for Faculty Affairs (OVPFA)
CLINICAL NON-TENURE TRACK:

- Part I – General Policies and Procedures
- Part II – Suggestions for the Preparation of an Effective Promotion Case
- Part III – Instructions for the Preparer: Contents for the Dossier Forms
- Part IV – Instructions for the Electronic File and Submission

Downloadable Forms (Required):
- Clinical Non-Tenure Track Forms

Peer Evaluation of Teaching Tool Templates:
- College of Medicine (PDF version/ MS Word version)
- Department of Physics (PDF version/MS Word version)

Coming Soon...
- Contract History Form
- Preparer's Dossier Forms Submission Checklist
- Coordinator's Dossier Forms Submission Checklist
- Supported Case Form
1. TEACHING ABILITY AND PERFORMANCE

In chronological order, list data for the candidate **SINCE** the last personnel action. For faculty who are on a Q contract; who are in the non-tenure track having switched from the tenure track; who were moved into the tenure track from the non-tenure track; or who started their probationary year higher than T1, please include data since the last personnel action or for the past five years, whichever period is longer (**post-doctoral data may not be included**). Note any release time for sabbatical, fellowships or any other reason.

### A. ACTIVITIES

1. Courses Taught

"Required" refers to courses that all students must take in order to complete a degree program or specialization, including minors and/or concentrations. "Selective" refers to courses that are on a list of two or more courses from which the student must select one or more in order to complete a degree program or specialization. "Elective" refers to courses that are not required for any degree but which may be used toward elective hours in a degree program.

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<th>Semester/ Term</th>
<th>Course #</th>
<th>Course Title</th>
<th>Team Taught (Yes/No)</th>
<th>Semester Hours</th>
<th>Required/ Selective/ Elective</th>
<th>Enrollment</th>
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B. EVALUATION OF TEACHING AND RELATED ACTIVITIES
Please provide teaching evaluations for courses listed in 1 A. 1. Courses Taught.

1. Summary of Student Evaluations of Faculty Teaching.*
*It is inappropriate to ask current doctoral students supervised by the candidate to write a teaching evaluation for the candidate. Summarize below the results of student evaluations of the candidate's teaching ability. DEPARTMENTS MAY USE AN ALTERNATE FORM FOR SUMMARIZING STUDENT EVALUATIONS; HOWEVER, STUDENT EVALUATIONS MUST BE PRESENTED AS SUMMARIZED DATA.

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6. Contributions to Instructional Techniques, Software and Teaching Materials:
Include the creation and implementation of new courses.

☐ Check here if none

B. EVALUATION OF TEACHING AND RELATED ACTIVITIES
Please provide teaching evaluations for courses listed in 1A.1. Courses Taught.

1. Summary of Student Evaluations of Faculty Teaching.*

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Excerpts from P&T Guidelines Part II

SECTION 4: TEACHING

A. Role of Documentation in Establishing Quality:
Teaching quality needs to be well documented. When assertions are made about **excellence of teaching, evidence must be provided**. Campus-level reviewers want to credit teaching, but cannot do so without evidence.

Multiple sources of evaluation such as **student evaluations of teaching, peer evaluations of teaching, and any other types of evidence of teaching excellence are required and contribute to a stronger case.**

Evaluations that are very recent alone do not carry as much weight as evaluations from units that can **show that there is a continuing unit process that assesses performance** in the classroom, lab, seminar, or other teaching modes.

B. Team/Co-Teaching:
Where a candidate is not fully responsible for a course, the **nature of the candidate's contributions to the class/course role should be clarified**. Evaluative comments pertaining only to the candidate, and not of other instructors, should be included.
Common Problems/ Questions:

- **Lists & Tables**: Read instructions for lists & tables; **chronological** order (especially teaching tables, research tables, publications)
- **Statements**: grammar, formatting, structure; **proofreading** critical; focus
- **Collaboration**: look carefully at publications and co-authors
- **Correct version of form**: most recent; **no form editing allowed**

Remember:
Review committees will review content and merit as compared to Norms & Guidelines. Errors are distracting and reflect poorly on candidate’s efforts.
Questions, Support & Guidance

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DEFINING SCHOLARSHIP: RESEARCH vs. TEACHING (Nadeem Karimbux/ADEA)

Research
- Hypothesis & Experimental Design
- Experiment & Data
- Results: Share with lab, Publish Manuscript

Process
- Goals & Preparation
- Methods & Implementation
- Activity & Results

Teaching
- Teaching Strategy & Plan
- Portfolio
- Student Ratings

How are results shared and disseminated and recognized?

Local
Department
College/University

Regional
Conferences
Peer Institutions

National
Reviewed manuscript
Invited Speaker

International
Invited Speaker
Keynote Speaker
EDUCATIONAL SCHOLARSHIP (Karimbux/ADEA/JDE)

Educational Activity ➔ Scholarly Approach to Activity ➔ Educational Scholarship

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Activity Informed by:</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Current Literature</td>
<td>Clear Goals</td>
</tr>
<tr>
<td>Mentoring/Advising</td>
<td>Other programs</td>
<td>Significant Results</td>
</tr>
<tr>
<td>Leadership/Admin</td>
<td>Reflection on outcomes and methods</td>
<td>Adequate Participation</td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td>Effective Presentation</td>
</tr>
<tr>
<td>Performance</td>
<td></td>
<td>Appropriate Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflective Critique</td>
</tr>
</tbody>
</table>
1. Clinical Activity

a. Maintenance of active patient care, as appropriate.

b. Delivery of patient care using currently accepted Parameters or Standards of Care in Dentistry, and Specialty Standards, if appropriate.

c. For promotion to the rank of Clinical Professor, there is an expectation of Board Certification, when specialty educationally qualified, or equivalent for non-specialty trained faculty. Examples of non-specialty equivalency include induction in the American/International College of Dentists, AGD Fellowship or Mastership Award, AAID Fellowship, or other equivalency.
DEMONSTRATION OF QUALIFICATIONS

1. Service
   a. Internal
      i. Administrative duties and responsibilities in the Department, College, and/or University.
      ii. Committee participation and leadership (e.g. Committee Chair) at the College and/or University level.
   b. External
      i. Committee participation and leadership in professional organizations; e.g. organized medical/dental groups and societies, governmental organizations, not-for-profit organizations.