INDIANA UNIVERSITY
SCHOOL OF HEALTH AND REHABILITATION SCIENCES
GUIDELINES FOR PROMOTION, TENURE, AND LONG-TERM CONTRACT

This document is to be utilized in a corollary and simultaneous manner with the Indiana University-Purdue University Indianapolis Chief Academic Officer’s Guidelines For Preparing and Reviewing Promotion and Tenure Dossiers, the Indiana University Academic Handbook, the IUPUI Supplement to the Indiana University Academic Handbook, and the School of Health and Rehabilitation Sciences Policy and Procedure Manual. The tenure and promotion guidelines herein are subject to the rules and regulations put forth by the University. It is therefore the responsibility of all candidates for promotion, promotion and tenure, promotion and long-term contract, or promotion only to familiarize themselves with these documents.

IUPUI revises the Guidelines For Preparing and Reviewing Promotion and Tenure Dossiers document annually. As such, all candidates must familiarize themselves with the most recent version available and follow the recommended Candidate Responsibilities and Recommended Timeline. Updated documents can be located on the IUPUI Academic Affairs web site (http://academicaffairs.iupui.edu) or in the SHRS Dean’s office. The IUPUI dossier format is required for the SHRS dossier. The same dossier is to be used for both tenure and promotion reviews. Any questions regarding appropriate format or documentation should be directed to the candidate’s supervisor.

Advancement is based on continued improvement, whether in quality of teaching and the scholarship of teaching, research and the scholarship of research, or in the scholarship of service and the performance of service roles. Refer to the IUPUI Promotion and Tenure Guidelines for specific information and where to place the information in the dossier that documents performance in TEACHING, RESEARCH AND CREATIVE ACTIVITIES, and SERVICE.

TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1: Teaching</td>
<td>2</td>
</tr>
<tr>
<td>Section 2: Research and Creative Activities</td>
<td>7</td>
</tr>
<tr>
<td>Section 3: Service</td>
<td>12</td>
</tr>
<tr>
<td>Appendix 1: Assessing the Quality of Journals &amp; Other Media</td>
<td>17</td>
</tr>
</tbody>
</table>
SECTION 1: TEACHING *(EDossier Section 07)*

IUPUI requires documented evidence of at least satisfactory teaching by each faculty member for tenure and advancement in rank (with the exception of those classified as non-tenure track research faculty, scientists and scholars). Teaching is defined by the School of Health and Rehabilitation Sciences as formal or informal instruction to any number of students in any appropriate setting, including classroom, clinical, tutorial, online and preceptorship. The quality of teaching, learning, advising and mentoring should denote continuous improvement.

**Section 1-A**  
Criteria for satisfactory teaching, required by each faculty member\(^1\) with a designated area of excellence in research or service for tenure and advancement in rank.

**Section 1-B**  
Criteria for Promotion in Rank for Assistant to Associate Professor, Clinical Assistant to Clinical Associate Professor Ranks and Lecturer to Senior Lecturer when teaching is the designated area of excellence.

**Section 1-C**  
Criteria for Promotion in Rank for Associate to Full Professor, Clinical Associate to Clinical Full Professor when teaching is the designated area of excellence.

**Section 1-D**  
Useful resources.

\(^1\) With the exception of those classified as non-tenure track research faculty, scientists and scholars.

---

**SECTION 1-A**

Criteria for *satisfactory teaching*, required by each faculty member\(^1\) with a designated area of excellence in research or service for tenure and advancement in rank; teaching is **NOT** the designated area of excellence.

Candidates should provide examples through the following types of evidence to demonstrate performance throughout the review period.

**A. Instruction**

1. Evidence of the quality of teaching and advising as evaluated by peers\(^2\) (*required for satisfactory level or excellence*).
   i. Peer evaluations should cover a variety of the courses taught and occur in each year of teaching.
   ii. One or more teaching evaluations performed by the Center of Teaching & Learning or an external reviewer are highly recommended.

2. Evidence of quality of teaching, advising, or mentoring as evaluated by students (*required for satisfactory level or excellence*).
   i. Data from student evaluations should be presented for all courses in which there was a major teaching responsibility.
   ii. Include information as to whether the teaching reviews solely reflect your teaching or if the course is taught by more than one professor.
3. Evidence that courses taught contribute to the overall student learning outcomes specified by the unit and evidence that students have met or exceeded course or curricular learning objectives should be provided.

4. Information on the teaching load of the candidate.
   i. Include information on role in each course you teach, and how much of the course you teach compared to the other instructors you teach with.

B. Course or Curricular Development
1. Interdisciplinary/interprofessional education work.
   i. Include information on role in the inter-disciplinary or interprofessional education work team.
2. Evidence of the nature and quality of course and curriculum development and implementation to enhance the quality, effectiveness and efficiency of teaching is expected.
3. Use of technology, distributed education, problem-based learning, community-based learning or other techniques, tools, and high impact practices to enhance student learning.

C. Mentoring and Advising
1. Evidence of undergraduate or graduate research and effective mentor relationships with students leading to documented learning outcomes should be provided when applicable.
2. The number of student graduate committees the candidate has served on or chaired with the role specified and the evidence of the quality of results.
3. Involvement in student retention.

D. Scholarly Activity including Awards
1. Evidence of effective teaching through scholarly dissemination of teaching pedagogy, and/or discipline based teaching, especially in peer-reviewed media (recommended for satisfactory; required for documenting teaching at the level of excellence).
   • Refer to Appendix 1 for assessing the quality of journals and other media.
2. Local, regional, national, or international teaching, advising or mentoring awards.
3. Teaching and advising grants.

E. Professional Development Efforts in Teaching
1. Leadership roles in professional associations, conferences, presenting papers related to teaching, learning, advising or mentoring.

2. A peer in the review of teaching is a recognized excellent teacher and has expertise in teaching pedagogy or is a disciplinary content expert. A review of teaching does not have rank requirements for the reviewer. In other words, unlike external reviews, a reviewer of one’s teaching need not be at the aspirational rank of the candidate.

SECTION 1-B
Criteria for Promotion in Rank for Assistant to Associate Professor, Clinical Assistant to Clinical Associate Professor and Lecturer to Senior Lecturer when teaching is the designated area of excellence.

Assistant to Associate Professor, Clinical Assistant to Clinical Associate Professor and Lecturer to Senior Lecturer. When teaching is the primary criterion on which promotion is based, it should be
distinctly superior to that of effective teachers at this and other major institutions and there must be documented evidence the candidate has:

1. Excellence in teaching as defined in the IUPUI PT Guidelines.
2. Sustained excellence in teaching while in current rank.
3. Recognition for excellence in teaching within or outside the University.
4. Satisfactory participation in service to the University beyond the department level.*
5. Satisfactory participation in professional activities at the state or national level or has been active in professional service to the community.*
6. For tenure track – Satisfactory productivity in research, scholarship, or creative activity.*
   
   For clinical rank – Research productivity is not required; however, the candidate should demonstrate scholarship in the context of teaching.
   
   For lecturers – Research productivity is not required; however, the candidate should demonstrate scholarship in the context of teaching. Scholarship examples for lecturers may include teaching materials and teaching products.

*Refer to IUPUI P&T guidelines for further detail, including the summary of areas of excellence and expectations for various faculty categories.

Examples of Excellence in Teaching for Promotion of Assistant to Associate Professor, Clinical Assistant to Clinical Associate and Lecturer to Senior Lecturer. Evidence the candidate has:

- Peer evaluations that document qualities of excellence in teaching.
- Student evaluations of teaching documenting high levels of learning and teaching. A summary comparing individual results to program/school/unit averages is helpful to include.
- Documentation of the primary responsibility in a team for development/implementation of an aspect of scholarship of teaching or learning.
- Generation, utilization and integration of research related to teaching or learning.
- Disseminated of integrative reviews of the literature related to teaching and learning.
- Presentation of scholarly findings on teaching or learning at state, regional, or national levels.
- Publication of teaching or learning scholarship in peer-reviewed journals (see Appendix 1).
- Authorship of a chapter or a book on scholarship of teaching or learning or disciplinary based content, for example a textbook or chapter for disciplinary instruction.
- Participation in the development of computer/media/distance related curriculum applications.
- Revision of current teaching or learning strategies based on best practices.
- Demonstration of versatility in teaching strategies to enhance student learning.
- Active participation in the development of new courses.
- Evidence of significant contributions to new curriculum or policy statements related to teaching.
• Integration of Principles of Undergraduate Learning and Principles of Graduate and Professional Learning in course and curricular development.
• Facilitation of student’s efforts to become published or co-authorship with students on abstracts and/or manuscripts.
• Receipt of an award for excellence in teaching from students or peers.
• Receipt of internal funding to support teaching or learning scholarship agenda.
• Submission or receipt of external funding for scholarship of teaching or learning program.
• Leadership positions in state/regional professional teaching related organizations.
• Evidence of effective teaching and student learning, such as performance on national licensure examinations.
• Guest editorship or reviewer for teaching related journal(s).
• Consultant to other internal/local groups for curriculum and teaching.
• Provision of continuing education offerings for peers.
• Routine involvement with student independent study, groups, or journal clubs.

SECTION 1-C
Criteria for Promotion in Rank for Associate to Full Professor, Clinical Associate to Clinical Full Professor when teaching is the designated area of excellence.

Associate to Full Professor, Clinical Associate to Clinical Full Professor. This promotion is based on achievement beyond the level required for the associate professorship. If teaching is the primary criterion on which promotion is based, the candidate must have demonstrated an extraordinary ability to motivate undergraduate, graduate, or professional students to excel in learning. The candidate must demonstrate a sustained national or international reputation and there must be documented evidence the candidate has:

1. Demonstrated excellence in the quality of teaching as defined in the IUPUI PT Guidelines.
2. Received recognition for excellence in teaching within and outside the University.
3. Demonstrated excellence in the scholarship of teaching and learning
4. Satisfactory productivity in research, scholarship, or creative activity.*

   For tenure track – Satisfactory productivity in research, scholarship, or creative activity.*
   For clinical rank – Research productivity is not required; however, the candidate should demonstrate scholarship in the context of teaching.

5. Satisfactory participation in service to the University beyond the department level.*
6. Satisfactory participation in professional activities at the state, national or international level or has been active in professional service to the community.*

*Refer to IUPUI P&T guidelines.
Examples of Excellence in Teaching for Promotion of Associate to Full Professor, Clinical Associate to Clinical Full Professor. There is documented evidence the candidate has:

- Documentation of extraordinarily successful teaching and learning outcomes through peer evaluations, student evaluations, publications and presentations.
- Documented excellence as a mentor/advisor for faculty and graduate students regarding scholarship of teaching and learning.
- Publication of integrative reviews of literature.
- Author of research-based teaching or learning article(s) in peer reviewed journal(s).
- Authorship of book or chapter related to scholarship of teaching and learning.
- Publication of works that have been widely cited by other scholars in teaching and learning.
- Obtained peer-reviewed internal or external funding to support program of scholarship of teaching and learning resulting in publications or presentations.
- Obtained external funding to support program of scholarship of teaching and learning related to special content or curriculum development.
- Developed and utilized computer/media/distance related curriculum applications that have received recognition.
- Chairperson of campus level committee related to curriculum or assessment.
- Service on an editorial panel for scholarly teaching and learning journal.
- Leadership roles in teaching related organization at national or international levels.
- Receipt of multiple awards for teaching excellence within and outside the University system.
- Reviewer of proposals for external funding related to scholarship of teaching and learning.
- Demonstrated excellence as an educational leader on the regional/national/international level.
- Presentation of continuing education offerings that are nationally recognized.
- Leadership role in incorporating inter-professional education within the professional curricula.

SECTION 1-D

Useful resources:

- A link to the IUPUI Promotion and Tenure Guidelines
  [http://academicaffairs.iupui.edu/PromotionTenure/IUPUI-Guidelines](http://academicaffairs.iupui.edu/PromotionTenure/IUPUI-Guidelines)

- The following PDF is a table from the IUPUI Promotion and Tenure Guidelines that summarizes standards for evaluating teaching performance.
SECTION 2: RESEARCH AND CREATIVE ACTIVITIES (EDossier Section 08)

IUPUI requires documented evidence of at least satisfactory performance in research for faculty on a tenure track. Clinical track faculty (non-tenure) are not required to perform research; however, scholarship related to excellence in teaching or service is expected and required for promotion. The scope of research accepted by the SHRS includes basic research, applied research, and translational research. The outcomes of research must enrich the body of knowledge in the realm of health or rehabilitation sciences. Results must appear in refereed or professional journals. The scope of creative activities includes a tangible outcome, product, or method to enrich or upgrade the health knowledge, education, or services. The quality of creative activities must show evidence of scholarly endeavor and impact.

Section 2-A Criteria for satisfactory performance in research/creative activity for tenure track faculty with a designated area of excellence in teaching or service.

Section 2-B Criteria for promotion in rank for Assistant to Associate Professor with tenure when research is the designated area of excellence.

Section 2-C Criteria for promotion in rank for Associate to Full Professor when research is the designated area of excellence.

Section 2-D Useful resources.

SECTION 2-A

Criteria for satisfactory performance in Research and Creative Activities for tenure track faculty with a designated area of excellence in teaching or service; research and creative activities is NOT the designated area of excellence.

Candidates should provide examples through the following types of evidence to demonstrate performance throughout the review period of the time-in-rank.

A. Disciplinary or Professional Research

1. Evidence that the research or creative activities performed by the candidate is appropriate to the discipline/profession and reflects standards of good practice.
   i. Achievements in research activities that show progression through the candidate’s time-in-rank.
   ii. Research-related knowledge extended to colleagues, other disciplines, and constituencies through collaboration and consultation activities.
   iii. Research-related teaching competence, i.e., effectively engaging learners in acquiring knowledge related to research.
   iv. The candidate should clearly define his or her role and contributions to research involving collaborations.

2. Evidence of dissemination of research or creative activities in scholarly journals and other appropriate venues.
i. The results of the candidate’s research/creative activities have been disseminated and externally reviewed.
ii. Refer to Appendix 1 for assessing the quality of journals and other media.

3. The candidate’s research program is clearly articulated to show a commitment to a program of research related to scholarship that results in knowledge development. The research program is consistent with the vision and mission of the SHRS.

B. Grants and External Support

1. Evidence of attempts to obtain funding to support the candidate’s research program and creative activities, which show promise for future success.
   i. There is evidence of ongoing submissions of funding applications.
   ii. Include information about funding amounts and dates.

C. Peer Review

1. Evidence of information about the stature of journals and the significance of the candidate’s publications.
   i. Research and creative activities with high recognition by colleagues within or outside the University.

D. Scholarly Activities, Including Awards

1. Evidence of local dissemination of good practice and recognition.
   i. Adequate self-development activities related to scholarship of knowledge generation.
   ii. Leadership related to scholarship of knowledge generation.

SECTION 2-B

Criteria for promotion in rank for **Assistant to Associate Professor** with tenure when research is the designated area of **excellence**.

**Assistant to Associate Professor.** When research or creative activity is the primary criterion on which promotion with tenure is based, the candidate should have demonstrated a broad grasp of his/her own and related fields and have a record of at minimum nationally disseminated and peer reviewed scholarship. A comprehensive plan of future research covering a number of years and a beginning thereon, which extends well beyond the limits of the doctoral dissertation, should be evaluated and there must be documented evidence the candidate has:

1. Demonstrated excellence in the quality of research or creative activities defined in the SHRS standard for research, scholarship and creative activity.
2. Satisfactory performance in formal and informal teaching activities to the School at the Department level and to the University beyond the department level.
3. Satisfactory performance in service to the University beyond the department level.*
4. Satisfactory participation in professional activities at the state or national level or has been active in professional service to the community.*

*Refer to IUPUI PT guidelines, including the summary of areas of excellence and expectations for various faculty categories.
Examples of Excellence in research/creative activities for promotion from Assistant to Associate Professor with tenure. In addition to the standards in Section B1, there is documented evidence the candidate has:

A. Disciplinary or Professional Research

1. Significant contributions to the knowledge in the field that clearly demonstrates attributes of scholarly work associated with research, including peer refereed publications and presentations and national recognition of the quality of research.
   i. Presented research findings at research conferences at the local and national levels.
   ii. First authorship on peer reviewed research papers (see Appendix 1).
   iii. Authored a book chapter in field of research interest.
   iv. Edited a book in research field of interest.
   v. Consistently included innovations via media or informatics in disseminated findings.
   vi. Co-authored with graduate students.

B. Grants and External Support

1. Significant contributions that clearly demonstrates the attributes of scholarly work associated with obtaining external support.
   i. Public or private funding as a principal investigator.
   ii. Internal funding to support program of research.
   iii. Participated as a co-investigator in an externally funded project and/or in development of the project.
   iv. Served as principal investigator for a research utilization/integration project.
   v. Involvement in translational research.

C. Peer Review

1. Expert external peer review clearly demonstrates the attributes of scholarly work associated with research.
   i. Coordinated peer-reviewed symposium at national conference related to research focus.
   ii. Independently conducted integrative reviews of the literature.
   iii. Reviewed proposal(s) for external funding.
   iv. Reviewed manuscripts submitted for peer review to journals.
   v. Consulted in an area of research.
   vi. Collaborated with recognized experts in field related to development of program of scholarship.
   vii. Citations from scholars in scholarship focus.

D. Scholarly Activities, Including Awards

1. Evidence of a program of scholarly work that has contributed to knowledge base and improved the work of others.
   i. Has a self-developed data base that is utilized to conduct analysis.
   ii. Knowledge to independently formulate on-going program of theory development or knowledge generation.
   iii. Lead journal clubs related to scholarship.
   iv. Mentored others for research development.
   v. Directed undergraduate/graduate research fellowships.
   vi. Served on dissertation committee(s).
vii. Chaired research-related dissertation committee.
viii. Awards for excellence in scholarship/research.

SECTION 2-C
Criteria for promotion in rank for **Associate to Full Professor** when research is the designated area of **excellence**.

**Associate to Full Professor.** This promotion is based upon achievement beyond the level required for the associate professorship in Section B2. When research or creative activity is the primary criteria for promotion, the candidate should have evidence of continued growth in scholarship with a sustained reputation at the national level and an emerging presence at the international level. This evidence is documented with the following:

Demonstrated excellence in the quality of research/creative activities defined in the SHRS.

1. Satisfactory performance in formal and informal teaching activities to the School at the Department level and to the University beyond the department level.
2. Satisfactory performance in service to the University beyond the department level.*
3. Received recognition in professional activities at the national level or recognition for professional service to the community.*

**Examples of Excellence in research/creative activities** for Promotion from **Associate to Full Professor.** There is documented evidence the candidate has:

**A. Disciplinary or Professional Research**

1. Publications/Presentations
   i. Presented research findings/critical integrative reviews/theory development at national or international scholarly conferences.
   ii. First or senior authorship in research/scholarly journals.

**B. Grants and External Support**

1. Grantsmanship
   i. Served as principal investigator or co-principal investigator on an external funded research project related to research. The level of competitive of the funding must be clearly demonstrated.
   ii. Served as a member of a research team for an external funded research project relevant to research. The level of competitive of the funding must be clearly demonstrated.
   iii. Served as principal investigator on continuously internally funded project.
   iv. Sponsored externally funded graduate research.

**C. Peer Review**

1. Recognition in Research
   i. Widely cited publications by other researchers.
   ii. Sustained evidence of having been invited presenter for empirically-based research.
   iii. Invited speaker in area of research focus or related areas.
   iv. Independently led research utilization/integrative projects resulting in documented change in standards or practice.
   v. Reviewer for research proposals at national or international level in professional organizations.
vi. Served on editorial panel for scholarly journals.

vii. Receive multiple awards for research locally or a significant award for research nationally or internationally.

viii. Served as a board member for public/private agency concerned with research area.

ix. Served as consultant to national or international organizations in scholarship focus.

x. Consulted for funded research studies for investigators.

D. Scholarly Activities, Including Awards

1. Other Evidence
   i. Independent data analysis.
   ii. New development in research related procedure, data collection, instrument development.
   iii. Leadership of faculty/graduate student interest groups.
   iv. Mentored junior faculty and graduate student in research.
   v. Directed post-doctoral fellowships.
   vi. Chaired or served on multiple students’ dissertation committees relevant to research.

SECTION 2-D

Useful resources:

- A link to the IUPUI Promotion and Tenure Guidelines
  http://academicaffairs.iupui.edu/PromotionTenure/IUPUI-Guidelines

- The following PDF is a table from the IUPUI Promotion and Tenure Guidelines that summarizes standards for evaluating teaching performance.
SECTION 3: SERVICE (EDossier Section 09)

IUPUI requires documented evidence of a minimum of satisfactory service by each faculty member for tenure and advancement in rank (with the exception of those classified as non-tenure track research faculty, scientists and scholars). Service is defined by the School of Health and Rehabilitation Sciences as active participation in activities that support the mission of the university, as well as service contributions to the community and profession. The quality of service can be addressed by the impact, significance or value of the service to the university, community and/or profession.

To compile evidence for the dossier related to service please select criteria A, B or C from section 1 below to use as a guideline.

Section 3-A Criteria for satisfactory service, required by each faculty member\(^1\) with a designated area of excellence in research or teaching for tenure and advancement in rank.

Section 3-B Criteria for Promotion in Rank for Assistant to Associate Professor, Clinical Assistant to Clinical Associate Professor and Lecturer to Senior Lecturer when service is the designated area of excellence.

Section 3-C Criteria for Promotion in Rank for Associate to Full Professor and Clinical Associate to Clinical Full Professor when service is the designated area of excellence.

Section 3-D Useful resources.

\(^1\) With the exception of those classified as non-tenure track research faculty, scientists and scholars.

SECTION 3-A

Criteria for satisfactory service, required by each faculty member\(^1\) with a designated area of excellence in research or teaching for tenure and advancement in rank; service is NOT the designated area of excellence.

Candidates should provide examples through the following types of evidence to demonstrate performance throughout the review period to meet a satisfactory level of service.

A. University service
   1. Citizenship
      i. Meets routine departmental expectations determined by the department chair with service being more than participation, the faculty member is actively involved in department service activities.
      ii. Include information on outcomes of collaborative work, with evidence of your individual contribution.
      iii. Service on one or more university level committees is recommended.

B. Service to discipline
   2. Professional activities
i. Include specific activities addressing service to the profession or interprofessional teams/committees.

ii. Include information on outcomes of collaborative service work with evidence of your individual contribution.

iii. Include specific service activities to the profession, for example:
   - Journal or book reviews.
   - Committee or board positions.
   - Volunteer work for your professional organization.
   - Assisting with developing continuing education programming.
   - Service on an external advisory board.

C. Service to community
   3. Activities
      i. Include specific activities addressing service evidence of activities and/or results of individual contribution.
      ii. Include specific activities addressing service to the community.

*Refer to IUPUI P&T guidelines for further detail, including the summary of demonstrating satisfactory expectations for various faculty categories.

SECTION 3-B
Criteria for Promotion in Rank for Assistant to Associate Professor, Clinical Assistant to Clinical Associate Professor and Lecturer to Senior Lecturer when service is the designated area of excellence.

Candidates should provide examples through the following types of evidence to demonstrate performance throughout the review period to meet an excellent level of service. When service is the primary criterion on which promotion is based, it should be distinctly superior to colleagues at this and other major institutions and there must be documented evidence of the service provided. Additionally for service to the basis for tenure or advancement in rank, University and professional service should be directly linked to the unit and campus mission.

A. University service
   1. Exceeds routine department expectations determined by the department chair, the faculty member is a leader in department service activities.
   2. Include information on outcomes of collaborative work with evidence of individual contribution.
   3. Evidence of significant contributions to university service should include:
      i. Scholarly products (see Appendix 1).
      ii. Peer refereed presentations
      iii. Publications (see Appendix 1).
      iv. Seeking out and award of external funding.
   4. Awards and recognition that reflect the significance and academic nature of the service provided.
   5. Documented evidence of national recognition of the quality of work.

B. Service to discipline
1. Include specific activities addressing service to the profession or interprofessional teams/committees.

2. Include information on outcomes of collaborative service work with evidence of your individual contribution.

3. Include specific service activities to the discipline or profession with evidence of significant contributions, for example:
   i. Journal or book reviews.
   ii. Committee or board positions.
   iii. Assisting with developing continuing education programming.
   iv. Peer refereed presentations.
   v. Publications
   vi. Podcasts/blogs
   vii. Other scholarly products.

4. Awards and recognition that reflect the significance and academic nature of the service provided.

5. Documented evidence of national recognition of the quality of work.

C. Service to community

1. Evidence of significant contributions to community or public service including:
   i. Peer refereed presentations
   ii. Publications (see Appendix 1).
   iii. Other scholarly products

2. Awards and recognition that reflect the significance and academic nature of the service provided

3. Documented evidence of national recognition of the quality of work

*Refer to IUPUI PT guidelines for further detail, including the summary of areas of excellence and expectations for various faculty categories.

Examples of Excellence in Service for Promotion of **Assistant to Associate Professor, Clinical Assistant to Clinical Associate** and **Lecturer to Senior Lecturer**. Evidence the candidate has:

- Peer evaluations that document qualities of excellence in service.
- Documentation of the primary responsibility in a team for development/implementation of an aspect of service.
- Generation, utilization and integration of research related to service.
- Disseminated of integrative reviews of the literature related to service.
- Presentation of scholarly findings on service at state, regional, or national levels.
- Publication of service activities in peer-reviewed journals.
- Authorship of a chapter or a book on service or disciplinary based content, for example a textbook or chapter for disciplinary instruction.
- Participation in the development of computer/media/distance related curriculum applications related to service.
- Revision of current teaching or learning strategies based on best practices.
- Active participation in the development of new courses on community service.
SHRS Promotion and Tenure Guidelines

- Evidence of significant contributions to new curriculum or policy statements related to service.
- Facilitation of student’s efforts to become published or co-authorship with students on abstracts and/or manuscripts.
- Receipt of an award for excellence in service from students or peers.
- Receipt of internal funding to support service scholarship agenda.
- Submission or receipt of external funding for scholarship of a service learning program.
- Service leadership positions in state or regional professional related organizations.
- Guest editorship or reviewer for service related journal(s).
- Consultant to other internal/local groups for community engagement and service.
- Provision of continuing education offerings for peers on community engagement and service.

SECTION 3-C
Criteria for Promotion in Rank for Associate to Full Professor and Clinical Associate to Clinical Full Professor when service is the designated area of excellence.

This promotion is based on achievement beyond the level required for the associate professorship. If service is the primary criterion on which promotion is based, the candidate must have demonstrated an extraordinary academic work in the area of service for the basis to gain tenure or advancement in rank. University and professional service should be directly linked to the unit and campus mission.

A. Service to the university, discipline and community
   1. The candidate must demonstrate a sustained national or international reputation and there must be documented evidence the candidate has:
      i. Demonstrated excellence in the quality of service as defined in the IUPUI PT Guidelines.
      ii. Received recognition for excellence in service within and outside the University.
      iii. Demonstrated excellence in the scholarship of service.
      iv. Satisfactory productivity in research, scholarship, or creative activity.*
         a. For tenure track – Satisfactory productivity in research, scholarship, or creative activity.*
         b. For clinical rank – Research productivity is not required; however, the candidate should demonstrate scholarship in the context of teaching.
      v. Satisfactory performance in teaching.*

*Refer to IUPUI PT guidelines for further detail, including the summary of areas of excellence and expectations for various faculty categories.

Examples of Excellence in Service for Promotion of Associate to Full Professor, Clinical Associate to Clinical Full Professor. There is documented evidence the candidate has:

- Documentation of extraordinarily successful service outcomes through peer evaluations, student evaluations, publications and presentations.
• Documented excellence as a mentor/advisor for faculty and graduate students regarding scholarship of service.
• Publication of integrative reviews of literature.
• Author of service-based teaching or learning article(s) in peer reviewed journal(s).
• Authorship of book or chapter related to scholarship of service.
• Publication of works that have been widely cited by other scholars in service.
• Obtained peer-reviewed internal or external funding to support program of service endeavors resulting in publications or presentations.
• Obtained external funding to support service programs.
• Developed and utilized computer/media/distance related service curriculum applications that have received recognition.
• Chairperson of campus level committee related to service or community engagement.
• Service on an editorial panel for a service learning journal.
• Leadership roles in service related organizations at national or international levels.
• Receipt of multiple awards for service excellence within and outside the University system.
• Reviewer of proposals for external funding related to service learning or community engagement.
• Demonstrated excellence as a leader on the regional/national/international level.
• Presentation of continuing education offerings that are nationally recognized in the area of service.
• Leadership role in incorporating inter-professional organizations within the professional curricula.

SECTION 3-D

Useful resources:

• A link to the IUPUI Promotion and Tenure Guidelines
  http://academicaffairs.iupui.edu/PromotionTenure/IUPUI-Guidelines

• The following PDF is a table from the IUPUI Promotion and Tenure Guidelines that summarizes standards for evaluating service performance.

Approved SHRS Faculty Organization [insert date of approval at SHRS faculty meeting].
APPENDIX 1: Assessing the Quality of Journals & Other Media

Assessing the quality of journals and other media: predatory journals.

Information from Indiana University-Purdue University Indianapolis Chief Academic Officer’s Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers 2018-2019.

“Provide an assessment of the dissemination outlets in the candidate's area of excellence (or in all areas for a balanced case), such as the quality of journals, peer-reviewed conferences, and venues of presentations or performance. Analyze the stature of journals, presses, editions, galleries, presentations and other means of disseminating the results of the teaching, research and creative activity, or professional service of the candidates, including the quality of electronic publications. This assessment is required by the University standards. Stature may be reflected by acceptance rates, the nature of peer review (such as the stature of the reviewing agency/organization), or other measures and, whenever possible, these indices should be cited. Although the notation for each journal or other entity should be brief (ordinarily two or three sentences), special commentary may be required when faculty are working in interdisciplinary or cross-disciplinary areas.

Additionally, journals devoted to practice as well as theory development in teaching and professional service may not be as widely known or understood, even by colleagues within the same department, compared to other scholarly journals. Special care should be taken in assessing the stature of such journals or presses. In recent years, electronic journals have emerged in some fields that may contain material that is comparable in quality and stature to print media. If there is any question about the quality of electronic publications, the chair should address this issue explicitly. In circumstances where publication occurs outside the usual disciplinary journals or presses, chairs may wish to seek an assessment of the stature of these publications from chairs or deans in other disciplines. In order to promote and encourage interdisciplinary teaching, research and creative activity, and service, IUPUI encourages dissemination of results in appropriate media of high quality even when these outlets are unusual for the discipline. Peer review of the material, therefore, is especially important. Whenever a chair is not the appropriate administrative officer to provide an assessment of the media of dissemination, deans should arrange to include this information.”

Resources from IU libraries
Resources for help with determining a predatory journal. Please contact the librarians at Ruth Lilly Medical Library. They will assist in helping you determine the quality of the publication/media for which you are interested. http://library.medicine.iu.edu/services/ask-a-medical-librarian/

Statement from IU libraries on predatory journals
Predatory journals are journals which provide misleading information in order to attract authors to submit papers to their publication. These journals will have a fee associated with publication and often have additional "processing" fees that are not made entirely clear to authors on submission of their manuscript. Open Access journals do charge authors to publish, but the fees are clearly stated and authors do not receive surprise charges.

What makes a journal "predatory"?
• Claims to have established peer-review process when either no process exists or it is severely lacking.
• Charges additional "processing fees" and traps your submission if you decide you no longer wish to publish with them.
• Editorial board is made up of unqualified/under-qualified individuals.
• Journal claims wide scope, (international) and editors all appear to be from same location.
• Boasts high impact factor - either cites an unheard-of source or when fact-checking this does not hold up.
• States it is indexed in multiple databases when it is not.

*Disclaimer*
Not all journals who fall under the "predatory" namesake have malicious intent - some are newly created journals and need to make appropriate changes to their publication practice due to mistakes and missteps. Use the steps listed on the Journal Checker page to make your own decisions. When in doubt - contact the library and we can help you make an informed decision!