



This version is edited
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Office of Academic Affairs

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Excellence in Service

Agenda

- Welcome
- Defining “Service”
- Campus perspective: Clinical and Tenure-track Expectations
- Flash guide: eDossier and external-reviewer documentation
- Panel / Breakout
 - School of Medicine
 - Other schools



Defining “service”

Citizenship service

University
Profession

NOT grounds
for promotion or tenure

Professional service

Expertise-based
Peer-reviewed

CAN BE grounds
for promotion or tenure

Patient/client service

Other



What is “citizenship”-style service?

University citizenship

“Faculty and librarian **service to the university** through committees and administration is important and required. The community of scholars depends on the mutual responsibility of individuals to support and develop the institution that sustains them.

Service must be a factor in these considerations, because unsatisfactory service to the university may preclude successful application for promotion and/or tenure.... [University service that] is deemed inadequate or unsatisfactory,should be noted and an evaluation based on the documented record of performance should be included in the dossier when it is forwarded to the campus level for review.”

- Expected of all clinical, lecturer, and tenure track faculty
- Research: only as specified by the unit



Disciplinary service

Most dossiers for **tenure track candidates** include service to the discipline such as:

- Journal work: reviewing manuscripts, serving on editorial boards
- Conference or other organizational roles: officers of groups; organizers of conferences or panels; award juries
- Grant review panels

While 'university service' is explicitly required, there is no such requirement for disciplinary (non-university) service, just that overall 'professional and university service' be satisfactory.

*Often used as evidence of **reputation** (emerging, national).*



Professional Service (non-University)

“Professional service, including professional service in the community and patient or client services, is characterized by those activities conducted on behalf of the university that apply the faculty member's and librarian's disciplinary expertise and professional knowledge of interrelated fields to issues in society.”

“To be the basis for tenure or for advancement in rank, university and professional service must be directly linked to the unit and campus mission; the quality and impact of professional service must be evaluated within this context and must be assessed as academic work characterized by the following:

- command and application of relevant knowledge, skills, and technological expertise;
- **contributions to a body of knowledge**;
- imagination, creativity and innovation;
- application of ethical standards;
- achievement of intentional outcomes; and
- **evidence of impact.**”

It is through **dissemination** that service contributes to knowledge and has an **impact broader than the direct recipients of services**

Professional service → client service

“Faculty ...whose professional service consists primarily of patient or client service, must document how their work exceeds normative levels of activity and quality and is, in fact, excellent because it represents exceptional outcomes that result in the faculty member being recognized as an expert in their field and brings prestige to the candidate, the primary/department and the unit/school. Such service based on exceptional care **contributes to the knowledge base** or demonstrates a level of proficiency that itself **illuminates practice for others**. In all cases, this work must:

- have impact beyond the direct recipient of the service; and
- be documented through appropriate publications or **dissemination** activities.”



Key common theme of work qualifying as excellent: Applied professional expertise that is:

Which means it

Because it has been:

- Academic work
- Contributes to a knowledge base
- Peer-reviewed
- Disseminated



Professional-University Service

University service which is based upon **disciplinary expertise** may be presented in a case for excellence, but requires:

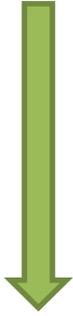
“Administrative service that uses disciplinary expertise for innovative or successful achievements reviewed by peers may be offered as evidence of achievement of **excellence in** professional service when such work:

- has been planned and stipulated in advance;
- when it is derived from the mission of the unit;
- when it is **disseminated to a broader** audience; and
- when it is **peer reviewed.**”

The actual work of serving on or even leading University bodies and entities is not rewarded by promotion. It can be accepted **ONLY** when it results in products which are disseminated and peer reviewed



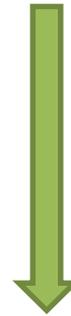
Clinician A has
GREAT IDEA



Benefits clients
Yay!

Clinician A:
satisfactory

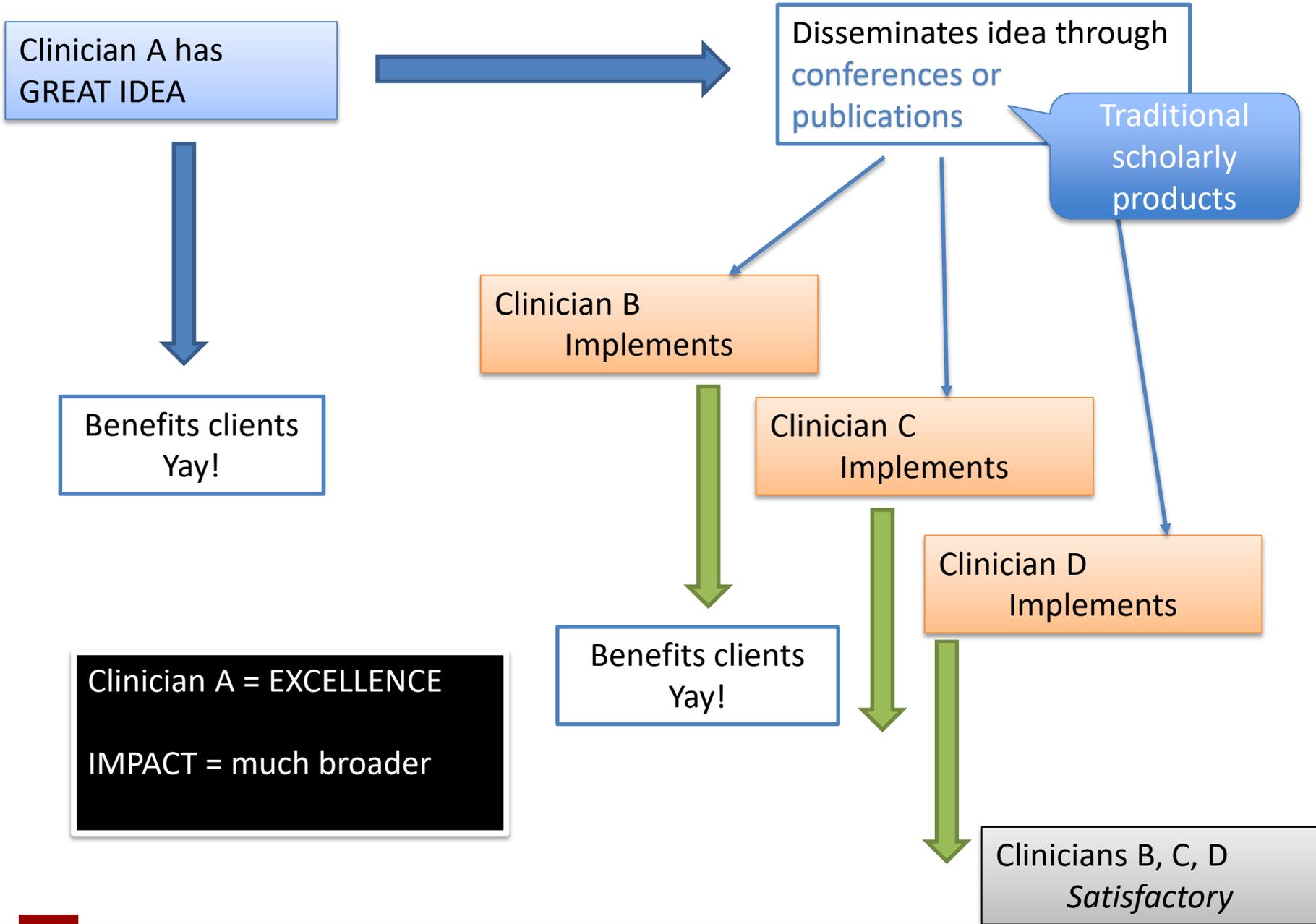
Clinician B hears
about GREAT IDEA
Implements

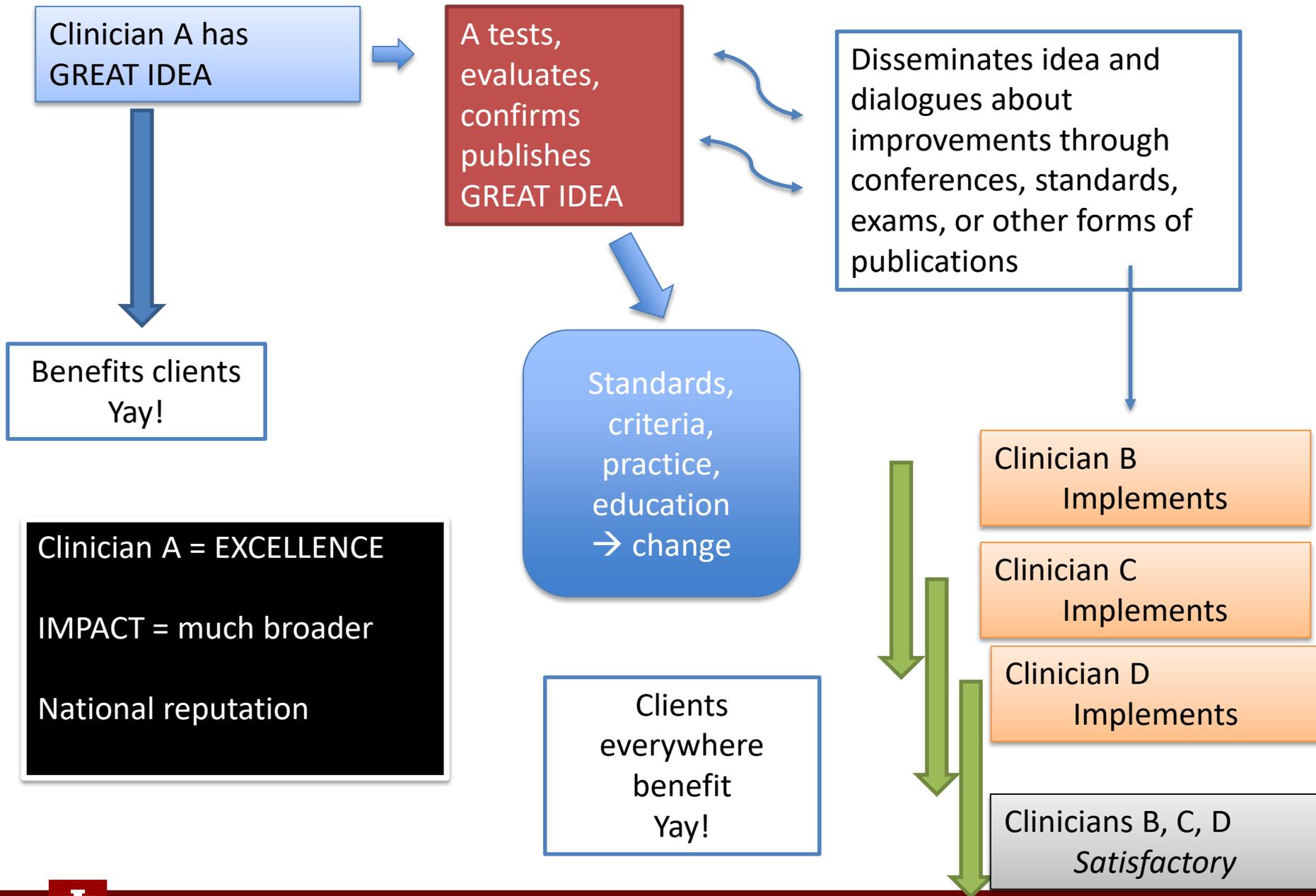


Benefits clients
Yay!

Clinician B:
satisfactory







Therefore:

For the purposes of promotion and tenure:

1. Service involves the application of professional expertise
2. The faculty member's service must impact more than just the faculty member's direct clients. It does so through peer-reviewed dissemination.

Expectations: Clinical vs. Tenure-Track

Tenure Track

Rank	Area of Excellence Reputation	Satisfactory Performance	Excellence Standard
Associate Professor	Service Emerging national reputation	Teaching and Research	Record of nationally and/or internationally disseminated and peer reviewed scholarship
Professor	Service Sustained national/international reputation as demonstrated by a well-established and cumulative body of work in rank	Teaching and Research	Record of nationally and/or internationally disseminated and peer reviewed scholarship.



Clinical Track

Rank	Area of Excellence	Satisfactory Performance	Excellence Standard
Clinical Associate Professor	Service	Teaching	Record of publicly disseminated and peer reviewed scholarship in area of excellence
Clinical Professor	Service	Teaching	Record of sustained, nationally and/or internationally disseminated and peer reviewed scholarship in area of excellence.

For the campus, reputation is not a consideration



Excellence in Service--variations

Tenure-track	Clinical-Non IUSM	Clinical IUSM
Service: <ul style="list-style-type: none"> Disseminated scholarship Emerging or developed reputation 	Service: <ul style="list-style-type: none"> Disseminated scholarship 	Service: <ul style="list-style-type: none"> Disseminated scholarship Recognition of achievements (regionally, nationally)
Teaching <ul style="list-style-type: none"> Satisfactory 	Teaching: <ul style="list-style-type: none"> Satisfactory 	Teaching: <ul style="list-style-type: none"> Satisfactory
Research <ul style="list-style-type: none"> Satisfactory includes disseminated scholarship 	<i>Do not present 'research' evidence to the campus level</i>	<i>Do not present 'research' evidence to the campus level</i>



Satisfactory teaching

Minimum:

- Accomplishing the expected load for a faculty member of your type
- Student-provided evidence of teaching or mentoring quality
 - Student course evaluations: it is less important to cite a specific numeric score, than to describe (briefly) how you use student input to improve your teaching.
- Peer review of teaching (“a record of sustained peer review of the interval since appointment or last promotion”)

Check with your **chair** and your **school** for further expectations



Satisfactory research (for TT only)

Check with your chair, your department, and your school for examples and expectations.

In the CV, each item (presentation, publication, or grant) can only be applied to one area (teaching, research or service). Ensure you have *enough to be satisfactory* in research.

In the candidate's statement, clearly describe the past and present and future of your *service* development; *in addition* describe your research briefly.

Whether something is research or service is a matter of judgment: check with your chair and senior faculty.



Making your case

Dossier and external reviewer documentation

Dossier = Three-part documentation:

1. CV: **everything** you have **done**, labelled according to teaching, research or service
2. Statement: your journey and accomplishments as a scholar: what is **important about** what you have done
3. Rest of dossier:
 - Details
 - Confirmation
 - Raw materials (student evals, publications, award citations)



External reviewers

Receive at least:

- CV (IUPUI and/or disciplinary format)
- Candidate's statement
- School and departmental standards
- Key evidence supporting the area of excellence

Possibly:

- Entire dossier contents. *Check with your school for deadlines and content requirements*





Curriculum Vitae

- A copy of the candidate's current curriculum vitae prepared in accordance with the IUPUI P&T format.
 - Use templates or DMAI to generate the right format; complete with additional information
 - You may need a disciplinary-standard CV for external reviewers.
- CV should align with your candidate's statement and dossier materials
- <https://academicaffairs.iupui.edu/Faculty-Affairs/promotiontenure/charts-and-guides>



Candidate's Statement

It's Your Unique Story

- Narrative addressing one's work (7 pages)
 - Option to split 5/2 with area of excellence
- Well-organized with headings/subheadings
 - Understandable outside of discipline
 - Reflective, explanatory, well-written
- Identify present and future focus
- Describe journey and accomplishments in each area of evaluation
- Discuss outcomes, impact and significance of your work

It speaks FOR YOU at all levels of review.



Purpose of dossier **main** section

1. Provide additional details that do not fit into the coherent narrative of the candidate statement
2. Provide contextual details for those unfamiliar with the department or discipline:
 - What types of teaching do you do? Classroom, one-on-one, mentoring
 - What distinguishes ‘normal’ levels of client service vs. those expected for excellence?
3. Evidence supporting assertions in the candidate statement
 - “I won an award” → copy of award
 - “I led this part of the project” → confirmation from partners
 - “I established this new division” → confirmation from supervisor



Checklist/folders



- Supporting documentation related to service.
 - Statement on Service (optional 2-page narrative if candidate statement is 5 pages)
 - Description of the candidate's professional service activities and service load
 - Evidence of significance/impact of the professional service and university service
 - Evidence of scholarly publications, presentations and other forms of scholarly dissemination
 - External peer evaluation of the quality and quantity of professional service
 - Evidence of individual contributions
 - Evidence of leadership in professional service

Highlight: Individual contributions

For candidates with multi-author publications, presentations, or grants:

Tenure track faculty must establish their independent and individual reputation and trajectory.

Clinical faculty should clarify their unique role

In candidate statement: describe your own role

In dossier: confirmation from co-authors

(from corresponding or lead author for key publications)

Do NOT rely on author-order to be informative to all readers: clarify!



More details on documentation

Standard [version](#), P&T Guidelines

Clinical-rank [version](#)

Tenure-track [version](#)

Reformatted [version](#):

Contains folder lists/checklists

In the main section of the dossier, use folder structure as a checklist but you *may upload one pdf containing all documents for one of the main folders*.

Read the service section language carefully.

Dossier folder checklist:

The following folders appear in the IUPUI edossier.

- 4 Service/Engagement
 - ☐ Service Statement (if ap...
 - ☐ Evidence of Service to t...
 - ☐ Evidence of Service to t...
 - ☐ Evidence of Service to t...
 - ☐ Significance, impact, qu...
 - ☐ Evidence of scholarly pu...
 - ☐ Service recognition - gr...
 - ☐ Appendix: Service public...
 - ☐ Appendix: Evaluations by...
 - ☐ Appendix: Grant related ...
 - ☐ Appendix: Other evidence...

✓ Service Statement (if applicable) ← use only if

✓ Evidence of Service to the University, School ar



Folder guides for eDossier

Access to eDossier does not occur *for most faculty* until the summer before *campus* review: after external reviewers receive materials.

Use folder [zip file](#) to organize files

Use folder guides to organize materials: [Clinical-Service](#), [TT-Service](#)

main section → descriptions and reflections; key evidence

appendices → raw materials, supporting examples

Service/Engagement: ← must be included

- Service Statement (if applicable) :: Option A: 7 page candidate statement then leave this blank. Option B: 5 page candidate statement, and separate 2-page service statement.
- Evidence of Service to the University, School and Department :: Not just a listing but a reflection on its value and relation to other forms of service.
- Evidence of Service to the Profession/Discipline :: Not just a listing, but a discussion of its importance and impact.
- Evidence of Service to the Community/Civic Engagement :: Not just a listing. Either service to profession or service to community will be the main focus of the dossier/case for advancement.
- Significance, impact, quality of professional service :: **Highly important.** Describe fully for people outside of the discipline/field. Use multiple measures of impact and significance.
- Evidence of scholarly publications, presentations, or other means of dissemination :: Describe

Panel Discussions

Medicine

Super important to work with [IUSM Faculty Affairs and Professional Development](#).

Non-medicine

Service cases are unusual: feel free to reach out for an individual consultation: rapplega@iupui.edu



Thank You!



Ψ IUPUI