

Medicine faculty:
please consult School of
Medicine resources



Office of Academic Affairs

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Promotion on Service For Clinical Faculty

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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

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



Profession/discipline service

- Offices and committees for professional organizations
- Assisting with conferences
- Providing peer reviews for journals or conferences

By itself this work is not part of a case for promotion.



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.”



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- **evidence of impact.**”



Is your 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.”

Examples:

- Working with dental patients
- Legal services clinics

For ‘train the trainer’
see next slide



Do you work with people in the community?

Examples:

- Providing workshops for staff
- Auditing, reviewing, providing needs assessments
- Consulting with policy-makers, providing analyses or model language
- Work with accrediting / accountability organizations

FIRST: do a good job

THEN: ensure you have **peer-reviewed dissemination**

Client satisfaction is necessary but *not sufficient*



Still wondering? Let's work backwards

What **scholarship** do you do?

- Clinical faculty must have peer-reviewed dissemination (presentations, publications)

When you write:

Who is your audience/what is your goal?

- To influence basic understanding/other researchers: **research**
- To achieve better learning/students: **teaching**

Service-publishing is the broadest and most nebulous area:

- To **influence** practitioners (*their* client practice): **service**



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.**”



Why dissemination?

Clinical Faculty A
has GREAT IDEA

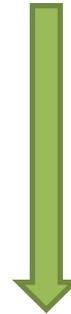


Benefits people
Yay!

Clinical Faculty A:
satisfactory

Clinical Faculty B hears
about GREAT IDEA

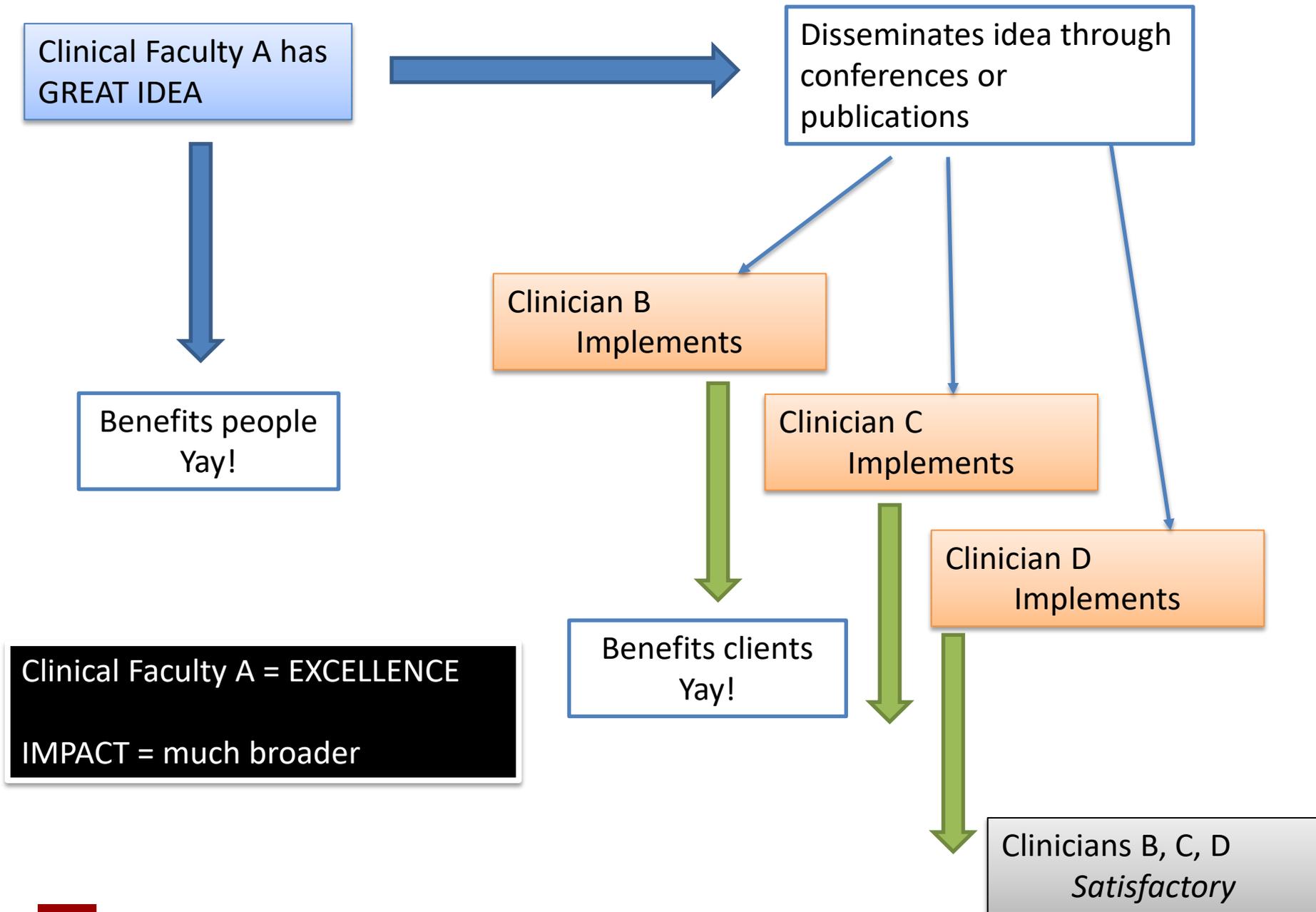
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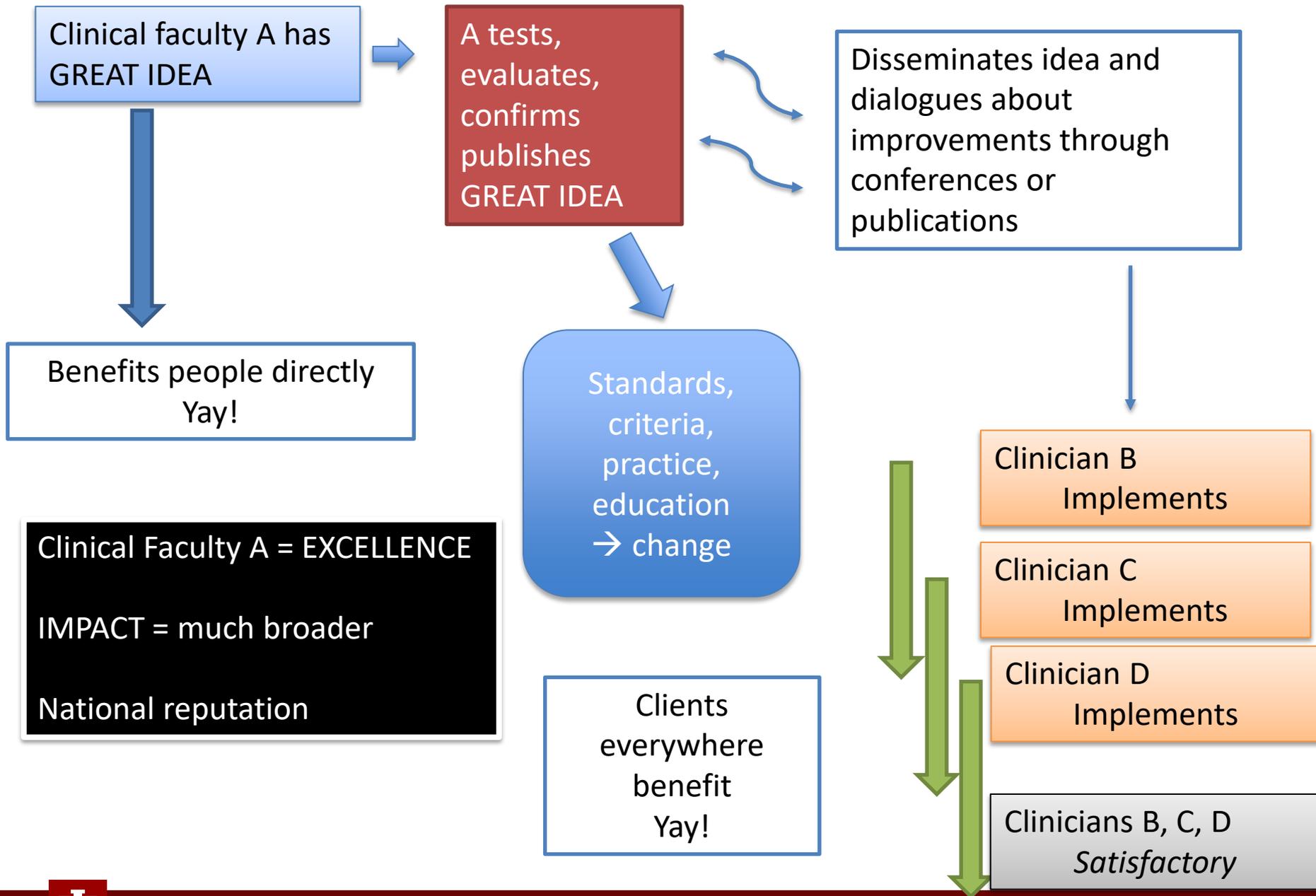


Benefits people
Yay!

Clinical Faculty B:
satisfactory







Therefore:

For the purposes of promotion:

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 or organization. It does so through peer-reviewed dissemination.

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



Satisfactory teaching

Minimum:

- Accomplishing the expected load for a faculty member of your type
- Student-provided evidence (student evaluations) of teaching or mentoring quality
- 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



For the balanced case/clinical

Essential elements:

- Teaching:
 - A teaching philosophy statement which demonstrates reflection and consistent attention to improvement
 - More than minimal use of peer reviews
 - Dissemination e.g. participation in competitive teaching-related conferences
- Service:
 - Dissemination in service
 - Clear explanation of service goals and how it involves professional expertise
- A candidate statement which shows how service and teaching are interrelated
- Use terminology of “scholarship” rather than “research”



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 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
- <http://academicaffairs.iupui.edu/PromotionTenure/IUPUI-Guidelines/Resources>

Candidate's Statement



It's Your Unique Story

- Narrative addressing one's work (7 pages)
- 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 office” → confirmation from supervisor



Checklist/folders



- Supporting documentation related to service.
 - ~~Statement on Service (only 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:

In CV, mark senior or lead/corresponding author (also indicate student co-authors).

In candidate statement: describe your own role

In dossier: confirmation from co-authors (from corresponding or lead author for key publications)



More details on documentation

Sample [dossiers](#)

- There are no sample dossiers from non-Medicine service cases.
- To document satisfactory teaching, look at **tenure-track dossiers** with excellence in **research**.

[Guidelines](#)

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

Editable template for [service section](#)

Editable template for [teaching section](#)

Dossier folder checklist:

The following folders appear in the IUPUI edossier.

- ▣ 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

Let's discuss....

- Why not teaching?
- What is your elevator speech?
- What is the most daunting aspect?

Follow-up:

- Check your own department and school for criteria related to *service as an area of excellence*
- Review your CV: what can be labelled as ‘service’ scholarship?
- Are there gaps: in dissemination, in coherent endeavors (“I spent a lot of time on this and that” ← not very persuasive)?
 - Coordinate with your chair on what endeavors can show more focus, and, result in publications
- Contact Rachel Applegate rapplega@iupui.edu with your CV to brainstorm
- Attend Dossier Prep workshops/ review materials.



IUPUI

FULFILLING *the* PROMISE