Office of Academic Affairs
Margie Ferguson, Senior Associate Vice Chancellor for Academic Affairs
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Excellence in Service
Agenda

• Welcome
• Criteria to Demonstrate Excellence in Service
• Campus perspective: Clinical and Tenure-track Expectations
• Flash guide: eDossier and external-reviewer documentation
• Panel
• Q&A
• Q&A for IUSM faculty
Quick guide: Defining Service

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.

Peer review within IUPUI and by disciplinary or professional peers at other universities or public settings is an essential component for evaluating all aspects of professional service, as it is for teaching and research.
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.
Faculty claiming excellence in service, 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.
Clinician A has GREAT IDEA

Benefits clients
Yay!

Clinician B hears about GREAT IDEA

Clinician B: satisfactory

Clinician B implements

Benefits clients
Yay!

Clinician A: satisfactory
Clinician A has GREAT IDEA

Benefits clients Yay!

Clinician B Implements

Clinician C Implements

Clinician D Implements

Disseminates idea through conferences or publications

Clinician A = EXCELLENCE

IMPACT = much broader

Clinicians B, C, D Satisfactory
Clinician A has GREAT IDEA

Benefits clients Yay!

Clinician A = EXCELLENCE
IMPACT = much broader
National reputation

A tests, evaluates, confirms publishes GREAT IDEA

Standards, criteria, practice, education change

Clients everywhere benefit Yay!

Disseminates idea and dialogues about improvements through conferences or publications

Clinician B Implements
Clinician C Implements
Clinician D Implements

Clinicians B, C, D Satisfactory
Broad impact, peer reviewed = excellence

The point made graphically on the previous slide is the same for **any area of excellence**.
Research must be published to be useful (imagine receiving a grant on the strength of a great idea, and then never sharing any results)
Teaching excellence is not just being a great classroom teacher. It is producing and disseminating ideas about teaching that others can adopt and thus impact more than just your own students.
Librarian performance excellence is not just providing library services to one’s own patrons. It means creating, testing, and telling peers about new services or improvements in services, such that they want to adopt them at their own institutions.
Service excellence is not just providing services to patients or clients, but creating something new that others can adopt (standards, techniques), with impact beyond one’s own clients.
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

BOTH of these aspects should be documented

Professional service that is the basis of advancement in rank or tenure must be clearly established as academic work (PT guide)
## Expectations: Clinical vs. Tenure-Track

### Tenure Track

<table>
<thead>
<tr>
<th>Rank</th>
<th>Area of Excellence Reputation</th>
<th>Satisfactory Performance</th>
<th>Excellence Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>Service</td>
<td>Teaching and Research</td>
<td>Record of nationally and/or internationally disseminated and peer reviewed scholarship</td>
</tr>
<tr>
<td></td>
<td>Emerging national reputation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>Service</td>
<td>Teaching and Research</td>
<td>Record of nationally and/or internationally disseminated and peer reviewed scholarship</td>
</tr>
<tr>
<td></td>
<td>Sustained national/international reputation as demonstrated by a well-established and cumulative body of work in rank</td>
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From: PT Guidelines, appendix
### Clinical Track

<table>
<thead>
<tr>
<th>Rank</th>
<th>Area of Excellence</th>
<th>Satisfactory Performance</th>
<th>Excellence Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Associate Professor</td>
<td>Service</td>
<td>Teaching</td>
<td>Record of publicly disseminated and peer reviewed scholarship in area of excellence</td>
</tr>
<tr>
<td>Clinical Professor</td>
<td>Service</td>
<td>Teaching</td>
<td>Record of sustained, nationally and/or internationally disseminated and peer reviewed scholarship in area of excellence</td>
</tr>
</tbody>
</table>

For the **campus, reputation is not a consideration**.
# Excellence in Service--variations

<table>
<thead>
<tr>
<th>Tenure-track</th>
<th>Clinical-Non IUSM</th>
<th>Clinical IUSM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service:</strong></td>
<td><strong>Service:</strong></td>
<td><strong>Service:</strong></td>
</tr>
<tr>
<td>• Disseminated scholarship</td>
<td>• Disseminated scholarship</td>
<td>• Disseminated scholarship</td>
</tr>
<tr>
<td>• Emerging or developed reputation</td>
<td></td>
<td>• Recognition of achievements (regionally, nationally)</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td><strong>Teaching:</strong></td>
<td><strong>Teaching:</strong></td>
</tr>
<tr>
<td>• Satisfactory</td>
<td>• Satisfactory</td>
<td>• Satisfactory</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td><strong>Do not present ‘research’ evidence to the campus level</strong></td>
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</tr>
<tr>
<td>• Satisfactory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Satisfactory teaching

Minimum:

• Accomplishing the expected load for a faculty member of your type
• Student-provided evidence 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
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) 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

eDossier and external reviewer documentation

For more detailed information, please see the Dossier workshop presentation linked on this page.
External reviewers

Receive at least:

• CV (IUPUI and/or disciplinary format)
• Candidate’s statement
• School and departmental standards
• Evidence supporting the area of excellence

Possibly:

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

Items such as would go into your dossier appendices: copies of or links to articles, chapters, or other disseminated materials
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 also 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](http://academicaffairs.iupui.edu/PromotionTenure/IUPUI-Guidelines/Resources)
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.
More on the candidate statement

This is a coherent, narrative *story*.

The rest of the dossier (the main ‘folders’ for Research, Teaching, and Service) contain information to explain and validate statements in the Candidate’s statement.

For example: there are areas for “Research Load and Expectations” and “Teaching Load and Expectations.” In those areas, you would explain how much of your time is taken with research or teaching, and what forms it takes. This contextual detail would interrupt the flow of the candidate statement, but it helps people understand the volume of your accomplishments.

In your statement you focus on your individual, unique contributions. In your dossier folders, you would explain how your role fit with those of others on your team; you would include documentation from collaborators affirming your role.
Service Documentation—the subfolders in the edossier

- Statement on Service (optional 2-page narrative analyzing service if area of excellence)
- 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
Service Documentation Advice

When excellence in professional service is a basis for advancement:

• Provide documentation that will enable external reviewers to make informed judgments.

• Include sample reports, presentation materials or other items, illustrating the scholarship of service, as well as evaluation or impact data related to the service work.

• Journals, books, or web documents in which faculty publish the results of their service activities should be assessed and evaluated by department chairs in the same manner as they are for research or teaching publications.
Folder guide for eDossier

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

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

Use these annotated folder guides: Clinical-Service, TT-Service

- **main section** → descriptions and reflections; key evidence
- **appendices** → raw materials, supporting examples
Panel Discussion

Three Perspectives on Excellence in Service
Panelists: Key points

--What is your unique contribution? Where have you made a distinct mark?

--What is your reputation, outside IUPUI, outside Central Indiana?

--Place items into ‘service’ (or ‘research’ or ‘teaching’) thoughtfully: even if you started thinking X was ‘research’ you can make a case for it to be considered as part of ‘service.’ Your case for excellence in service needs to be strong; the other areas need only be satisfactory.

--Your statement needs to be YOU-focused, to promote YOUR story. Use “I” rather than “we.”

--Get help from a reader so your points are clear and not too modest. Build in enough time. Resources: chair, mentor, partner, school faculty affairs people.
Ken Carow, Ph.D., *Executive Associate Dean and Professor of Finance*, Kelley School of Business

James Jones, M.D., *Assistant Dean for Graduate Medical Education, Chair of IUSM Clinical and Lecturers Promotion Committee*, School of Medicine

DuyKhanh Ceppa, M.D., *Associate Professor of Surgery*, School of Medicine

What does ‘service’ mean for you?  …What does campus need to know?

What documentation demonstrates its scholarly nature?

What problems have you seen?
Questions and Answer Session

Special conclusion:
IUSM Q&A with Dr. Torbeck

IU School of Medicine
Faculty Affairs:
Standards, examples, guides, people to help you

Other schools have their own standards; check with your chair or dean.

Campus faculty affairs:
Rachel Applegate
rapplega@iupui.edu
Thank You!