Promotion in the Clinical Ranks
Agenda

Welcome

- Margie Ferguson, Senior Associate Vice Chancellor, Academic Affairs
- Rachel Applegate, Assistant Vice Chancellor, Faculty Affairs

Overview of Clinical Faculty and Clinical Promotion Cases

Criteria for Excellence - Teaching, Service

Key point: Dissemination/Scholarship

Panel

Q&A
Clinical Faculty and Clinical Promotion Cases
Clinical Faculty IUPUI

- **Non-IUSM**
- **IUSM**

**Total: 688**

- **Full:** 21
- **Associate:** 47
- **Assistant:** 119
Cases by Appointment type: numbers

2017-2018 cycle

IUSM

Other

Scientist/Scholar
Lecturer
Clinical
Tenure track
2018-2019 Promotion Cases

Total clinical:
37 = 33 Medicine
27 Service
6 Teaching

4 Other
All Teaching
Liberal Arts (2)
Engineering
Nursing
Clinical Faculty Responsibilities

Clinical faculty may be reviewed on, and promoted for, excellence in:

- Teaching
- Service
- A ‘balanced case’ is possible for promotion

You may present scholarship in either teaching or service

You may not present research
<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 or Teaching</td>
<td>Teaching or Service</td>
<td>Record of publicly disseminated and peer reviewed scholarship in area of excellence</td>
</tr>
<tr>
<td></td>
<td>Balanced Case</td>
<td>Highly satisfactory in both areas with scholarship in both</td>
<td></td>
</tr>
<tr>
<td>Clinical Professor</td>
<td>Service or Teaching</td>
<td>Teaching or Service</td>
<td>Record of sustained, nationally and/or internationally disseminated and peer reviewed scholarship in area of excellence. Special circumstances where scholarly productivity has been interrupted can be considered.</td>
</tr>
<tr>
<td></td>
<td>Balanced Case</td>
<td>Highly satisfactory in both areas with scholarship in both</td>
<td></td>
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**Important Note:** Research is not a required area of evaluation for clinical faculty

Any research activity should be used to support and align with the area of excellence.
Key Resources for Teaching

Workshop listing: Excellence in Teaching, Aug. 30, 2017

https://academicaffairs.iupui.edu/PromotionTenure/Promotion--Tenure-Workshops/

- Reflection on and improvement of own teaching
- Evidence of student learning
- External peer evaluation of course development
- Dissemination of scholarship of teaching
<table>
<thead>
<tr>
<th>Category</th>
<th>Excellence</th>
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</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>Documentation of extraordinarily successful teaching and learning outcomes; the case for teaching excellence is grounded in a sophisticated teaching philosophy; evidence of innovative and reflective teaching practice.</td>
</tr>
<tr>
<td>Course or Curricular Development</td>
<td>In addition to producing effective course and curricular products, shows evidence of having disseminated ideas within the profession or generally through publication, presentation or other means. Evidence that the work has been adopted by others (locally and nationally) indicates excellence.</td>
</tr>
<tr>
<td>Mentoring and Advising</td>
<td>Mentoring and advising characterized by scholarly approach; high accomplishments of students mentored or advised consistently linked to influence of mentor. Scholarly and reflective approach to mentoring and advising documented; demonstrated impact on accomplishments of mentored and advised students. External peer review clearly demonstrates the attributes of scholarly work associated with mentoring or advising, including peer refereed presentations and publications and national recognition of the quality of work.</td>
</tr>
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## Suggested Standards of Evaluation

<table>
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<tr>
<td><strong>Scholarly Activities Including Awards</strong></td>
<td>Documentation of a program of scholarly work that has contributed to knowledge base and improved the work of others through appropriate dissemination channels. Positive departmental evaluations of the stature of the published work (e.g., journals). Peer review supporting the quality of the publications, presentations or other dissemination methods. National or international teaching awards or significant funding for teaching projects. Some level of national peer-reviewed dissemination of scholarship is required to document excellence for clinical and tenure track faculty.</td>
</tr>
<tr>
<td><strong>Professional Development Efforts in Teaching</strong></td>
<td>Extensive record of participation in experimentation, reflection, pursuit of conceptual and practical knowledge of teaching and learning. Membership in communities of practice on the campus, national, or international level. Participation in dissemination of good practice. Peer review of efforts and impact of candidate’s work in this area.</td>
</tr>
</tbody>
</table>
Key Resources for Service

Workshop listing: Excellence in Service, Jan. 15, 2019

https://academicaffairs.iupui.edu/PromotionTenure/Promotion--Tenure-Workshops/

Application of professional skills to community issues

Dissemination in peer-reviewed outlets → *impact beyond the direct recipients*
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
Implements

Benefits clients
Yay!

Clinician B: satisfactory

Clinician A: satisfactory
Clinician A has GREAT IDEA

Benefits clients Yay!

Clinician B Implements

Benefits clients Yay!

Clinician C Implements

Clinician D Implements

Disseminates idea through conferences or publications

Clinician A = EXCELLENCE
IMPACT = much broader

Clinicians B, C, D Satisfactory
Scholarship of ….teaching or service

Not just *doing*…. but *engaging in a conversation about*….

In other contexts you would call this “research”

- Effect of peer coaching on students learning public speaking
  = scholarship of teaching

- New guidelines for pain management for dental procedures
  = scholarship of service
Key Resources for Preparing a Case
The Dossier

Workshop listing: Dossier Preparation, Nov. 2018

https://academicaffairs.iupui.edu/PromotionTenure/Promotion--Tenure-Workshops/

- Preserve information as you go along
- Check out the Checklists https://academicaffairs.iupui.edu/PromotionTenure/IUPUI-Guidelines/Resources
- If your work involves collaborators, secure confirmation from them of your individual role.
Key steps

- Have you done something that is non-local?
  - Do you know your options? Is there an organization that speaks to teaching or to service in your area?
- Let your chair know your goals and timeline
- Check out department and school guidelines
  - Caution! Some are not very specific. Seek guidance from your chair AND from the school’s P&T committee.
- Draft a candidate statement and prepare an IUPUI CV [DMAI!]
  - Guide to DMAI
Panelists

- **Cynthia Stone**
  - Fairbanks School of Public Health
  - Clinical Professor

- **Keith Naugle**
  - School of Health and Human Sciences
  - Clinical Associate Professor

- **Deborah DeMeester**
  - School of Nursing
  - Clinical Associate Professor
1/3\textsuperscript{rd} of IUPUI clinical and lecturer faculty are at senior or associate/full rank

Committed, dedicated, and excellent faculty benefit all of us.
Thank you!