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Standards of Excellence in Service for

Promotion and Tenure

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# Scope

For IU School of Medicine faculty and administrators to use in preparing for promotion and tenure.

# Overview

Service is defined as the application of a faculty member’s knowledge, skills, and expertise as a member of a discipline or profession in such a way as to benefit the discipline or profession, the institution, students, patients, and the community, consistent with the mission of the School of Medicine. Service contributions can include a wide variety of activities, including but not limited to the provision of clinical care, educational activities, and the support of educational activities, research, and research programs or projects, administration, or governance.

Faculty service in the School of Medicine is most highly valued when:

* the work of the faculty member yields improvements and is innovative,
* the faculty member provides leadership and is recognized for their contributions,
* the service is collaborative in nature,
* the outcomes and impact of the work are disseminated and
* Faculty members are considered valuable citizens in the school, profession, or discipline.

The important element is not only the service provided but also the candidate’s unique contribution and impact on those being served. The strongest dossiers will include contributions to patients, learners, the discipline or profession, and the community.

Candidates seeking promotion and/or tenure on the tenure track with service as the area of excellence must be satisfactory in research and teaching. Candidates seeking promotion on the clinical track with service as the area of excellence must be satisfactory in teaching.

# Guidelines

## Criteria for Satisfactory Contributions in Service

For faculty seeking promotion and/or tenure with research or teaching as the area of excellence, satisfactory service must be documented in quantity and quality.

Satisfactory clinical service can be accomplished by documenting efforts toward care for patients. Service to students may include the typical mentoring and career advising expected of university faculty. Service to the profession may include participation in local, regional or national professional societies over and above basic membership. This includes but is not limited to:

* Membership on various committees
* Contributions to newsletters or other media
* Holding an office in the society
* Reviewing manuscripts and/or abstracts for society journals and meetings
* Participating in site visits on behalf of an extramural granting agency
* Being a reviewer for an intramural or extramural granting organization

Service to the community may include activities such as educating laypersons in various organizations such as schools, colleges, corporations or civic organizations, as well as other forms of civic engagement.

Citizenship is an essential aspect of faculty service and is expected of all faculty ranks. Thus, faculty members are expected to engage in committees and other activities at the department, school, health system, and/or campus or university level. There should be corroborating letters of support or other documentation to indicate that the candidate exhibits several attributes of professionalism through his/her participation in the functioning of the department or school.

## Overview of CRITERIA FOR EXCELLENCE IN Service

In general, candidates for promotion and/or tenure with service as their area of excellence must have:

* Type, value, and impact of the service contributions
* Scholarship/dissemination regarding the service contribution
* Recognition of achievements regionally, nationally, and/or internationally

Advancement in academic rank based on excellence in service is justified when the record of accomplishment meets or exceeds departmental expectations and institutional standards and when there is demonstrated impact, growth, and achievement in the defined area of service contribution over time and in rank. Candidates must have a record of disseminating their work. The dossier must demonstrate a history of achievement and that such achievements will be ongoing. For tenured and tenure track faculty, this sustained and sustainable performance should result in the recognition that the candidate is in the process of becoming, or, for the rank of professor, has become, a national leader in his or her declared area of service.

The granting of tenure involves recognition of past achievements and an expectation that such achievements and further career development will be forthcoming. The dossier must provide evidence, especially in the personal statement, that the candidate has a plan and trajectory for continued achievements. Internal reference letters and external review letters may also indicate that future achievements will likely continue and be forthcoming.

### Promotion to Associate Professor

Promotion to associate professor based on excellence in service requires:

* the identification of a specific role, program or other contribution that advances the mission of the department and the school
* evidence of development in the candidate’s academic niche
* supporting documentation that indicates recognition at the local, regional, or national level
* a record of scholarship in rank

Some examples of this degree of achievement include the documentation of increased patient referrals, an improvement in local or regional quality of care, requests for editorial review, presentations at local, regional or national meetings, and the receipt of local or regional awards.

### Promotion to Professor

Promotion to professor based on excellence in service requires:

* the demonstration of sustained and sustainable national recognition in the defined area of expertise
* a record of widely known, highly regarded and authoritative publications and other scholarly products as an indicator of national recognition

National recognition of service contributions also includes but is not limited to invited visiting professorships at major universities or hospitals, election as an officer or major committee chair in a national society or other professional organization, appointment to an editorial board of a national or international publication, election to exclusive or prestigious societies or organizations, and the receipt of national awards.

## Detailed Criteria for Promotion and Tenure Evaluations of Service

When excellence in service is declared, the dossier's personal statement, CV, and service sections must clearly identify the unique service contribution, its impact, growth and development in rank, and plans and expectations for continued contributions. The candidate and department are responsible for documenting the type, value, and impact of the service contribution.

### Service to Patients

Service to patients involves the provision of clinical care. When a faculty member is seeking promotion and/or tenure based on excellence in service related to patient care, the clinical care must be exceptional and go beyond normal expectations. Such exceptional care should result in the faculty member developing a distinct “niche” area and being recognized as an expert in their field (either as a teacher of clinical skills or as a healthcare provider) and bring prestige to the candidate, the department, service line, and/or the school. Examples of service to patients may include (but are not limited to) any of the following:

* Establishment of new clinical programs, including local, regional, national or international clinical programs
* Significant contributions to the growth of existing clinical programs
* Significant contributions to new, expanding or complex patient care systems
* Provision of an essential element of clinical care
* External replication of innovative practices and or procedures

### Service to Learners

Candidates must document their service to learners or the education mission (which includes medical students, graduate students, health professions trainees, residents, and fellows). For satisfactory service, these activities may include the normal responsibilities of most faculty members, such as advising and mentoring individual learners or groups of learners. For those declaring excellence in service, such service to learners would involve activities that promote the school's educational mission well beyond the normal responsibilities of every faculty member. Examples include but are not limited to:

* Participation in and documented impact on specific committees or programs focused on education
* Administration of educational programs or courses
* Development and presentation of seminars addressing issues important to learners

### Service to the Discipline/Profession

Service to the discipline or profession involves activities that advance knowledge and understanding through the scholarship of integration and application. Examples include:

* Serving as an officer of a medical or professional society
* Serving as an editor or reviewer for a journal or other publications in a field or discipline
* Hospital, local, regional, or national committee work
* Serving on advisory or review boards of study sections, societies, or professional organizations
* Participation in clinical or basic research efforts in the department or school, including the referral of patients to research studies
* Publications
* Participation in research

### Service to the Community

Service to the community involves activities that contribute to the public welfare beyond the university community and call upon the faculty member’s expertise as a scholar, teacher, administrator, or practitioner. This service must be related to the faculty member’s work and expertise. Examples include but are not limited to:

* Communicating in popular media
* Giving presentations to the public
* Consulting activities
* Serving on community boards

### Administrative Service

Administrative service involves organizational, leadership, and management activities that help fulfill the mission of the department, school, university, and/or health system. Examples include but are not limited to:

* Program and faculty leadership positions
* Engagement in quality, safety and/or improvement projects within a clinical environment
* Creating and implementing strategic initiatives and partnerships and program or institutional management responsibilities

### University Service

Contributing to the greater collective good of the university community is a critical component of being a faculty member; a faculty member should not expect to achieve tenure or advancement while ignoring the responsibilities of being a contributing member of the university community. Examples of university citizenship include but are not limited to:

* Department, school, campus, university, or hospital committee work, projects, or task forces
* Participation in faculty governance

## Scholarship

Scholarship is necessary to meet the criteria for excellence in service. Examples include traditional publications such as peer-reviewed articles in scientific journals, book chapters, invited reviews, editorials, audio or audio-visual productions, educational materials, conference presentations and abstracts. These works should be peer-reviewed, accessible to the academic community, and advance knowledge in the area or discipline of the candidate's declared area of expertise.

Peer review may need to be arranged for less traditional work that does not automatically receive a peer review as part of the publication or dissemination process. That is, an independent expert in the specific discipline may need to be asked by the candidate’s chair to conduct a review. That review should be included in the dossier (along with the chair’s letter requesting the review). Independent peer reviews of scholarship should address the significance of the academic contribution to advancing knowledge in the area or discipline. A clear description of the candidate’s relationship with the peer reviewer and the reviewer's expertise should be included. The peer reviewer's stature within the discipline or field contributes to the review's weight.

# Related Information

[Rubric for Evaluating Service Performance](#_Rubric_For_Evaluating)

[IUSM Promotion and Tenure website](https://medicine.iu.edu/faculty/career-planning/promotion-and-tenure)

[Standards of Excellence in Research for Promotion and Tenure](https://medicine.iu.edu/faculty/career-planning/promotion-and-tenure/areas-of-excellence)

[Standards of Excellence in Teaching for Promotion and Tenure](https://medicine.iu.edu/faculty/career-planning/promotion-and-tenure/areas-of-excellence)

[IUI Promotion and Tenure Guidelines](https://medicine.iu.edu/faculty/career-planning/promotion-and-tenure/documents)

# History

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| **Reviewed** | **Approved** |
| 5/2006 | 5/10/2007 FSC; 5/21/2007 SEC; 5/2007 IUPUI Executive Vice Chancellor and Dean of the Faculties |
| 9/2012 | 2/20/2014 FSC; 4/7/2014 SEC |
| 6/2024 | Minor updates, approval not needed. |

# Rubric For Evaluating Service Performance

*Please note that one does NOT need to engage in all the listed contributions or have all the evidence listed within each category.*

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| **Category** | **Possible Contributions** | **Unsatisfactory** | **Satisfactory** | **Excellent** |
| **Innovation** | * Innovations in diagnosis, treatment, safety, or prevention * Innovations in education * New or improved application of technologies * New or improved applications of models of care delivery, patient safety, research methods * Development of a new, or improvement of an existing clinical program * Development of continuing medical education activities * Extension of practice, methods, and/or curriculum to new population/program * Patient, learner, employee, and/or faculty satisfaction * Participating in CQI practice improvement and/or patient safety projects * Participating in curriculum development and other education projects * Support of the research mission (e.g., statistical analysis, patient recruitment) | * No documentation of attempts to improve practice quality, patient safety and/or education innovations * No record of performance in pursuing growth and development in clinical practice, patient safety and/or education innovations * Poor reviews from patients, employees, learners, and/or faculty peers * Only routine, required, or expected contributions are made | * Some documentation and outcomes related to attempts to improve patient care, practice quality, patient safety, and/or education practices * Some record of pursuing growth and development in clinical practice, patient safety, or education innovations (e.g., engagement in CME/faculty development) * Adequate reviews from patients, employees, learners, and/or faculty | * Clear and strong evidence documenting improvement of practice, patient safety, and/or educational outcomes (e.g., data that shows significant improvement in patient or learner outcomes) * Record of contributing to the growth and development of others in clinical practice, patient safety, and/or educational innovation * Replication of your innovative practices at other institutions * Documented changes in outcomes as a result of your continuous quality improvement programs * Implementation and assessment of your curricular innovations * High quality reviews from patients, employees, learners, and/or faculty peers * Awards recognizing your innovative activities * Grant funding that supports your innovative activities |

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| **Category** | **Possible Contributions** | **Unsatisfactory** | **Satisfactory** | **Excellent** |
| **Leadership & Citizenship** | * Leadership role in education programs * Department, school or university leadership position including serving as a committee chair * Leadership in clinical service (e.g., service line chief, committee chair, improvement project lead) * Involvement in academic administration activities (e.g., section director, promotion and tenure committee, IRB) * Leadership roles in professional organizations * Key role in public events, support groups, community based projects, and/or advocacy campaigns * Key role in committees and/or programs * Significant philanthropic efforts * Service on boards in related fields * Participation in department, school, campus, hospital/clinic, and/or university committees * Participation in faculty governance * Participation in projects or task forces * Community engagement * Participation in local, regional, national and/or international professional organizations | * Lack of history and evidence of community engagement * Lack of leadership roles * No evidence of service contributions | * Some history and evidence of leading with the community or education committees and initiatives * Some evidence of having a key role or serving as a leader in education programs, patient care, administrative work, and/or service activity * Chair’s determination that service is more than mere participation * Provision of peer review of scholarship * Ad hoc grant reviewer | * Consistent history and evidence of having a key role or serving as a leader in education programs, patient care, administrative work, and/or service activity * Increasing levels of leadership within organization * Data showing positive gains/outcomes as a result of your leadership (e.g., patient outcomes, increased efficiency in clinical setting, adoption of policy or procedure) * Leading a new initiative * Awards and recognition that reflect contributions to the department, school, campus, hospital, clinic, or community * Independent testimony of value/ outcomes of work (e.g., letter from the committee chair, acceptance of a policy/program) * Playing a major role over a period of time that contributed to school, campus or unit goals, with evidence of significance, role, and impact (e.g., letters from colleagues, organizational leaders, agencies) |

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| **Category** | **Possible Contributions** | **Unsatisfactory** | **Satisfactory** | **Excellent** |
| **Dissemination and Collaboration** | * Educational materials * Guidelines/protocols * Brochures * MedEdPortal contributions * Popular media presence (e.g., op eds, news stories, blogs) * Presentations * Publications * Recruitment of patients for clinical trials * Participation in team science or team delivery of clinical care * Participation in student, resident, and fellowship education programs | * No evidence of dissemination of clinical/educational activity, advances, or gains in knowledge * No review by others | * Some evidence of dissemination * Some involvement in collaborative efforts (e.g., support of clinical trials, practice improvement, team science/practice, participation in education/curriculum) * Routine, required, or expected contributions are made to the discipline, department, school, university, health system | * Peer reviewed publications * Peer refereed presentations * Regional or national recognition (e.g., awards, invited talks, moderator at national meeting, journal reviewer/editor) * Publication in popular press, * Publication of education materials * Serving as source for media in coverage of specific health related story or program * Grant funding that supports your work * Newsletters, non-peer reviewed publications, awards that recognize your scholarship |