



# INDIANA UNIVERSITY

SCHOOL OF MEDICINE

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## Standards of Excellence in Service for Promotion and Tenure

### TABLE OF CONTENTS

Scope  
Overview  
Guidelines  
Forms  
Definitions  
Related Information  
History

**Effective:** 03/01/2007  
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**Responsible University Office:**  
*Office of Faculty Affairs and Professional Development*

**Responsible University Administrator**  
*Executive Associate Dean for Faculty Affairs and Professional Development*

**Policy Contact:**  
*Director, Faculty Affairs*

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## Scope

### IU School of Medicine:

Faculty members  
Department chairs  
School and Department Promotion and Tenure Committees  
Dean  
Executive Associate Dean for Faculty Affairs and Professional Development (EAD)  
Director, Faculty Affairs  
Assistant Director, Faculty Systems

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## 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 in a manner consistent with the mission of the School of Medicine. Service contributions can include a wide variety of activities including but not restricted to the provision of clinical care,

educational activities and the support of educational activities, research and the support of research programs or projects, administration, or governance.

Faculty service in the School of Medicine is most highly valued when 1) the work of the faculty member yields improvements and is innovative, 2) the faculty member provides leadership and is recognized for their contributions, 3) the service is collaborative in nature, 4) the outcomes and impact of the work are disseminated, and 5) the faculty member is seen as a valuable citizen in the school. The important element is not only the provision of the service, but instead how the candidate's unique contribution occurs in each category and the impact of the service on those being served. The strongest dossiers will include contributions to patients, learners, the discipline or profession, and the community. Examples of types of service contributions that can be documented in a promotion dossier are included in the full description of each of these categories.

Candidates seeking promotion on the tenure track on the basis of excellence in service must also demonstrate satisfactory contributions in research and teaching. Candidates seeking promotion on the clinical track on the basis of excellence in service must demonstrate satisfactory contributions in teaching.

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## Guidelines

### **SATISFACTORY SERVICE**

For those faculty seeking promotion and/or tenure with research or teaching as the area of excellence, satisfactory service must be documented for both quantity and quality. There are several ways for faculty to provide satisfactory service when their declared area of excellence is either teaching or research.

Satisfactory service to patients can be accomplished by any clinical activity that relates to providing care for patients. Service to students may include all of the normal mentoring and career advising that would be expected of any university faculty. Service to the profession may include participation in the local, regional or national professional societies over and above basic membership. This includes but is not limited to membership on various committees, contribution to newsletters or other media, and holding an office in a society. It also includes reviewing of manuscripts submitted to society journals and abstracts for presentation at meetings. Finally, it includes activities such as participation in site visits on behalf of an extramural granting agency or being a reviewer for an intramural or extramural granting organization. Service to the community may include activities such as the education of 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, and/or campus level. There should be corroborating letters of support or other documentation from the chair of the department or his/her designee, or other individuals that indicate that the candidate exhibits several attributes of professionalism by his/her participation in the functioning of the department or school.

## **EXCELLENCE IN SERVICE**

There are three essential elements involved in the evaluation of excellence in service. These are:

- Type, value, and impact of the service contributions
- Scholarship/dissemination in the area of declared service contribution
- Recognition of achievements regionally, nationally, and/or internationally

Advancement in academic rank on the basis of excellence in service is justified when the record of accomplishment in the service activity meets or exceeds departmental expectations and institutional standards. For those candidates seeking promotion based on excellence in service, a promotion is justified 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 also make the case of 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 for continued achievements. Recognition that future achievements are likely to be forthcoming may also be indicated in internal reference letters of support and in the evaluation letters from external reviewers of the dossier.

### **Promotion to Associate Professor Based on Excellence in Service**

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. The candidate must provide evidence of development in his or her area or academic niche, and supporting documentation that indicates recognition at the local, regional, or national level. 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. A record of scholarship in rank is essential and must be well documented. Internal reference letters from colleagues and associates should provide documentation of achievements. Further, independent evaluations of the dossier conducted by external reviewers are required. The dossier must provide evidence that the candidate's service has become an important element in the overall mission of the department or school and that the faculty member has an emerging reputation in their area or discipline.

### **Promotion to Professor Based on Excellence in Service**

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 is an indicator of national recognition. Beyond the requirements for scholarship, national recognition of service contributions include but are 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. National recognition is also documented through reference letters and independent external reviewers who can attest to the importance of the candidate's accomplishments and the national prominence that is required for promotion.

## **DETAILED CRITERIA FOR PROMOTION AND/OR TENURE EVALUATIONS OF SERVICE**

It is critical that clearly defined unique characteristics of the service contribution be presented as the basis for promotion and/or the granting of tenure. The documentation of the type, value, and impact of the service contribution is the responsibility of the candidate and department. When excellence in service is declared, it is essential that the identification of the unique service contribution, its impact, growth and development in rank, and the plans and expectations for continued contributions are clearly presented in the personal statement, CV, and service sections of the dossier.

### **Service to Patients**

Service to patients involves the provision of clinical care. When a faculty member is seeking promotion and/or tenure on the basis of excellence in service activities related to patient care, the clinical care must be exceptional and go beyond the normally expected provision of services. 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 (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 educational mission of the

school well beyond the normal responsibilities of every faculty member.

Examples of this type of service include but are not limited to:

- Participation in, and documented impact from, 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 of this type of service 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 into 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 scholar, teacher, administrator, or practitioner. This service must be related to the faculty member's work and expertise. Examples of this type of service include but are not limited to:

- Communicating in popular media
- Giving presentations for 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 of this type of service 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
- Volunteer work related to your area of excellence

### **University Service**

Academic programs, departments, schools, the campus and the university are communities that rely on their members for the necessary energy, time, and leadership to sustain, develop and execute their missions. This contribution to the greater collective good of the university community is a critical component of being an academic 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 the act of seeking, attaining, analyzing, formulating and communicating knowledge or expertise in an area or discipline. Examples of scholarship include traditional publications such as peer-reviewed articles in scientific journals, book chapters, invited reviews, editorials, audio or audio-visual productions, educational materials, or web based documents. These works should be accessible to the academic community and advance the state of knowledge in the area or discipline of the candidates declared area of expertise.

For the purpose of promotion or tenure, the candidate should demonstrate that peers have assessed his or her work products. This 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 to conduct a review by the candidate's chair or other appropriate institutional authority, and 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 the overall advancement of knowledge in the area or discipline. A clear description of the candidate's relationship with the peer-reviewer and the expertise of the reviewer should be included. The stature within the discipline or field of the peer reviewer contributes to the weight accorded the review.

For the purpose of promotion and tenure, scholarly activity is considered to be the body of work that is related directly to the candidate's declared area of excellence. Within the entire body of work in rank, the candidate will be expected to have publications, audio or audio-visual productions, educational materials, or other materials as described above that represent and demonstrate their scholarly contributions. Again, work that is peer-reviewed carries more weight. The quality of the scholarship is more important than any specific number of works. Further, evidence of a substantial and growing body of scholarship is expected. In the case of multiple or group authorship, the candidate must indicate the type and degree of his or her contribution to the work, if it is not already acknowledged in the work itself. For work products in the electronic media, the curriculum vitae or the dossier should include web addresses or other instructions for accessing those works. Further, when available the candidate should supply usage data (e.g, number of hits, number of shares/retweets). The candidate is encouraged to identify the best specific scholarly works that support the application for promotion and/or tenure either in the personal statement or as an appendix to the dossier. The rubric on the

following pages outlines examples of service contributions one might make as well as details how your dossier will be assessed.

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## Forms

IUSM Rubric for Evaluating Service Performance

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## Definitions

FSC – Faculty Steering Committee

SEC – School Executive Committee

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## Related Information

[IUSM Promotion & Tenure Website](#)

[Standards of Excellence in Research for Promotion and Tenure](#)

[Standards of Excellence in Teaching for Promotion and Tenure](#)

[IUPUI Promotion and Tenure Guidelines](#)

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## History

<b>Reviewed</b>	<b>Approved</b>
5/2006	5/10/2007 FSC; 5/21/2007 SEC; 5/2007 IUPUI Executive Vice Chancellor and Dean of the Faculties
1/2017	2/21/2017 FSC; 5/1/2017 SEC

The initiative to develop School of Medicine-specific standards of excellence first began in 2003. A task force was appointed with Dr. Aśok Antony (then Chair of the School of Medicine Promotion and Tenure and Contract Committees) appointed as Chair of the task force. Three subcommittees were appointed, one for each mission area: Research, chaired by Peter J. Roach; Service, chaired by Thomas G. Luerssen from 2003-2006 and Sharon P. Andreoli from 2006-2007; and Teaching, chaired by Debra K. Litzelman. Dr. Antony and Deborah Cowley, Director of Academic Administration, were members of all three subcommittees. A preliminary version of the standards of excellence were disseminated for review in May 2006. The final document was approved on May 10, 2007 by the IUSM Faculty Steering Committee and May 21, 2007 by the IUSM Executive Committee, and was then subsequently approved by then IUPUI Executive Vice Chancellor and Dean of the Faculties, Dr. Uday Sukhatme.

In fall 2012, the IUSM received a national award from the Alfred P. Sloan Foundation and American Council on Education to accelerate faculty career flexibility. As part of the award, a committee was appointed to review IUSM faculty appointment types and promotion and tenure criteria. This committee identified the need to update the standards of excellence in research to better reflect current criteria used by the school committee and to articulate how collaborative research or “team science” would be evaluated. The revised standards were approved by the Faculty Steering Committee on February 20, 2014, presented at the School Executive Committee on April 7, 2014, and approved on May 12, 2014. Similarly, subcommittees were appointed to revise the standards of excellence in teaching and service, which were approved by the Faculty Steering Committee on February 16, 2017 and by the School Executive Committee on May 1, 2017.



### IUSM Rubric For Evaluating Professional Service

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

Category	Possible Contributions	Unsatisfactory	Satisfactory	Excellent
<b>Innovation</b>	<ul style="list-style-type: none"> <li>• Innovations in diagnosis, treatment, safety, or prevention</li> <li>• Innovations in education</li> <li>• New or improved application of technologies</li> <li>• New or improved applications of models of care delivery, patient safety, research methods</li> <li>• Development of a new, or improvement of an existing clinical program</li> <li>• Development of continuing medical education activities</li> <li>• Extension of practice, methods, and/or curriculum to new population/program</li> <li>• Patient, learner, employee, and/or faculty satisfaction</li> <li>• Participating in CQI practice improvement and/or patient safety projects</li> <li>• Participating in curriculum development and other education projects</li> </ul>	<ul style="list-style-type: none"> <li>• No documentation of attempts to improve practice quality, patient safety and/or education innovations</li> <li>• No record of performance in pursuing growth and development in clinical practice, patient safety and/or education innovations</li> <li>• Poor reviews from patients, employees, learners, and/or faculty peers</li> <li>• Only routine, required, or expected contributions are made</li> </ul>	<ul style="list-style-type: none"> <li>• Some documentation and outcomes related to attempts to improve patient care, practice quality, patient safety, and/or education practices</li> <li>• Some record of pursuing growth and development in clinical practice, patient safety, or education innovations (e.g., engagement in CME/faculty development)</li> <li>• Adequate reviews from patients, employees, learners, and/or faculty</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Record of contributing to the growth and development of others in clinical practice, patient safety, and/or educational innovation</li> <li>• Replication of your innovative practices at other institutions</li> <li>• Documented changes in outcomes as a result of your continuous quality improvement programs</li> <li>• Implementation and assessment of your curricular innovations</li> <li>• High quality reviews from patients, employees, learners, and/or faculty peers</li> <li>• Awards recognizing your innovative activities</li> <li>• Grant funding that supports your innovative activities</li> </ul>

- Support of the research mission (e.g., statistical analysis, patient recruitment)

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Category	Possible Contributions	Unsatisfactory	Satisfactory	Excellent
<b>Leadership &amp; Citizenship</b>	<ul style="list-style-type: none"> <li>• Leadership role in education programs</li> <li>• Department, school or university leadership position including serving as a committee chair</li> <li>• Leadership in clinical service (e.g., service line chief, committee chair, improvement project lead)</li> <li>• Involvement in academic administration activities (e.g., section director, promotion and tenure committee, IRB)</li> <li>• Leadership roles in professional organizations</li> <li>• Key role in public events, support groups, community based projects, and/or advocacy campaigns</li> <li>• Key role in committees and/or programs</li> <li>• Significant philanthropic efforts</li> <li>• Service on boards in related fields</li> <li>• Participation in department, school, campus, hospital/clinic, and/or university committees</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of history and evidence of community engagement</li> <li>• Lack of leadership roles</li> <li>• No evidence of service contributions</li> </ul>	<ul style="list-style-type: none"> <li>• Some history and evidence of leading with the community or education committees and initiatives</li> <li>• Some evidence of having a key role or serving as a leader in education programs, patient care, administrative work, and/or service activity</li> <li>• Chair's determination that service is more than mere participation</li> <li>• Provision of peer review of scholarship</li> <li>• Ad hoc grant reviewer</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Increasing levels of leadership within organization</li> <li>• 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)</li> <li>• Leading a new initiative</li> <li>• Awards and recognition that reflect contributions to the department, school, campus, hospital, clinic, or community</li> <li>• Independent testimony of value/ outcomes of work (e.g., letter from the committee chair, acceptance of a policy/program)</li> <li>• 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)</li> </ul>

<ul style="list-style-type: none"> <li>• Participation in faculty governance</li> <li>• Participation in projects or task forces</li> <li>• Community engagement</li> <li>• Participation in local, regional, national and/or international professional organizations</li> </ul>			
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Category	Possible Contributions	Unsatisfactory	Satisfactory	Excellent
<b>Dissemination and Collaboration</b>	<ul style="list-style-type: none"> <li>• Educational materials</li> <li>• Guidelines/protocols</li> <li>• Brochures</li> <li>• MedEdPortal contributions</li> <li>• Popular media presence (e.g., op eds, news stories, blogs)</li> <li>• Presentations</li> <li>• Publications</li> <li>• Recruitment of patients for clinical trials</li> <li>• Participation in team science or team delivery of clinical care</li> <li>• Participation in student, resident, and fellowship education programs</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of dissemination of clinical/educational activity, advances, or gains in knowledge</li> <li>• No review by others</li> </ul>	<ul style="list-style-type: none"> <li>• Some evidence of dissemination</li> <li>• Some involvement in collaborative efforts (e.g., support of clinical trials, practice improvement, team science/practice, participation in education/curriculum)</li> <li>• Routine, required, or expected contributions are made to the discipline, department, school, university, health system</li> </ul>	<ul style="list-style-type: none"> <li>• Peer reviewed publications</li> <li>• Peer refereed presentations</li> <li>• Regional or national recognition (e.g., awards, invited talks, moderator at national meeting, journal reviewer/editor)</li> <li>• Publication in popular press,</li> <li>• Publication of education materials</li> <li>• Serving as source for media in coverage of specific health related story or program</li> <li>• Grant funding that supports your work</li> <li>• Newsletters, non-peer reviewed publications, awards that recognize your scholarship</li> </ul>

## SERVICE

### Awards

- National, international, local (campus), and/or community-based awards and/or recognitions for DEI work

### Department, School, Health System, and University

- Chairing or serving on division, department, school, health system, and/or campus committees, task forces or working groups pertaining to DEI work
- Leading/delivering DEI professional development programming
- Serving on search committees that focus on attracting diverse faculty and/or staff applicants
- Participate in active recruitment of diverse students and trainees at all levels
- Creating and/or leading programs related to DEI, on campus and/or beyond (e.g., efforts that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for marginalized students, faculty, and/or staff)
- Expansion of clinical services focused on diverse patient populations, access for underserved patients, clinical work toward eliminating health inequities
- Providing exposure to the research produced by underrepresented groups in open knowledge environments

### Community

- Chairing or serving on a Community board linked to the advancement of DEI \
- Community-based outreach to historically marginalized communities (e.g., programming for K-12 students, community organizations, religious institutions, workshops for high school students to address LGBTQ+ awareness and resources)
- Activities and consulting work (paid or unpaid) related to DEI community activities and organizations
- Any efforts to increase the presence of underrepresented groups and communities in open platforms

## **Profession**

- Local and/or national service to the discipline related to DEI (e.g., elected position in local or national organization, service on DEI committees)
- Policy development, quality improvement efforts, and other service to the profession that has significant impact on DEI-related outcomes
- Providing exposure to the research produced by underrepresented groups in open knowledge environments
- Providing peer review for journals and conferences that disseminate scholarship related to DEI, as well as granting agencies that fund DEI-related activities

## **Faculty Development and CME**

- Faculty development toward increasing one's self-awareness and knowledge, e.g., engaging in CME and/or professional development events, programs, modules, or workshops on DEI topics such as microaggressions, unconscious bias, upstander training; culturally relevant mentoring; inclusive teaching; DEI reading groups
- Attending grand rounds, other CME activities, and/or research seminars on topics related to health inequities and/or care for underserved or marginalized communities
- Providing or receiving peer review of teaching or scholarly/curricular materials for the enhancement of DEI and/or inclusive pedagogies