

PROPOSAL—Service, Change to Scope and Definition  
Guidelines for Promotion and Tenure

**Background:**

Currently, IUPUI uses a definition and operationalization of service for the purpose of promotion and tenure that is distinctively different from other IU campuses and from other universities. The following changes broaden ‘service’ to include IU/IUPUI administrative work and work with external organizations, agencies, etc. (as well as, as before, individual clients). This makes IUPUI more consistent with other universities as well as providing appropriate recognition for valuable work.

Clarification: All faculty except research scientists have service as an area of responsibility: they are obliged to provide *university service*, and tenure track faculty are expected to provide *disciplinary service*. This does not change. Guideline language already states this, and minor editorial updates will ensure that *university* and *disciplinary service* (as an area of responsibility) are not confused with *service as an area of excellence*.

The following changes *add to* the scope of service; service cases under the previous definition would still qualify,

**Change # 1:**

Current language stipulates that service is “academic work” that involves the provision of “professional services” to clients. This is currently applicable to Medical School faculty, but to few others.

New definition:

- Service when presented as evidence for excellence can involve any of the following:
  - Work with or for individuals as clients or patients.
  - Work with or for organizations, community, or governmental partners outside the university including disciplinary or professional bodies or with or for individual practitioners.
  - Work advancing a university, campus, or school unit’s teaching, research, or service missions.
- Service must be significant work characterized by the following:
  - Command and application of advanced knowledge, skills, and technological expertise;
  - Imagination, creativity, and innovation;
  - Application of ethical standards;
  - Achievement of intentional outcomes; and
  - Evidence of quality and impact.
    - Disseminating their work as a model for other institutions or practitioners is strong support for a case for excellence.

...<language for current client-service definition is retained>

- Faculty presenting administrative, committee, or voluntary service as evidence of achievement in service should demonstrate distinctive outcomes and evidence of quality.

**Change # 2:**

Current language requires peer-reviewed dissemination for service to qualify as highly satisfactory (balanced-binned) case or excellent. In practice, this requirement for peer-reviewed dissemination often substituted assessment of the disseminated item for an examination *of the work itself*.

New language:

- Peer-reviewed dissemination is still an important part of the case for *excellence in service*; it may be *professionally peer-reviewed*.
- For balanced cases, peer-reviewed dissemination is no longer a requirement, although it may form part of any case (see balanced case criteria).

**EXACT GUIDELINE LANGUAGE CHANGES:**

New language is in blue; deleted language has strike-throughs; red highlights exact spots of changes.

*The IFC is asked to endorse the concept of the change listed above. There may be further wording and formatting changes in the Guidelines once all proposals have been reviewed.*

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In section, Definitions

**Service**

**EDIT-Service**

All tenure-track faculty, tenure-track librarians, clinical faculty, and lecturer faculty have responsibilities for university service. University service supports and develops IUPUI and its schools and units. Most tenure-track faculty and librarians, as well as some clinical faculty, also participate in disciplinary service which supports and develops the research and professional goals of their discipline.

- ~~The distinction between professional service and service to the university requires some elaboration.~~
  - ~~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.~~
- Satisfactory service means being a contributing member of the campus and disciplinary communities. It must be a factor in promotion and tenure ~~these~~ considerations, because unsatisfactory service to the university may preclude successful application for promotion and/or tenure.

- ~~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.~~
- Not all committee service is equal.
  - Some committees, such as an Institutional Review Board, the Committee on Ethics in Research, campus Promotion and Tenure, or a Faculty Board of Review, may require extensive time commitments and may address principles or issues fundamental to the continued effectiveness of the campus. These special features need to be recognized.
- The primary committee, chair, unit committee, and dean are best able to assess the degree of performance of university service.
  - If it is deemed inadequate or unsatisfactory, this fact 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. The candidate must be informed and be provided an opportunity to respond prior to a final recommendation at the primary and unit levels.
- Service when it contributes to overall excellence (the balanced cases) or as an area of excellence (service-excellence cases) is discussed *elsewhere*.

In section, Tenure Track Faculty Criteria

**EDIT-Service** Service-excellent-tenure-track

- ~~Significant contributions that clearly demonstrate the attributes of scholarly work, including peer refereed presentations and publications and national recognition of the quality of work; awards and recognition that reflect on the significance and academic nature of the work have been received.~~
- Service when presented as evidence for excellence can involve any of the following:
  - Work with or for individuals as clients or patients.
  - Work with or for organizations, community, or governmental partners outside the university including disciplinary or professional bodies or with or for individual practitioners.
  - Work advancing a university, campus, or school unit’s teaching, research, or service missions.
- Service must be ~~academic~~ significant work characterized by the following:

- Command and application of **advanced 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 **quality and** impact.
  - **Disseminating their work as a model for other institutions or practitioners is strong support for a case for excellence.**
- If service involves patients or clients, the candidate 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 Overall, this work must have would demonstrate impact beyond the direct recipient of the service through appropriate professional or academic peer-review dissemination activities.**
  - ~~• Be documented through appropriate publications or dissemination activities~~
- Faculty involved in clinical practice should describe the variety and extent of patient or client care. Those activities that are truly exceptional should be annotated to differentiate these activities from the level of clinical service expected as a normal distribution of effort.
- Faculty presenting **administrative**, committee or voluntary service as evidence of achievement in service should demonstrate **distinctive outcomes and evidence of quality**. ~~that it is a direct reflection of professional expertise and has been evaluated by peers as substantive professional and intellectual work.~~
- ~~▪ Professional service that is the basis of advancement in rank or tenure must be clearly established as academic work.~~
- Documenting professional service activities when excellence in professional service is the primary basis for promotion or tenure:
  - External peer evaluation of products or results of professional service, including refereed and non-refereed publications or other means of dissemination.
  - **Appropriate evaluation of ongoing activities may be accomplished by professional or academic peers.** For external evaluators for the

promotion or tenure case, ~~While some peers may come from the practice community,~~ a majority of evaluators should be independent academic peers from institutions with an equal or greater reputation in the area of professional service. ~~These evaluators can assess the entirety of the candidate's case within academic responsibilities and expectations. Special care must be given to assure that the external reviewers are at "arm's length" or independent as described in the section on External Assessment.~~

- Care should be taken in describing the qualifications and relevance of external reviewers, especially when the reviewers are not academically based.
- When professional service is conducted outside the U.S., it is advisable to seek some evaluation by appropriate peers in the relevant countries.
- Client evaluations may not be substituted for peer evaluations.
  - Also: acceptable university service
  - For associate rank: Emerging national reputation
  - For full rank: A sustained national reputation as demonstrated by a well-established and cumulative body of work in rank.

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In section, Clinical Faculty criteria, this is the entire service-excellence section.

#### Service-excellent-clinical

- **EDIT-Service**
- ⊖ ~~When service is presented as an area of excellence, it consists of significant contributions that clearly go beyond satisfactory university or organizational service (see Service in Definitions.) demonstrate the attributes of scholarly work, including peer refereed presentations and publications and national recognition of the quality of work; awards and recognition that reflect on the significance and academic nature of the work have been received. Service must be 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~~
- Service when presented as evidence for excellence can involve any of the following:
  - Work with or for individuals as clients or patients.

- Work with or for organizations, community, or governmental partners outside the university including disciplinary or professional bodies or with or for individual practitioners.
- Work advancing a university, campus, or school unit’s teaching, research, or service missions. Administrative work primarily concerned with teaching may be presented as “service” or as “teaching” excellence.
- Service must be ~~academic~~ **significant** work characterized by the following:
  - Command and application of **advanced 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 **quality and** impact.
    - Disseminating their work as a model for other institutions or practitioners is strong support for a case for excellence.
    - **EDIT-NTT Scholarship.** Some disseminated scholarship is required for excellence in service. The candidate must address how their scholarship advances their service and documents their excellence. Precise distinctions between “research” scholarship and “service” scholarship are not necessary for clinical faculty as long as their disseminated scholarship supports their accomplishments.
- If service involves patients or clients, the candidate 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~~ **Overall, this work must have would demonstrate** impact beyond the direct recipient of the service **through appropriate professional or academic peer-review dissemination activities.**
  - ~~• Be documented through appropriate publications or dissemination activities~~
- Faculty involved in clinical practice should describe the variety and extent of patient or client care. Those activities that are truly exceptional should be annotated to differentiate these activities from the level of clinical service expected as a normal distribution of effort.

- Faculty presenting **administrative**, committee or voluntary service as evidence of achievement in service should demonstrate **distinctive outcomes and evidence of quality**. ~~that it is a direct reflection of professional expertise and has been evaluated by peers as substantive professional and intellectual work.~~
  - ~~Professional service that is the basis of advancement in rank or tenure must be clearly established as academic work.~~
- Documenting professional service activities when excellence in professional service is the primary basis for promotion or tenure:
  - ~~External peer evaluation of products or results of professional service, including refereed and non-refereed publications or other means of dissemination.~~
  - **Appropriate evaluation of ongoing activities may be accomplished by professional or academic peers.** For external evaluators for promotion, ~~While some peers may come from the practice community,~~ a majority **of evaluators** should be independent academic peers from institutions with an equal or greater reputation in the area of professional service. **These evaluators can assess the entirety of the candidate’s case within academic responsibilities and expectations.** ~~Special care must be given to assure that the external reviewers are at “arm’s length” or independent as described in the section on External Assessment.~~
  - Care should be taken in describing the qualifications and relevance of external reviewers, especially when the reviewers are not academically based.
  - When professional service is conducted outside the U.S., it is advisable to seek some evaluation by appropriate peers in the relevant countries.
  - Client evaluations may not be substituted for peer evaluations.
- Also: acceptable university service
- ~~For associate rank: record of publicly disseminated and peer reviewed scholarship in service~~
- ~~For full rank: record of sustained, nationally and/or internationally disseminated and peer reviewed scholarship in service [redundant with above]~~
- NOTE: Particularly for the clinical ranks, publication may not be the most effective or feasible means of disseminating the results of effective teaching practices or pedagogical research. When other forms of disseminating results are more appropriate, this fact should be explained and those evaluating the candidate’s work at the primary, unit, and campus levels should consider this alternative form of dissemination.

- ~~EDIT-Service.~~ Candidates who seek advancement based on excellence in professional service should be able to demonstrate that such service is, in fact, academic work, which has significant results that have been communicated or disseminated in such a manner as to be reviewed by peers. The application of criteria to professional service should be clear, and professional service must be clearly related to the mission of the university, campus, and school/unit. *[Delete: no other area of excellence has such a stipulation.]*

In the section, Dossier Folders

### EDIT-Service

- ~~Service as an area of excellence is distinctly different from satisfactory service to the unit, university, and profession.~~ For tenure-track faculty whose area of excellence is research or teaching, satisfactory service is required, for both university and profession or discipline; it may or may not involve the public. For clinical faculty whose area of excellence is teaching, or lecturer-rank faculty, satisfactory service is required, and may take the form of campus and university service; it may or may not involve the public or the profession/discipline.
- ~~When service is presented as an area of excellence, it consists of significant contributions that clearly go beyond satisfactory university or organizational service (see Service in Definitions.)~~
- ~~Service when presented as evidence for excellence can involve any of the following:~~
  - ~~Work with or for individuals as clients or patients.~~
  - ~~Work with or for organizations, community, or governmental partners outside the university including disciplinary or professional bodies or with or for individual practitioners.~~
  - ~~Work advancing a university, campus, or school unit's teaching, research, or service missions. Administrative work primarily concerned with teaching may be presented as "service" or as "teaching" excellence.~~
- ~~Service must be academic-significant work characterized by the following:~~
  - ~~Command and application of advanced 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 quality and impact.~~
    - ~~Disseminating their work as a model for other institutions or practitioners is strong support for a case for excellence.~~
    - **EDIT-NTT Scholarship.** Some disseminated scholarship is required for excellence in service. The candidate must address how their scholarship

advances their service and documents their excellence. Precise distinctions between “research” scholarship and “service” scholarship are not necessary for clinical faculty as long as their disseminated scholarship supports their accomplishments.

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- ~~Professional service is normally provided to three specific groups:
 
  - ~~The public (e.g., various local, national, and international communities; clients; and/or patients);~~
  - ~~The profession or discipline; and~~
  - ~~The campus and 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. [See [Definitions](#) section.] Professional service to clients and patients as well as to the discipline may be local, regional, national, or international.~~
- ~~To be the basis for tenure or for advancement in rank, that is, to be an area of excellence for tenure track or clinical faculty, 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;~~
  - ~~Contribution 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~~ **will demonstrate** impact beyond the direct recipient of the service **through appropriate professional or academic peer-review dissemination activities.;** ~~and~~
  - ~~Be documented through appropriate publications or dissemination activities.~~
- Excellence in professional service ordinarily results in the dissemination of results and findings through appropriate publication, whether in print or electronic media. The journals, books, or web documents in which faculty publish the results of their service activities should be assessed

~~and evaluated by department chairs (or deans) in the same manner as they are for research or teaching publications.~~ Publications, presentations, and grant documentation related to service is included in the dossier in the service section, not in the research section.

- As with research, professional service may span traditional disciplinary boundaries. In such cases, candidates and chairs or deans may wish to develop appropriate procedures (e.g., a specially composed primary committee) to ensure that the nature of interdisciplinary professional service is fully and adequately understood and assessed.