Proposed Change to the IUSSW Guidelines for Promotion and Tenure:

The "Performance" Criteria

DRAFT VERSION FEBRUARY 5, 2010

The 2009-2010 IUSSW Promotion & Tenure Committee:

Barry Cournoyer, DSW, Chair

James Daley, Ph.D.

Carol Hostetter, Ph.D.

Lisa McGuire, Ph.D.

Robert Vernon, Ph.D.

Submitted to the Indiana University School of Social Work Faculty Senate for
Consideration and Consent by Tenured and Tenure Track Faculty Members
at the IUSSW Faculty Senate Meeting of February 26, 2010.

The 2009-2010 Indiana University School of Social Work Promotion and Tenure Committee requests that tenure and tenure track members of the IUSSW Faculty Senate formally approve the replacement of sections VI.A-C; VII.A-C, and VIII.A-C of the IUSSW Promotion & Tenure Guidelines (that is, the "Redbook"), with the following revised sections VI.A-C; VII.A-C, and VIII.A-C:

VI. TEACHING

A. Description

Teaching is a scholarly function that is vital to this school. The candidate should make a special attempt to identify quantitative and qualitative teaching contributions. The collection of data on teaching as a scholarly endeavor and service requires considerable attention. The collection of such data should be ongoing. Areas of important information related to teaching include: teaching load; quality of teaching and courses; curriculum development efforts; participation in educational projects and programs; and advising and field liaison activities. In order to document teaching performance, the faculty member should keep detailed records of teaching activities. Those quantitative and qualitative aspects of teaching which the file reflects will serve to distinguish among excellent, satisfactory and unsatisfactory performance levels. Faculty members should therefore regularly update their teaching activities files in order to maintain a complete and current data base. The file, then, can serve as a basis for each tenure track faculty member's preparation of the annual reports for the dean and the promotion and tenure committee. The file also, of course, serves as an aid in the preparation of promotion and/or tenure dossiers.

B. Criteria

Since teaching is both a technology and an art, its excellence is not totally quantifiable nor can it be narrowly defined. The following broad guidelines are provided to assist faculty members in determining their readiness for promotion and tenure:

Unsatisfactory Performance

- Incomplete lists of formal instruction
- Incomplete evidence to interpret load
- Incomplete information about goals of instruction Incomplete or only raw student evaluation data with no interpretation of their meaning, either absolute or comparative
- Incomplete information on learning outcomes
- Absence of peer review evidence or superficial peer commentary not based on systematic review
- Poor performance on several measures
- Incomplete evidence of nature of activities or results
- Incomplete evidence of individual role in outcomes
- No review by others
- No evidence on how work is connected with department or campus goals
- Poor course or curricular design products
- Numbers of students mentored or advised and details of interaction not provided
- Comparative load for unit not indicated
- Information on impact of mentoring and advising not presented
- Poor performance indicated by data
- No teaching awards or other recognition of successful teaching and learning
- No evidence of dissemination of good practice or scholarship of teaching and learning (SoTL)
- No information about teaching development efforts given
- Poor record of performance in pursuing growth in teaching expertise
- No mentoring of colleagues
- Evidence of ineffective performance in this area

Satisfactory Performance (Required if teaching is not designated as the area of excellence.)

- Quantitative and qualitative information from the candidate, students, and peers indicating that instruction has been satisfactory in fostering appropriate learning outcomes
- Teaching load (e.g., classroom, online, service-learning, field) is clearly documented and contextualized
- Evidence of development as a teacher (e.g., improvement in educational materials, approach, or effectiveness over time
- Evidence of new course development or significant course revision (e.g., use of technology, service learning) presented with evidence on effectiveness
- Mentoring and advising load is clearly documented and contextualized
- Evidence of student satisfaction (including but not limited to end-of-semester student learning/course evaluation surveys)
- Evidence of a satisfactory impact on student learning and achievement
- Evidence of some local dissemination of good practice and/or SoTL
- Evidence of some recognition of teaching efforts
- Record of some activity, such as conference or workshop attendance, personal experimentation, or reading
- Record of mentoring other teachers
- Reflective commentary on candidate's own teaching
- Peer assessment on effectiveness of efforts toward personal growth or mentoring of others

Highly Satisfactory Performance

- Quantitative and qualitative information on teaching and learning outcomes that make the case for effective and innovative instruction
- Nature of course or curricular development clearly reflects an informed knowledge base, clear instructional goals, and assessment of the outcomes
- Important impact and student achievement documented
- Evidence of regular and significant local dissemination of good practice and recognition of high quality of teaching
- Grants or awards at the department or campus level (For clinical and lecturer categories, this level constitutes excellence)
- High level of activity in examining practice, seeking new ideas, obtaining feedback, and engaging in dialogue on teaching with campus or disciplinary peers
- Indications of substantial positive impact on colleagues
- Positive peer assessment of these teaching experiments (For clinical and lecturer categories, this level constitutes excellence)

Excellent Performance (Required if teaching is designated as the area of excellence.)

As noted in the preamble, the level of documentation varies in relation to the rank being sought. Normally, candidates applying for tenure or for promotion to Associate Professor with teaching as an area of excellence are expected to provide evidence to support a claim that they are well on the way to establishing an emerging national reputation for excellence in teaching. Candidates for Full Professor are expected to provide evidence to support a claim that they have attained such a national reputation. Typically, such a reputation is evidenced by publications related to teaching in highly regarded national journals, success in generating external funding related to teaching activities, participation in national conferences, hearings or review committees and by major invited presentations at a national level.

The following are required if teaching is designated as the area of excellence.

- 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
- Evidence of the production of effective course and curricular products
- Evidence of dissemination of ideas within the profession or generally through publication, presentation or other means.
- Evidence of impact (that is, the work has been adopted by others locally, nationally or internationally)
- Evidence of a scholarly and reflective approach to mentoring and advising
- Demonstrated impact on accomplishments of students, advisees, and mentees
- 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
- 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
- Extensive record of participation in experimentation, reflection, pursuit of conceptual and practical knowledge of teaching and learning
- Membership in communities of practice at the campus, national, or international level
- Evidence of contribution to, leadership in, and impact upon curriculum development and improvement
- Participation in dissemination of good practice
- Peer reviews of teaching and its impact (including but not limited to two or more peer reviews of teaching, at least one in advance of third-year reviews, if applicable, and another in advance of the submission of promotion or tenure dossiers; at least one of which must reflect excellence)

C.   *Evidence/Supporting Materials*

Candidates' dossiers must include documentary evidence to support claims of satisfactory or excellence in the area of teaching. Evidence may be submitted directly by the candidate or indirectly through, for example, peer evaluations and external reviews. In regard to teaching, evidence such as the following is included and organized in a coherent fashion such as presented in Table VI.A.1 below (see the most current IUPUI *Dean of the Faculties Guidelines for Promotion and Tenure* for the most up-to-date placement recommendations).

Table VI.C.1 DOCUMENTING TEACHING

Dimensions of Teaching Performance	Potential Placement in the Dossier				
	Section I: CV	Section II: Candidate's Statement	Section III: Statement contained in Evaluation of Teaching	Peer Review (may be part of Sections I-Dean, Chair Comment or III-internal and external peers)	Appendices or Supplemental Materials
Teaching load	List of courses, and nature (e.g., classroom, field, service learning, online) Identify specific course titles and numbers, and the required or elective nature of courses Provide numbers of students, advisees, mentees, interns, students in field or service learning, etc.		Details on students mentored, advised, etc.	Comment on relative size of load	
Teaching goals		Goals and/or Teaching Philosophy	Expansion of explanation in statement, if desired	Comment on fit with university, campus, school, and program missions and goals	
Continuing professional development	List of formal activities	Description of activities and their significance	Identify special activities that have contributed to teaching effectiveness. Document attendance and participation in institutes, workshops, courses and programs. Provide details of study, reading, or consultations and their significance to professional development	Comment on efforts undertaken	
Use of exemplary teaching methods		Description of methods	Details, on specific methods such as teaching with technology, use of PBL, service learning, or other innovative methods, inclusive teaching	Local peer review, external if knowledgeable	
Quality of teaching		Reflective comments	Student rating summaries, peer reviews of teaching performance, and other evidence of quality Include summaries and discuss the educational/instructional implications of the quantitative evaluative data presented.	Local peer review, external if knowledgeable	Include syllabi, bibliographies, exams, handouts, and other pertinent course or educational materials as appendices arranged by course number and semester in chronological order. Provide student evaluations of the candidate's teaching arranged by course and semester in chronological order for at least the past five years or time in rank, whichever is less. Present tables summarizing and comparing at least three years of data from formalized teaching evaluations Evidence of student satisfaction with advising, mentoring, service learning, internship, or field practicum experiences
Evidence of student learning		Reflective comments	Results of nationally normed tests, pre-post evaluations of course knowledge gains, analysis of student work, student/alumni reports, approach toward PUL's (for UG courses) or educational program goals, objectives, or competencies	Local peer review, external if knowledgeable	
Ethics		Self-report	Student report in letters	Local administrative and peer comments	
Scholarship of teaching and national leadership	Publications, presentations, national leadership on teaching in discipline	Descriptions of scholarly approach	Details, commentary on activities listed in CV	Local or external peer review	
Course and curriculum development	List of committees, etc.	Self-report	Details, commentary on CV entries	Local peer review, external if knowledgeable	Include documents or materials produced. Show contributions to course development including innovations in and/or the improvement of instructional materials (textbooks, laboratory manuals, handouts used for guiding learning, audiovisual materials, etc.) and experimentation with different teaching methods and techniques. Show contributions to curriculum development
Recognition (grants, awards)	List of recognitions	Can be mentioned	Details, commentary on CV entries, if needed to elaborate on the nature, relevance, and significance of various forms of recognition	Commentary on stature of awards	

D. *Unusual Circumstances*

If applicable, the candidate should communicate information regarding unusual circumstances (including illness, special workload assignments, problematic situations, etc.) affecting workload and performance.

VII. RESEARCH AND SCHOLARLY ACTIVITIES

A. *Description*

As discussed in the Preamble to the Guidelines for Promotion & Tenure, "scholarship" may be thought of as falling into four general categories that are at once distinct, yet interdependent in nature: 1) the scholarship of discovery; 2) the scholarship of integration; 3) the scholarship of application; and 4) the scholarship of dissemination (teaching). The following section refers to all forms of scholarship and assumes that faculty will submit tangible documents in support of the various forms of scholarship cited in their promotion and tenure materials. It is essential that claims of "excellent" and "satisfactory" performance in the areas of teaching, research or service be accompanied by documentation that allows for peer review.

Social Work and Labor Studies are applied disciplines. Therefore, in the Indiana University School of Social Work, scholarly activity necessarily covers the gamut of knowledge building from recognition and definition of a condition or a problem through assessment of need, development and evaluation of interventions, to formal theory development, testing and application of theory. The development and testing of basic theory for the profession has high priority but valid and effective scholarship leading to demonstration and evaluation of a practice innovation or new data on the differential needs of specific groups or communities is also recognized as of great importance to the profession.

As indicated above, at the time the candidate formally notifies the promotion and tenure committee of her or his candidacy, all scholarly products prepared during the period upon which the case for promotion or tenure is based should be submitted to the Promotion and Tenure Committee. Given the wide range of media available, candidates may submit copies of books, published or unpublished papers, grant proposals, audio-visual productions, computer programs, etc. However, evidence of scholarship must be submitted in a form which allows members of the review committees an opportunity to evaluate or to arrange for evaluation of the scholarly products.

B. *Criteria*

As is the case with teaching and service, research and scholarly production are not totally quantifiable. In social work and labor studies, research and scholarship cannot be narrowly defined. However, because the scholarly products themselves are available for review there exists a greater opportunity for objective evaluation. The following guidelines are provided to assist faculty members in determining their readiness for promotion and tenure in relation to research and scholarly activities

Unsatisfactory Performance

- Disciplinary or professional research has not been regularly conducted or there is no evidence of dissemination.
- Evidence comes only from colleagues, collaborators, or ex-students
- Individual role and level of collaborative work is unspecified
- Research is of poor quality
- No research program has been presented
- No evidence of attempts to seek grants or external support

- No evidence of local and external peer reviews, or local and external peer reviewers have evaluated the work as unsatisfactory. *[Procedures require internal and external reviews.]*
- No scholarly activities or awards are documented

Satisfactory Performance (required if research & scholarship is not designated as the area of excellence)

- Candidate has performed research that is appropriate to the discipline/profession and reflects standards of good practice
- Candidate has disseminated the results of research in scholarly journals and other appropriate venues; all scholarly products are readily accessible for review]
- Research program is clearly articulated
- Evidence and results of attempts to secure grants and external support; proposals reflect scholarship and show potential for future success
- Evidence of the peer review of scholarly products
- Peer review of the nature and stature of journals and the significance of the candidate's research publications
- Evidence of the candidate's plans for continued research
- Evidence of at least local dissemination of scholarly production and research findings
- Evidence of recognized good practice in the area of research and scholarship
- In the School of Social Work, during the period of time under review, the candidate should average at least:
  - One publication of a peer reviewed journal article or acquisition of a funded research grant every other year, *and*
  - A conference presentation of a peer reviewed paper or poster, a written report on unfunded research, submission of a grant proposal, or publication of a book chapter, monograph, etc. every other year.

Highly Satisfactory Performance

- Candidate's research and scholarly production has attracted favorable peer reviews and comments that refer to quality and reflect strong evidence of potential for future productivity
- Candidate has secured grant and external support and provides evidence of continuing efforts to secure more
- Evidence of regular local and external peer review of research and scholarly production
- Evidence of regular and significant dissemination of scholarly production and research findings
- In the School of Social Work, during the period of time under review, the candidate should average more than:
  - One publication of a peer reviewed journal article or acquisition of a funded research grant every other year, *and*
  - A conference presentation of a peer reviewed paper or poster, a written report on unfunded research, submission of a grant proposal, or publication of a book chapter, monograph, etc. every other year.

Excellent Performance

As noted in the preamble, the level of documentation varies in relation to the rank being sought. Normally, candidates applying for promotion to Associate Professor with research as an area of excellence are expected to provide evidence to support a claim that they are well on the way to establishing an emerging national reputation for excellence in research. Candidates for Full Professor are expected to provide evidence to support a claim that they have attained such a national reputation. Typically, such a reputation is evidenced by publication in highly regarded national journals, membership on the editorial boards of scholarly journals, success in generating external funding for one's area of

scholarship, participation in national conferences, hearings or review committees and by major invited presentations at a national level. The following are required if research is designated as the area of excellence.

- Evidence of significant research contributions to the knowledge in and impact upon the field that clearly demonstrate attributes of scholarly work associated with research, including peer refereed presentations and publications and national recognition of the quality of research and scholarship
- Candidate has secured substantial grant and external support and makes significant contributions that clearly demonstrate the attributes of scholarly work associated with obtaining external support, including the degree to which evaluation processes were competitive
- Expert external peer review clearly demonstrates the attributes of scholarly work associated with research, including peer refereed presentations, grants, and publications
- Evidence of national and/or international recognition of and an emerging reputation for the high quality of work (for tenure and promotion to the rank of Associate Professor)
- Evidence of national and/or international recognition of and a reputation for the high quality of work (for promotion to the rank of Professor)
- Evidence of a program of scholarly activities that have contributed to the discipline's knowledge base and improved the work of others
- Internal and external recognition of the stature and impact of the research and scholarly work
- In the School of Social Work, during the period of time under review, the candidate should average at least:
  o One publication of a peer reviewed journal article or acquisition of an externally funded research grant every year; *and*
  o A conference presentation of a peer reviewed paper or poster, a written report on internally funded or unfunded research, submission of a grant proposal, or publication of a book chapter, monograph, etc. every year.

C.   Evidence/Supporting Material

Candidates' dossiers must include documentary evidence to support claims of satisfactory or excellence in the area of research. Evidence may be submitted directly by the candidate or indirectly through, for example, peer evaluations and external reviews. In regard to research and scholarly productivity, evidence such as the following is included and organized in a coherent fashion such as presented in Table VII.C.1 below (see the most current IUPUI *Dean of the Faculties Guidelines for Promotion and Tenure* for the most up-to-date placement recommendations).

Table VII.C.1 DOCUMENTING RESEARCH AND SCHOLARLY PRODUCTIVITY

Evidence Required	Potential Placement in the Dossier					
	Section I: Chair's Letter, Dean's Letter, Primary and Unit Committee Reports	Section I: CV	Section II: Candidate's Statement	Section III: Statement contained in Evaluation of Research	Peer Review (may be part of Sections I, Dean, Chair or III, internal and	Appendices or Supplemental Materials
Three to five most significant publications or creative activities which reflect major research accomplishments		List all published works or scholarly products (e.g., grant proposals, software programs, DVDs, etc.) and indicate whether in rank and whether refereed	Description in personal statement may also note the most significant publications or creative activities	May contain a more thorough discussion of the most significant published research or creative activities and the status of the journals, other publications, or venues for creative activities		Include professional texts or other books, or book chapters published by reputable publishers. Include papers accepted by a refereed journal but not yet published together with evidence of their acceptance for publication. Self-published works (e.g., monographs, manuals, etc.) may be included but should clearly be identified as such. If available in tangible form (e.g., print or other media), papers delivered at respected professional conferences or meetings may be included (indicate invited or refereed)
Evaluation of stature of journals in which articles appear	Provided by department or school. Committee reports and letters from Dean and Chair may also provide evidence of stature	May be an indication in CV (refereed v. non-refereed, name of publisher, age of journal title)	Candidate may also comment on a journal's quality in the Candidate's Statement, especially when the significance is not self-evident	As above	External letters may also provide guidance on the stature of journals and other publications	
Evaluation of stature of galleries where works appear or stature of performance venues	Provided by department or school. Committee reports and letters from Dean and Chair may also provide evidence of stature	May be an indication in CV (stature of gallery or performing venue, city, potential size of audience)	Candidate may also comment on galleries in the Candidate's Statement, especially when the significance is not self-evident	As above	External letters may also provide guidance on the stature of galleries and performance venues	
Research Expectations	As above: a letter often points out unusual circumstances related to work load		This may also be commented on in the personal statement (but seek confirmation from other documents in the dossier)	May be more detailed comments on this, particularly where load is considered heavy in school or department	Comment on fit with IUPUI and department/school goals and quantity of effort	
Research goals/program of research or creative activities	Letters from Chair and Dean may comment, as may committee reports (important for tenure, as the University is projecting candidate's future contributions)		List of goals and candidate's description of continuing program of research, scholarship or creative activities	May include a more thorough discussion of the research projects in progress and/or future research plans; may include listing of manuscripts or creative activities submitted for	Interpretation of candidate's research or creative activities progress and future potential in external letters	
Quality of research or creative activities	Primary and unit committee reports, letters from Chair and Dean	CV	Reflective comments by candidate not already in the Candidate's Statement	Reflective comments by candidate not already in the Candidate's Statement	Experts in candidate's field through letters solicited by chairs or deans	
Assessment of contributions when more than one author or collaborator or performer	Departmental evaluation, committee reports	Listed in CV using citing conventions appropriate to the school/unit or discipline. When joint papers are referenced, the bibliographic references should include the authors' names in the same order as in the original paper	An annotated bibliography in the CV can be helpful, with interpretive comments in the personal statement	Candidates may provide additional detail as to their own individual contributions to the effort (important to cross check against other documentation)	External and internal letters can indicate the stature of collaborators	
Contributions to interdisciplinary research or creative activities	Departmental evaluation, committee reports, letters from Chair and Dean	CV may indicate which items are interdisciplinary	Candidate's Statement may comment on how interdisciplinary work may have contributed to the candidate's career and research goals	Candidate should highlight this as appropriate, since interdisciplinary research and creative activities are major goals of the campus	Evaluations by peers in research centers or other departments/schools may identify achievements in interdisciplinary research and creative activities.	
Grants and awards	Committee reports, letters from Chair and Dean	List of grants and awards (Accuracy in amounts and dates is very important.)	Explanation of most significant grants and awards is crucial.	May include a more thorough description of grants and awards, as well as information on grant applications in process where appropriate	External letters may reference grants and awards received	
Stature of grants and other awards	Departmental evaluation, committee reports, letters from Dean and Chair	May appear on CV (reputation of granting agency, national v. state or local reach of grant, constituents to be served)	Candidate's own assessment of the stature of grants and awards	Candidate's assessment of the significance of grants and awards and how they fit in an overall research plan may be more fully documented here	Experts in candidate's field through letters solicited through school procedures	
Continuing efforts to enhance	Primary and unit committee reports,	CV	Reflective comments by	Reflective comments by candidate	Experts in candidate's field	

research, scholarship and creative activities	letters from Chair and Dean		candidate		through letters solicited through school procedures	

VIII. SERVICE

A.   Description

In higher education three broad categories of activities have come to be labeled service. These include university service (committee or other governance activities internal to the school or university related to program development and institutional policy), professional or disciplinary service (committee, editorial, or other work for local, regional, national, or international professional or disciplinary associations), and community service (activities other than basic research and teaching involving direct relationships with groups external to the academic and professional communities).

The Indiana University School of Social Work is uniquely positioned, as a result of having a mission and philosophy which not only supports but expects its social work and labor studies faculty to be engaged in professional service, to provide leadership to the University. In an era where there is widespread public support for the University to contribute to the well-being of the broader community, the contributions made by the faculty in the area of service take on added significance in the overall assessment process.

B.   Criteria

Service is not totally quantifiable nor can it be narrowly defined. Therefore, the following broad guidelines are provided to assist faculty members in determining their readiness for promotion and tenure:

Unsatisfactory Performance

- University Service (includes service to campus, school, and educational program)
  - No evidence of activities or results
  - Evidence on outcomes of collaborative work, but no evidence of individual contribution
  - No review by others
  - No evidence on how service work is consistent with professional development or goals
  - Poor performance on service activities
- Service to Profession or Discipline
  - No evidence of activities or results
  - Evidence on outcomes, but no evidence of individual contribution
  - No review by others
  - No evidence on how service work is consistent with professional development or goals
  - Poor performance on service activities
- Service to Community
  - No evidence of activities or results
  - Evidence on outcomes, but no evidence of individual contribution
  - No review by others
  - No evidence on how service work is consistent with professional development or goals
  - Poor performance on service activities

Satisfactory Performance (required if research & scholarship is not designated as the area of excellence)

- University Service (includes service to campus, school, and educational program)
  - Evidence that candidate fulfills routine, required, and expected school and program service functions in a satisfactory manner (e.g., active participation in faculty senate, school or educational program committees)
  - Dean or Director's determination that service is more than mere participation
  - Noted in CV and in promotion and tenure documents
- Service to Profession or Discipline
  - Evidence that candidate fulfills routine, required, and expected service functions associated with the profession or discipline; and does so in a satisfactory manner

- Service to Community
  - Evidence that the candidate engages in professional or discipline related service in the community

Highly Satisfactory Performance

- University Service (includes service to campus, school, and educational program)
  - Accompanied by independent testimony of value of work (e.g., letter from the committee chair; acceptance by Faculty Council; "wrote a policy that was approved by committee") that is above and beyond that "required or expected"
  - Played a major role in initiative over a period of time that contributed to campus, school, or educational program goals, with independent evidence of significance, role, impact, and effective communication to others
- Service to Profession or Discipline
  - Accompanied by independent evidence of success, impact (e.g., ratings by participants; "organized a workshop series for conference that was successfully offered")
  - Played a major role in an initiative over a period of time that contributed to discipline's goals or organization's mission, with independent evidence of significance, impact, role, and effective communication to others
- Service to Community
  - Accompanied by independent evidence of impact (e.g., "chaired a subcommittee of the board that accomplished X, Y, & Z"; "played a leadership role in developing the capacity of a community-based organization")
  - Played a major role in an initiative over a period of time that contributed to community goals, with independent evidence of significance, role, impact, and effective communication to others

Excellent Performance

As noted in the preamble, the level of documentation varies in relation to the rank being sought. Normally, candidates applying for promotion to Associate Professor with service as an area of excellence are expected to provide evidence to support a claim that they are well on the way to establishing an emerging national reputation for excellence in service. Candidates for Full Professor are expected to provide evidence to support a claim that they have attained such a national reputation. Typically, such a reputation is evidenced by publications related to service in highly regarded national journals, service leadership beyond the local level, success in generating external funding related to service activities, participation in national conferences, hearings or review committees and by major invited presentations at a national level. The following are required if service is designated as the area of excellence.

- University Service (includes service to campus, school, and educational program)
  - 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
  - Evidence of the impact of one's university service (e.g., adoption of a policy, revision of a program, procedure, or process, etc.)
- Service to Profession or Discipline
  - 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
  - Evidence of the impact of one's professional or disciplinary service (e.g., adoption of a policy, revision of a program, procedure, or process, etc.)
- Service to Community
  - Significant contributions that clearly demonstrate the attributes of scholarly work, including peer refereed presentations and publications and national recognition of the quality of work

- o Awards and recognition that reflect on the significance and academic nature of the work have been received
- o Evidence of the impact of one's community service (e.g., adoption of a policy, revision of a program, procedure, or process, etc.)

C. *Evidence/Supporting Materials*

Candidates' dossiers must include documentary evidence to support claims of satisfactory or excellence in the area of service. Evidence may be submitted directly by the candidate or indirectly through, for example, peer evaluations and external reviews. In regard to service, evidence such as the following is included and organized in a coherent fashion such as presented in Table VIII. C.1 below (see the most current IUPUI *Dean of the Faculties Guidelines for Promotion and Tenure* for the most up-to-date placement   recommendations).

TABLE VIII.C.1 DOCUMENTING PROFESSIONAL SERVICE						
Evidence Required	Potential Placement in Dossier					
	Section I: CV	Section I: Internal Supporting Letters & Reports	Section II: Candidate's Statement	Section III: Evaluation of Professional Service	External Peer Review	Appendices or Supplemental Materials
Satisfactory University Service*	List of university service	Evidence (e.g., assigned responsibilities context, role, growth, impact) and basis for judging it satisfactory	Relevance to professional development and goals as well as evidence of impact	Annotation of roles, contributions, and impact	External letters evaluate the achievement evident in the products of research.	Letters of recommendation from committee chairs, deans, or other administrators in the University. Letters of acknowledgment or recommendation from groups, offices, or agencies in the private or public sector. Letters of acknowledgment or recommendation from alumni or students.
Significance and impact of professional service	List of community, disciplinary/professional, and university service	Assessment of significance and impact to the context of the unit or campus mission	Relevance to professional development and goals and evidence of impact	Evidence of impact on constituencies and intellectual contribution from and to the discipline or profession	External letters evaluate the adequacy of the evidence	Announcements of honors or awards received for service. Announcements of grants received for the development or implementation of service activities.
Description of activity and individual's responsibility	List of positions (e.g., chair of committee, program organizer)	Evidence of candidate's contribution	Specific details on activity and roles, responsibilities, and contributions	Specific details on activity and roles, responsibilities, and intellectual contributions		Logs of student recruiting, counseling and advising. Records of advising student organizations. Programs or announcements of organized colloquia, seminars, continuing education programs, conferences, workshops or special events. Records of public relations activities with accrediting agencies, trustees, news media, legislative bodies or representatives. Records of consultations with various organizations and the benefits to the University which accrued from such activity. Documents indicating leadership in professional societies. Documents indicating editorship of professional journals.
Growth and leadership	List of positions (e.g., chair of committee, program organizer)	Evidence of leadership	Self-assessment of growth and leadership	Annotation of specific roles, responsibilities, intellectual contributions	Comments on this criteria within letters from external reviewers	
Publications related to service	List of refereed publications and non-refereed publications	Assessment of significance to the discipline, constituencies, and mission	Relevance to professional development and goals	Annotation on significance as intellectual work	Comments on this criterion within letters from external reviewers	Documents indicating service as a reviewer or editor for a manuscript, newsletter, or textbook. Copies of reports of school or university committees. Records of activities and accomplishments as a result of administrative assignments, such as chair or coordinator. Copies of publications produced as a result of one's service (describe nature and extent of contribution) including school or university bulletins, brochures, as well as grant proposals. Copies of public statements or testimonies given in areas of service.
Dissemination of results of service	List of presentations, workshops, and reports	Assessment of significance to the discipline or profession	Relevance to professional development and goals	Annotation of nature of dissemination as appropriate and effective	Comments on this criteria within letters from external	

*The IUPUI Dean of the Faculties' Guidelines states that "University service is necessary for promotion and/or tenure. It qualifies as professional if it is documented as intellectual work that relates to the discipline or to the mission of the university. For example, the economist on the task force charged with revising university revenue distribution policies may be performing professional service but the English professor would be engaged in university citizenship."