Promotion and Tenure @ IUSM

SERVICE

Sharon Andreoli, MD
Professor, Department of Pediatrics

Emily Walvoord, MD
Assistant Dean, Faculty Affairs and Professional Development
By the end of this session, you

<table>
<thead>
<tr>
<th>will</th>
<th>will not</th>
</tr>
</thead>
<tbody>
<tr>
<td>be aware of the <strong>specific</strong> P&amp;T guidelines related to <strong>excellence in service</strong></td>
<td>necessarily be more aware of the overall/general P&amp;T guidelines</td>
</tr>
<tr>
<td>learn <strong>tips</strong> and strategies <strong>to document your service</strong></td>
<td>necessarily learn overall tips and strategies for dossier preparation</td>
</tr>
<tr>
<td><strong>discover resources</strong> available to help you as you prepare for P&amp;T</td>
<td>be exposed to examples related to excellence in research or teaching</td>
</tr>
</tbody>
</table>
ABOUT THE TRACKS
<table>
<thead>
<tr>
<th>Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellence in service, research or teaching</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical</th>
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</thead>
<tbody>
<tr>
<td><strong>Excellence in service or teaching</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellence in research</strong></td>
</tr>
</tbody>
</table>
Differences and Similarities Between Tracks

**Differences**
- Options for declared area of excellence
- Timeline
- Associated opportunities and risks

**Similarities**
- Scholarship in area of excellence
- Evidence of impact
CRITERIA FOR PROMOTION
Promotion Criteria – **Excellence in Service**

**Assistant to Associate**

- Program development in your area of expertise
- Local/regional impact of a unique program or service
- Peer reviewed scholarship of service
- Emerging national reputation
Promotion Criteria – **Teaching**
Assistant to Associate

**Excellence**
- Curriculum development and assessment
- Educational administration
- Teaching or curriculum grants
- Teaching awards
- Peer reviewed scholarship of teaching and learning
- Emerging national reputation

**Satisfactory**
- Teaching load
- Collated teaching evaluations with departmental norms
- Mentoring
- Philosophy of teaching statement
- Peer review of teaching
Promotion Criteria – **Research**
**Assistant to Associate**

**Excellence**
- Coherent research program with peer reviewed dissemination
- Sustained funding or promise of sustained funding
- Independent research program or emerging independent program
- Emerging national reputation

**Satisfactory**
- Seeking publications
- Grants – do not need to be PI
- Participation in multicenter trials, collaborative research – do not need to be PI
- Research publications that are INDEPENDENT from scholarship of service or teaching
Promotion Criteria

Associate to Full Professor

• Continued activity and development in your area of expertise
• Outstanding scholarship
• Sustained and sustainable national and/or international reputation
# IUSM

## Tenure by Area of Excellence

<table>
<thead>
<tr>
<th>Review Year</th>
<th>Teaching Submitted/Approved</th>
<th>Research Submitted/Approved</th>
<th>Service Submitted/Approved</th>
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<tbody>
<tr>
<td>2007-2008</td>
<td>1/1</td>
<td>13/12</td>
<td>15/15</td>
</tr>
<tr>
<td>2008-2009</td>
<td>0/0</td>
<td>18/18</td>
<td>11/11</td>
</tr>
<tr>
<td>2009-2010</td>
<td>0/0</td>
<td>8/8</td>
<td>9/8</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1/1</td>
<td>15/15</td>
<td>5/5</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1/1</td>
<td>15/15</td>
<td>7/7</td>
</tr>
</tbody>
</table>
DOSSIER PREPARATION
Dossier Components

Prepared by department

• Section 1: Checklist/Routing Form
• Section 2: Review Level Two (Unit/School)
• Section 3: Review Level One (Primary/Department)
• Section 4: External Assessments
• Section 5: Reference Letters

Prepared by candidate

• Section 6: Candidate’s Statement
• Section 7: Teaching
• Section 8: Research or Creative Activity
• **Section 9: Professional and University Service**
  • Section 10: Standardized IUPUI CV (new 2012-2013)
  • Section 11: Appendices/Supporting documentation

No more than 50 pages
General Tips for Dossier Preparation

• Start early
• Know department, school, and campus deadlines
• Document/ save everything
• Become familiar with school and campus guidelines
• Meet with your department chair, primary committee chair, mentor
• Review sample dossiers
• Attend school and campus-wide P&T programs
• Review document outlining how IUSM reviews dossiers
Steps in Dossier Review

- **Department Committee**
  - Department chair

- **IUSM Committee**
  - Review by Non-dept member
  - Dean

- **IUPUI Committee**
  - Review by Non-SoM member

- **IUPUI Dean of Faculties**

- **IUPUI Chancellor**

- **IU Board of Trustees**
Candidate’s Statement (Section 6 of Dossier)

• Maximum of 5 pages
• Narrative of your accomplishments
• Unique to you
• Establishes context of your work
• Bold, accurate
• Sections on each area
  – Majority spent on area of excellence
  – Label each section
  – End with future directions/plans
Candidate’s Statement (Section 6 of Dossier)

• What is the focus of my career?
• What problem, issue, or challenge am I addressing?
• How am I doing it (methods/strategies)?
• What outcomes show the impact of my work?
• What do I plan to accomplish in the future?
• What is the overall plan for my career?
Candidate’s Statement  (Section 6 of Dossier)

• Stated Area of Excellence: Include your single area of excellence in the first paragraph, clearly stated

• Language: Use layman’s terms, correct grammar, good readability

• Uniqueness: Describe your personal story that demonstrates a unique qualification of your contribution and a summary of your role

• Concise: Start at hiring point/date of last promotion, use compact sentiments without too much esoteric information
Service

• To the public
  – Local, national or international communities
  – Patients and/or clients

• To your profession or discipline

• To the campus or University
Service as Area of Excellence  (Section 9 of Dossier)

Statement of service (maximum of 2 single spaced pages)

1. Description of the candidate’s professional service activities
2. Evidence of the significance and impact of professional service
3. Evidence of the candidate’s individual contributions
4. Evidence of leadership in providing professional service
5. Evidence of effective dissemination of results to peers, practitioners, clients, patients or service recipients
6. Evidence and evaluation of the impact of university service
7. External peer evaluation of products or results of professional service
8. Assessment from local faculty colleagues
9. Evaluation by clients, patients or service recipients
10. When professional service is highly repetitive... cumulative impact of the repeated activities
Service to the public; profession/discipline; campus/university

**Satisfactory**
- Routine, required or expected
- Chair’s determination that service is more than mere participation

**Excellence**
- Significant contributions demonstrating attributes of scholarly work
- Peer refereed presentations and publications
- National recognition
- Awards reflecting the significance and academic nature of work
Defining Scholarship

• The work must be made **PUBLIC**
  – Abstract, workshop, manuscript, review article, chapter, online forum

• The work must be available for **PEER REVIEW &** critique according to accepted standards

• The work must be a **PLATFORM** to be reproduced & built upon by other scholars
Scholarship

• Peer reviewed journal articles
• Textbooks and book chapters
• Presentations
• Development of best practices
• Patient education materials
• CD ROMs, Audio/Visual materials
• Curricular materials published on educational databases
Service as Area of Excellence (Section 9 of Dossier)

Professional and University Service

Summary of professional service activities and service load information

As indicated in the Candidate’s Statement and listed in my CV, I spent more than 10% of my time on University service components. This includes serving on the Institutional Review Board (IRB04, see Dr. Johnston’s letter), and liaison for the Translational Technologies and Resources (TTR) program for the Indiana CTSI, in which my duty including communication with university service cores, preparing for the TTR newsletters, organizing symposiums, and attending monthly meetings (see Lilith Reeves’ letter in this section and Dr. Todd Skaar’s letter in Section VII). I serve on the internal advisory committee for the Susan G. Komen Tissue Bank (see Appendix for appointment letter), and on the scientific advisory board for the newly established Indiana Institute of Personalized Medicine (see Appendix for website screenshot). I served on faculty search committee for the Division of Biostatistics 2007, Center for Medical Genomics 2008, and School of Informatics 2011 (see Dr. Zhou’s letter in this section and Dr. Faiola’s letter in Section I). I supervise IT group for the Center for Computational Biology and Bioinformatics, whose duty is to establish the IT infrastructure in the Center. I meet with IT staff weekly, discuss IT issues, and deliver solutions (see Dr. Dunker’s letter in internal assessment letters).

Nationally, I am an associate editor in BMC Genomics (impact factor 3.76). I also sit on the editorial board of several international journals (See Appendix for letter from BMC Genomics), serve as reviewers for dozens of journals in a regular bases. I am in the program committee for several international conferences (see CV for details).
Service

University Services

JUPUI-Clarian IRB Alternate Member
2006 to Present

Director of Clinical Research, Department of OB/GYN
In this capacity coordinate all resident research projects,
assist with research development for faculty, and serve as a
facilitator for new collaborative efforts with other
Departments.
2006 to Present

Member, Executive Committee
Department of Obstetrics and Gynecology
2008 to present

Corporate Officer
University Obstetricians-Gynecologists, Inc.
2008 to present

Member, Maternal-Fetal Medicine Director Search
Committee
Indiana University School of Medicine
2008 to present

Grand Rounds Chair
Department of OB/GYN
June 2006 to June 2009

Faculty Mentor for junior faculty members-
Jon Hathaway, MD, PhD and Abigail Litwiler, MD.

Professional Service:

Young Physician-at-large
District Advisory Council, District V
American College of Obstetricians and Gynecologists
2009 to present

Secretary, Indiana Section
American College of Obstetricians and Gynecologists,
2008 to present

Council on Residency Education in Obstetrics and Gynecology
Examination Committee
American College of Obstetricians and Gynecologists
2009 to present

Nominations Committee, District V
American College of Obstetricians and Gynecologists
2010 to present

Director of Women’s Health Research and Principal
Director, PREGMED, The Indiana University Center for
Pharmacogenetics and Therapeutics Research in Maternal
and Child Health (www.pregmed.org)
2007 to Present

Member, Advisory Committee,
Indiana University Pharmacogenetics Core Laboratory
2008 to present

David Haas, School of Medicine,
http://academicaffairs.iupui.edu/_Assets/docs/PromotionAndTenure/PTprof2assoc-sample11.pdf
Professional Service Activities

Paul Kwo, School of Medicine
http://academicaffairs.iupui.edu/_Assets/docs/PromotionAndTenure/PTprof2full-sample1.pdf
Professional Service Activities

Ambulatory Encounters

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambulatory Encounters</td>
<td>2208</td>
<td>1766</td>
<td>1585</td>
<td>1363</td>
<td>1654</td>
<td>1738</td>
<td>2171</td>
<td>2093</td>
<td>2208</td>
</tr>
</tbody>
</table>

Paul Kwo, School of Medicine
http://academicaffairs.iupui.edu/_Assets/docs/PromotionAndTenure/PTprof2full-sample1.pdf
Service as Area of Excellence (Section 9 of Dossier)

Use headings to explain and highlight contents

• “Sample Curricula Flyers for...”
• “Evidence of Scholarly publications, presentations, or other means of dissemination”
• “Peer Evaluations from Service provided though ...”
Example of Summary of Scholarly Activity

**Table 2.** Research-related full-length publications since appointment.

<table>
<thead>
<tr>
<th>Publication type</th>
<th>Current status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Published</td>
<td>In press</td>
</tr>
<tr>
<td>Peer-reviewed research</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>Peer-reviewed review</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Invited review</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Invited editorial</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Case report</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Letter</td>
<td>2</td>
<td>—</td>
</tr>
<tr>
<td>Book chapter</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>
Example of Publications Listing

Department Evaluation of the Stature of Journals/Presses Where Candidate’s Articles Appear

All articles in these journals/presses undergo rigorous peer-review based on initial editor screening and anonymous refereeing by at least two independent referees.

<table>
<thead>
<tr>
<th>Journal Title</th>
<th>Impact Factor</th>
<th>Accept Rate</th>
<th>Times Cited</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS Care, Taylor &amp; Francis Publishing</td>
<td>1.83</td>
<td>54%</td>
<td>N/A</td>
</tr>
<tr>
<td>An interdisciplinary journal publishing articles on the psychological and socio-medical aspects of AIDS/HIV. The Journal ranks #17 of 70 Public Health journals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Journal of Public Health, First published in 1911, it is the official journal of the American Public Health Association. Articles address original work in the public health field. It ranks #2 of 70 Public Health journals.</td>
<td>3.61</td>
<td>20%</td>
<td>14</td>
</tr>
<tr>
<td>Journal of Acquired Immune Deficiency Syndrome, Lippincott Williams &amp; Wilkins Publisher. An interdisciplinary journal that provides a synthesis of information on HIV and AIDS from all relevant clinical and basic sciences.</td>
<td>4.41</td>
<td>43%</td>
<td>0</td>
</tr>
<tr>
<td>Sociology of Health and Illness, Blackwell Publishing. This is an international journal that publishes sociological articles on all aspects of health, illness, and health care. It ranks #6 of 96 titles in Sociology.</td>
<td>1.75</td>
<td>14%-25%</td>
<td>22</td>
</tr>
</tbody>
</table>
Promotion Criteria – Teaching Assistant to Associate

Excellence
• Curriculum development and assessment
• Educational administration
• Teaching or curriculum grants
• Teaching awards
• Peer reviewed scholarship of teaching and learning
• Emerging national reputation

Satisfactory
• Teaching load
• Collated teaching evaluations with departmental norms
• Mentoring
• Philosophy of teaching statement
• Peer review of teaching
Example of Teaching Load

Teaching Load:

Residents

Attending physician 1 week every month for 12 months per year for the IUSM OB/GYN Residency Program. Responsible for resident physician and medical student supervision in clinic, operating room, and Labor and Delivery, multiple days per week. Direct contact teaching in clinical setting when not the Attending physician of the week is approximately 3 days per week.

Teach OB/GYN Grand Rounds approximately 1 hour per year. Also teach a clinical session in the OB/GYN Surgical GYN Conference each year.

Medical Students

Course Director
IUSM Course 93G0730: Research in OB/GYN
Mentor and guide several 4th year students in a clinical research elective

Staff Attending
IUSM Course 93G0690: Obstetrics and Gynecology Clerkship. Supervise 3rd year and 4th year medical students on service at Wishard Hospital and University Hospital.

Fellowship

Lecture to Clinical Pharmacology Fellows and Department 1-2 times per year
Learner Evaluations

- Summarized assessments
- Demonstrate improvement over time
- Include student comments about teaching performance
- Normed with peers in program, school/unit, campus or discipline for comparison
## Example of Summary Table

<table>
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<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[1] Poor</td>
<td>Faculty Mean</td>
<td>Faculty Mean</td>
<td>Faculty Mean</td>
<td>Faculty Mean</td>
<td>Faculty Mean</td>
<td>Faculty Mean</td>
<td>Faculty Mean</td>
<td>Faculty Mean</td>
<td>Faculty Mean</td>
<td>Faculty Mean</td>
<td>Faculty Mean</td>
<td>Faculty Mean</td>
</tr>
</tbody>
</table>

### Medical Student Faculty Evaluations 2005-2010

#### 2005

- Dr. Hass was a patient physician and very approachable

#### 2006

- Dr. Hass was extremely helpful in encouraging outside learning.
- Excellent professor. Interested in students. Actually teaches and rounds with students.
- Dr. Hass was a great teacher and was good at explaining concepts.
- Dr. Hass was the primary staff for my group throughout the rotation. He allowed the residents to play a central role in the training and would interject when he felt it was necessary.
- Very good teacher, very patient and willing to teach.
- Dr. Hass is an excellent teacher and a compassionate, competent physician. He provided appropriate amounts of both constructive criticism and praise and made this rotation a delightful experience.

David Hass, IU School of Medicine

http://academicaffairs.iupui.edu/_Assets/docs/PromotionAndTenure/PTprof2assoc-sample11.pdf
## Example of Mentoring/Advising

### 4) Student Service:

#### a) Graduate Student Advisory/Research/Dissertation Committees:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Student’s Name</th>
<th>Department</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2007</td>
<td>Guiandre Joseph</td>
<td>M.D./Ph.D. in Microbiology &amp; Immunology, defended thesis June 2007</td>
<td>Member</td>
</tr>
<tr>
<td>2004-present</td>
<td>Erin Goldblatt</td>
<td>Ph.D. in Department of Medical and Molecular Genetics</td>
<td>Chair</td>
</tr>
<tr>
<td>2005-2006;</td>
<td>Anuradha</td>
<td>Ph.D. in Department of Medical and Molecular Genetics</td>
<td>Advisory Chair; Member</td>
</tr>
<tr>
<td>2008-present</td>
<td>Ramamoorthy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005-present</td>
<td>Holly Martin</td>
<td>Ph.D. in Department of Medical and Molecular Genetics</td>
<td>Member</td>
</tr>
<tr>
<td>2005-present</td>
<td>Tabitha Hardy</td>
<td>Ph.D. in Microbiology &amp; Immunology</td>
<td>Member</td>
</tr>
<tr>
<td>2005-present</td>
<td>Catherine Steding</td>
<td>Ph.D. in Microbiology &amp; Immunology</td>
<td>Member</td>
</tr>
<tr>
<td>2008-present</td>
<td>Bill Ranahan</td>
<td>Ph.D. in Biochemistry and Molecular Biology</td>
<td>Member</td>
</tr>
<tr>
<td>2007-present</td>
<td>Carla Mangum</td>
<td>M.S. Jackson State University (NIH R25 Bridges to Doctorate Program with IUSM)</td>
<td>Member</td>
</tr>
</tbody>
</table>

#### b) Predoctoral Students Supervised (research):

<table>
<thead>
<tr>
<th>Dates</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-present</td>
<td>Erin Goldblatt, Medical and Molecular Genetics (Ph.D.)</td>
</tr>
<tr>
<td>2007-present</td>
<td>Carla Mangum, IUSM/Jackson State Bridges to Doctorate Program (M.S.)</td>
</tr>
<tr>
<td>2008</td>
<td>Christina B. Smith, G594 course mentor, IU Medical Sciences Program (M.S.)</td>
</tr>
</tbody>
</table>
Example of Peer Evaluation

Peer Evaluation of Teaching

My teaching has been evaluated annually by my department chair, Dr. Sotiris Hjia-Avgoustis. Each time after he visited my class, he wrote down his comments about my teaching. Samples of his comments are in Appendix B. He commented that I was able to address specific needs of different groups of students in class. I was well prepared and had total control of the classes. My presentations were clear, and I regularly encouraged my students to share their thoughts and experiences. I also used numerous examples and personal examples that helped students to understand the concepts I presented. The quantity and quality of class discussions were good. My students were kept interested and alert. The evaluations also mention that I used a variety of materials, such as videos, web sites, pictures, and PowerPoint slides to enhance my presentations. The assignments I gave in class were very meaningful and stimulated students’ thinking and discussions.

My teaching was also evaluated annually by the Promotion and Tenure Committee members of my school, including Dr. Rafael Bahamonde, Dr. Linda Brothers, Dr. Allen Mikesky and Dr. Jeffery Vessely. Each year there is one announced and one unannounced observation from the committee. The evaluation form used by the committee can be found in the Appendix C.
10. Poorly organized or incomplete CV
9. Personal statement poorly written
8. Dossier does not reflect candidate’s declared area of excellence
7. Inadequate scholarship
6. Candidate achieves excellence in declared area but falls short elsewhere
5. Candidate has fragmented focus
4. Lack of awareness of department expectations for promotion
3. Misunderstanding of the timeline
2. Lack of mentoring
1. Misalignment between candidate interests/skills and track
Q & A
ADDITIONAL RESOURCES
3 Year Review

Fall: Notified review dossier must be prepared
Winter: Dossier due to Office of Academic Administration (OAA)
Spring: IUSM committee evaluates progress, provides feedback to faculty member & department chair

Tenure and Promotion Review Year

Summer: Dossier submitted to OAA
Fall: IUSM committee evaluation; Dean’s evaluation
Winter: IUPUI committee evaluation; IUPUI Dean of Faculties evaluation; IUPUI Chancellor evaluation
Spring: Vice President’s Office (Bloomington) Trustees

Tenure and Promotion Submission Year

Winter: Prepare CV and dossier
Spring: Notified that dossier must be prepared; Letters of evaluation sought
June: Primary committee review; Department Chair review; Regional Center director review (if applicable)

Promotion Effective
July

Tenure Effective
July

Traditional Tenure Track Timeline

Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8

July: Appointment

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8
Revised Tenure Track Timeline

**3 Year/6 Year Review**
- **Fall**: Notified review dossier must be prepared
- **Winter**: Dossier due to Office of Academic Administration (OAA)
- **Spring**: IUSM committee evaluates progress, provides feedback to faculty member & department chair

**Tenure and Promotion Review Year**
- **Summer**: Dossier submitted to OAA
- **Fall**: IUSM committee evaluation; Dean’s evaluation
- **Winter**: IUPUI committee evaluation; IUPUI Dean of Faculties evaluation; IUPUI Chancellor evaluation
- **Spring**: Vice President’s Office (Bloomington) Trustees

**Promotion Effective**
- July

**Tenure Effective**
- July

**Tenure and Promotion Submission Year**
- **Winter**: Prepare CV and dossier
- **Spring**: Notified that dossier must be prepared; Letters of evaluation sought
- **June**: Primary committee review; Department Chair review; Regional Center director review (if applicable)

**July: Appointment**
Non-Tenure Clinical Track Timeline

Long Term Contract
Required in the 5th Year

Year 6
Summer: Dossier submitted to Office of Academic Administration (OAA)
Fall: Review by Executive Associate Dean (EAD) for Faculty Affairs and Professional Development; Review by Dean and all other EADs

Year 1
July: Appointment

Year 5
Spring: Prepare personal statement and CV; Letters sought from clinical service chief and/or division director
June: Department Chair Review

Year 7
July: Contract effective

Promotion
Can be sought in any year

Submission Year
Winter: Prepare CV and dossier
Spring: Letters of evaluation sought
June: Primary committee review; Department Chair review; Regional Center director review (if applicable)

Promotion Effective
July

Review Year
Summer: Dossier submitted to OAA
Fall: IUSM Committee evaluation; Dean’s evaluation
Winter: IUPUI Committee evaluation; IUPUI Dean of Faculties evaluation; IUPUI Chancellor evaluation
Spring: Vice President’s Office (Bloomington) Trustees
Scientist/Research Professor Non-tenure Track

• Assistant rank: Normally on one-year, renewable appointment subject to annual review by chair/director and assurance of funding

• Associate and senior ranks: May be appointed for up to 3 years depending on nature of research missions to which they are assigned, responsibilities, and funding prospects
Information on stopping the tenure clock

- IUSM Family Leave Policy
- IUPUI Supplement to the Academic Handbook
- Consultation with your Chair, OFAPD, IUSM Academic Administration, and/or IUPUI Academic Affairs
Service...

Quality assessment

Outcome assessments

Innovative clinical programs

Compliance with Practice Guidelines

Education of peers

Committee Work

Development of trainees

Case Reports

Textbook Chapter

Advocacy

Public health initiatives

Participation in research

Retrospective studies

Patient safety improvements

Review articles
## Patient Volume

<table>
<thead>
<tr>
<th>FY</th>
<th>New</th>
<th>Total</th>
<th>% New</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>263</td>
<td>1134</td>
<td>23.2%</td>
</tr>
<tr>
<td>2004</td>
<td>339</td>
<td>1880</td>
<td>18.0%</td>
</tr>
<tr>
<td>2005</td>
<td>376</td>
<td>2464</td>
<td>15.3%</td>
</tr>
<tr>
<td>2006</td>
<td>368</td>
<td>2433</td>
<td>15.1%</td>
</tr>
<tr>
<td>2007</td>
<td>320</td>
<td>2472</td>
<td>12.9%</td>
</tr>
<tr>
<td>2008 YTD</td>
<td>222</td>
<td>1876</td>
<td>11.8%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>1888</strong></td>
<td><strong>12259</strong></td>
<td><strong>15.4%</strong></td>
</tr>
</tbody>
</table>

FY 2003 start date 9/1/02 (first patient 9/12/02)
FY 2008 YTD data through 3/31/08

### New Patient Visits

![New Patient Visits Chart]

### Total Patient Visits

![Total Patient Visits Chart]