**IUPUI P&T Guidelines**

Charts, Templates, and Other Guides

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## Chart: Where to Document Teaching

Dimensions of Teaching Performance and their Potential Locations

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence Required** | **CV** | **Candidate’s Statement** | **Regular dossier** | **Peer Review (may be part of Sections I-Dean, Chair Comment or III-internal and external peers)** |
| **Teaching load** | List of courses, and enrollments  List of mentees/projects |  | Comparative load throughout period under review. | Comment on relative size of load |
| **Teaching goals** |  | Goals and/or Teaching Philosophy | Expansion of explanation in statement, if desired | Comment on fit with IUPUI and unit goals |
| **Continuing professional development** | List of formal activities | Description of activities and the significance | Details of workshops attended, study, reading, etc., and their significance | 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 review of class performance or materials | Local peer review, external if knowledgeable |
| **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 the Profiles (for UG courses) and PGPLs (for Grad courses) | 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 on CV entries | Local peer review, external if knowledgeable |
| **Recognition**  **(grants, awards)** | List of recognitions | Can be mentioned | Details on CV entries, if needed | Commentary on stature of awards |

## Chart: Documentation of Integrative Activities Aligned with Diversity, Equity, and Inclusion

Also use for *Integrative-Thematic Case*

Evidence Required and their Potential Locations

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evidence Required** | **Administrative section: Chair’s Letter, Dean’s Letter, Primary and Unit Committee Reports** | **CV** | **Candidate’s Statement** | **Main Dossier Folders** | **Peer Review (may be part of Sections I, Dean, Chair, or III, internal and external peers)** |
| **Diversity, Equity, and Inclusion Philosophy** |  |  | May be here or refereed to briefly and presented more fully in the main dossier | May contain a more thorough discussion of philosophy, including any particular focus |  |
| **Evaluation of stature of dissemination venues and external impact of the work** | Provided by department or school. Committee reports and letters from dean and chair may also provide evidence of stature | May be indicated in CV (refereed vs. non-refereed, name of publisher, etc.) | Candidate may comment on a venue’s appropriateness in the Candidate’s Statement, especially when the significance is not self-evident | In “three to five’ most significant accomplishments may provide fuller discussion of venues—quality, audience, and intent | External assessment letters may also provide guidance on the stature of venues |
| **Direct impact of DEI activities; awards** | Confirms link to unit goals and missions | List of activities including partnerships; externally managed grants may be included | Candidate should clearly articulate impact of direct activities, including program evaluation metrics, goals, and lessons learned | Include qualitative, quantitative, and direct reviewer assessments | External assessment letters may review impact data as provided to them |
| **Description of teaching, research, and service loads and expectations throughout time in rank** | A letter confirms the expectations and may point out unusual circumstances related to workload | List of courses  List of service roles | Candidate Statement will demonstrate how teaching, research, and service are mutually reinforcing | Descriptions, including any changes over time in rank. Evidence of effective teaching (evaluations, professional development, and reflection) | Comment on fit with IUPUI and department/school goals and quantity of effort |
| **DEI goals, past and future** | Letters from chair and dean may comment, as may committee reports (important for tenure, as the university is projecting candidate’s future contributions and productivity) |  | Description of future plans | May include a more thorough discussion of projects in progress and/or future plans. | Interpretation of candidate’s research or creative activities progress and future potential in external assessment letters |

## Chart: Where to Document Research and Creative Activities

Evidence Required and their Potential Locations

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evidence Required** | **Administrative: Chair’s Letter, Dean’s Letter, Primary and Unit Committee Reports** | **CV** | **Candidate’s Statement** | **Main dossier sections** | **Peer Review (may be part of Sections I, Dean, Chair, or III, internal and external peers)** |
| **Three to five most significant publications or creative activities which reflect major research accomplishments** |  | List all publications or creative activities 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 |  |
| **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, etc.) | Candidate may also comment on galleries in the Candidate’s Statement, especially when the significance is not self-evident | As above | External assessment letters may also provide guidance on the stature of galleries and performance venues |
| **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 assessment 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 workload |  | 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 and productivity) |  | 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 publication or performance and their status | Interpretation of candidate’s research or creative activities progress and future potential in external assessment letters |
| **Quality of research or creative activities** | Primary and unit committee reports, letters from chair and dean | CV | Reflective comments. | 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 | Candidate statement should concentrate on the candidate’s own role. | Candidates should provide additional and confirmatory information. | 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 department/schools may identify achievements in interdisciplinary research and creative activities. |
| **Grants and awards** (Review the candidate’s funding in light of the present context for funding in the field) | 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 assessment 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 research and creative activities** | Primary and unit committee reports, letters from chair and dean | CV | Reflective comments by candidate | Reflective comments by candidate | Experts in candidate’s field through letters solicited through school procedures |

## Chart: Where to Document Service

Evidence Required and their Potential Locations

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **CV** | **Administrative: Solicited Letters** | **Candidate’s Statement** | **Main dossier** | **External Peer Review** |
| **Satisfactory University Service\*** | List of university service (university, campus, school, department and program.) | 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 assessment letters evaluate the achievement evident in the products of research |
| **Disciplinary service** | List of roles | If for excellence or highly satisfactory | Describe | Describe details including scope | Comments |
| **Significance and impact of service** | List of community, disciplinary/professional, and university service | Assessment of significance and impact in the context of the unit or campus mission | Relevance to unit mission with evidence of quality and impact | Evidence of impact on constituencies | External assessment letters evaluate the adequacy of the evidence |
| **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 | Assessment of the importance of the candidate’s work |
| **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 these 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 | Identification of key publications and presentations | Annotation on significance as intellectual work | Comments on this criterion within letters from external reviewers |
| **Dissemination of results of service** | List of presentations, workshops, and reports | Assessment of significance to the discipline or profession | Assessment of quality and impact of service activities. | Further documentation of quality and impact | Comments on these criteria within letters from external reviewers |

\*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.

## Chart: Where to Document Performance in IUPUI Librarian Dossiers

Evidence Required and their Potential Locations

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Section I: CV** | **Section I: Reference Letters & Reports** | **Section II: Candidate’s Statement** | **Section III: Evaluation of Professional Services** | **External Peer Review** |
| **Listing of major performance achievements and positions held** | May be referenced in all of these sources | List of positions in CV | Description in personal statement | May be more fully described in personal statements (changes in job responsibilities and major projects may be highlighted by series of position descriptions) | May be referenced in letters from peers, unsolicited testimonials from library users and from solicited external assessment letters |
| **Evaluation of performance** | All of the above sources may contain evidence of the effectiveness of the librarian’s performance |  | Self-reflective comments on performance may certainly appear in personal statement, especially achievements of significance or patters of professional growth | Written compilation of performance activities, including summary of annual review statements; supervisor’s statements from annual review (with permission from supervisor) | Letters and testimonials from those familiar with the librarian’s work, but external assessment letters may also be useful |
| **Performance Expectation** | Indication in the materials submitted above (use to cross-check against materials supplied by candidate) |  | Referenced in personal statement (# of hours at reference desk compared to others) | Additional detail, particularly in position descriptions | Additional evidence of this, particularly in solicited external assessment letters (i.e., candidate’s performance is particularly noteworthy since he/she is on the reference desk # hours per week) |
| **Contribution of librarian’s performance to library operations quality of services** | All of the above; include a copy of the library’s mission statement | CV notations, particularly if publications or presentations given as part of job responsibilities | Reflective comments | Supporting materials on any grants received that related to library services and their impact on the library or materials prepared (bibliographies, research aids, etc.) | Letters solicited through school procedures from peers or students, faculty, staff, and others who have benefited from the librarian’s expertise and contribution in this area. |
| **Assessment of contributions when more than one librarian is involved in a project** | Specific notations in all of the above | List in DV using citing conventions appropriate to the library | Reference to contribution | Additional detail | Joint statements or letters when librarian served as part of a team |
| **Evaluation of teaching when teaching is part of job assignments** | See grid for [Teaching](#teaching) | See grid for [Teaching](#teaching) | See grid for [Teaching](#teaching) | See grid for [Teaching](#teaching) | See grid for [Teaching](#teaching) |
| **Continuing efforts to enhance performance** | Above documents | List of professional development activities related to performance | Description of significant continuing education and training activities undertaken to improve performance | Highlights in Summary of Performance Activities | Letters on the significance of these activities in enhancing the librarian’s performance |

## Chart: Summary of case types and expectations for various faculty categories[[1]](#footnote-1)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Advancement to:** | **Area of Excellence** | **Other Areas of Performance** | **Expectation for External Peer Review of Case** | **Standard for Excellence (over and above record of quantity, quality, and impact of internal work** |
| **Associate Professor  Tenure Track[[2]](#footnote-2)** | Teaching, Research, and Creative Activity, or Professional Service  For balanced-binned case: Highly satisfactory in all three areas  For balanced-integrative case: Excellence in combined and integrated activities | Satisfactory in areas not chosen as well as University Service as specified by the school.  For balanced-integrative case: all areas of responsibility should show evidence of at least satisfactory performance. | Letters from independent peers, preferably in higher rank, at peer or higher institution | For single area of excellence: Record of nationally and/or internationally disseminated and peer reviewed scholarship Emerging national reputation  For balanced-integrative DEI Case: Leadership including   * Peer-review dissemination * Evidence of direct impact |
| **Professor Tenure Track** | As above: Single area Balanced,  Integrative | As above | Letters from independent peers, preferably in higher rank, at peer or higher institution | For single area of excellence: Record of nationally and/or internationally disseminated and peer reviewed scholarship.  A sustained national reputation as demonstrated by a well-established and cumulative body of work in rank.  For balanced-integrative case: national or international visibility and sustained significant local impact. |
| **Associate Librarian[[3]](#footnote-3)** | Performance | Beyond satisfactory in either Professional Development or in Service and satisfactory in other areas | Letters from independent peers outside unit on IUPUI campus | (No additional requirements) |
| **Librarian[[4]](#footnote-4),[[5]](#footnote-5)** | Performance | Excellence in either Professional Development-Research and/or Creative or in Service and at least satisfactory in other area | Letters from independent[[6]](#footnote-6) peers, preferably in higher rank, at peer or higher institution | Record of superior performance as an associate librarian and attainment of state, regional, or national recognition in the library profession Record of exceptional achievements in performance and a record of distinguished contributions to the university, profession, or community in the secondary area of excellence.  Quality is considered more important than mere quantity ([*Library Faculty Handbook*](https://academicaffairs.iupui.edu/AAContent/Html/Media/AAContent/07-Personnel/FormsDocuments/IUPUI_LibFac_Handbook.pdf), Promotion and Tenure Criteria for Librarians, 2017). |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Advancement to** | **Area of Excellence** | **Other Areas of Performance** | **Expectation for External Peer Review of Cases** | **Standard for Excellence (over and above record of quantity, quality, and impact of internal work)** |
| **Clinical Associate Professor** | Teaching or Professional Service | Satisfactory in other area and in University Service  Highly satisfactory in both areas for a balanced case | Independent peers external to IUPUI or department | Record of publicly disseminated and peer reviewed scholarship in area of excellence |
| **Clinical Professor** | Teaching or Professional Service | Satisfactory in other area and in University Service  Highly satisfactory in both areas for a balanced case | Independent peers external to IUPUI | Record of sustained, nationally and/or internationally disseminated and peer reviewed scholarship in area of excellence. Special circumstances where scholarly productivity has been interrupted can be considered. |
| **Senior Lecturer** | Teaching | Satisfactory in University Service | Independent peers external to IUPUI department or discipline | Record of internal work consists of documented student learning.  Distinct teaching philosophy  Excellent achievement in a teaching-related domain such as curricular leadership or service in support of teaching and learning |
| **Teaching Professor** | Teaching | Satisfactory in University Service | Independent peers external to IUPUI | Documented student learning; teaching philosophy  Sustained excellence involving leadership in a teaching-related domain; advancement of the teaching mission of the unit  Dissemination: academic or professionally-peer-reviewed scholarship that supports teaching. |
| **Associate Research Professor, Associate Scientist/Scholar** | Research | Service expectations, if any, set by unit | Independent peers external to IUPUI | Record of nationally and/or internationally disseminated and peer-reviewed scholarship and/or grants in research; evidence of substantial research contributions to the discipline |
| **Senior Research Professor, Senior Scientist/Scholar** | Research | Service expectations, if any, set by unit | Independent peers external to IUPUI | Record of sustained, nationally and/or internationally disseminated and peer reviewed scholarship and/or grants in research; evidence independent work; evidence of substantial research contributions to the discipline |

## IUPUI Curriculum Vita Format for Promotion and Tenure Dossiers—Single Area of Excellence or Balanced-Binned Types

Faculty can use DMAI (Digital Measures Activity Insight) to produce a correctly formatted CV. From Rapid Reports, choose “Vita – IUPUI – CV Format”

* Input or import all information career long. All necessary teaching activity will be auto included (since hiring or since 2012. Any relevant teaching prior to IUPUI or to 2012 can be listed by name and year, without the need for enrollments).
* Ensure that each entry in publications, presentations, and grants is noted as to “area” (research/creative activity, teaching, or service)
* When reporting (Rapid Reports, IUPUI P&T CV), place the ‘begin date’ as your birthdate
* Annotate items that are in rank, with students (†), and DEI-focused (#)
* Delete unneeded sections; remove notes and commentary if using the format below
* Add sections as necessary

You may also use the tabbed format provided below or on the [Resources page](https://academicaffairs.iupui.edu/Faculty-Affairs/promotiontenure/dossier/) of the Academic Affairs website (see Dossier Forms). As long as the information is presented and labelled in the correct order, you do not have to use the formats or DMAI.

**Name and Contact Information**

**EDUCATION:**

POSTDOCTORAL

Institution Degree Date Awarded

GRADUATE

Institution Degree Date Awarded

UNDERGRADUATE

Institution Degree Date Awarded

**FURTHER EDUCATION:** (Advanced and Specialty Training, Fellowships, Institutes)

Institution Credential Date Awarded

**APPOINTMENTS:**

ACADEMIC (i.e., academic appointments, including academic administrative roles)

Institution Rank/Title Inclusive Dates

NON-ACADEMIC (i.e., administrative, hospital or corporate appointments, consultantships)

Institution/Entity Title Inclusive Dates

**LICENSURE, CERTIFICATION, SPECIALTY BOARD STATUS** (as applicable for discipline):

Credential Number Inclusive Dates

**PROFESSIONAL ORGANIZATION MEMBERSHIPS:**

Organization Inclusive Dates

**PROFESSIONAL HONORS AND AWARDS:**

TEACHING

Award Name Granted By Date Awarded

RESEARCH

Award Name Granted By Date Awarded

SERVICE

Award Name Granted By Date Awarded

OVERALL/OTHER

Award Name Granted By Date Awarded

**PROFESSIONAL DEVELOPMENT:**

Course/Workshop Title Provider Date

**LIBRARIAN PERFORMANCE:**

**TEACHING:**

UNDERGRADUATE

Course # Short Title Format Role Term Enrollment

GRADUATE

Course # Short Title Format Role Term Enrollment

POSTGRADUATE

Course # Short Title Format Role Term Enrollment

CONTINUING EDUCATION

Course # Short Title Format Role Term Enrollment

**MENTORING:**

Individual Role Inclusive Dates

**TEACHING ADMINISTRATION AND CURRICULUM DEVELOPMENT:**

**GRANTS/FELLOWSHIPS IN TEACHING:**

ACTIVE TEACHING GRANTS/FELLOWSHIPS

Title Granting Agency Role % Effort Amount Dates

COMPLETED TEACHING GRANTS/FELLOWSHIPS

Title Granting Agency Role % Effort Amount Dates

PENDING TEACHING GRANTS AND FELLOWSHIPS

Title Granting Agency Role % Effort Amount Dates

SUBMITTED BUT NOT FUNDED TEACHING GRANTS/FELLOWSHIPS

Title Granting Agency Role % Effort Amount Dates

**COMPETITIVE/REFEREED PRESENTATIONS – TEACHING:**

LOCAL

Title Organization Date

REGIONAL

Title Organization Date

NATIONAL

Title Organization Date

INTERNATIONAL

Title Organization Date

**INVITED PRESENTATIONS – TEACHING:**

LOCAL

Title Organization Date

REGIONAL

Title Organization Date

NATIONAL

Title Organization Date

INTERNATIONAL

Title Organization Date

**RESEARCH/CREATIVE ACTIVITY:**

**GRANTS/FELLOWSHIPS IN RESEARCH/CREATIVE ACTIVITY:**

ACTIVE RESEARCH GRANTS/FELLOWSHIPS

Title Granting Agency Role % Effort Amount Dates

COMPLETED RESEARCH GRANTS/FELLOWSHIPS

Title Granting Agency Role % Effort Amount Dates

PENDING RESEARCH GRANTS AND FELLOWSHIPS

Title Granting Agency Role % Effort Amount Dates

SUBMITTED BUT NOT FUNDED TEACHING GRANTS/FELLOWSHIPS

Title Granting Agency Role % Effort Amount Dates

**COMPETITIVE / REFEREED PRESENTATIONS – RESEARCH / CREATIVE ACTIVITY:**

LOCAL

Title Organization Date

REGIONAL

Title Organization Date

NATIONAL

Title Organization Date

INTERNATIONAL

Title Organization Date

**INVITED PRESENTATIONS – RESEARCH**

LOCAL

Title Organization Date

REGIONAL

Title Organization Date

NATIONAL

Title Organization Date

INTERNATIONAL

Title Organization Date

**SERVICE:**

**UNIVERSITY SERVICE:**

DEPARTMENT

Activity Role Inclusive Dates

SCHOOL

Activity Role Inclusive Dates

CAMPUS

Activity Role Inclusive Dates

UNIVERSITY

Activity Role Inclusive Dates

**PROFESSIONAL SERVICE:**

LOCAL

Organization Activity Inclusive Dates

REGIONAL

Organization Activity Inclusive Dates

NATIONAL

Organization Activity Inclusive Dates

INTERNATIONAL

Organization Activity Inclusive Dates

**PATIENT CARE/CLINICAL SERVICE:**

**GRANTS/FELLOWSHIPS IN SERVICE:**

ACTIVE SERVICE GRANTS/FELLOWSHIPS

Title Granting Agency Role % Effort Amount Dates

COMPLETED SERVICE GRANTS/FELLOWSHIPS

Title Granting Agency Role % Effort Amount Dates

PENDING SERVICE GRANTS ANS FELLOWSHIPS

Title Granting Agency Role % Effort Amount Dates

SUBMITTED BUT NOT FUNDED SERVICE GRANTS/FELLOWSHIPS

Title Granting Agency Role % Effort Amount Dates

**COMPETITIVE / REFEREED PRESENTATIONS – SERVICE:**

LOCAL

Organization Activity Inclusive Dates

REGIONAL

Organization Activity Inclusive Dates

NATIONAL

Organization Activity Inclusive Dates

INTERNATIONAL

Organization Activity Inclusive Dates

**INVITED PRESENTATIONS – SERVICE:**

LOCAL

Title Organization Date

REGIONAL

Title Organization Date

NATIONAL

Title Organization Date

INTERNATIONAL

Title Organization Date

**PUBLICATIONS:**

**TEACHING:**

Refereed

Non-Refereed

**RESEARCH/CREATIVE ACTIVITY:**

Refereed

Non-Refereed

**SERVICE:**

Refereed

Non-Refereed

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Date) (Signature of Candidate)

## IUPUI Curriculum Vita Format for P&T Dossiers—Balanced Integrative Cases

Faculty can use DMAI (Digital Measures Activity Insight) to produce a correctly-formatted CV. From Rapid Reports choose “Integrative IUPUI PT CV.”

* + Input or important all information career-long. All necessary teaching activity will be auto-included
  + When exporting (Rapid Reports, IUPUI P&T CV), please the ‘begin date’ at your birthdate
  + Annotate items that are **in-rank** (either \* or grey-out not-in-rank items) and **with students** (†) and those which address **diversity, equity, and inclusion** (#)
  + You may label individual items with R/C, T, or S if desired.
  + Delete unneeded sections; remove notes and commentary if using the format below
  + Combine sections are necessary; items here are NOT binned.

You may also use the tabbed format provided below or on the [Resources page](https://academicaffairs.iupui.edu/Faculty-Affairs/promotiontenure/dossier/) of the Academic Affairs website. As long as the information is presented and labelled in the correct order, you do not have to use the formats or DMAI.

**Name and Contact Information**

**EDUCATION:**

POSTDOCTORAL

Institution Degree Date Awarded

GRADUATE

Institution Degree Date Awarded

UNDERGRADUATE

Institution Degree Date Awarded

**FURTHER EDUCATION:** (Advanced and Specialty Training, Fellowships, Institutes)

Institution Credential Date Awarded

**APPOINTMENTS:**

ACADEMIC (i.e., academic appointments, including academic administrative roles)

Institution Rank/Title Inclusive Dates

NON-ACADEMIC (i.e., administrative, hospital or corporate appointments, consultantships)

Institution/Entity Title Inclusive Dates

**LICENSURE, CERTIFICATION, SPECIALTY BOARD STATUS** (as applicable for discipline):

Credential Number Inclusive Dates

**PROFESSIONAL ORGANIZATION MEMBERSHIPS:**

Organization Inclusive Dates

**PROFESSIONAL HONORS AND AWARDS:**

TEACHING

Award Name Granted By Date Awarded

RESEARCH

Award Name Granted By Date Awarded

SERVICE

Award Name Granted By Date Awarded

OVERALL/OTHER

Award Name Granted By Date Awarded

**PROFESSIONAL DEVELOPMENT:**

Course/Workshop Title Provider Date

**LIBRARIAN PERFORMANCE:**

**TEACHING:**

UNDERGRADUATE

Course # Short Title Format Role Term Enrollment

GRADUATE

Course # Short Title Format Role Term Enrollment

POSTGRADUATE

Course # Short Title Format Role Term Enrollment

CONTINUING EDUCATION

Course # Short Title Format Role Term Enrollment

**MENTORING:**

Individual Role Inclusive Dates

**TEACHING ADMINISTRATION AND CURRICULUM DEVELOPMENT:**

**GRANTS/FELLOWSHIPS:**

ACTIVE GRANTS/FELLOWSHIPS

Title Granting Agency Role % Effort Amount Dates

COMPLETED GRANTS/FELLOWSHIPS

Title Granting Agency Role % Effort Amount Dates

PENDING GRANTS AND FELLOWSHIPS

Title Granting Agency Role % Effort Amount Dates

SUBMITTED BUT NOT FUNDED GRANTS/FELLOWSHIPS

Title Granting Agency Role % Effort Amount Dates

**SERVICE ROLES:**

**UNIVERSITY SERVICE:**

DEPARTMENT

Activity Role Inclusive Dates

SCHOOL

Activity Role Inclusive Dates

CAMPUS

Activity Role Inclusive Dates

UNIVERSITY

Activity Role Inclusive Dates

**PROFESSIONAL SERVICE:**

LOCAL

Organization Activity Inclusive Dates

REGIONAL

Organization Activity Inclusive Dates

NATIONAL

Organization Activity Inclusive Dates

INTERNATIONAL

Organization Activity Inclusive Dates

**PATIENT CARE/CLINICAL SERVICE:**

**DIRECT IMPACT PROJECTS:**

**PRESENTATIONS:**

**COMPETITIVE / REFEREED PRESENTATIONS:**

LOCAL

Title Organization Date

REGIONAL

Title Organization Date

NATIONAL

Title Organization Date

INTERNATIONAL

Title Organization Date

**INVITED PRESENTATIONS:**

LOCAL

Title Organization Date

REGIONAL

Title Organization Date

NATIONAL

Title Organization Date

INTERNATIONAL

Title Organization Date

**PUBLICATIONS:**

**Refereed:**

**Non-Refereed:**

**OTHER PROJECTS:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Date) (Signature of Candidate)

## Form to Use: External Referee List

Please use the following format when creating a candidate’s External Referee List. This is the minimum amount of information required by IUPUI and the IU President’s Office.

**EXTERNAL REFEREE LIST FOR [Candidate’s Name]**

**Name of External Referee 1**

Rank of External Referee 1

Institution External Referee 1

Brief bio about External Referee 1’s qualifications

**Name of External Referee 2**

Rank of External Referee 2

Institution External Referee 2

Brief bio about External Referee 2’s qualifications

**Name of External Referee 3**

Rank of External Referee 3

Institution External Referee 3

Brief bio about External Referee 3’s qualifications

**Name of External Referee 4**

Rank of External Referee 4

Institution External Referee 4

Brief bio about External Referee 4’s qualifications

**Name of External Referee 5**

Rank of External Referee 5

Institution External Referee 5

Brief bio about External Referee 5’s qualifications

**Name of External Referee 6**

Rank of External Referee 6

Institution External Referee 6

Brief bio about External Referee 6’s qualifications

## Form to Use: External Referee Relationship



**Please return this form**

**with your letter.**

**TO:** IUPUI Administrator’s Name

**FROM:** External Reviewer’s Name

**SUBJECT:** Relationship to Candidate

**CANDIDATE:** Faculty Member up for P&T’s Name

|  |  |  |
| --- | --- | --- |
| **Relationship to the candidate and his/her work:** | **Yes** | **No** |
| 1. Past and/or present student, trainee, or colleague at the same institution at which you had a direct or significant role in their development. |  |  |
| 1. Family or close friendship |  |  |
| 1. Co-authored scholarship work/grants in the last five years (with the exception of very large national clinical trials where multiple authors have a very distant relationship or in the case of serving on national research or service panels) |  |  |

**Other: Please specify:**

|  |  |  |
| --- | --- | --- |
| **Relationship to the candidate and his/her work:** | **Yes** | **No** |
| 1. His/her publications and CV |  |  |
| 1. Scholarly presentations |  |  |
| 1. Personal knowledge and discussions |  |  |
| 1. Participated on review panels (study section, advisory boards, etc.) |  |  |

External Reviewer’s Signature Date

## Sample Letter to Request an External Evaluation for Tenure-Track Faculty, Research Excellence

*(Schools may develop their own letters, but they should use the same format and general content to contact all persons asked to provide evaluations. Pay special attention that the letter asks the reviewers to comment on the appropriate type of case being sought by each specific candidate.)*

Dear \_\_\_\_\_:

Professor \_\_\_\_\_ is being considered for *(promotion and/or tenure)* at the rank of \_\_\_\_\_ in the Department of \_\_\_\_\_ within the School of \_\_\_\_\_ at Indiana University-Purdue University Indianapolis (IUPUI). We would be particularly grateful for your comments on the depth and significance of Professor \_\_\_\_\_’s work and its impact in your field. To assist in this evaluation, we are providing a packet of relevant materials, including *(his/her)* curriculum vitae; a copy of *(his/her)* personal statement; A MINI-DOSSIER OF RELEVANT MATERIALS [PER SCHOOL PRACTICE] and our criteria for *(promotion and/or tenure)*.

Professor \_\_\_\_\_ has identified research/creative activity as his/her area of excellence and therefore this is the area where evaluation by peers is most important.

Please comment on Professor \_\_\_\_\_’s research [or creative activity]. We welcome your evaluation of the quality of the publications and journals that have been listed, as well as comments on any creative work or exhibition media. IUPUI is dedicated to multidisciplinary research. Please keep this in mind as you review this candidate’s scholarship. We would also appreciate any comments you might care to make concerning Professor \_\_\_\_\_’s contributions to professional organizations or to *(his/her)* discipline through professional service activities or publications.

Please focus your review on the quality and impact of the candidate’s work. We are not asking you to recommend for or against promotion or tenure, nor are we asking if the candidate might receive promotion or tenure at your institution.

The IUPUI Promotion and Tenure Guidelines require that requested references come from individuals with no close connections to the candidate (i.e., former or current mentors, students, co-authors, research partners). Therefore, if such a conflict exists, please let us know as soon as possible that you will not be able to serve as a reviewer in this case. If you are able to serve as a reviewer, please complete the External Referee Form and return it with your review summary. Also, please include a copy of your vitae or a brief biography / biosketch to provide reviewers at all campus levels with a context for your comments.

We hope you understand how much we appreciate your assistance as we consider Professor \_\_\_\_\_\_’s candidacy. It is important for us to understand *(his/her)* contributions from a perspective beyond our campus. We are aware of the time a review such as this takes and understand it can be difficult commitment to make, but we assure you that your help with this process is invaluable.

Your letter will be seen by a group of faculty members serving in a promotion and/or tenure advisory capacity. The candidate may request access to, and the university is legally compelled to give access to, the entire dossier *(This paragraph is mandatory language for all letters requesting external peer evaluation for promotion and/or tenure and may not be altered.)*

In order to complete Professor \_\_\_\_\_’s dossier for review, we would appreciate receiving your comments by \_\_\_\_\_. I do hope you will be able to assist us.

Sincerely,

## Sample Letter to Request an External Evaluation for Tenure-Track Faculty, Teaching or Service as Area of Excellence

*(Schools may develop their own letters, but they should use the same format and general content to contact all persons asked to provide evaluations. Pay special attention that the letter asks the reviewers to comment on the appropriate type of case being sought by each specific candidate.)*

Dear \_\_\_\_\_:

Professor \_\_\_\_\_ is being considered for *(promotion and/or tenure)* at the rank of \_\_\_\_\_ in the Department of \_\_\_\_\_ within the School of \_\_\_\_\_ at Indiana University-Purdue University Indianapolis (IUPUI). We would be particularly grateful for your comments on the depth and significance of Professor \_\_\_\_\_’s work and its impact in your field. To assist in this evaluation, we are providing a packet of relevant materials, including *(his/her)* curriculum vitae; a copy of *(his/her)* personal statement; PER SCHOOL GUIDELINES, A PACKET OF RELEVANT MATERIALS; and our criteria for *(promotion and/or tenure)*.

Professor \_\_\_\_\_ has identified teaching / service as *(his/her)* area of excellence and therefore this is the area where evaluation by peers is most important.

Please comment on Professor \_\_\_\_\_’s teaching/service as well as other scholarly work. We welcome your evaluation of the quality of the publications and journals that have been listed, as well as comments on any creative work or exhibition media. IUPUI is dedicated to multidisciplinary research. Please keep this in mind as you review this candidate’s scholarship. Comments on teaching might include your evaluations of [MATERIALS INCLUDED—DELETE ANYTHING NOT INCLUDED] course syllabi, examinations, other teaching materials, and publications on teaching, as well as any personal experience you may have of *(his/her)* teaching. For excellence in service, please comment on both service activities and the candidate’s scholarship of service. We would also appreciate any comments you might care to make concerning Professor \_\_\_\_\_’s contributions to professional organizations or to *(his/her)* discipline through professional service activities or publications.

Please focus your review on the quality and impact of the candidate’s work. We are not asking you to recommend for or against promotion or tenure, nor are we asking if the candidate might receive promotion or tenure at your institution.

The IUPUI Promotion and Tenure Guidelines require that requested references come from individuals with no close connections to the candidate (i.e., former or current mentors, students, co-authors, research partners). Therefore, if such a conflict exists, please let us know as soon as possible that you will not be able to serve as a reviewer in this case. If you are able to serve as a reviewer, please complete the External Referee Form and return it with your review summary. Also, please include a copy of your vitae or a brief biography to provide reviewers at all campus levels with a context for your comments.

We hope you understand how much we appreciate your assistance as we consider Professor \_\_\_\_\_\_’s candidacy. It is important for us to understand *(his/her)* contributions from a perspective beyond our campus. We are aware of the time a review such as this takes and understand it can be difficult commitment to make, but we assure you that your help with this process is invaluable.

Your letter will be seen by a group of faculty members serving in a promotion and/or tenure advisory capacity. The candidate may request access to, and the university is legally compelled to give access to, the entire dossier *(This paragraph is mandatory language for all letters requesting external peer evaluation for promotion and/or tenure and may not be altered.)*

In order to complete Professor \_\_\_\_\_’s dossier for review, we would appreciate receiving your comments by \_\_\_\_\_. I do hope you will be able to assist us.

Sincerely,

## Sample Letter to Request an External Evaluation for Tenure-Track Faculty, Balanced-Binned Type of case

*(Schools may develop their own letters, but they should use the same format and general content to contact all persons asked to provide evaluations. Pay special attention that the letter asks the reviewers to comment on the appropriate type of case being sought by each specific candidate.)*

Dear \_\_\_\_\_:

Professor \_\_\_\_\_ is being considered for *(promotion and/or tenure)* at the rank of \_\_\_\_\_ in the Department of \_\_\_\_\_ within the School of \_\_\_\_\_ at Indiana University-Purdue University Indianapolis (IUPUI). We would be particularly grateful for your comments on the depth and significance of Professor \_\_\_\_\_’s work and its impact in your field. To assist in this evaluation, we are providing a packet of relevant materials, including *(his/her)* curriculum vitae; a copy of *(his/her)* personal statement; A MINI-DOSSIER OF RELEVANT MATERIALS [PER SCHOOL PRACTICE] and our criteria for *(promotion and/or tenure)*.

Professor \_\_\_\_\_ is pursuing a “balanced” case according to IU policy and IUPUI practice. This requires highly satisfactory (clearly beyond satisfactory) work in research/scholarly activity, teaching, and service.

Please comment on Professor \_\_\_\_\_’s research as well as other scholarly work and teaching and service. We welcome your evaluation of the quality of the publications and journals that have been listed, as well as comments on any creative work or exhibition media. IUPUI is dedicated to multidisciplinary research. Please keep this in mind as you review this candidate’s scholarship. Comments on teaching might include your evaluations of course syllabi, examinations, other teaching materials, and publications on teaching, as well as any personal experience you may have of *(his/her)* teaching. For evaluating service, please comment on both service activities and the candidate’s accomplishments in service. We would also appreciate any comments you might care to make concerning Professor \_\_\_\_\_’s contributions to professional organizations or to *(his/her)* discipline through professional service activities or publications.

Please focus your review on the quality and impact of the candidate’s work. We are not asking you to recommend for or against promotion or tenure, nor are we asking if the candidate might receive promotion or tenure at your institution.

The IUPUI Promotion and Tenure Guidelines require that requested references come from individuals with no close connections to the candidate (i.e., former or current mentors, students, co-authors, research partners). Therefore, if such a conflict exists, please let us know as soon as possible that you will not be able to serve as a reviewer in this case. If you are able to serve as a reviewer, please complete the External Referee Form and return it with your review summary. Also, please include a copy of your vitae or a brief biography to provide reviewers at all campus levels with a context for your comments.

We hope you understand how much we appreciate your assistance as we consider Professor \_\_\_\_\_\_’s candidacy. It is important for us to understand *(his/her)* contributions from a perspective beyond our campus. We are aware of the time a review such as this takes and understand it can be difficult commitment to make, but we assure you that your help with this process is invaluable.

Your letter will be seen by a group of faculty members serving in a promotion and/or tenure advisory capacity. The candidate may request access to, and the university is legally compelled to give access to, the entire dossier *(This paragraph is mandatory language for all letters requesting external peer evaluation for promotion and/or tenure and may not be altered.)*

In order to complete Professor \_\_\_\_\_’s dossier for review, we would appreciate receiving your comments by \_\_\_\_\_. I do hope you will be able to assist us.

Sincerely,

## Sample Letter to Request an External Evaluation for Balanced-Integrative DEI Case Tenure-Track Faculty

*(Schools may develop their own letters, but they should use the same format and general content to contact all persons asked to provide evaluations. Pay special attention that the letter asks the reviewers to comment on the appropriate type of case being sought by each specific candidate.)*

Dear \_\_\_\_\_:

Professor \_\_\_\_\_ is being considered for *(promotion and/or tenure)* at the rank of \_\_\_\_\_ in the Department of \_\_\_\_\_ within the School of \_\_\_\_\_ at Indiana University-Purdue University Indianapolis (IUPUI). Professor \_\_\_\_\_’s case is based on the demonstration of excellence across an array of integrated activities aligned with diversity, equity, and inclusion. Work in these areas is highly valued at IUPUI and is expected to be evident across scholarship, teaching, and service. Both external dissemination (publications, presentations, and other) and demonstrated direct (local) impact are essential to this type of case. We define “direct” impact as that which benefits known individuals or groups—this work is traditionally considered “service” but may support teaching or research or any other mission or goals of their unit. To assist in this evaluation, we are providing a packet of relevant materials, including *(his/her)* curriculum vitae; a copy of *(his/her)* personal statement; A MINI-DOSSIER OF RELEVANT MATERIALS [PER SCHOOL PRACTICE] and our criteria for *(promotion and/or tenure)*.

Please comment on Professor \_\_\_\_\_’s research as well as other scholarly work. We welcome your evaluation of the quality of the publications and journals that have been listed, as well as comments on any creative work or exhibition media. Comments on Professor \_\_\_\_\_\_’s innovation, impact, and quality in local accomplishments are welcome. We would also appreciate any comments you might care to make concerning Professor \_\_\_\_\_’s contributions to professional organizations or to *(his/her)* discipline through professional service activities or publications.

Please focus your review on the quality and impact of the candidate’s work. We are not asking you to recommend for or against promotion or tenure, nor are we asking if the candidate might receive promotion or tenure at your institution.

The IUPUI Promotion and Tenure Guidelines require that requested references come from individuals with no close connections to the candidate (i.e., former or current mentors, students, co-authors, research partners). Therefore, if such a conflict exists, please let us know as soon as possible that you will not be able to serve as a reviewer in this case. If you are able to serve as a reviewer, please complete the External Referee Form and return it with your review summary. Also, please include a copy of your vitae or a brief biography to provide reviewers at all campus levels with a context for your comments.

We hope you understand how much we appreciate your assistance as we consider Professor \_\_\_\_\_\_’s candidacy. It is important for us to understand *(his/her)* contributions from a perspective beyond our campus. We are aware of the time a review such as this takes and understand it can be difficult commitment to make, but we assure you that your help with this process is invaluable.

Your letter will be seen by a group of faculty members serving in a promotion and/or tenure advisory capacity. The candidate may request access to, and the university is legally compelled to give access to, the entire dossier *(This paragraph is mandatory language for all letters requesting external peer evaluation for promotion and/or tenure and may not be altered.)*

In order to complete Professor \_\_\_\_\_’s dossier for review, we would appreciate receiving your comments by \_\_\_\_\_. I do hope you will be able to assist us.

Sincerely,

## Sample Letter to Request an External Evaluation for Balanced-Integrative Thematic Case Tenure-Track Faculty

*(Schools may develop their own letters, but they should use the same format and general content to contact all persons asked to provide evaluations. Pay special attention that the letter asks the reviewers to comment on the appropriate type of case being sought by each specific candidate. For “xxxx” insert the particular theme designated by the candidate, e.g. “community-engaged scholarship.”)*

Dear \_\_\_\_\_:

Professor \_\_\_\_\_ is being considered for *(promotion and/or tenure)* at the rank of \_\_\_\_\_ in the Department of \_\_\_\_\_ within the School of \_\_\_\_\_ at Indiana University-Purdue University Indianapolis (IUPUI). Professor \_\_\_\_\_’s case is based on the demonstration of excellence across an array of integrated activities aligned with the theme of xxxx. Work in this area is highly valued at IUPUI and is expected to be evident across scholarship, teaching, and service. Both external dissemination (publications, presentations, and other) and demonstrated direct impact are essential to this type of case. We define “direct” impact as that which benefits known individuals or groups—this work is traditionally considered “service” but may support teaching or research or any other mission or goals of their unit. To assist in this evaluation, we are providing a packet of relevant materials, including *(his/her)* curriculum vitae; a copy of *(his/her)* personal statement; A MINI-DOSSIER OF RELEVANT MATERIALS [PER SCHOOL PRACTICE] and our criteria for *(promotion and/or tenure)*.

Please comment on Professor \_\_\_\_\_’s research as well as other scholarly work. We welcome your evaluation of the quality of the publications and journals that have been listed, as well as comments on any creative work or exhibition media. Comments on Professor \_\_\_\_\_\_’s innovation, impact, and quality in direct/local accomplishments are welcome. We would also appreciate any comments you might care to make concerning Professor \_\_\_\_\_’s contributions to professional organizations or to *(his/her)* discipline through professional service activities or publications.

Please focus your review on the quality and impact of the candidate’s work. We are not asking you to recommend for or against promotion or tenure, nor are we asking if the candidate might receive promotion or tenure at your institution.

The IUPUI Promotion and Tenure Guidelines require that requested references come from individuals with no close connections to the candidate (i.e., former or current mentors, students, co-authors, research partners). Therefore, if such a conflict exists, please let us know as soon as possible that you will not be able to serve as a reviewer in this case. If you are able to serve as a reviewer, please complete the External Referee Form and return it with your review summary. Also, please include a copy of your vitae or a brief biography to provide reviewers at all campus levels with a context for your comments.

We hope you understand how much we appreciate your assistance as we consider Professor \_\_\_\_\_\_’s candidacy. It is important for us to understand *(his/her)* contributions from a perspective beyond our campus. We are aware of the time a review such as this takes and understand it can be difficult commitment to make, but we assure you that your help with this process is invaluable.

Your letter will be seen by a group of faculty members serving in a promotion and/or tenure advisory capacity. The candidate may request access to, and the university is legally compelled to give access to, the entire dossier *(This paragraph is mandatory language for all letters requesting external peer evaluation for promotion and/or tenure and may not be altered.)*

In order to complete Professor \_\_\_\_\_’s dossier for review, we would appreciate receiving your comments by \_\_\_\_\_. I do hope you will be able to assist us.

Sincerely,

## Sample Letter to Request an External Evaluation for Librarians

*(Schools may develop their own letters, but they should use the same format and general content to contact all persons asked to provide evaluations. Pay special attention that the letter asks the reviewers to comment on the appropriate area of excellence being sought by each specific candidate.)*

Dear \_\_\_\_\_:

\_\_\_\_\_\_\_\_\_\_\_\_ is being considered for promotion to the rank of librarian at Indiana University-Purdue University Indianapolis (IUPUI). We would be particularly grateful for your evaluation of \_\_\_\_\_’s contribution to and standing in the profession. To assist in this evaluation, we are providing a packet of relevant materials including *(his/her)* curriculum vitae; a copy of *(his/her)* personal statement; other pertinent materials; and our criteria for *(promotion and/or tenure)*.

For promotion to the rank of librarian from associate librarian at IUPUI, the candidate must meet established university criteria.

Primarily: Superior performance—the candidate must show evidence of performance that is achieved by few others at IUPUI.

Secondarily: Either –

Excellence in professional development—the candidate must show a continued significant contribution at the state, regional, national, or international level.

Or –

Excellence in service—the candidate must show a continued significant contribution at the community, state, regional, national, or international level.

Tertiary: For either area not chosen as secondary, performance must be at least satisfactory.

In order to evaluate objectively the criterion of state, regional, or national recognition in the library profession, we depend heavily upon the opinions of prominent colleagues outside IUPUI who re knowledgeable in the field of specialization of the candidate. Your frank appraisal of the candidate’s contributions to the profession is very important. We are aware of the time a review such as this takes and understand it can be a difficult commitment to make but we assure you that your help with this process is invaluable.

The IUPUI Promotion and Tenure Guidelines require that requested references come from individuals with no close connections to the candidate (i.e., former or current mentors, students, co-authors, research partners). Therefore, if such a conflict exists, please let us know as soon as possible that you will not be able to serve as a reviewer in this case. If you are able to serve as a reviewer, please complete the External Review Form and return it with your review summary. Also, please include a copy of your vitae or a brief biography to provide reviewers at all campus levels with a context for your comments.

Your letter will be seen by a group of faculty members serving in a promotion and/or tenure advisory capacity. The candidate may request access to, and the university is legally compelled to give access to, the entire dossier. *(This paragraph is mandatory language for all letters requesting external peer evaluation for promotion and/or tenure and may not be altered.)*

In order to complete \_\_\_\_\_’s dossier for review, we would appreciate receiving your comments by \_\_\_\_\_. I do hope you will be able to assist us.

Sincerely,

## Sample Letter to Request an External Evaluation for a Clinical Faculty Candidate

*(Schools may develop their own letters, but they should use the same format and general content to contact all persons asked to provide evaluations. Pay special attention that the letter asks the reviewers to comment on the appropriate type of case being sought by each specific candidate.)*

Dear \_\_\_\_\_:

Professor \_\_\_\_\_ is being considered for promotion at the rank of \_\_\_\_\_ in the Department of \_\_\_\_\_ within the School of \_\_\_\_\_ at Indiana University-Purdue University Indianapolis (IUPUI). We would be particularly grateful for your comments on the depth and significance of Professor \_\_\_\_\_’s work. To assist in this evaluation, we are providing a packet of relevant materials, including *(his/her)* curriculum vitae; a copy of *(his/her)* personal statement; copies of selected recent publications and teaching materials; and our criteria for promotion.

Professor \_\_\_\_\_ has identified *(teaching, service)* as *(his/her)* area of excellence and therefore this is the area where evaluation by peers is most important. [**OR:** *Professor \_\_\_\_\_ has indicated a balanced case which should be supported by evidence of highly satisfactory performance in both teaching and service, in keeping with Indiana University’s policy on balanced cases.*] [**OR**: *Professor \_\_\_\_\_ has selected a balanced-integrative case focused on XXXX {DEI or other theme}, with evidence across teaching and service that demonstrates overall excellence.]*

Please comment on Professor \_\_\_\_\_’s achievements and scholarly work in \_\_\_\_\_ *(the area of excellence)*. We welcome your evaluation of the quality of the publications and dissemination venues that have been listed. Comments on teaching might include your evaluations of course syllabi, examinations, other teaching materials, and publications on teaching, as well as any personal experience you may have of *(his/her)* teaching. To assess service, please comment on both service activities and the candidate’s scholarship of service. We would also appreciate any comments you might care to make concerning Professor \_\_\_\_\_’s contributions to professional organizations or to *(his/her)* discipline through professional service activities or publications.

To assist in this evaluation, we are providing a packet of relevant materials, including *(his/her)* curriculum vitae; a copy of *(his/her)* personal statement; A MINI-DOSSIER OF RELEVANT MATERIALS [PER SCHOOL PRACTICE] and our criteria for *(promotion and/or tenure)*.

Please focus your review on the quality and impact of the candidate’s work, consistent with IUPUI and school criteria for a non-tenure-track faculty member. We are not asking you to recommend for or against promotion, nor are we asking if the candidate might receive promotion at your institution.

The IUPUI Promotion and Tenure Guidelines require that requested references come from individuals with no close connections to the candidate (i.e., former or current mentors, students, co-authors, research partners). Therefore, if such a conflict exists, please let us know as soon as possible that you will not be able to serve as a reviewer in this case. If you are able to serve as a reviewer, please complete the External Referee Form and return it with your review summary. Also, please include a copy of your vitae or a brief biography to provide reviewers at all campus levels with a context for your comments.

We hope you understand how much we appreciate your assistance as we consider Professor \_\_\_\_\_\_’s candidacy. It is important for us to understand *(his/her)* contributions from a perspective beyond our campus. We are aware of the time a review such as this takes and understand it can be difficult commitment to make, but we assure you that your help with this process is invaluable.

Your letter will be seen by a group of faculty members serving in a promotion and/or tenure advisory capacity. The candidate may request access to, and the university is legally compelled to give access to, the entire dossier. *(This paragraph is mandatory language for all letters requesting external peer evaluation for promotion and/or tenure and may not be altered.)*

In order to complete Professor \_\_\_\_\_’s dossier for review, we would appreciate receiving your comments by \_\_\_\_\_. I do hope you will be able to assist us.

Sincerely,

## Sample Letter to Request an External Evaluation for Senior Lecturer Candidates

*(Schools may develop their own letters, but they should use the same format and general content to contact all persons asked to provide evaluations. The paragraph about use of the letters and access is mandatory. Ensure that the materials sent include sufficient information about teaching accomplishments as well as dissemination.)*

Dear \_\_\_\_\_:

\_\_\_\_\_ is being considered for promotion to the rank of senior lecturer in the Department of \_\_\_\_\_ within the School of \_\_\_\_\_ at Indiana University-Purdue University Indianapolis (IUPUI). Senior Lecturer is the middle of three ranks within the lecturer faculty classification: lecturer, senior lecturer, and teaching professor. Lecturer rank faculty concentrate on excellence in teaching. To assist in this evaluation, we are providing a packet of relevant materials, including *(his/her)* curriculum vitae; a copy of *(his/her)* personal statement; A MINI-DOSSIER OF RELEVANT MATERIALS [PER SCHOOL PRACTICE] and our criteria for promotion.

We would be particularly grateful for your comments on \_\_\_\_\_’s demonstrated excellence in teaching as evidenced in IUPUI-based work. To assist in this evaluation, we are providing a packet of relevant materials, including *(his/her)* curriculum vitae and a copy of *(his/her)* candidate statement, and our criteria. Please comment on \_\_\_\_\_’s accomplishments, leadership, and scholarly work in teaching. We welcome your evaluation of the quality of the any publications and presentation venues that have been listed. Comments on teaching might include your evaluations of course syllabi, examinations, other teaching materials, and publications on teaching, as well as any personal experience you may have of *(his/her)* teaching. Please focus your review on the quality and impact of the candidate’s work. We are not asking you to recommend for or against promotion, nor are we asking if the candidate might receive promotion at your institution.

The IUPUI Promotion and Tenure Guidelines require that requested references come from individuals with no close connections to the candidate (i.e., former or current mentors, students, co-authors, research partners). Therefore, if such a conflict exists, please let us know as soon as possible that you will not be able to serve as a reviewer in this case. If you are able to serve as a reviewer, please complete the External Referee Form and return it with your review summary. Also, please include a copy of your vitae or a brief biography to provide reviewers at all campus levels with a context for your comments.

We hope you understand how much we appreciate your assistance as we consider \_\_\_\_\_\_’s candidacy. It is important for us to understand *(his/her)* contributions from a perspective beyond our campus. We are aware of the time a review such as this takes and understand it can be difficult commitment to make, but we assure you that your help with this process is invaluable. Your letter will be seen by a group of faculty members serving in a promotion and/or tenure advisory capacity. The candidate may request access to, and the university is legally compelled to give access to, the entire dossier. (*These sentences are mandatory language for all letters requesting external peer evaluation for promotion and tenure and may not be altered.)*

In order to complete \_\_\_\_\_’s dossier for review, we would appreciate receiving your comments by \_\_\_\_\_. I do hope you will be able to assist us.

Sincerely,

## Sample Letter to Request an External Evaluation for Teaching Professor Candidates

*(Schools may develop their own letters, but they should use the same format and general content to contact all persons asked to provide evaluations. The paragraph about use of the letters and access is mandatory. Ensure that the materials sent include sufficient information about teaching accomplishments as well as dissemination.)*

Dear \_\_\_\_\_:

\_\_\_\_\_ is being considered for promotion to the rank of teaching professor in the Department of \_\_\_\_\_ within the School of \_\_\_\_\_ at Indiana University-Purdue University Indianapolis (IUPUI). Teaching Professor is the highest of three ranks within the lecturer faculty classification: lecturer, senior lecturer, and teaching professor. Lecturer rank faculty concentrate on excellence in teaching. To assist in this evaluation, we are providing a packet of relevant materials, including *(his/her)* curriculum vitae; a copy of *(his/her)* personal statement; A MINI-DOSSIER OF RELEVANT MATERIALS [PER SCHOOL PRACTICE] and our criteria for promotion.

We would be particularly grateful for your comments on \_\_\_\_\_’s demonstrated excellence in teaching as evidenced in IUPUI-based work and peer-reviewed dissemination. To assist in this evaluation, we are providing a packet of relevant materials, including *(his/her)* curriculum vitae and a copy of *(his/her)* candidate statement. Please comment on \_\_\_\_\_’s accomplishments, leadership, and scholarly work in teaching. We welcome your evaluation of the quality of the publications and journals that have been listed, as well as comments on any other media. Comments on teaching might include your evaluations of course syllabi, examinations, other teaching materials, and publications on teaching, as well as any personal experience you may have of *(his/her)* teaching. Please focus your review on the quality and impact of the candidate’s work. We are not asking you to recommend for or against promotion, nor are we asking if the candidate might receive promotion at your institution.

The IUPUI Promotion and Tenure Guidelines require that requested references come from individuals with no close connections to the candidate (i.e., former or current mentors, students, co-authors, research partners). Therefore, if such a conflict exists, please let us know as soon as possible that you will not be able to serve as a reviewer in this case. If you are able to serve as a reviewer, please complete the External Referee Form and return it with your review summary. Also, please include a copy of your vitae or a brief biography to provide reviewers at all campus levels with a context for your comments.

We hope you understand how much we appreciate your assistance as we consider \_\_\_\_\_\_’s candidacy. It is important for us to understand *(his/her)* contributions from a perspective beyond our campus. We are aware of the time a review such as this takes and understand it can be difficult commitment to make, but we assure you that your help with this process is invaluable. Your letter will be seen by a group of faculty members serving in a promotion and/or tenure advisory capacity. The candidate may request access to, and the university is legally compelled to give access to, the entire dossier. (*These sentences are mandatory language for all letters requesting external peer evaluation for promotion and tenure and may not be altered.)*

In order to complete \_\_\_\_\_’s dossier for review, we would appreciate receiving your comments by \_\_\_\_\_. I do hope you will be able to assist us.

Sincerely,

## SUPPLEMENT FOR LETTERS FOR INTEGRATIVE DEI CASES-Tenure track

In 2021, IUPUI designed a case type for promotion and tenure that incorporates two distinct innovations while remaining faithful to the purposes of universities and the mission of IUPUI. Information on this case type and its development can be found [here](https://academicaffairs.iupui.edu/AAContent/Html/Media/AAContent/02-PromotionTenure/PromotionAndTenure/circular-background-description-integrative-dei-case-for-IFC_3_12.pdf)

There are six criteria for the case, and three of them are the same as any traditional tenure-track case:

* Independence, innovation, and initiative: candidates are clear about their own unique roles.
* Future plans: candidates lay out a plan for future growth and development.
* Scholarly impact: candidates are expected to engage in scholarly communication appropriate to the topic and discipline, adding to generalizable knowledge. This is most commonly manifested in peer-reviewed publications and presentations.

There are three which are innovations:

* Philosophy: the candidate is expected to describe and show how an intentional philosophy advancing diversity, equity, and inclusion underlies their work. Every candidate’s specific case will be unique, and it is in the DEI philosophy statement that they explain their own particular emphasis. One candidate may focus on health disparities, another on educational advancement, etc.
* Integrated activity: in this case, we recognize that individual activities and areas of work are not always neatly and solely attributable to “research” “teaching” and “service.” A service-learning course that results in a peer-reviewed publication may involve all three, for example. The integration allows for a faculty member’s work to be valued and accounted for in promotion or tenure without excluding items because they do not seem to be solely “research” or other traditional categories.
* Direct impact: This refers to work that faculty members do that directly benefits specific individuals or groups. This type of work has often been labelled—and ignored—as “service,” yet it is often of high quality, broad impact, and of great value to a department, school, or university. Mentoring underrepresented students, designing recruitment and retention programs for underrepresented faculty, working with community groups on improving lifelong educational development: all of these can be examples of work that benefits both the university and the participants.

The combination of all six aspects, considered holistically and cumulatively, is considered when assessing whether someone has achieved an overall excellence of benefit to the university (the “balanced case” in Indiana University policy language.)

To achieve promotion (and tenure if applicable) the candidate is expected to provide descriptions of their work, along with concrete evidence of quality and impact. Some of the indicators of quality and impact are:

* Scope: the number of people, events, tasks, and other elements involved: more is better.
* Difficulty/challenge: initiatives addressing issues that are both important and have proven difficult to improve: more difficulty the better.
* Innovation/creativity: initiatives where the candidate provides unique and creative ideas, rather than applying known examples: the more innovative, the better.
* Success/outcomes: achievement of planned or secondary objectives—the more successful the better.
* Adoption by others: e.g. citations, use in courses, use in other communities or organizations: the more wide-spread beyond IUPUI, the better.

Information on this case type in national context:

O’Meara, KerryAnn. (2022). *Enabling possibility: Reform of faculty appointments and evaluation.* TIAA Institute. <https://www.tiaainstitute.org/sites/default/files/presentations/2022-03/TIAA%20Institute_Reform%20of%20faculty%20appointments%20and%20evaluation_O%27Meara%20_TI_March%202022.pdf>

Flaherty, Coleen. (2021). The DEI pathway to promotion. *Inside Higher Ed https://www.insidehighered.com/news/2021/05/14/iupui-creates-path-promotion-and-tenure-based-dei-work*

To adapt for clinical, for “scholarly impact” substitute this:

* Scholarly impact: candidates are expected to engage in relevant peer-reviewed dissemination that supports their teaching or service.

To adapt for lecturer, for “scholarly” impact substitute this:

* Scholarly impact for teaching professors: candidates are expected to engage in peer-reviewed scholarship which supports their teaching. Senior lecturer candidates may do so but are not required to do so; their efforts are primarily on supporting and improving teaching and learning in their units.

## SUPPLEMENT SUGGESTIONS FOR LETTERS FOR INTEGRATIVE THEMATIC CASES

Use the Integrative DEI case supplement, substituting the specific theme chosen by the candidate.

For **publicly/community-engaged scholars**, consider incorporating the PESCR rubric for evaluation found on these [pages](https://academicaffairs.iupui.edu/Faculty-Affairs/PromotionTenure/PESRC/resources).

Departments may also choose to design case guides for themes of particular importance for their faculty and students. Some examples could be:

* Interprofessional education
* Translational research
* Global learning

Be sure to provide links to or definitions of these terms as used in your unit or at IUPUI.

1. Balanced case expectations are defined by the *Indiana University Academic Policies* as: “balanced strengths that promise excellent overall performance of comparable benefit to the University.” This category applies to both tenure-track and clinical-track faculty. [↑](#footnote-ref-1)
2. For tenure decisions, tenure expectations are for performance commensurate with rank and evidence of continued service with distinction. [↑](#footnote-ref-2)
3. For tenure decisions, performance must be excellent, and professional development and service must be satisfactory. Tenure is granted to those librarians whose professional characteristics indicate they will continue to serve with distinction. [↑](#footnote-ref-3)
4. Balanced case exceptions for librarians only apply to the secondary criteria (to professional development, research and/or creativity and to service). [↑](#footnote-ref-4)
5. For more detailed information regarding evaluating librarian performance, please review the “Suggested Standards for Evaluating Librarian Performance.” [↑](#footnote-ref-5)
6. [↑](#footnote-ref-6)