

IU-Indianapolis 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 patterns 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	See grid for Teaching	See grid for Teaching	See grid for Teaching	See grid for 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 categories¹

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 Track²	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 <ul style="list-style-type: none"> • 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 Librarian³	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)

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.

² For tenure decisions, tenure expectations are for performance commensurate with rank and evidence of continued service with distinction.

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.

Librarian ^{4,5}	Performance	Excellence in either Professional Development-Research and/or Creative or in Service and at least satisfactory in other area	Letters from independent ⁶ 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 , Promotion and Tenure Criteria for Librarians, 2017).
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⁴ Balanced case exceptions for librarians only apply to the secondary criteria (to professional development, research and/or creativity and to service).

⁵ For more detailed information regarding evaluating librarian performance, please review the “Suggested Standards for Evaluating Librarian Performance.”

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 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 Awarded	Degree	Date
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GRADUATE

Institution Awarded	Degree	Date
------------------------	--------	------

UNDERGRADUATE

Institution Awarded	Degree	Date
------------------------	--------	------

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

Institution Awarded	Credential	Date
------------------------	------------	------

APPOINTMENTS:

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

Institution Inclusive Dates	Rank/Title
--------------------------------	------------

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

Institution/Entity Inclusive Dates	Title
---------------------------------------	-------

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

Credential Inclusive Dates	Number
-------------------------------	--------

PROFESSIONAL ORGANIZATION MEMBERSHIPS:

Organization Inclusive Dates

PROFESSIONAL HONORS AND AWARDS:

TEACHING

Award Name

Date Awarded

Granted By

RESEARCH

Award Name

Date Awarded

Granted By

SERVICE

Award Name

Date Awarded

Granted By

OVERALL/OTHER

Award Name

Date Awarded

Granted By

PROFESSIONAL DEVELOPMENT:

Course/Workshop Title

Provider

Date

LIBRARIAN PERFORMANCE:

TEACHING:

UNDERGRADUATE

Course #

Enrollment

Short Title

Format

Role

Term

GRADUATE

Course #

Enrollment

Short Title

Format

Role

Term

POSTGRADUATE

Course #

Enrollment

Short Title

Format

Role

Term

CONTINUING EDUCATION

Course #

Enrollment

Short Title

Format

Role

Term

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
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REGIONAL

Title	Organization	Date
-------	--------------	------

NATIONAL

Title	Organization	Date
-------	--------------	------

INTERNATIONAL

Title	Organization	Date
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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 Amount Dates	Granting Agency	Role	% Effort
COMPLETED RESEARCH GRANTS/FELLOWSHIPS Title Amount Dates	Granting Agency	Role	% Effort
PENDING RESEARCH GRANTS AND FELLOWSHIPS Title Amount Dates	Granting Agency	Role	% Effort
SUBMITTED BUT NOT FUNDED TEACHING GRANTS/FELLOWSHIPS Title Amount Dates	Granting Agency	Role	% Effort

COMPETITIVE / REFEREED PRESENTATIONS – RESEARCH / CREATIVE ACTIVITY:

LOCAL Title	Organization	Date
REGIONAL Title	Organization	Date

NATIONAL Title	Organization	Date
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INTERNATIONAL Title	Organization	Date
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INVITED PRESENTATIONS – RESEARCH

LOCAL Title	Organization	Date
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REGIONAL Title	Organization	Date
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NATIONAL Title	Organization	Date
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INTERNATIONAL Title	Organization	Date
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SERVICE:

UNIVERSITY SERVICE:

DEPARTMENT Activity Dates	Role	Inclusive
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SCHOOL Activity Dates	Role	Inclusive
-----------------------------	------	-----------

CAMPUS Activity Dates	Role	Inclusive
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UNIVERSITY Activity Dates	Role	Inclusive
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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 AND 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](#) 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
Awarded

Degree

Date

GRADUATE

Institution
Awarded

Degree

Date

UNDERGRADUATE

Institution
Awarded

Degree

Date

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

Institution
Awarded

Credential

Date

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

CONTINUING EDUCATION

Course #	Short Title	Format	Role	Term
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Enrollment

MENTORING:

Individual	Role
------------	------

Inclusive Dates

TEACHING ADMINISTRATION AND CURRICULUM DEVELOPMENT:

GRANTS/FELLOWSHIPS:

ACTIVE GRANTS/FELLOWSHIPS

Title	Granting Agency	Role	%
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Effort Amount Dates

COMPLETED GRANTS/FELLOWSHIPS

Title	Granting Agency	Role	%
-------	-----------------	------	---

Effort Amount Dates

PENDING GRANTS AND FELLOWSHIPS

Title	Granting Agency	Role	%
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Effort Amount Dates

SUBMITTED BUT NOT FUNDED GRANTS/FELLOWSHIPS

Title	Granting Agency	Role	%
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Effort Amount Dates

SERVICE ROLES:

UNIVERSITY SERVICE:

DEPARTMENT

Activity	Role	Inclusive
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Dates

SCHOOL

Activity	Role	Inclusive
----------	------	-----------

Dates

CAMPUS Activity Dates	Role	Inclusive
-----------------------------	------	-----------

UNIVERSITY Activity Dates	Role	Inclusive
---------------------------------	------	-----------

PROFESSIONAL SERVICE:

LOCAL Organization Inclusive Dates	Activity
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REGIONAL Organization Inclusive Dates	Activity
---	----------

NATIONAL Organization Inclusive Dates	Activity
---	----------

INTERNATIONAL Organization Inclusive Dates	Activity
--	----------

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.		
2. Family or close friendship		
3. 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		
2. Scholarly presentations		
3. Personal knowledge and discussions		
4. 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 are 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](#)

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%20TI_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](#).

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.