

UNIVERSITY OF ILLINOIS AT CHICAGO  
PROMOTION AND TENURE GUIDELINES  
2009-10

PART III

PREPARING THE FORMS

INSTRUCTIONS FOR THE PAPER PREPARER AND THE TYPIST

This document is a set of instructions for gathering and reporting the data necessary to evaluate promotion and tenure recommendations beyond the department or unit level. Definitions and interpretations are provided in an effort to avoid the submission of unnecessary information.

**Please read these instructions carefully, with a blank set of Promotion and Tenure (P&T) forms in hand.**

Questions should be directed to Michele Mancione, Office of the Vice Provost for Faculty Affairs, Room 2731 UH, M/C 103, E-mail address [michelem@uic.edu](mailto:michelem@uic.edu) or at extension 3-7636.

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## Section 1

### GENERAL INFORMATION AND INSTRUCTIONS

*Presentation of the Candidate's Record:* All information, apart from supporting documents, must be transcribed onto the P&T forms. **CVs, publications, and other unrequested material may not be submitted.** In the interests of making it easy for readers to find material in the papers, please use the headings you find in the forms, preserving the order and providing an accurate Table of Contents (See Part IV, Forms). When a heading does not apply, please indicate that - do not eliminate the heading.

*Requested Data:* Unless otherwise specified, please but note that the time frame is now stated as follows. "List in chronological order xxxxx since last personnel action. However, for those faculty who are on a Q contract, who are in the non-tenure track having switched from the tenure track, or who were moved into the tenure track from a non-tenure track, please list data since later personnel action or for the past five years, whichever is longer."

*Chronological Order:* Where applicable, data should be presented in chronological order listing the oldest to the most recent.

*Required Copies:* The forms should be duplicated in the department. **An original and 7 copies will be needed.** The original and 1 copy should be unstapled (but clipped) and copied one-to-one. The remaining 6 copies should be copied back to back (double-sided) and stapled. All 7 copies plus the original should be delivered to Academic Affairs, 2731 UH. **A copy of the preparer and typist checklists should be clipped to the original copy only. Each college should compile the information for all its candidates on a single CD. Each candidate's information should be in a separate folder in a single PDF-formatted file containing a complete set of the forms to which scanned external and internal evaluations have been added in the appropriate sequence. Each dean's office may determine how best to receive the documents from their departments.**

*Font:* **Do not use small type/font sizes.** The type size should be 10-12 points and there should be no more than six lines of text within a vertical inch.

*Alternative Format:* Information provided (**in PART IV FORMS**) for the following **may be printed horizontally (landscape):**

- EXPECTED PROMOTION AND TENURE REVIEWS
- TEACHING ABILITY AND PERFORMANCE, Section 1.A.1. and Section 1.B.1.
- SPONSORED RESEARCH ACTIVITIES SINCE LAST PERSONNEL FOR FACULTY WHO ARE ON A Q CONTRACT, WHO ARE IN THE NON-TENURE TRACK HAVING SWITCHED FROM THE TENURE TRACK, OR WHO WERE MOVED INTO THE TENURE TRACK FROM THE NON-TENURE TRACK, PLEASE INCLUDE DATA SINCE LAST PERSONNEL ACTION OR THE PAST FIVE YEARS, WHICHEVER PERIOD IS LONGER. Section II, E.

*Pagination:* All pages will be numbered with Arabic numbers starting with the Cover Sheet as Page 1. Any new information that becomes available after the dossier has left the department must be numbered to follow the last page of the document. For instance, if the document contains 97 pages, the new information will be numbered page 98, and so on. See Typist's instructions Part IV, Forms.

*One-Page Limit Requirement:* The one-page limit set on all candidates statements and the recommended font size should be strictly observed.

## Section 2

### FORM PAGES

**PAGE 1:** **COVER SHEET.** Most items are self-explanatory. **Please note that the signature of the candidate must now be included on Page 1.**

**PAGE 2-3:** **TABLE OF CONTENTS** - The order must be faithfully observed.

**PAGE 4:** **ACADEMIC AND EMPLOYMENT INFORMATION: Starting with the Academic and Employment information, number the following sections (2-6) sequentially. Observe the following directions in reporting Item 2 and Item 3b:**

Item 2: Tenure and Contract History at UIC must be generated by the department. Do not include salary history, national origin, or names of institutions attended. Include details regarding joint appointments (if any) and rollbacks (if any). In the case of candidates who hold joint or courtesy appointments, please notify the other unit(s) that the candidate is being considered for promotion and/or tenure; in the case of rollbacks, only the dates are required--confidential reasons for the rollback need not be included.

**PAGE 5:** Item 3. b. (Official distribution of effort) only needs to be filled out if the Candidate's activities do not follow the usual distribution of effort across teaching, research, and service.

If necessary attach extra pages to provide a complete list of academic and other relevant positions.

**PAGE 6:** **SUMMARY OF COMMITTEE REVIEW ACTIONS:** The vote of each committee must be attested to by its chair, by a unit executive officer, in some cases, and in others, by a faculty member. ***A signature is required on the original and paper copies only.*** The "yes" and "no" and "abstain" and "absent" and "not eligible" votes should sum to the total number of members on the reviewing committee. **(See PART I, Section 2, E. for information regarding eligibility to vote).**

**PAGE 7:** **STATEMENT OF UNIT/COLLEGE NORMS, EXPECTATIONS AND STANDARDS OF EXCELLENCE:** A statement from each departmental officer or dean describing criteria used in developing recommendations for promotion must be provided as part of the papers.

### Section 3

**PLEASE NOTE THAT A SPECIAL SECTION TO DOCUMENT TEACHING ACHIEVEMENT HAS BEEN DEVELOPED FOR COLLEGE OF MEDICINE FACULTY. THIS REPLACES THE TEACHING SECTION IN THE CAMPUS P&T FORM. THE TABLE OF CONTENTS FOR THE COLLEGE OF MEDICINE FORMS HAVE BEEN MODIFIED ACCORDINGLY. THESE ARE AVAILABLE THROUGH THE COLLEGE OF MEDICINE DEAN'S OFFICE.**

#### **I. TEACHING ABILITY AND PERFORMANCE**

##### **A. ACTIVITIES**

##### **1. Courses Taught.**

List courses taught (include title and course number) by the candidate in each term for the past three years (not including the current semester) or since the last personnel action, in chronological order (i.e., oldest to most recent). Indicate whether each course is required, selective, or elective.

A "required course is one that must be completed by all students in a given program of study. The program of study may include degrees, as well as specializations within these degree programs (if applicable), minors and/or concentrations.

A "selective" course is one that is available to students in a given program of study to meet the requirements for that program, but is not required for all students in the program. A selective is one course in a group of two or more courses, a subset of which is required for the program. The program of study may include degrees, as well as specializations within these degree programs (if applicable), minors and/or concentrations. An example of a "selective" is CRJ340 or CRJ 350, or CRJ 360 as defined by the undergraduate catalogue description "One course chosen from among CrJ340, 350, and 360".

An "elective" course is one that may be taken in addition to required courses, in order to meet total hours required for a degree. Such courses can serve as an elective for students within a degree program or as a service course for students outside the degree program.

If other than primary instructor, specify the Candidate's role. **Separate each term's offerings by a single line across the page.**

##### **2. Graduate Student Advising and Supervision.**

Give the names and degree category of graduate students supervised since the last personnel action. For faculty who are on a Q contract, who are in the non-tenure track having switched from the tenure track, or who were moved into the tenure track from the non-tenure track, please include data since the last personnel action or for the past five years, whichever period is longer. Please include their thesis titles, and the beginning and completion date for each work. Indicate whether the

candidate was thesis director or was involved in other ways. Include students for whom candidate is academic advisor as well. Include record of student placement, if pertinent. (If the list is long, provide an abbreviated list that shows the range of recent advising activities).

3. Undergraduate Advising and Supervision.

Give the names of students for whom candidate has served as an academic advisor since last personnel action. For faculty who are on a Q contract, who are in the non-tenure track having switched from the tenure track, or who were moved into the tenure track from a non-tenure track, please list data since last personnel action or the past five years, whichever period is longer. Indicate advising or mentoring related to Honors College students in this section. (If appropriate, provide an abbreviated list of recent advising activities.)

4. Residents and Post-Doctoral Fellows Supervised.

Give the names of residents and post-doctoral fellows supervised since the last personnel action. For faculty who are on a Q contract, who are in the non-tenure track having switched from the tenure track, or who were moved into the tenure track from a non-tenure track, please list data since last personnel action or the past five years, whichever period is longer. Please include their assignments, and the beginning and completion date for each resident. Also, provide a brief statement discussing the nature of the interaction between the Candidate and those supervised, the time and effort involved, and the expertise brought by the Candidate to the relationship.

5. Direction of Research Associates, Visiting Scholars, and Technicians.

If the Candidate has provided direction to research associates, visiting scholars, or technicians, describe the nature of the interaction(s) and the Candidate's specific role(s).

6. Contributions to Instructional Techniques and Teaching Materials including the Creation and Implementation of New Courses.

Describe any special instructional techniques and new teaching materials developed by the candidate. Indicate other unique contributions to instruction and/or clinical teaching.

B. EVALUATION OF TEACHING AND RELATED ACTIVITIES

1. Summary of Student Evaluations of Faculty Teaching.

A form is provided for summarizing student evaluations of faculty teaching.\* Units may use an alternative format if they prefer, but this information should be presented in summary form. **Please do not include raw data.** At a minimum, information should be provided for courses taught in the past year. Where less information is provided, the justification for the omission should be included in the unit executive officer's statement.

\*Note: It is inappropriate to ask current doctoral students supervised by the candidate to write a teaching evaluation for the candidate. Under exceptional circumstances, if this is deemed necessary, please contact Michele Mancione at 3-7636.

For those not in the sciences: The standard deviation is the “average” variation of a score from the mean of a distribution of scores and should be easy to calculate when evaluation forms are used.

Departments have the option of presenting a summary of the evaluation data in other ways, if they prefer.

If the candidate has clinical teaching responsibilities, letters from former residents/fellows or others supervised by the candidate may be appropriate to assist in appraising the candidate's clinical teaching. **Any such letters should be solicited by the unit executive officer and not the candidate.** Append these after the course evaluation data, if they are not confidential. If confidential, then append them under Evaluations, Part IV, V. A. (Peer Evaluation and Faculty Teaching) of the forms. Refer to Typist's Instructions on how to append these documents.

2. Formal Recognition of Distinction in Teaching.

List all formal recognition since the last personnel action. For faculty who are on a Q contract, who are in the non-tenure track having switched from the tenure track, or who were moved into the tenure track from a non-tenure track, please list data since last personnel action or the past five years, whichever period is longer. Letters from senior colleagues attesting to the Candidate's performance in off-campus lectures or seminars while a member of the UIC faculty may also be used.

Include any other information indicating outstanding performance such as successful placement of students in employment or placement of undergraduates who have done extensive work with the candidate in graduate or professional schools or advanced training programs.

3. Candidate's Statement on Teaching Goals, Approaches and Accomplishments.

This statement should discuss current efforts and progression related to the department's teaching mission. **There is a one-page limit.**

#### Section 4

## II. RESEARCH ABILITY AND ACHIEVEMENT

In this section, assemble evidence on research, creative and other scholarly activities for the items below, where applicable. List all data in chronological order since the last personnel action. For faculty who are on a Q contract, who are in the non-tenure track having switched from the tenure track, or who were moved into the tenure track from a non-tenure track, please list data since last personnel action or the past five years, whichever period is longer.

A. HONORS AND AWARDS, ETC. SINCE RECEIVING TERMINAL DEGREE

Provide dates and a brief explanation of the nature of awards.

B.-C.. INVITED COLLOQUIA, OTHER RECOGNITION

D. LICENSING – List professional licensing.

E. SPONSORED RESEARCH ACTIVITIES. List all sponsored research activities since last personnel action. For faculty who are on a Q contract, who are in the non-tenure track having switched from the tenure track, or who were moved into the tenure track from a non-tenure track, please list data since last personnel action or the past five years, whichever period is longer. Include full information on all sponsored research, (whether internal or external to UIC), and all grant and fellowship applications, whether funded or not or still pending. List both requested amount and approved funding levels. If not funded, indicate "NF" or "O", even if proposal was rated as "approved, but not funded." List principal investigator if other than Candidate. **On multiple investigator projects, indicate both total amount and amount controlled by Candidate. It is critical that this information be corroborated with college or university records.** Arrange entries **in chronological order** of submission). Indicate any competitive renewals. Please add commentary on entries where qualifications are needed; as for instance, actual role on grants, priority score, etc. This form may be printed horizontally (landscape). (Note that sabbatical support and teaching awards (e.g., CETL Awards), are not considered supported research and should **not** be listed as such). Indicate whether the amount is total cost (TC), i.e., direct and indirect, or total direct cost (TDC). **IT IS EXTREMELY IMPORTANT TO PROVIDE UPDATES ON PENDING APPLICATIONS**

F. PUBLICATIONS AND OTHER SCIENTIFIC, CREATIVE, OR SCHOLARLY WORKS.

The candidate's productivity should be documented in the following categories:

1. **In Chronological Order**, List Publications or Other Creative Work Relevant to the Discipline Dated **Before** Last Personnel Action (Initial Appointment or Most Recent Promotion, Whichever Is Relevant). Use the Following Categories:
  - a. Books and monographs
  - b. Edited volumes and translations
  - c. Articles in refereed journals (including on-line refereed journals).
  - d. Other articles, including bulletins and technical reports
  - e. Chapters in books
  - f. Book reviews
  - g. Creative works, (e.g., poetry, composition, exhibitions)
  - h. Patents
  - i. Other, (e.g., notes and comments)

2. Publications or Other Creative Work Relevant to the Discipline Dated **Since** Last Personnel Action, with Same Subdivisions as under F.1.
3. Work Completed and Accepted for Publication, with Same Subdivisions as under F.1.
4. Work in Progress.  
Papers and Post Sessions Presented at Professional Meetings since last personnel action. For faculty who are on a Q contract, who are in the non-tenure track having switched from the tenure track, or who were moved into the tenure track from a non-tenure track, please list data since last personnel action or the past five years, whichever period is longer. If relevant, distinguish between volunteered, refereed, and invited papers. Indicate if any are exceptionally honorific.
5. Specify Other Scientific Contributions, Creative or Scholarly Works Which Are Notable in Terms of Originality and Importance, Since Last Personnel Action. For faculty who are on a Q contract, who are in the non-tenure track having switched from the tenure track, or who were moved into the tenure track from the non-tenure track, please include data since the last personnel action or for the past five years, whichever period is longer. (e.g., Case Reports, Literature Reviews Appropriate to Clinical Work, Internal Reports, Etc.).

Place a heading for the appropriate category of each listing. If a work was refereed in a category other than in sections F.1c, F.2c or F.3c, it should be indicated by an asterisk in the left margin, and other types of publications should be identified, (e.g., monograph or bulletin, article, review or abstract). **In case of joint authorship, indicate senior author, if any, by underlining.** Give complete bibliographical references, including inclusive page numbers. If any publication has been reprinted, please provide full bibliographical reference for the reprint immediately after the citation of the place of first publication.

If works were juried or subjected to outside evaluation, indicate the award, competitive ranking, critical acclaim, or other form of recognition.

G. CANDIDATE'S STATEMENT OF CURRENT AND PLANNED RESEARCH, CREATIVE, OR SCHOLARLY WORK (**one-page limit**).

On the page provided, the candidate should give a statement pertinent to his/her research, creative and scholarly efforts, as well as describing accomplishments. **The statement should tie together past scholarly work and how it relates to plans for future scholarly activity and to teaching and service responsibilities.** The statement will be read by senior colleagues who are not technical experts. Avoid jargon and specialized technical information. **There is a one-page limit.**

## Section 5

### III. SERVICE

**Definition: Ability and performance in university, disciplinary, patient care, continuing education, and public service.**

***Equity and Diversity at UIC:*** Candidates and unit executive officers are encouraged to include information on the candidate's contribution(s) to promote equity or diversity at UIC in terms of gender, race/ethnicity and ability status. For example, in teaching this could be participation in the Summer Research Opportunities Program (SROP) offered by the Graduate College; in service this could be participation in the WISEST initiative.

#### A. ADMINISTRATIVE RESPONSIBILITIES WITH DUTIES INDICATED BELOW. .

List the candidate's administrative responsibilities, with specific duties indicated, in the period since the last personnel action. For faculty who are on a Q contract, who are in the non-tenure track having switched from the tenure track, or who were moved into the tenure track from the non-tenure track, please include data since the last personnel action or for the past five years, whichever period is longer. **NOTE:** There are varying expectations across units regarding the participation of junior faculty in service activities. Unit executive officers are encouraged to specify their unit's expectations in the section of the papers that asks for details regarding the norms of the discipline. Assistant Professors are not expected to carry a heavy service burden. They normally should attend all department meetings but not generally be expected to serve on university committees or do wider service to the profession or community.

#### B. SERVICE TO THE DEPARTMENT

In **chronological order** indicate with inclusive dates, data since the last personnel action. For faculty who are on a Q contract, who are in the non-tenure track having switched from the tenure track, or who were moved into the tenure track from the non-tenure track, please include data since the last personnel action or for the past five years, whichever period is longer.

1. Committee Assignments
2. Department and College Committees should be listed separately.
3. List the candidate's special contributions to the development of the academic unit and its programs, (e.g., major committee assignments and projects undertaken on behalf of the unit). Where committee assignments have been minimal, an explanation, (e.g., departmental policy for junior faculty) should be given.
4. If the service was a result of being elected to the post, indicate by means of an asterisk in the left margin. When applicable, attach written statements from committee chairpersons outside the department assessing the nature and effectiveness of the candidate's committee work.

C. SERVICE WITHIN THE UNIVERSITY

In **chronological order** indicate with inclusive dates, data since the last personnel action. For faculty who are on a Q contract, who are in the non-tenure track having switched from the tenure track, or who were moved into the tenure track from the non-tenure track, please include data since the last personnel action or for the past five years, whichever period is longer. Use the guidelines given above.

D. SERVICE RELATED TO PATIENT CARE

In **chronological order** indicate with inclusive dates, data since the last personnel action. For faculty who are on a Q contract, who are in the non-tenure track having switched from the tenure track, or who were moved into the tenure track from the non-tenure track, please include data since the last personnel action or for the past five years, whichever period is longer.

Describe the candidate's contributions to university-related patient care services. Support letters from internal reviewers and colleagues who can evaluate the candidate's contributions to patient care and the health care team may be appended to this section.

E. SERVICE RELATED TO STUDENTS

In **chronological order** indicate with inclusive dates, data since the last personnel action. For faculty who are on a Q contract, who are in the non-tenure track having switched from the tenure track, or who were moved into the tenure track from the non-tenure track, please include data since the last personnel action or for the past five years, whichever period is longer.

Indicate any special counseling services, clinical or health services, work with student groups or organizations, and other student services. Student research and academic advising is included in Section 1 (Teaching Ability and Performances).

F. SERVICE TO THE PROFESSION/DISCIPLINE

In **chronological order** indicate with inclusive dates, data since the last personnel action. For faculty who are on a Q contract, who are in the non-tenure track having switched from the tenure track, or who were moved into the tenure track from the non-tenure track, please include data since the last personnel action or for the past five years, whichever period is longer.

Describe non-university professional activities such as offices held in professional organizations, editorships, and other activities (i.e., grant review activity) providing the candidate with national or international recognition. Give inclusive dates, in chronological order. **DO NOT** include mere membership in societies unless membership is limited to highly qualified individuals and is indicative of significant service contributions.

G. PUBLIC SERVICE

Describe external activities based on professional expertise and related to UIC's public service mission. These should be listed with inclusive dates, **in chronological order**, in the categories enumerated.

H. CANDIDATE'S STATEMENT OF CURRENT AND PLANNED SERVICE ACTIVITIES

This statement should discuss current efforts and progression of university, disciplinary, and public service activities over past years and expectations for the future. The statement should explain how these efforts fit into the department's norms and policies. **There is a one-page limit.**

**Section 6**

IV. INTERDISCIPLINARY WORK - OPTIONAL

Candidates who are involved in interdisciplinary work (or who plan to be so involved) are asked to provide a statement on the existence, nature and significance of their interdisciplinary work, (i.e., teaching, research, service). **There is a one-page limit.**

**Section 7**

V. EVALUATIONS - ***THIS SECTION SHOULD NOT BE SHOWN TO THE CANDIDATE***

A. PEER EVALUATION OF FACULTY TEACHING

The unit executive officer is responsible for obtaining peer evaluation of the candidate's teaching ability. Such evaluation is best when collected over a period of years. This section of the papers should include a brief description of the peer evaluation process as well as the outcome of these reviews.

If the unit executive officer solicits confidential evaluation from former trainees (e.g. from fellows and residents in the College of Medicine), they should be included here.

B. EVALUATION LETTERS FROM EXTERNAL REFEREES

*Selection of Referees:* (This is a reminder of policies covered in PART I, Sec. 3, Policies and Procedures). The unit executive officer should obtain a written evaluation from **not fewer than 5, but no more than 8** members of the profession from academic or research settings outside the campus who have **NOT** had a close association with the candidate. Referees should be **full professors**. **DO NOT** request evaluations from former professors, fellow students, past or present departmental colleagues, post-doc advisors, co-workers, etc. Referees should not be suggested by the candidates, though they may indicate to the paper preparers persons who may be inappropriate as reviewers along with the reasons for which the candidates object. Solicit separately and include in Section V.C. letters from collaborators (optional).

All external evaluations of the Candidate that were solicited by the department for the review must be included in the candidate's file even if the reviewer's letter is a simple statement of inability/unwillingness to review or simply did not respond. (Letters from co-authors that document the contributions of the candidate to co-authored work should not be included among the letters of evaluation. They should be placed in PART IV FORMS, V. C.).

*Sample Letter of Solicitation:* Please include a copy of the letter used to solicit the reviews of outside evaluators appended to the first referee letter. Also include a detailed list of all the materials sent to the reviewers. (See Part I, Section 3. F. Policies and Procedures). In the case of unpublished material, it should be clearly specified in what form and how much material was sent out – online, draft, proofs, etc. A sample letter of solicitation is included on page 13 of this section.

*Responses:* All letters received in response to a solicitation from the department for this review must be included in the candidate's file, whether favorable or not.

*Letters Received After Department Review:* In a situation where a letter that has been solicited in a timely fashion is received after the requested date and the dossier has moved on to the next level of review, the unit executive officer must forward the letter to the appropriate level of review following the procedures outlined in Part I, Section 2, J. New Information.

*Redacted Letters of Reference: Confidentiality:* UIC does not permit candidates to read external letters from referees, redacted or otherwise.

*Biographical Sketch:* A **brief** biographical sketch of each referee should immediately precede the letter of reference with which it is associated. Be sure that the biographical sketch makes it clear why the referee was chosen.

*Pagination:* Use V. B., EXTERNAL LETTERS OF REFERENCE, from PART IV of the forms to provide the following information:

1. List of Referees Contacted: a) Those Who Accepted; b) Those Who Declined and c) Those Who Did Not Respond.
2. Insert one copy of letter requesting referee's comments, including one copy (if applicable) of any preliminary e-mail communication inquiring whether the referee is willing to serve. (See sample letter of request included in Part III, "Instructions" Section 7, V.B.).
3. List of all materials sent to each reviewer. (May be omitted here if this information is contained in the sample letter under number 2 above). In the case of unpublished materials, it should be clearly specified in what form and how much material was sent (outline, draft, proofs, etc.)
4. Duplicate as needed for each referee and provide the following for each referee:

Name  
Biographical Sketch  
How Selected  
Relationship to Candidate  
Insert letter from each referee following the page.

Sample A [Revised May 2006]

Dear Dr. \_\_\_\_\_:

The Promotion and Tenure Committee of the Department of \_\_\_\_\_ is preparing to consider Dr. \_\_\_\_\_ for promotion to the rank of \_\_\_\_\_ with indefinite tenure. To assist us in evaluating his/her work, we would very much like to have your appraisal of his/her scholarship.

The University of Illinois at Chicago wishes to be sure that referees are as impartial as possible. Therefore, University guidelines require us to ask if you have been an advisor, a co-author, or have some other past or current relationship with the candidate that might make it difficult for you to be impartial, or that gives you a stake in the outcome of the case. If any of these circumstances apply, kindly let us know, and we shall no longer continue the process of asking you for an evaluation.

Please be aware that, according to UIC policies, all correspondence connected with a promotion and tenure case becomes part of the record, including responses to a letter such as this one. Therefore, I ask you, please, to confine your response to the two issues of (a) your willingness/availability to serve as a referee and (b) any possible conflict-of-interest. If you have any past or current relationship with the candidate, please describe this in your letter, even if you believe it does not pose a conflict of interest.

Every effort will, of course, be made to maintain the confidentiality of your report. Dr. \_\_\_\_\_ will not see even an edited version of your letter. The members of our unit's promotion and tenure committee will have access to your letter, as will university committees and administrative officers involved in the promotion process. However, I should add that in light of a Supreme Court decision (*EEOC vs. University of Pennsylvania*), such reports may be subject to involuntary disclosure in legal proceedings.

Please let me know at your earliest convenience if you are willing and able to prepare an evaluation. I shall then send to you copies of Dr. \_\_\_\_\_'s work, published or accepted for publication, or if it is convenient for you, the URL's for the copies of this work that are archived or published on the World Wide Web. The material that we shall ask you to review comprises \_\_\_\_\_ . We shall need your report by \_\_\_\_\_ .

We expect to be able to mail the documents for review by \_\_\_\_\_. Please, therefore, provide us with a mailing address at which we shall be able to reach you at that time, and please send me a recent *curriculum vitae*, since we are required to submit a biographical sketch of each referee. The members of our institutional review committees represent diverse interests, and this information is useful to them. Information of the sort needed is not always easy to acquire from standard sources.

I realize that requests of this kind impose a burden on people who have attained a position of leadership in their field, as you have, but we are very eager to have your evaluation and hope that you will be able to help us reach a decision.

We appreciate your help in this regard.

## Sample B

Dear Dr. \_\_\_\_\_:

Thank you for your willingness to evaluate the work of Dr. \_\_\_\_\_, and for sending us a copy of your *curriculum vitae*. We enclose with this letter, copies of Dr. \_\_\_\_\_'s work, published or accepted for publication, together with the URL's for the copies of his work that are archived or published on the World Wide Web.

In your letter would you please,

- ✓ Note that you are evaluating the scholarship since the previous personnel action and not necessarily the number of calendar years. This is especially important in cases being reviewed for promotion to Associate Professor. Our campus has a tenure rollback policy that is granted on a case-by-case basis after review.
- ✓ Discuss the candidate's work in a critical fashion, commenting on the quality and impact of the candidate's scholarship.
- ✓ Comment on the volume of the candidate's scholarly activities relative to the standards in the field.
- ✓ Remark on the quality of the publishing outlets and the source of funding when such is not obvious.
- ✓ Estimate his/her standing in the field, and compare the candidate with other faculty of roughly the same cohort.

Please note that we do not ask you to make a recommendation regarding promotion itself, since that decision will be based partly on considerations such as teaching and service. Nor are we asking for a summary of the c.v.. What we seek is a substantive evaluation of the scholarly component of Dr. \_\_\_\_\_'s qualifications for promotion to the rank of \_\_\_\_\_. However, if you are in a position to comment on his/her teaching or other pertinent aspects of his/her professional activities, please feel free to do so.

As I mentioned in my previous letter, we need the report itself by \_\_\_\_\_ (date).

We appreciate your help with this important task.

C. LETTERS FROM COLLABORATORS SOLICITED BY THE UNIT EXECUTIVE OFFICER (OPTIONAL)

Unit executive officers are strongly encouraged to solicit letters from collaborators especially in multi-investigator studies and include them in Part V. C of the Forms. Letters from co-authors that document the contributions of the candidate to co-authored work **should not** be included among the letters of evaluation, but be included in this section.

D. EVALUATION FROM DEPARTMENTAL COMMITTEE (OPTIONAL)

E. COPY OF MID-PROBATIONARY EVALUATION (FOR T4-T6 CASES ONLY). If not available, provide explanation. The evaluation that was signed by the unit executive officer and candidate and forwarded to the dean should be inserted here.

F. EVALUATION FROM UNIT EXECUTIVE OFFICER

The Unit Executive Officer's statement must be written by the unit executive officer of the originating department or unit. **Even if a senior faculty member has been delegated as the paper-preparer, the unit executive officer must present his/ her own summary assessment and recommendation unless the rank of the unit executive officer is not equal to the rank for which the candidate is being recommended. In those situations (when the unit executive officer is an associate professor and the candidate is being recommended for promotion to full professor), the statement of endorsement or non-endorsement will be prepared by a full professor who is charged with preparing the case.** The unit executive officer's summary assessment should include an evaluation of the candidate's activities in the areas of teaching ability, research and scholarship, service activities, interdisciplinary efforts, and promise for the future, as well as a general assessment of the candidate's role within the framework of the department's mission and the goals of the campus. The unit executive officer may also explain the norms of the discipline, if that has not been done elsewhere in the papers.

The evaluation should address split votes at the department level and should contain separate headings for the following:

- 1. Appraisal of Candidate's Teaching Record:** Comment on the candidate's overall teaching ability, including the extent to which the candidate has matured in teaching effectiveness over the time period considered. This assessment should be justified in a statement indicating what formal appraisal system is used in the department, its nature, and how the candidate ranks with respect to department, college, or university norms.
- 2. Appraisal of Candidate's Contribution to Curriculum and Other Instructional Materials or Products:** Assess the candidate's contributions to curriculum development. Specify the basis of the appraisal (e.g., indicate the receipt of such awards as a UIC curriculum development award or an award from an external body).

3. **Appraisal of Candidate Contributions to Research including Candidate's Contributions (if any) to Collaborative Research:** Assess the candidate's research and scholarship. When there has been significant collaborative work, please document the contributions of the candidate in co-authored publications and in co-PI funded research projects. It is important to include any details regarding collaborative projects (if any) that he or she may have with the candidate (See E. below).
4. **Appraisal of Candidate's Service Record:** Justify this assessment of the candidate with respect to Department, College or University norms and attach any supporting documents.
5. **Overall Assessment and Justification for Recommendation**

F. COLLEGE DEAN/UNIT DIRECTOR, REGIONAL DEAN (IF APPLICABLE)

These assessments should be written by the dean or director of the unit to which the originating unit reports.

### Section 8

#### VI. NEW INFORMATION

Because of the length of the review process, it is possible that the candidate's record may change significantly or that other information pertinent to a case may come to light during the course of the review. **If, in the judgment of the unit executive officer or other preparer of the promotion and tenure papers, new information could affect the outcome of the case, it should be submitted at any stage of the process by the unit executive officer.** In the interest of time and consistency, the unit executive officer of the originating unit should formally transmit all such material directly to the level at which the case is currently under review. The office currently reviewing the case should incorporate this new material into the candidate's papers for submission to any further levels of review. A note should be included on or with the new material indicating at what level of review the new information became available. For new information that becomes available AFTER the dossier has left the college, please contact Ms. Michele Mancione at 3-7636 or via email at [michelem@uic.edu](mailto:michelem@uic.edu).

### Section 9

#### THESE SECTIONS WILL BE APPENDED IN THE OFFICE OF ACADEMIC AFFAIRS

- VII. The Chair of the Campus P&T committee will provide their assessment to the Dean of the Graduate College and Provost and Vice Chancellor for Academic Affairs.
- VIII. The Provost and Vice Chancellor for Academic Affairs along with an endorsement by the Graduate College Dean, will provide the justification for his recommendation.