

## Outline of Promotion Dossier

### Instructions for the Outline

The following sections describe the *Outline of Promotion Dossier*. In each section, list items in chronological order from past to present.

#### I. Personal History and Professional Experience

##### A. Educational Background

*Beginning with the baccalaureate degree, provide the name of the institution; degree, field of study; date of degree.*

##### B. List of Academic Positions since Final Degree

*In chronological order from past to present. For each position held, list inclusive dates, title, and location for each –University of Illinois and elsewhere.*

##### C. Other Professional Employment

*Previous and current, in chronological order as above.*

##### D. Honors, Recognitions, and Outstanding Achievements

*Fellowships, prizes, etc., in chronological order as above, that indicate national and international stature in scholarship and engagement appropriate to the rank sought.*

##### E. Invited Lectures and Invited Conference Presentations Since Last Promotion

*For candidates for promotion to Professor, a full (career) list of events may be provided or, in the interest of brevity, a list of only those events since the last promotion may be provided. Events should be listed in chronological order as above.*

##### F. Offices Held in Professional Societies

##### G. Editorships of Journals or Other Learned Publications

*List in chronological order from past to present.*

##### H. Grants Received

*List principal investigator first, co-principal investigators, granting agency, dates of grant, and dollar amount of grant. For candidates for promotion to Professor, a full (career) list of grants may be provided or, in the interests of brevity, a list of those grants received since the last promotion may be provided.*

## I. Review Panels

*For governmental agencies, educational institutions, or other organizations.*

## II. **Publications and Creative Works**

*When preparing information for the outline given below, please give attention to the following standards:*

- *Within each category, place items in chronological order from past to most recent, and number each publication.*
- *List all authors in the same order as in the original publication (i.e., do not show multiple authorship as simply “with Professors x, y, and z”).*
- *Place a single pound sign (#) before any publication derived from the candidate’s thesis.*
- *Place a single asterisk (\*) before any publication that has undergone stringent editorial review by peers.*
- *Place a plus sign (+) before any publication that was invited and carries special prestige and recognition.*
- *The phrase “accepted for publication” should be used only where a written commitment to publish has been received from a publisher, subject only to final technical editing. The term should not be used to describe works still in initial development, even if a contract or invitation to publish has been offered. Works in the latter category should be described with the phrase “Incomplete work under contract to...” or comparable wording.*
- *Provide inclusive page numbers for publications in journals.*
- *List all publications and creative works over the course of the candidate’s career (this also applies to a candidate for promotion to Full Professor).*
- *Reprint of papers are not required for review at the campus level.*

### **Outline**

- Doctoral thesis title
- Books Authored or Co-Authored (in print or accepted)
- Books Edited or Co-Edited (in print or accepted)
- Chapters in Books (in print or accepted)

- E. Monographs (in print or accepted)  
*Items longer than an article, but shorter than a book. Provide inclusive page numbers for monographs.*
- F. Articles in Journals (in print or accepted)  
*Provide inclusive page numbers for publications in journals.*
- G. Creative Works (Exhibitions, Commissions, Competitions, Performances, Designs, Art or Architecture Executed)
- H. Patents
- I. Bulletins, Reports, or Conference Proceedings (in print or accepted)  
*Include only if these items are normally considered an important part of the publication record of a scholar or artist in this field. List in chronological order from past to present. Provide inclusive page numbers for bulletins, reports or conference proceedings.*
- J. Abstracts (in print or accepted)  
*Include only if these items are normally considered an important part of the publication record of a scholar or artist in this field. List in chronological order from past to present. Provide inclusive page numbers for abstracts.*
- K. Book Reviews (in print or accepted)  
*Include only if these items are normally considered an important part of the publication record of a scholar or artist in this field. List in chronological order from past to present. Provide inclusive page numbers for book reviews.*
- L. Refereed Conference Papers and Presentations
- M. Other  
*Specify type.*

### **III. Resident Instruction**

#### **A. Summary of Librarianship and Instruction**

##### **1. Descriptive Data: Librarianship**

*This section, in paragraph form, should summarize your primary responsibilities in Librarianship and briefly describe your most important accomplishments. This section should complement the "Statement of Librarianship" by briefly describing your most significant contributions in Librarianship. The following areas are given for guidance only. You may construct your own categories as appropriate, e.g. "User services" instead of reference, user education and faculty liaison. It is expected that no more than three areas will be addressed here.*

**Collection development:** includes materials selection, collection analysis and evaluation, collection policy statements, replacement policies, weeding policies, acquisitions lists, development of vendor/publisher relationships, management of approval plans and blanket orders, management of serials, or other activities related to collection development.

**Preservation:** includes selection and assessment of materials for preservation and replacement activities, disaster planning and security, managing preservation projects, application of preservation techniques to library materials, preservation training of staff, working with professional conservators and vendors to implement reformatting initiatives, or other activities related to preservation.

**Bibliographic control:** imposing or deriving an organizational structure to provide access to information resources (in any format) for effective retrieval. Includes: original cataloging, cataloging with copy, online authority control, maintenance of circulation systems, preparation of in-house indexes or finding guides to materials.

**Reference service:** assisting users in the discovery, access, and utilization of information resources. Includes performance of regularly scheduled reference service, provision of computer-based services, cooperative reference referral, preparation of guides and handouts.

**User education:** creating and providing print or electronic user guides, maps, signs, tours; class presentations including participation in library-wide programs, preparation of exhibits highlighting collections or services, provision of aids for using the online catalog, and other teaching activities provided to students and faculty on campus, as well as other local and regional organizations.

**Faculty liaison:** regular contact with faculty and staff, both within the library and through other campus departments.

**Systems activities:** software development, implementation and monitoring of online systems (including online catalog, journal article databases, locally generated online databases, etc.), development and maintenance of local area and wide area networks and Web servers, liaison with programmers, statewide systems governance organizations, and other systems organizations on campus.

**Management activities:**

- a. *Personnel:* hiring and supervision (staff, librarians, and graduate assistants), supervision of student workers or volunteers, job-related staff training, workshops or lectures presented to library faculty.
- b. *Operations:* Strategic planning; statistical reporting; evaluation of service; unit promotional and development activities; faculty liaison;

- c. *Budgetary*: management of library materials budgets, coordination of acquisition funds, budgetary reports; management of library operational budgets, requests for grants and other funding, fiscal accountability, budgetary reports.

## 2. Descriptive Data: Instruction

Provide information for undergraduate and graduate courses, both on and off campus, since last promotion. For each semester under review, provide a list of courses taught and the number of students enrolled in the course.

## 3. Supervision of Graduate Student Research

- *Please list doctoral and master's students separately.*
- *For each graduate student supervised, provide the student's name and level, dates work was supervised, current status, thesis title if completed, and the student's placement (example: Jones, Timothy, Ph.D., 1985, "Analysis of Correlation between CEO Compensation and Return on Investment at Ten Fortune 500 Companies", now at Arthur Andersen).*
- *List participation on examining committees separately from supervision of a thesis.*
- *Describe any other special assignments, such as tutor for honors students, either in unit or in campus-wide programs.*

## 4. Other Contributions to Instructional Programs

*Significant instructional contributions of other sorts, e.g. through development of course materials used by other instructors, through professional training provided to Graduate Assistants, and through extensive independent study or informal interactions with students.*

## B. Evaluation of Librarianship and Instruction

### 1. Student ICES Course Evaluation Questionnaires

*If applicable. This information is available from the Center for Teaching Excellence. It is most convenient to use the summary table of ICES data available from the Center for Teaching Excellence (an ICES "Longitudinal Profile"). Unit executive officers, or the instructor, must request this summary from the Center for Teaching Excellence ([ices@illinois.edu](mailto:ices@illinois.edu)). For those being promoted from associate to full professor, ICES scores from the last promotion to the present are all that are needed. If the request is from the unit*

*executive officer, only data previously released to the department will be included. If the request comes directly from the instructor, all ICES results will be included on the Longitudinal Profile.*

*Generally, it has not proven useful to provide selected student comments from ICES forms, for essentially the same reason that anecdotal comments from other quarters are of limited value. Review committees have no ability to judge either the relative frequency of favorable comments or the degree to which they might be offset by unfavorable commentary.*

*More information, including sample table is available from p. 28 of Provost Communication No. 9.*

## 2. Candidate's Report and Self-Review of Activities in the Area of Librarianship

The candidate must provide a personal statement of their philosophy of librarianship, methods, strengths, problems, goals, and other material in a manner that will present colleagues with a context for interpreting other evaluative information.

## 3. Departmental Evaluation of Librarianship

*A narrative statement evaluating the candidate's librarianship, including quotes or excerpts from the peer review committee report and reference letters.*

## **IV. Service (Public Engagement, Professional/ Disciplinary, and University)**

All faculty members should have three types of service included in Section IV of the dossier: public engagement, professional/disciplinary, and University/campus.

**PLEASE NOTE:** For faculty members whose public engagement activities constitute a substantial portion of their University-assigned responsibilities and thus public engagements has been identified as a primary criterion for promotion, the dossier should follow the guidelines in the **Alternative IV. Service for Faculty Members Who Have Public Engagement as a Primary Criterion for Promotion.**

### A. Summary of Service

#### 1. Public Engagement

*Definition:* Public engagement is the application for the public good of the knowledge and expertise of a faculty or staff member to issues of societal importance. Typically, this activity is done in collaboration with others both within and outside of the university. The activity may enrich research and teaching as well as lead to new directions within the university. Public engagement falls under the service mission of the university.

*Summary:* Indicate public engagement and outreach activities performed in assisting

*agencies, schools, businesses, governmental agencies or other groups and individuals who benefit from the knowledge, information and services resident within the University community. To be recognized as public engagement, activities should:*

- *Contribute to the public welfare or the common good.*
- *Call upon the faculty member's academic, professional, or creative expertise.*
- *Directly address or respond to societal problems, issues, interests or concerns.*

2. Service to Disciplinary and Professional Societies or Associations

*List and describe service activities that are not included in Section I, Personal History and Professional Experience.*

3. University/ Campus Service

*Indicate service on departmental, college, campus and university committees as well as administrative assignments.*

B. Evaluation of Service

*Please provide the name of the person who developed the evaluation.*

1. Public Engagement

*Provide evidence of quality and impact; describe dissemination of the public service work through publications and adoption by others; if appropriate, illustrate how the public service activities are integrated with research and/or teaching.*

2. Service to Disciplinary and Professional Societies or Associations

*Provide evidence of major contributions which affected the societies/ associations beyond routine committee and officer service; include recognition and honors.*

3. University/ Campus Service

*Provide evidence of impact of contributions to the department, college, campus or University.*

**ALTERNATIVE IV.**

**SERVICE FOR FACULTY MEMBERS WHO  
HAVE PUBLIC ENGAGEMENT AS A PRIMARY  
CRITERION FOR PROMOTION**

*The executive officer of those faculty members whose public engagement responsibilities*

*constitute a substantial portion of their University-assigned responsibilities are urged to refer to A Faculty Guide for Relating Public Service to the Promotion and Tenure Review Process (2000) for more complete guidelines on the expectations for documenting public engagement activities. The guide can be found in the attachments to this communication.*

## A. Summary of Service

### 1. Public Engagement

***If public engagement is the primary criterion for promotion and has been so specified at the time of appointment, procedures of the same rigor as those used for evaluating research and teaching should be used for its review. In this case, the candidate must prepare a statement of public engagement goals and accomplishments following the guidelines provided below under Item a. Also, a detailed departmental evaluation of the candidate's public engagement activities following the guidelines in Item b must be prepared. Finally, a departmental evaluation of future potential must be prepared according to the guidelines in Item c.***

#### a. Candidate's Statement of Public Engagement Goals and Accomplishments

- The candidate must provide (in three pages or fewer) a statement of public engagement goals and accomplishments. If the recommendation is for promotion to associate professor, the statement should include public engagement accomplishments since appointment as assistant professor (may include work as an assistant professor at another institution). For recommended promotion from associate professor to full professor, the statement should include public engagement accomplishments since the last promotion.*
- The statement should tie together past public engagement accomplishments and how they relate to future public engagement plans and to research/teaching duties.*
- The statement should provide evidence that the public engagement activities or programs have had a significant impact on and been of mutual benefit to Illinois and to the partner(s). It should also indicate how the activity is to be sustained over time.*
- The statement should reflect how these activities relate to teaching and research.*

#### b. Departmental Evaluation of Public Engagement Activities

- Please provide the name of the person who developed the evaluation.*
- This evaluation should be based on peer observation, standardized evaluation metrics completed by client groups (as appropriate), evaluative interviews with clients, focus groups of clients convened for the purpose of evaluation, and up to*

*three letters of evaluation from qualified academic and non-academic authorities (see the Faculty Handbook for further discussion of possible evaluation procedures and methods).*

- *This portion of the dossier must include independent, verifiable, and specific evidence of excellence and impact. This evidence may point to: documented changes in organizational or individual practices in the client/partner organization; change(s) in human behavior, specific economic benefits, specific improvements in the human condition and/or organizational practices (e.g., health, safety, quality of life, organizational environment, best practices), and/or specific environmental benefits.*

c. Departmental Evaluation of Future Potential

- *Please provide the name of the person who developed the evaluation.*
- *Evaluate the candidate's strategy for developing his or her public engagement beyond recent accomplishments. Assess, in realistic terms, the probable impact of the candidate in his or her public engagement activities five years from now.*

2. Service to Disciplinary and Professional Societies or Associations

*List and describe service activities that are not included in Section I, Personal History and Professional Experience.*

3. University/ Campus Service

*Indicate service on departmental, college, campus and university committees as well as administrative assignments.*

B. Evaluation of Disciplinary/Professional and University/Campus Service

*Please provide the name of the person who developed the evaluation.*

1. Service to Disciplinary and Professional Societies or Associations

*Provide evidence of major contributions which affected the societies/associations beyond routine committee and officer service; include recognition and honors.*

2. University/ Campus Service

*Provide evidence of impact of contributions to the department, college, campus or University.*

**V. Research**

#### A. Candidate's Statement of Research Goals and Accomplishments

- *The candidate must provide (in three pages or less) a statement of research goals and accomplishments. If the recommendation is for promotion to associate professor, the statement should focus primarily on research accomplishments since first appointment as assistant professor (may include work as an assistant professor at another institution). For recommended promotion from associate professor to professor, the statement should focus primarily on research accomplishments since the last promotion.*
- *The statement should tie together past research and how it relates to future research plans and to teaching/ service duties.*
- *If teaching or public engagement is the primary basis for the recommended promotion, the statement must reflect accomplishments and future plans in teaching or public engagement and how they relate to the research activity.*

#### B. Departmental Evaluation of Research Accomplishments

- *Please provide the name of the individual who developed the evaluation.*
- *Research should be evaluated (not merely described) with emphasis on at least two publications or creative works.*
- *The evaluation should address the dimensions of quality of execution, significance of topic, and impact on the field.*

#### C. Departmental Evaluation of Future Potential

- *Please provide the name of the individual who developed the evaluation.*
- *Evaluate the candidate's strategy for developing his or her research beyond recent accomplishments.*
- *Assess, in realistic terms, the probable standing of the candidate in his or her field five years from now.*

### **VI. External Evaluations**

#### A. Sample Letter(s) to External Evaluators

*Include a copy of the letter (or letters, if different versions) used to solicit these outside evaluations. As the letter is composed, please attend to the following points:*

- *Be sure the letter is neutral in tone.*

- *Indicate the rank to which the candidate is being promoted and if the promotion would include the awarding of indefinite tenure.*
- *Ask explicitly for the evaluator to describe the basis for his/her knowledge of the candidate and the candidate's work.*
- *Include the following required language to request from the evaluator the names of additional people who can speak authoritatively about the work of the candidate.*

“The Provost of our campus requests that you provide, in addition to your own comments about this case, the names of two or three other authorities who might be consulted about it.”

- *Use the following required language to indicate that the referee's response will be protected as confidential:*

“The policy of the University of Illinois is to hold in confidence all letters of evaluation from persons outside the institution. Only the committees and administrative officers directly responsible for the decision of concern here will have access to your letter. It will not be provided to the person on whom you comment unless we are compelled by law to do so.”

- *Use the following required language to indicate that the evaluator should not consider the faculty member's length of service during the probationary period.*

“Our institution permits one or more extensions (i.e., tenure clock “rollbacks”) during the pre-tenure probationary period. Our policy states that the criteria for promotion and tenure at Illinois are the same for all faculty regardless of length of service during the probationary period.”

## B. Qualifications of the External Evaluators

- *On one page, list the names, addresses, and affiliations of all scholars or professional specialists outside the University of Illinois from whom you have solicited letters of evaluation.*
- ***A majority of the external evaluations must come from the department's, rather than the candidate's, nominations.** These provisions suggest, in combination, that the unit request four to eight names from the candidate, that it solicit opinions from no more than two or three of the candidate's choices, and **that it obtain a slightly larger number of opinions from others.***
- *In order to distinguish those referees chosen by the candidate from those chosen by the department, please add after the referee's name either “(chosen by the*

*candidate)” or “(chosen by the department).”*

- *Provide a brief description of the qualifications of each outside referee (i.e., rank, position, and credentials.)*
- *The outside evaluators should be chosen from institutions the department might legitimately identify as peer institutions for other purposes such as salary comparisons. If the evaluator is not from such a peer institution, please explain in the description of the evaluator why the choice was made.*
- *Include a statement of how the referee knows the candidate and his/her work if this is not obvious from the evaluator’s letter.*
- *If a letter of evaluation was not received from someone who was asked to provide one, please explain why there was no response.*

### C. External Letters

- *Letters from each outside reviewer should be numbered inclusively within the recommendation packet.*
- *All letters received in response to the unit’s request for external evaluation must be included.*
- *Date-stamped upon receipt.*

## VII. **Special Comments by the Unit Executive Officer**

*Please discuss any outstanding characteristics of the staff member not covered in the preceding sections. The unit executive officer’s comments should always be the last item in the dossier (with the exception of addenda included at subsequent steps in the process).*

*The unit executive officer is strongly encouraged to address any negative aspects of the candidate’s record or the outside letters and explain why these aspects should not be decisive in the case in question.*

*If tenure is to be granted with promotion, the unit executive officer should indicate succinctly why the department will be strengthened by an indefinite tenure commitment and how the best interests of the University will be served.*

*The unit executive officer should include in his/her comments any new evidence that has led to the submission of a promotion recommendation that had been denied from the previous year.*

*As the “Special Comments by the Unit Executive Officer” addresses and clarifies information within the promotion dossier, as well as information in the letters of reference, it is important*

*that this section be placed at the end of the packet. Please be sure the executive officer's comments are the last item in the promotion packet, unless there is a need for Special Comments by the Dean (see below).*

### **VIII. Special Comments by the Dean (only when needed)**

*When a case is forwarded for campus review after significant questions were raised during its review at the college or school level, or by external evaluators, or it received a split vote, it is imperative*

*that the Dean of the submitting unit provide commentary on the case for successive reviewers. This commentary should explain the merits of the case and address forthrightly its strengths and weaknesses. To formulate this commentary, the dean may need to be present during the committee's discussion of the merits of the case. Special Comments from the Dean are needed only when there are significant questions raised at the college/school level and/or there is a split vote by the college- level review committee.*

### **Assistance**

For questions about promotion and tenure criteria, policy or procedures please call the Office of the Provost (333-6677).

### **Attachments**

- *Checklist for Transmittal of Recommendation*
- *Recommendation for Promotion and Tenure (Cover Sheet and Outline)*
- *A Faculty Guide for Relating Public Service to the Promotion and Tenure Review Process*
- *Senate Promotion and Tenure Information Questionnaire*
- *Sample Letter to External Evaluator*

Outline of Promotion Dossier [rev. for librarianship]  
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[http://www.provost.illinois.edu/communication/09/Communication\\_No.9.pdf](http://www.provost.illinois.edu/communication/09/Communication_No.9.pdf)

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