College of Education
Promotion and Tenure
Policies, Procedures, and Criteria

Adopted October 17, 2017
Amended September 25, 2020
Introduction

This document describes the policies and procedures as well as criteria that guide the promotion and tenure processes in the College of Education at Purdue University. It is intended to provide useful information and broad guidance for faculty seeking promotion and/or tenure as well as for members of the departmental Primary Committees and college Area Committee. It is divided into three major sections: (I) Policies and Procedures, (II) Criteria, and (III) the Promotion Document. Because promotion and tenure are peer-review processes that can and do change over time, this should be viewed as a living document that will be amended to reflect changes as they occur.

The policies and procedures herein must be understood within the framework of University policies and procedures regarding promotion and tenure. University policies and procedures related to promotion and tenure may be found in a number of documents including:

- Academic Tenure and Promotion (I.B.2),
- Clinical/Professional Faculty Appointment and Promotion (VI.F.10),
- Research Faculty Appointment and Promotion (VI.F.8),
- Procedures for Granting Academic Tenure and Promotion,
- Criteria for Tenure and Promotion for the West Lafayette Campus,
- The Guide: Documenting, Evaluating, and Recognizing Engaged Scholarship
- Instructions for Use with President’s Form 36, and
- The annual memos from the Provost to tenured/tenure-track faculty on tenure and promotion and to clinical/research faculty on promotion.

For more information, see the Provost’s Office website at [http://www.purdue.edu/provost/faculty/promotionandtenure.html](http://www.purdue.edu/provost/faculty/promotionandtenure.html).

When changes are made to University policies and procedures which have the effect of nullifying, contradicting, or rendering inconsistent a provision of this document, the University policy or procedure takes precedence. However, College of Education policies or procedures as given herein should be interpreted as in addition to or as an elaboration of University practice, when not contradictory to, inconsistent with, or otherwise in violation of University policies and procedures.
I. Policies and Procedures

A. General Policies

1. The Primary Committee in each College of Education department consists of all tenured full and associate professors with at least a 50% appointment in the department. Faculty members with administrative appointments in the university and a faculty appointment in the department are included. Tenured associate professors discuss and vote upon promotion up to and including the associate professor level. Tenured full professors discuss and vote upon promotion up to and including the full professor level. The department head chairs the department’s Primary Committee but does not vote.

2. When clinical faculty members are considered for promotion and/or reappointment, the Primary Committee is supplemented by clinical faculty. Clinical/professional associate professors discuss and vote upon promotion up to and including the clinical/professional associate professor level. Clinical/professional full professors discuss and vote upon promotion up to and including the clinical/professional full professor level. When research faculty members are considered for promotion and/or reappointment, the Primary Committee is supplemented by research faculty. Research associate professors discuss and vote upon promotion up to and including the research associate professor level. Research full professors discuss and vote upon promotion up to and including the research full professor level. If at least one clinical/professional or research faculty of appropriate rank is unavailable in the department, the dean will appoint a clinical/professional or research faculty member to the Primary Committee in consultation with the department head.

3. The Area Committee consists of the head of each department, tenured faculty members at the rank of professor – three from each department and three at-large – elected by the voting faculty of the college, and associate deans as ex-officio members. The dean chairs the Area Committee but does not vote.

4. When clinical faculty members are considered for promotion and/or reappointment, at least one clinical/professional faculty member at the professor level will sit with the Area Committee. When research faculty members are considered for promotion and/or reappointment, at least one research faculty member at the professor level will sit with the Area Committee. If at least one clinical/professional or research faculty of appropriate rank is unavailable in the college, the dean will appoint a clinical/professional or research faculty member to the Primary Committee from another unit on the campus in consultation with the dean of that unit.

5. Specific rules of order, methods and order of presentation, and voting procedures are determined by the Primary and Area Committees in accord with Purdue University policies and procedures.

6. Primary and Area Committee meetings shall take precedence over other duties of faculty members. In the event of conflicts between committee meetings and other faculty obligations, members of the Primary Committees and members of the Area Committee
are expected to make arrangements to be able to fully participate in committee deliberations.

B. Policies Concerning Promotion

1. Consistent with the mission of Purdue University, the College of Education values creative endeavor, research, and scholarship; teaching and learning in its many forms; and engagement in its many forms, including extension and outreach. To be considered for promotion, a faculty member should have demonstrated excellence and scholarly productivity in at least one of these areas: discovery, learning, and engagement. Ordinarily, strength should be manifest in more than one of these areas.

2. Promotion to different ranks and/or the granting of tenure is based on the qualifications and accomplishments of candidates.

   a. Tenure-track Faculty

      i. A tenure-track instructor may be promoted to assistant professor upon attaining the level of professional accomplishment which would have justified appointment to an assistant professorship.

      ii. An assistant professor may be promoted to associate professor with tenure given a significant record of accomplishment as a faculty member as recognized by internal and external colleagues in the areas of scholarship of discovery/research, learning/teaching, and/or engagement/service, and with promise of continued professional growth and recognition.

      iii. An associate professor may be promoted to professor on becoming recognized as an authority in his or her field of specialization by external colleagues – national and/or international as may be appropriate in the academic discipline – in the areas of scholarship of discovery/research, learning/teaching, and/or engagement/service, and being valued for his or her intramural contributions as a faculty member.

   b. Clinical/professional Faculty

      i. A clinical instructor may be promoted to clinical assistant professor upon attaining the qualifications established by the department and exhibiting expertise in clinical/professional practice.

      ii. A clinical assistant professor may be promoted to clinical associate professor upon attaining the qualifications established by the department and demonstrating evidence of excellence as recognized by internal and external colleagues, in clinical/professional practice and in the scholarship of one or more of the following areas: discovery/research, learning/teaching, and/or engagement/service.
iii. A clinical associate professor may be promoted to clinical professor upon attaining the qualifications established by the department, demonstrating a substantial record of professional accomplishment as recognized by colleagues at the national/international level, in clinical/professional practice and in the scholarship of one or more of following areas: discovery/research, learning/teaching, and/or engagement/service.

c. Research Faculty

i. An individual may be promoted to research assistant professor upon demonstrating expertise in research based on the qualifications established by the department.

ii. A research assistant professor may be promoted to research associate professor upon attaining the qualifications established by the department and demonstrating evidence of research excellence as recognized by internal and external colleagues, demonstrating evidence of excellence in the areas of scholarship of one or more of the following areas: discovery/research, learning/teaching, and/or engagement/service.

iii. A research associate professor may be promoted to research professor upon attaining the qualifications established by the department, demonstrating a substantial record of professional accomplishment as a research faculty member with recognition as an authority in his or her field by colleagues at the national/international level, demonstrating evidence of excellence in the areas of scholarship of one or more of the following areas: discovery/research, learning/teaching, and/or engagement/service.

3. Tenure-track assistant professors typically have a 7-year probationary period in which to earn promotion and tenure. No later than the 6th or penultimate year, untenured assistant professors must be considered for promotion and tenure. This means that beginning tenure-track assistant professors have 5 years to develop a case for promotion and tenure to be brought forward in the 6th year. There is no specific timeline for promotion of tenured associate professors, clinical/professional faculty, and research faculty; the Primary Committee will review their progress every year or as otherwise specified by department policy.

4. Tenure clock extensions may be granted for situations in which conditions and personal circumstances substantially interfere with progress toward achieving tenure. A 1-year automatic approval will be granted for birth of child and adoption provided a “Request for Tenure-Clock Extension Form” is submitted to the Office of the Provost within 1 year of the occurrence and prior to the penultimate year. This provision applies to either or both parents. Other justifiable conditions for granting tenure clock extensions include, but are not necessarily limited to, severe illness, disability, or care-giving of a family member.
5. When a faculty member is nominated for promotion by any member of the Primary Committee and the nomination is seconded, then the department head will, in accordance with University Promotion Policy, initiate the preparation of a Nomination for Promotion – President’s Office Form 36. A Form 36 will automatically be prepared for tenure-track faculty members in their penultimate year. In accordance with University Policy, any tenured faculty member who has not been notified that he/she is a candidate for promotion may elect to self-nominate, if he/she has not been considered for promotion during the last three years.

6. The department head will appoint a team of at least two Primary Committee members to work with the candidate for promotion to prepare the Form 36 and supporting documentation. The candidate will have input into the membership of the team. The candidate will have the opportunity to help create and review his/her tenure and/or promotion documentation and may receive a copy of any document (with confidential statements omitted) that will be submitted to the Primary, Area, and/or University committee(s). It is the right of the candidate to have included in his/her departmental file whatever the candidate chooses to add, including the candidate’s own brief comments about discovery/creative activities, teaching/learning, and service or engagement. The candidate should also include documentation of mentoring within the discovery/creative activities, teaching/learning, and service or engagement sections as appropriate.

7. External letters are collected for all tenure and/or promotion cases. The candidate will submit to the department head the names of (and a rationale for) 5-7 individuals external to Purdue who can confidentially and impartially evaluate the faculty member’s record. These should be individuals, preferably at the rank of full professor for individuals being considered for promotion to associate professor or at the rank of full professor for individuals being considered for promotion to full professor, with whom the faculty member has no significant professional or personal relationship but who would be knowledgeable about the faculty member’s work and specific contributions to the field. External letters should be sought from reviewers at peer or aspirational peer universities and may also be sought from faculty members at top academic programs from other institutions, and from preeminent experts at other institutions. Documentation of reviewers’ credentials by the department head is expected. The candidate also has the option to submit the names of individuals the faculty member does not consider suitable to evaluate the case. The department head will solicit names of 5-7 individuals from the Primary Committee and the final list of external reviewers will be selected from among these suggestions and those made by the candidate. At least 5 letters should be solicited for tenure and/or promotion cases. It should be documented whether a letter writer was suggested by the candidate and/or by the department.

8. The department head will ensure that Primary Committee members receive any completed nomination form(s) at least two weeks prior to its voting session. Substantive changes should not be made to the tenure and/or promotion documents once they have been submitted to the Primary Committee for review. New substantive information that is available before the Area Committee meeting, such as newly published works, new funding, and new recognition should be discussed by the head at the Area Committee, or by the dean if new information becomes available prior to the University Committee.
9. Documents for promotion and/or tenure are first considered by the Primary Committee of the department (typically meeting in October). Cases receiving a simple majority vote in favor are forwarded to the Area Committee of the college (typically meeting in December). Cases receiving a simple majority vote in favor are forwarded to the University Promotions Committee (typically meeting in February). Cases receiving a simple majority vote in favor are forwarded to the President and Board of Trustees for approval (typically in April).

10. Throughout the entire review process, Primary, Area and University Promotions Committee members respond to each tenure or promotion nomination as individuals, interpreting achievements described in the nomination documents in light of standards appropriate for the nominee’s discipline and the applicable campus’s Criteria for Tenure and Promotion. The voting members of the Primary and Area Committees shall vote on each nomination by secret ballot in accordance with the University Promotion Policy. In addition to voting ‘yes’ or ‘no’, the reasons for the vote cast should be provided via comments and/or explanations. Recusals, blank or unmarked ballots and otherwise unsubmitted ballots are not counted as votes. Ballots will be counted after all case presentations and voting has been completed.

11. Attendance requirements governing the participation of Primary and Area Committees are determined by the committee chair in consultation with committee members. Only those members of the Primary Committee who are in attendance for the entire case presentation and discussion of a nomination shall be eligible to vote on that nomination. Committee members who have a conflict of interest with a particular candidate shall notify the committee chair and must recuse themselves from all discussion and deliberations of a candidate’s case. The types of relationships which constitute a conflict of interest may include but are not limited to: a current or past personal relationship; a current or past advising relationship (e.g., the faculty member having served as the candidate’s PhD or post-doctoral advisor); a direct financial interest and/or relationship; and any other relationship that may interfere or appear to interfere with sound and fair decision-making or evaluation. Collaborative work, in and of itself, shall not constitute a conflict of interest.

12. Faculty members will be advised of their promotion progress within 10 business days by the department head after the Primary Committee review and by the dean after the Area and Campus Promotions Committee reviews. The reasons for negative decisions will be conveyed to the faculty member within this same time frame. Official notice will be sent to tenured and/or promoted faculty members after the President and the Board of Trustees approve the recommendations.

13. It is in the best interest of the University and the faculty that full and frank discussion occur during the deliberations of promotion committees. The confidentiality of remarks made at such meetings should therefore be carefully preserved.

C. Policies Concerning Annual Review for Promotion and Tenure
1. No later than the end of the first week of the academic year, each department will distribute a schedule setting forth the dates of Primary Committee meetings, and the dean’s office will distribute a schedule setting forth the dates of Area Committee meetings for the academic year. The cases for nomination and/or tenure are ordinarily presented to the Primary Committees and voted upon in October. The cases for nomination and/or tenure are ordinarily presented to the Area Committee and voted upon in December.

2. No later than the beginning of the last week of classes in the fall semester of each year, the department head of each department in the College of Education will request that all assistant professors, untenured faculty members, and associate professors as department policy dictates submit documentation for annual review by the Primary Committee. Specific requirements for documentation and a deadline for submission (typically in January) will be specified by the department. Documentation should include an up-to-date vita and/or draft promotion document and such other documents as specified by the department. Faculty members should also update files containing evidence of their contributions in discovery/research, learning/teaching, and engagement/service. The updated vita, draft promotion document, and supporting materials provided by the faculty member are the principal means by which the Primary Committee keeps abreast of each faculty member’s annual professional contributions as well as cumulative professional/career development. Therefore, it is incumbent upon faculty members to submit complete and accurate materials by the stated deadline to ensure a fair and thorough review.

3. Each faculty member reviewed by the Primary Committee will be assigned a team of reviewers from the Primary Committee, consisting of at least a primary and a secondary reviewer, to summarize and present information about accomplishments and progress to the Primary Committee at its spring business meeting(s). It is preferable for one reviewer to be a faculty member from the same program area as the faculty member being reviewed, and one reviewer to be from a different program area. Primary Committee reviewers will independently review the faculty member’s materials, jointly deliberate on the faculty member’s record and accomplishments, and jointly develop a summary of the faculty member’s progress toward tenure and/or promotion.

4. No later than April 1 of each spring, the department head shall convene the Primary Committee for the purpose of engaging in the annual review process. Each review team will make a case presentation summarizing the assigned faculty member’s annual activity and overall progress toward tenure and/or promotion. Following the case presentation and subsequent discussion of the review team’s report, the Primary Committee will endorse the annual review feedback that will be shared with the faculty member.

5. At the spring annual review meeting(s), Primary Committee members may nominate a faculty member for promotion and/or tenure consideration in the following academic year. When a faculty member is nominated for promotion by any member of the Primary Committee and the nomination is seconded, then the department head will initiate the preparation of a Nomination for Promotion – President’s Office Form 36. The department head shall notify the nominated faculty member, solicit recommendations for
external reviewers, and ask the nominated faculty member to assemble materials for external review. The department head will solicit letters from external reviewers to be included with the promotion document for case presentation at the fall (typically October) meeting of the Primary Committee.

6. Following each year's Primary Committee review of faculty members, each faculty member reviewed will be given detailed written feedback on the review conducted in his/her case. Prior to the end of the academic year, the department head will schedule meetings with reviewed faculty members for feedback and discussion at which at least one of the two Primary Committee review team members is present. Such feedback meetings shall occur annually for all assistant professors and at least once every three years for associate professors.
II. Criteria for Promotion and Tenure

Consistent with Purdue University Policy, a candidate for promotion and/or tenure may be nominated on the basis of contributions to the scholarship of discovery/research, learning/teaching, and/or engagement/service. A faculty member should have demonstrated excellence and scholarly productivity in at least one of these areas. In addition, the candidate must demonstrate mentoring of students. The candidate’s record must demonstrate a sustained record of accomplishment supported by scholarly products as appropriate to the faculty member’s discipline and faculty appointment. General criteria for promotion and/or tenure are described in University policies and are briefly summarized in I.B.2 of this document.

Tenure-track faculty are promoted on the basis of strength in the scholarship of one or more of the following areas: discovery/research, learning/teaching and/or engagement/service.

Clinical faculty are generally promoted on the basis of excellence in the scholarship of learning/teaching and/or engagement/service, but may also be promoted on the basis of excellence in the scholarship of discovery/research.

Research faculty are generally promoted on the basis of excellence in the scholarship of discovery/research, but may also be promoted on the basis of excellence in the scholarship of engagement/service and/or learning/teaching.

Additional criteria relevant to faculty in the College of Education are described in the following sections.

A. DISCOVERY/RESEARCH

A critical mission of the College of Education is discovery. Excellence in discovery/research is manifest in a record of scholarly achievement and evidence of national/international visibility. The candidate should show evidence of a substantial record of published original research or its equivalent. Such a record would likely include accomplishments such as refereed publications, external funding (as appropriate to the specific discipline), national and/or international reputation (if appropriate), awards, and other contributions to knowledge.

Research excellence is assessed through an examination of a number of evaluative criteria including: (1) productivity of a candidate, that is, the number of scholarly products that result from the candidate’s discovery efforts (e.g., journal articles, books, book chapters); (2) quality of the research; (3) impact of the research; and (4) intellectual independence and continuity of the candidate’s research program. Each of these criteria is further elaborated below.

1. Productivity. In assessing productivity, primary emphasis will be given to refereed publications, such as journal articles, as well as books, edited books, and book chapters. Other types of publications, including book reviews, refereed conference proceedings, electronic publications, and others will be considered positively especially where such work indicates evidence of national and international recognition within the research/discovery context of that faculty member’s field. Presentations at meetings are
expected as a way of disseminating research and testing ideas in public forums. These indicate active involvement in the field but will not substitute for publications in refereed journals.

2. Quality. The quality of a candidate’s research is an important component in the assessment of scholarly contribution. Members of review committees have the responsibility for examining the publications of candidates when making judgments of quality. In addition, the quality of the journals, as indicated by metrics such as journal impact factors, circulation/readership metrics, and acceptance rates for articles, as well as other indicators of quality (e.g., reputation in the field, editorial board membership) will be considered. For books and book chapters, the reputation of the publisher will be considered. Additionally, the independent evaluations of a candidate’s scholarship by external reviewers who are experts in a candidate’s field will be used to assess quality and impact.

3. Impact. Impact on the field of inquiry is another measure of the candidate’s contributions. External reviewers from the candidate’s discipline will be asked to evaluate the impact or likely impact of the research program. Citation analysis (e.g., Social Science Citation Index, Google Scholar Citations, h-index) is another common way to assess impact; these analyses must be done within the context of the citation expectations for top scholars in the candidate’s area of research. Other evidence of impact may include online views, downloads, social media citations, and media citations and interviews. Publication in widely read and respected journals in one’s program area will generally lead to greater impact.

Impact can also include the development of future scholars, so a candidate’s contributions to graduate and undergraduate education may be considered as evidence of research excellence especially when supported by appropriate scholarly co-publishing and placement of student graduates in academic or other premier research settings. Mentoring of undergraduate students, through undergraduate research experiences, honors projects, and so forth as well as mentoring of graduate students is valued as evidence of a candidate’s impact.

Candidates for promotion to associate professor should show evidence of developing national and international recognition. In addition to citations, such recognition may come through activities such as editorial board memberships, invited or keynote lectures, and other type of scholarly recognition. For promotion to full professor, candidates must be able to show evidence of intellectual leadership and impact on the research of the field. Theoretical contributions that influence the research programs of other scholars are considered significant and can be recognized by citations and other forms of scholarly recognition.

4. Intellectual Independence and Continuity. Candidates for promotion should be able to demonstrate intellectual independence in their program of research, while also acknowledging the importance of interdisciplinary and collaborative research. Traditional ways of demonstrating independent contributions include publications
independent of graduate school advisors, sole-authored or first-authored papers, as well as publications with one’s own students. It is further expected that candidates for promotion be able to demonstrate the programmatic nature of their independent research (i.e., continuity). Of course, this expectation does not mean that candidates are discouraged from moving into new areas but rather that continuous efforts to solve problems are valued.

All tenure-track faculty are expected to actively seek both internal and external funding to support their research. In addition to facilitating the conduct of research, funding helps to demonstrate impact, continuity, and intellectual independence. Consequently, when examining a case for promotion, review committees will look favorably on a record of successful external funding. However, the absence of external funding when coupled with an otherwise excellent scholarly record will not preclude a recommendation of promotion, and the presence of funding when coupled with a weaker record of productivity, quality, or impact, will not guarantee it.

B. LEARNING/TEACHING

Excellence in learning/teaching is expected for all faculty in the College of Education. Evidence of excellence in university teaching can be documented in a variety of ways, including, but not limited to, teaching awards; contributions to course, curriculum, and program development; preparation of innovative instructional materials; scholarship related to teaching and learning; positive course evaluations; student achievement of course learning outcomes; and/or outstanding mentoring of students. For all faculty who teach, even those who do not seek promotion primarily on the basis of the scholarship of teaching and learning, documentation of accomplishment in teaching and learning is necessary for promotion and tenure.

Faculty members who have a program of scholarship focused on teaching and learning may be promoted on the basis of the scholarship of learning/teaching. Since Education and related fields focus on learning and teaching in a wide variety of contexts, the College of Education understands and supports the value of scholarship that focuses on learning. An outstanding record of undergraduate and/or graduate teaching is a prerequisite for promotion on the basis of the scholarship of learning/teaching. However, outstanding teaching alone is not sufficient to support a case for promotion in this area. In other words, outstanding teaching is a necessary but not sufficient component of a case for promotion on the basis of the scholarship of learning/teaching.

The primary standards used to evaluate the quality of the scholarship of learning/teaching are similar to the standards used to evaluate the scholarship of discovery/research. These standards include productivity, quality, and impact. Productivity may be demonstrated through a record of P-20 learning-related publications and grants, as well as evidence of national/international visibility. Quality can be assessed through journal impact metrics and the reviews of external evaluators. Impact might be demonstrated through a widely-adopted and well-regarded textbook, publications in refereed journals, or products which enhance student learning. Mentoring,
advising, curricular and pedagogical innovation, and supervisory activities aimed at students and postdoctoral scientists may also be evidence of impact.

Additional indicators of excellence in the scholarship of learning/teaching include, but are not limited to, the following:

- Instructional innovations (e.g., development of curricula, instructional models, and/or educational programs) that are supported by evidence of efficacy and impact (e.g., refereed publications, widespread adoptions)
- Published media that enable learning (e.g., textbooks, book chapters, articles in journals for practitioners, software, interactive web sites, instructional videos, case materials)
- Training, professional development, and personnel preparation grants
- Involvement in supervising student research, internships, study abroad or other experiential and service learning activities
- Awards for and other recognition of teaching excellence.

C. ENGAGEMENT/SERVICE

In the College of Education, engagement is defined as “collaborative work done by mutually committed partners (community and/or P-16 partners with college of education partners) in order to address issues of common interest. Engagement simultaneously serves the needs of COE partners and invigorates the research, teaching, and service missions of the College. Engagement activities have intellectual merit and broad impact” (COE Web Site). Professional service is defined as service to the department, college, University, and/or field through activities such as serving on committees or providing leadership for committees or professional organizations. Professional service is expected of all faculty in Education, with greater expectations for those who are more senior in rank.

Faculty members who have a highly engaged program of scholarship may be promoted on the basis of the scholarship of engagement/service. Faculty seeking promotion on the basis of the scholarship of engagement/service are referred to guidebook developed by the Purdue Office of Engagement -- The Guide: Documenting, Evaluating, and Recognizing Engaged Scholarship. Since education and related fields have a long history of applied research and contributions to the welfare of the general public, the College of Education understands the value of scholarship that connects with constituencies outside of academia. As evidence of this, most disciplines in Education have refereed journals devoted to applied research, funding is available for applied research, and scholars regularly make substantive contributions to the development of new knowledge (i.e., discovery) through engaged research that directly benefits participants (e.g., PK-12 school partners engaged in testing innovations in teaching and learning). Research and scholarship that connects to the public good as well as advancing science is both valued and commonplace.
The primary standards used to evaluate scholarship of engagement/service are similar to the standards used to evaluate the scholarship of discovery/research including productivity, quality, and impact. Thus, faculty seeking promotion for engagement activities should provide a record of engagement-related publications or scholarly products and evidence of national/international visibility related to engagement.

Additional criteria can be important in documenting the scholarship of engagement/service. For example, the quantity, strength, and impact of the mutually beneficial partnerships may be a critical aspect of an engaged scholars work. Documentation of impact on policy makers, economic development, quality of life, and/or educational practice can take a variety of forms such as the enactment of related legislation, adoption of innovations, commercialization, and/or widespread changes in professional practice. Engaged scholarship may serve the land grant mission of the university by working with schools, non-profits, government, business, and/or industry. Publications or other scholarly products that translate research for practitioners and/or policy makers are valued in the scholarship of engagement/service. Engagement activities tend to be synergistic with discovery and/or learning, so candidates may wish to cross-list their scholarship/engagement activities throughout the promotion document.
III. The Promotion Document

Part I.

The President’s Office Form 36 is Part I and serves as the cover page of the promotion document. Candidates should complete items 1-7 of the Form 36 according to the Instructions for Use with the Form 36. Note: title should refer to the candidate’s majority department not program area (e.g., Assistant Professor of Curriculum and Instruction or Associate Professor of Educational Studies). Votes from the Primary, Area, and University Committees as well as comments by the Department Head, Dean, and Provost will be recorded on the form in items 8-13 as the document moves forward through the promotion process.

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<th>President’s Office Form 36</th>
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<td>NOMINATION FOR PROMOTION</td>
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<td>4 Previous Purdue University Rank(s) and Title(s):</td>
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<td>5 Penultimate Year (if applicable) Year</td>
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<td>6 ACADEMIC RECORD (Institutions Attended)</td>
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<td>Discovery</td>
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<td>8 PRIMARY COMMITTEE VOTES Yes No</td>
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<td>9 Comments by Head of Department (or School) Yes No</td>
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<td>10 AREA COMMITTEE VOTE Yes No</td>
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<td>11 Comments by Dean and/or Chancellor (for Regional Campuses) Yes No</td>
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<td>Yes No</td>
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<td>12 UNIVERSITY COMMITTEE VOTE Yes No Recommended Yes No</td>
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<td>13 SPACE RESERVED FOR NOTES BY MEMBERS OF UNIVERSITY COMMITTEE</td>
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Add other pages as needed; see instructions.
Part II.

Part II of the document consists of the supporting materials prepared by the candidate, with assistance from members of the Primary Committee, as well as letters of evaluation. In most cases, Part II should be limited to approximately 25 to 30 pages prior to the addition of the letters of evaluation.

EXECUTIVE SUMMARY

The candidate’s Executive Summary immediately follows the President’s Form 36, and precedes the General Information section. This narrative identifies the basis for the nomination and provides a brief summary of the candidate’s most significant accomplishments in discovery, learning, and engagement and how they fulfill the expectations for promotion – potential for, or achievement of, national prominence and impact. The executive summary “tells the story” of the candidate by communicating the nature of the candidate’s work, the candidate’s area(s) of excellence, and his/her contributions to the department, college, University, discipline(s), and society. This summary should be limited to approximately two to three pages.

GENERAL INFORMATION

The General Information section should be limited to two or three pages in most cases. The primary purpose is to introduce the candidate’s work history, awards, certifications and licenses, and professional and academic interests.

a. Academic appointments
   List past and current academic appointments. Include the institution, title, department, and dates of appointment.

b. Industrial, business, and governmental positions
   List non-consulting industry, business, or government positions. List position held and dates.

c. Licenses, registrations, and certifications
   List licenses, registrations, and certifications. Education faculty should list teacher licenses and certifications here.

d. Citations in biographical works
   List citations in biographical works such as Who’s Who.

e. Awards and honors
   List honors and awards. Provide the name of the award, awarding organization, and date of award. Optionally, a brief statement of significance or selectivity may be included. Do not include grants here; grants are listed under A. Discovery, section 7.

f. Memberships in academic, professional, and scholarly societies
   List academic, professional and scholarly society memberships.
SECTION A: DISCOVERY

Activities that should be listed in this section of the document include research, scholarship, and creative endeavors that contribute to the knowledge base and practice of the candidate’s discipline. Potential for national recognition (for promotion to associate professor) and national or international recognition (for promotion to full professor) – demonstrated by excellence, impact, and creative contributions in any of these activities – constitute one of the key considerations for promotion.

Discovery Narrative
A short narrative summary of the candidate’s contributions in discovery may be included at the beginning of this section. This is typically no more than about one page.

1. Publications
   a. Categorized list of publications
      - List publications in categories such as: refereed journals articles, books, book chapters, conference proceedings, etc. While no specific organizational scheme is dictated, it is customary to list more prestigious publications (e.g., refereed journal articles) first.
      - Number the publications. Be consistent is using chronological or reverse chronological order throughout the document.
      - Include complete citation information in APA format for all publications. In cases of multiple authorships, denote primary author(s) with an asterisk. Use another symbol or method to denote co-authors who were undergraduate students, graduate students, or postdocs who were mentored by the candidate.
      - A brief annotation may be included following a citation if this would be useful to note impact or recognition.
      - Do not include newsletters, popular magazine articles, or other materials of temporary educational value here. Such materials can be include under Section C: Engagement.
   b. Unpublished work
      - List in-press works – those that have been accepted/approved in final form and are awaiting publication/
      - List submitted works that are presently in the process of review.
      - Do not include works that are in preparation here; they may be included below in A: Discovery, section 8.
   c. Table of publication information
      - Include a table listing the candidate’s publication outlets with appropriate measures of impact, e.g., journal impact factor, acceptance rate, circulation.

2. Exhibition of creative work
   - This category is not ordinarily used by faculty in Education. If the candidate has made professionally-related creative exhibitions, list dates and locations.

3. Other evidence of creative excellence
   - Include other scholarly items that were developed while in faculty status, such as active or current copyright or patent information.
4. Presentations at regional, national, or international professional conferences and/or other educational institutions
- List presentations in categories such as: refereed national/international conference presentations, refereed regional conference presentations, and invited talks. While no specific organizational scheme is dictated, it is customary to list more prestigious presentations (e.g., refereed national/international conference presentations) first.
- Number the presentations. Be consistent in using chronological or reverse chronological order throughout the document.
- Include complete citation information in APA format for all presentations. In cases of multiple authorships, denote primary author(s) with an asterisk. Use another symbol or method to denote co-authors who were undergraduate students, graduate students, or postdocs who were mentored by the candidate.
- A brief annotation may be included following a citation if this would be useful to note impact or recognition.
- Do not include talks to local organizations such as Rotary Club, Kiwanis, or schools. Such talks can be include under Section C: Engagement.

5. Evidence of involvement in graduate student research
- List PhD students for which the candidate is serving or has served as a committee chair or co-chair and those for which the candidate is serving or has served as a committee member.
- For completed PhD students, list the student’s name, dissertation title, and date.
- List master’s students for which the candidate is serving or has served as a committee chair or co-chair and those for which the candidate is serving or has served as a committee member.
- For completed thesis master’s degree students, list the student’s name, thesis title, and date.
- List any other significant consultation or advising of graduate students.

6. Evidence of involvement with undergraduate students in research
- List undergraduate students for whom the candidate has served as a research mentor (e.g., honors, URT, DeVito Scholar), citing the student’s name, project, and dates.
- List mentoring of students in posters and/or presentations at regional, national, or international professional meetings, citing student’s name, title, professional meeting, and dates
- List any other significant research consultation or advising of undergraduate students.

7. Research grantsmanship and awards
- List research and/or training grants received. Separately categorize internally funded and externally funded grants.
- Generally report only funded proposals. If submitted but not funded or pending proposals are reported, list these in a separate category.
- Do not include examples of funding received through non-competitive faculty support programs, such as department or college travel funding.
• Use the prescribed format below to report grant awards.
  1. Agency/Title of Grant:
  2. Duration of Funding (Dates):
  3. Total amount of award:
  4. Your role:
  5. If Co-PI, for how much of the total funding are you directly responsible:

8. Current research interests including experimentation and other projects in process
   • Briefly describe current research interests and/or projects. Candidates are encouraged to include a section on what work they have planned or anticipated beyond what is published.
   • List specific works in preparation for submission for publication, presentation, or to seek external funding.

9. Evidence of interdisciplinary activity
   • This category includes activities in which the candidate has actively worked with faculty and graduate students from outside of the program, department, college, or institution.
   • When possible, list the project title, collaborators, dates, and specific role.

10. Other evidence of international, national, or regional recognition in research
   • In this category, identify other evidence of national or international recognition related to research and scholarship. Examples include awards for research and scholarship (award title, sponsoring organization, award date), serving as a featured or keynote speaker at a professional conference, and recognition for dissemination of research.
   • List service as an editor, editorial board member, or reviewer for professional journals (cite role, journal, and dates).
   • List service as referee for professional conferences and/or research grants (e.g., NSF panelist) (cite role, organization, and dates).

SECTION B: LEARNING

Activities that should be listed in this section of the document include efforts related to teaching and learning including course and curriculum development, creation of instructional materials, innovation in teaching, and scholarship of teaching and learning. When candidates are nominated based on the scholarship of learning as the primary area, strength in teaching must be documented in this section along with the candidate’s creative endeavor and scholarship in support of their teaching excellence.

Learning Narrative
A short narrative summary of the candidate’s contributions in learning may be included at the beginning of this section and may include a brief statement of the candidate’s teaching philosophy as well as activities and accomplishments. This is typically no more than about one page.
1. Courses taught during past three years
   - List Purdue courses including course number, course title, enrollment, and semester/year
   - List courses taught at other institutions while in faculty status at Purdue including course number, course title, enrollment, and semester/year
   - Non-credit continuing education courses should be listed under Section C: Engagement

2. Courses for which candidate has administrative or supervisory responsibility during the past three years
   - List course number, course title, enrollment, semester/year, and administrative/supervisory role
   - A brief statement may be included to note significant administrative or supervisory responsibilities and accomplishments.
   - For courses with supervisory responsibility, cite number of instructors (faculty, graduate TAs, undergraduate TAs) supervised and discuss role in mentoring these other instructors.

3. Contributions in course and curriculum development
   a. New course development
      - List new courses developed including course number, title, brief description, and semesters/years offered.
      - A brief statement may be included to describe the course and its significance or value to the program and students.
   b. Significant course revision
      - List significant courses revisions including course number, title, and semesters/years offered. Include major changes in course format such as converting a face-to-face course to flipped or online format.
      - A brief statement may be included to describe the nature of the revisions, importance or value of revisions/improvements, and role in the revisions.
      - Do not include relatively minor revisions to a course such as changing the syllabus or modifying individual assignments. These are considered routine revisions.
   c. Curriculum development
      - List contributions to curriculum development, such as development of a new degree or certificate program.
      - A brief statement may be included to describe the nature of the curriculum development, significance of the contribution, and role in the process.

4. Preparation of instructional materials (textbooks, laboratory manuals, statements of course objectives, student outlines, visual aids, etc.)
   - List significant instructional materials developed in categories such as: textbooks, laboratory manuals, instructional modules, instructional media, etc. While no specific organizational scheme is dictated, it is customary to list more prestigious materials (e.g., textbooks) first.
• Include complete citation information in APA format for all published instructional materials. If cited elsewhere in the document, do not repeat the citation but cross-reference instead. In cases of multiple authorships, denote primary author(s) with an asterisk. Use another symbol or method to denote co-authors who were undergraduate students, graduate students, or postdocs who were mentored by the candidate.
• Do not include common instructional materials, such as syllabi and class presentations, which are considered a routine part of most instructional practice.

5. Experimentation in teaching methods and techniques
• List examples of experimentation in teaching methods or techniques that are highly innovative or impactful.
• Do not include common instructional practices that are considered a routine part of most instructional practice.

6. Special activities that relate to teaching effectiveness
• List activities that relate or contribute to teaching effectiveness, such as supervising internships, participating in Study Abroad or other experiential learning initiatives, involvement in extra-curricular activities, etc.
• List examples of formal or informal education programs in which the candidate has participated that contribute to competence as an educator, such as participation in teaching workshops or seminars, completion of courses related to teaching, or participation in other types of relevant training/professional development.

7. Development of and/or leading innovative educational offerings
• List examples of innovative educational programs developed or led by the candidate, such as summer institutes, student recruitment and retention initiatives, etc. Provide title, brief description, dates, and any measures of impact (e.g., numbers of students participating).

8. Recognition received from students and other evidence of impact on students
a. Teaching awards
• List teaching awards received including title, sponsoring organization, and dates. Do not repeat awards listed under General Information; cross-reference instead.

b. Student evaluations
• Provide a tabular summary of PICES course and instructor evaluations for all courses taught in the past three years including course enrollment, number of students responding, and item medians or means. The specific items to be reported are not dictated. Candidates may wish to consider items such as the two University core items and the College of Education core items.
• Report other forms of teaching evaluation, such as the results of the CIE Small Group Instructional Diagnosis (SGID) or the College of Education Committee of the Recognition of Excellence in Teaching (CRET) review processes. Faculty may also include summaries of their own processes for gathering formative and summative evaluation information from students.
• Excerpts of anonymous student comments from PICES evaluation forms should not be reported.
c. Other evidence of recognition
  • Other examples of recognition, such as unsolicited letters from current or past students, may be reported.

9. Commitment to active and responsive mentoring, advising, and support for the academic success of undergraduate and graduate students and postdoctoral scientists
  • Report numbers of PhD and master’s students for which the candidate is serving or has served as a committee chair or co-chair and those for which the candidate is serving or has served as a committee member.
  • Report the numbers of postdoctoral scientists mentored.
  • List instances of mentoring of students related to teaching and learning such as co-teaching of courses, mentoring of instructors in multi-section courses, etc.
  • Do not duplicate information reported elsewhere in the document (e.g., A. Discovery, section 5 and 6); cross-reference instead.

10. Other evidence of teaching excellence
  • List other evidence of teaching excellence. Examples might include, but are not limited to, participation in University international outreach teaching programs, participation in University teaching programs such as workshops offered by the Center for Instructional Excellence or the Teaching Academy, mentoring of other faculty members, etc.

SECTION C: ENGAGEMENT

Activities that should be listed in this section of the document include engagement with P-16 partners, the community, or others as well as professional service to the department, college, University, and professional associations or other outside organizations. While engagement and service are often viewed as secondary strengths of faculty seeking promotion, those faculty who have a highly engaged program of scholarship may be promoted on the basis of engagement with appropriate evidence of engagement scholarship and the impact of engagement efforts.

Engagement Narrative
  A short narrative summary of the candidate’s contributions in engagement and service may be included at the beginning of this section. This is typically no more than about one page.

1. A description of the major programs with which the candidate is associated and his/her role in initiating, administering, or supervising these programs
  • List major program affiliation and role
  • Note any special program responsibilities or activities, e.g., program convener
2. Evidence of teaching excellence and contributions to improve teaching methods in the area of continuing education
   - List any outreach or continuing education courses including course number, course title, enrollment, and semester/year
   - List any significant development of instructional materials or innovations in outreach or continuing education
   - Do not duplicate information cited in section B: Learning

3. Principal conferences, schools, workshops, short courses, and other organized educational activities participated in during the past five years
   - List outreach or engagement workshops or other formal education outreach activities in the last 5 years, e.g., P-12 faculty professional development
   - Cite topic, date(s), number of people impacted, and your role
   - Note involvement of students and/or postdoctoral scientists in the development and/or delivery
   - Include assessment or impact data when available

4. Conducting studies and investigations needed to support educational programs
   - List studies or reports assessing or otherwise supporting educational programs
   - Do not duplicate information cited in section A: Discovery

5. Translating research information and writing publications designed to enable people to put scientific information into practice.
   - Cite publications that are primarily intended for practitioners or a lay audience. Examples include articles and editorials written for practitioners, policymakers, or the public.
   - Give examples of citations in media (e.g., newspaper articles, television or radio interviews) intended to inform the public; cite title, outlet, and date
   - Do not duplicate information cited in section A: Discovery

6. Advising, counseling, and recruiting students.
   - Include examples of student mentoring not included elsewhere in the document, such as involvement in student recruiting activities (e.g., Purdue’s for Me) or counseling students (e.g., Residence Hall Faculty Fellow, Boiler Gold Rush)
   - Provide dates, activity, and students impacted
   - Do not duplicate information cited in section A: Discovery.

7. Special teaching assignments away from the home campus during the past three years, such as workshops
   - List special outreach teaching assignments, such as workshops, away from the campus in the past 3 years including course number, course title, enrollment, and semester/year
   - Do not duplicate information cited in section B: Learning
8. University and departmental administrative service
   a. Administrative role or appointment
      • List administrative role (e.g., department head, assistant dean, director), dates held, and summary of responsibilities
   b. University committee membership
      • List memberships in university committees, dates, and any leadership roles
   c. College committee membership
      • List memberships in college committees, dates, and any leadership roles
   d. Department committee membership
      • List memberships in department committees, dates, and any leadership roles

9. Offices held in state, national, and international societies
   • List any role in a leadership position or as an active participant in any state, national, or international professional society, e.g., officer, board member, committee chair or member, conference coordinator, etc.
   • List position or activity, term or dates, and (optional) a brief description
   • Do not duplicate editorial positions cited under section A: Discovery

10. International programs, technology transfer and commercialization
    • List relevant outreach or engagement activities, such as international engagement or commercialization that leads to public impact of the candidate’s work
    • List program or activity, term or dates, and (optional) a brief description

11. Public and/or governmental service activities, including international programs
    • List professionally related public and/or governmental service
    • List position or activity, term or dates, and (optional) a brief description

12. Community service activities
    • List professionally related community service
    • Do not include service to organizations (e.g., church, Girl Scouts) that is not related to the candidate’s professional role

13. Consulting activities
    • List professionally related consulting
    • List program or activity, term or dates, and (optional) a brief description

14. Other evidence of national recognition
    • List any other evidence of national recognition in the realm of engagement or service
LETTERS OF EVALUATION

External letters are included for all tenure and/or promotion cases; at least 5 external letters of evaluation should be included. Internal letters from the minority department(s) will be included for any jointly appointed faculty members being considered for promotion and/or tenure. All letters received must be included in the promotion document. Letters of evaluation are confidential; candidates should neither view the letters of evaluation nor know the names of the external reviewers. This information will be added to the document by the candidate’s Primary Committee team and/or department head.

1. Reviewers External to the University
   a. List the external reviewers who wrote letters of evaluation
      • Provide each individual’s name, title, institutional affiliation, a brief description of his/her credentials, and indicate whether the reviewer was nominated by the candidate or the members of the Primary Committee
   b. Letter to external reviewers
      • Include a sample of the letter sent to all external reviewers.
   c. External reviewers’ letters
      • Include all letters from external reviewers

2. Minority Unit Letters for Candidates with Joint Appointments
   • For promotion candidates with non-zero FTE appointments in more than one unit, the minority primary committee will provide formal, documented input via a letter to the major primary committee.
   • The minority unit letter(s) will be included in the promotion document but will not count as an external evaluation letter.