

PROMOTION DOCUMENT TEMPLATE

Handbook Version 11

Instructions

The purpose of this template is to provide an outline of elements and sections that can be included in a promotion document. Note, candidates will only include applicable sections in their actual Promotion and Tenure document and should delete the irrelevant headings. In addition, candidates should delete these first two instruction pages. The section titled A. SUMMARY STATEMENT should be the first page in this document and it should begin on page 2 (so you may need to modify the page numbering to begin on page 2).

Portfolio

In addition to the promotion and tenure document, each candidate should also prepare a portfolio. The purposes of the Promotion and Tenure portfolio are to: 1) archive your accomplishments, 2) provide supporting appendices for your P&T document, and 3) provide explanatory material for the department head or the dean when they present candidates to the Area or University Committees.

The content of the portfolio is to include publications that are listed in their Promotion and Tenure document. The contents of the portfolio should match the entries in the P&T document, i.e., there should be a portfolio entry for each publication listed on the P&T document. Please arrange the portfolio so that there are tabs to start a new section for each of the following publication types:

1. Full articles in refereed journals
 2. Short communications, letters, notes or briefs in refereed journals
 3. Conference or symposium proceedings papers
 4. Conference summaries or abstracts
 5. Editor of refereed journal
 6. Books
 7. Chapters in books
 8. Book reviews
 9. Government, university, industrial reports and standards
 10. Publications in trade journals
 11. Publications in popular press/magazines
 12. Invited publications and scholarly presentations
- Other submitted publications and editorial contributions

At a minimum, each entry in the portfolio should include: 1) the journal/book/conference proceedings cover page, 2) the editorial board list, and 3) the table of contents. In the case

of journal articles, conference papers, conference summaries/abstracts, book chapters, book reviews, reports (government, university, and industrial), and invited publications, please also include the first page of the publication. In the case of invited publications and scholarly presentations, please include documentation, such as the invitation letter, nature of the talk, audience, etc., such that the reviewer can better understand how these activities demonstrate national and/or international recognition.

It is recommended to compile the materials in one binder (not 2 or 3 volumes) **since** hiring on the tenure track (for assistant professors) or since last promotion (for associate professors) – complete – for the Primary Committee. ONLY documentable materials are to be included. It is suggested that you assemble two copies: one for you with all the original documents, which can be full length, and one for the department head with the key information listed above.

Portfolio Use

The print-based portfolio binder created by the candidate is used by the Primary Promotion Committee during its deliberations within the department. If the candidate is affirmed for promotion and/or tenure and her or his materials are sent on to the Area Committee for consideration, the candidate P&T document and the portfolio must be digitized and uploaded to SharePoint for review by the Area Committee members.

It is the candidate's responsibility to ensure that an accurate and professional PDF version of the P&T document and portfolio are prepared in sufficient time to meet the P&T deadlines. Once created, the department will upload the candidate's materials to the Area Committee SharePoint site.

It is recommended that the candidate create a single PDF file of the P&T document and a single PDF file of the portfolio. It is imperative that there be consistency between the P&T and portfolio as noted above.

The print-based binder is retained by the department head and used to assist in the presentation of the candidate to the Area Committee. If the candidate is affirmed and moves beyond the Area Committee, the print-based binder is passed on to the Dean for use in preparing the presentation of the candidate to the University Promotions Committee.

(Delete this line and everything prior to it before finalizing your document)

The first page on every promotion and tenure packet is the Cover Page—President's Form 36. The candidate does not complete this form. Please provide the following information to aid your Department Head in completing the Form 36.

Name as it appears on your current contract

Current rank and the year you achieved that rank

List of degrees earned, the institutions where you received them, and the year received.

Penultimate year (Assistant to Associate or Associate Tenure only)

(Your Department Head will replace this page with the Form 36)

A. SUMMARY STATEMENT

The Candidate's Summary immediately follows the President's Form 36, and precedes the General Information section. **The candidate must use a narrative format and it is restricted to two pages.** Using the third person, candidates should tell the story of how their scholarship and activities fulfill the expectations of promotion—potential for or achievement of national prominence and impact. For full professor candidates, the narrative should initially describe on what basis the candidate is nationally prominent or has achieved national impact. Subsequently, the narrative should focus on those activities and accomplishments that substantiate the claim of national prominence or impact. It should also describe the value of their intramural contributions as faculty members.

Note that the summary should be written to reinforce the consistent growth and increased recognition that is the basis for all promotions. In other words, write a statement that exhibits a history, flow, and a pattern of professional growth and achievement. The summary should define the candidate and communicate the candidate's contribution to his/her department, the college, the university, the discipline(s), and society

For Clinical Faculty: Include a subheading titled *Clinical Job Description* that includes a summary of the job responsibilities and the primary tasks of the clinical faculty member. This section may be written collaboratively between the department head and the faculty member. The aim of this section is to ensure that all committees reviewing the candidate are plainly aware of the departmentally defined responsibilities of the individual and position so that the candidate may be evaluated fairly.

B. GENERAL INFORMATION

Start this section on a new page.

The General Information section must be included in all documents. For most candidates, the General Information section should be limited to two or three pages. The primary purpose is to introduce the candidate's work history, awards, certifications and registrations, and professional and academic interests.

B. 1 Name

B. 2 Degrees

B. 3 Positions at Purdue

B. 4 Positions at other institutions or organizations

B. 5 Licenses, Registrations, Certifications

List only currently active licenses, registrations, or certifications, or those that are directly relevant to the candidate's area of expertise. Graduate faculty certification should not be listed.

Promotion Portfolio Hint: Include copies of the licenses, registrations, and certifications in the portfolio

B. 6 Honors and awards

Include any relevant awards or honors not cited elsewhere in the document. Do not include teaching awards in this section.

Promotion Portfolio Hint: Include documentation of the award or honor in the portfolio.

B. 7 Memberships in academic, professional, and scholarly societies

B. 8 Professional development activities within the last five years

C. SCHOLARSHIP OF LEARNING, DISCOVERY, AND ENGAGEMENT

C. 1 Candidate's statement reflecting on his or her scholarship

D. PUBLICATIONS

Student co-authors on publications are designated with a superscript ^U for undergraduate and ^G for graduate. Lead authors are designated with an * and the author that is the subject of this report is in **bold**.

It is extremely important to use APA citation style ¹ and conventions. See Appendix C for additional detailed information regarding:

- Determining Source Quality
- Documenting Scholarly Work for promotion and tenure

Promotion Portfolio Hint: Include samples of published materials, book covers, tables of contents, advertising brochures, journal article reprints, etc. in the binder.

- D. 1 Optional summary paragraph on the nature of the publications
- D. 2 Full articles in refereed journals
- D. 3 Short communications, letters, notes, or briefs in refereed journals
- D. 4 Conference or symposium proceedings
- D. 5 Conference summaries or abstracts
- D. 6 Creative endeavors

In describing Creative Endeavors please include information to convey the scope and impact of this work. This includes information such as sponsor, publisher, audience scope, review type, description, and the impact. In the statement of impact you should highlight the acceptance rate and size of audience.)

- D. 7 Editor of refereed journal
- D. 8 Books

Custom published textbooks, workbooks, and other instructional materials may be published by national or regional publishers but they are subjected to little or no external peer review. This differentiates them from more traditional, mass-produced works of a similar nature. Custom published works are frequently published for and by a specific Purdue course and instructor; however, they may be adopted or further customized for other educational institutions. Custom published works are frequently stepping-stones to more traditional published works after they are subjected to a more rigorous developmental edit and external peer review process. It is extremely important to cite all co-authors, including graduate students, and to list the authors in the same sequence they were cited in the actual publication.

¹ In *Publication manual of the American Psychological Association* (6th ed.). (2009). Washington, DC: American Psychological Association. Refer to pages 193 – 224.

- D. 9 Chapters in books
- D. 10 Book reviews
- D. 11 Government, university, industrial reports and standards
- D. 12 Publications in trade journals
- D. 13 Publications in popular press/magazines
- D. 14 Invited scholarly presentations

Invited presentations are considered especially distinctive and should be so noted. The term “invited” means that a personal invitation was extended based on the presenter’s unique expertise or credentials. It does not include responses to a “call for papers” or a “call for participation.”

Presentations of papers cited elsewhere in the document should not be cited here to avoid the perception of redundancy. In such cases, a publication takes precedence over its presentation.

Include competitively selected workshops and panel participation at conferences.

Especially distinctive citations may include a brief annotation to that effect. This should not be overdone.

Promotion Portfolio Hint: Include copies of programs or flyers in the binder.

- D. 15 Scholarly presentations
- D. 16 Other submitted publications and editorial contributions

E. TEACHING & LEARNING ACTIVITIES

- E. 1 Candidate's own statement of contributions to learning
- E. 2 Curricular innovations such as new programs, minors, courses, etc.
- E. 3 Courses taught at Purdue
 - (a) Courses taught in the last three years
 - (b) Courses with administrative or supervisory responsibility during past three years
 - (c) Other courses taught at Purdue Courses
 - (d) Courses taught at other institutions while Purdue faculty

E. 4 Teaching scores summary table

Candidates must provide instructor evaluation data for the past three years to demonstrate their performance in the classroom. Preface the data with an explanation of the evaluation instrument, evaluation process, and evaluation scale.

All courses should be consolidated into a single table. Smaller fonts can be used to minimize the physical propo of the table. Each offering of each course should be included in a separate column—do not consolidate multiple courses into a single column. Different semester offerings of the same course should be in adjacent chronological columns for easy comparison. Multiple sections of the same course should be consolidated into a single column. If lab sections are evaluated separately from lectures, the table below can be copied and lab scores entered in the table.

The number of items to be included in the teaching evaluation is determined by the expectations of each department's primary committee. The college's Area Committee expects to see more than the university core items. Some primary committees may require that copies of instructor evaluations be in the binder.

The following spreadsheet format is to be used to summarize instructor evaluation. Smaller fonts are typically used in the table to conserve space. Do not group multiple courses into any column. Report multiple semesters, from oldest to newest dates, for a single course in adjacent columns (as suggested in the template). Do not include your averages for questions, courses, or semesters since averages of averages are statistically irrelevant.

For departments that provide average scores for a particular course or course category, you should report department averages. In this case, include a statement identifying what is included in the averages.

Note: per university policy, courses with less than 5 students enrolled do not participate in an evaluation. Courses with less than 5 students should not be listed in the table below.

Course number(s) taught	COT 101	COT 101	COT 101	COT 202	COT 303	COT 303
Semester and year	Sem/yr	Sem/yr	Sem/yr	Sem/yr	Sem/yr	Sem/yr
Total Number of respondents/Enrollment	# #	# #	# #	# #	# #	# #
Individual or department question 1	score	score	score	score	score	score
Individual or department question 2	score	score	score	score	score	score
Individual or department question 3	score	score	score	score	score	score
Individual or department question 4	score	score	score	score	score	score
Individual or department question 5	score	score	score	score	score	score
...						
University core Question 1			score			score
University core Question 2			score			score

Course number(s) taught						
Semester and year						
Total Number of respondents/Enrollment						
Individual or department question 1						
Individual or department question 2						
Individual or department question 3						
Individual or department question 4						
Individual or department question 5						
...						
University core Question 1						
University core Question 2						

E. 5 Undergraduate special projects directed

Responsibility (development and/or implementation) for transformative coursework that involves significant one-on-one mentoring including:

- i. Capstone or transformative experiences for undergraduates

Participation in curricular or co-curricular transformative experiences for undergraduates, including undergraduate research

- i. Service as mentor for undergraduate research, honors or thesis project
- ii. Service as mentor for undergraduates from other colleges or universities participating in transformative experiences hosted by Purdue University.

Publication of scholarly articles authored by undergraduate students that result from mentored undergraduate experiences, e.g. the Journal of Purdue Undergraduate Research

Participation in curricular or extracurricular experiences for PK-12 students.

- i. Summer research programs
- ii. Summer education and outreach programs

E. 6 Short courses, workshops, guest lectures and seminars delivered

E. 7 Courses significantly modified at Purdue

E. 8 Global initiatives in teaching and learning

- a. Faculty-led study abroad activities
- b. Globalization components added to international partner courses
- c. Globalization components added to existing Purdue courses
 - International topics added to courses
 - Collaborative international student projects
 - Cultural awareness activities added to courses
- d. Development of NEW courses with global focus
- e. Assistance in development of dual degrees
- f. Continuing education/professional programs

g. Utilization of international visiting scholars
Course development and delivery
Project development and delivery
Other activities

E. 9 Academic mentoring

May include time spent on advising student groups and mentoring individual students
(career advice, other support not related to class)

E.10 External grants and contracts awarded in support of Teaching and Learning

E. 11 Internal grants and contracts awarded in support of Teaching and Learning

E. 12 Grants and contracts not funded in support of Teaching and Learning

E. 13 Submitted proposals in support of Teaching and Learning

E. 14 Donations received in support of Teaching and Learning

E. 15 Contributions related to learning or discovery space development in support of Teaching and Learning

Examples of significant contributions to laboratory development include: 1) laboratory apparatus designed, constructed, and installed; 2) instructional equipment gifts, grants, and awards (include name of benefactors and the value of the gifts and grants); and 3) laboratory proposals submitted but not [yet] funded.

In cases where multiple individuals were responsible for a laboratory grant or gift, all responsible individuals must be credited and the candidate's specific role should be explained. The order of listing of individuals' names must be consistent with the original document.

Promotion Portfolio Hint: Include gift and loan reports, proposals, grant documentation, or other relevant documentation in the binder.

E. 16 Other significant contributions for teaching and learning

F. DISCOVERY ACTIVITIES

F. 1 Candidate's own statement of contributions to discovery

F. 2 Discovery programs underway

F. 3 PhD and MS thesis and directed project committees, chair or member

For each graduate student advised, provide indicators of success, including project titles, number of publications, current position and awards as appropriate.

F. 4 Graduate or undergraduate student research, undergraduate honors thesis, postdoctoral research supervision

Describe responsibility (development and/or implementation) for transformative activities for undergraduate, graduate and postdoctoral scientists that require a significant investment of time, including career development workshops and journal clubs.

F. 5 External grants and contracts awarded in support of Discovery

F. 6 Internal grants and contracts awarded in support of Discovery

F. 7 Grants and contracts not funded in support of Discovery

F. 8 Submitted proposals in support of Discovery

F. 9 Donations received in support of Discovery

F. 10 Contributions related to learning or discovery space development in support of Discovery

F. 11 U.S. and international patents awarded

F. 12 U.S. and international patents submitted

F. 13 Contributions to technology transfer

F. 14 Global initiatives in discovery

Collaborative international research activities
Proposals submitted
Funding awards received
Collaborative publications with global partners
Service as an external examiner

F. 15 Other significant contributions to discovery

G. ENGAGEMENT ACTIVITIES

Purdue Polytechnic Institute candidates for promotion are expected to share their knowledge and expertise with others. The nature of the engagement activity will necessarily be very diverse, but typically involves external partners such as industry, PreK-18 educational institutions, professional associations, government or other outside agencies and groups.

Candidates should carefully consider whether activities belong under Engagement Activities, Service Activities, or another section of the document. Activities reported in this section must not be reported in other sections of the document.

In view of the university's and college's emphasis on the importance of Engagement, for those candidates basing their promotion solely or partially on Engagement, this section should provide substantial documentation of the **impact** of these engagement activities. This documentation of this impact should be segmented according to the beneficiary of the impact. (i.e., Classroom/courses, department, college, university, corporation or organization, or government agency).

This section should also contain citations for activities related to the **scholarship of engagement**. For example, information regarding activities that led to conference proceedings, journal articles, technical reports related to engagement should be cited here to clarify their purview.

- G. 1 Candidate's own statement of contributions to engagement
- G. 2 Technical Assistant Program activities
- G. 3 Faculty participation in internships or off-campus temporary assignments such as an Intergovernmental Personnel Act Agreement
- G. 4 Short courses and workshops, guest lectures and seminars delivered in support of engagement
- G. 5 Consulting arrangements
- G. 6 Other industry interactions in support of engagement, including international

- a. Industry engagement activities
 - As a component of study abroad programs
 - Human resource development activities
 - Consultancy activities
- b. Student projects
- c. Funded projects
- d. Global technology transfer

- G. 7 Diversity and climate activities including student outreach activities

- a. Recruitment and support of international students to Purdue
 - Degree seeking
 - Short-term visitors
- b. Recruitment and support of Purdue student into international program opportunities
 - Faculty-led programs
 - Semester abroad
 - Dual-degree programs
- c. Work with Purdue student organizations
- d. Service on graduate advisory committees at international institutions
 - MS degrees
 - Doctoral degrees

G. 8 Outreach activities, including international travel

- a. Travel grants received (e.g., PRF, SAIL, etc.)
- b. International travel activities
 - Invited institutional presentations
 - Organizing committees
 - Session chair activities
 - Presentations
- c. Relationship development activities on behalf of the college or department

G. 9 Appearances in media interviews and other coverage in support of engagement

G. 10 External grants and contracts awarded in support of Engagement

G. 11 Internal grants and contracts awarded in support of Engagement

G. 12 Grants and contracts not funded in support of Engagement

G. 13 Submitted proposals in support of Engagement

G. 14 Donations received in support of Engagement

G. 15 Other major engagement activities

H. SERVICE ACTIVITIES

Service activities are an expectation for all faculty. The nature of the service activity will necessarily be very diverse, but typically falls into three distinct categories. These are service to the department, college, and university; professional associations; and other outside agencies and groups. Purdue Polytechnic Institute candidates for promotion are expected to contribute to the management and operation of the university and its units, and representing the university to the public. Candidates also have a responsibility to others in their profession which can be met through service to appropriate professional associations.

Candidates should include only the activities in this section that are not reported in other sections of the document.

As with Engagement Activities, this section should provide documentation of the impact of the Candidate's service activities, whenever possible.

- H. 1 Candidate's own statement of contributions to service
- H. 2 Committee assignments in the department, college, and/or university
- H. 3 Administrative duties at Purdue
- H. 4 Leadership in professional societies or organizations
- H. 5 Service to government or professional organizations
- H. 6 Diversity and climate activities
- H. 7 Mentoring of faculty
- H. 8 Mentoring or advising of students (individuals or organizations)

Describe involvement of students and postdoctoral scientists in extension conferences, workshops, short courses, and other organized extension activities. Describe student involvement in the delivery and/or development of extension programs, including assessments and impacts.

- H. 9 Other major service activities

This section is included as part of a template. Do not include external letters in Digital Measures.

LETTERS OF EVALUATION

A. Reviewers External to the University *Provided by the Department Head*

- A. 1 List of all external reviewers solicited for an evaluation and brief background information
- A. 2 Sample letter to external reviewers
- A. 3 Signed External Letters as submitted

A. SUPPLEMENTAL LETTERS (optional)