

INSTRUCTIONS FOR USE WITH FACULTY PROMOTION FORM 36

PART I

A Nomination for Promotion – Faculty Promotion Form 36 (Form 36) must be submitted for all faculty members being considered for tenure and or promotion. Items 1-6 must be completed and submitted for penultimate year faculty members who choose not to be reviewed. Items 1-9 must be completed and submitted for faculty members who receive less than a majority affirmative vote from the Primary Committee and are not endorsed by the department or school head. Items 1-11 must be completed and submitted for all candidates voted on by the Area Committee, regardless of whether they receive a majority affirmative vote or endorsement by the dean. The following instructions will assist in preparing the form.

Item 1 Enter last name, first name, and middle name or middle initial. If the nominee does not have a middle initial, please mark area with NMI. Enter the PUID number of the individual. Personal data, such as date of birth and social security number, should not be included.

Item 2 Be certain to enter complete rank and title, i.e., “Professor of Animal Science” or “Instructor in English,” not “Professor” or “Instructor.” Please indicate “chose not to be reviewed” for those candidates in their penultimate year who chose not to be considered.

Items 3/4 “Year” in Items 3 and 4 refers to year of appointment or promotion.

Item 5 Penultimate Year (if applicable)

Item 6 Enter degrees earned (including year), institution attended, and years attended.

Item 7 Reference is made to University Promotion Policy, Section I, Paragraph one. In Item 7, an “X” is to be entered in the column to indicate the primary area(s) of excellence that form the basis for the promotion.

Item 8 Following the Primary Committee vote, enter the number voting “Yes” and “No.” If this vote is not recorded, an explanation must be given by the dean or department head.

Item 9 Normally, comments will be evaluative in nature because factual data are to be presented in attached pages. The department head should offer their assessment of the candidate’s scholarship and excellence in Discovery, Learning, and Engagement as appropriate. The department head must record his/her recommendation with an “X” and affix his/her signature.

Item 10 Following the Area Committee vote, enter the number voting “Yes” and “No.”

Item 11 Following the Area Committee meeting, the dean will record his/her recommendation with an “X” and sign the document. The dean should offer their assessment of the candidate’s scholarship and excellence in Discovery, Learning, and Engagement as appropriate. In the event the Area Committee vote reverses that of the Primary Committee, the dean will be expected to summarize the reason(s) in writing.

Items 12/13 These items are reserved for use by the Campus Promotions Committee.

PART II

Additional pages are to be attached as needed to support the nomination for those who remain in consideration for promotion. In the lower right-hand corner of each page, type the last name of the nominee, followed by the page number. **Please note: the outline below provides a guide for development of the promotion document. There is no requirement that a candidate provide information/have activity in each section/sub-section and only those sections/sub-sections that are meaningful for the person being nominated should be completed.**

GENERAL INFORMATION

In addition to the Academic Record, it is suggested that the non-Purdue University professional experience be reported. Such topics as the following should be included:

- a) Academic appointments
- b) Industrial, business, and governmental positions
- c) Licenses, registrations, and certifications
- d) Citations in biographical works such as Who's Who in America, American Men and Women of Science, etc.
- e) Awards and honors
- f) Memberships in academic, professional, and scholarly societies.

BASIS OF NOMINATION

Section A: DISCOVERY

If this category is checked in Item 7 there should be a section in the attachments so designated. The following topics may be useful in listing supporting facts; **not all sections will be relevant for all candidates.**

1. Published work:
 - a. Publications should be clearly separated into at least the following categories: books, book chapters, book reviews, bulletins, conference reports, refereed articles, review essays, etc. The arrangement of these categories is left to individual departments and schools. All publication references should be full citations including co-authorship, name of the publication, volume number, year, and full pagination. In instances of multiple authorships, the complete listing of authors should be made, but the primary author(s) should be designated with an asterisk(s). Note undergraduate and graduate students and postdocs you have mentored who are co-authors on your published work. Newsletters, popular magazine articles, or other materials of temporary educational value should not be reported in this section. Such materials should be presented as evidence under Section C: **Engagement and Service.**

Examples:

Strauss*, J. H.; Orr, S. T.; and Charney, E., Referrals from an Emergency Room to Primary Care Practices at an Urban Hospital. *American Journal of Public Health*, 73(1); 57-61, 2021.

Logan, J. S. and Shenk*, T., Transcriptional and Translational Control of Adenovirus Gene Expression. *Microbiological Reviews*, 46(4); 377-383, 2020.

- b. Unpublished works may be included under the following definition:
 - (1) *In-press* refers to works that have been accepted/approved in final form and are awaiting specific publication schedules.
 - (2) *Submitted* refers to works that are presently in the process of review. Works “in preparation” are **not** to be included.
 - c. Particular publication procedures in use in given academic areas should be clearly pointed out. For example, in mathematics it has long been the custom for students to publish their theses without including the major professor as a co- author. In cases of this type, a listing of the publications of graduate students for a given professor should be included in the discussion of his/her contributions to the graduate program of his/her department. (See Part II, C-5 below.)
 - d. It would be helpful to include where the publications are ranked in one’s field (first tier, second tier, third tier).
 - e. Candidates are encouraged to include a section of what work they have planned or anticipated beyond what is published.
2. Exhibition of creative work. Give dates and locations. Note undergraduate and graduate students and postdocs you have mentored who contributed to your creative work.
 3. Other evidence of creative excellence.
 4. Invited lectures presented at regional, national, and international society meetings and/or other educational institutions.

Example: “Outcomes of Instruction,” Symposium on College Instruction, Urbana, Illinois, June 2021.

5. Evidence of the nominee’s involvement in the graduate research program of his/her department. Such evidence would include: (a) acting as major professor for student theses, (b) significant consultation with graduate students concerning their research, and (c) direction of research in the absence of the student’s major professor (specify which one) in the last five years. (Indicate number of students, list theses titles, and designate those that have been published in the conventional procedures.)

Examples: “Analysis of Small Group Behavior,” M.S., 2020 (published).
 “Criteria for Identifying Effective Farm Managers,” Ph.D., 2021 (unpublished).

6. Evidence of the nominee’s involvement with undergraduates in her/his research program. Such evidence may include, but is not limited to: (a) serving as a research mentor for honors students, (b) engaging students in research (e.g., DURF or SURF programs), and (c) mentoring students in poster and/or presentations at local, state, regional, or national meetings.

Examples: “Analysis of Small Group Behavior,” (refereed poster at meeting)
 “Criteria for Identifying Effective Farm Managers,” date (refereed presentation at meeting)

7. Research grants and awards received.

8. Current research interests, including experimentation and other projects in process.
9. Evidence of interdisciplinary activity.
10. Other evidence of national or international recognition, including service as editor, member of editorial advisory board, or reviewer for professional journals.
11. Discovery scholarship, excellence, and impact in diversity, equity, and inclusion can be highlighted in sections 1-10 above or in a separate Discovery section as appropriate.

Section B: LEARNING

If the candidate is being proposed for excellence in teaching, the following topics will be useful in listing supporting data. Not all sections will be relevant for all candidates.

1. Courses taught during past three years (course numbers and titles) and any associated evaluations
2. Courses for which he/she has administrative or supervisory responsibility during past three years
3. Contributions in course and curriculum development, including substantial activity to innovate in pedagogical models and materials.
4. Preparation of instructional materials (textbooks, laboratory manuals, statements of course objectives, student outlines, visual aids, etc.)
5. Experimentation in teaching methods and techniques
6. Special activities that relate to teaching effectiveness, which could include involvement in supervising internships, participating in study abroad or other experiential learning initiatives, and involvement in extra-curricular activities.
7. Development of and/or leading innovative educational offerings (e.g., summer institutes, student recruitment and retention initiatives, etc.)
8. Recognition received from students and other evidence of impact on students
9. Commitment to active and responsive mentoring, advising, and support of the academic success of undergraduate and graduate students and postdoctoral scientists.
10. Other evidence of teaching excellence.
11. Teaching and learning scholarship, excellence, and impact in the area of diversity, equity, and inclusion can be highlighted in 1-10 above or in a separate Teaching and Learning section, as appropriate.

Note that “special activities that relate to teaching effectiveness” could include involvement in supervising internships or overseeing student research, participating in study abroad or other experiential learning initiatives, as well as involvement in extra-curricular activities and mentoring. Undocumented, anecdotal comments about teaching expertise should be kept to a minimum.

Section C: ENGAGEMENT AND SERVICE

1. Engagement – The characteristics of the scholarship of engagement can include: a reciprocal, collaborative relationship with communities and other outside entities that yields innovations with disciplinary expertise; it can be replicated, documented, is professionally and/or peer-reviewed; it has evidence of impact. Scholarship of engagement should empower people in ways that result in desired outcomes, informed decisions and/or improved quality of life. This can include efforts in diversity, equity, and inclusion at the levels of the university, community, state, and beyond. Engagement products/programs that meet this definition are considered scholarly. Scholarship of engagement emanating from a highly integrated discovery/learning/engagement program is particularly noteworthy. For the candidate who is proposed on the basis of excellence in engagement, the following may be useful:
 - a) A clear description about how the scholarly work is addressing need(s) inside or outside of the academy
 - b) Engaged scholarship may serve the land grant mission by working with a variety of partners including governments, schools, non-profit organizations, business, and/or industries. Importantly, successful engaged scholarship and program excellence addresses the needs of people in Indiana, the US, and around the world. A description of the major partnerships with which the candidate is associated should articulate the role of the candidate as well as the partner in initiating, administering, and disseminating information regarding the partnership. Partnerships with clear evidence of partner engagement are particularly noteworthy.
 - c) Indicate where mentored undergraduate students, graduate students, and postdoctoral scientists are collaborators in scholarly engagement activities. Community members, practitioners, or others may be included as well. It is helpful to highlight student and postdoctoral students who are co-authors on work by designating them with unique numbers or symbols.
 - d) Show evidence of the characteristics and impact of the scholarship of engagement including reciprocal relationships as previously described, a high level of disciplinary expertise, innovation, capability for replication or elaboration, professional and/or peer-review, document results, and impact.
 - e) Examples of the scholarship of engagement may include laws/public policy, video archives, documentaries, films, delivery of products/services (e.g., training materials, courses, workshops, healthcare innovations, museum curations, public performances), professionally and/or peer reviewed publications
 - f) Evidence of excellence in the scholarship of engagement is reflected in programmatic impact which may include:
 - i. Learning (assessment of enhanced awareness, knowledge, attitude change, improved skills aspirations, motivations, intent to change)
 - ii. Actions (changes in behavior, policies, practice, social action, decision-making)
 - iii. Conditions (social, economic, civic, cultural, environmental)Candidates should include evidence of impact related to the need(s) that their scholarly work addresses.
 - g) Technology transfer, commercialization

2. Service - Faculty members are also expected to contribute through service to the University, to professional societies, and to other organizations.
- a) University or departmental administrative service
 - b) Offices held in state, national, or international societies
 - c) Public and/or governmental service activities, including international programs
 - d) Community service activities. Only community services directly related to scholarly professional and scholarly activities should be reported
 - e) Consulting activities that have a bearing on the candidacy
 - f) Other evidence of national recognition

ADDITIONAL INFORMATION

In addition, promotion files must contain all letters solicited from outside referees, especially where a promotion based on national or international status is put forward. Someone other than the candidate should select some of the outside referees. A copy of the solicitation letter as well as the credentials and relationship to the candidate for all letter writers must be included in the nominee's promotion file.