NOTE:

All HHS faculty are asked to read this document carefully, and repeatedly, when preparing a promotion document for an annual performance review or a nomination for promotion. All faculty who help others prepare promotion documents or who serve on promotion committees are asked to do the same.
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INTRODUCTION

1. These slides provide information for faculty in the College of Health and Human Sciences (HHS) who are preparing their promotion documents.

2. The slides also provide essential information for HHS unit heads and other HHS faculty who help other faculty prepare their promotion documents or who serve on promotion committees.

3. In addition to reviewing these slides, HHS faculty need to read and review regularly the other documents about promotion policies, procedures, and criteria that are available at [http://www.purdue.edu/hhs/faculty/promotion_tenure.html](http://www.purdue.edu/hhs/faculty/promotion_tenure.html).
TIMELINE FOR A NOMINATION FOR PROMOTION

1. Spring/Summer/Early Fall – Promotion candidates prepare their portion of the document, and heads add the section with letters from outside referees

2. September/October – Primary Committees of the HHS units (i.e., its nine departments and schools) meet to vote on candidates

3. November – HHS Area Committee meets to vote on all HHS units’ candidates sent forward after primary committee review

4. February – Campus Promotions Committee meets to vote on candidates sent forward after area committee review

5. April – Board of Trustees meets to vote on candidates successful in the Campus Promotions Committee

6. July/August – the new ranks of faculty who were promoted become official (date depends on type of appointment: academic year [August] or fiscal year [July])

Note: Junior faculty are encouraged to prepare a draft of their promotion document early in their career at Purdue, and to update it once a year. Unlike a regular CV, Purdue promotion documents provide specific information about faculty members’ research, teaching, engagement, and service.
GUIDELINES FOR USING THIS DOCUMENT

1. The following slides explain what the University requires for the format and content of a promotion document, including what kinds of formatting and content are not allowed.

2. The slides also explain what the college requires for the format and content of promotion documents.

3. Within the limits set by the University and the college, HHS units may set requirements for the content or format of their faculty’s promotion documents. Therefore, faculty should review their unit’s document(s) on promotion criteria and consult with their head to learn about those requirements.

4. Faculty may request examples of recent promotion documents from their unit heads. When no documents from the previous year are available in a unit, faculty may obtain an example from Senior Associate Dean Tom Berndt.
5. Within the limits set by the University, college, and unit, faculty have some flexibility to decide on the format and content of their promotion documents.

6. Faculty who are uncertain about whether any information in the following slides refers to a requirement, a prohibition, an option, or a recommendation regarding the format or content of a promotion document, should ask their unit head or Tom Berndt.
I.B.2 - PURDUE’S POLICY ON ACADEMIC TENURE AND PROMOTION

1. To understand the structure of a promotion document, it is important to read Purdue’s policy for faculty promotion (referred to as Policy I.B.2), which can be found at https://www.purdue.edu/policies/academic-research-affairs/ib2.html.

2. Although the policy’s title refers to “tenure and promotion” and although clinical/professional and research faculty are mentioned in the Exclusions section of the policy, that is because clinical/professional and research faculty are not eligible for tenure. However, the parts of the policy that relate to promotion apply to all categories of faculty (tenured/tenure-track, clinical/professional, and research faculty).
3. Key to Purdue’s promotion policy is the following paragraph on the “Criteria for Tenure and Promotion:”

“Purdue University’s mission is to serve diverse populations of Indiana, the nation and the world through discovery that expands the frontiers of knowledge, learning that fosters the sharing of knowledge, and engagement that cultivates the application of knowledge. To be considered for Tenure and/or promotion, a faculty member must meet the minimum thresholds in each of the three mission areas – discovery, learning and engagement – as determined by the Provost (and VCAA on Regional Campuses) in collaboration with the faculty on the relevant campus (see Related Documents, Forms and Tools section for links to each campus’s Criteria for Tenure and Promotion). Further, the faculty member must have documentation of accomplishment and demonstrated excellence in at least one of the mission areas, with the understanding that, ideally, strength would be apparent in more than one.”
4. The three mission areas of discovery, learning, and engagement are critical in the documentation of a faculty member’s case for promotion, which explains why the major sections of a promotion document are labeled as Discovery, Learning, and Engagement and Service.

5. The three sections of a promotion document differ in importance. The final sentence of the paragraph in the University policy states that a promotion candidate must document “accomplishment and demonstrated excellence in at least one of the mission areas.” The section about that area is always the first of the three major sections in the promotion document.
6. As noted in the policy, the ideal candidate would demonstrate strength in more than one mission area.

   a) Tenure-track/tenured faculty are most often nominated for promotion on the basis of Discovery, so their documents typically have major sections for Discovery, Learning, and Engagement and Service, in that order.

   b) Clinical/professional faculty may document their strength in all three areas, but their documents may have a short Discovery section, placed after the Learning and Engagement and Service sections, or no Discovery section.

   c) Research faculty may omit both the Learning and the Engagement and Service sections from their documents.

7. The section of a document that corresponds to the selected Basis of Nomination is generally much longer than the other major sections.
8. Purdue’s Promotion Policy includes succinct statements of the standards for faculty promotion, or what a faculty member must do to achieve promotion.

• For promotion to associate professor:
  “Tenure is acquired on promotion to this rank, unless otherwise specified (see the Procedures for Granting Academic Tenure and Promotion). A successful candidate will have a significant record of accomplishment as a faculty member and show promise of continued professional growth and recognition.”

• For promotion to professor:
  “Successful candidates are recognized as authorities in their fields of specialization by external colleagues – regional, national, and/or international as may be appropriate in their academic disciplines and campuses – and are valued for their intramural contributions as faculty members.”
THE CRITERIA FOR PROMOTION

1. Another important University document describes the “Criteria for Tenure and Promotion on the West Lafayette Campus” (https://www.purdue.edu/provost/faculty/documents/promotion-criteria-policy). That document outlines the many kinds of accomplishments and many forms of national or international recognition that demonstrate a faculty member’s excellence in Discovery, Learning, or Engagement.

2. The promotion criteria most important in each of the nine HHS units are described in more detail in documents available at https://www.purdue.edu/hhs/faculty/promotion_tenure.html.
INSTRUCTIONS FOR USE WITH FACULTY PROMOTION FORM 36

1. For many decades, the most important guide for faculty who are preparing a promotion document has been the “Instructions for Use with Faculty Promotion Form 36” (at https://www.purdue.edu/provost/faculty/documents/promotion-form-instructions-36.pdf). Most of the remaining slides in this presentation include excerpts from these instructions. Taken together, the slides include the entire text of the Form 36 Instructions.
GENERAL INSTRUCTIONS

Before turning to the Form 36 Instructions, many general instructions that are not found in the University document should be stated.

1. The entire promotion document should be free from typographical and spelling errors.
2. Almost all of the document should be written in the third person (i.e., “Dr. Smith” rather than “I.”)
3. If a Professional COVID-19 Impact Statement is included in the document (see Slide 26), it should be written by the candidate in the first person.
4. All acronyms should be spelled out the first time they are used.
5. Most lists of items in the document (e.g., for publications, presentations, grants received, etc.) should be in reverse chronological order, with the most recent items first.
6. If citation indices are reported, they need to be explained.
7. In general, promotion committee members expect to see specific accomplishments listed only once in the document. However, awards and honors listed in the General Information section may also be described later, in the relevant section(s) of the document.

8. All information in the Executive Summary must be presented, usually with further description or elaboration, in a later section of the document.

9. Citations are not necessary and not recommended in the Executive Summary.

10. Whenever possible, promotion documents should have the same labels for headings and subheadings as listed in the Form 36 Instructions. However, very general headings like “Part II” and “Basis of Nomination” should be omitted.
11. The first major section should be labeled as Section A, with the following sections labeled as B and C.

12. Each major section of the document (Discovery, Learning, and Engagement and Service) should begin with the first type of information described in the Form 36 instructions, without an introductory narrative or summary.

13. Not all items in the Form 36 instructions apply to all faculty. When there is no information for an item, it should be omitted rather than being included with the note “Not Applicable” or “N/A.” Then subsequent items should be numbered consecutively, rather than with the exact number in the Form 36 Instructions.

14. The document should include accomplishments rather than activities. For example, attending professional development workshops on teaching or grant writing should not be included unless it is directly related to a specific accomplishment.

15. When service or involvement is ongoing, the format should be the year service began to “Present.” Example: Member, University Senate, 2019 – Present
16. The Form 36 Instructions are largely based on an implicit and sometimes inaccurate assumption that all publications are research publications. However, Line 7 of the Form 36 has the heading “Basis of Nomination – Emphasis of Scholarship.” This indicates that evidence of scholarship, often including publication and presentations, is required for the demonstration of excellence in all three of the University’s primary mission areas.

17. Publications, presentations and grants/contracts/awards should be listed in the section to which they are most relevant. For example, grants that support engagement activities should be listed in the Engagement and Service section, not the Discovery section. Because these three types of information might appear in any or all sections of a promotion document, details about the formatting of publications and presentations are provided on Slides 70-81, which is labeled as Appendix A; details about the formatting of grants/contracts/awards are provided on Slides 82-92, which is labeled as Appendix B. However, promotion documents themselves do NOT have any appendices.
18. Main headings (e.g., Executive Summary, Discovery, Learning, etc.) should be centered on the page.

19. All other text should be left-justified but not right-justified, except on the Form 36 itself.

20. Page breaks between sections are neither necessary nor recommended.

21. Except on the Form 36 itself, page margins should be 1” on the top, bottom, left, and right.

22. A footer on every page of the document, including the Form 36 and the letters from outside referees, should include the faculty member’s last name, followed by a dash and the page number in the form, “Page X of Y,” where Y is the total number of pages in the document.

23. The font and font size should be the same throughout the document, including in the “Additional Information” section (see Slide 65); 11- or 12-point font is recommended.
PART I OF A PROMOTION DOCUMENT: THE FORM 36

1. The official “Instructions for Use with Faculty Promotion Form 36” begin with the page on the right side of this slide.

2. For most faculty, the most important information in the long first paragraph is that Part I (and Page 1) of the promotion document is the Form 36 itself.

3. Only the first few “items” on the form are completed by the candidate. The instructions for these items are explained on the following slides.
1. The current Form 36 is, as shown on the right, a single page that was last revised in 2011.

2. Neither candidates nor their heads should alter the line spacing or the number of lines on the Form 36.

3. Neither candidates nor heads should delete or alter any of the form’s items that does not apply to a specific candidate. Those items should just be left blank.
THE INITIAL ENTRIES ON THE FORM 36

DATE: No official instructions are given for the date on the form, but it should be the date that the document is submitted to the primary committee. Corrections, but no substantive changes, are allowed after this date.

Item 1:

(1A: Last / First): The name in Purdue’s employment records must be given on the form. If needed, a note on the General Information page can state that the legal name is on the Form 36 and the professional name is used in the rest of the document.

(1B: Middle Initial): Candidates with no middle initial should type NMI (for “No Middle Initial”) on the form.

(1C: PUID): Enter the first 10 digits on the Purdue ID card, including the dash. The last digit on the card is not part of the ID number.
1. Proposed, Present, and Previous Rank and Title should be listed as, “(Rank) of (Unit),” as shown in the example.

2. DO NOT add “with tenure.”

3. DO NOT choose a title that refers to an area of expertise, such as “Professor of Positive Psychology.” The title must be the name of the candidate’s department or school, as shown in the example.
ITEMS 3B – 5 OF THE FORM 36

ITEMS 3B-5: YEARS

3B-4B: Year should be the calendar year that an appointment began or a promotion occurred (e.g., 2021), not an academic year (e.g., 2021-22).

5: Penultimate Year (if applicable) should be an academic year (e.g., 2021-22) and should include any tenure-clock extensions.

- The year should be provided for tenure-track assistant professors and untenured associate professors.
- The cell should be blank for associate professors with tenure and all clinical/professional and research faculty.
ITEMS 6A-6D: ACADEMIC RECORD

Candidates should list the most recent degree first.

6A. **Degree** achieved.

6B. **Year** when the degree was received.

6C. **Institutions** listed should be those attended while working on a degree (even if degree was not completed at that institution). Only the name of the institution should be listed, not its location or the candidate’s field of study.

6D. **Years Attended** should be the years of attendance while working on a degree (even if the degree was not completed at that institution).
ITEM 7 OF THE FORM 36

Item 7: BASIS OF NOMINATION – Emphasis of Scholarship

1. Faculty members and their heads should agree on which box or boxes to mark with an “X” to indicate the primary area (or areas) of excellence that is the basis for the promotion (see Slides 8-10).

2. The remaining items on the Form 36 (Items 8-13) are not completed by the candidate. These items are blank on the document submitted to the primary committee. They are completed by the head, dean, or the members of the Campus Promotion Committee after the meetings of the primary, area, and campus committees.
1. This guidance is taken from "Equitable Assessment of Faculty Productivity During the COVID Pandemic for Promotion and Tenure 2021-22," available at: https://www.purdue.edu/provost/faculty/promotion/covid-evaluation.html.

2. If included, the Professional Covid-19 Impact Statement should be placed immediately following the Form 36.

3. Faculty “are not obliged to include an impact statement” in the promotion document.

4. At the top of the page, the heading, “Provost’s Statement,” should be followed by the complete text of the statement.

5. Next, the heading, “Professional COVID-19 Impact Statement”, should be followed by the candidate's 1- to 2-page narrative, written in the first person.
PART II OF A PROMOTION DOCUMENT

1. In the Form 36 Instructions, all pages of a promotion document other than Page 1 (the Form 36) and the Professional COVID-19 Impact Statement are described as Part II of the Nomination for Promotion. Part II provides information to support the nomination for promotion.

2. Most of the pages in Part II are prepared by promotion candidates in collaboration with their head and other senior faculty in their unit.
THE EXECUTIVE SUMMARY

1. The Form 36 Instructions don’t mention an Executive Summary, but it is required in HHS promotion documents.

2. The Executive Summary, which is one single-spaced page in length, is placed immediately after the Form 36 unless a Professional Covid-19 Impact Statement has been included.

3. The summary should be intelligible to a general reader. Promotion candidates should not assume that “they (promotion committee members) will know what this means.”

4. The summary should be written as a narrative, not as a series of bullet points.

5. Because the summary is meant to be understandable on its own, it should not include citations.
6. The summary should outline the case for promotion by describing the candidate’s most significant accomplishments in discovery, learning, and engagement.

7. The greatest detail should be provided about the area that is the basis of promotion. Thus, the Executive Summary should reflect both the ordering and relative length of the Discovery, Learning, and Engagement and Service sections of the document.

8. The three major sections may be indicated by headings in the Executive Summary. Alternatively, the topic sentences in the paragraphs of the summary should indicate whether each paragraph is about accomplishments in Discovery, Learning, or Engagement and Service.
9. Candidates are encouraged to write the initial draft of the Executive Summary, with advice and guidance from the head.

10. Heads must ensure that the final version accurately describes the candidates’ accomplishments and the significance of their work.

11. Every statement in the Executive Summary should be restated, perhaps with elaboration, in the corresponding major section (Discovery, Learning, or Engagement and Service) of the document. For example, a statement in the Executive Summary about research mentoring of undergraduates should be mentioned in a paragraph about Discovery rather than a paragraph about Learning.
1. The Form 36 instructions can be misleading because the “Academic Record” is mentioned in the sentence under the heading, “GENERAL INFORMATION,” rather than listed as “Point a.” in the outline. However, the General Information section should start with a somewhat fuller description of the candidate’s educational history (e.g., including information about the candidate’s undergraduate major and graduate area of specialization and/or department).

Example:

Academic Record

2010 Ph.D., Experimental Basketweaving, Department of Arts and Crafts, Purdue University
2008 M.A., Theoretical Basketweaving, Department of Arts and Crafts, Purdue University
2004 B.A., Underwater Basketweaving, Purdue University
THE GENERAL INFORMATION SECTION (CONT.)

2. The Academic Appointments item should include only official appointments (e.g., Assistant Professor of Nursing).

3. Affiliations with centers or other groups of faculty should not be listed here. They should be listed in the Discovery, Learning, or Engagement and Service section. For example:

   Centers for Interdisciplinary research activity are mentioned in Discovery Section A.9

Activities to promote students’ learning are mentioned in Learning Section B.2

Affiliations with groups involved in Engagement and Service are mentioned in Section C.1 or C.2

Excerpt from the Form 36 Instructions

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.
4. Many faculty have nothing to report for General Information items b., c., and d. In those cases, the items should be omitted rather than being listed with “N/A” or “None” after them. (see Slide 16, Point 12)
DISCOVERY: 1

1. The Discovery section begins with a listing of the publications that report on the findings of the candidate’s research.

2. As noted on Slide 17, publications that provide evidence of the scholarship of teaching and learning should be reported not in the Discovery section but in the Learning section. Publications that provide evidence of the scholarship of Engagement should be reported in the Engagement and Service section.

3. Detailed instructions for the format and content of publication lists is provided in Appendix A (see Slide 71), to avoid having to repeat the same instructions in all three sections of this set of slides.
1. The second topic in the Discovery section is for the listing of what is referred to somewhat confusingly as “Exhibitions of creative work.” In HHS promotion documents, this topic is normally relabeled as “Conference presentations.”

2. Like publications, conference presentations can provide evidence of the scholarship of research/discovery, the scholarship of teaching and learning, or the scholarship of engagement. Moreover, the instructions for the format and content of a list of presentations are very similar to those for a list of publications, so both types of instructions are in Appendix A.
1. Point 3 from the Form 36 instructions ("Other evidence of creative excellence") is not used in HHS promotion documents.

2. Point 4 asks specifically for the listing of invited lectures at "other educational institutions." Research colloquia and guest lectures given for audiences that include only Purdue University faculty and students should not be listed. (Guest lectures in Purdue classes may be listed in the Learning section with information about those classes.)
DISCOVERY: 5

1. The Form 36 Instructions do not say whether candidates should name or just list the number of students in each of categories (a), (b), and (c) of Point 5. Since the instructions call for each thesis title, candidates should name at least all students for which they served as the major professor for the master’s thesis or doctoral dissertation. This information also helps link to the publications on which students were co-authors.

2. The phrase, "designate those that have been published in the conventional procedures" can be interpreted as being published as a journal article, book chapter, or another type of scholarly publication.
1. Because the types of undergraduate involvement in faculty research vary greatly, a narrative often explains candidates’ contributions to the research mentoring of undergraduates better than a listing does. Research mentoring of undergraduates should only be mentioned in the Discovery section, not in the Learning section.

2. Conversely, mentoring to promote the academic and career success of undergraduates should be reported in the Learning section, not in the Discovery section. (See Learning, Point 9; Slide 51.)
1. Information about research grants received by a promotion candidate should be placed in the Discovery section after the information about undergraduates’ involvement in a candidate’s research program.

2. As noted on Slide 17, promotion candidates may have received grants and awards not only for their research activities but also for projects to promote students’ learning and for engagement programs. Therefore, instructions for the format and content of all listings of grants or awards is provided in Appendix B, which starts with Slide 82.
1. Point 8 in the Form 36 instructions allows promotion candidates to describe their current research projects in a few pages of narrative.

2. In their narrative, candidates typically mention funding that supported each project or funding for which they have applied to extend their research on each project.

3. Describing all the collaborators on each project is not necessary, especially if the collaborators are in different disciplines. Those collaborations can be described in Point 9.
DISCOVERY: 9 – 10

1. Point 9 is for comments about the history and status of candidates’ collaborations with researchers from other disciplines, either at Purdue or elsewhere.

2. Typically, the response to Point 9 is brief, as a narrative about the candidate’s research interests and projects is in the preceding section.

3. Point 10 is where candidates list all activities as an editor or reviewer for journals or for funding agencies, because invitations to serve in those roles come to faculty recognized for their research expertise. These activities should not be listed in the Engagement section as evidence of service to a scientific society or professional association.

Excerpt from the Form J6 Instructions

Section A: DISCOVERY – If this category is checked in Item 7, there should be a section in the attachments as designated. The following topics may be useful in listing supporting facts; not all sections will be relevant for all candidates.

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.


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.)


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., OURI 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,” (attended poster at meeting) “Criteria for Identifying Effective Farm Managers,” date (attended presentation at meeting).

7. Research grants and awards received.

8. Current research interests, including experimentation and other projects in process.


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.
DISCOVERY: 11

1. Form 36 instructions indicate that candidates may include achievements in discovery that are related to diversity, equity, and inclusion either as a separate section or embedded within one or more discovery sections above. Consult your unit’s document(s) on promotion criteria regarding the value placed on addressing diversity, equity, and inclusion achievements.

2. If a separate section is included, it should be placed between Points 9 and 10.

3. Examples of achievements in discovery that are related to diversity, equity, and inclusion can be found in the document, “Incorporating DEI in Promotion Documents,” see https://hhs.purdue.edu/faculty-staff/promotion-and-tenure/, #11 under the “Promotion Documents” heading.
LEARNING: 1, COURSES TAUGHT

1. The Instructions say that a promotion document should show “Courses taught during past three years,” but the record of teaching for more than three years may be listed if doing so shows more clearly a candidate’s accomplishments in promoting students’ learning.

2. When excellence in Learning is the basis for promotion, showing the record of teaching for more than three years is recommended.

3. Courses taught should be shown concisely. An example of an entry for courses taught would be:

   NUR 21800 Health Assessment and Essentials of Nursing Practice - F/17, S/18, F/18, F/19.
4. A candidate’s role in team-taught courses should be explained briefly.

5. A brief explanation should also be given when the candidate had a role such as course coordinator.
LEARNING: 1, STUDENTS' EVALUATIONS

1. Evaluations should be provided for all courses listed under Point 1. For example, if more than 3 years of courses are listed under Point 1, evaluations should be provided for all those years.

2. Students’ evaluations of courses taught by the faculty member must be divided into two sets: (a) evaluations for 2019-20 and previous years; and (b) evaluations for 2020-21 and future years. (See Slides 47 and 48.)

3. Evaluations should be grouped by course number, with the lowest numbered courses presented first.

4. The evaluations for different semesters should be listed in a table from left (earliest) to right (most recent) for each course.

5. The examples shown on Slides 47 and 48 were prepared using a Microsoft Excel template that is available through links on the same web page as these slides.

6. When using the templates, candidates should not change the page margins or the font size, and the table should remain in portrait orientation.
LEARNING: 1, STUDENTS' EVALUATIONS (CONT.)

7. If needed, a table can extend onto additional pages, but the table headers and the full text of evaluation questions should be repeated on the additional pages.

8. For 2019-2020 and before, promotion candidates must report on the two core items for evaluations of the course and the instructor.

9. An HHS unit may require their promotion candidates to report on other items as well, so candidates should check with their heads about such a requirement.

10. If other items are reported, the two core items should be placed in the last rows of the table of student evaluations. See Slide 47 for examples. The other items on the slide are just examples. The additional items from candidates’ previous course evaluations may be different.

11. Because of pandemic-related disruptions, course evaluations for Spring 2020 should be omitted.
STUDENT EVALUATIONS OF TEACHING EXAMPLE
(For 2019-2020 and Before)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>HHS 12500</th>
<th>HHS 12500</th>
<th>HHS 12500</th>
<th>HHS 12500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester and Year</td>
<td>F/16</td>
<td>S/17</td>
<td>F/17</td>
<td>F/18</td>
</tr>
<tr>
<td>Enrollment</td>
<td>23</td>
<td>29</td>
<td>29</td>
<td>23</td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>7</td>
<td>16</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>The content of this course is consistent with the objectives of the course.</td>
<td>4.2</td>
<td>4.4</td>
<td>4.0</td>
<td>4.2</td>
</tr>
<tr>
<td>The course effectively challenges me to think.</td>
<td>4.2</td>
<td>4.3</td>
<td>3.0</td>
<td>4.2</td>
</tr>
<tr>
<td>My instructor makes good use of examples and illustrations.</td>
<td>4.2</td>
<td>4.3</td>
<td>4.0</td>
<td>4.2</td>
</tr>
<tr>
<td>My instructor presents information effectively.</td>
<td>4.3</td>
<td>4.4</td>
<td>3.6</td>
<td>4.4</td>
</tr>
<tr>
<td>My instructor shows respect for diverse groups of people.</td>
<td>4.1</td>
<td>4.3</td>
<td>4.3</td>
<td>4.2</td>
</tr>
<tr>
<td>Overall, I would rate this instructor as:*</td>
<td>4.5</td>
<td>4.6</td>
<td>3.9</td>
<td>4.5</td>
</tr>
<tr>
<td>Overall, I would rate this course as:*</td>
<td>4.1</td>
<td>4.1</td>
<td>3.8</td>
<td>4.1</td>
</tr>
</tbody>
</table>

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree
*Scale: 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Excellent
Note: Evaluations are the median scores (Grp Med) for each item.
1. Beginning with 2020-21, promotion candidates should show the ten items required by the University and the two items required for HHS classes first in the table.

2. Candidates should consult with their head about also reporting on the three additional items that are allowed. The three additional items shown in the table are those recommended for most HHS classes. The additional items from candidates’ previous course evaluations may be different.
1. Point 2, about “administrative or supervisory responsibility” for courses, refers to courses that candidates did not teach, but for which they supervised other instructors.

2. Professional development activities that led to the development of new courses or to major changes in teaching methods (e.g., IMPACT) should be described under Point 3.
1. Distinguishing Point 5 in the Form 36 instructions, “Experimentation in teaching methods and techniques” from Point 3, “Contributions in course and curriculum development,” is difficult. Most promotion candidates put all activities and accomplishments of this type under Point 3 above and omit Point 5.

2. Outdated versions of the Form 36 instructions had a section for “activities to increase teaching effectiveness” including items often defined as “professional development activities,” such as attending workshops on the improvement of teaching. These activities are no longer included in the document. Point 6 now focuses entirely on candidates’ activities to promote students’ learning, as the examples in the Form 36 instructions show.
LEARNING: 8 – 9

1. Point 8 is not the place to report students’ evaluations of a candidate’s teaching.

2. Point 8 is almost never used as a heading in HHS promotion documents.

3. Candidates must provide evidence of their “Commitment to active and responsive mentoring, advising, and support of” students and/or postdocs. However, research mentoring should not be mentioned for this point. Instead, candidates should describe how they contributed to students’ or postdocs’ academic and career success through activities that go beyond regular classroom teaching.

Excerpt from the Form 3 Instructions

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.
1. The Form 36 Instructions don’t mention where candidates should provide evidence on what is typically described as the scholarship of teaching and learning.

2. Candidates who have made important contributions to the Scholarship of Teaching and Learning through publications, presentations, and/or grants related to their innovations in teaching may add a point with the heading "Scholarship of Teaching and Learning" between Points 9 and 10. See Appendices A and B for detailed information about the format and content of the information about publications, presentations, and grants related to teaching and learning.
1. Point 10 can include comments about reviewing textbooks because expert teachers are often asked to serve as reviewers.

2. Awards for teaching excellence should be mentioned under Point 10 in the Form 36 instructions.

Excerpt from the Form 36 Instructions

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 interns, 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 interns 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.
1. Form 36 instructions indicate that candidates may include evidence of scholarship, excellence, and impact in the areas of diversity, equity, and inclusion either in a separate section or embedded within one or more Learning sections above. Consult your unit’s document(s) on promotion criteria regarding the value placed on addressing diversity, equity, and inclusion achievements.

2. If a separate section is included, it should be placed between points 9 and 10, and after the section on the scholarship of teaching and learning, if one is included.
3. Examples of achievements in learning that are related to diversity, equity, and inclusion can be found in the document, “Incorporating DEI in Promotion Documents,” see https://hhs.purdue.edu/faculty-staff/promotion-and-tenure/, #11 under the “Promotion Documents” heading.

Excerpt from the Form 36 Instructions

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 substantive 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.
1. The sentence about “special activities that relate to teaching effectiveness" is best viewed as providing additional examples that belong in Point 6 of the Learning section (see Slide 50).

2. In HHS, the instruction about "undocumented, anecdotal comments" is interpreted as prohibiting the inclusion of quotations from students about a candidate’s teaching.

Excerpt from the Form 36 Instructions

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.
ENGAGEMENT AND SERVICE: 1., ENGAGEMENT

1. In the latest Form 36 instructions dated 2-8-2022, Section C has been relabeled as Engagement and Service. The section should be divided into two with subheadings for “Engagement” and for “Service.”

2. The instructions for the Engagement section provide an expanded definition of engagement, give some examples of evidence for excellence in engagement, and mention various examples of the scholarship of engagement.
3. Form 36 instructions indicate that “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.” Consult your unit’s document(s) on promotion criteria regarding the value placed on addressing diversity, equity, and inclusion achievements.

4. Examples of achievements in engagement that are related to diversity, equity, and inclusion can be found in the document, “Incorporating DEI in Promotion Documents,” see https://hhs.purdue.edu/faculty-staff/promotion-and-tenure/, #11 under the “Promotion Documents” heading.

5. One option for organizing this subsection is to describe each program separately, indicating what role the candidate has in the program and how the program is addressing important needs.
ENGAGEMENT AND SERVICE: 1., ENGAGEMENT (CONT.)

6. Next, evidence of the impact or outcomes of the program may be given.

7. Then, publications and presentations that document the features and the effectiveness of the program may be listed. (See Appendix A.)

8. Next, grants that support the program may be listed. (See Appendix B.)

9. Finally, awards related to the program may be mentioned.

10. Another option for organizing this subsection may be preferred when all the programs in which a candidate is involved are closely related. Then the Engagement section might begin with a general description of these programs and of their impact.
ENGAGEMENT AND SERVICE: 1., ENGAGEMENT (CONT.)

11. The following sections might list publications, presentations, grants, and awards for the entire set of programs.

12. Often, the Engagement section of promotion documents includes a separate heading for courses, workshops, training programs, or other organized educational activities that provide information and guidance for practitioners in specific fields or for the general public.

13. When describing these educational activities, candidates should indicate their role (e.g., coordinator, lecturer), the number of people who participated, any innovations that they made in teaching the people who attended, and whether any Purdue students assisted in the activities.
14. As noted in the Form 36 instructions, “evidence of impact” of Engagement activities should be provided.

15. Any publications or presentations about these educational Engagement activities should be listed following the format described in Appendix A.

16. Any grants that support the educational Engagement activities should be listed following the format described in Appendix B.
17. A third subsection for engagement activities was described in earlier Form 36 instructions as “translating research information and writing publications designed to enable people to put scientific information into practice.” Many faculty, whether or not they are nominated for promotion on the basis of engagement, write publications or are interviewed for publications for general audiences or for practitioners outside the University. Those publications should be listed in this subsection.
1. Consult your unit’s document(s) on promotion criteria regarding the value placed on addressing diversity, equity, and inclusion achievements, including in the domain of service. Examples of achievements in service that are related to diversity, equity, and inclusion can be found in the document, “Incorporating DEI in Promotion Documents,” see https://hhs.purdue.edu/faculty-staff/promotion-and-tenure/#11 under the “Promotion Documents” heading.

2. The phrase, “including international programs,” in Item 2.c for Public and/or governmental service activities, may be misleading. Any activities related to Study Abroad programs for Purdue students should be reported in the Learning Section.
3. In most cases public, governmental, and community service would be reported in the Engagement section rather than in Items 2.c) or 2.d) of the Service section. That’s especially true because of the instruction that, “Only community service activities related to scholarly . . . activities should be reported.”

4. An exception mentioned on Slide 41 is that serving as a reviewer for grant applications submitted to a federal agency should be listed in the Discovery section, because invitations to review these applications are extended to faculty recognized for their research expertise.
1. The final excerpt from the Form 36 Instructions refers to the letters solicited from outside (i.e., external to Purdue) referees. In addition, portions of the provost’s memos about promotion and tenure (linked to https://www.purdue.edu/hhs/faculty/promotion_tenure.html) describe the selection of those referees and the solicitation of letters from them.

2. The preparation of the Additional Information is not the responsibility of promotion candidates, but instead of their heads or other senior faculty.
ADDITIONAL INFORMATION (CONT.)

3. To help promotion committees evaluate the letters of evaluation from the outside referees, the head or another senior faculty member writes brief descriptions of the credentials of the letter writers and indicates their relationship, if any, to the candidate.

4. In the promotion document, those descriptions are followed by a copy of the letter sent to the outside referees that asks them to write a letter of evaluation of the candidate’s accomplishments.

5. Then copies of the letters received from the outside referees are added, in alphabetical order by the referees’ last names, to the promotion document.
1. As indicated in the excerpt from the provost’s memo, unit heads should give promotion candidates an opportunity to suggest individuals who could be outside referees.

2. The University document on promotion procedures (also available through the HHS web page on faculty promotion) indicates that candidates should also have an opportunity to identify individuals who should not be asked.

3. Candidates are strongly encouraged to talk with their unit heads and other senior faculty before suggesting an external expert as a letter writer, because the university affiliation and the credentials of letter writers are very important.
4. Almost always, the outside referees are professors at other universities. Faculty of lower rank should be suggested only rarely, and only with a very strong justification.

5. As noted in the instructions, promotion documents must provide “justification in the form of expertise credentials" when an outside referee is not a faculty member at a peer or aspirational peer university.

6. For HHS promotion candidates, most of the outside referees should be individuals identified by the head or other senior faculty, or individuals suggested both by the candidate and by senior faculty.
7. The promotion document must indicate whether each letter writer was suggested by the candidate, by senior faculty, or by both the candidate and the senior faculty.

8. As noted in the provost’s memo, some individuals have relationships with candidates that make them ineligible to write letters of evaluation of those candidates.

9. Although the provost’s memo also refers to the possibility of including letters from collaborators in promotion documents, such letters are rare.
1. The provost’s memos about the promotion of clinical/professional and research faculty state that a combination of internal and external letters is acceptable. In HHS, however, the promotion documents of clinical/professional and research faculty are expected to include at least five letters of evaluation by outside referees, just as for tenure-track/tenured faculty.

Excerpt from the 4/29/22 Provost’s Memo on Clinical/Professional Faculty & from the 4/29/22 Provost’s Memo on Research Faculty

External letters are desirable for promotion of Clinical/Professional and Research Faculty. However, a combination of internal and external letters is acceptable and may be more appropriate, depending on the duties of the position. A minimum of 3 letters is expected. External letters should be sought from peer or aspirational peer universities. Examples of the peer and aspirational peers include members of the Association of American Universities (AAU) and leading international institutions. Letters may also be sought from faculty members at top academic programs from other institutions, and from preeminent experts at other institutions, although justification in the form of expertise credentials is expected in the latter case. For faculty with engagement appointments, letters from key stakeholders/stakeholder organizations are also appropriate. Documentation should be included stating whether a letter writer was suggested by the candidate or by the department/school, or both.

It is essential to obtain unbiased external evaluations, so the letters should come from distinguished scholars/evaluators who are not: the candidate’s thesis advisor (M.S. or Ph.D.) or postdoctoral advisor; a business or professional partner; any family relation such as a spouse, sibling, parent, or relative; a superseded Memoranda dated April 22, 2021 West Lafayette Campus Promotion and Tenure Policy Purdue University. A collaborator on a substantive project, book, article, paper, or report within the last 24 months. An exception to the latter would be a letter from a collaborator, clearly identified, who can help to define and evaluate the candidate’s role in major collaborative work, as per section IV.B.6 of the Procedures for Granting Academic Tenure and Promotion document.
APPENDIX A: REPORTING PUBLICATIONS AND PRESENTATIONS
1. As noted in the General Instructions (Slide 17), publications may be listed in any section of a promotion document, depending on whether they result from the scholarship of discovery, the scholarship of teaching and learning, or the scholarship of engagement. Therefore, even though the excerpt from the Form 36 instructions is from the Discovery section, the instructions apply to publication lists in any section of a promotion document.

2. Note that the arrangement of categories of publications “is left to individual departments and schools.” In HHS promotion documents, refereed journal articles are typically presented first.
3. All publication references should be full citations. In most cases, that includes spelling out the full names of journals rather than using abbreviations.

4. Journal names should be underlined or italicized.

5. Hyperlinks to publications or to other documents should not be included in a promotion document.
6. An asterisk after an author’s last name denotes the “primary author(s)”. Primary author is not explicitly defined in the instructions, but it can be assumed to mean the person who contributed more than any other author to the work being published.

7. If multiple asterisks are shown, multiple authors are assumed to have contributed equally, and more than any other co-authors.

8. The judgment about which author(s) is(are) primary is typically left to the promotion candidate, but promotion committees generally expect the primary author to be listed either first or last, so they might question an asterisk for a “middle” author.
9. For consistency in listing “undergraduate and graduate students and postdocs you have mentored who are co-authors on your published work,” co-authors who were undergraduates at the time that the research was done should be indicated by a superscript “u” placed immediately after their last name; graduate students should be indicated by a superscript “g” after their last name; and post-docs should be indicated by a superscript “p” after their last name in the reference.

10. The Form 36 instructions do not precisely define what is meant by “undergraduate . . . and postdocs you have mentored.” Candidates should ask their unit head about how this mentoring is defined in their unit.
11. A legend explaining these notations should be provided at the beginning of the “Published work” section of the promotion document, as in the following example:

1. Published Work

Primary author(s) are denoted by (*); undergraduate students, graduate students, and postdoctoral scientists mentored by the candidate are denoted by (u, g, and p), respectively.

12. Newsletter and magazine articles should be listed in the Engagement section (see Slide 62), because these types of publications often reflect the efforts of faculty in “translating research information and writing publications designed to enable people to put scientific information into practice.”
13. Articles and other publications that are “in press” can be listed as such.

14. The Form 36 instructions indicate that a new heading should be provided for “Manuscripts Under Review.” As the instructions state, references in this section should be to “works that are presently in the process of review,” meaning that they are currently in the hands of editors.

15. If a manuscript has been rejected by a journal with the option to resubmit, and the revised manuscript has not yet been submitted, the manuscript cannot be included in the promotion document.

Excerpt from the Form 36 Instructions

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 works
   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:

   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 indicate 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.
16. Note in the Instructions that manuscripts of journal articles, book chapters, or other publications that are “in preparation” are not to be included in promotion documents.

17. If a graduate student who is being mentored by a promotion candidate is the author of a publication on which the candidate is not a co-author, the publication can be listed with other information about that student under Point 5 of the Discovery section. (See Slide 37.) It should not be included with the publications on which the candidate was an author.
18. Item 1.d. of the instructions indicates that it is helpful to include a narrative summarizing the quality and reputation of the journals in which a faculty member’s publications have most often appeared.

19. In some units, promotion documents list the impact factors for the journals in which candidates’ publications appeared. It is useful, then, to add a comment about what values of impact factors should be considered as high, medium, or low for the candidates’ fields.

20. In some units, promotion documents show the quartile for every journal’s impact factor in a specific field of study.
21. Although Point 1.e in the Form 36 Instructions says that “Candidates are encouraged to include a section of what work they have planned,” this is never included here in HHS promotion documents because this type of information is always presented in Discovery, Point 8 (see Slide 40).
1. The heading, “Exhibition of creative work,” does not accurately describe the typical method by which HHS researchers provide preliminary reports of their research findings. Instead of this heading, HHS faculty typically use the heading, “Conference presentations.”

2. The instructions on this slide apply to the listing of conference presentations in any section of the promotion document. (See Slide 17.)

3. The same “legend” and the same “conventions for superscripts” should be used as for publications with undergraduate, graduate and postdoc co-authors.

4. No asterisks should be used to designate primary author(s) on conference presentations.
APPENDIX B: REPORTING GRANTS/CONTRACTS/AWARDS
1. The instructions refer to “grants and awards received.” The word received indicates that this section is only for grants that have been awarded, not for pending grant proposals or ones submitted but not funded.

2. As noted on Slide 17, grants may be received for research/discovery, the scholarship of teaching and learning, or the scholarship of engagement. The same instructions for the formatting and content apply to the listing of grants in all sections of a promotion document.

3. Some information about pending and unfunded grant proposals may be useful to present in a relevant narrative section. For research grants, a good option is the Discovery section on “Current research interests, including experimentation and other projects in process” (see Slide 40).
4. The definition of a research grant needs some elaboration. Typically, a research grant is awarded for a research project that was described in an application or proposal submitted to a funding agency. The Discovery section should also be used to report grants for shared research equipment and graduate (research) training grants.

5. Grants to graduate students or postdoctoral scientists who are working in a candidate’s research lab can be reported if the quality of a promotion candidate’s research program was weighted heavily in the evaluation of the grant application.
GRANTS/CONTRACTS/AWARDS (CONT.)

6. Candidates should **not** report the following types of activities as research grants and awards received:

   • Grants to graduate students or postdoctoral scientists when the evaluation of the grant proposal depended most heavily on the credentials of the student or postdoc, or when the promotion candidate was not directly involved in preparing the proposal.

   • Grants from a Purdue office or program (i.e., internal grants) to undergraduate students to work in a candidate’s research lab. These grants can be reported in the Discovery section along with other information about a candidate’s research mentoring of undergraduate students. (see Discovery, Point 6; Slide 38)
7. Other types of grants are awarded for activities and programs to promote student learning, and they should be reported in the Learning section. Some examples include grants for instructional equipment, study abroad programs, and course development.

8. Grants for engagement activities and programs should be listed in the Engagement and Service section. Some examples are grants to Scholarship of Engagement Fellows and grants to enhance participation in legislature advocacy initiatives.
1. Having a template for reporting grants in promotion documents helps review committees find all the information they need to understand the nature of each grant and a candidate’s role in the project supported by the grant.

2. Symbols or words in the template that are in brackets should not be typed that way in the promotion document. Instead, only the response to that item should be provided on the promotion document. For example, the first line of the entry for a grant might be typed:

   “1. NIH: National Institute of Mental Health”

<table>
<thead>
<tr>
<th>#</th>
<th>Agency</th>
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<tbody>
<tr>
<td></td>
<td>Type of Grant</td>
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<tr>
<td></td>
<td>Title</td>
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<tr>
<td></td>
<td>Dates</td>
</tr>
<tr>
<td>Total Amount of Award:</td>
<td></td>
</tr>
<tr>
<td>Amount of Subcontract (or subaward, etc.):</td>
<td></td>
</tr>
<tr>
<td>Candidate’s Role:</td>
<td></td>
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</tbody>
</table>
3. The [#] in the template, and the example in the previous slide, indicate that grants should be numbered, for ease of reference. The number is on the first line of the entry for each grant.

4. Each item of information about a grant is placed on a separate line. Entries for different grants should be separated by blank lines.
5. For [Type of Grant,] the category used by the funding agency should be reported. For example, one type of grant from the National Science Foundation would be listed as “Faculty Early Career Development Program (CAREER).” For NIH grants, listing the full grant number, as in the example on Slide 92, is sufficient, because it includes a designator for type of grant. If no label for type of grant is used by a funding agency, the candidate should provide a brief, descriptive label.

6. The [Title] for the grant should be the one in the funding agency’s records so that promotion committee members can easily find more information about it.

7. For [Dates,] the start date and the end date for the grant funding should be listed. If a no-cost extension was allowed, the phrase “(includes no-cost extension)” should be added after an end date that includes the extension.

<table>
<thead>
<tr>
<th>#</th>
<th>Agency</th>
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<tbody>
<tr>
<td></td>
<td>[Type of Grant]</td>
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<td></td>
<td>[Title]</td>
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<td></td>
<td>Dates</td>
</tr>
<tr>
<td></td>
<td>Total Amount of Award:</td>
</tr>
<tr>
<td></td>
<td>Amount of Subcontract (or subaward, etc.):</td>
</tr>
<tr>
<td></td>
<td>Candidate's Role:</td>
</tr>
</tbody>
</table>
8. The Total Amount of Award (note that these words are part of the template) should be for the entire project.

9. Agencies like the NIH often award large grants to several institutions. Then those institutions award smaller grants to specific researchers. For example, the Indiana Clinical and Translational Sciences Institute (CTSI), which is funded by the NIH, awards grants to Purdue researchers. In such cases, the recipient of the large grant (e.g., the Indiana CTSI) should be listed as the funding agency and the Total Amount of Award should be the amount of the specific grant to a promotion candidate.

Template for Reporting Grants in HHS Promotion Documents

[#] [Agency]
[Type of Grant]
[Title]
[Dates]
Total Amount of Award:
Amount of Subcontract (or subaward, etc.):
Candidate's Role:
10. The “Amount of Subcontract (or subaward, etc.)” should be included only if the promotion candidate was the PI on a subcontract or subaward and so had primary responsibility for the subcontract or subaward (or another separately-budgeted component of a project).

11. The description of a Candidate’s Role in a project should start by giving the label for that role in the grant application and the funding agency’s records (e.g., PI, MPI, Co-investigator, consultant, etc.). If the candidate was the PI for the entire grant, only that information should be provided. If the candidate had another role, the label for that role and the candidate’s major responsibilities in the project should be described in a few sentences (100 words max.).

Template for Reporting Grants in HHS Promotion Documents

[#, Agency]
[Type of Grant]
[Title]
[Dates]
Total Amount of Award:
Amount of Subcontract (or subaward, etc.):
Candidate's Role:
12. This example of a completed template is for a large and complex project. Note that the line for Amount of Subcontract is shown because the promotion candidate was the PI of a separately-budgeted component of the larger project.

Example of a Completed Template for Reporting Grants in HHS Promotion Documents

1. National Institute of Mental Health
   1R01MH23456701
   *Making Lives Better: Enhancing Physical and Mental Health in College Students*
   07/01/21-06/30/26
   Total Amount of Award: $5,000,000
   Amount of Subcontract (or subaward, etc.): $1,000,000
   Dr. X is the site PI on this multi-site study, responsible for recruiting a sample of Purdue students, directing the research with those students, managing the subcontract budget, and collaborating with the PIs of the other sites on reports of the research findings.