INFORMATION ON HHS PROMOTION DOCUMENTS
for Academic Year 2023-2024

Tom Berndt, Susie Swithers, and Gloria Powell

Last Revised 8/24/2023

NOTE:

Faculty who are preparing a promotion document for an annual performance review or a nomination for promotion, and faculty who are helping others prepare promotion documents, are encouraged to carefully review these slides. In addition, these faculty should, if possible, review a promotion document from their unit that was reviewed by promotion committees the previous year, and format their own documents similarly.

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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 faculty prepare their promotion documents or who serve on promotion committees.
3. In addition to reviewing these slides, HHS faculty need to review the other documents about promotion policies, procedures, and criteria that are available at 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, which heads review and may revise before it is sent to external referees
2. September/October – Primary Committees of the HHS units (i.e., its nine departments and schools) meet to vote on candidates
3. November/December – 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])

<u>Note:</u> In most HHS units, faculty eligible for promotion are expected to prepare a draft of their promotion document soon after arriving at Purdue and to update it annually. 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 format and content of their faculty’s promotion documents. Therefore, faculty should review their own 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.

GUIDELINES FOR USING THIS DOCUMENT (CONT.)

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 unsure whether any statement on 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 <u>ACADEMIC TENURE AND PROMOTION</u>

1. To understand the structure of a promotion document, it is important to read Purdue’s policy for faculty promotion (University 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 only because clinical/professional and research faculty are not eligible for tenure. The parts of the policy that relate to *promotion* apply to all categories of faculty (tenured/tenure-track, clinical/professional, and research faculty).

I.B.2 (CONT.) - PURDUE'S POLICY ON ACADEMIC TENURE AND PROMOTION

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."

I.B.2 (CONT.) - PURDUE UNIVERSITY'S MISSION AREAS

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.

I.B.2 (CONT.) - THE BASIS OF A (PROMOTION) NOMINATION

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.

I.B.2 (CONT.) - THE STANDARDS FOR PROMOTION

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. The most important guide for faculty who are preparing a promotion document is 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 <u>not</u> 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 27), 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.

GENERAL INSTRUCTIONS (CONT.)

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. 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.

GENERAL INSTRUCTIONS (CONT.)

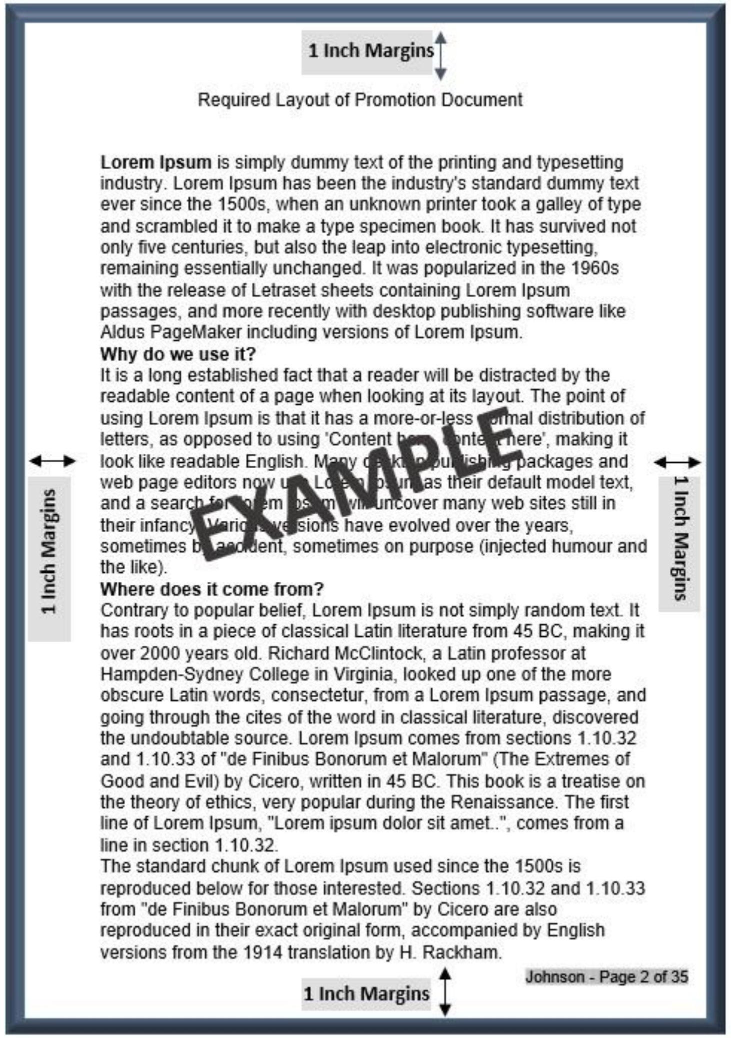
10. The first major section should be labeled as Section A, with the following sections labeled as B and C.
11. Each major section of the document (Discovery, Learning, and Engagement and Service) should begin with the first topic in the Form 36 instructions, without an introductory narrative or summary.
12. Not all topics in the Form 36 instructions apply to all faculty. When there is no information for a topic, it should be omitted rather than being included with the note “Not Applicable” or “N/A.” Then subsequent topics should be numbered consecutively, rather than with the exact number in the Form 36 Instructions.
13. 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.
14. When service or involvement is ongoing, the format should be the year service began to “Present.” Example: Member, University Senate, 2022 – Present

GENERAL INSTRUCTIONS (CONT.)

15. 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.
16. Publications, presentations and grants 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 74-85, which is labeled as Addendum 1; details about the formatting of grants are provided on Slides 86-96, which is labeled as Addendum 2.

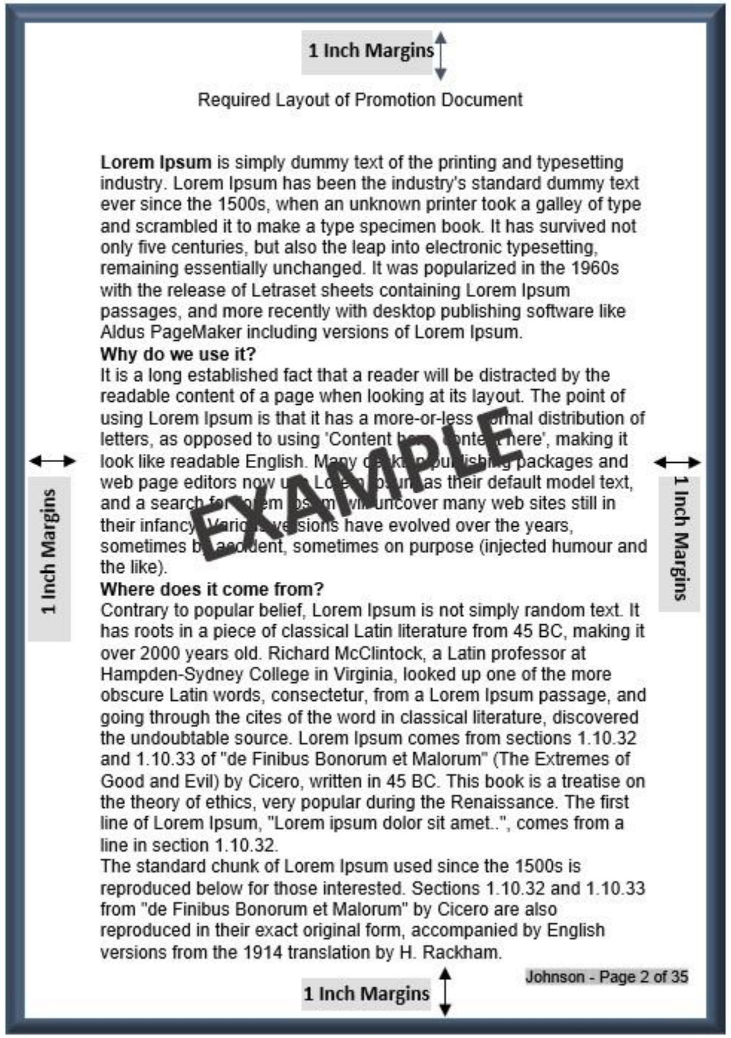
GENERAL INSTRUCTIONS (CONT.)

17. Main headings (e.g., Executive Summary, Discovery, Learning, etc.) should be centered on the page.
18. All other text should be left-justified and not right-justified, except on the Form 36 itself.
19. Page breaks between sections are neither necessary nor recommended.
20. Except on the Form 36 itself, page margins should be 1” on the top, bottom, left, and right.



GENERAL INSTRUCTIONS (CONT.)

21. A footer on every page of the document, including the Form 36, the external letters, and the appendix, 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.
22. The font and font size should be the same throughout the document, including in the "Additional Information" section (see Slide 66); 11- or 12-point font is recommended. However, the appendix does not need to be changed from the format, font, or font size of the original.



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.

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.

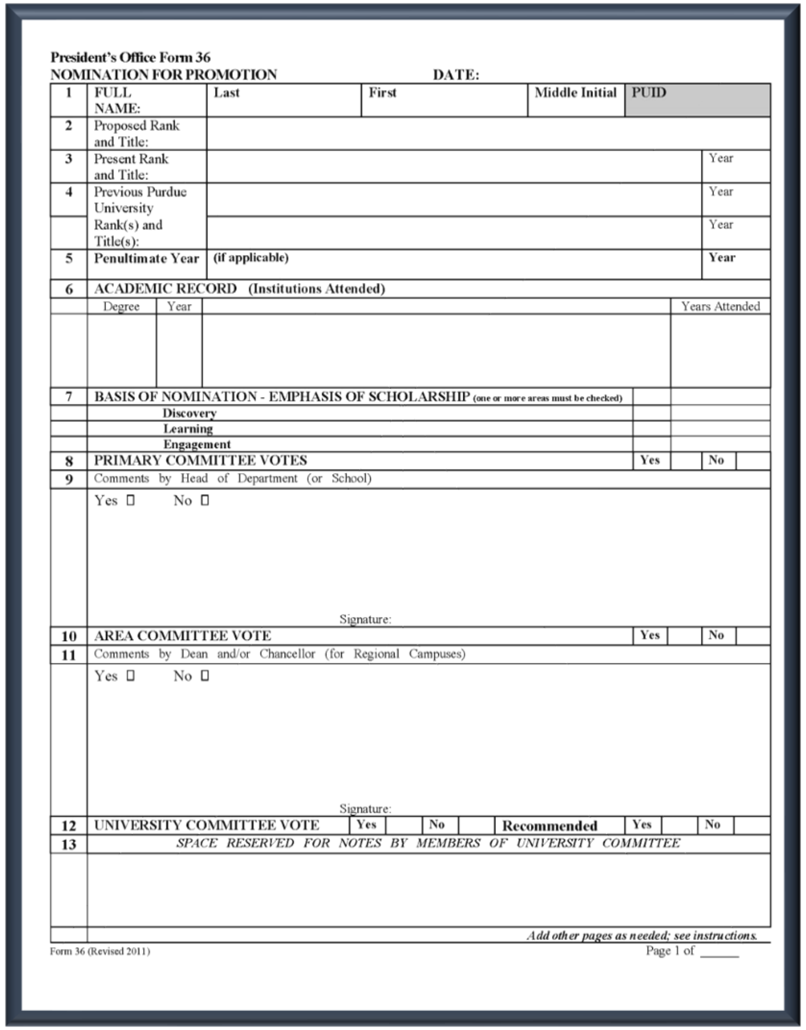
Item 10 Following the Area Committee vote, enter the number voting “Yes” and “No.”

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.

THE FORM 36

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 do not apply to a specific candidate. Those items should just be left blank.



President's Office Form 36
NOMINATION FOR PROMOTION **DATE:**

1	FULL NAME:	Last	First	Middle Initial	PUID
2	Proposed Rank and Title:				
3	Present Rank and Title:				Year
4	Previous Purdue University Rank(s) and Title(s):				Year
					Year
5	**Penultimate Year**	**(if applicable)**			**Year**
6	**ACADEMIC RECORD (Institutions Attended)**				
	Degree	Year			Years Attended
7	**BASIS OF NOMINATION - EMPHASIS OF SCHOLARSHIP** (one or more areas must be checked)				
	Discovery				
	Learning				
	Engagement				
8	PRIMARY COMMITTEE VOTES			Yes	No
9	Comments by Head of Department (or School)				
	Yes ☐ No ☐				
	Signature:				
10	AREA COMMITTEE VOTE			Yes	No
11	Comments by Dean and/or Chancellor (for Regional Campuses)				
	Yes ☐ No ☐				
	Signature:				
12	UNIVERSITY COMMITTEE VOTE	Yes	No	**Recommended** Yes	No
13	*SPACE RESERVED FOR NOTES BY MEMBERS OF UNIVERSITY COMMITTEE*				

Add other pages as needed; see instructions.

Form 36 (Revised 2011) Page 1 of ______

THE INITIAL ENTRIES ON THE FORM 36

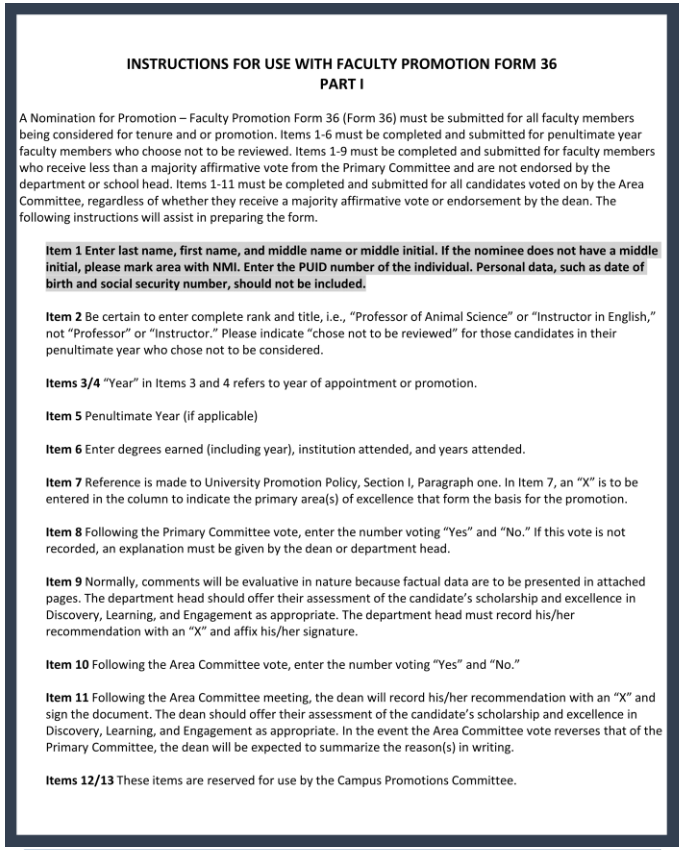
DATE: No instructions are given for the date on the form, but it should be the date that the document is <u>submitted</u> to the primary committee. Corrections, but no substantive changes, are allowed after this date.

Item 1:

(1A: Last / First): This must be the name in Purdue's employment records. If needed, a note at the top of the Executive Summary can state that the candidate's legal name is on the Form 36 and the candidate's 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.



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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.

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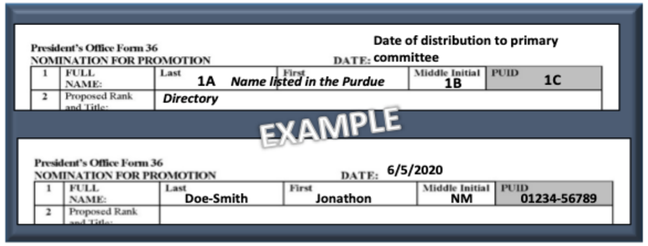


President's Office Form 36
NOMINATION FOR PROMOTION DATE: Date of distribution to primary committee

1	FULL NAME:	Last 1A Name listed in the Purdue	First	Middle Initial 1B	PUID 1C
2	Proposed Rank and Title:	Directory			

EXAMPLE

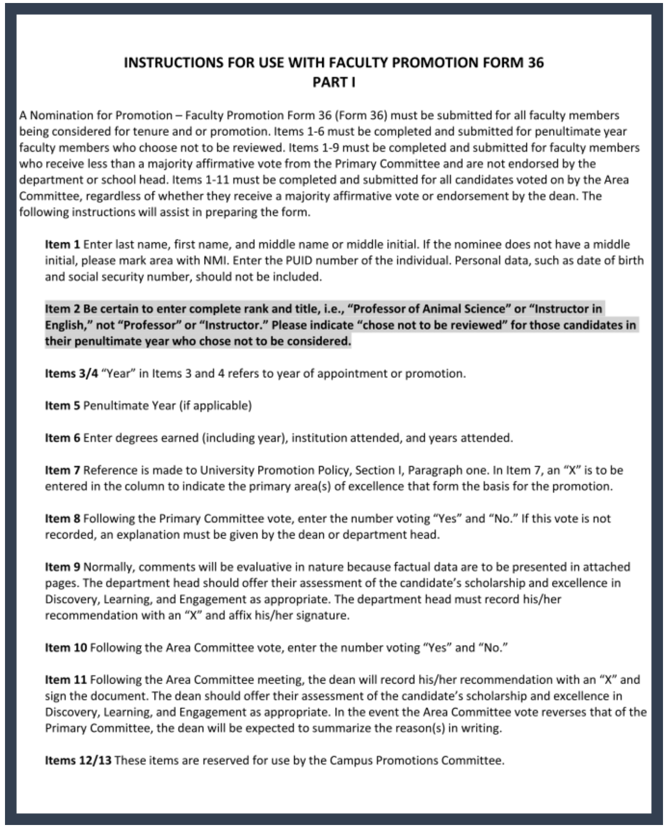
President's Office Form 36
NOMINATION FOR PROMOTION DATE: 6/5/2020

1	FULL NAME:	Last Doe-Smith	First Jonathon	Middle Initial NM	PUID 01234-56789
2	Proposed Rank and Title:				

ITEMS 2A – 4A OF THE FORM 36

<u>ITEMS 2A-4A: RANKS AND TITLES</u>

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” except in cases when an untenured associate professor is applying for tenure without promotion.
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 unit, as shown in the example.
4. The Form 36 is only for information about faculty appointments. Non-faculty appointments (e.g., as a Lecturer or Research Scientist) should not be entered on the form.



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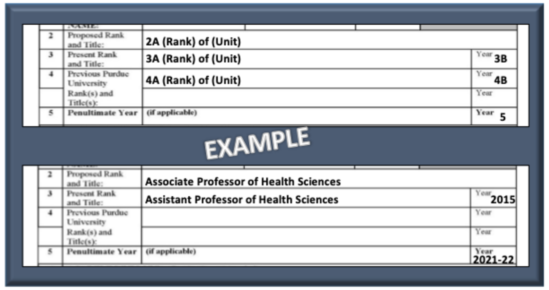


2	Proposed Rank and Title:	2A (Rank) of (Unit)	
3	Present Rank and Title:	3A (Rank) of (Unit)	Year 3B
4	Previous Purdue University Rank(s) and Title(s):	4A (Rank) of (Unit)	Year 4B
			Year
5	Penultimate Year	(if applicable)	Year 5

EXAMPLE

2	Proposed Rank and Title:	Associate Professor of Health Sciences	
3	Present Rank and Title:	Assistant Professor of Health Sciences	Year 2015
4	Previous Purdue University Rank(s) and Title(s):		Year
			Year
5	Penultimate Year	(if applicable)	Year 2021-22

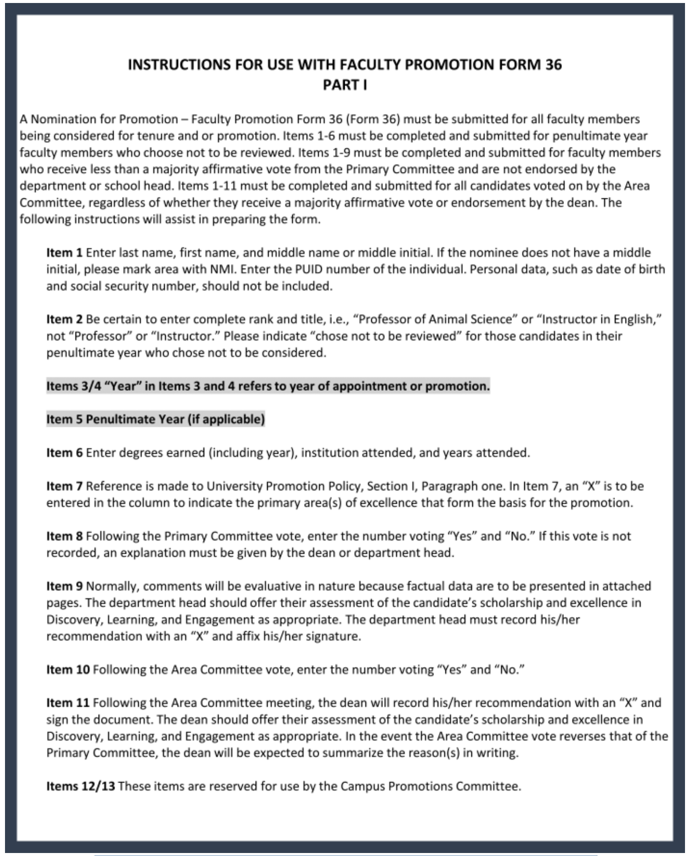
ITEMS 3B – 5 OF THE FORM 36

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 penultimate year should be provided only for tenure-track assistant professors and untenured associate professors.
- The cell for penultimate year should be blank for associate professors with tenure and all clinical/professional and research faculty.



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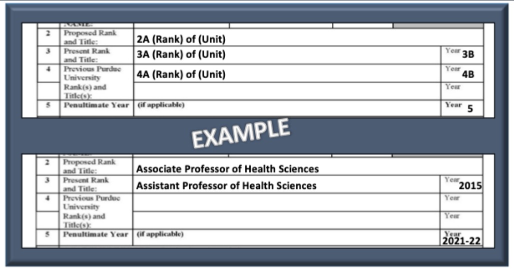


2	Proposed Rank and Title:	2A (Rank) of (Unit)	
3	Present Rank and Title:	3A (Rank) of (Unit)	Year 3B
4	Previous Purdue University Rank(s) and Title(s):	4A (Rank) of (Unit)	Year 4B
			Year
5	Penultimate Year	(if applicable)	Year 5

2	Proposed Rank and Title:	Associate Professor of Health Sciences	
3	Present Rank and Title:	Assistant Professor of Health Sciences	Year 2015
4	Previous Purdue University Rank(s) and Title(s):		Year
			Year
5	Penultimate Year	(if applicable)	Year 2021-22

ITEM 6 OF THE FORM 36

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).

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.

6	ACADEMIC RECORD (Institutions Attended)			
	Degree	Year		Years Attended
	6A	6B	6C	6D

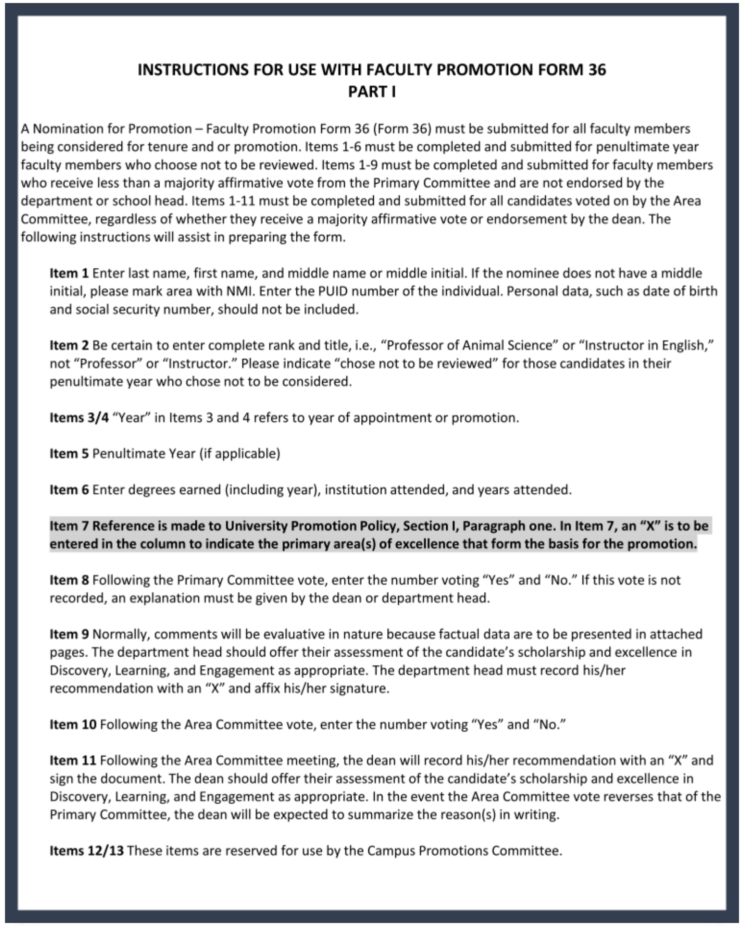
EXAMPLE

6	ACADEMIC RECORD (Institutions Attended)			
	Degree	Year		Years Attended
	Ph.D.	2013	Great State University	2010-2014
	MS	2010	Great State University	2008-2010
	BA	2006	University of Freedonia	2002-2006

ITEM 7 OF THE FORM 36

<u>Item 7: BASIS OF NOMINATION – Emphasis of Scholarship</u>

1. Promotion candidates should be sure that their heads agree with them on which box has 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.



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.

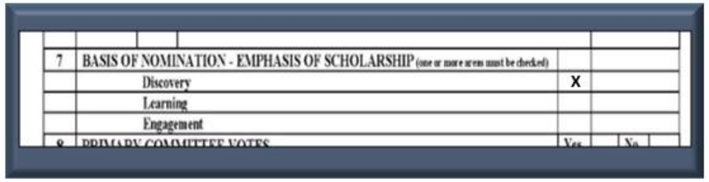
Item 8 Following the Primary Committee vote, enter the number voting “Yes” and “No.” If this vote is not recorded, an explanation must be given by the dean or department head.

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.



7	BASIS OF NOMINATION - EMPHASIS OF SCHOLARSHIP (one or more areas must be checked)	
	Discovery	X
	Learning	
	Engagement	

PROFESSIONAL COVID-19 IMPACT STATEMENT

1. This guidance is taken from “Faculty P and T Evaluation in COVID-19 Guidance," 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.

Excerpt from Equitable Assessment of Faculty Productivity During the COVID Pandemic for Promotion and Tenure 2021-22

Professional COVID-19 Impact Statement for promotion documents:

Guidelines for faculty

Note that you are not obliged to include an impact statement in your promotion document. This is not intended to be a burden or an expectation, but rather an optional tool for you to use if you so choose to best feature your professional progress despite the pandemic-related obstacles.

Provost’s statement: The header will be a statement from the Provost, explaining the reason and purpose for the COVID impact statement:

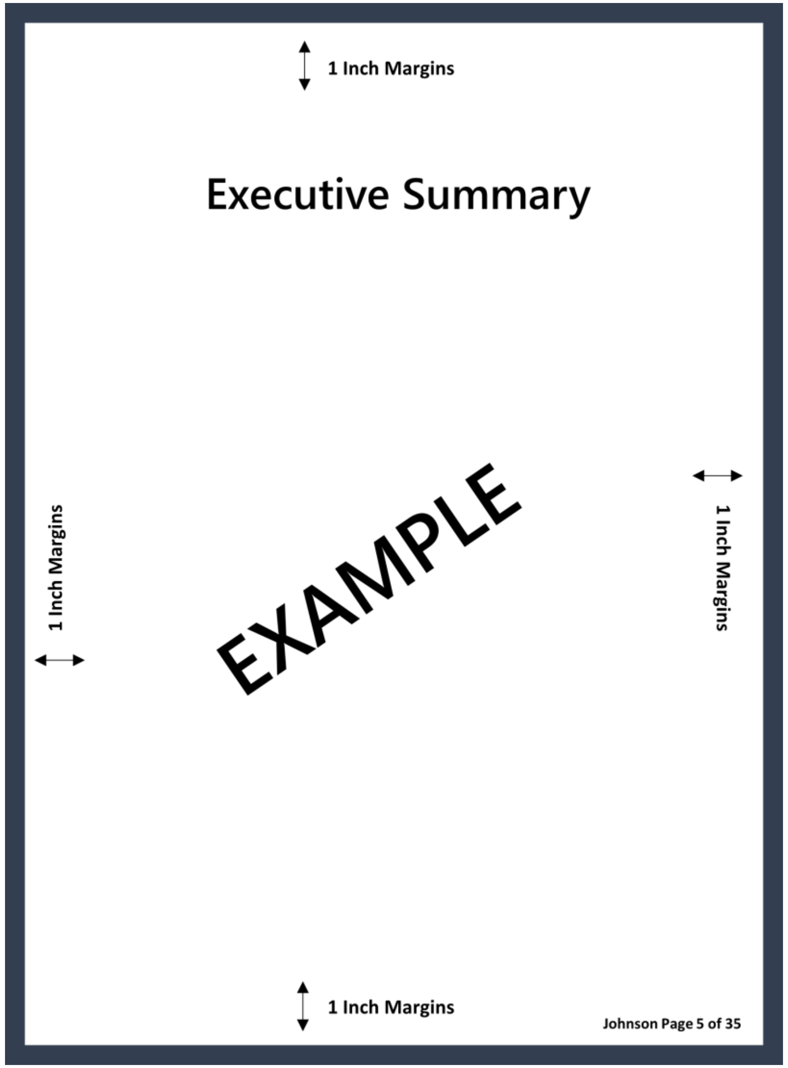
> *The COVID-19 pandemic has affected every aspect of the University’s operation and, in turn, every faculty member. We are deeply committed to the well-being and success of our faculty and acknowledge the differential and, in many cases, negative impacts of the pandemic on their work and career development. Therefore, in considering decisions about promotion and tenure, the University must evaluate each candidate’s research, teaching, engagement, and service activities within the context of the pandemic. The following Professional COVID-19 Impact Statement was prepared by this candidate, with the guidance and approval of the Provost’s office, to help create that context for the committees that will review this case.*

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.

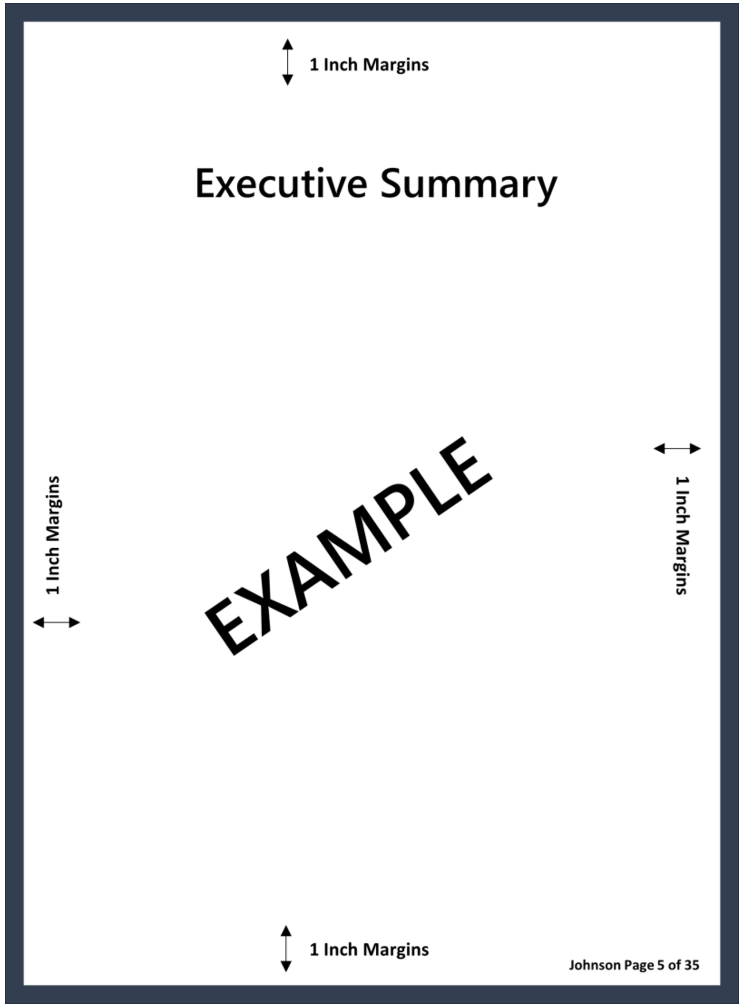
THE EXECUTIVE SUMMARY

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.



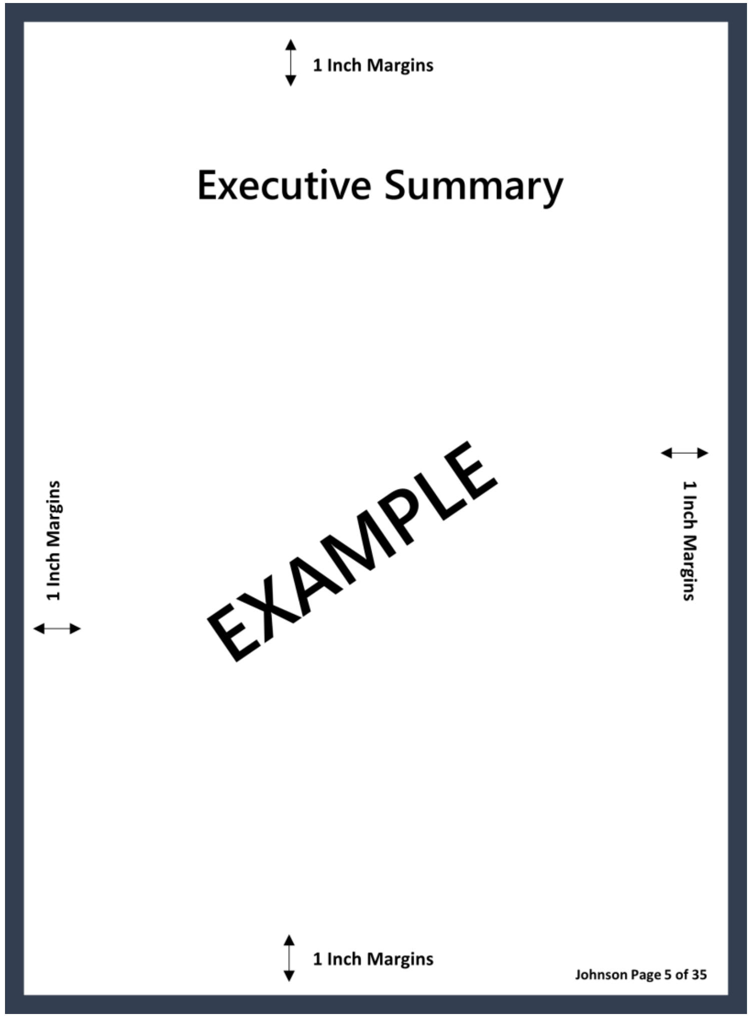
THE EXECUTIVE SUMMARY (CONT.)

6. The summary should outline the case for promotion by describing the candidate's most significant accomplishments in discovery, learning, engagement, and service.
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.



THE EXECUTIVE SUMMARY (CONT.)

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 <u>corresponding</u> 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.



THE GENERAL INFORMATION SECTION

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

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 number. **Please note: the outline below provides a guide for the 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.

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 sections. 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.3
   - 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.

THE GENERAL INFORMATION SECTION (CONT.)

4. Many promotion candidates have nothing to report for General Information items b., c., and d, and the omission of those items is not viewed negatively. When that is the case, those headings should be omitted rather than being listed with “N/A” or “None” after them. (see Slide 16, Point 12)

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.

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 not be reported 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 are provided in Addendum 1 (see Slide 74), to avoid having to repeat the same instructions in all three sections of this set of slides.

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; <u>not all sections will be relevant for all candidates.</u>

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.

DISCOVERY: 2

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 Addendum 1.

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; <u>not all sections will be relevant for all candidates.</u>

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., DURI 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.

DISCOVERY: 3 – 4

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 meetings of professional societies or 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.)

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; <u>not all sections will be relevant for all candidates.</u>

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., DURI 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.

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.

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; <u>not all sections will be relevant for all candidates.</u>

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., DURI 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.

DISCOVERY: 6

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 52.)

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.

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., DURI 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.

DISCOVERY: 7

1. Information about research grants and awards received by a promotion candidate should be placed in the Discovery section.
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 Addendum 2, which starts on Slide 86.

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.

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).

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   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.

DISCOVERY: 8

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 mentioned in Point 9.

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; <u>not all sections will be relevant for all candidates.</u>

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., DURI 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.

DISCOVERY: 9 – 10

1. Point 9 is for comments about the candidate's 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 included 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 <u>not</u> be listed in the Engagement section as evidence of service to a scientific society or professional association.

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; <u>not all sections will be relevant for all candidates.</u>

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., DURI 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.

DISCOVERY: 11

1. Candidates should consult the document(s) on their unit's promotion criteria for information on the reporting of accomplishments related to diversity, equity, and inclusion in the Discovery section.
2. Examples of accomplishments in Discovery that are related to diversity, equity, and inclusion can be found in the document, "Incorporating DEI in Promotion Documents," at https://hhs.purdue.edu/faculty-staff/promotion-and-tenure/.
3. The Form 36 instructions indicate that candidates may include accomplishments in Discovery that are related to diversity, equity, and inclusion either in a separate subsection or embedded within one or more of the previous Discovery subsections. If these accomplishments are embedded, see "Incorporating DEI in Promotion Documents" for guidance. If a separate section is used, it should be placed between Points 9 and 10.

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; <u>not all sections will be relevant for all candidates.</u>

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., DURI 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.**

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.

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.

LEARNING: 1, COURSES TAUGHT (CONT.)

4. A candidate's contribution to 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.

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.

LEARNING: 1, STUDENTS' EVALUATIONS

1. Evaluations should be provided for all courses listed for Point 1. For example, if more than 3 years of courses are listed for 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, if any courses for those years are listed for Point 1; and (b) evaluations for 2020-21 and future years. (See Slides 48 and 49.)
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 48 and 49 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. 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. If other items are reported, the two core items should be placed in the last rows of the table of student evaluations. See Slide 48 for examples. The other items on the slide are just examples. The additional items from candidates' previous course evaluations may be different.
9. Because of pandemic-related disruptions, course evaluations for Spring 2020 must be omitted.

STUDENT EVALUATIONS OF TEACHING EXAMPLE

(For 2019-2020 and Before)

STUDENT EVALUATIONS OF TEACHING EXAMPLE

(For 2019-20 and Before)

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

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.

STUDENT EVALUATIONS OF TEACHING EXAMPLE

(For 2019-20 and Before)

Course Number	HHS 52300	HHS 52300	HHS 64700	HHS 64700
Semester and Year	F/16	F/17	S/18	S/19
Enrollment	16	11	9	13
Number of Respondents	9	5	6	8
The content of this course is consistent with the objectives of the course.	4.0	4.1	4.2	4.4
The course effectively challenges me to think.	3.6	3.7	4.1	4.3
My instructor makes good use of examples and illustrations.	3.9	4.0	4.5	4.6
My instructor presents information effectively.	3.9	3.6	4.1	4.1
My instructor shows respect for diverse groups of people.	4.1	4.3	4.5	4.1
Overall, I would rate this instructor as: *	4.5	4.3	4.6	4.3
Overall, I would rate this course as: *	4.1	3.3	3.9	3.8

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.

STUDENT EVALUATIONS OF TEACHING EXAMPLE
(For 2020-2021 and BEYOND)

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.

STUDENT EVALUATIONS OF TEACHING EXAMPLE
(For 2020-21 and Beyond)

Course Number	HHS 12500	HHS 12500	HHS 52300	HHS 52300
Semester and Year	F/20	S/21	F/20	S/21
Enrollment	23	29	16	11
Number of Respondents	7	16	9	5
The class activities are well prepared and organized.	4.27	4.46	4.03	4.09
The assignments aid me in achieving the class objectives.	4.21	4.38	3.62	3.75
The projects or laboratories aid me in achieving in achieving the class objectives. [where relevant]	4.27	4.33	3.94	4.00
The examinations aid me in achieving the class objectives. [where relevant]	4.28	4.47	3.90	3.67
The instructor clearly explains material so that I can understand it.	4.11	4.39	3.83	4.36
The instructor is open to my questions and effectively answers them.	4.50	4.67	4.00	4.33
The instructor seems to care that I learned this material.	4.17	4.17	3.00	3.33
The instructor willingly makes time to help other students and me.	4.47	4.61	3.52	3.25
The instructor is fair and consistent in evaluating my performance in the course.	4.13	4.58	3.74	3.88
The instructor created a welcome and inclusive classroom environment.	4.26	4.42	4.11	4.26
The instructor challenged me to do my best work.	4.38	4.63	4.26	3.93
My instructor acknowledged and respected diverse groups of people.	4.43	4.77	4.39	4.13
The instructor taught the class in a way that was appropriate for the stated level of the course.	4.44	4.52	4.28	4.22
I understand what is expected of me in this course.	4.56	4.66	3.89	4.41
The instructor returned assignments in a timely manner.	4.87	4.73	4.16	4.52

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree

Note: Evaluations are reported as mean scores for each item.

LEARNING: 2 – 4

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.

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.

LEARNING: 5 – 7

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 and omit Point 5.
2. Point 6 focuses on candidates’ activities to promote students’ learning, as the examples in the instructions show. Activities that instead contribute to a candidate’s professional development as an educator, such as attending a workshop on the improvement of teaching, should not be listed for this point. They might be listed, for example, with Point 3, if the activities led to some innovation in courses or curricula.

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.

LEARNING: 8 – 9

1. Point 8 is not the place to report students' evaluations of a candidate's teaching. Because those evaluations are reported for Point 1, and because most teaching awards are listed for Point 10, Point 8 is almost never used as a heading in HHS promotion documents.
2. For Point 9, 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 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.

LEARNING: 9 -10

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.

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.
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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.

LEARNING: 10

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.

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.

LEARNING: 11

1. Candidates should consult the document(s) on their unit's promotion criteria for information on reporting their accomplishments related to diversity, equity, and inclusion in the Learning section.
2. Examples of accomplishments in Learning that are related to diversity, equity, and inclusion can be found in the document, "Incorporating DEI in Promotion Documents," at https://hhs.purdue.edu/faculty-staff/promotion-and-tenure/.

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.

LEARNING: 11 (CONT.)

3. The Form 36 instructions indicate that candidates may include accomplishments in promoting student's Learning that are related to diversity, equity, and inclusion either in a separate subsection or embedded within one or more Discovery subsections. If accomplishments are embedded, see "Incorporating DEI in Promotion Documents" at https://hhs.purdue.edu/faculty-staff/promotion-and-tenure/ for guidance. If a separate subsection is included, it should be placed between Points 9 and 10.

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.

LEARNING: ADDITIONAL INSTRUCTIONS

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 51).
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 sections with subheadings for "Engagement" and for "Service."
2. The instructions for the Engagement section provide an expanded definition of <u>engagement</u>, give some examples of evidence for excellence in engagement, and mention various examples of the scholarship of engagement.

Excerpt from the Form 36 Instructions

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, administrating, 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.

a) **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

ENGAGEMENT AND SERVICE: 1., ENGAGEMENT (CONT.)

3. Candidates should consult the document(s) on their unit's promotion criteria for information on reporting accomplishments related to diversity, equity, and inclusion in the Engagement section.
4. Examples of accomplishments in Engagement that are related to diversity, equity, and inclusion, along with guidance for reporting, can be found in the document, "Incorporating DEI in Promotion Documents," at https://hhs.purdue.edu/faculty-staff/promotion-and-tenure/.
5. One option for organizing the Engagement section is to describe each program separately, indicating what role the candidate has in the program and how the program is addressing important needs.

Excerpt from the Form 36 Instructions

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, administrating, 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.
- **a) 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

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 Addendum 1.)
8. Next, grants that support the program may be listed. (See Addendum 2.)
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.

Excerpt from the Form 36 Instructions

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, administrating, 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.
- **a) 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

ENGAGEMENT AND SERVICE: 1., ENGAGEMENT (CONT.)

11. The following sections might list publications, presentations, grants, and awards for the 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 the candidates made in teaching the people who attended, and whether any Purdue students assisted in the activities.

Excerpt from the Form 36 Instructions

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, administrating, 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.

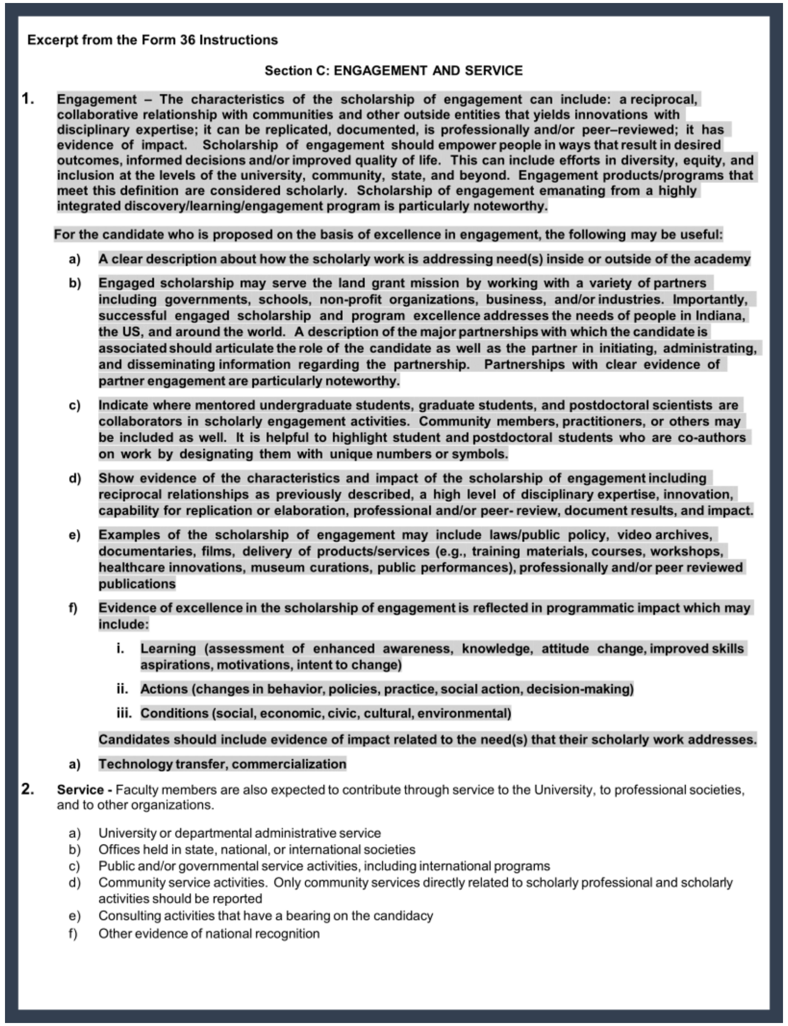
a) **Technology transfer, commercialization**

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

ENGAGEMENT AND SERVICE: 1., ENGAGEMENT (CONT.)

14. As noted in multiple places in the Form 36 instructions, evidence of the 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 Addendum 1.
16. Any grants that support the educational Engagement activities should be listed following the format described in Addendum 2.



Excerpt from the Form 36 Instructions

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, administrating, 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.

   a) **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

ENGAGEMENT AND SERVICE: 1., ENGAGEMENT (CONT.)

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 HHS 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.

Excerpt from the Form 36 Instructions

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, administrating, 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.
- **a) 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

ENGAGEMENT AND SERVICE: 2., SERVICE

1. Candidates should consult the document(s) on their unit's promotion criteria for information on reporting accomplishments related to diversity, equity, and inclusion in the Service section.
2. Examples of accomplishments in Service that are related to diversity, equity, and inclusion, along with guidance for reporting, can be found in the document, "Incorporating DEI in Promotion Documents," at https://hhs.purdue.edu/faculty-staff/promotion-and-tenure/.
3. Point 2.b) is not just for "Offices held in state, national, and international societies." This label can be changed to "Service to professional societies," and all types of professional service can be listed under this heading.

Excerpt from the Form 36 Instructions

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, administrating, 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

ENGAGEMENT AND SERVICE: 2., SERVICE (CONT.)

4. The phrase, “including international programs,” in Item 2.c, is only for international public service or governmental service activities.
5. Few HHS promotion candidates are likely to have entries for Points 2.c) and 2.d) because the public, governmental, and community service of HHS faculty is almost always related to their scholarship of engagement.
6. Moreover, some types of governmental service should be mentioned in other sections of a promotion document. For example, Slide 42 notes that service as a reviewer of grant applications submitted to federal agencies should be listed in the Discovery section, because faculty recognized for their research expertise are invited to review these applications.

Excerpt from the Form 36 Instructions

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, administrating, 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.
   a) 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

1. The Form 36 Instructions end with a brief comment about 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 the responsibility not of promotion candidates but of their unit heads. Therefore, detailed information about the external letters is in the "Supplemental Instructions for HHS Unit Heads about Faculty Promotion Documents," which is available at the URL given above. However, candidates may be involved in the selection of the external referees.

Excerpt from the Form 36 Instructions

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.

ADDITIONAL INFORMATION (CONT.)

3. To help promotion committee members evaluate the letters of evaluation from external referees, the head or someone designated by the head 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 external referees that asks them to write a letter of evaluation of the candidate's accomplishments.
5. Then copies of those letters of evaluation are added to the promotion document.

Excerpt from the Form 36 Instructions

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.

SELECTION OF EXTERNAL REFEREES

1. The University's "Operating Procedures for Granting Academic Tenure and Promotion" indicate that candidates should have an opportunity to suggest letter writers and to identify individuals who should not be asked to write a letter of evaluation.
2. Candidates are strongly encouraged to talk with their unit heads and other senior faculty before suggesting an external expert as a letter writer.

EXCERPT FROM THE PROVOST'S DOCUMENT "OPERATING PROCECDURES FOR GRANTING ACAEMIC TENURE AND PROMOTION.

A. Supporting Documents

1. Supporting documents are not required with the Nomination for Promotion form if the faculty member is in the penultimate year of his/her Probationary Period and has chosen not to be considered for promotion.

2. **Each campus must determine and clearly disseminate in writing expectations for letters of assessment that are to be included in a candidate's documentation for Tenure and promotion. The campus may allow each college/school to set these expectations. Minimally, the expectations must include the number of letters, internal versus external referees and the acceptability of the nature of referees' relationships with the candidate (e.g., collaborators, co-authors, former mentors). The Candidate can suggest letter writers and to identify those letter writers who should not be asked.**

   It should be noted to external reviewers that, under Purdue University policies, their replies will be held in confidence to the extent permitted by law. The following statement should be included in all external review letter requests:

   Candidates may request a summary of all evaluations in their file; however, sources remain confidential. We cannot guarantee that at some future time a court or government agency will not require the disclosure of the source of confidential evaluations. Purdue University will endeavor to protect the identity of authors of letters of evaluations to the fullest extent allowable under law.

UNIVERSITY AFFILIATION AND RANK OF EXTERNAL REFEREES

1. As indicated in the excerpt from the provost's memo to tenure-track and tenured faculty about promotion and tenure, the external referees should typically be affiliated with universities that are Purdue's peers or aspirational peers. The external referees should also have credentials that indicate their expertise in their fields of study. Similar statements are in the provost's memos to clinical/professional and research faculty.
2. Almost always, the external referees are professors at other universities. Faculty of lower rank should be suggested only rarely, and only with a very strong justification.

<u>Excerpt from the 5/25/23 Provost's Memo on Tenured, Tenure-Track Faculty</u>

External letters should be collected for all tenure and/or promotion cases. External letters should typically be sought from peer or aspirational peer universities. Examples of peers 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 preeminent experts at other institutions, although justification in the form of expertise credentials is expected in all cases. Deans should certify that the lists of letter-writers meet these expectations for each case going forward in their college. Letter-writers must be asked explicitly :

…to comment on the suitability of the candidate for a tenured appointment at the level of [Associate Professor/Professor, as applicable] at an institution whose goal is to be recognized as a top 5 public institution.

A minimum of 8 letters is expected for tenure and/or promotion cases, and 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 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 collaborator on a substantive project, book, article, paper, or report within the last 24 months. An exception 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 promotion Procedures document.

SUGGESTIONS FOR EXTERNAL REFEREES

1. The second paragraph of the excerpt states that a promotion document should indicate which letter writers were suggested by the candidate, which were suggested by the head or other senior faculty in the candidate's unit, and which were suggested by both. Again, the same requirement holds for clinical/professional and research faculty.
2. For HHS promotion candidates, most of the external referees should be individuals identified by the head or other senior faculty.

Excerpt from the 5/25/23 Provost's Memo on Tenured, Tenure-Track Faculty

External letters should be collected for all tenure and/or promotion cases. External letters should typically be sought from peer or aspirational peer universities. Examples of peers 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 preeminent experts at other institutions, although justification in the form of expertise credentials is expected in all cases. Deans should certify that the lists of letter-writers meet these expectations for each case going forward in their college. Letter-writers must be asked explicitly :

…to comment on the suitability of the candidate for a tenured appointment at the level of [Associate Professor/Professor, as applicable] at an institution whose goal is to be recognized as a top 5 public institution.

A minimum of 8 letters is expected for tenure and/or promotion cases, and 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 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 collaborator on a substantive project, book, article, paper, or report within the last 24 months. An exception 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 promotion Procedures document.

EXTERNAL REFEREES' RELATIONSHIPS WITH A CANDIDATE

1. As noted in the provost's memos for all categories of faculty, some individuals have relationships with promotion candidates that make them ineligible to write letters of evaluation of those candidates.
2. Although the provost's memo also refers to the possibility of including letters from collaborators in promotion documents, such letters are rare.

<u>Excerpt from the 5/25/23 Provost's Memo on Tenured, Tenure-Track Faculty</u>

External letters should be collected for all tenure and/or promotion cases. External letters should typically be sought from peer or aspirational peer universities. Examples of peers 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 preeminent experts at other institutions, although justification in the form of expertise credentials is expected in all cases. Deans should certify that the lists of letter-writers meet these expectations for each case going forward in their college. Letter-writers must be asked explicitly :

...to comment on the suitability of the candidate for a tenured appointment at the level of [Associate Professor/Professor, as applicable] at an institution whose goal is to be recognized as a top 5 public institution.

A minimum of 8 letters is expected for tenure and/or promotion cases, and 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 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 collaborator on a substantive project, book, article, paper, or report within the last 24 months. An exception 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 promotion Procedures document.

EXTERNAL LETTERS FOR CLINICAL/PROFESSIONAL AND RESEARCH FACULTY

1. The provost's memos about the promotion of clinical/professional and research faculty state that a combination of internal and external letters of evaluation of promotion candidates is acceptable. In HHS, however, the promotion documents of all categories of faculty should include only letters of evaluation from external referees.

Excerpt from the 5/25/23 Provost's Memo on Clinical/Professional Faculty & from the 5/25/23 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 collaborator on a substantive project, book, article, paper, or report within the last 24 months. An Supersedes Memoranda dated April 29, 2022, West Lafayette Campus Promotion and Tenure Policy Purdue University 4 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

1. The provost's memos for 2023-24 indicate that the promotion criteria established by the faculty of each unit should be appended to each completed promotion document. Therefore, every promotion document should have one appendix that is placed after all the external letters.
2. The documents that state the promotion criteria of each HHS unit are linked to the HHS web page for faculty promotion and tenure (https://hhs.purdue.edu/faculty-staff/promotion-and-tenure/). Some units have different documents for tenure-track/tenured faculty and for clinical/professional faculty. Promotion candidates should append only the document for their own faculty category.
3. The title of the appendix can be placed at the top of the title page of the appropriate document for promotion criteria. The title should match the name of that document on the HHS web page. For example, for all HK promotion candidates the title would be, "Criteria for Promotion for Tenure-Track, Tenured, and Clinical/Professional Faculty in the Department of Health and Kinesiology." The actual title of the document can be left as is.
4. The appendix must have the same footer as other documents (see Slide 19), and its page numbers must continue the numbering for the rest of the document.

ADDENDUM 1: REPORTING PUBLICATIONS AND PRESENTATIONS

PUBLICATIONS

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 shown on this slide 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.

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; <u>not all sections will be relevant for all candidates.</u>

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.

PUBLICATIONS (CONT.)

3. All publication references should be full citations. In most cases, that includes listing the names of all co-authors of publications and 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 because there is no expectation that promotion committee members will be reading the document on a computer connected to the internet.

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; <u>not all sections will be relevant for all candidates.</u>

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.

PUBLICATIONS (CONT.)

6. An asterisk after an author's last name denotes the "primary author(s)". <u>Primary author</u> 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 or authors is or 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.

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; <u>not all sections will be relevant for all candidates.</u>

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.

PUBLICATIONS (CONT.)

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 a 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 instruction is interpreted in their unit.

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; <u>not all sections will be relevant for all candidates.</u>

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.

PUBLICATIONS (CONT.)

11. A legend explaining the superscripts on references 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.

Washington*, G., Adams[u], J., Jefferson[g], T., and Madison[p], J. (1818). Lessons learned as leaders of a new nation. *American Journal of Science, 1,* 1-43.

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; <u>not all sections will be relevant for all candidates.</u>

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.

PUBLICATIONS (CONT.)

12. Newsletter and magazine articles should be listed in the Engagement section (see Slide 63), 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.”

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; <u>not all sections will be relevant for all candidates.</u>

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.

PUBLICATIONS (CONT.)

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 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.

PUBLICATIONS (CONT.)

16. Point 1.b.2) indicates 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 38.) It should not be included with the publications on which the candidate was a co-author.

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; <u>not all sections will be relevant for all candidates.</u>

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.

PUBLICATIONS (CONT.)

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 in a specific field of study for a journal's impact factor.

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; <u>not all sections will be relevant for all candidates.</u>

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.

PUBLICATIONS (CONT.)

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 41).

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; <u>not all sections will be relevant for all candidates.</u>

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.**

PRESENTATIONS

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 placed under the heading for "Conference Presentations" as is placed under the heading for Publications.
4. No asterisks should be used to designate the primary author(s) on a conference presentation.

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; <u>not all sections will be relevant for all candidates.</u>

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., DURI 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.

ADDENDUM 2: REPORTING GRANTS

GRANTS

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 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 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 41).

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.

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., DURI 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.

GRANTS (CONT.)

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 (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 39)

GRANTS (CONT.)

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.

GRANTS TEMPLATE

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"

<u>Template for Reporting Grants in HHS Promotion Documents</u>

[#] [Agency]

[Type of Grant]

[Title]

[Dates]

Total Amount of Award:

Amount of Subcontract (or subaward, etc.):

Candidate's Role:

GRANTS TEMPLATE (CONT.)

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.

<u>Template for Reporting Grants in HHS Promotion Documents</u>

[#] [Agency]

[Type of Grant]

[Title]

[Dates]

Total Amount of Award:

Amount of Subcontract (or subaward, etc.):

Candidate's Role:

GRANTS TEMPLATE (CONT.)

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 96, 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.

<u>Template for Reporting Grants in HHS Promotion Documents</u>

[#] [Agency]

[Type of Grant]

[Title]

[Dates]

Total Amount of Award:

Amount of Subcontract (or subaward, etc.):

Candidate's Role:

GRANTS TEMPLATE (CONT.)

8. The Total Amount of Award (note that these words <u>are</u> 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.

<u>Template for Reporting Grants in HHS Promotion Documents</u>

[#] [Agency]

[Type of Grant]

[Title]

[Dates]

Total Amount of Award:

Amount of Subcontract (or subaward, etc.):

Candidate's Role:

GRANTS TEMPLATE (CONT.)

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.).

<u>Template for Reporting Grants in HHS Promotion Documents</u>

[#] [Agency]

[Type of Grant]

[Title]

[Dates]

Total Amount of Award:

Amount of Subcontract (or subaward, etc.):

Candidate's Role:

GRANTS TEMPLATE (CONT.)

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

   Candidate's Role: 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.