

PURDUE UNIVERSITY NORTH CENTRAL FACULTY SENATE

Submission Date: 9 September 2008
Senate Action and Date:

Faculty Senate Document 08-02

Disposition, when approved:

- Chancellor
- Vice Chancellor for Academic Affairs
- Vice Chancellor for Enrollment Management and Student Services
- Registrar
- Faculty Senate Policies and Procedures Manual
- Other:

Promotion and Tenure Document

Sept. 8, 2008 draft

The purpose of this revision in the Promotion and Tenure Document format is to create an easily understood document that is based upon concepts with which most faculty are already familiar. The primary portion of this document, the cover letter and Extended Curriculum Vita, replace what was previously called Form 1.

Promotion and Tenure are two separate entities. The usual patterns occur when (1) an assistant professor receives tenure and promotion to associate professor and (2) an associate professor receives promotion to full professor. There are occasionally other patterns; one example is a faculty member hired as an associate professor who must achieve tenure.

The Promotion and Tenure submission has four parts.

1. The first part is Form 36 (PNC).

A candidate should obtain this form from the Vice Chancellor for Academic Affairs, complete it and attach it to the rest of the document. The department head and the college dean will attach their recommendation letters to this form.

2. The second part is an Extended Cover Letter.

To apply for a job, one sends a cover letter that highlights those attributes and experiences, listed in the curriculum vita (CV) or resume, that are relevant for the position. The applicant responds to those requirements and preferences in the position announcement that indicate the particular things that the employer was hoping for in a candidate. The cover letter demonstrates (explains, interprets, spins and emphasizes) that what is in the CV in fact qualifies one for the job. This cover letter is labeled "extended" because in this case, it will be more substantial than a one-page cover letter applying for a job. A faculty member should use the cover letter to indicate that he or she understands what it means to attain tenure and/or to be an associate or full professor at an institution with PNC's mission and to emphasize the ways in which he or she has contributed to that mission by establishing the credentials and amassing the experiences of a contributing member of the PNC faculty.

3. The third part is an Extended Curriculum Vita.

Most are familiar with the structure of a curriculum vita or resume. The concept is the same here with two elaborations: First, the extended CV has more sections with specific delineations in order for the candidate to demonstrate a wide variety of experiences and abilities and also because our varied fields of specialization do not all have the same categories of expectations. In this regard the candidate may not have information for all sections. Second, the extended CV asks for more explanations and details for each inclusion than is usual for an ordinary application for a position CV.

4. The fourth part is the Supporting Documents Collection.

This part is the evidence for the items in the CV. Some call it “the box.” It may be a file box, a large loose-leaf binder, a portfolio or something else, just so it is there. In the parenthetical description for the items in the CV, examples of typical inclusions are supplied to provide guidance. The lists are not exhaustive; they are typical examples.

General Guidelines: The cover letter is similar to, but possibly longer than, one applying for a faculty position. A typical extended curriculum vita may be 25 pages. The supporting documents typically fit into one file box. These are general guidelines; for any one candidate, the lengths may be more or less than these amounts. If a faculty member is requesting promotion from associate to full professor, all inclusions in the document used to advance from assistant to associate professor should be placed in an appendix and this document completed with new material. (Note: This practice for promotion to full professor is under study and may change in the future.)

Promotion and Tenure Cover Letter

To: Promotion Committees

From: Your Name and Rank, e.g., Jan M. Garvin, Assistant Professor of Danish Literature

Date: _____

Re: Request for Nomination by the Promotion Committees to the Chancellor

Extended Curriculum Vita Name

Instructions: Our fields are diverse. If a category does not apply to your discipline, it may be deleted. If a category is not listed and is important in your discipline, it may be added. Seek advice from senior faculty in your discipline, your department head and your college dean regarding omissions or additions. If an accomplishment could fit into more than one category, select the one best location, rather than double-listing it.

Current Academic Rank Held at Purdue University North Central

(Your title such as “Assistant Professor of . . . “ or “Associate Professor of . . . “ Include the semester and year that your tenure track position began if you are seeking promotion to associate professor or the year that you attained the rank of associate professor if you are seeking promotion to full professor.)

Academic Degrees Earned

(Highest first, include name of degree (give all the words after “the degree of” on your diploma), institution, date; the field and/or master’s thesis or Ph.D. dissertation title. The transcripts for degrees must be on file with the Vice Chancellor for Academic Affairs.)

Other Formal Professional Development

(A significant series of related seminars, courses, or academies covering a length of time and leading to a specific culmination of achievement or certification, fellowships, study abroad, etc., completed before or after the master’s or Ph.D. degree; provide authentication in your supporting documents.)

Other Academic Appointments

(In this institution or in others; usually this area is limited to higher education appointments. Examples are part-time instructor, continuing lecturer, visiting professor at PNC or another institution, tenure-track position at another institution, and graduate teaching or research assistant. A position as P-12 teacher could be listed here if it is relevant to the PNC appointment, Education faculty for example, or below as a public sector position. Clarify if positions were held concurrently or sequentially.)

Industrial, Business, and Public Sector Positions

(Last first, give title, duration, brief account of responsibility or accomplishments; if you have any significant evidence of accomplishment, provide it in the supporting documents. Clarify if positions were held concurrently or sequentially with each other or with higher education appointments.)

Licenses, Registrations and Certifications

(Provide a brief description if it is not familiar to most; provide copies in the supporting documents.)

Awards and Honors

(List and identify significance; place substantiating information in the supporting documents. Limit the inclusions to those applicable to higher education that represent high achievement among your peers. The award or honor may have been received before you came to PNC as long as it is relevant to your work here.)

Memberships in Academic, Professional, and Scholarly Organizations

(List names, describe the organization; describe level and time period of participation, in the order of most recent first.)

Recommendation Letters

(After you submit your document to the Promotion Committees, your department head and/or your dean will compose and attach their recommendation letters. You may also include supplemental recommendation letters from distinguished professionals whose opinions are pertinent to your performance. If you include additional letters, you should list the names, titles, and affiliations of the letter writers here and include copies of the letters in the supporting documents. Examples are letters from an officer in a professional or community organization, a journal editor, a corporation executive, and a former supervisor or chair.)

Learning / Teaching

Summary of Teaching Load

(Create a summary list for the following information. Note that ENGL 101 Sec. 01 and ENGL 101 Sec 51 would count as two sections but only one course. Once you identify the time period in the first item, use the same time period for the other items, except the last one. Typically you would begin with the first semester of your tenure-track period or the first semester after you became an associate professor. Include summer classes. Add any comments that explicate the results, such as possibly lower numbers for elective, advanced, experimental or new courses or for research or other assignments which replaced class assignments.)

	<u>Undergrad</u>	<u>Grad</u>
No. of sections taught from Fall _____ to Spring _____	_____	_____
No. of different courses taught, traditional	_____	_____
No. of different courses taught, blended (part online and part classroom)	_____	_____
No. of different courses taught, online	_____	_____
No. of contact hours taught (number of course sections x credit hours)	_____	_____
No. of students in courses	_____	_____
No. of internship, independent study, and research students	_____	_____
No. of advisees/ mentees (Use one-year average of last three years.)	_____	_____

Syllabi

(Include a copy of the most recent syllabus for each course you have taught at PNC in the supporting documents. Make a list of them in the document.)

Composite of Instructional Evaluations

(In the main body of the document, create a summary paragraph that depicts your overall evaluation scores, including any explanations that help to understand trends and any high, low, varying or missing ratings. In an appendix, present your average or mean for each questionnaire item for each class for each semester and the department and/or campus averages, following the preference of your department or college. Candidates may use the format in the Appendix or another recommended by the senior faculty in the department, the department chair or the dean.)

Major Teaching Accomplishments

- ✓ Curriculum examples (Creating a new course or significantly revising a course; playing a significant role in creating a new certificate or degree program; creating a typical course packet (report a substantial effort, such as the beginning of a textbook, under “Major Instructional Publications” in the Scholarship section of this document); coordination of a class(es) including maintenance of syllabus, textbook selection and part-time instructor assistance; developing online programs; team teaching; electronic evidence of teaching such as videotapes or DVDs.)
- ✓ Experiential or Service Learning examples (Service learning projects; assuming responsibility for clinical, on-site or experiential components of instruction; sponsoring internships, independent studies or student research projects)

- ✓ Collaboration or Interdisciplinary examples (Networking for instructional purposes with colleagues in your discipline or other disciplines at PNC, faculty at other campuses or community leaders)

Explain the contribution briefly in the document and place any substantiating information in the supporting documents.

Efforts To Improve Teaching and Professional Evaluations of Teaching

(Attending seminars to improve instruction; observing colleagues in the classroom; obtaining peer reviews; collecting revision recommendations from students; readings; engaging in substantial and documented reflective conversations with other faculty. Explain the effort briefly in the document and place any substantiating information in the supporting documents.)

Other

(This area is for other pedagogical efforts that did not fit into the previous categories.)

Discovery / Research / Scholarship

Instructions: The most important inclusions for the typical candidate are the achievements during the tenure-track or associate professor period of time at PNC. For those who had prior careers in other professions or at other higher education institutions, especially those experiences that enhance the candidate's ability to make contributions to this campus, activities may be listed that occurred before the PNC career. Explain any unique elements such as interdisciplinary endeavors or collaborations with other institutions. For each category list events from the most recent to the earliest.

Books / Monographs

(Provide reference-type listing with explanatory information about the impact of the work; include a copy of each in supporting documents.)

Peer-Reviewed Journal Publications

(Submissions that were accepted for publication after a process in which several peers critiqued the manuscript ending with a decision (typically accept, accept with minor revisions, accept pending major revision). The critique is usually single or double blind. "Refereed" may be a synonym for "peer-reviewed." Create a reference-type entry for the publication in your document and add any clarifying information describing the journal. Reporting the percent of submissions accepted is helpful, if it is available. If the journal does not follow these guidelines, such as not producing percent accepted or not clarifying the review process, feel free to explain in a comment. Place a copy of the published article in your supporting documents. At your option, you may include the reviewers' comments. Articles accepted but not yet published should be listed here as "in press.")

Peer-Reviewed Conference Presentations

(Submissions that were accepted for presentation after a process in which several peers critiqued the manuscript ending with a decision. The critique is usually single or double blind. Create a reference-type entry for the presentation in the document and add any clarifying information describing the professional organization or conference and per cent of submissions accepted, if it is available. Place a copy of the presentation in the supporting documents. If the proceedings were published, be sure the reference listing includes how to find the proceedings. If the organization does not follow these guidelines, such as not producing percent accepted or not publishing proceedings, feel free to explain in a comment.)

Patents

(Describe patents granted or in progress.)

Other Publications

(Describe other publications that do not fit into the "peer-reviewed" framework. Examples are invited articles/critiques/commentaries/reviews.)

Other Presentations

(Describe other presentations that do not fit into the “peer-reviewed” framework. Examples are invited speeches or talks and moderating panels at conferences.)

Exhibits / Shows

(Describe exhibitions of work products; shows or demonstrations of creative efforts.)

Major Instructional Publications

(Textbooks, substantial course packet, substantial training or seminar manual; provide reference-type listing with explanatory information such as number of copies purchased or distributed; include a copy of the most recent version of each in the supporting documents.)

Grant Proposals

(For successful grants, list the grant-maker, the amount of the grant, and a brief description of the project. At your option, you may list unsuccessful proposals to illustrate your efforts and growth in this area. In your supporting documents, include a copy of all the proposals you have listed.)

Peer Reviewer for Professional Conferences, Textbooks, etc.

(Describe the organization or sponsor and the activity. Include one or more examples of your review in the supporting documents.)

Scholarship in Progress

(Describe research that you have begun including type and amount of work; the status of your effort, colleagues participating, if any, and your goal. Include any accomplishments to date in the supporting documents. Examples are partial drafts of manuscripts, surveys created, experiments designed, beginning data collections and analysis efforts. Be sure to note if you have papers that have already been submitted for conferences or publication, but have not yet been evaluated.)

Service Related to Scholarship

(Examples are completion of the requirements for human subjects research known as Internal Review Board (IRB) procedures; attainment of Primary Investigator (PI) status; registering a research project as PI or under the IRB process; holding an office or committee chair position in a professional organization; serving on a professional conference planning committee, serving as an editor, board member or other key figure for a publication.)

Other

(This area is for other scholarship / discovery / research efforts that did not fit into the previous categories.)

Engagement / Service

Engagement External to PNC

(This category is primarily for paid or *pro bono* activities related to the area of professional specialization. Continuing education seminars or programs you delivered for businesses or organizations; consulting; other roles related to the area(s) of expertise; positions held or services rendered in a professional capacity. Describe the nature of the activity, the level of engagement (regional, state, national, international), the number of persons participating or affected, and the names of the businesses and organizations. Include appropriate substantiation, deliverables or assessment information in your supporting documents.)

Engagement Internal to PNC

(Service on elected or appointed committees, task forces, steering committees or other groups; assistance rendered to colleagues in the department, the college or the campus; leadership activities in faculty workshops; roles in open houses, promotion or recruiting programs. Describe the level of participation including major contributions and the duration of participation. Include any work products for important contributions in the substantiating documents.)

Civic / Community / Volunteer Service

(Include any major contributions to civic, community or volunteer services that advance the reputation of PNC.)

Other

(This area is for other engagement / service efforts that did not fit into the previous categories.)

Appendix

(Instructions: Insert one copy of the following table for each semester taught during the promotion period.)

Questionnaire Item*	Course Name	Course Name	Course Name	Course Name	Dept Avg and	Campus Avg /or
Pleased with text	0.0	0.0	0.0	0.0	0.0	0.0
Grading system clearly explained	0.0	0.0	0.0	0.0	0.0	0.0
Exams reasonable	0.0	0.0	0.0	0.0	0.0	0.0
Grades fair and impartial	0.0	0.0	0.0	0.0	0.0	0.0
Content well-organized	0.0	0.0	0.0	0.0	0.0	0.0
Effective style of presentation	0.0	0.0	0.0	0.0	0.0	0.0
Time for questions and discussion	0.0	0.0	0.0	0.0	0.0	0.0
One real strength is classroom discussions	0.0	0.0	0.0	0.0	0.0	0.0
Instructor understands course topics	0.0	0.0	0.0	0.0	0.0	0.0
Instructor answers questions	0.0	0.0	0.0	0.0	0.0	0.0
Instructor adjusts to abilities and interests	0.0	0.0	0.0	0.0	0.0	0.0
Instructor maintains rapport	0.0	0.0	0.0	0.0	0.0	0.0
Instructor makes real applications	0.0	0.0	0.0	0.0	0.0	0.0
Instructor stimulates interest	0.0	0.0	0.0	0.0	0.0	0.0
Instructor among the best teachers	0.0	0.0	0.0	0.0	0.0	0.0
Course has challenged me to think	0.0	0.0	0.0	0.0	0.0	0.0
Course among the best I have ever taken	0.0	0.0	0.0	0.0	0.0	0.0

* These items are those in effect in August of 2008 and may be changed by separate action. Any changes adopted officially will be automatically incorporated.