

Faculty Senate Handbook

for Promotion and Tenure

NOTE:

Nothing contained in this handbook is to be considered official policy except for the documents contained in Section II.

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PURDUE
UNIVERSITY
NORTH CENTRAL

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PREFACE

Academic promotion and tenure signify distinctive achievement and progress in the career of a member of the faculty. Recommendations for promotion and tenure result from an on-going and exhaustive peer review process. This process is initiated at the department level and should begin during a faculty member's first year of service with the University. This process is intended to promote a collegial environment for critique of an individual's accomplishments for purposes of improvement. It should be viewed as a process that fosters the career development of a faculty member. The process itself necessitates that an honest appraisal of an individual's work be made and that appropriate feedback be given to assist the individual for needed improvement.

This document has been prepared by the Faculty Senate as guidance in the tenure process. The members of Faculty Senate recognize the need and the responsibility for providing individual faculty with guidelines to assist in their progression toward promotion and tenure and in the preparation of a promotion document. This handbook is intended to assist faculty in understanding the University's criteria for promotion and tenure as they apply to the unique mission and character of Purdue University North Central. The criteria contained in this *Handbook* describe how the College Primary Promotion Committees, the Area Promotion Committee and the University Promotion and Tenure Committee review faculty accomplishments. It is important to realize that nothing contained in this handbook is to be considered official policy except for the documents contained in Section II.

Promotion/tenure review is a peer review process; therefore, it is a process that occasionally has changes in structure, but rarely changes in criteria. This edition of the *Faculty Handbook for Academic Promotion and Tenure* reflects the changes that have occurred since the previous edition was published in 2004. These changes include new documents that have been promulgated since the previous edition and that recognize the PNC academic autonomy in the promotion and tenure process. Some information has also been added to assist colleges in electing their promotion committees. The criteria for promotion and the guidelines for development of the promotion document remain essentially unchanged although minor changes have been made for purposes of clarification. Each faculty member's suggestions for improvement are needed and should be provided to members of the Faculty Affairs Committee of the Purdue University North Central Faculty Senate.

Remember— PNC did not hire you because we thought you would fail; we hired you because we have faith and trust in our hiring decision that you will succeed.

SECTION I

PREPARATION AND PROGRESSION TOWARD PROMOTION AND TENURE

A. UNIVERSITY / CAMPUS MISSION

Purdue University North Central (PNC) is a regional campus in the Purdue University system. As such, it is responsible to the President and Board of Trustees of the University. The University's Strategic Plan for 2008-2014 notes that "Purdue University serves diverse populations of Indiana, the nation, and the world through discovery that expands the frontiers of knowledge, learning that nurtures the sharing of knowledge, and engagement that promotes the application of knowledge."

The mission statement of PNC is based on that of the University. It states:

"The mission of Purdue University North Central, a regional campus of Purdue University is based on the tradition of a land grant university (Learning, Discovery, and Engagement).

- Through **Learning**, the primary mission of this university, the campus offers all students educational programs and services that foster student success and goal attainment in a student-centered environment.
- Through **Discovery**, the campus encourages the creation of new knowledge, products, processes and applications through research and scholarship. The cooperative efforts of students, faculty and staff are essential for success.
- Through **Engagement**, the campus partners with and assists alumni, community members, businesses and organizations. These activities involve all members of the campus, including students, through transfer of knowledge, consulting, service learning, volunteerism, economic development and related activities."

The mission of both the University and the campus rests upon the concepts of Learning, Discovery, and Engagement. Consequently, those are the three primary criteria on which promotion and tenure decisions rest.

B. UNDERSTANDING THE TERMS "LEARNING, DISCOVERY AND ENGAGEMENT"

Promotion and tenure are based on the concepts of Learning, Discovery and Engagement. These terms are taken from a report issued by the Kellogg Commission on the Future of State and Land-Grant Universities. Portions of that report read:

"By learning, we mean replacing passive modes of instruction that rely on students' acceptance of material from teachers with a more active process in which students and faculty take responsibility for their own intellectual growth, drawing from the richness and diversity available on any major university campus. And by 'students,' we mean learners throughout their lifetimes.

Faculty, in this conception, change from being the source of all knowledge, ‘the sage on the stage,’ to mentors helping lead students toward new understanding, ‘the guide on the side.’

We understand discovery to be research, scholarship, and creative activity that reveal new knowledge, integrate it into existing bodies of disciplinary work, cross-pollinate disciplines, and possibly create something entirely new.

By engagement, we refer to a redesign of basic university functions so the institution becomes even more productively involved with communities, however community is defined. Going well beyond most conceptions of public service, which emphasize a one-way transfer of university expertise to the public, the engagement ideal envisions new public/university partnerships defined by mutual respect for what each partner brings to the table.”

The official P&T Document approved by the Faculty Senate for use in this process is unofficially known as “Form 1.” This contains further, more specific information on how the faculty at PNC translate the concepts of Learning, Discovery and Engagement into practice. Although not intended to be all-inclusive, its wording should provide a beginning guide for faculty as they develop their professional development plans and move toward promotion and tenure.

C. SELECTING A MENTOR

A faculty mentor provides a new faculty member with support and guidance in adapting to PNC and the promotion and tenure process. A new faculty member should establish a mentoring relationship with one or more senior members of the faculty – preferably within your College and Department – by the end of the first year of appointment. Since the nature of the mentoring process requires a relationship of respect, trust and commitment over time, the individuals involved should mutually agree to engage in the process.

Mentoring is a very individualized process that usually takes place informally in office chats or over coffee or some other casual setting. The role of the mentor is to offer guidance, to discuss the new faculty member’s professional development plan, and to assist the new faculty member in identifying opportunities and resources that will help him or her succeed in the P&T process. An important aspect of this relationship is open, candid discussion.

D. THE PROFESSIONAL DEVELOPMENT PLAN

At the time of appointment, it is important that a new faculty member establish a personal plan for achievement in Learning, Discovery and Engagement. This plan should be developed in consultation with the respective department chair and senior faculty mentors. The plan should include reasonable and attainable goals, planned strategies to reach these goals, and benchmarks with timelines to measure progress toward the established goals. The plan should provide a blueprint for developing patterns of evidence in Learning, Discovery and Engagement. The respective department chair and senior faculty should be consulted often in this planning process to provide guidance in meeting program goals, the feasibility of the planned activity and the availability of needed resources. The plan should specify the directional focus of professional development for the individual faculty member, but should also provide for flexibility and revision over time.

To be successful in achieving promotion and tenure, it is important to demonstrate breadth and depth. Breadth means documenting accomplishment across all three areas of Learning, Discovery and Engagement. You must demonstrate competence in all three areas. Depth means that it is essential that you identify at least one of these areas in which to demonstrate “excellence.” You may select more than one area to demonstrate excellence, but be aware that the criteria for establishing excellence are higher

than the criteria for establishing competency and you will be judged by higher standards for the area(s) that you choose. Opting for all three areas is discouraged because doing so requires establishing a higher level of excellence in all three areas.

The section titled "Timeline" (see I.H below) contains a sample continuum with suggested activities for each year leading up to the tenure and promotion decision. Do not wait to become productive in the year prior to your tenure-review year. Tenure is based on your progress over the course of all the years, not just the year or two prior to tenure-review. Your document will give a more positive impression to the committee if there is evidence of a progression of growing productivity over the years than if there is only a plethora of activity in the final year or two. With your P&T Document, you are trying to demonstrate through your productivity not only that you have met the criteria for initial promotion, but that also you have the potential to achieve the rank of Associate Professor.

E. PREPARING THE PROMOTION AND TENURE DOCUMENT

Preparation of a promotion and tenure document (P&T Document) should begin during the first year of University service and be updated annually. Every year, each College Primary Promotion Committee meets in the late spring to review draft P&T Documents submitted to it and offer advice to the faculty who submit them. We recommend that faculty continually update their P&T Document and submit it each spring for this review. This is important because it gives faculty an opportunity for feedback from the entire committee. While it is also important to have a mentor, a mentor is only one voice. Feedback from the entire committee enables a faculty member to receive a diverse array of suggestions. In the annual review process, the senior faculty members should make suggestions regarding revisions of the document and recommendations regarding future progress toward promotion and tenure. Through the process of peer review, the evolving P&T Document forms the basis for determining the progression of achievement for a faculty member toward tenure and promotion.

The Promotion and Tenure submission has four parts.

1. Form 36 (PNC) – Revised January 2010: The President's Form 36 (PNC) becomes the cover page for all promotion and tenure documents. Complete and attach it to the rest of the document. Be sure to accurately identify the area(s) in which you plan to achieve excellence. The department head and the Dean of the College will attach their recommendation letters to this form.
2. Extended Cover Letter: To apply for a job, one sends a cover letter that highlights those attributes and experiences, listed in the curriculum vitae (CV) or resume, that are relevant for the position. In much the same manner, the Extended Cover Letter demonstrates (explains, interprets, and emphasizes) that what is in the Extended Curriculum Vitae (see #3 below) in fact qualifies one for promotion and tenure. A typical Extended Cover Letter might be approximately 2-4 pages and highlight who the person is as a faculty member and a member of his/her discipline. It also draws attention to important achievements/evidence in the attached Extended Curriculum Vitae. A faculty member should use the Extended Cover Letter to demonstrate that he or she understands what it means to be a tenured faculty at an institution of higher education and emphasize the ways in which he or she has contributed to the PNC mission by establishing the credentials and amassing the experiences of a contributing member of the PNC faculty.
3. Extended Curriculum Vitae (ECV): The Extended Curriculum Vitae differs from the traditional curriculum vitae in two ways. First, the ECV has more sections with specific delineations to allow for a wide variety of experiences to capture our varied fields of specialization, which may have different categories of expectations. In this regard the candidate may not have information for all sections. Unused section titles may be deleted, but the candidate must otherwise use the form as

presented. Second, the ECV asks for more explanations and evidence than a traditional CV. In this respect, evidence is important. Avoid a recitation of superlatives that lack any form of documentation. The P&T Document approved by the Faculty Senate contains suggestions on the types of activities and evidence that might generally fall into each of the categories. You should consult this for guidance when developing your initial professional development plan, but also realize that it is not all-inclusive and other activities and evidence relevant to your discipline and interests may be used. A typical ECV usually does not exceed 25 pages, but this should not be taken to mean that the document must be 25 pages. This is a general guideline; for any one candidate the lengths may be more or less than these amounts.

4. Supporting Documents Collection (“The Box”): The final part of the P&T Document is the documentation of the statements made in the ECV. 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. The purpose is to present evidence supporting the statements made in the ECV. It may include such things as copies of student and peer evaluations, articles, books, letters of recommendation dealing with teaching and research, and letters supporting outside engagement activities. This list is not meant to be exhaustive. Forms of evidence will depend on the discipline and the accomplishments of the individual faculty member.

There is no specified length for the document but a concise presentation of significant information is expected. Generally P&T Documents are in the range of 20-25 pages not including letters of support and appendix materials. The following information applies to the technical formatting of the document:

- Use portrait orientation
- 1" margin all around creating a 6.5" ruler line
- .5 header and footer
- Times Roman 12 point font (10 point font or smaller for evaluation lists)
- Tabs set every .5 (standard) creating your .5 indentions
- Hanging indents aligned as outline requires
- No right justification
- Pagination upper right with last name, 2 spaces, page # of #
- No hard returns unless end of topic
- Use of bolding and italics should be minimal

Entries within a section should be limited to a maximum of three levels of headings, with the first level specified with an Arabic number, the second with an alphabetical letter, and the third with an Arabic number within parentheses.

Example: 4. Preparation of instructional materials
 a. New courses
 (1) Textbooks

Chronological entries should be listed by year only and cited with the most recent date first.

Example: 1998-2002 Indiana Association for Institutional Research
 1993-present National Council of Teachers

A specific accomplishment should be cited only once in the document even though it may be representative of more than one of the promotion criteria. In this case, the accomplishment should be

cited in the section of the document that contributes most to the candidate's case for promotion and tenure.

Publications should be clearly separated into at least the following categories noted on the form. Scholarly publications are to be cited in the section of the document entitled "Discovery/Research/Scholarship." 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). 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: Excellence in Discovery.

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, 1985.

Logan, J. S. and Shenk*, T., "Transcriptional and Translational Control of Adenovirus Gene Expression," *Microbiological Reviews*, 46(4); 377-383, 1986.

F. ESTABLISHING EVIDENCE OF ACHIEVEMENT

Just as in writing a research paper for publication, it is important to back up the claims you make on the P&T Document with evidence. Supportive evidence of accomplishments, including detailed documentation and samples of works reported, are submitted in one of two places. If they are short materials (such as the student evaluation table, abstracts of articles, etc.), they can be placed in an appendix to the ECV. Materials that are longer than a page or two (such as copies of books, articles, letters of support, peer reviews of teaching, etc.) should be placed in "The Box" (see I.E.4 above).

Examples of evidence include, but are not limited to:

Learning	<ul style="list-style-type: none"> ● Course syllabi ● Grant proposals related to learning ● Assessment materials developed ● Unique teaching materials developed ● Student advising/mentoring materials developed ● Contributions to course, curriculum and program ● Demonstration of collaborative work with faculty and support personnel to improve student learning ● Documentation of work with dual credit and transfer programs ● Teaching awards ● Peer-review reports ● ALL copies of student evaluations (do not selectively pick comments)
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	<ul style="list-style-type: none"> • Documentation of other major teaching accomplishments • Documentation of attendance/participation in teaching seminars/workshops • Documentation of other efforts to improve teaching
Discovery	<ul style="list-style-type: none"> • Published books, articles, conference presentations, etc. • Grant proposals related to discovery • Evidence of involvement in student research/creative projects • Evidence of collaborative discovery • Peer reviews of work (preferably experts outside PNC) • Documentation of patents • Documentation of exhibits and shows • Evidence of being a peer-reviewer for a journal, conference, or publisher • Documentation for service related to scholarship • In-process works • Documentation of substantial contributions to public policy or influence upon professional practice
Engagement	<ul style="list-style-type: none"> • Grant proposals related to engagement • Documentation of engagement (internal to PNC and external), including: <ul style="list-style-type: none"> • Economic development and related activities • Faculty mentoring and/or promotion of collaborative and productive working relationships • Student recruiting • Documentation of government, industry, professional organization service, or non-profit service, including dates and offices held • Leadership roles in workshops/conferences, and other activities • Letters of support for external engagement activities • Honors, awards, and other forms of special recognition received for community outreach or leadership • Copies of any “deliverables” produced (if not proprietary in nature)
Miscellaneous	<ul style="list-style-type: none"> • Copies of licenses, registrations, and certifications • Recommendation Letters • Awards and honors

G. PROMOTION AND TENURE COMMITTEES

Once your P&T Document is submitted, there are three levels of review on the PNC campus, after which a Document that is recommended it is sent to West Lafayette for final review. The process is as follows:

1. College Primary Promotion Committee: The Primary Committee is chaired by the Dean of the College as a neutral presiding officer without vote. It is composed of twelve members as follows: (a) all of the tenured Professors in the respective College, (b) election of enough tenured Associate Professors from the College so that the total number of the Professors and Associate Professors is nine, and (c) one Professor from each of the other Colleges on campus.
2. Area Promotion Committee: The Area Committee is chaired by the Vice Chancellor for Academic Affairs as a neutral presiding officer without vote. It is composed of all tenured faculty with the rank of Professor.
3. University Promotion and Tenure Committee: The University Promotion and Tenure Committee is chaired by the Chancellor as a neutral presiding officer without vote. It consists of the Deans of the various Colleges at PNC, the Vice Chancellor for Academic Affairs, the Chair of the Faculty Senate, and one faculty member from each of the Colleges with the rank of Professor elected by the respective College.
4. West Lafayette: Once the Document is sent to West Lafayette, it is reviewed by the Provost who submits the Document for final approval by the Board of Trustees. This is usually done at the Trustees' April meeting. Although there is no guarantee, once the Document leaves the PNC campus the remaining approvals are most often *pro forma*.

H. TIMELINE

The timeline below represents a sample path toward tenure. Faculty should understand that it is a general guideline to be modified for individual circumstances and departmental or college preferences. A faculty member already advanced in the process should not panic if certain pieces are missing from his or her file or are not applicable to his or her circumstances. Consider the contents of the timeline as suggestions for what activities might be used to assist in successful attainment of tenure.

Year 1

Typically, faculty receive an initial appointment for three years. Begin now to build a record that merits a second three-year appointment.

Learning	<ol style="list-style-type: none">1. During your first year you will probably emphasize Learning with new textbooks and new preparations as well as becoming familiar with PNC practices and processes.2. Monitor your student evaluations and make changes to improve scores. Your teaching record will be a carefully scrutinized segment of your file.3. Toward the end of the year, consider requesting a peer review of your teaching, perhaps from someone in your discipline or your chair. You will need a few of these in your file and it is better to spread them out over the non-tenure years, rather than waiting until the end.
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Discovery	<ol style="list-style-type: none"> 4. Make a start on Discovery by developing a research plan. 5. Investigate peer-reviewed journals in your field to identify those that might be publication possibilities. 6. Investigate professional organizations that sponsor conferences, preferably peer-reviewed ones. Talk with someone in your discipline to give you guidance; if you are the only one at PNC in your field, reach out to someone in another university. If you can begin on an article or conference presentation, do so. 7. Toward the end of the year, be sure you have plans for the next year for a research agenda, possible journals, and possible conferences. Begin data collection, sign up, work on drafts. Some new faculty use the summer between their first and second years to focus, define, and “jump start” their research agenda.
Engagement	<ol style="list-style-type: none"> 8. Join a Department or College committee; faculty at this level may be members of the Primary Committee which will make the initial recommendation about your tenure. They need to know you. 9. Join a campus-level committee to become known outside your college. University-wide faculty will be members of the Area and University Promotion committees, who will make the second and third recommendations regarding your tenure. In this first year, being a good committee member is the goal – attending and contributing, not necessarily taking on major projects or roles. 10. Toward the end of the year, assess your engagement role. What will you continue, drop, or add? As a general rule, it is good to stay with the same group for more than a year to establish yourself and increase contributions. 11. Think externally—is there a regional, state, or national group that you are or could become a member of for community service? The closer the relationship between your expertise and the organization, the better.
Miscellaneous	<ol style="list-style-type: none"> 12. Toward the end of the year, ask yourself if you have found a faculty mentor, someone you trust, for support and advice. If you haven’t, diligently search for one. 13. Get an electronic copy of the Tenure and Promotion Document, sometimes called Form 1, and begin filling it in. The prose does not have to be perfect, but the facts need to be there. You will probably discover that the Faculty evaluation information you provide to your chair for you annual review has quite a bit of the information you need for the P&T Document. Also, scan through the “Faculty Handbook on Promotion and Tenure” and let it guide your choices. For further direction, ask for the planning documents for your department or college; it may be a strategic plan or statements of mission and priorities. What can you do to meet the standards and needs in all of these guiding documents? 14. Get a box or other storage device. Keep materials—repeat: keep materials. As time passes you will forget, so keep reminders—notices, emails, notes, etc., for events you have attended, materials you have developed, achievements you have made. If in doubt, save it; you can decide to omit it later. 15. Toward the end of the year, reflect on the balance you are establishing among Learning, Engagement, and Discovery. In the final document you present for P&T review, you will select one or more areas as your primary area of excellence, but <u>you must also document achievement in all three.</u>

