

Promotion Document for Advancing to Full Professor

Adopted by Faculty Senate 2.13.09

The purpose of this revision in the Promotion Document for Advancing to Full Professor is to create an easily understood document that is based upon concepts with which most faculty are already familiar.

Promotion and Tenure are two separate entities. The usual pattern occurs when a tenured associate professor receives promotion to full professor. There may be an occasion when an associate professor is seeking tenure and advancement to full professor.

Over-View of Document: 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.

Timing of Submission of Document: A faculty member who has achieved associate professor status will normally need five years, perhaps more, to establish a substantial reputation appropriate for full professor status. The minimum time is three years.

Mentoring: It is strongly advised that a faculty member seeking full professor status identify in the early years of the candidacy a full professor to serve as mentor by providing advice and counsel on an ongoing basis. It is further advised that the faculty member establish relationships and periodically seek assistance from full professors in addition to their mentor.

Editing of this template: This first section and the explanatory information within each category may be omitted when the document is submitted.

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 include it as the first page in the promotion portfolio. The department chair and the college dean will attach their recommendation letters to this form.

2. **The second part of the portfolio contains Letters of Endorsement by the Department Chair and the College Dean**

These letters are attached to Form 36 after the candidate submits the remainder of the **portfolio**.

3. **The third part of the portfolio is a Complete Curriculum Vita.**

Most are familiar with the structure of a curriculum vita (CV) or resume. The concept is the same here with two elaborations: First, the complete CV has more sections with specific delineations so that the candidate may demonstrate a wide variety of experiences and abilities. Because our varied fields of specialization do not have identical expectations, the candidate may not have

information for all sections. Second, the complete CV asks for more explanation-and details than a typical CV.

4. The fourth part of the portfolio is the Supporting Documents Collection.

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

General Guidelines: A typical complete curriculum vita should not exceed 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.

Promotion Document for Advancing to Full Professor Complete 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 chair 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 “Associate Professor of . . .” Include the semester and year that you attained the rank of associate 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 senior colleagues from your department or from other universities.

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 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/ those mentored (Use one-year average of last three years.) _____		

Major Contributions to Teaching/Learning

- Leadership in coordinating and developing a new curriculum with stakeholders and faculty to meet critical needs for the mission of the university. Demonstrate that the new curriculum is unique compared to the prior one, customized to specific requirements of the community, and/or path breaking in the sense of using new technology, techniques and interdisciplinary approaches that enrich and enhance learning. Provide assessment of new curriculum.
- Creation of 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)
- Development of distinctive instructional materials. Explain the significance and supply supporting evidence (peer review, student responses). Include assessment of the contribution (assessment of course and/or program).
- Instructional design (objectives, teaching-learning activities and assessment)
- Impact (Recognition received from students and other evidence of impact like regional, national and international recognition, participation in educational outreach programs and teaching awards. Explain the contribution briefly in the document and place any substantiating information in the supporting documents.)

Syllabi

(Include in the supporting documents a copy of the most recent syllabus for each course you have taught at PNC. 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. Present your average or mean for each questionnaire item for each class for each semester and the campus averages, following the preference of your department or college.)

External Review

(In the main body of the document, create a list of names, titles, and affiliations of peer evaluators and affix the reviews in an appendix. Some of the reviews may be of the course documents (syllabus, assignments, assessments, etc.). At least one must include a visit to the PNC classroom. Evaluators should be experts in the field and from institutions other than PNC.)

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 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. Provide evidence that the leadership and research activities are recognized in terms of impact outside the university community, within the broader academic environment nationally and internationally. For each category list events from the most recent to the earliest.

Publications

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, provide an explanation 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.")

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.)

Other Scholarly Publications

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

External review

The Department Chair or College Dean should solicit independent evaluation of your publications from experts in your field. The process will proceed as follows: (1) You may give your Chair or Dean contact information for universities or professional organizations which would be able to supply names for expert evaluators. The Chair or Dean will use these sources for selection of one or more expert evaluators. (2) The Chair or Dean may solicit one or more expert evaluators from other sources as well. (3) You may select one well-qualified expert evaluator in your field. The Chair or Dean will submit copies of your published articles to these individuals. The complete letters of evaluation must appear at the end of the Discovery/Research/ Scholarship section.

Presentations

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, provide an explanation in a comment.)

External review

The Department Chair or College Dean should solicit independent evaluation of your presentations from experts in your field. The process will proceed as follows: (1) You may give your Chair or Dean contact information for universities or professional organizations which would be able to supply names for expert evaluators. The Chair or Dean will use these sources for selection of one or more expert evaluators. (2) The Chair or Dean may solicit one or more expert evaluators from other sources as well. (3) You may select one well-qualified expert evaluator in your field. The Chair or Dean will submit copies of your presentations to these individuals. The complete letters of evaluation must appear at the end of the Discovery/Research/ Scholarship section.

Other Scholarly Presentations

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

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.)

Patents

(Describe patents granted or in progress.)

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.)

Engagement / Service

Engagement External to PNC

This category is primarily for paid or *pro bono* activities related to the area of professional specialization. Examples are 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. Demonstrate that the application of your skills and academic knowledge have resulted in major and measurable impacts on the performance of these organizations.

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

Appendix

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

Questionnaire Item*	Course Course Course Course Campus				Avg /or
	Name	Name	Name	Name	
Pleased with text	0.0	0.0	0.0	0.0	0.0
Grading system clearly explained	0.0	0.0	0.0	0.0	0.0
Exams reasonable	0.0	0.0	0.0	0.0	0.0
Grades fair and impartial	0.0	0.0	0.0	0.0	0.0
Content well-organized	0.0	0.0	0.0	0.0	0.0
Effective style of presentation	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
One real strength is classroom discussions	0.0	0.0	0.0	0.0	0.0
Instructor understands course topics	0.0	0.0	0.0	0.0	0.0
Instructor answers questions	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
Instructor maintains rapport	0.0	0.0	0.0	0.0	0.0
Instructor makes real applications	0.0	0.0	0.0	0.0	0.0
Instructor stimulates interest	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
Course has challenged me to think	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

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.