

*“Your Plan to Tenure: Beginning with the End in Mind”*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6: What will your tenure portfolio look like?*
Teaching/ Learning						<p>A statement of your teaching philosophy</p> <p>Courses taught with titles and numbers</p> <p>Courses developed</p> <p>Student evaluations for each course presented in a table with means</p> <p>Summary of open ended comments</p> <p>Peer observations of teaching</p> <p>Learning outcome data for courses taught</p> <p>Service learning, learning communities, first year experience activities</p> <p>Participation in teaching development workshops, seminars, etc.</p> <p>Teaching Assistant training and development</p> <p>Graduate student committee involvement</p>
Research/ Discovery						<p>A description of your research program</p> <p>Publications including <i>in press</i> and in submission</p> <p>Conference papers</p> <p>Scholarly activities, creative work, exhibitions, etc.</p> <p>Invited lectures</p> <p>Work in progress</p> <p>Grant applications</p> <p>Grants funded (title, date, amount, your role)</p> <p>Evidence of interdisciplinary activity</p> <p>Editorial service (reviewer, editorial board, editor)</p> <p>Technology commercialization</p>
Service/ Engagement						<p>Service to department</p> <p>Service to college and/or university</p> <p>Service to professional organizations</p> <p>Service/engagement in the community</p> <p>Service learning</p> <p>State, national, international engagement</p> <p>Technology commercialization</p> <p>Relevant consulting activities</p>

\*Promotion files at most institutions require letters solicited from outside referees. Typically, candidates and faculty are asked to submit names for referees, and the department chair/head chooses the referees from which letters are solicited. 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.

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### *Looking ahead - Tips and Strategies for Tenure Preparations:*

Understand what you will be evaluated on:

- Visit your department head to discuss the Promotion and Tenure process. Do this early in the process.
- Ask the department head or other senior faculty to suggest a mentor or mentors.
- Know what documents you need and if specific formats are required.

Manage the research and scholarship:

- Set research and scholarship goals, based on your department’s expectations, and generate a path to achieve them.
- Consistently solicit and develop proposals for funding.
- Build relationships across disciplines to foster new research and funding opportunities.

Budget your teaching time:

- Develop consistency in one class you can offer every year.
- Don’t take on too many brand new or “new to you” classes.
- Work with and develop dependable teaching assistants.

Be a good teacher:

- Solicit feedback from students mid term.
- Know what your students will be evaluating you on.
- Set clear expectations in your classroom and lab.
- Mentor students through your research team.
- Keep track of courses taught, outstanding students and your own instructional innovations.

Develop an engagement plan for Promotion and Tenure:

- Find connections between scholarly work and service/engagement.
- Track outside support and successful partnerships.
- Document departmental support.

*What is your strategy and how will you achieve it?*

1. What do you want to have achieved by Year 6?
2. What are the yearly goals in your plan to achieve tenure?
3. How will you manage your time to meet your yearly goals?
4. Who is or needs to be on your team to “help make your goals happen”?

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