Some Guidelines for HHS Promotion Documents  
Revised, July 9, 2015

In this document, words or sentences that are underlined have been revised for 2015.

Executive Summary

Promotion documents should include a single-spaced Executive Summary, approximately one page long, which is placed immediately after the Form 36. The Executive Summary, which should be written in the third person, should provide the broad outlines of the case for promotion by describing a candidate’s most significant accomplishments in discovery, learning, and engagement. When the primary basis for the promotion is research, the summary should show the coherence of the candidate’s research program. It should also clarify how candidates’ records fit the missions of their academic units. In particular, the summary should show whether candidates met the goals set for them when they were recruited. Candidates may be encouraged to write initial drafts of the summary, with advice and guidance from their faculty mentors and the unit head, but heads are responsible for editing the initial drafts to ensure that the final versions accurately present the candidates’ accomplishments and the significance of their work.

Section A: Discovery

1. The “Instructions for Use with President’s Form 36 say in Section A.1.d. that “It would be helpful to include where the publications [of a candidate] are ranked in one’s field (first tier, second tier, third tier).” In some fields, this kind of information is usually provided by listing the impact factor for the journal in which a publication appeared. When impact factors are listed, it is useful to include some comment in the document about what values of impact factors should be considered as high, medium, or low for a candidate’s field.

2. The Instructions for Section A.6. refer to “Research grants and awards received.” The template at the end of this document should be used to present information about these grants. Some versions of this template indicate that entries should be underlined and awards should be separated by double lines, but that specific formatting is not necessary.

3. The grant/award template should only be used for grants received, not for grant applications that are pending or for applications that were submitted but not funded. Including some information about the latter types of grant applications may sometimes be useful, but that information should not be presented using the template and should not be under the same heading as “Research grants and awards received.” Instead, pending and unfunded grant applications may be mentioned, if appropriate, in a narrative section under “Current research interests, including experimentation and other projects in process” (Section A.7.) or under “Other evidence of creative excellence” (Section A.3).

4. Promotion candidates may also have received grants for their teaching or engagement. Those grants should be listed in Section B or Section C, respectively, using the same template as for research grants.
Section B: Learning

1. The Instructions say in Section B.1. that the document should show “Courses taught during past three years (course numbers and titles).” In this listing, the courses taught each semester should be shown. In addition, the record of teaching for more than the past three years may be shown if a fuller record would more adequately demonstrate promotion candidates’ contributions to the educational programs of their units.

2. Candidates should use the table that follows these guidelines as a template for presenting the ratings of students’ evaluations of their teaching. Candidates have the option of reporting on only the two core items for evaluations of the course and of the instructor, or they may (as shown in the table) include other items as well.

3. Various types of teaching credentials besides student evaluations can be included in a promotion document. Some examples are teaching awards (including departmental awards), pedagogical articles and books whose impact can be documented, and evidence that candidates are working to improve their teaching by attending workshops, having peers evaluate their teaching, and so on.

Section C: Engagement

1. To the extent possible, reports of engagement activities should include documentation of their impact.
# Student Evaluations of Teaching Example

<table>
<thead>
<tr>
<th>Course Number</th>
<th>HHS 12500</th>
<th>HHS 52300</th>
<th>HHS 64700</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester and Year</td>
<td>F/06</td>
<td>S/07</td>
<td>F/07</td>
</tr>
<tr>
<td>Enrollment</td>
<td>17</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Number of respondents</td>
<td>7</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Instructional delivery</td>
<td>4.27</td>
<td>4.46</td>
<td>4.46</td>
</tr>
<tr>
<td>Course content</td>
<td>4.27</td>
<td>4.33</td>
<td>4.47</td>
</tr>
<tr>
<td>Content expertise</td>
<td>4.28</td>
<td>4.47</td>
<td>4.62</td>
</tr>
<tr>
<td>Course management</td>
<td>4.11</td>
<td>4.39</td>
<td>4.35</td>
</tr>
<tr>
<td>Instructor core</td>
<td>4.50</td>
<td>4.67</td>
<td>4.62</td>
</tr>
<tr>
<td>Course core</td>
<td>4.17</td>
<td>4.17</td>
<td>4.56</td>
</tr>
</tbody>
</table>
Template for Grants/Awards Received

Basic Format

1. Agency/Title of Grant:
2. Duration of Funding (Dates):
3. Total amount of award:
4. Your role:
5. If Co-PI, for how much of the total funding are you directly responsible:

EXAMPLE 1

1. Agency/Title of Grant: National Science Foundation (NSF)/Widgets of the World
2. Duration of Funding: Three (3) years (07/01/93-06/30/96)
3. Total amount of award: $180,000
4. Your role: PI
5. If Co-PI, for how much of the total funding are you directly responsible: NA

EXAMPLE 2

1. Agency/Title of Grant: National Institute on Alcohol Abuse and Alcoholism (NIAAA)/Corn Alcohol for the Masses
2. Duration of Funding: Five (5) years (01/01/93-12/31/97)
3. Total amount of award: $5 million
4. Your role: Co-PI
5. If Co-PI, for how much of the total funding are you directly responsible: $1 million