INSTRUCTIONS FOR USE WITH FACULTY NOMINATION FOR PROMOTION FORM - PRESIDENT'S OFFICE FORM 36

PART I

A Nomination for Promotion – Faculty Nomination for Promotion Form (President's Office Form 36) must be submitted for all faculty members being considered for tenure and/or promotion. Items 1-6 must be completed and submitted for penultimate year faculty members who choose not to be reviewed. Items 1-8 must be completed and submitted for faculty members who receive less than a majority affirmative vote from the Primary Committee and are not endorsed by the department or school head. Items 1-10 must be completed and submitted for all candidates voted on by the Area Committee, regardless of whether or not they receive a majority affirmative vote or endorsement by the dean. The following instructions will assist in preparing the form.

Item 1 Enter last name, first name, and middle name or middle initial. If the nominee does not have a middle initial, please mark area with NMI. Enter the PUID number of the individual. Personal data, such as date of birth and social security number, should not be included.

Item 2 Be certain to enter complete rank and title, i.e., "Professor of Animal Science" or "Instructor in English," not "Professor" or "Instructor." Please indicate "chose not to be reviewed" for those candidates in their penultimate year who chose not to be considered.

Items 3/4 "Year" in Items 3 and 4 refers to year of appointment or promotion.

Item 5 Penultimate Year (if applicable)

Item 6 Enter degrees earned (including year), institution attended, and years attended.

Item 7 Following the Primary Committee vote, enter the numbers voting "Yes" and "No." If this vote is not recorded, an explanation must be given by the dean or department head.

Item 8 The department/school head will

a) Record their recommendation for the case by checking the appropriate box.

b) Answer the following two questions by checking the appropriate box (based on the discussion in the Primary Committee).

1. Has the individual exposed students to scholarly works from a variety of political or ideological frameworks that may be within and applicable to the given academic discipline? (Yes/No)
2. Has the individual refrained from subjecting students to views and opinions concerning matters not related to the discipline or assigned course of instruction? (Yes/No)

c) Provide comments. Normally, comments will be evaluative in nature because factual data are to be presented in attached pages. The department head should offer their assessment of the candidate's scholarship and excellence in Discovery, Learning, and Engagement as appropriate. In addition, the head may choose to comment on their responses to Item 9b) above.

d) Append their signature.

Item 9 Following the Area Committee vote, enter the numbers voting “Yes” and “No.”

Item 10 Following the Area Committee meeting, the dean will

a) Record their recommendation for the case by checking the appropriate box.

b) Answer the following two questions by checking the appropriate box (based on the discussion in the Area Committee).

1. Has the individual exposed students to scholarly works from a variety of political or ideological frameworks that may be within and applicable to the given academic discipline? (Yes/No)
2. Has the individual refrained from subjecting students to views and opinions concerning matters not related to the discipline or assigned course of instruction? (Yes/No)

c) Provide comments. Normally, comments will be evaluative in nature because factual data are to be presented in attached pages. The dean should offer their assessment of the candidate’s scholarship and excellence in Discovery, Learning, and Engagement as appropriate. In addition, the dean may choose to comment on their responses to Item b) above. In the event the Area Committee vote reverses that of the Primary Committee, the dean will be expected to summarize the reason(s) in writing.

d) Append their signature.

Items 11/12 These items are reserved for use by the Campus Promotions Committee.

PART II

Additional pages are to be attached as needed to support the nomination for those who remain in consideration for promotion. In the lower right-hand corner of each page, type the last name of the nominee, followed by the page number. **Please note: the outline below provides a guide for development of the promotion document. There is no requirement that a candidate provide information/have activity in each section/sub-section and only those sections/sub-sections that are meaningful for the person being nominated should be completed.**

GENERAL INFORMATION

In addition to the Academic Record, it is suggested that the non-Purdue University professional experience be reported. Such topics as the following should be included:

a) Academic appointments
b) Industrial, business, and governmental positions
c) Licenses, registrations, and certifications
d) Citations in biographical works such as Who's Who in America, American Men and Women of Science, etc.
e) Awards and honors
f) Memberships in academic, professional, and scholarly societies.

BASIS OF NOMINATION

Section A: DISCOVERY

The following topics may be useful in listing supporting facts; not all sections will be relevant for all candidates.

1. Published work:
   a. Include a pre-amble that summarizes the publication norms in the candidate's field. This narrative should help a non-specialist gain a high-level understanding of the publication practices in the field. This may include, but is not limited to: (a) the importance of author order; (b) the relative importance of journals, conferences, invited talks, books, and performances / creative works; and (c) the relative importance or impact of publication venues (e.g., using impact factors or other discipline-specific indicators). Particular publication practices in use in given academic areas should be clearly pointed out. For example, in mathematics it has long been the custom for students to publish their theses without including the major professor as a co-author. In cases of this type, a listing of the publications of graduate students for a given professor should be included in the discussion of their contributions to the graduate program of their department. (See Part II, C-5 below.)

   b. Publications should be clearly separated into at least the following categories: books, book chapters, book reviews, bulletins, conference reports, refereed articles, review essays, etc. The arrangement of these categories is left to individual departments and schools. Peer-reviewed articles should be clearly identified. 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). Note undergraduate and graduate students and postdocs you have mentored who are co-authors on your published work. 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: Engagement and Service.

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, 2021.

Logan, J. S. and Shenk*, T., Transcriptional and Translational Control of Adenovirus Gene Expression. Microbiological Reviews, 46(4); 377-383, 2020.

c. Unpublished works may be included under the following definition:
   (1) *In-press* refers to works that have been accepted/approved in final form and are awaiting specific publication schedules.
   (2) *Submitted* refers to works that are presently in the process of review. Works "in preparation" are **not** to be included.

d. Where possible, indicate where the publications are ranked in one's field (first tier, second tier, third tier).

e. Candidates are encouraged to include a "Work in Progress" section of what work they have planned or anticipated beyond what is published.

f. When leadership cannot be readily demonstrated through conventional indicators, such as first or sole authorship, corresponding authorship, or principal investigator status, candidates are expected to clearly articulate their individual roles and contributions to collaborative work (excluding work with their own advisees) using a credit statement or an equivalent method that defines their specific contributions.

Examples:

Author A, *Author B*, ***Author C***, et al. (Year). *Title redacted. Journal Name*, Volume(Issue), pages.
I collaborated with senior and co–first authors to conceptualize the main ideas for the project. I performed several of the core analyses, including major statistical and genomic analyses, and oversaw computational workflows essential for large-scale processing. I also contributed substantially to drafting the manuscript.

Author A, ***Author B*** (Year). *Title redacted. Journal Name*, Volume(Issue), pages.
Website link. Citations: Number
> Author contributions:
The authors' responsibilities were as follows – *Author A*: conceived the study, designed the research plan, collected the data, and led the writing; *Author B*: contributed to study design, created visualizations, provided contextual analysis, and co-wrote sections of the manuscript; *Author A*, *Author B*: analyzed the data; *Author A*: had primary responsibility for the final content; and both authors: read and approved the final version of the paper.

2. Exhibition of creative work. Give dates and locations. Note undergraduate and graduate students and postdocs you have mentored who contributed to your creative work.

3. Other evidence of creative excellence.

4. Invited lectures presented at regional, national, and international society meetings and/or other educational institutions.

Example: "Outcomes of Instruction," Symposium on College Instruction, Urbana, Illinois, June 2021.

5. Evidence of the nominee's involvement in the graduate research program of their department. Such evidence would include: (a) acting as major professor for student theses, (b) significant consultation with graduate students concerning their research, and (c) direction of research in the absence of the student's major professor (specify which one) in the last five years. (Indicate number of students, list theses titles, and designate those that have been published in the conventional procedures.)

   Examples: "Analysis of Small Group Behavior," M.S., 2020 (published).
   "Criteria for Identifying Effective Farm Managers," Ph.D., 2021 (unpublished).

6. Evidence of the nominee's involvement with undergraduates in their research program. Such evidence may include, but is not limited to: (a) serving as a research mentor for honors students, (b) engaging students in research (e.g., DURI or SURF programs), and (c) mentoring students in poster and/or presentations at local, state, regional, or national meetings.

   Examples: "Analysis of Small Group Behavior," (refereed poster at meeting)
   "Criteria for Identifying Effective Farm Managers," date (refereed presentation at meeting)

7. Research grants and awards received.
   a. For research grants provide a narrative that separates federal, industry and other external funding (e.g. foundation grants) from internal funding, indicates start and end dates, specifies whether grants are current, past or pending, states the role (ideally, a summary of the contribution to the project), portion of the grant the candidate is responsible for, and lists the PI and all Co-PIs.

   Examples:

   Federal
   - Department of Defense - Important Hypersonics
   - Aug 1, 2022 – July 31, 2025
   - $350,000 (responsible for $$ or x%)
   - Author is Co-PI - Responsible for measuring thermal properties, supervising students, coordinating reporting with PI
     - PI: Earl S. Other, Mechanical Engineering

   Industry
   - Proctor & Gamble - Support for adhesion measurements
   - Aug 1, 2022 – July 31, 2025
   - $350,000
   - Sole PI - Carry out innovative testing method developments

   Internal
   - Purdue Provost Small Equipment Grant for Testing
   - Aug 1, 2022 – July 31, 2023
   - $350,000 (responsible for $$ or x%)
   - PI – Select, purchase, and ensure installation and training of new tool
   - Co-PI: Cole L. Abrator, Biochemistry

b. For internal and external awards that may not be familiar to individuals outside the candidate's field, provide significance, scope, typical number of awards/ applicants, etc.

8. Current research interests, including experimentation and other ongoing projects.

9. Evidence of interdisciplinary activity.

10. Other evidence of national or international recognition, including service as editor, member of editorial advisory board, or reviewer for professional journals.

Section B: LEARNING

For candidates whose contributions demonstrate scholarly excellence in learning, the following topics may be useful in listing supporting data; not all sections will be relevant for all candidates.

1. Courses taught during past three years (course numbers and titles**)** and any associated evaluations
2. Courses for which he/she has administrative or supervisory responsibility during past three years
3. Contributions in course and curriculum development, including substantial activity to innovate in pedagogical models and materials.
4. When leadership cannot be readily demonstrated through conventional indicators, such sole instructor or committee chair, candidates can clearly articulate their individual roles and contributions to collaborative work (excluding work with their own advisees) using a credit statement or an equivalent method that defines their specific contributions.

   Examples:
   Instructor A designed in class modules, developed all assessments, created the instructional materials, and led each class session for first 8 weeks of the course.
   In the syllabus attached, it is clearly labeled who is responsible for each unit

   As co-chair of the dissertation committee, I led the methodological guidance, helping the student design the experimental protocol, secure IRB approval, and refine data collection procedures.

   I took primary responsibility for mentoring the student's literature review and theoretical framing, meeting biweekly to review drafts and providing detailed editorial feedback.

5. Preparation of instructional materials (textbooks, laboratory manuals, statements of course objectives, student outlines, visual aids, etc.)
6. Experimentation in teaching methods and techniques
7. Special activities that relate to teaching effectiveness, which could include involvement in supervising internships, participating in study abroad or other experiential learning initiatives, and involvement in extra-curricular activities.
8. Development of and/or leading innovative educational offerings (e.g., summer institutes, student recruitment and retention initiatives, etc.)
9. Recognition received from students and other evidence of impact on students
10. Commitment to active and responsive mentoring, advising, and support of the academic success of undergraduate and graduate students and postdoctoral scientists.
11. Other evidence of teaching excellence.

Note that “special activities that relate to teaching effectiveness” could include involvement in supervising internships or overseeing student research, participating in study abroad or other experiential learning initiatives, as well as involvement in extra-curricular activities and mentoring.

Undocumented, anecdotal comments about teaching expertise should be kept to a minimum.

Section C: ENGAGEMENT AND SERVICE

1. **Engagement** – The characteristics of the scholarship of engagement can include: a reciprocal, collaborative relationship with communities and other outside entities that yields innovations with disciplinary expertise; it can be replicated, documented, is professionally and/or peer–reviewed; it has evidence of impact. Scholarship of engagement should empower people in ways that result in desired outcomes, informed decisions and/or improved quality of life. Engagement products/programs that meet this definition are considered scholarly. Scholarship of engagement emanating from a highly integrated discovery/ learning/engagement program is particularly noteworthy.

   For candidates whose contributions demonstrate scholarly excellence in engagement, the following may be useful:

   a) A clear description about how the scholarly work is addressing need(s) inside or outside of the academy

   b) Engaged scholarship may serve the land grant mission by working with a variety of partners including governments, schools, non-profit organizations, business, and/or industries. Importantly, successful engaged scholarship and program excellence addresses the needs of people in Indiana, the US, and around the world. A description of the major partnerships with which the candidate is associated should articulate the role of the candidate as well as the partner in initiating, administrating, and disseminating information regarding the partnership. Partnerships with clear evidence of partner engagement are particularly noteworthy.

   c) Indicate where mentored undergraduate students, graduate students, and postdoctoral scientists are collaborators in scholarly engagement activities. Community members, practitioners, or others may be included as well. It is helpful to highlight student and postdoctoral students who are co-authors on work by designating them with unique numbers or symbols.

   d) Show evidence of the characteristics and impact of the scholarship of engagement including reciprocal relationships as previously described, a high level of disciplinary expertise, innovation, capability for replication or elaboration, professional and/or peer-review, document results, and impact.

   e) Examples of the scholarship of engagement may include laws/public policy, video archives, documentaries, films, delivery of products/services (e.g., training materials, courses, workshops, healthcare innovations, museum curations, public performances), professionally and/or peer reviewed publications

   f) Evidence of excellence in the scholarship of engagement is reflected in programmatic impact which may include:
      i. Learning (assessment of enhanced awareness, knowledge, attitude change, improved skills aspirations, motivations, intent to change)
      ii. Actions (changes in behavior, policies, practice, social action, decision-making)
      iii. Conditions (social, economic, civic, cultural, environmental)

Candidates should include evidence of impact related to the need(s) that their scholarly work addresses and their leadership role.

g) Technology transfer, commercialization

2. Service - Faculty members are also expected to contribute through service to the University, to professional societies, and to other organizations.

a) University or departmental administrative service
b) Offices held in state, national, or international societies
c) Public and/or governmental service activities, including international programs
d) Community service activities. Only community services directly related to scholarly professional and scholarly activities should be reported
e) Consulting activities that have a bearing on the candidacy
f) Other evidence of national recognition

The following sections are to be added for internal review of promotion documents only – they should not be included in the documents shared with external evaluators.

Section D: SEA 202 ASSESSMENT

To meet the requirements of Indiana Law, the following additional information should be included.

a) The department/school head's assessment of answers to the following two questions. Heads should answer these questions based on the past annual reviews, and any additional information that they have received pertinent to this assessment.
    1. Has the individual exposed students to scholarly works from a variety of political or ideological frameworks that may be within and applicable to the given academic discipline? (Yes/No)
    2. Has the individual refrained from subjecting students to views and opinions concerning matters not related to the discipline or assigned course of instruction? (Yes/No)
b) A summary of any additional information pertinent to this assessment. Examples include a summary of any complaints received, and their resolution.
c) The candidate's optional response to the above items.

Section E: EXTERNAL EVALUATION LETTERS

Promotion files must contain all external evaluation letters solicited from outside reviewers, especially where a promotion based on national or international status is put forward. Criteria for selection of external reviewers are established annually by the Provost's Memos on Promotion and Tenure. A copy of the solicitation letter as well as the credentials and relationship to the candidate for all reviewers must be included in the nominee's promotion file. Clearly indicate who selected each letter writer (Candidate/Primary Committee/Promotion Sub-Committee/Department Head etc.).

Section F: ASSESSMENT FROM MINORITY APPOINTMENT(S)

This section is to be used for individuals with joint appointments. Attach a letter of assessment for the promotion case from the head of each department/school in which the candidate has a minority

appointment. When requested, minority appointment heads should be provided with a copy of the promotion document and external evaluation letters.