FACULTY HANDBOOK

for

ACADEMIC PROMOTION AND TENURE

and

CLINICAL TRACK FACULTY PROMOTION

A DOCUMENT OF ACHIEVEMENT IN

LEARNING • DISCOVERY • ENGAGEMENT

School of Nursing  Purdue University

Version 3.0
June 2011
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### Revision History

- **January 2004** Version 1.0, Prepared by School of Nursing Primary Promotion Committee
- **May 2010** Version 2.0 Updated by Faculty Affairs Committee Subcommittee on Faculty Evaluation
- **June 2011** Version 3.0 Revised to Reflect College of Health and Human Sciences Documents
PREFACE
The members of the Primary Committee and other faculty of the School of Nursing recognize the need and utility of providing individual faculty with guidelines to assist in preparation of promotion documents. This handbook is intended to interpret the University criteria for promotion and tenure as they apply to the unique mission and character of the School of Nursing.

The promotion/tenure review is a peer review process and therefore, ever-changing. Although changes in the process and associated documentation typically occur slowly, they do occur regularly. In view of this, the faculties recognize that this handbook must be a living document reflecting change as it occurs. Each faculty member's suggestions for improvement are needed and should be provided to either the Head or members of the Primary Committee of the School of Nursing.

The School of Nursing recognizes that faculty development is the primary prerequisite to maintaining the stature of the School. The following criteria specify how the Area Committee and Primary Committee assess faculty accomplishments.

The faculty of the School of Nursing acknowledges its responsibility to acquire, appraise, and disseminate knowledge. Faculty members are expected to communicate this knowledge to their immediate community of students and scholars, to their profession, and to society at large. The faculty also acknowledges its responsibility to serve Purdue University, the local community, the state of Indiana, the nation, and beyond.

The faculty members of the School of Nursing endorse the University's mission of learning, discovery, and engagement and also recognize its unique mission within the University. That mission is based upon the School's strong commitment to quality undergraduate and graduate learning, a commitment that is supported by allocating the most resources to teaching.

The faculty members of the School of Nursing wish to acknowledge the generous contribution by Jeff Whitten, PhD and the School of Technology, Purdue University, of their handbook for use as a template in the development of this document.

This document is dynamic. For the latest revisions and recommendations, see the shared drive on the School of Nursing website. The version number is always printed at the bottom of the document cover.
USING THIS HANDBOOK
This handbook has been prepared as a guide for faculty in documenting professional achievement. It is intended neither to be prescriptive nor proscriptive. Rather, the handbook is provided to give broad guidance to faculty seeking to set goals and to design their career plans, professional development, and activities in concert with the norm of expectations for faculty at Purdue University and the School of Nursing. This handbook is comprised of four chapters.

Chapter I provides an overview of the promotion and tenure process at the University.

Chapter II briefly summarizes expectations and criteria for the awarding of academic promotion and tenure as established by the faculty of the University and the School of Nursing. Purdue University's policies and procedures regarding promotion and tenure are sent to the faculty by the Provost at the beginning of the academic year. Each faculty member should become familiar with this information soon after appointment to the faculty.

Chapter III deals with the preparation of an individual's promotion document. Specifications regarding format are required in order to allow consistency for readers of the documents. This is particularly important for those reviewers who are not personally familiar with a candidate's work or discipline. The document, Instructions for Use with President’s Form 36, included in the appendices, provides an overview of the contents of the promotion document and suggested format. Section III elaborates on these directions. Materials should not be presented in a duplicative or redundant manner, e.g., do not repeat the same information in multiple sections. It may be appropriate, however, to speak to the integration of two areas, e.g., discovery and learning, if a faculty member’s research is in the area of learning. The section includes guidance on the procedures and processes for peer review by outside referees. It concludes with a timeline for development of the promotion and tenure document.

Preparing a profile of achievement (a one-of-a-kind file) in the format of the promotion document during the first year of service, with annual updates and revisions, is prudent practice.

Chapter IV includes references and appendices.
CHAPTER I. THE PROMOTION PROCESS

Process

Purdue’s process for promotion and tenure is described in Executive Memorandum B-48, Section II.

Tenure is a matter of policy and is not a legal obligation binding on the University. Tenure policies are subject to change by the Board of Trustees. *It is the policy of the University to renew appointments of faculty members who have attained tenured status, subject always to availability of funds, continuance of activities in the area of employment, and the absence of circumstances which would otherwise entitle the University to terminate the appointment for cause. Tenure is effective only at the particular campus of the University where it was acquired.*

Faculty promotion decisions at Purdue are based on peer review. Assistant Professors who are promoted to associate professor will automatically be tenured.

Tenure Timetable

- Those hired as assistant professors typically have a probationary period up to 6 years to earn promotion and tenure
- The 6th year is called the “penultimate year” because this is the last year in which one is eligible for tenure. This means that a faculty person has five years to develop one’s case for promotion and tenure with documents being ready for review by October of the 6th year.
- Entering associate professors have 3 years to work toward tenure. The 3rd year is the penultimate year.
- Tenure clock extensions (*when conditions and personal circumstances substantially interfere with progress toward achieving tenure*)
  - A 1-year automatic approval will be granted for birth of child and adoption provided a “Request for Tenure-Clock Extension Form” is submitted within 1 year of the occurrence and prior to the penultimate year. This provision applies to either or both parents
  - Justifiable conditions for granting exclusions include, but are not necessarily restricted to, severe illness, disability, or care-giving of a family member
  - Faculty eligible for tenure who hold part time appointments of not less than 50% are eligible to file for tenure clock extensions
  - Refer to University Senate Document 91-2, revised January 2007, for additional information about tenure-clock extensions

Level of Review

- Primary Committee: all full professors and tenured associate professors (meet in October/November)
• Area Committee: dean, heads, some or all full professors (December)
• University Committee: Provost, deans, and 7 faculty (February)
• President and Board of Trustees approval (April)

Evidence for Tenure and Promotion Process

By the beginning of the fall semester of the penultimate year, candidates for promotion and tenure will have assembled an edited, professional promotion document which will articulate the candidate’s case for promotion and tenure.

**Promotion Document Contents**

Part I:

Cover page (President’s Form 36)

Part II:

Executive Summary
General Information
Section A: Learning
Section B: Discovery
Section C: Engagement
Section D: Additional Information (Referee Reviews and Informational Letters)

Candidates will also want to assemble a portfolio of examples of their work and supporting documents such as certificates of awards, published articles, and produced media. The candidate and the head will review materials to determine what shall be sent with outside referee/external reviewer letters and what made available for the Promotion and Tenure Committee. A portfolio might include both electronic documents as well as hard copy items.
CHAPTER II. PROMOTION AND TENURE CRITERIA FOR THE SCHOOL OF NURSING

GENERAL CRITERIA FOR AWARDING OF TENURE

The expectations for achievement of tenure in the School of Nursing are the same as those for academic promotion; however, it is important to understand that tenure is a separate consideration and issue from promotion to an advanced academic rank (Associate Professor or Professor). In all cases, however, tenure is concurrently awarded with promotion to the rank of Professor or Associate Professor from a preceding rank (University Academic Procedures Manual).

In some cases tenure may be granted to faculty members in their existing rank. Achieving tenure-in-rank is an exception rather than normal practice. In some circumstances it is warranted when highly experienced faculty members are hired at the rank of Associate Professor or Professor.

The procedures used to grant tenure in rank differ from that of academic promotion. Candidates who are promoted to an advanced rank are those who receive a predetermined majority vote at all three promotion committees: Primary (school), Area (joint schools), and University. Tenure in rank decisions are first evaluated by the Primary and Area Committees. Candidates who have received affirmative promotion or tenure votes in both of these committees are forwarded to the Provost, who is ultimately responsible for all tenure in rank decisions.

GENERAL CRITERIA FOR ACADEMIC PROMOTION FOR TENURE TRACK FACULTY

In view of the School's mission, a candidate for promotion is expected, first and foremost, to have demonstrated and documented strengths in the areas of learning, discovery, and engagement, with excellence in at least one area. The expectations for promotion to associate professor and professor are different and are described in the following subsections.

It is important to recognize that candidates for promotion are evaluated on their overall achievement, not merely an inventory of individual accomplishments. In other words, candidates for promotion are evaluated on the aggregate of professional achievement including its quality, level, and impact.

Because of the School's strong learning and engagement mission, faculty members may choose to demonstrate excellence in discovery through their educational scholarship. This discovery of learning is measured by publication and presentation in appropriate environments.

Because of the School's strong learning and engagement mission, the nature of a faculty member’s discovery may be different from that of other schools in the University, but no less significant. Demonstrating the integration of learning, discovery, and engagement is highly valued in the discipline of nursing. Therefore, this handbook serves to explain expected accomplishments for nursing faculty. It also explains the sections of the promotion document in which those accomplishments should be reported.
**Scholarship in Nursing**
Faculty members have the responsibility to acquire, discover, appraise, and disseminate knowledge. Knowledge and the manner of its acquisition should be communicated to students, faculty in other fields, the nursing profession, and society at large.

Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that:
- Is significant to the profession
- Is creative
- Can be documented
- Can be replicated or elaborated
- Can be peer-reviewed through various methods (AACN, 1999, p. 1)

Inherent in this definition is the dissemination of scholarly activities throughout the academic nursing and health care communities. In nursing, rigorous scholarly inquiry often involves the realities and demands of practice. In addition to the well-established expectation of discovery, nursing has priorities for learning and engagement that are directly linked to the goals of the profession.

Therefore, scholarship in nursing is not limited to the discovery of new and unique knowledge. It also includes the transfer of the science and art of nursing from the faculty to the student in an educational environment that enhances learning and accommodates diverse learning styles. Discovery (creative endeavor and research); learning in its many forms; and practice as well as outreach activities through engagement are all valued by the School of Nursing.

**Promotion to Associate Professor**

“A success candidate [for promotion to Associate Professor] should have a significant record of accomplishment as a faculty member and show promise of continued professional growth and recognition.” (Office of the Provost, 2009, p. 2)

Candidates for promotion from the rank of Assistant Professor to Associate Professor are expected to have a solid record of performance in learning, discovery, and engagement, with excellence in one area. The key question addressed by promotion committees is:

*Has the candidate demonstrated promise for national prominence and impact through his/her (1) teaching, (2) research, creative endeavor, and scholarship[discovery] and (3) engagement, practice, and service to the University and community?*

Promotion to the rank of associate professor is based on evidence that the candidate has a significant record of accomplishment and recognition as a faculty member and demonstrates promise of continued, steady, professional and scholarly growth in the areas of discovery, learning, and engagement. Candidates for promotion/tenure are also expected to have a positive performance in the various non-teaching responsibilities that support the governance and functions of the School of Nursing.
Engagement within the profession of nursing is also defined by contribution to the improvement of societal health at the local, state, national, and/or international levels. Optimally, engagement activities will be well integrated into the scholarly growth and development of the faculty member.

Accomplishments can be documented through a variety of means including: invited professional conference presentations, appointment to local, state, national or international academic, research, or policy committees, and publication in refereed journals, textbooks, and/or government/regulatory/accreditation documents. Evaluation letters by recognized peers within the discipline and among interdisciplinary collaborators, including those from individuals independent of those suggested by the candidate, will support the promotion document.

Candidates are carefully screened to determine their potential for expanded scholarship and recognition as nursing educators. These examples are provided as suggestions and are not intended to limit the potential avenues to increased recognition. Proven methods of becoming more widely recognized as a contributing member of one’s professional reference group include but are not limited to:

- Peer recognition evidenced by: authorship of journal articles, conference proceedings, textbooks.
- Development of Instructional materials that advance the current state of practice of teaching; curriculum development, pedagogy.
- Applied research focused in an area of specialization within the candidate’s discipline.
- Active participation in appropriate nursing and interdisciplinary professional organizations.

**Promotion to Professor**

“Successful candidates [for promotion to Professor] should be recognized as authorities in their fields of specialization by external colleagues, national and/or international as may be appropriate to their academic disciplines, and be valued for their intramural contributions as faculty members.” (Office of the Provost, 2009, p. 2)

Promotion to Professor is based on the same performance categories (learning, discovery, and engagement) as promotion to associate professor; however, the relative importance of these categories is different. It should be noted that the accomplishments of a successful candidate for promotion to the rank of Professor should illustrate a history of achievement leading to national and/or international recognition. The narration should indicate how the candidate’s accomplishments in learning, discovery, and engagement combine to establish that recognition.

The key question addressed by promotion committees is:

*Has the candidate achieved national and/or international prominence and/or impact through his/her discovery, learning, and engagement? The national or international nature of this expectation results in more emphasis on scholarship and professional association.*

Candidates for promotion to professor must demonstrate a continuous record of excellence in discovery, learning, and engagement for which they have received widespread recognition at the
national and international level. Evidence must be presented that they have expanded the level of accomplishment for which they were awarded their current academic rank. Accomplishments can be documented through a variety of means including: significant scholarly and/or research publications in peer-reviewed journals, presentations at national and international professional meetings, obtaining extramural funding to support scholarly research, and peer recognition. Teaching strength is expected to continue.

At the same time, the candidate will show evidence of expanded engagement and mentoring within the School of Nursing, Purdue University, community, and profession. Engagement activities will be well integrated into the scholarly growth and development of the faculty member and may influence or create the formation of health policy. Evaluation letters by recognized peers within the discipline and among interdisciplinary collaborators, including those from individuals independent of those suggested by the candidate, will support the promotion document.

Candidates for promotion to Professor must present a record of consistent, relevant, and sustained excellence in teaching and scholarship and in addition demonstrate expanded depth, breadth, and quality of faculty service and mentoring. Grantsmanship and collaborative achievements are important avenues of demonstrating prominence. Candidates for promotion to Professor will demonstrate expanded levels of national and/or international recognition or impact. These efforts should ideally be focused on a specialization within their academic discipline and its relevant professional associations or integration of the key components of the mission of the school.

This is typically accomplished through several of the following activities:
- Significant contributions to the body of knowledge in the discipline, supported by publications such as refereed papers, instructional products, or,
- Consistent success in securing intramural and extramural funding to support learning, discovery, and/or engagement activities,
- Leadership positions and/or significant service in relevant professional associations,
- Distinctive professional service to the community, and/or
- Administrative service of superior value to the University, school, department, community, and profession.

**CRITERIA FOR EXCELLENCE IN LEARNING**

Learning is the measure of teaching. Teaching in the School of Nursing refers to the broad area of student-faculty interaction for educational purposes. A faculty member who excels in teaching guides and inspires students, maintains scholarship by sustaining breadth and depth of knowledge, and contributes to the improvement and understanding of the subject matter and the methods of teaching.

Faculty requisites for teaching effectiveness include: competence, integrity, independence, enthusiasm, a spirit of scholarly inquiry, an ability to effectively transmit information to learners, and to inspire students to do creative work. Candidates for promotion on the basis of excellence in learning are to be recognized by peers and students.
Achievements in pedagogy are measured on the basis of two dimensions of student learning: instructional delivery and instructional development. Although the degree of achievement in the two dimensions will vary, significant accomplishment in each dimension is always expected.

**Instructional Delivery**
For all candidates, excellence in effectiveness of instructional delivery must be demonstrated by a *history* of student evaluation data and peer review. Student data must include all courses taught by the candidate over the past three years.

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<tr>
<th>For Promotion to Associate Professor</th>
<th>For Promotion to Professor</th>
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<tr>
<td>Student evaluation data are expected to demonstrate consistent teaching effectiveness.</td>
<td>Student evaluation data are expected to continue to demonstrate effectiveness as a teacher over the evaluation period since the previous promotion.</td>
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<td>PICES should be consistently at or above School standard.</td>
<td>PICES should be consistently at or above School standard.</td>
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<tr>
<td>Peer evaluation demonstrates effective instructional delivery and development. Publication of original or review articles in professional journals relevant to the faculty member’s expertise.</td>
<td>Peer evaluation demonstrates effective instructional delivery and development. Publication of review articles in professional journals relevant to the faculty member’s expertise.</td>
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<tr>
<td>Development of and participation in professional teaching activities at the state and national level (evaluation summary required).</td>
<td>Development of and participation in professional teaching activities at the state, national, or global level (evaluation summary required).</td>
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<td>Awards that recognize teaching excellence.</td>
<td>Awards that recognize teaching excellence.</td>
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While candidates use the Purdue Instructor and Course Evaluation Service (PICES), it is also recognized that additional evaluation should be obtained. A small sample of student written comments may be included in the promotion document.

Teaching awards are not in all cases essential, however, they are considered evidence of excellence in instructional delivery. Criteria for the award should be shared, and the source of the award (student or peer) should be identified.

Assignment as course coordinator is considered important because it is usually assigned after recognition of superior contribution to the learning mission of the school, leadership potential, and mastery of instruction. A course coordinator is defined as an individual who is responsible for a course with multiple instructors.
Participation in national and international teaching assignments may also be used to demonstrate breadth and creativity of instructional delivery.

Interdisciplinary and cross-disciplinary cooperation in the delivery of instruction indicates both versatility and regard for the promotion of a candidate’s teaching expertise.

Faculty members are encouraged to participate in activities and efforts to improve their instructional delivery, the art of teaching, or the art of teaching within the candidate’s discipline.

Excellence in instructional delivery is necessary but not sufficient to demonstrate overall excellence in teaching. Excellence in instructional development is also required (see next subsection).

**Instructional Development**
Excellence in relevance of instructional development is also necessary to demonstrate excellence in teaching. Instructional development is defined as those activities that precede, support, and improve instructional delivery and student learning.

Course development and graduate student advisement may be considered as distinctive evidence of instructional development.

Development of special instructional materials, e.g., study guides, laboratory assignments, case studies, software tools, and courseware can be considered distinctive and significant. National publication and adoptions of printed or electronic textbooks, workbooks, case studies, tutorials, reference manuals, laboratory manuals, etc. is evidence of impact at both local and national levels. It is recognized that the publication of such instructional materials often involves greater sustained effort and time than other types of publications. An original contribution of a creative nature (e.g. CD ROM, Computer Assisted Instruction) is equivalent to the publication of a scholarly book or article.

Each member of the faculty is expected to develop instructional materials. Therefore, course syllabi, lesson plans, lecture notes, examinations, and routine visual aids are expected products of normal class preparation and are not considered special instructional materials.

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<th>For Promotion to Associate Professor</th>
<th>For Promotion to Professor</th>
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<tr>
<td>The candidate should demonstrate curriculum and/or course improvements or development that have added value to the department.</td>
<td>The candidate should demonstrate how curriculum and/or course improvements have contributed to their area of specialization within their department and/or their national or international prominence.</td>
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<tr>
<td>Course improvements that extend to multiple campuses or locations are considered distinctive.</td>
<td>Development of special instructional materials is considered distinctive if the materials have been nationally or internationally published.</td>
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<tr>
<td>Development of special instructional materials</td>
<td>Nationally adopted published work is</td>
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Innovation and experimentation in course development, instructional materials, and instructional delivery are considered important and should be approached in a scholarly way. Innovations in teaching should be shared with the professional community through workshops, peer reviewed posters and paper presentations, and refereed publications. Evidence-based practice and teaching are expected.

The successful candidate will constantly demonstrate activities directed to maintaining, improving, and expanding professional competencies within the discipline. It is important to demonstrate how this professional development has resulted in significant curriculum development or course improvement.

It is recognized that professional certification can contribute to course and curriculum development and clinical relevance. Faculty are encouraged to seek and maintain relevant certification.

Because the School of Nursing operates and maintains instructional laboratories, such as the Nursing Center for Family Health and the Center for Nursing Education and Simulation, excellence in instructional development is recognized for those faculty members who conceive, create, and maintain such laboratories. The securing of grants, gifts or donated equipment (including hardware or software) that result in program improvement is an important achievement.

The following examples demonstrate excellence in learning.

- Overall teaching abilities as reflected in student evaluations
- Teaching competence determined by peer review evaluation
- Student outcomes that reflect the impact of courses and curricular improvements
- Awards that recognize teaching excellence (both peer and student awards)
- Publication of original or review articles in professional journals relevant to faculty member’s content expertise
- Development of and participation in international teaching activities
- Interdisciplinary educational offerings
- Development and outcomes of innovative instructional materials
- Presentation of teaching innovations/methods for other nurse educators
- Publications describing innovative teaching methods in refereed journals
(Refereed publications such as journal articles are recognized as stronger scholarly achievements than reviewed or non-refereed publications. Publication of refereed and reviewed articles in sources such as educational journals and educational conference proceedings is consistent with the mission of sharing curriculum and instructional innovation with the academic community. In addition to describing curriculum ideas, innovations and pedagogy, it is expected that educational scholarship be focused on improved learning that is demonstrated through accepted methods of measurement and assessment.)

- Innovative use of technology such as development and delivery of distributive (distance) learning courses and distributive (distance) learning extension of traditional courses
- Authoring educational materials such as: study guides, case studies, software tools, and courseware
- Successful grantsmanship to support curriculum development or innovations

**CRITERIA FOR EXCELLENCE IN DISCOVERY**

Candidates for promotion using discovery as the primary criterion are expected to have an established, funded research program. Additionally, scholarly activity includes the dissemination of information that is vital to the profession and healthcare.

The following activities are examples that provide evidence of excellence in discovery:

- Significant contribution to an interdisciplinary research project, e.g., PI, Co-PI, Co-Investigator
- Consistent record of intramural and extramural funding to support research that contributes to the advancement of knowledge in nursing and/or associated interdisciplinary areas.
- Dissemination of knowledge that promotes the advancement of nursing as a profession, e.g., refereed journals, oral or poster presentations, or abstracts. (Publication of articles in sources such as periodicals, journals, monographs, white papers, technical reports, and special interest group publications is consistent with the mission of sharing applied research results and innovation with professional groups within one’s discipline, legislators, other policy-makers, and the public.)
- Authorship of a book or book chapter related to nursing or other healthcare discipline.
- Editor of a book or journal related to nursing or interdisciplinary healthcare
- Invited presentations at professional conferences, e.g., keynote, plenary, panel participation, workshop
- Serving as a reviewer for professional journals, textbooks, government or regulatory documents, or abstracts
- Serving as a review panel member for federal grants or contracts
- Directing graduate student research. Graduate student involvement in applied research projects that result in theses, clinical project reports, and publications is considered distinctive.

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<th>For Promotion to Associate Professor</th>
<th>For Promotion to Professor</th>
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<tr>
<td>Multiple-authored publications are encouraged. By the time of promotion the candidate should</td>
<td>Candidates for the rank of Professor should demonstrate a significant contribution in a</td>
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</table>
have some evidence of having a central role in authorship of publications. Although not a requirement for promotion, a candidate should demonstrate development of an area of expertise within his or her discipline.

Significant contribution to interdisciplinary scholarly work is highly valued.

Publications that are most influential in the tenure evaluation are those in peer-reviewed journals. Higher impact factor associated with journals infers greater significance of the content of the article.

At least 2 peer-reviewed publications/year

Intramural, foundation, and state/federal funding. Evidence of funded grants is considered distinctive, including interdisciplinary research.

Joint publication with students is encouraged. (See authorship guidelines endorsed by the SON faculty in 2010, in appendix)

Author and/or presenter for one podium and/or poster presentation at national/international meetings.

| focused area within the candidate’s discipline and/or contribution to an interdisciplinary team of scholars. Continued growth in scholarship that has led to a national or international reputation as a scholar is required. Evidence of sustained, consistent, and relevant record of scholarship should be demonstrated. |
| At least 2 peer-reviewed publications/year |
| Candidates should exhibit a balance of nursing specific and interdisciplinary publications. |
| First authorship is an indication of achievement of national prominence. Multi-authorship with junior faculty and graduate students is also important. Joint publication with graduate students is expected when a graduate student has contributed significantly to a project. (See authorship guidelines endorsed by the SON faculty in 2010) |
| Publications that are most influential in the tenure evaluation are those in peer-reviewed journals. Higher impact factor associated with journals infers greater significance of the content of the article. |
| Federal funding R01 or significant program grant. |
| Evidence of funded grants is considered distinctive, including interdisciplinary research. |
| Author and/or presenter for at least one podium and/or poster presentation at national/international meetings. |

**CRITERIA FOR EXCELLENCE IN ENGAGEMENT**

Engagement includes the school’s involvement in practice, service, and outreach, activities. Engagement activities are expected of all faculty. In the School of Nursing, candidates who choose engagement as their area of excellence must demonstrate this excellence in each of the
following areas: (1) community practice and public service, (2) internal service, and (3) professional association service.

The School encourages service and outreach activities that support the primary mission of the school. Optimally, engagement activities will be well integrated into the scholarly growth and development of the faculty member. The following activities provide examples of excellence in engagement.

**Practice Citizenship/School and University Service Professional Activities**

1. **Community Practice and Public Service Activities**

   Practice, outreach, and public service are those activities in which the faculty and University engage the public sector and/or contribute to economic development. These activities are central to the mission of any land grant institution such as Purdue. Examples of practice, outreach and service activities appropriate to nursing faculty may include:
   - Dissemination of health education information to the lay public through: publication of articles, and development and/or delivery of educational programs to public.
   - Provision of volunteer healthcare services to community groups.
   - Health policy development and legislative activities.
   - Demonstrated leadership in professional conferences and continuing education.
   - Participation in continuing education programs on or off the campus (including distance learning).
   - Activities that implement or support the land grant engagement concept of the University in such areas as community development.
   - Participation in, or leadership of, sponsored consulting partnerships and international programs sponsored by the school or University.
   - Sponsored or unsponsored consulting engagements or summer work experiences with government, healthcare industry, academia, or not-for-profit organizations on areas relevant to the faculty member’s expertise.
   - Participation in local, regional, and state economic development activities.
   - Participation on committees that promote inter-institutional cooperation.
   - Consultation with healthcare facilities and/or educational institutions in the local, state, national, or international community.
   - Participation in activities that contribute to the expansion of the international dimensions of the University.
   - Other professional interactions (e.g., establishing faculty internships, short courses, guest lectures, and conferences). Interdisciplinary collaborations are considered distinctive.
   - Clinical practice for the purpose of maintaining clinical excellence, certification, support and revenue generation for the School of Nursing clinics.
   - Developing and evaluating innovative healthcare programs for the School of Nursing clinics.

2. **Internal Service Activities**

   Internal service activities are those activities that directly support the department, school, University, or its statewide locations. Internal service and citizenship is expected, but not sufficient to warrant promotion or tenure.
All candidates for promotion are expected to contribute to the internal management and operation of their unit, and to public relations and citizenship for their unit. Candidates for promotion are evaluated for accomplishments in the following categories (as applicable to each candidate).

- Administrative appointments in the School or University.
- Participation in activities to promote diversity and representation of underrepresented groups in the school and University.
- Demonstrated leadership or initiative in assigned or voluntary service roles.
- Examples include task force involvement or ad hoc committees.
- Demonstrated leadership in the mentoring of junior faculty (especially important for candidates seeking promotion to Professor).
- Significant contribution to, or leadership in, standing committees of the department, school, University, or state.
- Internal participation in and contribution to program marketing, fund development, student recruitment and retention activities.
- Participation in public relations activities of the unit, e.g., Homecoming, Helen R. Johnson Leadership Conference, and Commencement.
- Leadership in academic and other University affairs.
- Creating or advising student organizations at the School or University level.

3. Professional Association and Service

In order to remain current and establish potential or realization of national recognition and impact, School of Nursing faculty should demonstrate both a balance and a record of activity and service in professional and scholarly societies.

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<tr>
<th>For Promotion to Associate Professor</th>
<th>For Promotion to Professor</th>
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<tbody>
<tr>
<td>All faculty members should be members of appropriate professional societies or organizations related to their discipline.</td>
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</tr>
<tr>
<td>Committee membership and leadership provision for local or state professional organizations.</td>
<td>Serving as a leader for state, national or international organizations. Committee membership or elected/appointed office is expected.</td>
</tr>
</tbody>
</table>

Professional involvement in professional and scholarly societies and organizations may take one or more of the following forms:

- Presentations, workshops, short courses, or seminars presented.
- Participation in conference programs as moderator, chair, or organizer.
- Participation in accreditation review boards and/or review teams.
- Service as an officer, committee chairperson, or committee member at the local, state, national, or international level.
- Service as an editor, member of an editorial board, or similar activity for a society’s or organization’s publications.
Building relationships within one’s professional and scholarly communities should begin early in a faculty member’s career. Over the course of one’s academic career, a faculty member will typically interact with many peers. Promotion to Professor requires peer reviews from external full professors who can validate the candidate’s national and/or international prominence and impact as a scholar. Networking through one or more professional associations contributes significantly to this end.
GENERAL CRITERIA FOR PROMOTION OF CLINICAL TRACK FACULTY

Clinical faculty candidates for promotion are expected to have demonstrated and documented excellence in teaching. In addition, consistent with the University's promotion criteria, candidates are to have demonstrated accomplishments in the areas of scholarship and/or service.

Such achievements generally reinforce the primary teaching emphasis. Because of the School's strong teaching mission, the nature of a clinical faculty member's scholarship and service may be different from that of other schools in the University.

Specific Standards:
1. Criteria for Promotion to Clinical Assistant Professor
   A candidate for promotion to Clinical Assistant Professor should have a master's degree in nursing with national certification and a minimum of three years of clinical practice. Successful candidates must exhibit expertise in clinical practice and be qualified to participate in the education program of the School of Nursing. Each candidate must also have a primary commitment to assist the School in meeting its programmatic need for clinical services and instruction.

2. Criteria for Promotion to Clinical Associate Professor
   A candidate for promotion to Clinical Associate Professor should maintain current national certification, have a significant record of accomplishment as a faculty member and show promise of continued professional growth and recognition. Successful candidates must demonstrate excellence in teaching and clinical practice and have a primary commitment to assist the School of Nursing in meeting its programmatic need for clinical services and instruction. They are also expected to have accomplishments or potential for national prominence in their field.

3. Criteria for Promotion to Clinical Professor
   A candidate for promotion to Clinical Professor should maintain current national certification. Successful candidates must demonstrate an extremely high level of professional accomplishment in teaching, service, and clinical professional practice, and must be recognized by their peers at the national level.

4. Criteria for Excellence in Learning
   Teaching excellence is the primary focus of clinical faculty. It is expect that the majority of evidence for promotion will be from this area. As experts in clinical practice, clinical faculty may have teaching assignments in both the classroom and clinical settings. Clinical faculty are expected to demonstrate clinical competency through maintaining national certification and a combination of professional and scholarly activities. The following examples demonstrate excellence in learning.
   - Overall teaching abilities as reflected in student evaluations
   - Teaching competence determined by peer review evaluation
   - Student outcomes that reflect the impact of courses and curricular improvements
   - Awards that recognize teaching excellence (both peer and student awards)
• Publication of original or review articles in professional journals relevant to faculty member’s content expertise
• Development of and participation in international teaching activities
• Interdisciplinary educational offerings
• Development and outcomes of innovative instructional materials
• Presentation of teaching innovations/methods for other nurse educators
• Publications describing innovative teaching methods in refereed journals
• Innovative use of technology such as development and delivery of distributive (distance) learning courses and distributive (distance) learning extension of traditional courses
• Authoring educational materials such as study guides, case studies, software tools, and courseware
• Successful grantsmanship to support curriculum development or innovations.

5. Criteria for Excellence in Discovery
Because the primary role of clinical faculty is the support of the School's teaching mission, there may be limited opportunity to participate in funded research. However, there are opportunities to identify and investigate clinical nursing problems. The level of participation in funded or other research endeavors may be as a research team member. Creative endeavor is also recognized as a part of scholarly activity. The following examples demonstrate excellence in discovery.
• Dissemination of information about teaching innovations, clinical nursing practice, or instructional materials e.g., peer-reviewed journals, oral or poster presentations, or abstracts. Over a two-year period, clinical faculty are expected to be author/presenter for at least one podium or poster presentation at state, regional, national or international meeting and at least one peer-reviewed publication or two non-peer-reviewed articles that reflect the clinical expertise of the faculty person.
• Serving as a reviewer for textbooks, professional journals, or abstracts.
• Creative work that supports clinical nursing practice.
• Development of instructional materials that support clinical practice or education.
• Participation as an item writer for national certification exams.

6. Criteria for Excellence in Engagement
School and University service directly support the achievement of the School's mission. All clinical track candidates for promotion are expected to contribute to School and/or University service in addition to demonstrating excellence in professional or community service. The following examples demonstrate excellence in engagement:
• Active participation in School or University committees
• Participation in student recruitment and retention activities
• Faculty advisor for student organizations
• Mentoring activities for clinical faculty or students
• Clinical practice for the purpose of maintaining clinical excellence, certification, and support of the School of Nursing clinics.

The following activities are some examples of professional service:
• Active membership in professional nursing organizations
• Leadership role in professional nursing organizations
• Participation in professional conferences
• Participation on accreditation review boards.

The following activities, among others, are examples of **community service**:
• Consultation with healthcare facilities in local, state, national, or international communities
• Publication of health education articles for the lay public
• Provision of volunteer healthcare services to community groups.
CHAPTER III. PREPARATION OF THE PROMOTION DOCUMENT

INTRODUCTION
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 exhaustive peer review at the department, School, and University levels, as well as external reviews (outside referees) from individuals who have distinguished themselves in the candidate’s discipline.

In order for a candidate's achievements and potential to be effectively communicated to the Primary, Area, and University Committees, a comprehensive document must be prepared. This document should present a thorough and full profile of a candidate, including professional preparation, as well as achievements in learning, discovery, and engagement.

Chapter III will guide individuals in the preparation of their promotion and tenure credentials (commonly referred to as the "Promotion Document"). The guidelines contained herein are not intended to restrict, constrict, or otherwise limit the latitude of an individual in developing a document that most appropriately represents a comprehensive and accurate profile of the candidate's professional achievements.

Every effort has been made to assure consistency with the aforementioned instructions for preparation of promotion/tenure documents distributed by the Office of the Provost. A thorough study of the above referenced instructions should be made prior to preparation of a document. Provided within this section is information which amplifies and expands the general instructions distributed by the University, particularly those areas in which the School of Nursing faculty are most commonly involved.

HOW TO USE CHAPTER III
Chapter III has been prepared in the form of an outline, with supplemental instructions. The outline format is recommended for most documents; however, narratives are typically included within the structure of the outline. Items have been included for the purpose of providing stimulus to the individual who might overlook important entries. Items are organized in a manner typical of common practice in order to help the candidate present information in a consistent format suitable for the review by Primary, Area, and University Committees.

WHEN TO START
New faculty should begin to document achievements as soon as possible after beginning employment. Faculty are encouraged to begin by creating a promotion portfolio or one-of-a-kind file into which detailed documentation and samples of their work can be collected for later reference. Annual merit documents can be generated from this documentation, as criteria for merit are in concert with criteria for promotion and tenure.

Supporting documentation is submitted or made available to the Department Head and/or Primary Committee on an annual basis for purposes of progress reviews and for final promotion consideration. A promotion document is submitted annually for review, starting in the first or second year of employment. Faculty can expect annual feedback about their progress towards attaining promotion and tenure.
The promotion document “in progress” becomes the first section in such a portfolio.

If a faculty member starts and diligently maintains the promotion portfolio or equivalent, the preparation of the final promotion document will be greatly simplified. The promotion document then serves as a summary of their accomplishments that have been collected in their portfolio.

The remainder of this section includes *Promotion Portfolio Hints* (in italic type) that will help candidates determine appropriate information for a portfolio.

**GENERAL DIRECTIONS**
The document itself must be prepared in a most professional format following all rules of grammar and style, and adhere to strict APA guidelines.

Although there are no absolute size restrictions, consistent history suggests that document size be approximately:

<table>
<thead>
<tr>
<th>Candidates for Associate Professor</th>
<th>20 pages</th>
<th>Page limits include the President’s Form 36 cover sheet as well as the Candidate’s Summary pages, but exclude any attachments and external evaluation letters.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates for Professor</td>
<td>25 pages</td>
<td>Same as above</td>
</tr>
</tbody>
</table>

The candidate’s last name should appear in the lower right-hand corner of each page, followed by the page number. Use only those topics that are meaningful for the candidate’s nomination.

When the promotion document is completed, duplicate documents back-to-back, stapling materials in the upper left-hand corner.

Chronological entries (year only) in all sections should be cited as most recent first. The following is a sample list:

- 2011- present  Sigma Theta Tau International
- 2010-2011  American Lung Association Health Advisory Board
- 2006-2012  Oncology Nursing Society

Notice in the above sample that the first date in a range of dates determines its sequence in the list of chronological entries.

The document should be formatted as follows:

- Use 1” margins—top, bottom, left, and right.
- Use 12 point Times New Roman font (or equivalent). The only exception to this rule is for formatting tabular data (such as teaching evaluation scores).
- Use single-spacing.

Entries within any major section (e.g., Learning) should be limited to a maximum of three levels of hierarchy, with the first level specified with an Arabic number (with a boldfaced heading), the
second with an alphabetic letter, and the third with an Arabic number within parentheses. For example:

1. Preparation of instructional materials
   a. Textbooks
      (1) Insert specific textbook citation

REDUNDANCY CAUTION
While a specific accomplishment may be representative of more than one of the promotion criteria, it should only be cited in one section of the document. Duplicate entries may be misinterpreted as “padding the document,” and influence evaluators to question the quantity or substance of the candidate’s accomplishments. In such cases, cite the accomplishment in the section of the promotion document that contributes most to the candidate’s case for promotion and tenure.

CONSISTENCY AND DUE CREDIT CAUTION
School of Nursing faculty frequently team in curriculum development and scholarly activities. For this reason, publications and other achievements may legitimately be cited in multiple documents, possibly documents considered for promotion in the same academic year. It is exceedingly important that citations for the same publication or accomplishment be consistent, if not identical.

For example, citations of the same publication in different promotion documents should cite the same authors, in the same sequence, with the same level of participation or credit, and the same title, sources, and page numbers. In all cases, the sequence of author names must precisely match the sequence in the actual publication.

In some School of Nursing courses, instructional materials have been developed over a cumulative number of years by many faculty and staff who have taught the course. All faculty and staff who have contributed should be cited as authors for such locally published publications, including those individuals who may no longer be employed by the school or University.

MENTORING
It is recommended that regular counsel with senior faculty and the Head be done during preparation of promotion and tenure documents, in addition to planning individual academic career goals in the School of Nursing. Senior faculty may be approached about sharing their documents as a model.

DOCUMENT OUTLINE AND INSTRUCTIONS
The following pages outline possible sections that may be included in a promotion document, along with instructions and guidelines for completing the document.

PROMOTION DOCUMENT ORGANIZATION
The following elements and sections are part of a promotion document. Start each of the sections on a new page.
PART I

Cover Page—President’s Form 36 (included on subsequent page)
The President’s Form 36 becomes the first page of the document when a primary committee recommends a candidate for promotion. The Head usually completes this form. The Dean and Provost add information as the promotion document moves forward through the promotion and tenure process.

If a tenure-track assistant professor has received a tenure-clock extension, it is useful to mention the extension (but not to detail the reason for it) in the section for “Comments by Head of Department (or School).” Doing so forestalls questions about why the entry on the Form 36 for “penultimate year” is the same as that for other candidates whose initial appointment at Purdue began a year later.

PART II

Executive Summary
Promotion documents can be more persuasive if they include a one-page (single-spaced) Executive Summary immediately after the Form 36. The Executive Summary should provide the broad outlines of the case for promotion, including the most significant accomplishments in discovery, learning, and engagement. When the primary basis for the promotion is research, the summary should show the coherence of a candidate’s research program. It should also clarify how candidates’ records fit the missions of their units. In particular, the summary should show whether candidates met the goals set for them when they were recruited. Candidates should be encouraged to write the summary themselves, with advice and guidance from their faculty mentors and the unit head, but it should be written in the third person (College of HHS guideline).

General Information
For most candidates, the General Information section should be limited to two or three pages. The primary purpose is to introduce the candidate’s work history, awards, certifications, and professional interests. It is suggested that non-Purdue University professional experience be reported. Do not repeat what is in the Executive Summary.

Section A: Learning (Teaching)
Creative and scholarly accomplishments that directly reinforce the candidate’s credentials for excellence in teaching are typically recorded here, not in a Discovery section.

Section B: Discovery (Creative Endeavor, Research, Scholarship)
A Discovery section represents creative and scholarly accomplishments that have significantly contributed to the discovery of new knowledge.

Section C: Engagement (Extension, Service, and University Outreach Activities)
Because service and outreach typically represent a secondary strength for most School of Nursing candidates, the Engagement section will usually be smaller than the Learning (Teaching) section. Generally speaking, the secondary strength sections will be smaller than the area of primary focus.
Section D: Additional Information (Referee Reviews and Informational Letters)

Promotion files must contain all letters solicited from outside referees (minimum of 5). This process allows for external review of the candidate and is especially important where a promotion based on national or international status is put forward. Letters received from others not outside referees are informational letters. Inclusion of these letters should be discussed with the unit head.
President’s Office Form 36  
NOMINATION FOR PROMOTION  

<table>
<thead>
<tr>
<th></th>
<th>FULL NAME:</th>
<th>Last</th>
<th>First</th>
<th>Middle Initial</th>
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<tr>
<td>1</td>
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<td>Present Rank and Title:</td>
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<td></td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>3</td>
<td>Previous Purdue University Rank(s) and Title(s):</td>
<td></td>
<td></td>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>4</td>
<td>Penultimate Year (if applicable)</td>
<td></td>
<td></td>
<td></td>
<td>Year</td>
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<tr>
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<td>ACADEMIC RECORD (Institutions Attended)</td>
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<tr>
<td>6</td>
<td>Degree</td>
<td>Year</td>
<td>Years Attended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>BASIS OF NOMINATION - EMPHASIS OF SCHOLARSHIP (one or more areas may be checked)</td>
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</tr>
<tr>
<td>8</td>
<td>PRIMARY COMMITTEE VOTES</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Comments by Head of Department (or School)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>AREA COMMITTEE VOTE</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>Comments by Dean and/or Chancellor (for Regional Campuses)</td>
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<tr>
<td>12</td>
<td>UNIVERSITY COMMITTEE VOTE</td>
<td>Yes</td>
<td>No</td>
<td>Recommended</td>
<td>Yes</td>
</tr>
<tr>
<td>13</td>
<td>SPACE RESERVED FOR NOTES BY MEMBERS OF UNIVERSITY COMMITTEE</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Add other pages as needed; see instructions.
EXECUTIVE SUMMARY (start on a new page)
The Candidate’s Executive Summary immediately follows the President’s Form 36, and precedes the General Information section. The candidate must choose one of two approaches to writing the Candidate’s Summary: list or narrative.

The traditional approach is to use a list format. It is used for most assistant professor-to-associate professor documents. The list format summary is restricted to one page. Include one header for each major section included in the document. After each boldfaced heading, candidates should list their most significant accomplishments. Each item must be parenthetically cross-referenced to the page number(s) where the reader can find the detailed information. It is also recommended that the list be sequenced according to the distinctiveness of the accomplishments. Senior faculty and administrators can help rank the accomplishments.

An alternate approach is to use a narrative format. It is typically used for all associate professor-to-professor promotion documents. The narrative format summary is restricted to two pages. Using the third person, candidates should tell the story of how their activities in learning, discovery, and engagement fulfill the expectations of promotion—potential for, or achievement of, national prominence and impact.

For full professor candidates, the narrative should initially describe on what basis the candidate is nationally prominent or has achieved national impact. Subsequently, the narrative should focus on those activities and accomplishments that substantiate the claim of national prominence or impact. It should also describe the value of their intramural contributions as faculty members.

Regardless of format, the summary should be written to reinforce the consistent growth and increased recognition that is the basis for all promotions. Write a statement that exhibits a history, flow, direction, and a pattern of professional growth and achievement. The executive summary should define the candidate and communicate the candidate’s contribution to his/her department, the School, the University, the discipline(s), and society.
GENERAL INFORMATION (start this section on a new page)
The General Information section must be included in all documents. For most candidates, the General Information section should be limited to two or three pages. The primary purpose is to introduce the candidate’s work history, awards, certifications and registrations, and professional and academic interests.

a. **Academic appointments other than within present department** [dates, institution, department, title]
   a. Teaching appointments
   b. Laboratory or research appointments
   c. Engagement, extension, or outreach appointments
      - Include academic appointments within and outside of Purdue University.
      - If part-time, indicate FTE level (e.g., 0.5 FTE).

b. **Industrial, business, and governmental positions**
   a. Company; location(s)
      1. Dates; position held
         - This section documents non-consulting, full-time work experience. Details about your responsibilities, accomplishments, or performance should not normally be included.
         - Note: Consulting engagements are recorded in the Engagement section of the promotion document.

c. **Licenses, registrations, and certifications**
   a. Date, name of license, registration, or certification, and if applicable, any recertification dates (Optional: brief description of certification process or significance).
      - List only currently active licenses, registrations, or certifications, or those that are directly relevant to the candidate’s area of expertise. Graduate faculty certification should not be listed.
      - Include copies of the licenses, registrations, and certifications in the portfolio.

 d. **Citations in biographical works**
   a. Date, citation (Optional: brief description of significance)
      - Do not include Who’s Who citations, or any citations for which a fee is paid.
      - Include the title page and citation page(s) in the portfolio.

 e. **Awards and honors**
   a. Date, award, awarding agency (optional: brief description of significance)
      - Include any relevant awards or honors not cited elsewhere in the document. Do not include teaching awards in this section. **Teaching awards are cited in the Learning/Teaching section (only) of the document.**
      - Include documentation of the award or honor in the portfolio.

6. **Memberships in academic, professional, and scholarly societies**
   a. Date, society name (avoid abbreviations)
BASIS OF NOMINATION

SECTION A: LEARNING (start this section on a new page)

When candidates are nominated based on teaching as their primary area, strength in teaching must be documented in this section along with their creative endeavor and scholarship in support of their teaching excellence.

Consistent with that strength, faculty members are encouraged to couple their development as a teacher with their development as a scholar. To that end, nursing faculty may focus their creative development on educational scholarship. Such endeavor is reported in this “Learning/Teaching” section rather than the “Discovery” section.

1. Courses taught during past three years
   a. Semester, year
      Course number, course title, number of sections, enrollment
      • Current courses should be listed first. Significant independent study courses should be deferred to “Contributions to Curriculum and Course Development.”
      • Continuing education and other life-long learning courses taught by faculty should be deferred to the Service and University Outreach Activities section of the promotion document.
   b. Other courses taught at Purdue (for courses taught prior to the above three-year window) [course #, title, years taught]
   c. Courses taught at other institutions while in faculty status at Purdue [Course #, title, years taught]
   d. International courses taught while in faculty status at Purdue [Course #, title, years taught]

2. Courses for which candidate has administrative or supervisory responsibility during the past three years
   a. Year(s) of responsibility, course number, course title, number of instructors supervised, number of locations (optional brief statement of significant supervisory accomplishments).
      • If significant, describe duties or accomplishments, but do not include routine items such as syllabus preparation, textbook selection, lecture material sharing, or lecturers.

3. Contributions in course and curriculum development
   This is one of the most important credentials for demonstrating excellence in teaching. Candidates should clearly explain their significant contributions to graduate and undergraduate curriculum and course development. Possible contributions include conceptualization, implementation, needs assessment, structuring content changes, pedagogy, and (re)development. Development of instructional materials should be deferred until “Preparation of Instructional Materials.”
a. Teaching philosophy (Optional: This is an opportunity to describe your approach to teaching or learning, only if significant, unusual, or otherwise distinctive. To maximize the effect, this third person narrative should be limited to one or two paragraphs.)

b. Curriculum development and improvement

Subject area
- Candidates should use this section to describe their overall curriculum impact and contributions—meaning contributions that span more than one course.
- Examples might include creating a new course sequence or curriculum specialization or track. The significance of the contribution should be clearly explained.
- Evaluation data to demonstrate the effectiveness of these innovations provides further support to the significance of the contribution.
- Include any significant position papers, white papers, or curriculum documents in your binder.

c. Course number, title

Narrative description and significance
- Each entry for a course describes a significant contribution or improvement to a specific course. The importance of the contribution or improvement should be clearly explained. Many of the evaluators will not be familiar with the candidate’s professional area of expertise; therefore, it is important to define any discipline-specific terminology for the promotion committee reviewers.
- Repeat as necessary for each course developed or improved.
- Include recent syllabi and any substantiating documentation for contributions.

4. Preparation of instructional materials (textbooks, laboratory manuals, statements of course objectives, student outlines, visual aids, etc.)

Entries in this section often reinforce the secondary strength in educational creative endeavor and educational scholarship. Items in this subsection can be re-sequenced to maximize the strength of a candidate’s overall contributions.

- For all materials with more than one author, the candidate’s specific contributions should be summarized. It is extremely important to cite all co-authors, including graduate students, and to list the authors in the same sequence they were cited in the actual publication.
- Optional annotation: briefly describe any special significance of the publication, or individual contributions relative to a team of authors.
- Published instructional materials are continuously updated by the faculty assigned to a course. It is extremely important that all previous instructors who contributed to the work be properly cited as co-authors. Authors should be listed from most recent to initial author. In general, no single author should be singled out as principle author. The candidate’s individual contributions to the work should be briefly described in the annotation immediately after the citation.

- Practicum laboratory development and advancement
- Examples of significant contributions to laboratory development include:
  - Instructional equipment gifts, grants, and awards (include name of benefactors and the value of the gifts and grants); and
  - Laboratory proposals submitted but not [yet] funded.
• In cases where multiple individuals were responsible for a laboratory grant or gift, all responsible individuals must be credited and the candidate’s specific role should be explained. The order of listing of individuals’ names must be consistent with the original document.

• Laboratory or apparatus conceived, (re)designed, (re)developed, implemented, or reconfigured.

• Description of gift or gift-in-kind
  - Date of gift or gift-in-kind:
  - Total value of gift or gift-in-kind:
  - Candidate’s role in securing gift or gift-in-kind:
  - If co-solicitor, total funding for which candidate is directly responsible:

Example of correctly formatted gifts:

Description of Gift: Gerontology Simulation Suit
Date of Gift: Fall 2003
Total value of gift: $75,305
Candidate’s role: Sole solicitor. Negotiated curriculum integration expectations for this gift.
If co-solicitor, total funding for which candidate is responsible: NA

5. Experimentation in teaching methods and techniques
   a. Experiment name or description
      (1) Problem statement
      (2) Solution hypothesis
      (3) Solution implemented
      (4) Results and conclusions
      • Legitimate experiments (as conducted and documented below) are often confused with course improvements that might best be documented as “Contributions to Curriculum and Course Development” as described in an earlier subsection under Teaching.
      • Reference any publications (cited elsewhere in the promotion document) that resulted from the experiment—Do not duplicate the APA citation here.

6. Special activities that have contributed to teaching effectiveness (include date, activity or event name and location).
   a. Educational conferences attended
   b. Educational seminars attended
   c. Teaching workshops completed
   d. Education-focused courses completed or audited
   e. Education-focused short courses completed or audited
   f. Other activities intended to improve teaching effectiveness
      • The purpose of this section is to demonstrate what the candidate has done to remain competent and current as an educator. Accordingly, this section reports activities that focus on the art, techniques, and practice of “teaching” and “teaching within one’s discipline.”
• These activities are those that are typically attended by other educators. The events focus on the improvement of the educational process, in general or within the candidate's discipline or subject areas.

• Activities related to improving the teaching abilities of others are not reported in this section. Accordingly, do not document presentations in this section. This section is to focus on activities related to your personal professional development as an educator.

• Note: This subsection is limited to one page of entries. Candidates are encouraged to consolidate similar entries where appropriate. If necessary, cite only the most significant activities in order to reduce document size. Consolidate annual attendance at the same conference into a single entry with a range of dates.

7. Special activities that have contributed to maintaining competency in the candidate’s technical or professional discipline (include dates, activity or event name and location).
   a. Professional or clinical conferences attended
   b. Professional or clinical seminars attended
   c. Professional or clinical workshops
   d. Professional or clinical courses completed or audited
   e. Professional or clinical short courses completed or audited
   f. Self-taught competencies that have enabled or improved teaching or curriculum development.
   g. Professional summer institutes
   h. Sabbatical experiences
   i. Externships completed
   j. Significant site visits completed
   k. Independent study and self-education activities

• The purpose of this section is to demonstrate what the candidate is doing to remain professionally or clinically competent in his/her discipline and area of expertise. These activities and events are typically focused on the practice of the candidate’s discipline, not the teaching of that discipline. Academic attendees participate to bring said new knowledge and skills back into the educational setting.

• While other educators may also be in attendance, the majority of the audience consisted of non-academic partners.

• Activities related to improving the clinical competencies of others are not reported here. This section is to focus on activities related to your personal, professional and clinical competencies.

• It can be useful to annotate some entries to briefly describe how a special activity resulted in specific curriculum or course improvement.

• Hint: This section is restricted to one page of entries. Candidates are encouraged to consolidate similar entries where appropriate. If necessary, cite only the most significant activities in order to reduce document size.

• Also, associate professors should report only those activities since their last promotion and conclude with an entry that indicates activities prior to the last promotion were
omitted to demonstrate continuing professional development. For each include dates, activity or event name and location.

8. Recognition received from students and other evidence of impact on students
   a. Teaching awards
      Date, award, selection method
      - Only report those teaching awards received—not nominations.
      - Indicate whether awards were student or faculty selected.
   b. Student evaluations
      - Candidates must provide instructor evaluation data [PICES] for the past three years to demonstrate their performance in the classroom. Preface the data with an explanation of the evaluation instrument, evaluation process, and evaluation scale if necessary [School specific information; all committee members should be aware of University PICES guidance]
      - All courses should be consolidated into a single table (note table below; this is the accepted College table format)
      - The number of items to be included in the teaching evaluation is determined by the expectations of each department’s primary committee. The School’s area committee expects to see more than the university core items.
      - Course evaluation data other than PICES may also be reported in a separate table.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>NUR 00001</th>
<th>NUR 00002</th>
<th>NUR 00003</th>
</tr>
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<tr>
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<td>S09</td>
<td>F09</td>
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<tr>
<td>Course Core</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- If necessary, the data may be followed up with any explanatory comments. An explanation of low, declining, missing, or unusual scores is encouraged. Improving scores should also be briefly noted.

   c. Other accomplishments or significant information that demonstrates effectiveness as an educator
      Dates, evaluation description, and significance
      - Use this item for any type of evaluations other than student evaluations (e.g., distinctive excerpts from unsolicited alumni comments).
      - Student comments and excerpts from evaluations are not permitted.

   d. Regional, national, and international recognition of teaching excellence
      (dates, description, significance)
9. Refereed or reviewed publications related to learning/teaching and educational scholarship (use APA format)

Items that may be included in this section are:

- Reviewed textbooks and instructional materials
- Refereed journal articles
- Refereed conference proceedings
- Reviewed conference
- Invited papers
- Published abstracts in refereed journals
- Published reviews
- Published abstracts in conference proceedings
- Other scholarly publications related to teaching

- Publications that demonstrate the faculty member’s area of expertise that targets teaching other professionals.
- Publications that report teaching innovations that are not research-oriented should be listed here.
- Scholarship and publications that report the discovery of learning will go in the “Discovery” section of the document.
- Dates should only be included if the publication has actually been published and is available. Otherwise, substitute the publication’s status in place of the date. For example: (in review), (accepted), (in press), (under contract).
- A publication is considered “refereed” when professional peers who serve on the editorial board of the publication publish the article on the basis of a blind review of the complete article, not merely an abstract for a complete article to be written later.
- Any other peer reviewed process is considered “reviewed.” Most conference proceedings are considered as reviewed.
- A very brief explanation of the distinctiveness of a publication may be included just beneath the citation. For example: “This paper was selected as the best paper of the conference” or “This paper has been cited in 23 subsequent papers written by 13 different scholars from other universities and research centers.”
  - Annotate judiciously. To improve the impact, do not annotate every (or most) publication(s)!
- Have copies of all publications and manuscripts available for committee.
- Don not report manuscripts submitted for review but rejected for publication.
- 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).


10. Invited presentations, lectures, or talks presented at meetings of educational societies, conferences, and other educational institutions.

- The term “invited” means that a personal invitation was extended based on the presenter’s unique expertise or credentials. It does not include responses to a “call for papers” or a “call for participation.”
• Presentations of papers cited elsewhere in the document should not be cited here to avoid the perception of redundancy. In such cases, a publication takes precedence over its presentation.
• Include competitively selected workshops and panel participation at conferences.
• Especially distinctive citations may include a brief annotation to that effect. This should not be overdone.
• Have copies of programs or flyers available.
• Report information as: date, title, society or conference or institution name.

Organize information under International, National, Regional and Local

11. Evidence of grantsmanship activities related to instructional development and delivery
• Only report funded proposals.
• The format for reporting grant activities has been prescribed by the Office of the Provost.

a. Externally funded grant. Examples of externally funded instructional grantsmanship include projects funded by industry, corporate foundations, and agencies.

Agency/Title of Grant
Duration of funding:
Total amount of award:
Candidate’s role:
If co-PI, total funding for which candidate is directly responsible:

Example of correctly formatted grant:
Agency/Title of Grant: Helen Fuld Trust: Clinical Leadership in Nursing
Duration of funding: Two (2) years (2000-2002)
Total amount of award: $50,000
Candidate’s role: PI
If co-PI, total funding for which candidate is directly responsible: NA

b. Internally funded proposals related to instructional development and delivery.
An example of internally funded instructional grant is the Instructional Development Center Grant.

Source/Title of Grant
Duration of funding:
Total amount of award:
Candidate’s role:
If co-PI, total funding for which candidate is directly responsible:

Examples of correctly formatted grants.
Agency/Title of Grant: IDC grant: Development of Instructional CDROM
Duration of funding: One (1) summer (2011)
Total amount of award: $12,000
Candidate’s role: PI
If co-PI, total funding for which candidate is directly responsible: NA

12. **Evidence of involvement in graduate student education**
   
   - Do not report that you are certified as a graduate faculty member.
   
   a. PhD students for which the candidate is or has served as a committee member or committee chair.
   
      - Student name, graduate program completed/pursued, dissertation title, graduation date or anticipated graduation date
   
   b. MS students for which the candidate is or has served as major professor (or committee chair)
   
      - Student name, graduate program completed/pursued, thesis or directed project title, graduation date or anticipated graduation date
   
   c. Other graduate students’ committee activity.
   
      - Only report the number of committees served on, not the names of the students.
   
   d. Number of PhD committees on which the candidate has served.
   
   e. Number of MS committees on which the candidate has served.

13. **Textbook developmental reviews commissioned by publishers**
   
   - Provide a complete APA citation of the textbook or textbook chapters reviewed. Include only the number of final pages or manuscript pages for the portion reviewed. If the authors’ names were not disclosed, indicate “Authors’ names withheld by publisher” in place of the actual authors’ names.

14. **Other evidence of teaching excellence**
   
   a. Participation in University international outreach teaching programs.
   
      - Dates, program name, level of involvement, accomplishments, any special significance
   
   b. Mentoring of other faculty
   
      - Dates, faculty member name, significant results
      
      - Mentoring includes activities to improve teaching or educational scholarship. Include only distinctive, formal mentoring of faculty and the results.

15. **Summary statement of excellence in learning**

   This is a brief (one or two paragraph) narrative summary of the candidate’s credentials supporting excellence in teaching. Omit if either 1) the narrative format was used in the Candidate’s Summary, or 2) the summary merely restates the facts in this section.
SECTION B: DISCOVERY [CREATIVE ENDEAVOR, RESEARCH, AND
SCHOLARSHIP] (start this section on a new page)

Activities that should be listed in this section of the document are those that contribute uniquely
to the development or creation of the knowledgebase and practice of one's discipline.

The utilization, dissemination, or practical application of procedures and practices in one's
discipline should be reported in either "Excellence in Learning" or in the "Excellence in
Engagement" section. In no case should activities be cited in more than one section of the
document.

1. Publications

- Major scholarly publications related to the creation or development of the knowledge
  and practice of one’s discipline, and not directly related to teaching, should be cited in
  this section of the promotion document.
- Use APA citation. It is extremely important to cite all co-authors, including graduate
  students, and to list the authors in the same sequence they were cited in the actual
  publication.
- Articles are not considered refereed unless professional peers who serve on the editorial
  board of the publication publish the article as a result of a blind review process.
- Include only published or in-print materials in this section. Publications in this section
  are typically significant scholarly works, not directly related to teaching, which may be
  cited, cataloged, and accessed through libraries or other public or private sources such
  as major publishing houses, bookstores, or professional societies. Non-refereed or non-
  reviewed publications should be cited in Teaching, or Engagement Activities sections, as
  appropriate.
- A publication is considered “refereed” when professional peers who serve on the
  editorial board of the publication publish the article on the basis of a blind review of the
  complete article, not merely an abstract.
- Any other peer review process is considered “reviewed.” Most conference proceedings
  are considered as reviewed.
- Where publications are ranked in one’s field (first tier, second tier, third tier) or an
  impact factor has been assigned a journal, it is useful to include comments in the
  document about whether the impact factors should be considered as high, medium or low
  for the candidate’s field.
- 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:
  Engagement Activities.

  emergency room to primary care practices at an urban hospital. American Journal
  of Public Health, 73(1), 57-61.

- Have published materials, book covers, tables of contents, advertising brochures, journal
  article reprints, etc. available for committee if requested.
• A brief annotation may be added following a citation but use sparingly to make the desired impact.

a. Refereed serial journal articles
b. Refereed conference proceedings (with presentation)
c. Refereed conference proceedings (without presentation)
d. Reviewed conference proceedings (with presentation)
   • This category is appropriate for papers that were either: (1) not blind reviewed, or (2) were accepted for publication based only a review committee or panel review, or were accepted only on the basis of an abstract. If the final paper is never written, and only the abstract is published, report in item #i below.
e. Refereed serial journal abstracts
g. Books and book contributions
   • For (inter)nationally published books, also include ISBN numbers and number of pages at the end of the APA citation. You may also include any adoption data, market share, relevant review excerpts, and/or other explanations of significance. Examples in this category include major books or book chapters in the candidate’s area of expertise, contributions to research published in book form, book or manuscript reviews, and research reports. This category should include only works that are in print or available through library sources.
h. Published reviews of research books, research papers, or other scholarly works
i. Unpublished work
   (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.

2. Other evidence of creative excellence
• Include only items that were developed while in faculty status. Typically, include only active or current patent or copyright information. Older copyrights should be excluded unless they have some relationship to or bearing on the candidate’s area of expertise as a faculty member. Do not cite patents owned wholly by a former employer.
• Samples of patent drawings, certifications, or other official materials showing the application(s) or significance of patents and copyrights may be included in the binder.
   a. Patents
      (1) Date, title, significance, current status (“active” or “expired”)
   b. Copyrights
      (1) Date, title, publisher or agency
   c. Other
      (1) Date, title or brief description

3. Invited lectures presented to international, national, or regional professional societies, organizations, and institutions
   Invited lectures or presentations are considered distinctive and should be so noted. The term "invited" means that a personal invitation was extended by a society or organization based on the presenter’s unique expertise or accomplishments. "Invited speaker" does not
include responses to a “call for papers” or “call for participation” and "invited" presentations are not peer reviewed. Generally, local organization presentations, such as Rotary Club, Kiwanis, or secondary school presentations should be listed under "Engagement Activities."

Report: Date, title, professional society or institution name (optional annotation)

4. Research grantsmanship and awards
   - Formally funded data-based research activities that are not directly related to teaching are considered here. In all cases, include award, agency, date, principal investigators, amount, and a brief description of the purpose and outcome.
   - Generally report only funded proposals. It may sometimes be useful to report submitted by not funded applications, but the grant template should not be used for such reporting. The information should be in a separate section of the document under “other evidence of creative excellence or current research interests, including experimentation and other projects in process.
   - Report externally funded grants and internally funded grants in separate entries.
   - The format for reporting grant activities has been prescribed by the Office of the Provost.

   **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

5. Unsponsored research activities
This category includes activities in which the candidate has actively worked with faculty and graduate students. This may include departmental research or interdisciplinary research.

Include date, title, collaborators, percentage participation, specific role (optional annotation)

6. Other evidence of international, national, or regional recognition in research
   - Items in this category deal exclusively with formal recognition in discovery (creative endeavor and/or research). Major responsibilities in the area of elected offices or appointed duties in (inter)national professional societies are considered distinctive. A brief description of the candidate's accomplishments in these areas should be included. Other types of duties dealing with professional organizations would be listed in "Engagement Activities."
   - Have available samples of documentation including programs, certificates, flyers, ballots, or other official acknowledgments.

Include date, title, society or conference, location (optional annotation)
   a. Dissemination of research
   b. Featured or keynote speaker at research-focused convention or conference
   c. Other awards or formal recognition for research and scholarship

7. Activities as editor of a research journal
   - In this category, major activities as editor of (inter)nationally published professional journals are considered distinctive. Each issue should be cited in the APA format.
   - Sample copies of professional journals in which the candidate served as editor should be available.
     a. Responsibilities and accomplishments
       - List the journal, its purpose and nature, and specific responsibilities and accomplishments as an editor.
     b. Journal citation
       APA citation for each issue of the journal; include only issues for which the candidate served as the principal editor.

8. Activities as a referee of research-focused publications
   List only activities on which you have served as an appointed or elected review board member or reviewer. Include the agency or organizations retaining your services for this activity. Commissioned reviews of textbooks should be listed in the "Learning/Teaching" section.
   a. Serial research journal articles reviewed
      Term, journal name, number of articles reviewed, nature of expertise
      (optional annotation)
   b. Research proposals reviewed
      Dates, agency, number of proposals reviewed, nature of expertise (optional annotation)
   c. Research-related book manuscripts reviewed
Provide a complete APA citation of the book or book chapters reviewed. Include only the page numbers or manuscript page count for the portion reviewed. Dates, description of other reviewed materials, number of pages

- This category is provided for reviews of a prospectus, or “blind” reviews of research manuscripts. In all cases, indicate the number of pages reviewed.

9. Summary statement of excellence and achievement in discovery (creative endeavor, research, and scholarship)

This is a brief (one or two) paragraph narrative summarizing the significance of the Candidate's credentials and accomplishments in discovery. Omit this section if either 1) the statement duplicates the narrative statement from the Candidate's Executive Summary, or 2) the summary merely restates or lists the facts in this section.
SECTION C: ENGAGEMENT (start this section on a new page)

School of Nursing candidates for promotion are expected to share their knowledge and expertise with others. The nature of the service activity will necessarily be very diverse, but typically falls into three distinct categories. These are service to the University, College and School; professional associations; and other outside agencies, groups, and communities.

Candidates should include only the activities in this section that are not reported in the previous sections of the document.

This template presents categories in the order of perceived value to the institution and promotion committees. The section may be re-sequenced to best represent the candidate’s distinctive Engagement, Service, and Outreach activities. For example, academic administrators may report internal service first.

Because service and outreach typically represent secondary strengths for most School of Nursing candidates, the Engagement, Service, and Outreach section may be smaller than the Learning and/or Discovery sections.

Reports of Engagement activities should include documentation of their impact.

1. Involvement and achievements in sponsored external engagement and partnerships on behalf of Purdue
   - Use this section to report participation in and achievements in University, school, department, and statewide projects that engage industry to promote and enhance economic development.
   - Include date, clients, project description and significance.
   - Do not double cite from other sections of the document.
   a. Sponsored consulting or applied research projects
      - Examples of sponsored consulting engagements include participation in sponsored projects awarded to the University or an academic unit in partnership with industry.
   b. Sponsored practice, intervention projects, or community development projects
      - Sponsored training and work force development projects are those managed by and for the University or an academic unit in partnership with industry.
   c. Sponsored programs for secondary or post-secondary education
      - Sponsored educational projects are those managed by and for the University for the purpose of enhancing K-12 education recruitment into nursing.

2. Involvement and achievements in scholarly and professional societies
   a. Dates of official membership, name of professional society (acronym)
      - List each society membership uniquely with its letter in descending order of significance, “a.” being the membership with greatest significance. Include only official “individual” memberships, not “institutional” memberships. Completely list service and recognition items for a society in one place immediately following the society membership listing.
      - Term or dates; office, activity, or award; description (optional annotation)
• Identify your role with the society, examples include:
  Elected office or position
  Volunteer office
  Accreditation activity
  Editor of society journal
  Editorial board advisor
  Chair or significant role in an organized conference
  Presentation, workshop, seminar, or short course leader
  Presentation, workshop, seminar, or short course attendee
  Awards and special recognition
  Other major activities and services

• Include any detailed documentation that describes the above activities and accomplishments. Include original copies of commendation letters in their entirety.

3. Internal service to the University and/or School
   Report dates in role, position or role, responsibilities, and distinctive accomplishments (optional annotation)
   a. Administrative role or appointment
      This category is reserved exclusively for the listing and description of paid administrative positions (for example: assistant dean, department head, assistant department head, or director. Include major programs with which the candidate is associated and the candidate’s role in initiating, administering, or supervising these programs.
   b. University committee membership
      This category is not to be an exhaustive list but rather a listing of significant committee membership and service. Do not report committees that never met.
   c. College committee membership
      This category is not to be an exhaustive list but rather a listing of significant committee membership and service. Do not report committees that never met.
   d. School committee membership
      This category is not to be an exhaustive list but rather a listing of significant committee membership and service Do not report committees that never met.
   e. Other internal activities and services

List each activity uniquely with its letter in descending order of significance. The sequence of entries should ideally present a theme or history of significant service.

Categories include but are not limited to the following:
  Promotional activities for the University and/or School
  Interdepartmental and School publications
  Minority recruiting and retention efforts
  Advising, counseling, and student recruiting and retention
  Advising student organizations
  Clinical site coordinator
  Student placement activities
Major changes and accomplishments under the candidate’s leadership regarding faculty and staff, curriculum, student enrollments, facilities and equipment
Conducting studies needed to support educational programs
Internal consulting to the University (state FTE release time)
Conducting tours and demonstrations on a regular basis

- Include samples of distinctive accomplishments (e.g., publications, reports, written evaluations, etc.)

4. Other external outreach activities and achievements such as activities on editorial board of a clinical (non-academic) publication
   Dates, publication name, publication purpose and nature, specific responsibilities and accomplishments
   - Use this section for non-sponsored activities and achievements, meaning those not formally sponsored and managed on behalf of the University, school, department, or state.
   - Do not double cite from item #1 in this section of the document.

5. Translating research information and writing publication designed to enable people to put scientific information into practice.
   - For some School of Nursing faculty, scholarship and publications are directly related to teaching and educational activities as opposed to external outreach. Accordingly, they are typically cited in the "Learning/Teaching" section of the document instead of here. This section is intended for citing publications that are primarily intended for clinicians in the candidate’s field of expertise. Examples include articles and editorials written for policymakers, legislators, or public publications or journals. Include APA citations
   - 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 be presented as evidence in this section, Engagement Activities.
   - Example:
   - a. Publications
   - b. Independent, non-sponsored practice activities
     Date, presentation event, role (description of program, course, role, and assessment)
     - This category includes presentations, workshops, seminars, and short courses. Include only activities in which the candidate had an active role.
     - Include a copy of the event’s publicity in the portfolio.
   - c. Independent community, public, or government professional service
     - Include only activities in which the candidate had an active role that was directly related to the candidate’s professional discipline. Do not include general altruistic community activities such as scout leader, etc.
     Date, activity, role as related to discipline (optional annotation)
• Include a copy of any publicity or news of the service in the portfolio.

d. Independent, non-sponsored consulting activities that have bearing upon the
candidate for promotion, major areas of consulting (paid or unpaid) (optional
annotation)
   Dates, client name, role (optional annotation)
   • List only consulting in the candidate’s discipline. Optionally annotate to
     describe any special significance of an engagement.

e. Other specific external activities not sponsored by the University, school, department,
   or state
   Repeat each significant activity with its own “letter;” for example,

f. User group participation

g. Substantial citations of candidate’s work in journals, newsletters, etc.
   Date, activity, role (optional annotation)

6. Summary Statement (optional)
   This is a brief (one or two) paragraph narrative summarizing the significance of the
candidate’s credentials and accomplishments in engagement, service, and University
outreach. Omit this section if either 1) the statement duplicates the narrative statement
from the Candidate’s Executive Summary, or 2) the summary merely restates or lists the
facts in this section.
SECTION III

PEER REVIEWS by OUTSIDE REFEREES

Promotion to Professor and Associate Professor requires peer reviews (outside referees) from external full professors (for those going for full professor), full or associate professors (for those going to associate professor), industry leaders, and officers from professional organizations who can validate the candidate’s national prominence and impact as a scholar.

Evidence of recognition requires that persons be contacted for external reviews and assessment by the department head or primary committee chair. No less than five external peer reviews should be appended to the document.

Candidates should be consulted in the construction of a list of potential candidate reviewer, recommending reviewers from a pool of distinguished and appropriate persons who can attest to the significance of creativity and innovation associated with accomplishments. Usually other suggestions for referees come from the Head or from senior faculty in the School. To ensure objectivity, no outside referee should have closer than an “arm’s length” relationship to a candidate.

Candidates should not solicit their own letters, and solicitation of letters from present students, present employees, major advisors, postdoctoral advisors, or personal friends is not acceptable. Reviews from appropriate practice or academic leaders or publishers may supplement these academic reviewers.

All letters received must be included in the promotion document. A sample of the solicitation letter as well as the credentials (no more than one paragraph per reviewer) and relationship to the candidate for all letter writers must be included in the nominee’s document.

If a candidate received a tenure-clock extension, the letters should include a paragraph stating that this extension should not be a factor in the referee’s evaluation. All letters should include a sentence requesting information from the referee about his or her relationship with the candidate. Finally, the letters should include a sentence requesting a CV or biographical summary that can be used to document the referee’s credentials. The promotion document should include the names, titles and affiliations of the outside referees along with a few sentences that describe their relationships to the candidate and their credentials. This information should begin the last section of your document, the “Additional Information” section.

In preparation for this requirement for outside referees, membership and strong, consistent volunteer activity in national professional organizations are strongly recommended to establish “networking” with prominent peers who can ultimately write knowledgeable about the candidate’s accomplishments and potential.

Letters should speak to the following:

- The candidate’s distinctive contributions to the discipline in the areas of learning, discovery and engagement
• How the candidate’s accomplishments compare relative to others in comparable positions in the candidate’s discipline
• The originality of the candidate’s work and impact, both nationally and internationally
• Whether the candidate’s work indicates intellectual evolution or growth over time
• The candidate’s potential for continued productivity and significant contributions
• Any additional insights that may be helpful in evaluating the candidate’s prominence and/or impact.

These are not letters of recommendation, but rather, assessments of the candidate’s qualifications and contributions in scholarship and/or professional service.

The following paragraph shall be included in all letters to outside referees:

Your evaluation will become a part of Professor _____’s promotion documentation, which will be shared with those faculty and administrators directly participating in the promotion process. Your letter will be held confidential to the extent such protection is afforded by University policies and state and federal law. Under some circumstances, Purdue may be required to disclose external review letters of candidates in defense of agency investigations and lawsuits brought by unsuccessful candidates.

Candidates with closer than an “arm’s length” relationship to the candidate (e.g., the supervisor of a clinical/professional promotion candidate) may provide a “letter of information” for inclusion in the promotion document, but such letters are atypical. A brief explanation for including these letters should be provided in the page of information that precedes the copies of all the letters.

Since promotion documents should include a minimum of five letters from outside referees, Heads may request more than five letters to ensure that they have at least five letters by the deadline for consideration of the case by the primary committee. If a head requests and receives more than five letters, all these letters must be included in the promotion document. Letters of information do not count toward the minimum number of letters needed from outside referees.

No letters received after the primary committee meeting should be added to the promotion document after that meeting.

Supplemental Materials Sent to Outside Referees

Outside referees should be sent materials that provide a reasonable sampling of a candidate’s work including a selection of the candidate’s journal articles and other illustrative work. The materials sent to outside referees should be made available to primary committee and area committee members before their meetings to vote on the candidates. In the College of Health and Human Services (HHS), those materials will be made available to Area Committees members through the HHS SharePoint site.
SECTION D: ADDITIONAL INFORMATION SECTION

Listing of referee names, titles, affiliations, relationship to candidate and referee credentials.

Referee Letters (minimum of five)

Informational Letters (if applicable)
## TIMETABLE FOR DOCUMENT DEVELOPMENT

Timetable of Procedures for Promotion and Tenure for the School of Nursing

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 1</td>
<td>Faculty and head discuss readiness for promotion (tenure occurs during penultimate year that becomes established at time of hiring)</td>
</tr>
<tr>
<td>June 1</td>
<td>Candidate submits rough draft of promotion document to Head for review and discussion. Final document due to Head on October 1</td>
</tr>
<tr>
<td>June 1</td>
<td>Head notifies Primary Committee and Dean of individuals to be considered for promotion and/or tenure in the next academic year</td>
</tr>
<tr>
<td>August 1</td>
<td>Nominee submits list of 5-10 names of potential external reviewers/outside referees; additional nominees come from Head and senior faculty</td>
</tr>
<tr>
<td>August 15</td>
<td>Nominee submits materials for external referee letters (e.g., hard copy or pdf of authored article)</td>
</tr>
<tr>
<td>August 21</td>
<td>Letters sent from Head soliciting outside referees</td>
</tr>
<tr>
<td>October 1</td>
<td>Referee letters due back to School</td>
</tr>
<tr>
<td></td>
<td><strong>Final document due to Head</strong></td>
</tr>
<tr>
<td>October 15</td>
<td>Packets, including external letters, submitted to members of Primary Committee</td>
</tr>
<tr>
<td>November 15</td>
<td>Primary committee review completed</td>
</tr>
<tr>
<td>November 21</td>
<td>Materials for Area committee due to Dean’s Office</td>
</tr>
</tbody>
</table>
REFERENCES


College of Health and Human Sciences (2010). *Promotion and tenure policies and procedures.* West Lafayette, IN: Author.

Office of the Provost, Purdue University (2010). *Memoranda to tenured, tenure-track, and clinical/professional faculty re: West Lafayette campus promotions policy.* West Lafayette, IN: Author.

Note: issued annually at beginning of fall semester

Purdue University (1977). *Executive memorandum No B-48: Principles and policies for academic freedom, responsibilities and tenure, and procedures for termination of faculty appointments for cause.* West Lafayette, IN: Author.

Purdue University (n.d.) *Instructions for use with President’s form 36.* West Lafayette, IN: Author.

School of Nursing, Purdue University (2010). *Authorship guidelines.* West Lafayette, IN: Author.
INSTRUCTIONS FOR USE WITH PRESIDENT’S FORM 36

PART I
For each person nominated for promotion, a President’s Office Form 36 is to be prepared. 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. 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.”

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 Reference is made to University Promotion Policy, Section I, Paragraph one. In Item 6, an “X” is to be entered in the column to indicate the primary area(s) of excellence that form the basis for the promotion.

Item 8 Following the Primary Committee vote, enter the number voting “Yes,” “No.” If this vote is not recorded, an explanation must be given by the dean or department head.

Item 9 Normally, comments will be evaluative in nature because factual data are to be presented in attached pages. The department head must record his/her recommendation with an “X” and affix his/her signature.

Item 10 Following the Area Committee vote, enter the number voting “Yes,” “No.”

Item 11 Following the Area Committee meeting, the dean will record his/her recommendation with an “X” and sign the document. 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.

Items 12/13 These items are reserved for use by the University Committee.
PART II

Additional pages are to be attached as needed to support the nomination. In the lower right-hand corner of each page, type the last name of the nominee, followed by the page number. Use only those topics below that are meaningful for the person being nominated.

Duplicate documents back-to-back, stapling materials in the upper left-hand corner.

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:

- Academic appointments
- Industrial, business, and governmental positions
- Licenses, registrations, and certifications
- Citations in biographical works such as Who’s Who in America, American Men & Women of Science, etc.
- Awards and honors
- Memberships in academic, professional, and scholarly societies.

BASIS OF NOMINATION

Section A: LEARNING

If the candidate is being proposed for excellence in Learning/Teaching, the following topics will be useful in listing supporting data. Obviously, not every topic will apply.

- Courses taught during past three years (course numbers and titles)
- Courses for which he/she has administrative or supervisory responsibility during past three years
- Contributions in course and curriculum development
- Preparation of instructional materials (textbooks, laboratory manuals, statements of course objectives, student outlines, visual aids, etc.)
- Experimentation in teaching methods and techniques
- Special activities, which have contributed to teaching effectiveness
- Participation in summer institutes and other programs
- Recognition received from students and other evidence of impact on students
- Other evidence of teaching excellence.

In addition to such factual data, Item 8 and/or Item 10 on Form 36 should carry statements intended to evaluate the nominee’s teaching along with his/her prospects for future development as a teacher. Student evaluations of teaching for all courses taught in the last three years also should be reported in the promotion document. Undocumented, anecdotal comments about teaching expertise should be kept to a minimum.
Section B: DISCOVERY
If this category is checked in Item 6, there should be a section in the attachments so designated. The following topics may be useful in listing supporting facts:

1. Published work:
   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. 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: Engagement Activities.


   Logan, J. S. and Shenk*, T., Transcriptional and Translational Control of Adenovirus Gene Expression.

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

   Particular publication procedures 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 his/her contributions to the graduate program of his/her department. (See Part II, C-5 below.)

   It would be helpful to include where the publications are ranked in one’s field (first tier, second tier, third tier).

   Candidates are encouraged to include a section of what work they have planned or anticipated beyond what is published.

   Exhibition of creative work. Give dates and locations.
   Other evidence of creative excellence.
3. Invited lectures presented at regional, national, and international society meetings and/or other educational institutions.

4. Evidence of the nominee’s involvement in the graduate research program of his/her department. Such evidence would include:
   a. Acting as major professor for student theses
   b. Significant consultation with graduate students concerning their research
   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.)

5. Research grants and awards received (see template attached.)

6. Current research interests, including experimentation and other projects in process.

7. Evidence of interdisciplinary activity.

8. Other evidence of national or international recognition, including service as editor, member of editorial advisory board, or reviewer for professional journals.
   In addition, the department head and/or dean will probably want to evaluate the candidate’s excellence in Item 8 and/or Item 10 on Form 36.

Section C: ENGAGEMENT
For the candidate who is proposed on the basis of excellence in service, topics similar to the following may be useful:

- A description of the major programs with which the candidate is associated and his/her role in initiating, administering, or supervising these programs.
- Evidence of teaching excellence in terms of how well people participate and make use of the information presented. Include innovations and contributions to improve teaching methods in the area of continuing education.
- Principal conferences, schools, workshops, short courses, and other organized educational activities participated in during the past five years. Indicate degree of participation as coordinator, chair, lecturer, otherwise, and the number of people reached by these activities.
- Conducting studies and investigations needed to support educational programs.
- Translating research information and writing publications designed to enable people to put scientific information into practice.
- Advising, counseling, and recruiting students.
- Special teaching assignments away from his/her home campus during the past three years, such as workshops.
- University or departmental administrative service (including work on administrative committees).
- Offices held in state, national, or international societies.
- International Programs, Technology transfer, Commercialization.
- Public and/or governmental service activities, including international programs.
• Community service activities. Only community services directly related to professional
  and scholarly activities should be reported.
• Consulting activities that have a bearing on his/her candidacy.
• Other evidence of national recognition.

In addition to the presentation of such facts, Item 8 and/or Item 10 on Form 36 should include
evaluative statement(s) of his/her service contributions to the University.

ADDITIONAL INFORMATION
In addition, promotion files must contain all letters solicited from outside referees, especially
where a promotion based on national or international status is put forward. Someone other than
the candidate should select some of the outside referees. 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.

Promotions 2008-09
Appendix 2

College of Health and Human Sciences
November 22, 2010

PROMOTION AND TENURE POLICIES AND PROCEDURES

This document is intended as a guide to the promotion and tenure policies and procedures of the College of Health and Human Sciences. The college’s policies and procedures are designed to be in accord with those set forth in the West Lafayette Campus Promotions Policy and in Executive Memorandum B-48. Therefore, certain portions of those documents are repeated or restated in this document. The boldfaced portions of this document are specific to the College of Health and Human Sciences.

I. The Faculty Review System

A. To optimize faculty development and productivity, it is important that department and/or school heads who chair primary committees and have an active role on area committees attempt to convey, annually and as accurately as possible, to each colleague who is not a full professor what levels of performance and achievement are viewed favorably by those two committees.

B. To inform faculty about the levels of performance viewed favorably by the primary committee, the head of each unit (i.e., school or department) shall work collaboratively with the primary committee to prepare a document that summarizes the standards for promotion in the unit. In particular, the document will describe the promotion standards for all categories of faculty with appointments in the unit (i.e., tenure-track and tenured faculty, clinical/professional faculty, and research faculty). The final document will be distributed to all faculty and to the dean. The document will also be available through the dean’s office (e.g., on the college’s website) to all members of the college’s faculty.

II. Annual Review

A. During each academic year the head of each unit shall convene the primary committee to conduct a review of the performance and achievements of the tenure-track assistant professors and the untenured (but tenure-track) associate professors in the unit, beginning in the second year of their appointment at Purdue. To facilitate this review, the head will ask these faculty members to submit an updated curriculum vitae or Form 36 at least two calendar weeks before that meeting of the primary committee. In addition, faculty may provide the head with other information relevant to the review that they consider significant. Tenured associate professors, clinical/professional assistant and associate professors, and research assistant and associate professors shall be given a comparable review during any academic year in which they provide their materials to the head at least two weeks before the primary committee meeting convened for this annual review.

B. The unit head shall act as chair of the primary committee.
C. After the primary committee meeting, the unit head shall provide written feedback to all faculty who were reviewed. The feedback should include an evaluation of the faculty members’ progress toward promotion and/or tenure.

III. Tenure-track and Tenured Faculty Promotion Procedures

A. Primary Committees

1. In academic units with fewer than five tenured full professors, including the department head, additional tenured full professors shall be appointed by the chair of the area committee (i.e., the dean), following consultation with the head of the unit, in order to meet this minimum number. The additional primary committee members shall participate in all primary committee discussions and votes on candidates for promotion to full or associate professor.

2. To permit candidates and potential candidates to exercise their rights in a convenient fashion, it is expected that each chair of a primary committee should, during the first month of each fall semester, publish a timetable setting forth the dates of the primary committee meetings and suitable deadlines for faculty members to update their files and to receive and react to the appropriate parts of a nomination for promotion.

3. Before or during the first semester of each academic year, the head of each unit shall convene the primary committee, which is to consist of all tenured full professors and all tenured associate professors in the unit. At this meeting, faculty who are in their penultimate probationary year shall be automatically nominated for promotion and voted on by the primary committee, unless they specifically request otherwise in writing at any step in the process. When any other faculty member eligible for promotion is nominated by any member of the primary committee and the nomination is seconded, the voting members of the primary committee shall discuss and vote on the nomination.

4. Persons with tenure who are not nominated by a member of the primary committee but, nevertheless, consider themselves ready for promotion may nominate themselves and have their cases for promotion considered by the primary committee, if they have not been considered for promotion during the last three years.

5. A candidate should be given the opportunity to help create and review his/her promotion documentation and should receive a copy of the document (with confidential statements omitted) that will be submitted to the primary, area, and/or University committee(s). It is the right of the candidate to have included in his/her departmental or school file whatever the candidate chooses to add, including the candidate’s own brief (one page) comments about teaching, research/creative activities, and service. The candidate may choose that these brief comments be attached to the promotion document.

6. After supporting data of nominees have been compiled (Nominations for Promotion-President’s Office Form 36), this material shall be made available to primary committee members at least one calendar week before the meeting at which a vote of the primary
committee will take place. At this meeting, a primary committee member shall present each candidate’s case, and general discussion and a vote on the candidate will follow.

7. A separate, secret ballot shall be cast for each candidate in the primary committee. In addition to providing for a “yes” or “no” vote, the ballot should provide an opportunity to show reasons for the vote cast, with space allocated for comments and explanations. Submissions of a blank ballot, recusals, or failure to cast a ballot are not considered as votes. The primary purpose of the ballot, other than to obtain a numerical vote count, is to contribute to a summary for “feed-forward” and “feedback” use. The reasons for a negative vote are especially important. Nominations receiving a majority affirmative vote shall be forwarded to the area committee unless a candidate states in writing that he or she does not wish the case to be forwarded. If a case does not receive a majority vote, the head may elect to forward the case to the area committee unless the candidate requests in writing that the head not take such action. After the ballots have been tallied, the head shall notify candidates of their promotion progress.

8. The unit head shall not cast a vote in the primary committee: rather, the head’s recommendation will appear separately from the primary committee’s recommendation on the promotion document. This constraint will not apply if the number of tenured full professors (including the head) on the primary committee is less than seven. Tenured associate professors are included in this count for review of candidates for promotion up to associate professor.

9. The provost, the Dean of the Graduate School, and the other members of the University Promotions Committee who are deans of academic colleges/schools will not vote in any primary committee.

B. Area Committee

1. The dean of the college shall act as chairperson of the committee. The dean shall not cast a vote in the area committee. Rather the dean’s recommendation will appear separately from the area committee’s recommendation on the promotion document.

2. An associate dean of the College of Health and Human Sciences who is a tenured full professor shall be appointed by the dean to serve as a non-voting member of the committee.

3. If the dean cannot attend a meeting of the area committee or the University Promotions Committee, the dean will appoint a replacement who is both an associate dean and a tenured full professor. The appointee shall function in the dean’s stead as chair of the area committee, as a voting member of the University Promotions Committee, or in both roles, as needed.

4. All unit heads shall be voting members of the area committee and shall present their units’ promotion candidates. In addition to the unit head, the voting faculty of each unit will elect to voting membership on the area committee one other tenured full professor from that unit to serve a three-year term. The number of full professors without administrative responsibilities who serve on the area committee must be at least equal to one third of the area committee’s membership. To ensure that this requirement is met,
effective January 1, 2011, no candidate for election to the area committee shall hold the position of Assistant or Associate Head, or Assistant or Associate Dean, in the College of Health and Human Sciences. In addition, full professors must have at least a half-time appointment in their units in order to be eligible to represent their units on the area committee. In the case of an absence in a unit of an eligible tenured full professor, the faculty of that unit may elect a tenured associate professor from the unit, but that person shall be replaced on the area committee as soon as an eligible tenured full professor can be appointed. However, a tenured associate professor so elected may neither participate in discussions nor vote in the area committee on promotions to the rank of full professor.

5. An elected faculty representative to the area committee may be reelected and serve consecutive terms.

6. A separate, secret ballot shall be cast for each candidate reviewed by the area committee. In addition to providing for a “yes” or “no” vote, the ballot should provide an opportunity to show reasons for the vote cast, with space allocated for comments and explanations. Submissions of a blank ballot, recusals, or failure to cast a ballot are not considered as votes. The primary purpose of the ballot, other than to obtain a numerical vote count, is to contribute to a summary for “feed-forward” and “feedback” use. The reasons for a negative vote are especially important. Nominations receiving a majority affirmative vote shall be forwarded to the university committee unless a candidate states in writing that he or she does not wish the case to be forwarded. If a case does not receive a majority vote, the dean may elect to forward the case to the area committee unless the candidate requests in writing that the dean not take such action. After the ballots have been tallied, the dean or his/her designee shall notify candidates of their promotion progress.

7. In those cases where a recommendation supported by at least a simple majority of an area committee has been rejected by the University committee, the dean will obtain the vote count and seek written explanations for the vote.

IV. Promotion Procedures for Tenured/tenure-track Faculty with Joint Appointments

A. When a promotion candidate has a joint appointment in two academic units, the procedures outlined above shall be followed in both the primary and the area committees, but the following procedures will also apply. Comparable procedures will be followed when faculty have appointments in more than two academic units.

B. The head of the unit that is the tenure home of a jointly-appointed faculty member who is nominated for promotion will inform the head of the other unit of the nomination and of that unit’s procedures and schedule for document preparation and primary-committee meetings.

C. The head of the other academic unit will be invited to provide the head of the unit that is the tenure home with a letter of evaluation of the performance and achievements of the candidate from the perspective of that unit. If provided, this letter will be included in the candidate’s promotion document.
V. Promotion Procedures for Clinical/Professional Faculty

A. The University recognizes a non-tenure track faculty status (i.e. clinical/professional faculty). These appointments provide the opportunity for career advancement for faculty members who focus on excellence in clinical/professional instruction.

B. Primary Committee

1. Clinical/Professional faculty at the full professor level will attend the portion of primary committee meetings during which candidates for promotion who are clinical/professional faculty are being considered and will vote on those candidates.

2. Clinical/Professional faculty at the associate professor level will attend the portion of primary committee meetings and vote on candidates for promotion who are clinical/professional assistant professors being considered for promotion to clinical associate professor.

C. Area Committee

1. When clinical/professional faculty are considered for promotion by the area committee, the voting membership of the area committee shall be expanded. After soliciting nominations from all heads of units employing clinical/professional faculty, the dean shall select two clinical/professional faculty at the rank of full professor to serve on the area committee for a three-year term. The two clinical/professional full professors will vote with the area committee on all clinical/professional faculty being considered for promotion.

VI. Promotion Procedures for Research Faculty

A. The University recognizes research faculty as a non-tenure-track faculty status. These appointments provide the opportunity for career advancement for faculty members who focus on excellence in research. In all cases of nomination for promotion, the policies outlined in Senate Document 04-4 or any revisions thereof shall be followed. Consistent with that policy, research faculty will be reviewed for promotion by their units’ primary committees and by the area committee, with the addition of one or more research faculty, as appropriate. The dean shall remind the primary and area committees of these policies when research faculty are considered for promotion.

VII. Tenure Considerations

A. At some time after the University Promotion Committee meets to vote on promotions, the area committee shall meet to consider recommendations for tenure forwarded from academic units. Nominations receiving a majority affirmative vote in the primary committee shall be forwarded to the area committee unless a candidate states in writing that he or she does not wish the case to be forwarded. If a case does not receive a majority vote, the head may elect to forward the case to the area committee unless the candidate requests in writing that the head not take such action. After the area committee meeting the dean will forward his or her
recommendation and that of the area committee to the provost for a final decision, unless a candidate requests in writing that his or her nomination not be forwarded.

B. In cases involving tenure-track assistant professors in their penultimate year, the criteria for promotion to the rank of associate professor shall also serve as the criteria for obtaining tenure. Assistant professors who fail to be promoted to associate professor in their penultimate year are considered to have not met the criteria for obtaining tenure. In these cases, therefore, nominations for tenure without promotion will not be considered by primary committees or the area committee.

C. A candidate for a position as an associate or full professor may be appointed with immediate tenure. Before offering such an appointment, a unit head must provide the members of the primary committee with information about the candidate’s credentials. Then the primary committee must vote on offering immediate tenure. If a majority of the voting members vote affirmatively, the record of the vote, the information about the candidate’s credentials, and the head’s recommendation should be sent to the dean. After reviewing these documents, the dean may request the provost’s approval of an offer with immediate tenure. If the provost approves, such an offer can be made.

VIII. Confidentiality and Notice of Final Action

A. It is in the best interest of the University and the faculty that full and frank discussion occurs during the deliberations of promotion committees. The confidentiality of remarks made at such meetings should, therefore, be carefully preserved. Official notice will be sent to promoted faculty members after the president of the University and the Board of Trustees approve the promotions. Decisions against promotion and/or tenure, for candidates in their probationary period, should be confirmed by the unit head sending the candidate an official Notice of Nonrenewal (Form 19E).

IX. Conflict of Interest Policy for Promotion Committees

A. Any member of a primary committee or area committee whose present or past relationship with a candidate for promotion and/or tenure may be perceived to compromise that member’s ability to make an objective assessment of the candidate’s credentials shall identify the potential conflict of interest to the committee chair before the primary or area committee meeting and not participate in the discussion and voting involving that candidate. The following list, while not exhaustive, illustrates the types of relationships which constitute a conflict of interest:

- Marital, life partner, family, or dating/romantic/sexual relationships
- An advising relationship (e.g., the faculty member having served as the candidate’s Ph.D. or postdoctoral major advisor or equivalent)
- A direct financial interest and/or relationship
o Any other relationship that would prevent or have the appearance of preventing a sound, unbiased decision

B. Others, including a candidate, who perceive a conflict of interest between a primary or area committee member and that candidate shall disclose the concern to the committee chair, who will determine whether a conflict of interest exists.

C. Committee members who do not participate or vote on a candidate with whom they possess a conflict of interest will be expected to participate fully in the deliberations on all other candidates under consideration.

D. If the chair of a primary committee or the area committee has a conflict of interest with a candidate under consideration, the relevant committee will elect by majority vote a member of the committee to serve as chair for the consideration of any and all candidates for whom the chair has a conflict of interest. This individual will also perform all the functions of the committee chair as described earlier in this document.

E. If the dean has a conflict of interest with any candidate being considered, presentation of the candidate to the University Promotions Committee will be determined by the provost.

X. Changes in the West Lafayette Campus Promotions Policy

A. The campus promotions policy changes from time to time. When any changes have the effect of nullifying, contradicting, or rendering inconsistent a provision of this document, the campus promotions policy shall prevail.

XI. Interpretation of this Document

A. Any question of interpretation regarding the promotion and tenure policies of the College of Health and Human Sciences shall be referred to the dean of the college for final determination.
PURDUE UNIVERSITY SCHOOL OF NURSING
EXPECTATIONS FOR FACULTY AND PROCEDURES FOR ANNUAL ASSESSMENT

This document delineates the expectations for tenure-track and non-tenure-track faculty positions within the Purdue University School of Nursing.

The purpose of this document is to provide a general approach to guide faculty in their academic career trajectories and to assist faculty in balancing their activities and efforts so as to meet their obligations to the School.

While conformity with these recommendations is likely to facilitate faculty in achieving merit and promotion, these guidelines should not be viewed as synonymous with the criteria for appointment and promotion, as described in the University Faculty Handbook or with the School of Nursing Faculty Handbook for Academic Promotion and Tenure and Clinical Track Faculty Promotion.

Why have explicit expectations?
The goal of the Expectations for Faculty and Procedures for Annual Assessment document is to provide faculty guidance with respect to allocation of time and areas of productivity. This will benefit our current faculty members as well as faculty recruits, by reducing ambiguity surrounding annual and long-term expectations, but also will benefit the School in its effort toward achieving preeminence.

While the document attempts to accommodate the many, varied faculty roles in our School, it does not capture the intricacies of each individual position nor the inherent variations based on rank. Some faculty may have extraordinary achievements or service components that are not adequately addressed by any guideline—while these are important efforts and will be acknowledged accordingly, these cannot deter from the general expectations of each faculty member.

The basic tenets are consistent throughout the School, in that positions must be characterized by excellence in each unique configuration of learning, discovery/scholarship, and engagement.

General expectations of faculty
All members of the School of Nursing are expected to be involved in learning, discovery/scholarship, and engagement. While the level of involvement in each may vary, all faculty members are expected to maintain involvement in learning programs to a minimum level of 30% effort.

The exception is during the first year of tenure track appointment or as agreed upon with the School Head based upon success in obtaining funding to cover the cost associated with effort allocation and School/College/University needs. It is also expected that the faculty members will facilitate undergraduate and graduate students’ learning as well as mentor and assist colleagues.
All faculty members, with the exception of continuing lecturers or visiting faculty, will provide service to at least one school committee per year. However, all voting faculty may and are encouraged to serve.

Ranges of effort allocation associated with SON salary support may vary from year to year based upon the needs of the School and the faculty member’s professional development trajectory. These percentages (%) should reflect a majority of the individual’s yearly allocation.

Assignments above or below the following recommendation must be negotiated between the individual faculty member and the Head of the School.

Table 1. Faculty Effort Allocation by Percentage (%)

<table>
<thead>
<tr>
<th></th>
<th>Tenured</th>
<th>Tenure Track</th>
<th>Clinical Track</th>
<th>Visiting and Continuing Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>30-60</td>
<td>30-60</td>
<td>70-90</td>
<td>100*</td>
</tr>
<tr>
<td>Discovery/Scholarship</td>
<td>30-60**</td>
<td>40</td>
<td>10-20</td>
<td></td>
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<tr>
<td>Engagement</td>
<td>0-20</td>
<td>0-20</td>
<td>0-20</td>
<td></td>
</tr>
<tr>
<td>Administrative Role (within the school, course or level)</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>Or Clinical Practice Role</td>
<td>***</td>
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<td>***</td>
<td>***</td>
</tr>
</tbody>
</table>

* Visiting clinical track and continuing lecturers are highly encouraged to participate in Discovery/Scholarship and Engagement if pursuing a change in rank.
** This percentage is dependent upon funding.
*** Assignments above or below the following recommendation must be negotiated between the individual faculty member and the Head of the School.

Among faculty who have administrative roles or clinical practice roles, these percentages apply to non-administrative time or clinical practice time. The percentage of time associated with administrative duties or clinical practice roles is identified in your work agreement.

The goal of this guideline is to assist faculty and the SON Leadership Team in developing assignments that meet and do not exceed 100%. Each individual faculty member should note their allocation equation in the introduction of their annual merit document.

Individuals who have time allotted for discovery or engagement that demonstrate a pattern over two years without deliverables as discussed below may have this time reallocated to teaching or special projects at the discretion of the Head.

SPECIAL CONSIDERATION
In some cases, such as for (a) incoming junior faculty, (b) part-time faculty, and (c) faculty with significant time allocation toward practice contracts (e.g. State, HTAP, St. Elizabeth Regional Health, PUSON clinics, Clarian-Arnett), the annual criteria may be altered at the discretion of the School Head. General recommendations for faculty who fall under these categories are provided below.
Incoming junior faculty: Because of the transition process, incoming junior faculty might not meet each of the annual expectations in their first year, and this will be considered at the time of review. These faculty are advised to document (in their annual report) progress toward each goal, such as collaborations established, course syllabi under development, publications in preparation, or abstracts/manuscripts submitted.

Faculty employed in part-time positions, with joint appointment, with clinical practice roles and with administrative roles: In general, expectations for productivity in teaching, discovery, and engagement will be proportional to the overall assignment. For example, if an individual has a 50% administrative assignment, expectation for scholarship will also be at 50% of the productivity standards.

Faculty with practice contracts: Because grant funding is a key component when being considered by the University for promotion, practice-related contracts cannot be viewed as synonymous with grant funding. Tenure-track faculty who allocate a significant proportion of their time toward service contracts and perceive difficulty in meeting funding expectations are encouraged to meet with the School Head to obtain individualized guidance.

GENERAL EXPECTATIONS FOR FACULTY PERFORMANCE

Tenured or Tenure-Track Positions:
• At least one active grant. Any faculty member not possessing at least one active grant or project contract will submit at least one multi-year application or two single-year applications annually.
• Author and/or presenter for at least one podium and/or poster presentation at national/international meetings; at least one of these must be as primary and/or senior author of the work. The presentations may be a combination of abstracts and/or invited presentations.
• At least two peer-reviewed publications (research paper, case/project report, book, book chapter, or review article); at least one of these should be as first author, senior author, and/or corresponding author on the work. In instances where a faculty member is a significant contributor, but not the first or senior author, their role should be described in their annual report. Reviewed abstracts, even if published, do not qualify as a peer-reviewed publication.
• Teaching in and/or coordinating at least one core course each semester. Serving on graduate committees.
• Service on at least one committee within the School. Service on College or University committees is optional.
• Associate or Full Professor: service on at least one national or international scientific/professional committee or organization (includes grant review panels or acting as a peer-reviewer for scientific journals).
• For associate and full professors participation in at least one local, state, national, or international nursing or healthcare organization, in an active leadership role.

Clinical-Track Positions:
Over the course of a two year period:
• Author and/or presenter for at least one podium or poster presentation at state/regional/national/international meetings. These may be abstracts and/or invited presentations.
• At least one peer-reviewed publication (e.g., a research paper, review article, case report, book chapter, or book) or two non-peer-reviewed that reflects the clinical expertise of the individual faculty. The article need not be data-based. Articles resulting from participation as a member of a larger research team, especially as a clinical consultant, is appropriate.
• Teaching in and/or coordinating at least one core course each semester.
• Service on at least one committee within the School.
• Participation in at least one local, state, national, or international nursing or healthcare organization.
• Maintain certification an area of clinical expertise.

Visiting Clinical-Track Positions:
• Teaching in and/or coordinating courses.
• Documentation of excellence in teaching is expected.
• Visiting clinical track faculty are highly encouraged to participate in Discovery/Scholarship and Engagement if pursuing a change in rank.

Continuing Lecturer Positions:
• Teaching in and/or coordinating courses.
• Documentation of excellence in teaching is expected.
• Continuing lecturers are highly encouraged to participate in Discovery/Scholarship and Engagement if pursuing a change in rank.

REPORTING
By February 15 of each calendar year, faculty will submit to the School Head an annual review which will summarize progress from the preceding calendar year.

In this review, the learning/teaching, discovery, and engagement allocations for this time period will be listed as well as the goals from the preceding year. The review will report on progress toward meeting these goals. A list of measurable professional goals for the next year, proposed effort allocations for learning, discovery/scholarship, and engagement for the next year, and a current copy of the faculty member’s curriculum vitae should also be included.

The content of the annual report for all faculty is as follows. Promotable faculty need to complete the following on Form 36:
• Assignment allocation
• Goals from the preceding year

Discovery/scholarship
Discovery/scholarship activities are expected to be conducted, as broadly defined.

List all current research/project funding, all publications published or accepted for publication, national/international recognition for signature area initiatives, and interdisciplinary research initiatives. Use APA format for all listings.
Learning
Learning includes didactic or non-didactic education and educating of undergraduate students and or graduate students. Learning also encompasses formal or informal mentorship of fellow faculty members.

List by course number: lecture hours, contact hours, number of students taught in each course.

List the names of graduate students for which you have direct responsibility (e.g., as primary advisor, preceptor, or supervisor).

List the student names and project titles of Master’s, Doctor of Nursing Practice (DNP) and PhD projects for which you serve as the primary faculty advisor and/or committee member.

List the names of graduate students for which you serve as a member of the research project, thesis or dissertation committee.

List the student names and titles or one-phrase descriptions of each University-wide activity for which you served as the primary mentor or preceptor.

Evaluation of teaching: PICES (Purdue Instructor and Course Evaluation Service) scores, SGID (small group instructional diagnosis), GIFT (group informal feedback of teaching), anecdotal comments from students or peers).

List innovative course improvements and/or developments representative of excellence in learning/teaching. Evaluation evidence should be provided, including impact of the innovation.

A scholarly approach to instructional innovation is expected. Development of a teaching portfolio is encouraged.

Engagement
Engagement, as defined in the School’s Strategic Plan and the academic unit’s promotion guidelines, includes activities that address the needs of society. The engagement must provide value to the University, School, and/or the academic unit.

Examples include:
- Actively participate in patient-care practice
- Development of partnerships with corporate constituents to advance ongoing research and educational initiatives
- Expansion of interdisciplinary initiatives that improve quality of life
- Collaborations with health-care providers to advance the practice of nursing
- Efforts to enhance existing partnerships (e.g., Wishard Health Services) to augment patient care needs, expand experiential learning sites, and strengthen the relationship between the School of Nursing and a practice site
• Efforts to educate, retain, and re-educate the workforce in targeted fields and nursing practice worldwide through continuing education, certificate and academic degree programs, and other lifelong learning opportunities.

Evaluation evidence should be provided, including impact of the engagement innovation. A scholarly approach to engagement is expected. In the case where engagement activities are conducted by a team of individuals, a short description of the roles of each team member should be provided.

Citizenship
Citizenship, while not mutually exclusive from other categories of assessment, involves performance of tasks necessary for the smooth functioning of the academic unit and the School. The proper performance of these tasks leads to an enhanced learning and research environment for students and an improved morale for faculty and staff.

Often, citizenship is exemplified by faculty who go “above and beyond the call of duty” when needed. Examples include, but are not limited to, participating in a search team, serving on an ad hoc committee, serving as a faculty advisor for a student organization, volunteering to oversee more Master’s or DNP projects than the average faculty member, helping fellow faculty and staff with computer networking difficulties when needed, assisting with labs when requests are made for faculty participation, conducting interviews or participating in a project although not a member of the committee or course team, providing an external review of a colleague’s grant application, attending key school and student events, assisting with student assessments (e.g., oral and poster presentations, patient simulations), recruitment of undergraduate and graduate students and new faculty, attending seminars and participating in oral defenses, and facilitating student involvement at a weekend health fair.

Interdisciplinary collaboration, both within and outside of the School, is expected of all faculty. Please provide information documenting your role as a team player within the School of Nursing, College of Pharmacy, Nursing, and Health Sciences, and the University as a whole.

Additionally, describe your role as a member of the team when collaborating in the areas of learning, discovery/scholarship, and engagement.

Administration
Individuals with administrative responsibilities are expected to set administrative goals to be achieved during each academic year. The achievement of these goals will be evaluated by the direct supervisor of the administrator. The level of administration may, at the discretion of the Head, result in deviations from the normative estimations of effort allocation for learning, discovery/scholarship, and engagement.

Awards/Recognitions
(Note: this does not include research funding). Please describe the criteria for the award and if peer reviewed.

  Award recognition/name:
  Award recognition/type:
Internal to Purdue:
External to Purdue:

If the award is external, please identify the granting agency, institution, or organization:

Description of award/recognition:
Select the appropriate strategic planning category:
Discovery/scholarship
Learning
Engagement
Overarching (if more than one category)

Finally, it should be noted that although faculty are expected to submit a 12-month summary by February 15 for their annual assessment, the School Head will supplement the review of this document with the faculty member’s curriculum vitae, thereby enabling examination of trends in progress over time.

After receipt of the annual review and professional goals, the School Head will meet with each faculty member per established time table (see general procedures section of the College of Pharmacy, Nursing, and Health Sciences Promotion Procedures) to reach consensus on the merits of achievements and the goals for the coming year. It is an expectation of all faculty members to schedule an annual appointment with the School Head to review individual’s professional trajectory.

Approved at the Faculty Meeting of August 21, 2009
General
“Authorship is an explicit way of assigning responsibility and giving credit for intellectual work. The two are linked. Authorship practices should be judged by how honestly they reflect actual contributions to the final product.

“Authorship is important to the reputation, academic promotion, and grant support of the individuals involved as well as to the strength and reputation of their institution.”
Faculty Council Harvard Medical School

Authorship
• Each person listed as an author should make an extensive, scholarly, intellectual contribution to the manuscript, (e.g. project conception, design, analysis, data interpretation). Funding acquisition and providing or interviewing participants, providing services, data entry, materials, or manuscript review are not satisfactory reasons for authorship.
• Individuals who are paid to perform research duties do not necessarily qualify as an author.
• Each co-author who makes significant, scholarly, intellectual contributions qualifies as an author. Other contributions may be included as an acknowledgement.
• Each person should be part of writing, reviewing, and approving the manuscript.
• The primary author will take responsibility for the manuscript as a whole, and serve as the contact person.
• The primary author should ensure that all other authors meet authorship standards. The primary author should provide, in writing, the specific contributions to the manuscript by all authors, and gain all authors approval.

Implementation
• The writing team should talk about order of authorship prior to writing the manuscript, and review the order of authorship prior to submission of the manuscript.
• The writing team should attempt to come to an agreement about authorship among them. If unable to do so, the Research Committee may be contacted to help the team members determine authorship.

Student Work
• Students who will publish their research projects or who develop a manuscript as a result of coursework should be considered the primary author.
• Only individuals who have made significant intellectual contributions to the work are considered authors (e.g., faculty members, fellow students, advisors, or close collaborators).
• Other individuals such as manuscript reviewers should be acknowledged, but not considered authors. All committee members do not necessarily make substantial intellectual contributions, and therefore may not be included as authors.
• The order of authorship should be agreed upon at the initiation of the manuscript preparation.
Appendix 5

Sample Template for Letter to Principal Investigator

Dear [insert name]:

Professor [insert name] is being considered for promotion at Purdue University. He/she has indicated that they are a collaborator on a funded project for which you are the principal investigator. It is most helpful in the review process for us to know more specifically the contribution that Professor [insert name] has made to this endeavor. We would be most appreciative if you could provide a letter outlining the role of Professor [insert name], specifically addressing the following:

1. What fraction or specific sections of the grant was/were written by the candidate?
2. What fraction of the work is carried out by personnel directly supervised by the candidate?
3. What fraction (if any) of the direct cost budget is controlled exclusively by the candidate?
4. Please list the percent effort for all investigators on the project.
5. Please provide the expiration date for the extramural funding and the plans for renewal, if any.
6. Please comment on the quality of the candidate’s contribution to the project and their importance to the overall success of the project.

Your provision of this information is most appreciated, as it will be extremely valuable as we move forward in the review process. In order to appropriately assemble all materials needed for review of the candidate; we would appreciate receiving your response prior to October 1.

Sample Template for Letter Evaluating Clinical Service for Clinical Track Candidates

Dear [insert name]:

Professor [insert name] is being considered for promotion in our clinical track. As a part of our assessment, would appreciate your evaluation of this candidate’s clinical service.

In particular, we would value your perspective on the quality of clinical care provided, significant initiatives by the candidate that have improved the delivery of patient care, and any observations you may have related to the candidate’s effectiveness as an educator in the clinical setting.

Your comments on the candidate’s interaction with other health professionals would also be helpful. [Insert appropriate wording describing the access of the candidate to the letter]

In order to meet the time frame necessary for our internal review process, we would appreciate receiving your letter prior to October 1. Thank you in advance for assisting us in this very important matter.
College of Health and Human Sciences Guidelines for Outside Referee Letters

The following paragraph should be included in all letters to outside referees:

Your evaluation will become a part of Professor _____’s promotion documentation, which will be shared with those faculty and administrators directly participating in the promotion process. Your letter will be held confidential to the extent such protection is afforded by University policies and state and federal law. Under some circumstances, Purdue may be required to disclose external review letters of candidates in defense of agency investigations and lawsuits brought by unsuccessful candidates.

The following paragraph should be included in letters about promotion candidates who received a tenure-clock extension:

Please note that Professor _____ received a one year interruption of his/her tenure clock by virtue of University policy. Under these circumstances, the criteria for promotion and tenure are no different than for faculty whose tenure clock has not been interrupted. We, therefore, request that this situation not be a factor in your evaluation.

The following sentence may be used to request information about a referee’s relationship with the candidate:

We would also appreciate knowing the extent of your professional relationship, if any, with Dr. Smith.

The following sentence may be used to request information about a referee’s credentials:

Additionally, would you please send along with your letter a short biographical summary of your own career accomplishments?