CoS Professors of Practice Promotion Outline – 2024

I. Promotion Policies and Procedures for Professors of Practice

A. University Policy

There are three pieces of information that comprise the materials for promotion of clinical/professional faculty appointments.
- University Policy: https://www.purdue.edu/policies/human-resources/vif10.html
- Form 36 Instructions: https://www.purdue.edu/provost/faculty/documents/promotion-form-instructions-36.pdf (College's implementation of this document laid out below)
- Provost Memo: https://www.purdue.edu/provost/faculty/documents/promotion-memo-clinical-2023-24.pdf

B. College of Science Promotion Documents

Per West Lafayette Campus Promotions Policy – Clinical/Professional and Research Faculty (2023-24 AY Policy), "A candidate should be given the opportunity to help create and review their promotion documentation and may receive a copy of any document (with confidential statements omitted) that will be submitted to the Primary, Area, and/or Campus committee(s). It is the right of the candidate to have included in their promotion document whatever the candidate chooses to add, including the candidate's own brief (one page) comments about excellence, creative activity, and scholarship in teaching/learning and/or engagement, each as appropriate. The candidate should also include documentation of mentoring within the scholarship, teaching/learning, and service or engagement sections, again as appropriate. Candidates and units are encouraged to keep documents to a maximum of 100 pages (or less). If needed, additional supporting materials may be linked to the promotion document."

The following is a College of Science Promotion Document format that incorporates current University formats.

All pages of the document, including the first page which is the Form 36, should include the footer "LastName, Page 1 of XX" in the lower right corner. In the lower left should be the department name.

Department of Computer Science	Jones, Page 1 of XX

Page 2 should be the Table of Contents. Use the outline format:

    I.
    A.
    1.

I. General Information

    A. Education
    B. Previous Positions
    C. Present Position
    D. Awards and Honors

a. Internal to Purdue
b. External to Purdue

E. Professional and Associations

F. Other items unique to the person or Department – example: citations in biographical works such as *Who's Who in America*, *American Men & Women of Science*, etc., memberships in academic, professional and scholarly societies.

II. Discovery (if applicable)

A. Discussion

The primary committee, or members of the individual's promotion evaluation committee, is responsible for writing, reviewing and approving a summary of the research with comments on the significance and quality of the publications. An optional summary written by the candidate may be included if the candidate chooses. In this case, the document should contain a clear indication regarding what material was written by the candidate. Summary should focus on, but is not limited to, the following:

- Producing peer-reviewed scholarly publications in the candidate's area of expertise (books, chapters, articles, reviews)
- Receiving grant funding, commissions, and contracts for research or creative endeavor
- Participating in discovery project teams
- Collaborating with university, community or professional organizations to request and receive grants for discovery programs
- Serving as journal editor, reviewer or editorial board member for refereed journal, or peer reviewer of grants
- Developing new courses or programs where research and new knowledge are integrated
- Presenting research papers or creative work at a peer-reviewed venue
- Developing new technological or artistic products
- Receiving honors or awards for scholarship

B. Publications

A list of the top-tier journals (and conferences, if appropriate) in the candidate's field should be at the beginning of this section. The method by which the top-tier ranking was determined should be stated. List publications in conference proceedings separately with an indication of the importance of such publications in the particular field. The primary author(s) should be indicated by an asterisk (*), post docs by "P", graduate students by "G" and undergraduate students by "U". Publications with previous mentors should also be distinguished by "M". **Note**: all publication sections should be listed with the most recent publications first. For Assistant-Associate candidates, please separate out the following sections into pre-Purdue hire and post-Purdue hire.

1. Refereed
2. In press
3. Submitted (do not include in preparation)
4. Non-refereed books and book chapters, etc.

C. Invited Lectures

D. Other Presented Papers

E. Other Professional Activities

F. Interdisciplinary Activities/Collaborations

G. Patents

H. Funding (be sure to clearly note internal to Purdue vs. external to Purdue awards)
   1. Discussion of support
   2. Award information

   Agenda/Title of Grant: _____

   Dates of Funding: _____

   Total Amount of Award: _____

   Your Role: _____

   If Co-PI, for how much of the total funding are you directly responsible: _____

III.   Learning

At the beginning of the learning/teaching section, a statement on the individual's teaching may be included from either the candidate's departmental committee or the individual. The document should contain a clear indication regarding who created the material.

When completing this section, attention should be given to providing information that will show how the individual not only demonstrated excellence in the classroom, but may have distinguished themselves in ways that might include, but are not limited to:

- Developing and delivering new and innovative interdisciplinary coursework, including online courses and study abroad courses
- Developing and delivering creative extracurricular learning experiences for undergraduates
- Incorporating new and appropriate learning technologies in learning experiences
- Publishing textbooks, lecture notes, abstracts, articles, or reviews that reflect a candidate's teaching contributions and scholarship.
- Authoring curriculum materials used by other teachers and/or institutions
- Presenting papers on teaching at regional, national, or international conferences
- Mentoring undergraduates in research, creative endeavor, or service learning
- Participating in teaching activities outside the university, including international assignments, panel presentations, seminar participation and international study and development projects
- Serving on special bodies concerned with effective teaching, such as accreditation teams
- Receiving competitive grants to fund teaching activities or to fund stipends for students
- Sitting on panels to judge proposals for teaching grants or programs
- Undertaking committee activities and other important service to professional associations, including editorial work and peer review as related to teaching
- Reviewing articles, books, or book chapters related to instruction
- Conducting research on pedagogical development and assessment
- Integrating teaching and research or teaching and public service in ways that benefit students

The University Promotions Committee Guidelines state that the last 3 years of teaching data should be included; however, all the teaching data seen by the College of Science Area Promotions Committee should be forwarded to the University Promotions Committee. The 3 years was chosen to avoid listing courses by semester for 10-15 years. Therefore, showing 3-5 years by semester and summarizing earlier data in a table or in the narrative is appropriate, especially for promotions emphasizing teaching.

A. Teaching Assignments at Purdue
A table format is suggested. Present the most recent 3-5 years by semester. Summarize older data by grouping, if appropriate. **Do not show more than 5 years of information**. Use the narrative to indicate teaching commitment over time. Please list courses with most recent first and clearly indicate any online courses with an *.

Semester & Year	Course Number, Credit Hr. and Type	Title of Course	No. of Students	Student Classification
S 1999	SCI 150, 4 cr, lecture/lab	Principles of Science	408	Fr through Sr
S 1999	SCI 430, 1 cr, seminar	Science Seminar	12	Sr
F 1998	SCI 350, 3 cr, lecture	Science Lectures	45	Jr & Sr

B. Selected Discussion of Courses
Include innovation, significant impact on curriculum, or other evidence of impact on undergraduate education.

C. Course Evaluations

1. Student Evaluation
For course evaluations **prior to Fall 2021**, please include course evaluation information as outlined below. List two to five of the major questions on the evaluation instrument (e.g., I rate the instructor's teaching as excellent, very good, etc.) and show the results. Give the number of students in each course and the number responding. Include course-specific norms for the past 5 years if this information is available. Do NOT include student comments. Again, indicate online courses with an *.

Semester & Year	Course	Responses/Enrollment	C1 Score (course median)	C2 Score (course median)
S 1999	SCI 150	104/115	4.3 (4.7)	4.5 (4.9)
S 1999	SCI 430	20/21	4.2 (4.5)	4.6 (4.3)
F 1998	SCI 350	46/55	4.6 (4.4)	3.2 (4.5)

Beginning Fall 2021, please provide course evaluation information on the following four questions:
My instructor seems well-prepared for class.
The instructor is fair and consistent in evaluating my performance in the course.
The instructor created a welcoming and inclusive classroom environment.
The instructor is open to my questions and effectively answers them.

Semester/ Year	Course	Well-Prepared	Fair and Consistent	Welcoming and Inclusive	Open to Questions
S 2022	SCI 100	4.3/5.0	4.0/5.0	4.4/5.0	3.9/5.0
F 2022	SCI 430	4.6/5.0	4.2/5.0	4.3/5.0	4.0/5.0
F 2022	SCI 350	4.4/5.0	4.1/5.0	4.3/5.0	4.0/5.0

2. Peer Evaluation
The format for peer evaluation is determined by the department policy.

D. Other Contributions to Undergraduate Education
This may include, for example, counseling, being a faculty fellow, online course creation, leadership of study abroad programs, etc.

IV. Engagement and Service

A. Discussion of Engagement – how scholarly work is addressing needs(s) inside or outside of the academy
   a. Engagement with Partners - Engaged scholarship may serve the land grant mission by working with a variety of partners including governments, schools, non-profit organizations, business, and/or industries.
   b. Individuals Mentored through Engagement Activities – undergrad students, grad students, postdoctoral scientists, community members, etc.
   c. Impact of the Scholarship of Engagement – reciprocal relationships established, high level of disciplinary expertise, innovation, capability for replication or elaboration, professional and/or peer-review, documented results and impact.
   d. Technology Transfer or Commercialization Results of Engagement.
   e. Other Engagement Activities (for example – mention of work in the media, creation of websites to disseminate research results, short courses/workshops, etc.)

B. Discussion of Service – contributions through service to University, professional societies or other organizations
   a. Department
   b. College
   c. University
   d. Professional (editorial boards, study sections, panels, consulting, program committees, etc.)
   e. Consulting Activities (with bearing on promotion candidacy)
   f. Other Service Activities

C. Diversity Activities

V. Mentoring

  A.   Undergraduate students

  B.   Graduate students

  C.   Fellow Professors of Practice

VI. External Referees

  A.   External letters are desirable for promotion of Clinical/Professional Faculty. However, a combination of internal and external letters is acceptable and may be more appropriate, depending on the duties of the position. A minimum of 3 letters is expected. External letters should be sought from peer or aspirational peer universities. Examples of the peer and aspirational peers include members of the Association of American Universities (AAU) and leading international institutions. Letters may also be sought from faculty members at top academic programs from other institutions, and from preeminent experts at other institutions, although justification in the form of expertise credentials is expected in the latter case. For faculty with engagement appointments, letters from key stakeholders/stakeholder organizations are also appropriate. Documentation should be included stating whether a letter writer was suggested by the candidate or by the department/school, or both.

  B.   It is essential to obtain unbiased external evaluations, so the letters should come from distinguished scholars/evaluators who are not: the candidate's thesis advisor (M.S. or Ph.D.) or postdoctoral advisor; a business or professional partner; any family relation such as a spouse, sibling, parent, or relative; a collaborator on a substantive project, book, article, paper, or report within the last 24 months. An exception to the latter would be a letter from a collaborator, clearly identified, who can help to define and evaluate the candidate's role in major collaborative work, as per section IV.B.6 of the Procedures for Granting Academic Tenure and Promotion document.

  C.   It should be noted to external reviewers, under Purdue University policies, that their reply will be held in confidence to the extent permitted by law. The following statement should be included in all external review letter requests*:*

> *Candidates may request a summary of all evaluations in their file,*
> *however, sources remain confidential. We cannot guarantee that at some*
> *future time a court or government agency will not require the disclosure*
> *of the source of confidential evaluations. Purdue University will*
> *endeavor to protect the identity of authors of letters of evaluations to the*
> *fullest extent allowable under law.*

  D.   If a promotion document includes a Professional COVID-19 Impact Statement, then this language should be included in the letter to the external referees:

> *Purdue University acknowledges the differential and negative impacts that the*
> *COVID-19 pandemic may have had on faculty career development. In*
> *carrying out decisions about promotion and tenure, we will evaluate each*

candidate's research, teaching, service, and engagement activities within the context of the pandemic. To this end, candidates have had an opportunity to include in their document a Professional COVID-19 Impact Statement, which documents how the pandemic has affected their professional accomplishments in discovery, teaching, and engagement, as well as their service obligations. To assist in your evaluation, we include this statement in the promotion document with which you have been provided. It presents information about what obstacles were faced by this candidate during the COVID year and how they overcame them, and helps to put their impact during that year into the context of what was possible.

E. Credentials and, if appropriate, relationship to candidate. Identify which referees were suggested by the candidate and which by the Department.

F. Excerpts with packet of full letters appended. Include all other correspondence or communications with the referees. Non-written communications should be recorded or summarized in writing.

G. Copy of letter soliciting external comments.