PURDUE UNIVERSITY
FORT WAYNE

Faculty
Promotion and Tenure Dossier Format Guidelines

This memorandum is a companion document to Fort Wayne Senate Documents SD 14-35, SD 14-36, SD 18-15, SD 19-9, SD 19-13; the various school, division, and department statements concerning promotion and tenure criteria and procedures; and the Faculty and Staff Handbook and related Executive Memorandum of Purdue University. OAA 99-1 provides detailed suggestions for a standard format for your promotion and/or tenure dossier. Consult your departmental and school guidelines for adaptations appropriate to your discipline. Because you alone bear responsibility for the content and organization of your dossier, your use of the suggested format is optional. You should be aware, however, that the format presented here, as amended from time to time, has a long tradition. It provides you with ready-made means to present your qualifications; it provides reviewers with the information they require organized in a predictable fashion.

As you complete your documentation, you should keep these central notions in mind:
1. Consider your audiences. While the initial review is usually undertaken by departmental colleagues who have a relatively clear understanding of the specific content and conventions of your discipline, later committees and administrators are likely to be unfamiliar with these matters. You should therefore prepare your materials so that they can be adequately understood by non-specialists responsible for assessing the accuracy, comprehensiveness, and significance of your dossier.
2. Get feedback on drafts. Most successful applicants seek collegial assistance throughout the process of dossier preparation. Discussing options and reviewing dossiers prepared in earlier years often prove invaluable.
3. Be specific and selective. Your readers will expect your dossier to be factual, accurate, and comprehensive. You should therefore provide specific evidence of your significant professional accomplishments and, generally, allow this evidence to inform your readers' judgment. You should also avoid diluting the effectiveness of important evidence by intermixing it with trivial examples.
4. Be concise. A long dossier is seldom more convincing than a short one. The dossier should not exceed 30 pages (see Lecturer dossier guidelines in OAA Memo 20-01) in standard format (1-inch margins, 12-point font), exclusive of the CV, external review letters and appendices.
5. Document your area of excellence. Your documentation, including external reviews, should address your area of excellence.
6. Letters from reviewers. Sufficient external, unbiased reviews of faculty work from appropriate professional peers contribute to a more effective system of review. A target of six letters enhances the reliability and accuracy of recommendations. Note that under state law, reviewers' letters are not confidential. Your department chair is expected to share the names of reviewers and the full content of the external letters with you unedited as they are received. Your department or department chair should not ask you to waive this process. Department chairs should ensure that external and internal reviewers understand that candidates will have access to the letters.

The Senate has specifically stated "No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the department level" (SD 14-36). The only exceptions are: (1) copies of books, articles or other materials already noted in the dossier which may be added in the appendices; and (2) items for information, such as notification that an article submitted for publication has been accepted or an anticipated award has been received, may be inserted. Such updates should be submitted to the appropriate Assistant/Associate Vice- Chancellor for Academic Affairs.

The promotion and/or tenure portfolio consists of five sections:
- Section I (OAA Form 153), the cover sheet, is the application and an outline of actions taken on it.
- Section II contains the recommendations of administrators and committees charged with reviewing the dossier, and copies of the criteria on which the recommendations are based.
- Section III is your overview of your qualifications for tenure and/or promotion (candidate's statement).
- Section IV is the promotion and/or tenure dossier itself.
- Section V contains the appendices, which should include supporting documents, appropriately cross-referenced to Section IV.

SECTION I – The Cover Sheet. You complete only Items 1-4 on this document; later items are filled in by the appropriate reviewer.

SECTION II – Evaluations and Recommendations Concerning the Dossier. As the dossier passes through the various levels of review, each review committee and administrator provides a separate letter of recommendation. The basis for each letter is detailed in Section 2. of SD 14-36. All letters of recommendation are inserted in Section II.

SECTION III – Candidate's Statement. In no more than 1,000 words, write an essay that synthesizes and lends coherence to your portfolio. Your essay should provide readers with an orientation to your key professional goals and accomplishments and should gain power from appropriate references to documentation appended to the dossier. Here, and throughout, you should avoid extensive excerpting of appended materials. The statement should address such topics as the following:

- Your professional philosophy
- Your long-term goals in teaching/librarianship, research and creative endeavor, and service
- Your area of excellence: teaching/librarianship, research and creative endeavor, and/or service
- How your activities in the three areas are related to one another
- The overall significance of your accomplishments
- Unusual terms and conditions of employment of which reviewers of your dossier should be aware
- Any faculty member employed during COVID in Spring 2020 and after is invited (not required) to add a 500 word (maximum) separate statement about the impact of the COVID-19 pandemic on your work: teaching, research/creative endeavor, and/or service. Include specific ways the pandemic affected your ability (positively and/or negatively) to reach the outcomes expected for your role.

SECTION IV – The Promotion and/or Tenure Dossier. The promotion and/or tenure dossier presents the primary quantitative and qualitative documentation supporting the candidacy. The dossier contains five major parts:

A. General Information
B. Teaching/Librarianship
C. Research and Creative Endeavor
D. Service
E. Curriculum vitae

Irrelevant entries within the sections are skipped. The upper-right corner of each page contains your last name followed by page numbers (e.g., DOE 5 of 30).

A. **GENERAL INFORMATION**
1. **Educational Experience**
   Starting with the most recent, list institutions attended and degrees earned.
2. **Professional Experience**
   Starting with the most recent, list relevant professional experience, e.g., academic, industrial, business, creative-arts, and government positions.
3. **Licenses, Registrations, and/or Certifications**
   Starting with the most recent, list relevant professional credentials, with dates.
4. **Awards and Honors**
   Starting with the most recent, list awards and honors not cited elsewhere in the dossier.
5. **Memberships in Academic, Professional, and Scholarly Societies**
   Starting with the most recent, list organizations and inclusive dates of membership

B. **TEACHING/LIBRARIANSHIP**
1. **Credit Courses Taught**
   If you are applying for tenure, list all credit courses taught at (I)PFW; otherwise, list all courses taught at (I)PFW since your appointment or most recent promotion, whichever came last. Starting with the most recent academic session, list courses in a table.

   Indicate whether enrollment figures represent the initial enrollment in the course or the end-of-semester enrollment.

Academic Sessions	Course Prefix and Number	Course Title	Contact Hours	Enrollment

2. **Other Courses Taught**

   If you are applying for tenure, list all other courses taught since your appointment at (I)PFW; otherwise, list all other courses taught since your appointment or most recent promotion, whichever came last. Courses appear in a table, as in IV.B.1.

3. **Student Evaluations of Credit and Noncredit Courses**

   If you are applying for tenure, evaluations for all courses taught since your appointment at (I)PFW should be available (in dossier or appendices); otherwise, evaluations for all courses taught since your appointment or most recent promotion, whichever came last. Evaluations should appear in a table, figure or graph indicating academic session, course, contact hours, and number of responses/enrollment.

   Departments may also survey alumni or former students using similar instruments. In all cases the procedures used to collect, compile, and score or summarize this information should be explained clearly and completely, including information about who did the collection, scoring, compilation, and summarizing.

   If many years have elapsed between promotions, the candidate may elect to present a representative subset of the student evaluations in the dossier, assuming all evaluations are available in an appendix.

   When appropriate, student evaluation data should be presented as means, medians, or percentages of students choosing various scale values (e.g., "poor" through "excellent"; or "strongly disagree" through "strongly agree" or the like). Summary tables should be organized within courses and presented over time. The summaries presented in the dossier may include a subset of the questions, but an explanation should be provided as to why the particular items were chosen.

   Ordinarily appendices will include student evaluations of all classes taught at (I)PFW or since the last promotion. Usually, the appendix material will be in the form of computer printouts or typed compilations of individual student responses for each class taught.
   Paper forms completed by individual students should be organized and available from the department.

   If appendix material does not represent all classes taught at (I)PFW or since the last promotion, such materials may be requested by reviewers or promotion committees.

   Open-ended student comments may be summarized and analyzed in the dossier, ideally prepared by disinterested third parties. Avoid extensive quotes of student comments in the dossier. Compilations of all open-ended comments for each class, or if compilations are not available, a complete set of the forms completed by individual students for each class taught at (I)PFW or since the last promotion, should be included in an appendix or available from department if they are paper forms.

If complete data for every course are not presented, accompanying information should enable readers to know how and by whom the selection of a subset of classes was made.

Comparable alumni evaluations (questionnaire, survey, multiple-choice, and/or open-ended) may also be included, summarized in the dossier, and included in their entirety in an appendix.

When relevant directly to classes taught by the candidate, student performance on national achievement tests and normative data for such tests, or pre-post measures of student performance in the candidate's classes may also be included in this section of the dossier.

It is helpful to readers if the candidate includes some information about how he or she responded to student feedback and comments to modify and improve his or her teaching; this kind of analysis is encouraged in this section of the dossier.

4. **Peer Review of Teaching Practice**
Supply collegial assessments of the teaching covered in IV.B.1. and IV.B.2., such as those in reappointment recommendations and annual evaluations; also include reports of peer reviews produced under a formal system of collegial classroom visitation, along with a description of the procedures used in obtaining the reviews. Solicited outside reviews of teaching and/or teaching materials, if included, are supplemented by an explanation of how the reviewers were selected; their credentials; the relationship, if any, of the reviewer to the candidate; how the reviews were solicited and by whom; how many reviews were requested, received, and submitted; the conditions of the review; what access you had to the reviews; and how decisions were made about which reviews to include in the dossier. Letters from independent external reviewers have the greatest credibility. External review letters collected within the two-year period prior to submission of your dossier may be included. The evaluators' names, ranks, and institutions, CVs, and the letter of solicitation are included in the appendix.

5. **Contributions to Course and Curriculum Development**
Describe course, laboratory, and curricular innovations for which you are responsible; your teaching-related administrative or supervisory responsibilities; and your contributions to the (re)design of teaching facilities and equipment.

6. **Publications and Productions Related to Teaching**
In a citation format appropriate to your discipline but avoiding abbreviations likely to confuse colleagues in other disciplines, list publications and productions intended primarily for use by students or by teachers in fulfilling instructional roles. For publications with multiple authors, identify the extent of your contribution. Within categories, list refereed/juried items first, marked with an asterisk, most recent item first, followed by unrefereed/unjuried items, most recent item first. For commissions, exhibits, performances, productions, etc., indicate the title, sponsoring agency, and location and date.

If appropriate, items listed here may be cross-referenced in section C. Generally, scholarship of teaching and learning publications that have a conceptual/theoretical orientation and that provide evidence that the efficacy of the pedagogy has been systematically studied and evaluated may be cross-referenced under research. Each item is classified into one of the following categories:

Textbook
Book chapter
Article
Edited work, such as an anthology
Paper published in proceedings
Published reviews of textbooks
Auto-tutorial module or self-instruction unit
Instructional videotape, film, tape/slide, or computer-based presentation
Software
Manual, such as a laboratory or instructor's manual
Commission
Exhibit
Performance or production
Other

7. Unpublished Work Related to Teaching
Within categories, list the most recent first, and briefly describe the nature and impact of the project(s). Common types of work included here are lectures or papers presented at professional conferences, workshop presentations, departmental position papers, current papers or proposals. Use the same format for describing significant works in progress.

8. Student Research Direction
Starting with the most recent, identify the undergraduate and graduate student research projects you have overseen, the number of students involved, and the thesis or project titles; specify your role in the projects and such outcomes as presentation or publication.

9. Grants for Teaching Improvement
List any grants that involved teaching improvement or curricular/pedagogical change. Include a copy of any funded grant(s) in the appendix.

10. Student Academic Advising and Mentoring
In this section, identify your contributions to student academic advising. Include a description of your role in the process of advising students and the result of any measures of advising effectiveness. Include any students (advisees, research assistants, teaching assistants) you have mentored about research (not listed under 8.), professional development or other aspects affecting their current and future success.

11. **Institutes, Workshops, Conferences, Expositions, and Other Programs Attended**
     List professional-development activities that contributed to your teaching effectiveness and/or subject mastery.

12. **Teaching Awards**
     List awards received for effective teaching, naming the organization, date, and nature of the award.

13. **Evidence of Student Learning**
     In this section, include selected student work, pre & post test results, and other artifacts demonstrating student learning.

14. **Other Evidence of Teaching Effectiveness**
     Supply information not included in earlier portions of IV.B.

C. **RESEARCH AND CREATIVE ENDEAVOR**

1. **Publications and Productions Related to Research and Creative Endeavor**
    In the citation format appropriate to your discipline but avoiding abbreviations likely to confuse colleagues in other disciplines, list scholarly publications and creative activities and indicate with an asterisk the accomplishments which are juried/refereed. For publications with multiple authors, identify the extent of your contribution. Within categories, list refereed/juried items first, marked with an asterisk, most recent item first, followed by unrefereed/unjuried items, most recent item first. For commissions, exhibits, performances, productions, etc., indicate the title, sponsoring agency, and location and date. Include relevant information about journals, exhibitions etc. to establish credibility of the publication/performance venue. This may include information from reviews, reproductions, and citations of your work. Entries here may be cross-referenced in section B.6. Each item is classified into one of the following categories:

    Book
    Book chapter
    Article in a scholarly journal (print or electronic)
    Applied research report
    Translation
    Edited work, such as an anthology, diary, letters, etc.
    Paper published in conference proceedings
    Published reviews of scholarly or creative work
    Research abstract
    Software
    Commission
    Exhibit
    Performance or production
    Other

2. **Unpublished Work Related to Research and Creative Endeavor**
   Within categories, list the most recent item first, and briefly describe the nature and impact of the item(s). Each work is classified into one of the following categories:

   Lecture or paper presented at a professional meeting
   Report or study
   Other

3. **Research and Creative Endeavor in Progress**
   Starting with the most recent, describe the project(s), mentioning purpose, the procedures utilized, the results and outcomes sought, the current project status, and the plan for dissemination.

4. **Grant Acquisition and Current Grant Proposals**
   List all funded grant proposals that you developed. If coauthored, identify your contribution. List any grants pending or in progress. Describe how the grants pertain to your research agenda and other publications/productions. List the most recent item first, showing the funding agency, date funded, amount of the grant, and the time period for the work to be completed.

5. **Institutes, Workshops, Conferences, Expositions, and Other Programs Attended**
   Starting with the most recent, list professional-development activities that contributed to your research and creative endeavor; provide the program title, sponsoring agency, location, and date. Should not duplicate (but may reference) entries listed in IV.B.11.

6. **Peer Comments on Research and Creative Endeavor**
   Supply explanations and evaluations of the work in IV.C.1-3. (e.g. those in reappointment recommendations and annual evaluations; sponsoring agencies).

   Solicited outside reviews of research and creative endeavor are supplemented by an explanation of how the reviewers were selected; their credentials; the relationship, if any, of the reviewer to the candidate; how the reviews were solicited and by whom; how many reviews were requested, received, and submitted; the conditions of the review; what access you had to the reviews; and how decisions were made about which reviews to include in the dossier.

   Letters from independent external reviewers have the greatest credibility. External review letters collected within the two-year period prior to submission of your dossier may be included. The evaluators' names, ranks, institutions, CVs and the letter of solicitation are included in the appendix.

7. **Other Evidence of Effectiveness in Research and Creative Endeavor**
   Supply information not included in earlier portions of IV.C.

D. SERVICE

Throughout, committees or other bodies are named, along with the periods of service and descriptions of significant personal contributions. Within sections, list the most recent item first.

A. **University Service**
   University System
   Campus
   School/College/Division
   Department/Program
   Student Organizations or Activities
   Other

B. **Service to the Profession**
   Offices Held in Academic, Professional, and Scholarly Societies
   Editorships of Journals
   Refereeing and manuscript reviewing Reports and Studies
   Discuss special studies and/or investigations you have conducted as part of service to the profession; indicate the title, date, purpose, extent of the study, and outcomes. If results were published, include standard bibliographical data.
   Other

C. **Continuing Education Service**
   Starting with the most recent, include professionally relevant programs in which you had an initiatory, administrative, or supervisory role (teaching of continuing-education offerings appears in IV.B.2.). Indicate your participation as coordinator, chairperson, etc., and the number of people involved in these activities.

   Should not duplicate (but may reference) items listed in earlier sections.

D. **Community Service**
   Starting with the most recent, describe only community service directly related to professional and scholarly activities such as:

   Consulting Activities
   Public and/or Governmental Service Activities Publications and/or presentations for lay audiences
   Media Interviews
   Other

E. **Peer Comments on Service**
   Supply comments concerning your contributions to the university, the profession, continuing education, and the community, as listed in IV.D.1-4., such as those in reappointment recommendations, annual evaluations, and other third-party assessment. Solicited outside reviews of service accomplishments are supplemented by an explanation of how the reviewers

were selected; their credentials; the relationship, if any, of the reviewer to the candidate; how the reviews were solicited and by whom; how many reviews were requested, received, and submitted; the conditions of the review; what access you had to the reviews; and how decisions were made about which reviews to include in the dossier. Letters from independent external reviewers have the greatest credibility. External review letters collected within the two-year period prior to submission of your dossier may be included. The evaluators' names, positions, and institutions, CVs and the letter of solicitation are included in the appendix.

F. Other Evidence of Effectiveness in Service
Supply information not included in earlier portions of IV.D.

E. CURRICULUM VITAE
In a format appropriate to your discipline, include a complete curriculum vitae. The CV should provide comprehensive information about your education; professional experience; relevant licenses, etc.; awards and honors; memberships and offices in professional organizations; publications/creative endeavors; conference presentations; and other relevant accomplishments. The CV provides a comprehensive summary of the more detailed information requested in Sections A.- D.

F. EXTERNAL REVIEW LETTERS
The original letters from the professional colleagues outside (I)PFW who were invited to assess your area of excellence and any other aspects of your professional performance of which they are knowledgeable are inserted here. As noted earlier, a target of six external letters enhances the reliability of recommendations.

SECTION V – APPENDICES
The appendices contain supporting materials appropriately cross-referenced in Sections III-IV of the dossier.

If you are untenured, the appendices also include all reappointment recommendations and annual reviews written about you since your appointment at (I)PFW. **If you are tenured,** the appendices also include all annual reviews written about you since your appointment at (I)PFW or your most-recent promotion, whichever came last.

Carl N. Drummond
Provost and Vice Chancellor for Academic Affairs
Vice Chancellor for Academic Affair

PURDUE UNIVERSITY.
FORT WAYNE

99-1

Promotion & Tenure
Resource Companion

2026

Table of Contents

Faculty Promotion and Tenure Dossier Format and Guidelines

This memorandum is a companion document to Fort Wayne Senate Documents SD 14-35, SD 14-36, SD 18-15, SD 19-9, SD 19-13; and the various school, division, and department statements concerning promotion and tenure criteria and procedures.

This document provides a standardized approach to format your promotion and/or tenure dossier. Because you alone bear responsibility for the content and organization of your dossier, your use of the suggested format is optional. However, the format presented here has a long tradition and provides reviewers with the information they require in a predictable, organized fashion. This document serves as guidelines. Refer to your departmental and school guidelines for adaptations appropriate to your discipline.

As you complete your documentation, keep these points in mind:

1. **Consider your audience.** The initial review is usually undertaken by departmental colleagues who have a relatively clear understanding of the specific content and conventions of your discipline. However, later committees and administrators may be unfamiliar with these matters. Prepare your materials so that they can be adequately understood by non-specialists responsible for assessing the accuracy, comprehensiveness, and significance of your dossier.
2. **Get feedback on drafts.** Most successful applicants seek collegial assistance throughout the process of dossier preparation. Reviewing your annual faculty review documentation and reappointments from earlier years often proves invaluable.
3. **Be specific and selective.** Your readers will expect your dossier to be factual, accurate, and comprehensive. Provide specific evidence of your significant professional accomplishments and, generally, allow this evidence to inform your readers' judgment. Avoid diluting important evidence by intermixing trivial examples.
4. **Be concise.** A long dossier is seldom more convincing than a short one. The dossier should not exceed 30 pages (see Lecturer dossier guidelines in OAA 20-01) in standard format (1-inch margins, 12-point font), excluding the CV, external review letters and appendices.
5. **Document your area of excellence and the two areas of competence**. Candidates must choose to demonstrate excellence in only one category. All candidates must also demonstrate competence in the other categories. All candidates for promotion to Clinical Associate Professor, Associate Professor of Practice, or Associate Professor must demonstrate excellence in teaching or research and/or creative endeavor. All candidates for promotion to Professor must demonstrate excellence in teaching, research and/or creative endeavor, or service. All candidates for promotion as a Lecturer must demonstrate excellence in teaching. You should initiate early and ongoing conversations with your department chair to determine which area best aligns with your strengths, departmental expectations, and long-term goals.
6. **Secure letters from reviewers.** External, unbiased reviews of faculty work from appropriate professional peers contribute to a more effective system of review. A target of six letters enhances the reliability and accuracy of recommendations. Note that under state law, reviewers' letters are not confidential. Your department chair is expected to share the names of

reviewers and the full unedited content of the external letters with you as they are received. Your department or department chair should not ask you to waive this process. Department chairs should ensure that external and internal reviewers understand that candidates will have access to the letters.

7. **Be aware of your timeline.** The dossier submission due date is determined annually, but typically occurs in early August. Follow the provost generated timeline, annually posted to the OAA website, unless your department specifies a different due date.

Senate Documents related to Promotion and Tenure

The principles to guide the promotion and/or tenure process of Tenure-track, Clinical faculty, and Lecturers at Purdue University Fort Wayne (PFW) are outlined in three separate Fort Wayne Senate documents. Departmental policies must be consistent with the guiding principles established in these documents.

- **SD 14-35 Guiding Principles of Promotion and Tenure at PFW**
  This document contains the principles to guide the process for promotion and tenure of Tenure-Track and Tenured faculty at PFW.
- **SD 18-15 Guiding Principles of Promotion for Clinical Faculty and Professors of Practice at PFW**
  This document contains the principles to guide the process for promotion of Clinical faculty and Professors of Practice at PFW.
- **SD 19-9 Guiding Principles of Promotion of Lecturers at PFW**
  This document contains the principles to guide the process for promotion of Lecturers at PFW.

Two documents outline the procedures for faculty promotion and/or tenure at PFW. They describe (1) the review and approval of departmental and college-level policies; (2) the decision-making levels along with their primary tasks; (3) the progression of cases through these levels; and (4) policies for individual participation in the process.

- **SD 14-36 Procedures for Promotion and/or Tenure and Third Year Review**
  This document outlines the procedures for faculty promotion and/or tenure at PFW. It also includes the principles for the third-year review of probationary faculty.
- **SD 19-13 Procedures of Promotion for Lecturers at PFW**
  This document outlines the procedures for faculty promotion of Lecturers at PFW.

The Senate has specifically stated, "No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the department level" (SD 14-36). The only exceptions are: (1) copies of books, articles or other materials already noted in the dossier, which may be added in the appendices; and (2) items for information, such as notification that an article submitted for publication has been accepted or an anticipated award has been received, may be inserted. Such updates should be submitted to the appropriate Assistant/Associate Vice Chancellor for Academic Affairs.

Timetable for Reappointments				
No.	Year at PFW	Reappointment for	Chair receives request	Faculty officially Notified
1	1	2nd year	November	February
2	2	3rd year	September	November
3	2	4th year	February	May
4	3*	5th year	February	May
5	4	6th year	February	May
6	5	7th year	February	May

*Third year review is part of the reappointment process for tenure-track faculty

The promotion and/or tenure portfolio consists of five sections:
SECTION I – The Cover Sheet. You complete only items 1-4 on the Cover Sheet document; later items are filled in by the appropriate reviewer.

SECTION II – Evaluations and Recommendations Concerning the Dossier. As your dossier passes through the various levels of review, each review committee and administrator provide a separate letter of recommendation. The basis for each letter is detailed in Section 2 of SD 14-36. All letters of recommendation are inserted in Section II.

SECTION III – Candidate's Statement. In no more than 1,000 words, write an essay that synthesizes and lends coherence to your portfolio. Your essay should provide readers with an orientation to your key professional goals and accomplishments and should gain power from appropriate references to documentation appended to the dossier. Avoid extensive excerpting of appended materials. The statement should address:
Your professional philosophy
- Your long-term goals in teaching/librarianship, research and creative endeavor, and service
- Your area of excellence: teaching/librarianship, research and creative endeavor, and/or service;
- How your activities in the three areas are related to one another
- The overall significance of your accomplishments
- Unusual terms and conditions of employment of which reviewers of your dossier should be aware
- Any faculty member employed during COVID-19 in Spring 2020 and after is invited (not required) to add a separate statement (500-word maximum) about the impact of the COVID-19 pandemic on your work: teaching, research/creative endeavor, and/or service. Include specific ways the pandemic affected your ability (positively and/or negatively) to reach the outcomes expected for your role.

SECTION IV – The Promotion and/or Tenure Dossier. The dossier presents the primary quantitative and qualitative documentation supporting the candidacy. The dossier contains six major parts:

- A. **General Information**
- B. **Teaching/Librarianship**
- C. **Research and Creative Endeavor**
- D. **Service**
- E. **Curriculum vitae**
- F. **External review letters (originals)**

Within parts A-D are various categories of evidence. Additional categories of evidence may be added where needed. Categories of evidence that are not applicable to you should be skipped. Numbers should not be reused if skipped. The upper-right corner of each page in your dossier should contain your last name followed by page numbers (e.g., DOE 5 of 30).

SECTION V - The Appendices. The appendices should include supporting documents, appropriately cross-referenced to Section IV.

Teaching

A. General Information

1. *Educational Experience* – Starting with the most recent, list institutions attended, and degrees earned.
2. *Professional Experience* – Starting with the most recent, list relevant professional experience, e.g., academic, industrial, business, creative-arts, and government positions.
3. *Licenses, Registrations, and/or Certifications* – Starting with the most recent, list relevant professional credentials, with dates.
4. *Awards and Honors* – Starting with the most recent, list awards and honors not cited elsewhere in the dossier.
5. *Memberships in Academic, Professional, and Scholarly Societies* – Starting with the most recent, list organizations and dates of membership

B. Teaching/Librarianship

When individuals join the community of scholars at PFW, they commit to being effective educators. While the early years of teaching will significantly shape a faculty member's future, there is no point where development stops as a teacher.

Given that departmental and college/school guidance for Research (and possibly Service) tends to be clearer and more robust than what is typically provided for documenting Teaching, the guidelines below for documenting Teaching are deliberately thorough.

Part B of the dossier includes 14 categories for faculty who are pre-tenure, tenured, Clinical, Lecturers, and Professors of Practice to consider in demonstrating teaching effectiveness. While items 1-2 are relatively straightforward, items 3 – 14 include numerous possibilities. In these areas you will find: a brief description of the item; potential sources of evidence in the form of activities, multiple measures, and suggestions for reflection and documentation; specific resources and opportunities to support your engagement in those activities; and notes on any applicable formatting guidelines. **Pursue those items that are in accord with your departmental role and your department's criteria.**

*NOTE: *The suggestions included in this section are designed to aid your understanding of and facilitate conversations regarding your department documents as well as how to demonstrate competence or excellence in teaching. In addition, this section aims to standardize language used across campus. You should actively discuss your teaching development process with your chair, colleagues, and/or mentors.*

CATEGORIES OF EVIDENCE

B. TEACHING (for Librarians, Librarianship)

    1. Credit Courses Taught

        If you are applying for tenure, list all credit courses taught at (I)PFW; otherwise, list all courses taught at THE INSTITUTION since your appointment or most recent promotion, whichever came last. Starting with the most recent academic session, list courses in a table (example below). Indicate whether enrollment figures represent the initial enrollment in the course or the end-of-semester enrollment.

Academic Sessions	Course Prefix and Number	Course Title	Contact Hours	Enrollment

For Librarians Only – Information Services and Instruction.

    Subheadings can be expanded to the librarian's specific needs. Include a brief narrative highlighting accomplishments in this area e.g., Indicate any special activities or services provided or accomplished.

    1.1 Information Assistance (Reference)

        Include statistics on consultations summarized in this section and linked to full reports in appendix. Use charts and graphs as appropriate.
        Narrative and reflection on significant accomplishments and explanation to give context to the data is encouraged.
        Assessment measures should be present and could include a combination of survey feedback, comments from patrons, peer-review of reference. See department documentation for more information.

    1.2 Instruction

        Subheadings can be expanded to the librarian's specific needs. Include a brief narrative highlighting accomplishments in this area.

        1.2.1 Courses with Bibliographic Instruction

            List all courses in which you gave an instruction. This is typically best captured in a chart that allows for easy understanding of repeated visits over time while conserving space.
            Assessment measures in this area can include survey, feedback from instructors and students, peer review of instruction, reflection. For more information see departmental documents.

        1.2.2 Other Workshops, trainings, etc.
            Include here items that are not specific to course but are forms of Instruction.

    1.3 Collection Development

Include a brief narrative highlighting accomplishments in this area. Feedback from faculty and students may also be included.

1.4   Liaison Services to Faculty (Other) Examples:

Include a brief narrative highlighting accomplishments in this area. Subheadings can be adjusted and/or expanded to meet the librarian's specific needs.
Feedback from faculty may also be included. Assessment measures should be best suited to the content and goals. See department documentation for more information.

1.4.1   Specialized research assistance
1.4.2   Publication Support
1.4.3   Accreditation and program report support

1.5   Coordinator Areas as Applicable

1.6   Outreach to Liaison Areas

1.7   Library Administrative roles if applicable

2. **Other Courses Taught**
If you are applying for tenure, list all other courses taught at PFW; otherwise, list all other courses taught at PFW since your appointment or most recent promotion, whichever came last. Starting with the most recent academic session, list courses in a table, formatted as the above.

For Librarians Only – Other Instructions
- Use for credit courses taught

3. **Student Evaluations of Credit and Noncredit Courses**
   o **Description**
   Student evaluations of courses provide valuable insights into the effectiveness of instruction, course design, and overall student learning experiences. By systematically collecting, reflecting on, and making adjustments based on student feedback, faculty can spot meaningful trends related to course design, delivery, or student engagement. Reflection enables instructors to differentiate between constructive criticism and outlier comments, helping them make informed decisions rather than reacting to isolated feedback. By demonstrating responsiveness to student feedback, instructors can enhance learning outcomes and also cultivate a culture of respect and continuous improvement within their courses.

o **Sources of Evidence**

Collect quantitative and qualitative student evaluation data, both standard departmental evaluations plus any of your own informal evaluations such as early-semester or midterm surveys. Discuss the results with your mentor(s) and follow departmental practices on the reporting of student evaluation data (e.g., focusing on a subset of questions, reporting means or percentages of agreement/disagreement, etc.). To document these activities:

- Reflect in writing on themes (both quantitative and qualitative) of strengths and opportunities for improvement as reported by students.
- Include information about how you responded to both positive and negative student ratings and comments (the themes in particular) to modify and improve your teaching.
- Relate changes you made in curriculum or pedagogy (in response to student feedback) to your growth as a teacher and to your teaching philosophy.
- Discuss if changes you made in response to feedback were successful and what additional teaching development opportunities and teaching strategies you will pursue in the future.

o **Resources**

There are several resources you may find helpful in meeting the recommendations in this area. They include:

- CELT's Mid-Semester Feedback Guide
- CELT Formative Peer Review of Teaching
- Review of Student Evaluation Data
- Small Group Instructional Diagnostic
- CELT one-on-one Instructional Design Consultation
- CELT Certificates
- CELT Teaching Development Grants

o **Formatting and Notes**

- If you are applying for tenure, evaluations for all courses taught since your appointment at (I)PFW should be available (in dossier or appendices); otherwise, evaluations should be available for all courses taught since your appointment or most recent promotion, whichever came last. Evaluations should appear in a table, figure, or graph indicating academic session, course, contact hours, and number of responses/enrollments.
- Departments may also survey alumni or former students using similar instruments. In all cases the procedures used to collect, compile, and score or summarize this information should be explained clearly and completely, including information about who did the collection, scoring, compilation, and summarizing.
- If many years have elapsed between promotions, the candidate may elect to present a representative subset of the student evaluations in the dossier, assuming all evaluations are available in an appendix.
- When appropriate, student evaluation data should be presented as means, medians, or percentages of students choosing various scale values (e.g., "poor" through "excellent"; or "strongly disagree" through "strongly agree" or the like).

Summary tables should be organized within courses and presented over time. The summaries presented in the dossier may include a subset of the questions, but an explanation should be provided as to why the items were chosen.

- Ordinarily, appendices will include student evaluations of all classes taught at (I)PFW or since the last promotion. Usually, the appendix material will be in the form of typed compilations of individual student responses for each class taught.
- Old paper forms completed by individual students should be digitized, organized, and available from the department.
- If the appendix material does not represent all classes taught at (I)PFW or since the last promotion, such materials may be requested by reviewers or promotion committees.
- Open-ended student comments may be summarized and analyzed in the dossier, ideally prepared by disinterested third parties. Avoid extensive quotes of student comments in the dossier. Compilations of all open-ended comments for each class, or if compilations are not available, a complete set of the forms completed by individual students for each class taught at (I)PFW or since the last promotion, should be included in an appendix or available from the department if they are paper forms.
- If complete data for every course is not presented, accompanying information should enable readers to know how and by whom the selection of a subset of classes was made.
- Comparable alumni evaluations (questionnaire, survey, multiple-choice, and/or open-ended) may also be included, summarized in the dossier, and included in their entirety in an appendix.
- It is helpful to readers if the candidate includes some information about how he or she responded to student feedback and comments to modify and improve his or her teaching; this kind of analysis is encouraged in this section of the dossier.

4. **Peer Comments on Credit and Noncredit Teaching**
   o **Description**
   Peer comments generally come from chairs, mentors, formative peer reviewers, and summative peer reviewers, each playing important and different roles in your teaching development (see Appendix A for descriptions of roles).

   o **Sources of Evidence**
   Arrange for the various reviewers to visit your classes and review courses on a consistent and ongoing basis to observe any changes you have made over time. It is also beneficial to visit successful colleagues' classes (within and outside of your discipline), and review their syllabi, assessments, and class activities to obtain new teaching ideas. To document these activities:
   - Identify objectives related to teaching development and devise a plan each year. Collect formative and summative feedback letters and act on suggestions.
   - Regularly summarize your meeting(s) with reviewers in a document you can reference later.
   - Identify what teaching development opportunities (i.e., certificates, workshops, etc.) you completed in response to specific feedback.
   - Reflect, in writing, on changes you made, citing specifically what you have changed in

response to feedback.
- Write on useful ideas you derived from visits to colleagues' classrooms and reviews of their materials. Document the changes made and their impact on student learning.

- **Resources**
  There are several resources you may find helpful in meeting the recommendations in this area. They include:
    - Your Department Chair
    - PFW's Campus Orientation and Mentoring Program (COMP) Team
    - CELT's Peer Review Training
    - CELT Formative Peer Review Fellow Request Form
    - PFW's Summative Peer Review Network

- **Formatting and Notes**
  Supply collegial assessments of the teaching covered in IV.B.1. and IV.B.2., such as those in reappointment recommendations and annual evaluations; also include reports of peer reviews produced under a formal system of collegial classroom visitation, along with a description of the procedures used in obtaining the reviews. Solicited outside reviews of teaching and/or teaching materials, if included, are supplemented by an explanation of how the reviewers were selected; their credentials; the relationship, if any, of the reviewer to the candidate; how the reviews were solicited and by whom; how many reviews were requested, received, and submitted; the conditions of the review; what access you had to the reviews; and how decisions were made about which reviews to include in the dossier. Letters from independent external reviewers have the greatest credibility. External review letters collected within the two-year period prior to submission of your dossier may be included. The evaluators' names, ranks, and institutions, CV's, and the letter of solicitation are included in the appendix.

5. **Contributions to Course and Curriculum Development**
   - **Description**
     Effective course design and development are essential for impactful teaching and a successful career. It is an iterative and ongoing process based on feedback from students and peers, as well as self-reflection and analysis. Additionally, many faculty find course design professional development opportunities (i.e., seminars, certificates, teaching development grants, etc.) as well as partnering, one-on-one, with Instructional Designers to be key in their regular course updates/evolution, improvements, and full (re)development. Similarly, but on a different scale, effective contributions to curriculum development are essential for impact at the department, college/school, and campus levels.

   - **Sources of Evidence**
     Demonstrating learning and application of various course design principles and aligning all course activities and assessments to relevant learning objectives (e.g., course, departmental, general education, baccalaureate framework, disciplinary and/or accrediting body standards) is important. Learning and exploring a variety of teaching methods (i.e., problem-based learning, community-engaged learning, project-based learning, team-based

learning, lecture-based teaching, etc.) and carefully cultivating appropriate ones into courses based on your teaching philosophy, discipline, level, and number of students in class, departmental expectations, etc. will improve teaching effectiveness. To document these activities:

- Reflect on teaching and course development activities you have completed (i.e. certificates, workshops, grant-based development programs, etc.) and document the changes you made to existing courses as a result.
- Identify new courses you have developed in response to your departmental, school/college or accreditation needs and discuss how they were informed by development activities.
- Identify your contributions to the (re)design of teaching facilities and equipment. Reflect on feedback from students and peers, and on ideas learned from SoTL (Scholarship of Teaching and Learning) and Instructional Designers and document the impact each had on new course design and changes you made to existing courses as a result.
- Discuss how you fundamentally shifted or transformed an existing course (or developed a new course) to use a new pedagogical approach, such as:
    - Incorporating course materials from diverse perspectives
    - Service-learning or other community-engaged learning
    - Transitioning to online or hybrid
    - Just-in-time teaching
    - Flipped classroom
    - Project or problem-based learning
    - Team-based learning
    - Others
- Assess the impact your revised course learning objectives, assessments, learning activities, and/or other course design had on student learning.
- Describe any new hybrid, online, or accelerated courses you developed in response to your departmental or school/college needs.
- Discuss your contributions to revising and/or developing new programs and how you have participated in assessment/accreditation efforts.
- Consider creating a document (e.g., a table) that shows how your course learning objectives align with learning activities and other objectives.
- Identify (through alignment mapping) in collaboration with the Chair and the department how the course meets curriculum or other department needs.
- Describe your teaching-related administrative or supervisory responsibilities.

- o **Resources**
  There are several resources you may find helpful in meeting the recommendations in this area. They include:
    - [CELT Certificates](#)
    - [CELT's Teaching Development Grants](#)
    - [CELT Instructional Designers](#)

6. **Publications and Productions Related to Teaching/Librarian**
   - o **Description**

Engaging in the Scholarship of Teaching and Learning (SoTL) and producing instructional publications play an important role in enhancing educational practices and contributing to the academic community. Faculty members have the opportunity to create and share a variety of instructional materials, such as peer-reviewed articles, book chapters, textbooks, workbooks, manuals, digital works, and edited volumes. These efforts not only support the advancement of teaching methodologies but also provide valuable resources that can benefit both colleagues and students.

- ***NOTE:** *Please refer to your department's promotion and tenure criteria to determine whether Publications and Productions Related to Teaching will count towards teaching or research.*

o **Sources of Evidence**
Document key practices for establishing credibility, impact, and recognition of scholarly publications and teaching-related scholarship, including:
- Citation counts
- Scholarly reputation of the publication outlet (such as SJR, indexing coverage, and affiliation with professional organizations)
- Recognition as a seminal or pivotal work in the field by others
- Book reviews
- Books sales
- Library holdings
- Download counts
- Social media coverage
- Copies of peer review correspondence

o **Resources**
There are several resources you may find helpful in meeting the recommendations in this area. They include:
- SoTL Summer Writing & Project Development Institute
- CELT Consultation
- SoTL Journals: JoSoTL, JoTLT, JECT
- Helmke Library Publishing Resources
- WorldCat

o **Formatting and Notes**
- In a citation format appropriate to your discipline but avoiding abbreviations likely to confuse colleagues in other disciplines, list publications and productions intended primarily for use by students or by teachers in fulfilling instructional roles. For publications with multiple authors, identify the extent of your contribution. Within categories, list refereed/juried items first, marked with an asterisk, most recent item first, followed by unrefereed/unjuried items, most recent item first. For commissions, exhibits, performances, productions, etc., indicate the title, sponsoring agency, and location and date.
- If appropriate, items listed here may be cross-referenced in section C. Generally, scholarship of teaching and learning publications that have a conceptual/theoretical

orientation and that provide evidence that the efficacy of the pedagogy has been systematically studied and evaluated may be cross-referenced under research. Each item is classified into one of the following categories

- Textbook
- Book chapter Article
- Edited work, such as an anthology Paper published in proceedings Published reviews of textbooks
- Auto-tutorial module or self-instruction unit
- Instructional videotape, film, tape/slide, or computer-based presentation Software
- Manual, such as a laboratory or instructor's manual Commission Exhibit
- Performance or production
- Other

7. **Unpublished Work Related to Teaching/Librarian**
   o **Description**
   Developing and presenting workshops or sessions on instructional activities and pedagogical practices offers faculty a meaningful way to advance teaching and learning. By sharing their expertise through events such as those organized by CELT, the Alliance, or the Fort Wayne Teaching and Learning Conference, as well as at teaching conferences beyond campus, faculty can create opportunities for professional growth and collaboration. These presentations allow educators to highlight research-based teaching strategies, share innovative approaches, and contribute to the ongoing development of their peers. Presenting work related to the SoTL or other teaching-focused initiatives also raises the visibility of impactful practices and underscores their role in enhancing student success.

   o **Sources of Evidence**
   Common types of work included here are lectures or papers presented at professional conferences, workshop presentations, departmental position papers, current papers or proposals. To ensure faculty contributions are recognized, it is important to document their impact on education and professional engagement by highlighting key strategies, including:
   - Document contributions and responses to ensure efforts are fully recognized.
   - Record attendance and gather participant feedback to illustrate the value of workshops.
   - Demonstrate event credibility through the reputation of the hosting organization and the rigor of the selection process.
   - Provide citations, invitations, and details of roles in collaborative projects as evidence of significance.
   - Showcase dedication to improving educational practices and fostering a vibrant teaching and learning community.

For Librarians:

    7.1 Webpages and Guides

        7.1.1 List of Guides and Usage

        7.1.2 Tutorials

        7.1.3 Other

    7.2 Publications Related to Librarianship

        Generally, most items will be listed in Section C Research and only cross-referenced in this location.

    7.3 Unpublished work Related to Librarianship

- o **Resources**
  There are several resources you may find helpful in meeting the recommendations in this area. They include:
    - CELT Fall Teaching Conference
    - Fort Wayne Teaching and Learning Conference
    - Alliance for Teaching Enrichment
    - Midwest SoTL Conference
    - Lilly Conferences

- o **Formatting and Notes**
  Within categories, list the most recent first, and briefly describe the nature and impact of the project(s). Use the same format for describing significant works in progress.

8. **Student Research Direction**
   - o **Description**
     Supervising research, scholarship, and creative endeavors by undergraduate and/or graduate students can be a rewarding part of a faculty member's role. Faculty provide guidance and feedback that help students develop critical thinking, problem-solving, and research skills, deepen their understanding of their field, and explore topics beyond their regular coursework. Supervising research also allows faculty to integrate current trends and discoveries into their teaching, which keeps the academic curriculum relevant and engaging for students.

   - o **Sources of Evidence**
     Supervise undergraduate and/or graduate student work on master's theses, student research projects, research presentations, scholarly publications, and preparation for and/or participation in academic competitions. Refer to your department's promotion and tenure criteria to determine whether student research direction will count towards teaching or research. Obtain feedback from students on how effectively you set clear expectations, provided appropriate mentorship, gave constructive feedback, supported the use of good scholarly and creative practices, and promoted student ownership of the project. To document these activities:
       - Describe the student project and your role.

- Describe the contribution of each person involved in the project.
- Describe the selection and review process for presentations and publications.
- Reflect on how these activities have enhanced your teaching and research.
- Describe how student feedback on these projects enhanced your teaching and research.

- o **Resources**
  There are several resources you may find helpful in meeting the recommendations in this area. They include:
  - JPUR - Journal of Purdue Undergraduate Research
  - Student Research Symposium
  - Honors Project
  - Summit City Journal

- o **Formatting and Notes**
  Starting with the most recent, identify the undergraduate and graduate student research projects you have overseen, the number of students involved, and the thesis or project titles; specify your role in the projects and such outcomes as presentation or publication.

9. **Grants for Teaching/Librarian Improvement**
   - o **Description**
     Seeking and securing grants for teaching improvement helps to demonstrate a faculty member's commitment to continuous development and student success. These grants also provide rewarding opportunities for faculty to make an impact on teaching and learning by exploring new pedagogical approaches, addressing challenges in higher education, advancing institutional goals for student success, and contributing to the scholarship of teaching and learning.

   - o **Sources of Evidence**
     Pursue teaching-related grants that support student learning outcomes through teaching improvements, curricular/pedagogical changes, or research on teaching/learning. To document these activities:
     - List all grants, funded and unfunded, for which you applied. Include the following details: Internal/external, award amount, and competitiveness of the award.
     - Provide copies of all funded grants in the appendix.
     - For each funded grant, discuss your rationale for pursuing the grant, outcomes (intended and actual), the impact of the grant (e.g., number of students and/or faculty affected by the award, curricular changes, etc.), and notable reviewer comments.

   - o **Resources**
     There are several resources you may find helpful in meeting the recommendations in this area. They include:
     - CELT Teaching Development Grants
     - OAA Summer Faculty Research Grant
     - Purdue Brightspace Innovation Grant

- Community Engaged Alliance Grants (through CELT)
- External grants for teaching development (explore PIVOT for external funding opportunities.)

- o **Formatting and Notes**
  Include a copy of any funded grant(s) in the appendix.

10. Student Academic Advising and Mentoring

- o **Description**
  Academic advising and mentoring guide students through their academic journey, helping them make informed decisions and achieve their goals. This relationship fosters a sense of connection to the university, supports student persistence, and contributes to retention, benefiting both students and the Institution.

- o **Sources of Evidence**
  Pursue opportunities to advise and mentor students in their professional development, academic success, and career preparation. Supervise student presentations, publications, projects, or initiatives not covered in B.8. Include a description of your role in the process of advising students and the result of any measures of advising effectiveness. Include any students (advisees, research assistants, teaching assistants) you have mentored about research (not listed under 8.), professional development or other aspects affecting their current and future success.
  - Document your mentorship of students.
  - Describe the student projects and your role as supervisor.
  - Describe interactions with mentored students on teaching or research (e.g., student teaching assistants, research assistants, Chapman Capstone students).
  - Provide advising effectiveness measures such as student satisfaction surveys regarding advising, advisee meeting frequency and length, and student achievements (e.g., graduate or professional school acceptance, employment, honors, national exam scores, and presentations associated with faculty-supervised work.)
  - Reflect on your advising/mentoring practices, particularly in relation to student achievements.

- o **Resources**
  There are several resources you may find helpful in meeting the recommendations in this area. They include:
  - The Many Paths to Successful Mentoring
  - Summit Scholars Program

11. Institutes, Workshops, Conferences, Expositions, and Other Programs Attended

- o **Description**
  Professional development events are valuable opportunities for continuous growth as an educator. Teaching-related workshops, conferences, institutes, and other structured development activities promote scholarly teaching, which is the intentional application of

research evidence to enhance teaching and learning. These events expose faculty to proven and new pedagogical approaches, high-impact teaching strategies, and emerging trends within and beyond their own discipline. These experiences can encourage reflective thinking that leads to teaching refinements, innovations, and other evidence-based instructional decision-making.

Participating in institutional and external teaching development activities also promotes engagement with a broader scholarly community. Faculty can benefit from developing connections with other educators that lead to networking, collaboration, and other development opportunities that may contribute to teaching effectiveness. Seeking and engaging in teaching development activities that align with your subject area or discipline can help ensure the greatest impact on your teaching and professional growth. Consult with your chair, mentoring committee, CELT, and scholarly literature to inform decisions about which activities to pursue.

- o **Sources of Evidence**
  Document your engagement in meaningful teaching development events and activities, including how those experiences positively impact your teaching and student learning. To document these activities:
    - List all professional development activities, including title, provider, date(s) of completion, and nature of the activity.
    - Reflect on the impact of the activity on your teaching practices and pedagogical approaches, including how it aligns with or informs your philosophy of teaching.
    - Describe the effectiveness of any changes you made on student outcomes, as determined through formal (e.g., student performance, course evaluations) and informal (e.g., student comments, personal reflections) measures.

- o **Resources**
  There are several resources you may find helpful in meeting the recommendations in this area. They include:
    - CELT Workshops
    - CELT Teaching Certificates, Faculty Learning Communities, and Book Groups
    - CELT Cohort Programs
    - CELT Scholarship of Teaching and Learning (SoTL) Institute
    - The Alliance Showcase
    - CELT Fall Teaching Conference
    - Fort Wayne Teaching and Learning Conference
    - Midwest SoTL Conference
    - Disciplinary teaching conferences
    - Lilly Conferences on Evidence-Based Teaching and Learning
    - Community Engaged Alliance

12. Teaching/Librarian Awards
- o **Description**

Teaching awards provide formal recognition of your teaching achievements. Earning a teaching award can help confirm your instructional effectiveness and validate your impact on student outcomes. Teaching awards can provide compelling evidence of a sustained effort toward teaching excellence and address specific contributions to the success of students, classrooms, institutions, disciplines, and higher education.

Pursue teaching awards that align with your instructional strengths, teaching philosophy, institutional mission, and/or discipline. Consider applying for awards that are offered at various levels – departmental, college, institutional, regional, and national – and from professional organizations related to teaching and your discipline.

- **Sources of Evidence**
  - List awards received for effective teaching. To document these activities:
    - List any teaching award(s) received, naming the organization, date, and nature of the award(s).
    - Describe the merits of your teaching that were recognized by each award. Include pertinent excerpts from (a) the application materials, (b) recommendation letters submitted as part of the award, and/or (c) review letters received with the award.
    - Provide copies of received awards (including applications and recognition letters) in the appendix.
    - Describe any impact the award had on your teaching or student learning.

- **Resources**
  There are several resources you may find helpful in meeting the recommendations in this area. They include:
  - PFW Awards:
    - Leepoxy Plastics, Inc. Award for Excellence in Undergraduate Teaching
    - Excellence in Online and/or Hybrid Teaching Award
    - FRIENDS of the University Outstanding Teacher Award
    - PFW Featured Faculty Award (Teaching)
    - Sigma Xi Science Teacher of the Year
  - College and Departmental teaching awards
  - Purdue System Awards:
    - Purdue Excellence in Online Education awards
      - Excellence in Online Course Design and Delivery
      - Innovative Use of Online Technology
      - Scholarship of Online Teaching and Learning
    - Purdue Engaging Rising Star Award
    - Purdue Morill Award

13. Evidence of Student Learning
- **Description**
  Evidence of student learning helps demonstrate the impact of teaching practices on student success. This includes direct and indirect measures that capture students' academic progress, skill development, and comprehension of course material.

Documenting evidence of student learning supports reflective teaching, fosters course improvements, and informs professional growth.

- o **Sources of Evidence**
  - Student work samples (essays, projects, exams, portfolios)
  - Pre- and post-assessments demonstrating knowledge gains
  - Standardized test results or certification exam pass rates
  - Student research presentations and publications
  - Performance-based assessments (e.g., musical recitals, engineering designs)
  - Student self-reflections on learning progress
  - Alumni surveys on preparedness for careers or further study
  - Employer feedback on student preparedness
  - When relevant directly to classes taught by the candidate, student performance on national achievement tests and normative data for such tests, or pre-post measures of student performance in the candidate's classes may also be included in this section of the dossier.

- o **Resources**
  There are several resources you may find helpful in meeting the recommendations in this area. They include:
  - [Center for the Enhancement of Learning and Teaching (CELT)](): Consultation on designing effective assessments
  - Summit Scholars Journal: Venue for student research publication
  - PFW Student Research Symposium: Opportunity for showcasing student learning
  - Institutional Research & Assessment Data: Reports on student performance trends
  - Small Group Instructional Diagnosis (SGID): Mid-semester feedback tool

14. Other Evidence of Teaching/Librarian Effectiveness
- o **Description**
  Beyond direct measures of student learning, additional indicators of teaching effectiveness and contributions to the broader teaching community. Use this section to supply information not included in earlier portions of your dossier.

- o **Sources of Evidence**
  - Adoption of new technological innovations to enhance student learning
  - Use of inclusive teaching practices that improve student engagement
  - Longitudinal evidence of student growth
  - Involvement in faculty learning communities or teaching networks

- o **Resources**
  There are several resources you may find helpful in meeting the recommendations in this area. They include:
  - Digital and Interactive Evidence – Blogs, E-Portfolios, Audio/Video Reflections
  - Real-World and Community Evidence – Internship or Employer Feedback, Service-

Learning Outcomes
- Faculty Learning Communities (FLCs) – POD Network – Professional development groups for reflective teaching and peer collaboration.

C. RESEARCH & CREATIVE ENDEAVOR

This section is intended to provide examples for documenting and evaluating faculty research, scholarship, and creative endeavor. It does not offer a comprehensive list of examples, nor does it require candidates to adhere to these specific examples. Rather, this document serves as a starting point for candidates considering what to include in their case and how to present it.

Faculty should start conversations about their department documents, documentation, activities, and processes with their chair, colleagues, and/or mentors.

*NOTE: *The suggestions included in this section are designed to aid your understanding of and facilitate conversations regarding your department documents and how to demonstrate competence or excellence in research and to standardize language used across campus. You should actively discuss your research and creative endeavor progress with your chair, colleagues, and/or mentors.*

Documenting scholarly and creative contributions is essential in demonstrating your impact on your discipline and the broader academic community. How these contributions are framed in your dossier shapes how they are evaluated regarding significance and influence. While this is not an exhaustive list, it highlights best practices for capturing the impact of your work and guides you in effectively presenting your scholarly and creative endeavors within a dossier.

1. **Publications & Productions Related to Research and Creative Endeavor**
   o **Description**

   Scholarly publications and creative works are important for demonstrating academic impact and expertise. Scholars should provide documentation that establishes the credibility of their work.

   o **Sources of Evidence**

   Each item is classified into one of the following categories:
   - Book
   - Book chapter
   - Article in a scholarly journal (print or electronic)
   - Applied research report
   - Translation
   - Edited work, such as an anthology, diary, letters, etc.
   - Paper published in conference proceedings
   - Published reviews of scholarly or creative work
   - Research abstract
   - Software Commission
   - Exhibit Performance or production
   - Other

   - In the citation format appropriate to your discipline, but avoiding abbreviations likely to confuse colleagues in other disciplines, list scholarly publications and creative activities and indicate with an asterisk the accomplishments which are juried/refereed.
   - For publications with multiple authors, identify the extent of your contribution.
   - Within categories, list refereed/juried items first, marked with an asterisk, most recent item

first, followed by unrefereed/unjuried items, most recent item first.
- For commissions, exhibits, performances, productions, etc., indicate the title, sponsoring agency, and location and date.
- Include relevant information about journals, exhibitions etc. to establish credibility of the publication/performance venue. This may include information from reviews, reproductions, and citations of your work.
- Address the impact of publications using multiple measures as appropriate for the discipline and type of publication. Some common measures for articles and conference proceedings are citation counts (to demonstrate the influence on others' research), scholarly reputation of the publication outlet (such as SJR, indexing coverage, and affiliation with professional organizations), and recognition as a seminal or pivotal work in the field by others. Books and book chapters have fewer options for demonstrating impact but reviews of the book, books sales, and library holdings information can be used. Alternative metrics such as download counts, social media coverage, and various numerical calculations can be used as appropriate. Copies of peer reviewer correspondence may also be included in the appendix to show the rigor of the process for the outlet. More information on how to demonstrate impact of a publication can be found here.
- Similar to publications, creative endeavor work is to be presented and reviewed in some way. To demonstrate the impact of creative products, performances, exhibits, software development, and patents address the type of creative work, the significance/impact of the venue type, the selectivity of the jury/referee process, and any external reviews.
- Document whether the work was invited by recognized authorities for publication or inclusion in a special collection.
- Entries here may be cross-referenced in section B.6.

Example Citation

*Smith, J., Jones, C. (2025). Article of great importance. *Journal of Significant Impact, 43* (6), 45-55.
   ○ Journal has an SJR of 6, placing it in the top quartile in the field of examples (See appendix for SciMago Journal Report).
   ○ Journal is covered in the following vetted and respected indexes:
   ○ This article has been cited 500 times
   ○ This article has been downloaded 4500 times
   Contributions on this article were equal between authors (see appendix for letter of support from co-author).

2. **Unpublished Work Related to Research and Creative Endeavor**
   ○ **Description**
   Unpublished academic work, including conference presentations and proprietary research, contributes to knowledge dissemination and professional engagement.

   ○ **Sources of Evidence**
   Each work is classified into one of the following categories:
   - Lecture, poster, or paper presented at a professional meeting
   - Report or study
   - Other

Within categories, list the most recent item first, and briefly describe the nature and impact of the item(s). Within categories, list refereed/juried items first, marked with an asterisk, most recent item first, followed by unrefereed/unjuried items, most recent item first.

Conference presentations or posters should be classified based on whether the event was local, regional, national, or international. Also document the reputation of the conference venue, along with evidence of the peer review process.

Invitations to deliver keynote, plenary, or special session talks should be accompanied by documentation of the event's significance. If a manuscript submission opportunity arises from the presentation, that should be recorded.

Proprietary research, including Technical Assistance Agreements (TAAs), Technical Assistance Projects (TAPs), expert witness testimony, and commercialization efforts, should be supported with relevant industry feedback and external evaluations.

Documentation for proprietary research should include patent status, commercialization details, industry partner feedback, and external evaluations comparing the work against industry standards.

3. **Research and Creative Endeavor in Progress**
   o **Description**
   Ongoing research and creative endeavors demonstrate sustained scholarly activity and future contributions. Researchers should provide details on manuscripts in progress, grant applications under review, and active creative projects.

   o **Sources of Evidence**
   Documentation should include progress updates, and necessary institutional approvals.
   - Starting with the most recent, describe the project(s), mentioning purpose, the procedures utilized, the results and outcomes sought, the current project status, projected timelines for completion, next steps in the project, and the plan for dissemination.
   - Institutional approvals such as IRB certifications, contracts, or patent disclosures should be documented where applicable.
   - Draft manuscripts, research project descriptions, and summaries of completed work substantiate work in progress. Whether awarded or under review, grant applications and funding decisions provide further proof of research activity.

4. **Grants & Current Grant Proposals**
   o **Description**
   Securing external and internal funding reflects research productivity and institutional support.
   - External funding may include:

- Support of research
- Support of research equipment/instrumentation
- Support for travel
- Support of undergraduate students
- Support of graduate students
- Support to host conferences

- o **Sources of Evidence**
  - List all funded and unfunded grant proposals that you developed. If coauthored, identify your contribution.
  - List the most recent item first, showing the funding agency, date funded, amount of the grant, and the time period for the work to be completed.
  - List any grants pending or in progress.
  - Document grant awards by specifying the frequency and consistency of external funding, total dollar values, administrative costs, and student support.
  - Grants should be supported by official award notifications, contracts, and documentation of the total dollar value. The level of facilities and administrative costs borne by the award should be noted, as well as the number of graduate or undergraduate students receiving financial support through the funding. Reviewer comments and evaluations of proposals help demonstrate the competitiveness of the funding program, highlighting the research's significance and merit.
  - Describe how the grants pertain to your research agenda and other publications/productions.

5. **Institutes, Workshops, Conferences, Expositions, and Other Programs Attended**
   - o **Description**
     Participation in workshops, conferences, and expositions strengthens academic and professional expertise. Faculty should maintain records of professional development activities that contribute to disciplinary advancement and networking.

   - o **Sources of Evidence**
     Starting with the most recent, list professional development activities that contributed to your research and creative endeavor; provide the program title, sponsoring agency, location, and date. Should not duplicate (but may reference) entries listed in IV.B.11.
     - Professional development can be documented with certificates of attendance, conference schedules, and agendas from attended events. Evidence of participation in workshops and training programs should include details on engagement and contributions. Where applicable, records of leadership roles or speaking engagements at these events further substantiate their impact on professional growth.

6. **Peer Comments on Research and Creative Endeavor**
   - o **Description**
     Peer comments come from chairs, internal and external reviewers, and grant sponsoring agencies, each playing important and different roles in your teaching development

- o **Sources of Evidence**
  Supply explanations and evaluations of the work in IV.C.1-3. (e.g., those in reappointment recommendations and annual evaluations; sponsoring agencies).
  - Provide external reviews of research and creative endeavor. Letters from independent external reviewers have the greatest credibility. External review letters collected within the two-year period prior to submission of your dossier may be included.
  - Supplement solicited outside reviews of research and creative endeavor by an explanation of how the reviewers were selected; their credentials; the relationship, if any, of the reviewer to the candidate; how the reviews were solicited and by whom; how many reviews were requested, received, and submitted; the conditions of the review; what access you had to the reviews; and how decisions were made about which reviews to include in the dossier. The evaluators' names, ranks, institutions, CVs, and the letter of solicitation are included in the appendix.

7. **Other Evidence of Effectiveness in Research and Creative Endeavor**
   - o **Description**
     Provide additional indicators of research effectiveness and contributions to the broader scholarly community, such as awards for outstanding research and creative work. Use this section to supply information not included in earlier portions of your dossier.

8. **Resources for Research and Creative Endeavor**
   - General
     - o Research and Sponsored Programs
     - o PWL Office of Research Regulatory Affairs
     - o Responsible Conduct of Research (RCR)
     - o RCR CITI Training

   - Funding
     - o Internal Funding: Summer Faculty Grants and Senior Faculty Grants; apply via the Purdue InfoReady Portal
     - o External Funding: PFW faculty researchers are invited to submit preproposals to the PWL Office of Research directly, with the opportunity to submit a full proposal with the PFW and PWL sponsored programs teams.
     - o Grantsmanship Events

   - Applied Research, Engagement and Collaboration
     - o Applied Research
     - o PFW Office of Engagement
     - o Faculty Engagement Grants and Awards through PWL Office of Engagement
     - o Research Cores, Centers, and Institutes:
       - Purdue University Fort Wayne (PFW)
       - Purdue University (PWL)
       - Purdue University Northwest (PNW)

   - Responsible Research and Working with Human Subjects
     - o Purdue IRB

- o CITI Human Subjects Research Basic Course
- o Responsible Conduct of Research (RCR)
- o RCR CITI Training

- Assistance for various aspects of Research, Data Analysis and Writing
    - o Helmke Library Literature Searching and Research Consultations
    - o Statistical Consulting
    - o Computer Programming Consulting
    - o General Scholarly Writing Advice
    - o Faculty Writing Assistance from the Writing Center
    - o Digital Arts and Humanities Support
    - o Citation and Reference Management Software
    - o Data, Datasets, and Data Management Guide

- Publishing/Dissemination
    - o Academic Publishing Resources
    - o Open Access Publishing Agreement
    - o Authors' Rights and Copyright
    - o Student Research Symposium

- Research Community and Impact of Work
    - o Publication Evaluation Rubric
    - o Citation Analysis Guide
    - o Scopus
    - o Google Scholar
    - o Managing Scholarly Identity Guide

- Awards
    - o Outstanding Research Award

D. SERVICE

All PFW faculty are expected to demonstrate satisfactory service, which involves taking "an active role in the campus beyond teaching and research and/or creative endeavor or scholarship" and contributing your expertise on community, regional, national, and/or international levels and/or professional organizations (SD 14-35, Guiding Principles of Promotion and Tenure).

While expected, service cannot be the basis for promotion to Associate Professor or for tenure (SD 14-35). However, it may be the basis for promotion to Professor *if your department allows it.* "If service is the primary basis for promotion to Professor, it must represent a contribution to the campus, the community, or the profession of significant impact. Significant impact demonstrating excellence goes beyond simply serving on a large number of committees or serving on particular committees for extended periods of time" (SD 14-35).

This section provides examples for documenting and evaluating faculty service. It does not offer a comprehensive list of examples, nor does it require candidates to adhere to these specific examples. Rather, this section serves as a starting point for considering what to include and how to document it.

In considering service opportunities, be attentive to both the quantity of your service obligations as well as the relative quality of the contributions you are making. A single time-intensive service activity can have as much impact on the university and a faculty member's professional development as a series of smaller, more limited activities. As you document your service, use multiple sources of information and consider the following indicators of quality:

- The impact or significance of the service, indicated by:
  - Identifiable outcomes relevant to the university's mission and goals,
  - Measurable impact upon particular constituencies,
  - Relevance to your professional development, teaching, and/or research.
- The intellectual work required to perform the service, indicated by:
  - Requisite knowledge, skills, technological expertise, etc.,
  - Contribution(s) to a body of knowledge,
  - Imagination, creativity, and innovation,
  - Sensitivity to and application of ethical standards.
- The importance of the role(s), indicated by:
  - Leadership that has an identifiable impact on the project,
  - Increasing levels of responsibility,
  - Consistent and sustained contributions,
  - Building consensus, problem-solving, etc.
- Analysis of and reflection on the service, indicated by:
  - Responsible representation of work during and after completion,
  - Communication with appropriate audiences,
  - Using audience-appropriate modes of communication and dissemination.

*NOTE: *The suggestions included in this section are designed to aid your understanding of and facilitate conversations regarding your department documents and how to demonstrate competence or excellence in service and to standardize language used across campus. You should actively discuss your service development process with your chair, colleagues, and/or mentors.*

1. **University Service**
   - ○ **Description**
     University Service encompasses service to the university system (Purdue), the campus (PFW), your school/college/division, your department/program, and student organizations or activities. Faculty service in these areas contributes to the basic and essential functioning of the university. Much of the important work that advances the university's core mission of student success is only possible through the service work of faculty. While much of this service is often routine and will not require significant documentation in promotion and tenure cases, good university citizenship starts with a strong, collegial commitment to service at the department/program level, expanding over time to the school/college/division and campus levels. University service also includes leadership via formal (e.g., Director, Chair, Dean) and informal roles (e.g., Task Force or Committee Chair). Such leadership should be noted in the dossier as it requires considerable skill, time, and effort.

   - ○ **Sources of Evidence**
     List the names of your roles, committees, or other appointments, along with periods of service and descriptions of significant personal contributions. Use the subsections below as a guide. Start with the most recent item first.

     - ▪ **University System**
       - Service to the University System (Purdue) may involve participation or leadership on system-wide groups, committees, task forces, and/or initiatives, including activities of the Purdue West Lafayette Senate and Intercampus Faculty Council.
       - Documentation may include written reflections on the significance of your contributions to the goals of the group/project and any measured outcomes, as well as reviews from peers regarding your contributions.

     - ▪ **Campus**
       - Service to the campus (PFW) may involve a wide range of activities that support and advance the mission and goals of PFW, including: Membership on a campus committee or task force; Contributing role in campus governance (e.g., Speaker of Faculty, Presiding Officer, or comparable role); Institutional projects for which you have reassigned time; Contributions to programs that help the university meet strategic goals; Contributions to campus organizations related to teaching; Administrative leadership of service-learning opportunities; Collaborative partnerships focused on K-12 education; Academic summer camps, competitions, or exhibits (e.g., Community Arts, Science Fair, Lego League) and entrepreneurial activities.
       - Documentation may include self-report and/or report from colleague(s) knowledgeable of the activity and your role; Third-party evaluation; Reports, products, policies, procedures, or other deliverables; New or revised documents; Presentations related to new or revised policies, procedures, programs, etc.; Proposals, reports, or other products that describe the degree of success on outcome measures (e.g., student learning, satisfaction, success, or engagement), dissemination of results

through publications or presentations.

- **School/College/Division**
  - Service to the School/College/Division may involve participation and/or leadership activities that support and advance the goals of your major unit, including: Contributions to accreditation processes and reports; Serving on or chairing committees – ad hoc or standing – related to governance and/or awards (e.g., faculty search, grade appeal, promotion, faculty affairs, etc.); Participating in, planning, or leading events and/or initiatives related to School/College success (e.g. recruitment or retention, New Student Orientation, awards and honors); Serving as Associate Dean or other comparable administrative appointment.
  - Documentation may include information from self-reports, evaluations from colleagues within the School/College or administration, records of accomplishments and increasing level of responsibility over time, and any publications or presentations based on accomplishments.

- **Department/Program**
  - Service to the Department may involve participation and/or leadership activities that support and advance the goals of your department, including: Contributions to accreditation processes and reports; Serving on or chairing ad hoc and/or standing committees related to governance and/or awards (e.g., faculty search, grade appeal, promotion, faculty affairs, etc.); Participating in, planning, or leading events and/or initiatives related to departmental success (e.g., building community, mentoring junior faculty, supporting student recruitment or retention, honoring student, staff, or faculty achievements, alumni relations); Engagement in student-focused activities or initiatives (e.g., career counseling, mentoring, student life); Serving as Department Chair, Program Director, Director of a multi-section course, or other; comparable administrative appointment.
  - Documentation may include information from self-reports, evaluations from colleagues within the unit, deans, or other administrators, records of accomplishments and increasing level of responsibility over time, and any publications or presentations based on accomplishments.

- **Student Organizations or Activities**
  - Service to student organizations or activities may involve contributions that support students' co-curricular learning, campus engagement, and personal and professional growth beyond the classroom. Such contributions may occur through: Advising student clubs and organizations; Mentoring student cohorts (e.g., Honors students, Summit Scholars); Partnering with athletics to support student athletes' holistic development; Leveraging professional networks to enrich student experiences and opportunities (e.g., experiential learning, job readiness);

- **Other**
  - Include any other university-related service not already listed.

- o **Resources**
  There are several resources you may find helpful when considering service to the University, including:
    - Purdue Intercampus Faculty Council
    - PFW Bylaws of the Faculty Senate (with committee descriptions).
    - PFW Student Organizations
    - PFW Intercollegiate Athletics
    - Summit Scholars Programs
    - Honors Program and Experiential Learning
    - Teaching-related groups and appointments:
      - CELT Faculty Advisory Board
      - CELT Committee for the Advancement of Scholarly Teaching and Learning Excellence (CASTLE)
      - CELT Peer Review Committee and Formative Peer Review Fellows
      - OAA Summative Peer Review Network
      - The Alliance for Teaching Enrichment

2. **Service to the Profession**
   - o **Description**
     Service to the profession involves contributions that advance, govern, and disseminate scholarship within your discipline or profession. These activities extend your expertise beyond the campus and help shape your professional community. Faculty service in this area can include leadership in professional societies and organizations, editorial roles, peer review, external accreditation or evaluation appointments, etc.

   - o **Sources of Evidence**
     List your appointments or roles, along with the status of the organization, periods of service, and descriptions of significant personal accomplishments or contributions, including any products (e.g., reports, presentations, publications, edited volumes) and/or evaluations (e.g., third-party evaluations, chair reports, self-reports). Consider the items below as examples. Start with your most recent appointment or role first.
     - Officer in academic, professional, and scholarly societies
     - Contributing member of a professional association's committee or task force (e.g., conference organizer, outreach initiatives)
     - Editorships of Journals
     - Refereeing manuscripts, abstracts, or proposals
     - Adjudicating performances or exhibits
     - Reviewing textbooks, reports, and studies
     - Developing a catalog or guidebook for exhibits
     - Book reviews
     - External evaluator roles (e.g. for P&T cases at other universities, program evaluator for accrediting agencies, etc.)
     - Special studies and/or investigations you have conducted as part of service to the profession; indicate the title, date, purpose, extent of the study, and outcomes. If results were published, include standard bibliographical data.

- ▪ Other

3. **Continuing Education Service**
   o **Description**
   Continuing Education Service leverages your scholarly expertise for public benefit. In serving external constituencies, you enhance the university's public-engagement, visibility, impact, and external reputation. Service in this area involves substantial faculty time and expertise, and may include leadership, administrative, and supervisory roles in professional development offerings beyond credit-bearing courses. Note: *Teaching* of continuing education offerings appears in IV.B.2

   o **Sources of Evidence**
   Starting with the most recent, identify any professionally relevant continuing education services in which you had a substantial, non-instructional role, such as:
   - ▪ Disciplinary conferences, workshops, and webinars
   - ▪ Certificate programs
   - ▪ Community-based education
   - ▪ Extension programs
   - ▪ Invited talks and appointments
   - ▪ Indicate your involvement as coordinator, chairperson, etc., along with the periods of service, number of people served, participant impact and evaluation feedback, and descriptions of significant personal contributions. Include program proposals, brochures, marketing materials, or documentation acknowledging your contributions. You may reference items listed in earlier sections but avoid duplicating previous items.

   o **Resources**
   - ▪ [Purdue Office of Engagement](#)
   - ▪ [Purdue Extension Allen County](#)
   - ▪ [PFW Division of Continuing Studies](#)
   - ▪ [ETCS Outreach Programs](#)
   - ▪ [VPA Community Arts Academy](#)

4. **Community Service**
   o **Description**
   Community Service involves the application of your scholarly and/or disciplinary expertise to address public needs and enhance community well-being. This work emphasizes partnership, demonstrates civic responsibility, and strengthens community-university relationships. Typical forms of community service include partnerships with local agencies or schools, consulting for industry or government entities, board service, and public-facing outreach.

   o **Sources of Evidence**

Starting with the most recent, describe your role, periods of engagement, and contributions to community service activities that directly relate to your professional and scholarly activities, such as:

- University/Community Partnerships with entities such as:
  - PK-12 School Districts
  - Public health organizations and departments
  - Museums and cultural centers
  - Non-profit organizations
  - Economic development agencies
  - Public libraries
- Community-based committees or boards, such as:
  - Municipal advisory commissions
  - Regional planning councils
  - School and educational foundations
  - Non-profit boards of directors
  - Citizen review boards
- Publications and/or presentations for lay audiences, such as:
  - Community workshops or teach-ins
  - Local media engagement
  - Blogs and newsletters
  - Public talks
  - Infographics and briefs
- Other activities, such as:
  - Experiential learning coordination
  - Pro-bono consulting
  - Community-based participatory research
  - Leadership in volunteer programs
  - Policy advising
  - Grant writing
- Documentation may include proposals, MOUs (Memorandum of Understanding), grant or contract award letters, reports, appointment letters, or other documentation that outlines the service commitment and the alignment between community needs and the goals of the department, school, campus, or profession. Documentation may also include self-reports and third-party evaluations, dissemination of information about the activity, outcomes or products (e.g., technical reports, applied research, formal recommendations to the community agency, creative or commissioned work), reports of continuous improvement of the provided service, or letters of support from constituents who can attest to the value and quality of the work.

5. **Peer Comments on Service**
   o **Description**
   Peer comments on service are third-party assessments that attest to the quality, impact, and significance of your service contributions across the four service areas (University, Profession, Continuing Education, and Community). These comments may originate from internal (chairs, deans, P&T review committees) or external experts and stakeholders.

Well-crafted peer comments provide evidence of how others have evaluated your leadership, collaboration, and outcomes in service activities.

- o **Sources of Evidence**
  Starting with the most recent, assemble peer-comment materials that speak directly to your service record, including:
    - Internal evaluations, including reappointment or promotion recommendation letters, annual review summaries highlighting your service, committee reports or minutes noting your contributions.
    - External review letters addressing your service commitments and impact.
    - Other third-party assessments, such as testimonials, endorsements, evaluations, and formal feedback from community partners, agencies, and collaborators.
    - Solicited outside reviews of service accomplishments are supplemented by an explanation of how the reviewers were selected; their credentials; the relationship, if any, of the reviewer to the candidate; how the reviews were solicited and by whom; how many reviews were requested, received, and submitted; the conditions of the review; what access you had to the reviews; and how decisions were made about which reviews to include in the dossier. Letters from independent external reviewers have the greatest credibility. External review letters collected within the two-year period prior to submission of your dossier may be included. The evaluators' names, positions, institutions, CVs, and the letter of solicitation are included in the appendix.

6. **Other Evidence of Effectiveness in Service**

Supply information not included in earlier portions of IV.D.

**Note: Appendix C contains the required cover sheet for Post Tenure Review.

Appendix A

Peer Reviewer Roles

The Department Chair communicates the teaching expectations and standards for effective teaching (including as described in departmental P&T documents), helping you align your teaching and teaching development activities with those expectations. The chair evaluates teaching performance by reviewing student evaluations, teaching portfolios, and other evidence of teaching effectiveness to provide structured, summative feedback during annual reviews and the tenure process. The chair recommends/provides access to teaching development opportunities (e.g., workshops, certificates, grants, professional development funds, mentorship connections, etc.) and offers feedback on how teaching development aligns with tenure and promotion goals, helping you prioritize improvements that align with departmental and institutional values. Chair support is formal, focused on ensuring teaching meets institutional and departmental expectations.

A Teaching Mentor provides advice tailored to your unique teaching challenges and goals. They typically offer non-evaluative and low-stakes feedback on teaching practices, encouraging experimentation and reflective teaching practices and helping you grow as a teacher, while aiming to reduce anxiety about performance. Mentors may also identify relevant teaching resources and professional development opportunities that support ongoing development. This support is informal and supportive, focused on helping you grow and build confidence in your teaching.

A Formative Peer Reviewer provides confidential and non-evaluative constructive feedback on your teaching. They are faculty with pedagogical and/or content expertise, who observe classes, review course materials, and discuss teaching practices with you. They engage in discussion and collaboration with you to provide actionable, detailed feedback to help improve teaching. The focus of the feedback is on growth, identifying strengths and areas for development, with a goal of helping you refine your teaching strategies. They work as a partner in teaching development, encouraging dialogue and shared learning rather than critique. Feedback is not tied to formal reviews, creating a space where you can candidly explore and address teaching challenges. This support is informal and collegial, emphasizing improvement and shared growth.

A Summative Peer Reviewer provides formal evaluation of your teaching. They observe classroom performance, and may review teaching materials, providing structured feedback that may be included in tenure or promotion dossiers. This feedback is detailed and assesses teaching against departmental and institutional benchmarks, ensuring the assistant professor's work meets established expectations. This support aims to document and assess teaching performance.

Appendix B

Suggestions for Annual Teaching, Research, & Service Activities

This section provides a comprehensive overview of many possible forms of teaching, research, and service activities and related documentation. It is NOT expected that all (or even most) of the activities listed here will be completed by any one individual. Rather, this guidance should help you compile longitudinal evidence of multiple measures that demonstrate your teaching, research, and service effectiveness. Additionally, this guidance is supplemental to your department's criteria for Promotion and/or Tenure and expectations for the third-year review, if applicable. Work directly with your department chair and/or mentor/mentoring committee to determine the value and relevance of these guidelines to your specific situation.

You should create a two-to-five-year plan for the activities that are likely to be most useful, given your departmental criteria, courses you teach, your research program, etc. At the same time, keep in mind that other activities may become useful as circumstances change. Finally, use this document to help determine, by your third year, whether you will go forward in excellence in teaching or research (or service if applicable).

A. **Year 1**

   1. **Teaching**

      In year 1, cultivate your teaching identity at PFW and establish a structured plan for systematic development and continuous growth in teaching. Consult with your department chair to determine which of the following are appropriate for your development at this stage of your career.

      i. Create a plan for systematic peer review of teaching over time. Work with your department chair and adhere to the expectations outlined by your department while considering the recommended timeline below. Peer reviews of teaching are vital for your growth as a teacher and for documenting that growth. To that end (with the support and resources provided by your department, CELT, etc.), you should engage in a longitudinal, systematic process of peer review throughout your career, starting in year 1. Seek out multiple reviews of various courses over time, including online and hybrid courses, if applicable. Pursue a combination of formative and summative reviews that facilitates your success at each evaluative review whenever those occur as part of your appointment. Refer to Appendix X for more information on Peer Review.

         1. Formative review – constructive feedback that helps you develop as a teacher.
         2. Summative review – criterion-based feedback that helps you analyze your teaching effectiveness based on your department's criteria and in consideration of formative assessments.
         3. Evaluative review – performance evaluations at key milestones (e.g., third-year review, promotion).

Tenure-Track, Clinical Lecturer, & Professors of Practice Faculty		
Year	Fall Semester	Spring Semester
1	Formative Peer Review *(First reappointment)*	Formative Peer Review
2	Formative Peer Review	Summative Peer Review *(Annual Faculty Review)*
3	Third Year Review	Formative Peer Review *(Annual Faculty Review)*
4	Formative Review	Summative Review *(Annual Faculty Review)*
5	Formative Review	Summative Review *(Annual Faculty Review)*
6	*(Promotion and/or Tenure Review)*	

Tenured and Non-Tenure Track Faculty		
Year	Fall Semester	Spring Semester
Annually	Formative Peer Review	*(Annual Faculty Review; Reappointment)*

*Note: Italicized items represent evaluative reviews that may occur in your timeline, depending on your appointment.

    ii. Meet with your department chair to discuss expectations for teaching according to your appointment. Review your departmental and college/school P&T documents with them. Continue to do so regularly.

    iii. Request a formative peer review (e.g., classroom observation, syllabus review, etc.) from a teaching mentor or CELT Teaching Fellow for feedback about your teaching.

    iv. Create a process for systematic documentation of teaching, including feedback (from evaluations, your own observations, peer reviews, other evidence of student learning, etc.), reflection on that feedback, changes made, and evidence of impact.

    v. If appropriate, complete CELT's Teaching PFW 101

    vi. Consider doing a student feedback survey early in the semester or requesting a SGID (Small Group Instructional Diagnosis) from the CELT Teaching Fellows.

    vii. Consider attending teaching-related conferences, such as: CELT Fall Teaching Conference, Alliance Teaching Showcase, Fort Wayne Teaching and Learning Conference.

    viii. Reflect on your teaching philosophy statement.

    ix. Consider joining PFW's Alliance for Teaching Enrichment

2. **Research**
    i. Develop a five-year research plan with annual milestones, including any third-year review

process, and goals for publication/completion of research/creative work.

ii. Consult your academic unit's criteria document for research/creative endeavor expectations

iii. Identify the resources needed (internal and external funding sources, lab, equipment, software, research assistants, literatures, internal and external collaborators...), fill the gaps between available resources and needed resources.

iv. Identify viable and respected venues for dissemination of your work and gather information regarding their selection and review processes.

v. Start the first project of research/creative work.

vi. Apply (if applicable in your discipline) for a few internal and external research grants.

vii. Complete/submit your first research/creative endeavor project or a substantial part of a larger endeavor.

3. Service

i. Focus on learning about the department and the ways that faculty advance department operations and goals through service work

ii. Create (and share with your chair or mentoring committee) a five-year plan for participating in service

iii. Contribute to this work as your time and department needs allow and require.

B. Year 2

1. Teaching

Hone your teaching practice through continued implementation of your systematic development plan. Consult with your department chair to determine which of the following are appropriate for your development at this stage of your career:

i. Continue systematic reflection and peer reviews.

ii. Collect and document evidence of student learning (See category B13 for examples and consult with your department chair and departmental documents to determine appropriate measure of evidence)

iii. In fall, request a formative peer review (e.g., review of student evaluations, materials review, classroom observation) from a teaching mentor or CELT Teaching Fellow.

iv. In spring (following the expectations of your department), request a summative peer review. Consider using the PFW Summative Peer Review Network as a resource.

v. Complete focused teaching development (such as earning a CELT Certificate, CELT's Course Design cohort grant, or other structured teaching certification) in an area of interest.

vi. As appropriate, begin development of your teaching-related research to produce SoTL (Scholarship of Teaching and Learning).

vii. Continue to review and reflect upon your teaching philosophy.

viii. Participate in a teaching-related event, such as the CELT Fall Teaching Conference, Alliance Teaching Showcase, and Fort Wayne Teaching and Learning Conference.

2. Research

i. Start new or continued research/creative endeavor for a second project (if applicable)

ii. Submit to conferences or other venues for presenting your work.

iii. Continue to apply for internal and external research grants.
iv. Submit your second paper for publication by the end of the year
v. If appropriate for your research discipline, document any supervision you begin with undergraduate and/or graduate research students.

3. **Service**
   i. Fully engage in department-level service work – work with your chair to determine what "fully engage" means in your department

C. Year 3

1. **Teaching**
   Expand your teaching repertoire and impact through ongoing systematic reflection and development opportunities. Consult with your department chair to determine which of the following are appropriate for your development at this stage of your career:

   i. Continue systematic reflection and peer reviews.
   ii. Collect and document evidence of student learning (See category B13 for examples and consult with your department chair and departmental documents to determine appropriate measure of evidence)
   iii. In the fall, prepare for the third year (evaluative) review
   iv. In spring (following the expectations of your department), request a formative peer review (e.g., review of student evaluations, materials review, classroom observation) from a teaching mentor or CELT Teaching Fellow.
   v. Continue to review and reflect upon your teaching philosophy.
   vi. Consider completing CELT's Formative Peer Review Training program.
   vii. Complete focused teaching development (such as earning a CELT Certificate, CELT's SoTL cohort grant, or other structured teaching certification) in an area of interest.
   viii. As appropriate, submit the manuscript/present your SoTL.
   ix. Determine whether you will go forward on competence or excellence in teaching, if applicable.

2. **Research**
   i. Start new or continue research/creative endeavor projects.
   ii. Submit to conferences or other venues for presenting your work.
   iii. Continue to apply for internal and external research grants.
   iv. By the end of the year, you should be more than half the way to reaching the tenure criteria for research/creative endeavor, including meeting any requirements for third-year review.

3. **Service**
   i. Continue department work
   ii. Begin to engage with school/college governance and service opportunities
   iii. Engage in professional service such as reviewing conference proposals.
   iv. Begin finding service opportunities in the community such as assisting with community events or responding to the needs of organizations.

D. Year 4

   1. Teaching
Pursue competitive opportunities for the development and recognition of your teaching. Consult with your department chair to determine which of the following are appropriate for your development at this stage of your career:

      i. Continue systematic reflection and peer reviews.
      ii. Collect and document evidence of student learning (See category B13 below for examples and consult with your department chair and departmental documents to determine appropriate measure of evidence)
      iii. In the fall, request a formative peer review (e.g., review of student evaluations, materials review, classroom observation) from a teaching mentor or CELT Teaching Fellow.
      iv. In spring (following the expectations of your department), request a summative peer review. Consider using the PFW Peer Review Network as a resource.
      v. Complete focused teaching development (such as earning a CELT Certificate, CELT's High Impact Practices cohort grant, or other structured teaching certification) in an area of interest.
      vi. Continue to develop and disseminate SoTL.
      vii. Consider applying for a teaching award (see category B12).
      viii. Consider presenting at local, regional, and/or national teaching conferences, such as CELT's Fall Teaching Conference, Alliance Teaching Showcase, Fort Wayne Teaching and Learning Conference, Midwest SoTL Conference, a Lilly Conference.

   2. Research
      i. Start new or continue research/creative endeavor projects.
      ii. Submit to conferences or other venues for presenting your work.
      iii. Continue to apply for internal and external research grants.
      iv. You should have achieved 80% of the criteria by the end of this year.

   3. Service
      i. Continue department work
      ii. Participate in a limited number of school/college service activities.
      iii. Continue to expand your role in professional and community engagement.

E. Year 5

   1. Teaching
Incorporate teaching-related service with your ongoing development to support a culture of teaching at PFW. Consult with your department chair to determine which of the following are appropriate for your development at this stage of your career:

    i.   Continue systematic reflection and peer reviews.
    ii.   Collect and document evidence of student learning (See category B13 for examples and consult with your department chair and departmental documents to determine appropriate measure of evidence)
    iii.   In the fall, request a formative peer review (e.g., review of student evaluations, materials review) from a teaching mentor or CELT Teaching Fellow.
    iv.   In spring (following the expectations of your department), request a summative peer review. Consider using the PFW Peer Review Network as a resource.
    v.   Consider applying to CELT committees, or other service roles related to teaching.
    vi.   Complete focused teaching development (such as earning a CELT Certificate, CELT's Online Course Design cohort grant, or other structured teaching certification) in an area of interest.
    vii.   Continue to develop and disseminate SoTL.
    viii.   Consider presenting at state, regional, national, or international teaching conferences.
    ix.   Consider applying for a teaching award (see category B12).
    x.   Participate in the Promotion Accountability Cohort (PAC) for support in completing documentation for your case.

2. Research
    i.   Start new or continue research/creative endeavor projects.
    ii.   Continue to apply for internal and external research grants.
    iii.   Submit to conferences or other venues to present your work.
    iv.   You should have achieved 100% (or more) of the criteria by the end of this year.

3. Service
    i.   Continue department and school/college service
    ii.   Begin to engage with Fort Wayne Senate Subcommittees and other appropriate university-level service activities.
    iii.   Begin serving on committees or boards for professional or community organizations.

F. Year 6

1. Teaching
The sixth year of a faculty member's career is a pivotal transitional period marked by anticipation and reflection. Having submitted their tenure dossier, which encapsulates years of research, teaching, service, and contributions to the academic community, faculty members face a waiting period. As such, faculty must strike a balance between continuing their work with excellence and preparing for possible outcomes. It is also a time for self-assessment, professional development, and strategizing for long-term goals, such as:

    i.   Sustaining Research Momentum
    ii.   Enhancing Teaching and Curriculum Development

    iii.   Continuing Service and Professional Engagement

    iv.   Consider applying for the CELT Advisory Board and/or the post-promotion cohort

    v.   Serving as a peer reviewer

    vi.   Continuing to document teaching effectiveness

2. Research

    i.   In this year, your promotion case is moving forward, so plan the next phase of your career – setting goals and milestones for promotion to Professor

    ii.   Submit to conferences or other venues for presenting your work.

    iii.   Continue to apply for internal and external research grants.

3. Service

    i.   Continue department and school/college service

    ii.   Consider engaging with Fort Wayne Senate Committees and Subcommittees and other appropriate university-level service activities.

    iii.   Continue community and professional service, demonstrating increasing responsibility or impact.

G. Beyond Year 6, Post-Promotion

1. Teaching

The start of post-promotion is a transitional phase in any teaching career. You have demonstrated your proficiency and mastery in the classroom through multiple measures. As you navigate this new phase, it is important to continue practicing the effective strategies developed during your first six years, nurturing ongoing growth in your teaching craft through a process of continuous improvement.

Your prior experience has also prepared you to take on leadership roles, such as faculty mentoring and conducting peer reviews. You should also take this time to talk with your department chair about your future goals and the path to your next promotion.

2. Research

TBD

3. Service

TBD

Appendix C

Post Promotion Coversheet (Required)

SEA 202 Coversheet

NOMINATION FOR POST TENURE REVIEW   **DATE:**

1	FULL NAME:	Last	First	Middle Initial	PUID
2	**Present Rank and Title**				Year

3	**ACADEMIC RECORD (Institutions Attended)**				
	Degree	**Year**			**Year Attended**

4	**Comments by Head of Department (or School)**
	1. Recommended? Yes ☐ No ☐ 2. Has the individual exposed students to scholarly works from a variety of political or ideological frameworks applicable to the discipline? Yes ☐ No ☐ 3. Has the individual refrained from subjecting students to views or opinions not related to the discipline or assigned course? Yes ☐ No ☐ Letter attached Print Name:

5	**Comments by Dean**
	1. Recommended? Yes ☐ No ☐ 2. Has the individual exposed students to scholarly works from a variety of political or ideological frameworks applicable to the discipline? Yes ☐ No ☐ 3. Has the individual refrained from subjecting students to views or opinions not related to the discipline or assigned course? Yes ☐ No ☐ Letter attached Print Name:

6	**Comments by Campus Provost**
	Comments by Campus Provost Recommended? Yes ☐ No ☐ Letter attached Signature: