

Recognizing Engagement in P&T at PFW

**Engagement Sub-Committee Presentation
Faculty Affairs Committee
3.20.26**

- Defining Engagement
- Senate Concerns from Spring 2025
- Our Approach
- The Process
- The Engagement Guiding Principles Document
- The Accompanying Packet of Form Drafts

What is Engagement?

- Engagement may mean different things elsewhere across institutions (e.g., NGOs, Boards, etc.) and within institutions (e.g., development office, marketing department, etc.), but within the promotion and tenure process at PFW, we recommend the Carnegie Foundation for the Advancement of Teaching definition:

“The collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

Engagement is Purpose Driven

“The purpose of [engagement] is the partnership (of knowledge and resources) between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”

Carnegie Foundation for the Advancement of Teaching, 2026:3

Major Senate Concerns from Spring 2025

1. Concern that engagement recognition would weaken PFW's research standard
2. Concern about changing PFW's existing "research/teaching/service" framework
3. Concern about adding to faculty service burdens
4. Concern that recognizing engagement would undermine PFW's approach that departments decide
5. If engagement is approved, there will be a faculty need for engagement expertise to assist with evaluation of engagement cases

PFW Departments Considering Engagement

1. **Department of Teacher Education** (already recognized)
2. **Department of Anthropology and Sociology** (partially recognized)
3. **Department of Communication Sciences and Disorders** (in process)
4. **Department of Human Services** (planning to recognize)
5. **Department of Political Science** (expressed interest in recognizing)
6. **Department of Music Therapy** (expressed interest in recognizing)
7. **Department of Criminal Justice** (expressed interest in recognizing)

Note: This is anecdotal evidence; there may be more departments interested; we have not recently surveyed departments

Engagement at PFW

Addresses concern #1

- Engagement *must* not be a lesser path to promotion, but is an equivalent form of excellence grounded in scholarly principles
- If a candidate chooses engagement option(s) and the department has not delineated the amount engagement evidence may count as evidence fulfilling departmental criteria for research, teaching, and service, *Engagement Guiding Principles* specifies that the department committee shall count no more than half of the departmental criteria as constituted by engagement evidence (p. 3)

Engagement at PFW

Addresses concern #2, #4

- If the candidate chooses Engagement Service as an option; and
- The department does not allow excellence in Service as an option within their department; then
- The candidate may not appeal to campus-level documents to choose excellence in Engagement Service.
- But departments would still need to recognize Engagement Teaching and Engagement Research and Creative Endeavors

Recognizing Engagement in All Three Areas

Addresses concern #2

- The Carnegie definition indicates that engagement may be integrated into research, teaching, and service
- *Engagement Guiding Principles* references the American Sociological Association's *ASA Guidelines for Evaluating Community-Engaged Scholarship in Tenure and Promotion*:

“Unfortunately, it is often the case that any kind of community engagement, regardless of its purpose, is *inappropriately counted only as service*, even if it includes a teaching and/or research component...It is imperative that the efforts community-engaged scholars put into their collaborations, as well as the products and publications stemming from the knowledge creation that comes from these projects, be counted as research activities in the review process.” (p. 1, emphasis ours)

Recognizing Engagement as *Optional*

Addresses Concerns #2, #3, and #4

- *Optional* for Individual Faculty to have their engagement work recognized in:
 - Research and Creative Endeavor
 - Teaching (Librarianship)
 - Service

- *Optional* service requirement for Departments to develop engagement criteria, but *not* optional to recognize engagement work

Why Optional?

- ***Optional*** for Individual Faculty:
 - Preserves the existing PFW system of “research, teaching, service”;
 - Allows for recognition of faculty work that does not currently count in P&T
 - Affirms PFW’s approach that departments define the criteria
- ***Optional*** for Departments:
 - Relieves faculty of a service burden for something that is relevant for the few faculty that they believe will make use of the option;

This is New Territory and it Confused FAC

- *Optional* for Departments to revise their departmental documents, but if Senate recognizes engagement, department P&T committees would still be required to value and recognize engagement work by faculty;
- FAC felt this undermines the norm that departments decide;
- We disagree because the Guiding Principles Engagement Document, like SD 14-35, merely provides guiding principles;
- It would only be referenced by default if departments did not want to put in the work of changing documents

Being Optional Warrants a Different Process

- Normal Approach for Required Changes:
 - Senate approves Guiding Principles;
 - Senate charges Departments to develop criteria (by 10.1?);
 - Other impacted documents are subsequently revised
- Recommended Approach: (opposed by FAC)
 - Senate approves Guiding Principles in light of a proposed packet of possible document revisions;
 - Senate gives Departments an *optional* charge to do the service work of developing engagement criteria; departments would send any revisions to the Committee by 10.1.26 if they want their criteria to feed into the Committee's next steps;
 - Other impacted documents are subsequently revised

But We are Open to the Normal Approach

- If Senate feels that issuing a charge that departments revise P&T documents to recognize optional engagement teaching/research and creative endeavors/service work is the best pathway, we would support that
- Going with the normal process might:
 - reduce confusion
 - Reinforce even more that at PFW, departments decide
- This issue need not be decided now

Engagement Guiding Principles

Addresses Concern #4

- A default document; departments are encouraged, but not required, to do the service work of developing their own engagement criteria; the campus level document only applies in cases where departments have not developed their own engagement criteria
- Only engagement portions of the case are referenced to this document
- At the request of Provost Carl Drummond, the *Engagement Guiding Principles* document has more detail than PWL's "Criteria for Tenure and Promotion for the West Lafayette Campus", but provides no PFW specific examples
- Once Senate approves engagement, a qualified administrator would need to compile a PFW version of *The Guide* that provides candidates with campus vignettes

Engagement at PFW

Addresses Concern #4

- When used by itself, engagement at PFW embraces *definitional diversity* and is understood as comprised of three components:
 - Engagement Research & Creative Endeavor (ERCE)
 - Engagement Teaching (ET)
 - Engagement Research (ER)

- The terms reflect conceptual flexibility, rather than definitional rigidity, in accordance with the PFW practice whereby departments and programs develop context-specific criteria

Engagement Research & Creative Endeavor

“Engagement Research & Creative Endeavor is defined at PFW as scholarly work that typically requires a high level of proficiency in a related discipline whose results often have a significant public impact in some way. At the heart of the work is collaboration among faculty, students, and community partners to address community concerns and build academic scholarship. These partnerships may lead to publications, programs, and other new opportunities.”

- The definition is drawn from the *Handbook on Community-Engaged Scholarship* from the University of Louisville; other sample definitions of Engagement Research & Creative Endeavor are referenced in the document

Engagement Teaching

“Engagement Teaching (ET) is defined at PFW in accordance with the definition put forth by formative scholars in the field of community engaged learning as ‘a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems, and at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and a deeper understanding for themselves.’”

- The definition comes from Eyler, J. and Giles, Jr., D. E. (1999). *Where's the Learning in Service-Learning?* San Francisco, CA: Jossey-Bass.

Engagement Service

“Engagement Service (ES) is defined at PFW as purpose-driven work collaboratively done with a specific community or group on any scale (local to global). The purpose of the faculty member’s ES and the reciprocal relationships they develop with the community organization distinguishes engagement from service.”

- This definition is derived from, and based upon, applicable portions of the Carnegie Foundation for the Advancement of Teaching’s overall definition of engagement

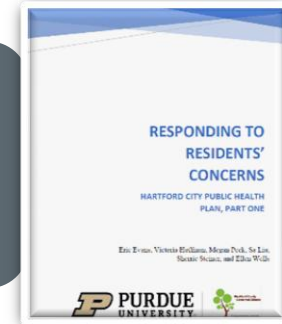
Disentangling ERCE, ET, and ES

“All forms of ES may not be equally considered as ERCE or high-impact ET since it is not a given that faculty engagement with the community in and of itself will draw attention to the root causes of social problems, *stimulate identity development* in students, and/or *contribute to scholarship*. *Learning to serve* (e.g., tutoring, soup kitchens, etc.) is not the same as *serving to learn* (e.g., transformative partnerships, involving students in action to address problems facing communities), and not all service-learning is oriented toward social change and the redistribution of power. For this reason it becomes important to identify ES as a dimension of PFW’s service category that is distinguished from ERCE and ET.” (p. 12, emphasis mine)

Engagement Research & CE

Engagement Teaching

Engagement Service



Administrative Support

Addresses Concern #5

- If Senate decides to recognize Engagement, faculty will need administrative support to ensure fair and equitable implementation of the promotion and tenure process
- We recommend that PFW provide qualified administrative support to that end
- PFW will need our own version of *The Guide* that provides vignettes and case study examples from our own campus
- This will require qualified administrative support

What We are Asking of Senate

- Ask Senate to conduct separate discussions on *The Engagement Guiding Principles* and the *Process for Recognizing Engagement*
- We ask that Senate vote on the *Engagement Guiding Principles* document prior to considering next steps

Engagement Sub-Committee Members

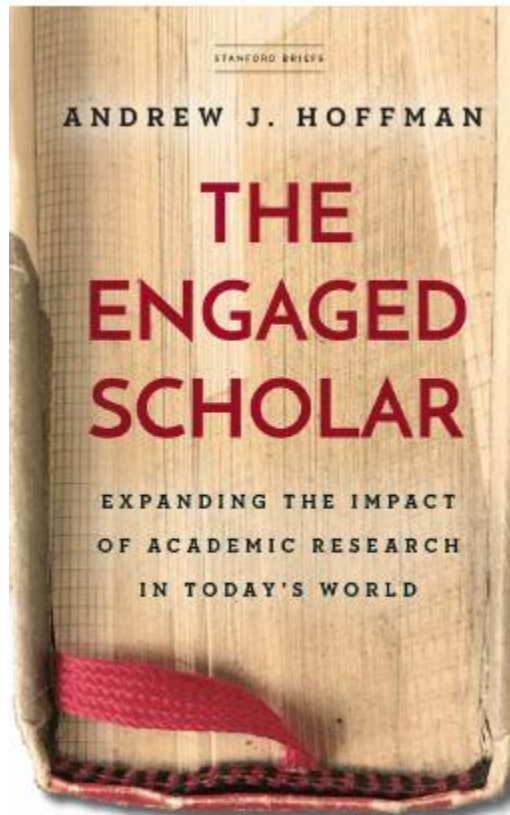
- Cigdem Gurgur, Co-Chair
- Sherrie Steiner Co-Chair
- Craig Ortsey
- Claudio Freitas
- Daniel Patten
- Eileen Garwood

Contributors

- Yan Ma
- Sam Koudsia
- Mary Encabo-Bischoff

Thank you

Any Questions?



Engagement Reference Guide

As an integration rather than a new category, engagement at PFW is not a separate route to, or reduced standard for, promotion. Instead, it is optional and integrative; a means to demonstrate excellence and competence within research and/or creative endeavors, teaching, and/or service. It doesn't replace the traditional pillars but is an alternative way to fulfill them.

1. Traditional Teaching vs. Engagement Teaching (ET)

- **Traditional Teaching** typically involves standard classroom instruction and learning.
- **Engagement Teaching (ET)** is defined as a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems. It distinguishes itself by requiring students to actively interact with the community and reflect on their impact (e.g., service-learning, study abroad, e-service-learning, and internships) to address society's most pressing and complex challenges.

2. Traditional Service vs. Engagement Service (ES)

- **Traditional Service** might involve serving on university committees, fulfilling duties in academic societies, or standard volunteering ("Learning to serve" like tutoring or soup kitchens).
- **Engagement Service (ES)** is distinguished by **reciprocity and partnership**. It is purpose-driven work collaboratively done with a specific community. The reciprocal relationship they develop with the community organization distinguishes engagement from service. The process of "Serving to learn" involves transformative partnerships where both the university and the community grow together and provide mutual benefits.

3. Traditional Research vs. Engagement Research (ERCE)

While standard research might be done independently in a lab or office, **ERCE** places collaboration among faculty, students, and community partners at the heart of the work. The outcomes might take longer because predicting community trust and partnership takes time, and the products often involve translating findings for public audiences (e.g., reports, briefs, websites) alongside traditional peer-reviewed publications.

Quick Reference Matrix:

Category	Traditional Expectation	Engagement Integration	The Key Difference
Teaching	Standard classroom instruction and student learning	Engagement Teaching (ET): Experiential education applying learning to community problems	Action & Reflection: Students actively interact with the community (e.g., service-learning).
Service	Serving on university committees, academic societies, or standard volunteering	Engagement Service (ES): Purpose-driven, collaborative work with a specific community	Reciprocity: "Serving to learn" rather than just "Learning to serve." Mutual benefit.
Research	Independent or peer-collaborative discovery, often published in academic journals	Engagement Research (ERCE): Collaboration with community partners to address community concerns; publications may involve qualified community peer-review and posted on community websites	Partnership & Translation: Co-created knowledge, often resulting in public-facing deliverables alongside journals.

PURDUE

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FORT WAYNE

DATE: March 5, 2026
TO: Jay Johns, Chair, Faculty Affairs Committee
FROM: Sherrie Steiner and Cigdem Gurgur, Co-Chairs, Ad Hoc Engagement Subcommittee
RE: Spring 2026 Report of Activities

- **On March 20th, 2026, we will be asking Faculty Affairs Committee to send *The Engagement Guiding Principles* and *The Process* documents to Senate for consideration at the April 13th, 2026 meeting; and**
- **We are asking FAC to send an accompanying packet of document revision drafts (OAA 99-1; Form 36; SD 14-35; SD 14-36; Administrative Support) to Senate on April 13th so that Senate can make an informed decision; and**
- **We are asking that we be allowed to make our presentation to Senate on April 13th; and**
- **We are asking that Senate take separate votes on *The Engagement Guiding Principles* and *The Process* documents on April 20th, 2026 (if Senators need more time).**
- **We note that the April Senate Document Deadline is set for Friday, March 27 at 3 p.m. As such, it is very essential that Faculty Affairs Committee members work efficiently and promptly upon receiving the Task Force Documents of Thursday, March 5 through our presentation of Friday, March 20 to meet the Senate deadline in a timely manner.**

This would allow our committee to continue to make progress in Fall 2026 in a timely fashion.

Spring 2026 Activities Update

During the Spring 2026 Semester, the Ad Hoc Engagement Subcommittee met regularly. We completed the *Engagement Guiding Principles* document, decided on a process appropriate to an optional approach for individuals and departments, and put together a packet of sample drafts of accompanying documents to present our approach to Faculty Affairs Committee on March 20, 2026. The Provost provided feedback on our presentation prior to the FAC meeting. All of his recommendations were adopted unanimously by the committee.

We made five revisions to the *Engagement Guiding Principles* document and three additional revisions to each of the following drafts:

Form 36
OAA 99-1
OAA 20-01
OAA 20-02

- SD 14-35
- SD 14-36
- SD 18-15
- SD 19-9
- SD 19-13
- Post Tenure Review documents
- Administrative Support

The committee sent a few administrative resolutions to Senate in Spring 2026: Senate agreed to make an exemption to allow Sherrie Steiner to continue as co-chair after her retirement due to her extensive work at a former Task Force on Engagement of lasting three years involving participation of other respected tenured faculty collaboration there including the Director of Environmental Resources Center, a professor emeritus in the Department of Biological Sciences Bruce Kingsbury; we gave importance of maintaining continuity from this past engagement work through the FAC Engagement Subcommittee for so that earlier efforts would not unnecessarily duplicated in the form of “re-inventing the wheel”; we asked Senate to confirm Daniel Patton and Eileen Garwood to fill committee vacancies.

This chart summarizes the process we are following and indicates where the documents currently lie:

Document	Ad Hoc-1	Provost	Ad Hoc-2	Provost	FAC	Senate			
Form36	5 revisions	11.12.25	3 revision	2.26.26	packet				KEY
SD-2X Eng GP	5 revisions	11.12.25	6 revisions	2 revisions	present				Complete
OAA 99-1 Faculty Dossier	5 revisions	11.12.25	3 revision	2 revisions	packet				With the Designated
OAA 20-01 Lecturer Dossie	5 revisions	11.12.25	3 revision	2 revisions	wait				With Us
OAA 25-02 PR Tenured Rev	5 revisions	11.12.25	3 revision	2 revisions	wait				Not Started
SD 14-35 Faculty P&T GP	5 revisions	11.12.25	3 revision	2 revisions	packet				Unresolved Issues
SD 14-36 F PR & 3rd Yr	5 revisions	11.12.25	3 revision	2 revisions	packet				PR=Procedures
SD 18-15 Clinical P&T GP	5 revisions	11.12.25	3 revisioin	2 revisions	wait				GP=Guiding Principles
SD 19-9 Lecturer GP	5 revisions	11.12.25	3 revision	2 revisions	wait				
SD 19-13 Lecturer PR	5 revisions	11.12.25	3 revision	2 revisions	wait				
Post Tenure Review	5 revisions	11.12.25	3 revision	2 revisions	wait				
Adminstrative Support	Initial	11.12.25	3 revision	2 revisions	packet				
Process			2 revisions	2 revisions	present				
Presentation			3 revisions	3 revisions	present				

President's Office Form 36

NOMINATION FOR PROMOTION

DATE:

1	FULL NAME:	Last	First	Middle Initial	PUID
2	Proposed Rank and Title:				
3	Present Rank and Title:				Year
4	Previous Purdue University Rank(s) and Title(s):				Year
5	Penultimate Year	(if applicable)			Year
6	ACADEMIC RECORD (Institutions Attended)				
	Degree	Year			Years Attended
7	BASIS OF NOMINATION - EMPHASIS OF SCHOLARSHIP <i>Note: one or more basis of nomination areas (research, teaching, or service) MUST be checked; there is no requirement that any engagement area must be selected.</i>			Check below for basis of nomination	Check below for engagement options
	Research Engagement Research & Creative Endeavor (ERCE Option)				
	Teaching Engagement Teaching (ET Option)				
	Service Engagement Service (ES Option)				
8	PRIMARY COMMITTEE VOTES			Yes	No
9	Comments by Head of Department (or School)				
	Yes <input type="checkbox"/> No <input type="checkbox"/>				
	Signature:				
10	AREA COMMITTEE VOTE			Yes	No
11	Comments by Dean and/or Chancellor (for Regional Campuses)				
	Yes <input type="checkbox"/> No <input type="checkbox"/>				
	Signature:				
12	UNIVERSITY COMMITTEE VOTE	Yes	No	Recommended	Yes No
13	<i>SPACE RESERVED FOR NOTES BY MEMBERS OF UNIVERSITY COMMITTEE</i>				

Add other pages as needed; see instructions.

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 19-13, and SD 19-9**; the various school, division, and department statements concerning promotion and tenure criteria and procedures; and the Faculty and Staff Handbook and related Executive Memoranda 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:

2. 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 nonspecialists responsible for assessing the accuracy, comprehensiveness, and significance of your dossier.
3. 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.
4. 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.
5. 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.
6. Document your area of excellence. Your documentation, including external reviews, should address your area of excellence. **You have the option, but not the requirement, of integrating into your dossier a portion - as delineated by department, program, or campus-wide engagement criteria - of the requirements for: Engagement Research and Creative Endeavor (ERCE) into the research section; engagement teaching (ET) into the teaching section; and/or engagement service (ES) into the service section.**
7. 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~~ **President’s Office Form 36**), 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 1-47 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/**ET option**, research and creative endeavor/**ERCE option**, and service/**ES option**
- Your area of excellence: teaching/librarianship/**ET option**, research and creative endeavor/**ERCE option**, and/or service/**ES option**;
- 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/**ET option**, research/creative endeavor/**ERCE option**, and/or service/**ES option**. 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/**ET option**
- C. Research and Creative Endeavor/**ERCE option**
- D. Service/**ES option**
- E. Curriculum vitae

F. External review letters (originals)

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 (for Librarians, Librarianship) AND THE ENGAGEMENT TEACHING OPTION

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. **Identify any ET courses with an asterisk.**

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.

If ET is documented, note that engagement is recognized at PFW and that ET is valued as a high-impact practice.

4. **Peer Comments on Credit and Noncredit Teaching**

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. **For service-learning options, indicate any sponsoring agencies along with the community organization(s) and service responsibilities associated with student engagement.**

If appropriate, items listed here may be cross-referenced in section C. Generally, scholarship of teaching and learning, **librarianship** 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. **Service-learning option publications that have an applied/community engagement orientation and that provide evidence that the pedagogy has been widely adopted or systematically studied and evaluated may be cross-referenced under Engagement Research and Creative Endeavor.** 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, **including evidence from the community (if applicable).**

C. RESEARCH AND CREATIVE ENDEAVOR, AND THE ENGAGEMENT RESEARCH AND CREATIVE ENDEAVOR OPTION**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 and Engagement Research and Creative Endeavor Option 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, **community partners (if applicable)**, 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, **community partner (if applicable)**, 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, **and Engagement Research and Creative Endeavor option**; provide the program title, sponsoring agency, location, community partner **(if applicable)**, and date. Should not duplicate (but may reference) entries listed in IV.B.11.

6. **Peer Comments on Research and Creative Endeavor and Engagement Research and Creative Endeavor Option**

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 **and Engagement Research and Creative Endeavor (if applicable)** 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 and Engagement Research and Creative Endeavor Option**

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

D. **SERVICE AND THE ENGAGEMENT SERVICE OPTION**

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

1. **University Service:**

University Committees
University system (I)PFW
School/division
Department/program
Service to Student Organizations or Activities
Other

2. **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

3. 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.–

4. 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

5. Peer Comments on Service and Engagement Service (if applicable)

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 assessments.

Solicited outside reviews of service and engagement 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.

6. Other Evidence of Effectiveness in Service and Engagement Service (if applicable)

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/**Engagement Research and Creative Endeavor**; 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
Vice Chancellor for Academic Affairs

MEMORANDUM

TO: Fort Wayne Senate

FROM: Andrew Downs, Chair
Promotion and Tenure Task Force (P&TTF)

DATE: April 27, 2015

SUBJ: Guiding principles of promotion and tenure at IPFW

WHEREAS, SD 13-01 created the Promotion and Tenure Task Force (P&TTF); and

WHEREAS, the P&TTF has met 32 times and sought input from faculty regarding the promotion and tenure policy and procedure at IPFW;

WHEREAS, the P&TTF has drafted *Guiding Principles for Promotion and Tenure*;

BE IT RESOLVED, that the Fort Wayne Senate adopt SD 14-35 as the guiding principles for promotion and tenure at IPFW; and

BE IT FURTHER RESOLVED, that “SD XX-XX” be replaced on page one of SD 14-35 with the appropriate senate document number after the guiding principles for clinical faculty is developed and approved.

GUIDING PRINCIPLES FOR PROMOTION AND TENURE

(Information regarding promotion guiding principles for clinical faculty can be found in SD 18-15
~~XX-XX~~)

IPFW is a multi-system regional comprehensive university that is committed to maintaining a standard of excellence for teaching, research and/or creative endeavor, and service in its diverse programs, departments, and schools/colleges. PFW recognizes and values engagement as a contribution to faculty, librarian, and lecturer work. Maintaining this standard can be accomplished only by employing, granting tenure to, and promoting faculty who share this mission.

The most important decisions in the academic profession, for the individual and for the institution, regard the granting of tenure and the awarding of promotion. Promotion is recognition of past achievement; tenure, a statement of confidence in future achievement.

The granting of tenure involves a commitment on the part of the University for the working lifetime of the faculty member. The granting of tenure has a significant impact on the faculty member, the University community, its students, and the citizens of the state. With tenure a faculty member receives the opportunity to teach, study, and serve for the duration of her/his professional career in a community which protects academic freedom, provides adequate material rewards, and encourages intellectual growth. The University benefits by retaining tenured faculty who engage in the confident and disciplined pursuit of excellence. “Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.” (American Association of University Professors)

Significant diversity exists with respect to the needs and goals of programs, and the ways in which faculty contribute to the university. Such diversity is essential to the intellectual health of the university and its success in meeting its mission. At the same time, pursuit of the university’s mission and goals unifies all programs and gives a sense of shared purpose while preserving and fostering diversity of work. This document and campus-level engagement documents lays out guiding principles that are reflective of the university’s mission, vision, goals, and values. Departments must define criteria for promotion and tenure for their faculty that are appropriate for their respective disciplines, but that are also in keeping with these guiding principles. If departments do not have engagement criteria defined in their research, teaching, and service criteria and a candidate chooses engagement option(s), engagement evidence is to be judged by campus-level engagement documents.

The granting of tenure and/or promotion is the university’s recognition that individual faculty members have successfully met their department’s criteria, and in so doing, have worked to advance the university’s mission and goals. Promotion and tenure criteria are the standards for summative judgment, and as such, must be guidelines for faculty development. Departments must develop their own promotion and tenure policies, defining criteria for excellence and competence in librarianship or teaching, research and/or creative endeavor, and service at all

levels, except excellence in service to associate professor. **Departments may choose, but are not required, to develop criteria for Engagement Teaching, Engagement Research and Creative Endeavor, and Engagement Service.** A department's policy should define what the department means by "teaching" "research and/or creative endeavor," and "service" and list activities and achievements properly associated with those terms, along with qualitative standards by which they may be judged. **If departments develop engagement criteria, departmental policy should define what the department means by "Engagement Teaching", "Engagement Research and Creative Endeavor", and "Engagement Service," and list activities and achievements properly associated with those terms, along with qualitative standards by which they may be judged. If the candidate chooses engagement as an option and departments do not have engagement criteria established, candidates are to be judged by campus-level engagement criteria.**

The promotion and tenure policies developed by each department must be clear, meaningful, and include criteria for being tenured and promoted. They must be consistent in content with the guiding principles laid out in this document. **If the department develops engagement criteria, they must be consistent with campus-level engagement documents.** The promotion and tenure policies and criteria adopted by a department must be used uniformly as the only standard by which to judge cases for promotion and tenure from that department. **If the candidate chooses engagement option(s) and the department does not have engagement criteria established, candidates are to be judged by campus-level engagement documents.**

The decision to grant tenure, usually made at an early point in a colleague's career and/or after only a relatively short time has been spent at this university, must depend in part on what has been achieved in **librarianship or teaching, research and/or creative endeavor,** and service, and, to a greater degree, on what the candidate can reasonably be expected to achieve in these areas in the future. **Those responsible for recommendations and decisions regarding tenure must also pay due regard to the mission of the candidate's unit and her/his contribution to it. If a candidate has chosen engagement option(s), those responsible for recommendations and decisions regarding tenure must also pay due regard to campus-level engagement documents.**

All candidates for promotion to Associate Professor and for tenure must demonstrate excellence in **librarianship or teaching or research and/or creative endeavor.** **All candidates for promotion to Associate Professor have the option of including Engagement Teaching, Engagement Research and Creative Endeavor, and/or Engagement Service as contributing to a portion of their case.** All candidates for promotion to Professor must demonstrate excellence in **librarianship or teaching, research and/or creative endeavor, or service.** **All candidates for promotion to Professor have the option of including Engagement Teaching, Engagement Research and Creative Endeavor, and/or Engagement Service as contributing to a portion of their case.** All candidates must also demonstrate competence in the other categories. Candidates must choose to demonstrate excellence in only one category.

LIBRARIANSHIP OR TEACHING AND ENGAGEMENT TEACHING OPTION

PFW faculty are expected to demonstrate a significant and ongoing commitment to advancing student learning and fostering student success. Such a commitment is reflected, in part, by remaining current in the content and pedagogy appropriate to one's discipline, but is also reflected in the continual consideration of one's own teaching effectiveness. This expectation.

extends to all faculty who teach, regardless of rank. Teaching can, does, and should occur in a variety of contexts – including (but not limited to) the classroom. A range of activities that affect student learning – directly and indirectly – should be considered when documenting and evaluating one’s teaching effectiveness. Documentation and formative evaluation should take place over time, and be informed by multiple measures that represent multiple perspectives (e.g., students, professional peers, self-evaluation).

Demonstrating competency must include input from outside the department which might be on or beyond the campus. Demonstrating excellence must include input from outside PFW.

When teaching **or librarianship** is the primary basis for promotion to Associate Professor, in addition to demonstrating exemplary classroom teaching, the candidate’s performance must clearly exceed the standard of competence in qualitative and quantitative ways.

When teaching is the primary basis for promotion to Professor, in addition to demonstrating exemplary classroom teaching, the candidate should have made significant contributions to teaching, pedagogy, and/or instruction outside their department, and/or in the university system, and/or in their discipline that has led them to gain recognition outside PFW appropriate to a faculty member at a regional comprehensive campus for their teaching and/or pedagogical work.

The specific standards of competence and excellence, as well as how they are to be documented and evaluated, shall be established by the department and articulated clearly in their promotion and tenure criteria document. **If the candidate chooses engagement as an option and departments do not have engagement criteria established, candidates’ engagement evidence is to be judged by campus-level engagement documents.**

RESEARCH AND/OR CREATIVE ENDEAVOR AND ENGAGEMENT RESEARCH AND CREATIVE ENDEAVOR OPTION

PFW faculty with research and/or creative endeavor or scholarship duties are expected to be engaged in on-going programs of research and/or creative endeavor or scholarship. This work should reach an audience that extends beyond the campus. Faculty with research and/or creative endeavor or scholarship duties are expected to maintain currency in their discipline and to share their expertise with appropriate academic and/or non-academic communities as defined by department criteria. **If the candidate chooses Engagement Research and Creative Endeavor as an option and the department does not have engagement criteria established, candidates’ engagement evidence is to be judged by campus-level engagement criteria.**

While assessing the scholarly and/or creative contributions of a candidate, some of the factors which may be important in establishing excellence are originality, significance, depth of consideration, contribution to the discipline, and relevance to the candidate’s teaching. The evaluation of research and/or creative or scholarly outcomes by authorities in the field is accomplished by a variety of means, such as publication, presentation, exhibition, and performance. Documentation concerning the stature of the publication, conference, place of exhibition, or performance venue, the selection process (e.g. refereeing, judging, competition), as well as sources of funding may also be important in establishing excellence. Depending upon the discipline and area of endeavor, some combination of several or all of these aspects may be

involved in building a case for excellence. The quantity of research and/or creative endeavor is a sign of productivity; however, its quality is more important. The judgment of the candidate's work is primarily qualitative and it cannot be reduced to quantitative formulae. In general, the widely accepted evaluation practices within the discipline will determine what evidence a candidate includes in a tenure/promotion case. Demonstrating competence must include input from outside the department which might be on or beyond the campus. Demonstrating excellence must include input from outside PFW. **If the department has not developed information about assessing engagement, the candidate's engagement evidence is to be assessed in accordance with campus-level engagement criteria.**

When research and/or creative endeavor is the primary basis for promotion to Associate Professor, the candidate should have demonstrated appropriate achievement beyond the terminal degree as appropriate for the discipline and as noted in the department's criteria document. **If the candidate chooses engagement option(s) as part of the case for promotion to Associate Professor and the department does not have engagement criteria, the candidate's engagement evidence shall be judged by campus-level engagement documents for promotion to Associate Professor.**

When research and/or creative endeavor is the primary basis for promotion to Professor, the candidate should have gained national or international recognition appropriate to a faculty member at a regional comprehensive campus for his or her work.

The specific standards of competence and excellence, as well as how they are to be documented and evaluated, shall be established by the department and articulated clearly in their promotion and tenure criteria document. **If the candidate chooses to optionally include engagement evidence and the department does not have engagement criteria established for promotion to Professor, the candidate's engagement evidence shall be judged by campus-level engagement criteria.**

SERVICE AND ENGAGEMENT SERVICE

PFW faculty at all ranks are expected to take an active role in the campus beyond teaching and research and/or creative endeavor or scholarship; they are encouraged to contribute their expertise on a community, regional, national, and/or international level and/or to participate in professional organizations. **They also have the option of contributing to the community in accordance with the University's mission.**

Department criteria should distinguish between professional activities (those related to the faculty member's discipline or assigned university duties, or to the mission of the university) and nonprofessional activities (those not so related). If a candidate wishes to introduce evidence of service **or engagement service** beyond the scope of the department criteria, it is the responsibility of the candidate to demonstrate the relevance of such service to his/her profession, disciplinary area, and/or role as a faculty member at PFW. The evidence to demonstrate excellence should include both quantity and quality of the service **or engagement service**. The evaluation of service **or engagement service** as excellent by authorities beyond the campus is accomplished by a variety of means. **Candidates have the option of choosing to have their engagement service evidence that is beyond the scope of the department criteria be judged by campus-level engagement service criteria.** Demonstrating excellence must include input from

outside PFW.

While faculty are expected to perform service, they are not permitted to pursue promotion to Associate Professor and/or tenure based on excellence in service **or engagement service**.

PFW recognizes that promotion to Professor based on excellence in service **or engagement service** is a possibility. Each department must decide if it is an option within that department. The decision of the department must be stated clearly in the department promotion and tenure documents. If service **or engagement 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 goes beyond simply serving on a large number of committees/**community boards** or serving on particular committees/**community boards** for extended periods of time.

The specific standards of competence and excellence, as well as how they are to be documented and evaluated, shall be established by the department and articulated clearly in their promotion and tenure criteria document. **If the candidate chooses Engagement Service as an option and the department does not allow excellence in Service as an option within their department, the candidate may not appeal to campus-level documents to choose excellence in Engagement Service.**

MEMORANDUM

TO: Fort Wayne Senate

FROM: Hui Di, Chair
Faculty Affairs Committee

DATE: February 20, 2020

SUBJ: Procedures of promotion to include Clinical faculty

WHEREAS, the Fort Wayne Senate approved procedures for promotion and tenure (SD 14-36); and

WHEREAS, the Fort Wayne Senate subsequently approved guidelines for promotion of Clinical faculty (SD 18-15);

WHEREAS, the Fort Wayne Senate has not formally approved separate procedures for Clinical faculty;

WHEREAS, the current expectation is that Clinical will follow the procedures set forth in SD 14-36;

WHEREAS, SD 14-36 does not allow for Clinical faculty to vote in the promotion of Clinical faculty;

BE IT RESOLVED, that the Fort Wayne Senate adopt the following revisions to SD 14-36 to allow Clinical faculty to vote in the promotion of Clinical faculty;

BE IT FURTHER RESOLVED, that the Fort Wayne Senate adopt the following revisions to SD 14-36 to allow all instructional faculty to read and provide feedback on promotion and/or tenure cases;

BE IT FURTHER RESOLVED, that the Fort Wayne Senate adopt the following revisions to SD 14-36 to change IPFW to PFW or Purdue Fort Wayne.

PROCEDURES FOR PROMOTION AND/OR TENURE AND THIRD YEAR REVIEW

Purdue Fort Wayne and its autonomous academic units shall establish, within the timeframes and by means of guiding principles and criteria established in other documents, procedures for the evaluation of faculty for promotion and tenure according to the following procedures.

Autonomous academic units shall consist of those units subject to the powers of the Faculty detailed in Section VI of the Constitution of the Faculty; other units may, at their option, adhere to these guidelines and procedures.

The procedures for evaluating faculty for promotion and tenure ensure fair and consistent treatment of candidates. The procedures include multiple levels of review with clear expectations for each level. When considered in its entirety, the procedures create a coherent whole that includes a system of checks and balances. While there are variations between academic units, all procedures are based on these principles. If a department/program (department) or college/school/division (college) cannot comply with specific procedures in this document, they are expected to explain why they cannot and utilize a procedure that conforms as closely as possible to the procedures in this document. The explanation and amended procedure shall be included in a separate document with recommendations regarding cases for promotion and tenure.

The procedures and guiding principles for evaluating faculty for promotion and/or tenure are discussed in separate documents (see SD 14-35 & SD 18-15 & **campus-level engagement option documents** for guiding principles and **engagement criteria**), but the documents are interrelated. The procedures for evaluating faculty members are the method for implementing the guiding principles.

Amendments to this document shall trigger reviews of college and department procedure documents. It shall be the responsibility of the Presiding Officer of the Senate, in concert with the Senate Secretary, to notify colleges and departments of any amendments to this document and the need to review their procedure documents.

The appointment letter of a faculty member to more than one academic unit shall identify that department whose tenure/promotion process shall apply to the appointee.

1. Document Review and Approval

1.2 Department documents

- 1.1.1. Departments must include procedures and criteria for promotion and tenure in documents.
- 1.1.2. Department procedures must adhere to the guidelines and procedures laid out in college and Senate documents, **including campus-level engagement documents, when applicable.**
- 1.1.3. Department criteria must align with college guiding principles.
- 1.1.4. Department procedures must be submitted to the Senate Faculty Affairs Committee for feedback and then reviewed and approved at the college level. The feedback from the Senate Faculty Affairs Committee shall be forwarded to the college.
- 1.1.5. Department criteria must include:

- 1.1.5.1. Criteria for quality of performance (e.g. competence, excellence) in all relevant areas (e.g. teaching, service, research/creative endeavor) for all levels (e.g. associate professor, full professor, librarian), except criteria for excellence in service to associate professor.
- 1.1.5.2. Rationale of the department for the criteria.
- 1.1.5.3. Departments have the option, but are not required, to develop engagement criteria, and rationale for the department engagement criteria, for quality of performance (e.g., competence, excellence) in all relevant engagement areas (e.g., Engagement Teaching, Engagement Service, Engagement Research & Creative Endeavor) for all levels (e.g., associate professor, full professor, librarian) except engagement criteria for excellence in Engagement Service to Associate Professor.
- 1.1.5.4. If departments choose not to develop engagement criteria within their department criteria, any faculty that choose engagement option(s) are to have their engagement evidence judged by campus-level engagement documents.
- 1.1.6. Department criteria must be reviewed and approved at the college level. The review by the college must focus on:
 - 1.1.6.1. The completeness of the department criteria document including engagement criteria should the department decide to develop specific criteria for this option.
 - 1.1.6.2. The explanation of how the department criteria align with the guiding principles of the college including campus-level engagement documents. This explanation should reference credible evidence as to the appropriateness of the criteria for the discipline.
- 1.1.7. If a college rejects the criteria of a department, a thorough explanation of the rejection must be sent to the department.
- 1.1.8. If there is a disagreement between a department and college about criteria, the Senate Faculty Affairs Committee will arbitrate the disagreement.
- 1.1.9. Upon passage of this document by the Senate, departments have one academic year to draft, approve, and seek review of department promotion and tenure documents.
- 2.2 College documents
 - 1.2.1. Colleges must include procedures and guiding principles in documents. If the case involves engagement option(s), relevant engagement documents must be included. Colleges may choose to elect the campus guiding principles as the guiding principles of the college.
 - 1.2.2. College procedures must adhere to the guidelines and procedures laid out in senate documents including any relevant engagement documents.
 - 1.2.3. College procedures and guiding principles must be reviewed and approved at the campus level first by the Senate Faculty Affairs Committee and then by the Senate.
- 2. Decision Levels: Nominations for promotion and/or tenure shall be considered at several levels. The quality of the evidence presented in the case is best evaluated at the department level. If candidates choose engagement option(s) and departments do not have engagement criteria included in their promotion and tenure documents, candidate's engagement evidence shall be evaluated at the campus-level. Candidates may respond in writing to recommendations at all levels. Written responses must be submitted within 7 calendar days of the date of the recommendation and proceed with the case.
 - 1.2 The department committee

- 2.1.1. Establishing the department committee: The department committee composition and functions shall be established according to a procedure adopted by the faculty of the department and approved by the faculty of the college. The Senate shall have the right of review of this procedure. The department committee shall follow procedures established by the faculty of the college or, in the absence of such procedures, by the Senate.
- 2.1.2. Composition of the department committee:
- 2.1.2.1. The majority of the departmental committee shall be persons possessing the same or higher rank to which a candidate aspires.
- 2.1.2.2. **If engagement option(s) are chosen by the candidate, efforts should be made to include, or consult with, faculty that have engagement experience.**
- 2.1.2.3. If, by established departmental criteria, fewer than three persons are eligible to serve on the department committee, the department shall submit to the chief academic officer of the college the names of faculty members from other departments whom it deems suitable to serve on the department committee. From this list, the chief academic officer of the college shall appoint enough faculty members to bring the committee membership to between three and five.
- 2.1.2.4. **If a candidate has chosen engagement option(s) and fewer than three persons are eligible to serve on the department committee in a department that does not have departmental engagement criteria, faculty should include, or consult with, faculty that have engagement experience when selecting names of faculty members from other departments whom it deems suitable to serve on the department committee.**
- 2.1.2.5. Members of the department committee shall elect a chair from among its members.
- 2.1.2.6. The chief academic officer of the department may not serve on the department committee or participate in meetings.
- 2.1.3. Primary Tasks: The department committee shall review the evidence presented in the case, compare the case to department criteria, and make a recommendation to the next level in the form of a letter.
- 2.1.3.1. **If a candidate has chosen engagement option(s) and the department does not have engagement criteria as part of their promotion and tenure documents, the committee shall compare engagement evidence presented in the case to campus-level engagement criteria.**
- 2.1.4. Letter of Recommendation: The letter of recommendation from the department committee shall be based on the case and department criteria and clearly state and explain the recommendation of the committee including commenting on the candidate's professional standing.
- 2.1.4.1. **If a candidate has chosen engagement option(s) and the department does not have engagement criteria as part of their promotion and tenure documents, the letter of recommendation from the department shall base engagement portions of the case on campus-level engagement documents.**
- 2.1.5. Other:
- 2.1.5.1. Any full-time lecturer, clinical, tenure track or tenured faculty member at PFW shall have the opportunity to read and provide feedback on cases in their home department until the department committee has made a recommendation regarding tenure and/or promotion. Any document that is provided does not become part of the case and does not move forward with the case.
- 2.2 The chief academic officer of the department
- 2.2.1. Primary Tasks: The chief academic officer of the department shall:
- 2.2.1.1. Review the case and compare the case to department criteria.
- 2.2.1.1.1. **If a candidate has chosen engagement option(s) and the department does not have engagement criteria as part of their promotion and**

tenure documents, the chief academic officer shall compare engagement aspects of the case to campus-level engagement documents.

- 2.2.1.2. Review how well the process has adhered to the documented procedures to this point.
- 2.2.1.3. Review the recommendation of the lower level.
- 2.2.1.4. Make a recommendation to the next level in the form of a letter.
- 2.2.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of the department shall be based on the chief academic officer's review of the case in light of department criteria, the process to this point, and clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decision of the lower level.
 - 2.2.2.1. If a candidate has chosen engagement option(s) and the department does not have engagement criteria as part of their promotion and tenure documents, the letter of recommendation from the chief academic officer shall base engagement portions of the case on campus-level engagement documents.

2.3 The college committee

- 2.3.1. Establishing the college committee: The college committee composition and functions shall be established by the college faculty, incorporated into the documents which define procedures of faculty governance within the college, and approved by the Senate. This procedure shall be periodically published, simultaneously with the Bylaws of the Senate, as and when the Bylaws of the Senate are distributed.
- 2.3.2. Composition of the college committee
 - 2.3.2.1. There is no requirement that the majority of the college committee members be at the same or higher rank than the rank to which a candidate aspires.
 - 2.3.2.2. Members of the college committee must have prior experience serving at a lower level in the process before serving on the college committee.
 - 2.3.2.3. Members of the college committee may serve at the department level, but not at the campus level in the promotion and tenure process while serving on the college committee.
 - 2.3.2.4. Members of the college committee may not serve consecutive terms. Terms shall be staggered and may not be longer than three years.
 - 2.3.2.5. Members of the college committee shall elect a chair from among its members.
 - 2.3.2.6. The chief academic officer of the college may not serve on the college committee or participate in the meetings.
- 2.3.3. Primary Tasks: The college committee shall:
 - 2.3.3.1. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.
 - 2.3.3.2. Review the recommendation of the lower levels.
 - 2.3.3.2.1. This review shall include a consideration of the basis of the decisions from the lower levels.
 - 2.3.3.2.2. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.
 - 2.3.3.2.2.1. If the case includes engagement option(s) and the department does not have engagement criteria as part of their promotion and tenure criteria, the committee shall consider engagement evidence in the case as it compares to

campus-level engagement documents when making their determination.

2.3.3.3. Make a recommendation to the next level in the form of a letter.

2.3.4. Letter of Recommendation: The letter of recommendation from the college committee shall be based on the committee's review of the process to this point, and must clearly state and explain the recommendation of the committee including an explanation of agreement or disagreement with the decisions of lower levels.

2.4. The chief academic officer of the college

2.4.1. Primary Tasks: The chief academic officer of the college shall:

2.4.1.1. Review how well the process has adhered to the documented procedures to this point.

2.4.1.2. Review the recommendations of the lower levels. This review:

2.4.1.2.1. Shall include a consideration of the basis of the decisions from the lower levels.

2.4.1.2.2. May include consideration of the evidence in the case as it compares to department criteria.

2.4.1.2.2.1. If the case includes engagement option(s) and the department criteria does not include engagement, consideration of engagement evidence in the case shall be compared to campus-level engagement documents.

2.4.1.3. Make a recommendation to the next level in the form of a letter.

2.4.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of the college shall be based on the chief academic officer's review of the process to this point, and must clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decisions of lower levels.

2.5. The Senate Promotion and Tenure Committee (a.k.a. the campus committee)

2.5.1. Establishing the campus committee

2.5.1.1. Members of this committee shall be selected to staggered, three-year terms, by the Chief Administrative Officer of PFW and the two Speakers of the Faculty.

2.5.1.2. The committee members will be selected from a panel of nominees composed of at least two representatives from the faculty of each college elected according to procedures adopted by the college faculty and incorporated into the documents which define the protocols of faculty governance within the college and a person with prior service on a college committee. The vote totals from the elections shall be included with the panel of nominees.

2.5.2. Composition of the campus committee

2.5.2.1. The campus committee shall consist of seven (7) members.

2.5.2.2. A minimum of five (5) academic units must be represented on the campus committee and no more than three (3) members of the campus committee may be from one academic unit.

2.5.2.3. A majority of the members of the campus committee must be at the rank of professor, or librarian.

2.5.2.4. Members of the campus committee must have prior experience serving at a lower level in the process before serving on the campus committee.

2.5.2.5. Members of the campus committee may serve at the department level, but not at the college level in the promotion and tenure process while serving on the campus committee.

2.5.2.6. Members of the campus committee may not serve consecutive terms.

2.5.2.7. Members of the campus committee shall elect a chair from among its members.

- 2.5.2.8. The chief academic officer of PFW may not serve on the campus committee or participate in the meetings.
- 2.5.3. Primary Tasks: The campus committee shall:
- 2.5.3.1. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.
- 2.5.3.1.1. **If a case has engagement option(s), the committee shall include at least two (2) faculty with engagement experience or, if the committee members do not have engagement experience, consult with at least two (2) faculty with engagement experience when reviewing the case.**
- 2.5.3.2. Review the recommendations of the lower levels.
- 2.5.3.2.1. This review shall include a consideration of the basis of the decisions from the lower levels.
- 2.5.3.2.2. If the committee judges that a decision from a lower level is contrary to the evidence, the committee may include consideration of the evidence in the case as it compares to department criteria.
- 2.5.3.2.3. **If the case includes engagement option(s) and the department criteria does not include engagement, engagement evidence in the case shall be compared to campus-level engagement documents when reviewing the recommendations of the lower levels.**
- 2.5.3.3. Make a recommendation to the next level in the form of a letter.
- 2.5.3.4. Letter of Recommendation: The letter of recommendation from the campus committee shall be based on the committee's review of the process to this point, and must clearly state and explain the recommendation of the committee including an explanation of agreement or disagreement with the decisions of lower levels.
- 2.6 The chief academic officer of PFW
- 2.6.1. Primary Tasks: The chief academic officer of PFW shall:
- 2.6.1.1. Recognize the credibility of the decisions of lower levels.
- 2.6.1.2. Review split votes and/or inconsistencies in findings and recommendations at, and between, lower levels. When there is a split vote and/or inconsistency, the chief academic officer of PFW will focus the review on that part of the case dealing with the split vote and/or inconsistency.
- 2.6.1.3. Review how well the process has adhered to the documented procedures.
- 2.6.1.4. Make a recommendation to the next level in the form of a letter.
- 2.6.2. Letter of Recommendation: The letter of recommendation from the chief academic officer of PFW shall be based on the chief academic officer's review of recommendations from lower levels, the process to this point, and must clearly explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decisions of the lower level(s).

- 2.7. The chief administrative officer of PFW shall forward recommendations to the President of Indiana University or to the President of Purdue University.
3. Case Process: Nominations for promotion and/or tenure shall be considered at several levels.
 - 3.1. The candidate must identify the criteria document that should be used to judge the case. The department criteria document used must have been in effect at some point during the six years preceding the submission of the case.
 - 3.1.1. **If the candidate chooses engagement option(s) and the department does not have engagement criteria, the candidate must identify the campus-level engagement documents that should be used to judge engagement aspects of the case.**
 - 3.2. All cases for promotion and/or tenure shall pass sequentially through the decision levels above.
 - 3.3. 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. The intent is that each level will be reviewing the same case. Each decision level is responsible for determining if items submitted after a case has cleared the department committee should be included in the case or considered to be new evidence that should be excluded.
 - 3.4. Each decision level forwards only a letter of recommendation to the next level. Recommendations may not include attachments or supplemental information.
 - 3.5. The administrator or committee chair at each level shall inform the candidate in writing of the vote tally or recommendation on the nomination, with a clear and complete statement of the reasons therefore, at the time the case is sent forward to the next level. When the vote is not unanimous, a written statement stipulating the majority opinion and the minority opinion must be included. The candidate may submit a written response to the statement to the administrator or the committee chair within 7 calendar days of the date of the recommendation and must proceed with the case. At the same time that the case is sent forward to the next level, the administrator or committee chair shall also send a copy of the recommendation and statements of reasons, and the candidate's response, if any, to administrators and committee chairs at the lower level(s). Committee chairs shall distribute copies to committee members.
 - 3.6. The deliberations of committees at all levels shall be strictly confidential, and only the chair may communicate a committee's decision to the candidate and to the next level. Within the confidential discussions of the committees, each member's vote on a case shall be openly declared. No abstentions or proxies are allowed. Committee members must be present during deliberations in order to vote.

4. Individual Participation
 - 4.1. Only tenured faculty may serve as voting members of promotion and tenure committees to Associate Professor and Professor.
 - 4.2. Clinical Associate Professors and ~~Clinical~~Clinical Professors may serve as voting members for Clinical promotion cases.
 - 4.3. No person shall serve as a voting member of any committee during an academic year in which his or her nomination for promotion or tenure is under consideration, nor shall any individual make a recommendation on his or her own promotion or tenure nomination.
 - 4.4. The department level excepted, no individual shall serve in a voting or recommending role at more than one decision level. In order that this be accomplished, the campus committee shall be filled before college committees.
 - 4.5. Individuals may serve and vote at the department level and one other level (college or campus).
 - 4.6. Voting members of committees and chief academic officers shall recuse themselves from considering cases of candidates with whom they share significant credit for research or creative endeavor or other work which is a major part of the candidate's case or if they have other conflicts of interest. The committee will decide if committee members who collaborate with the candidate need to recuse themselves. The next highest administrator will decide if a chief academic officer who collaborated with the candidate needs to recuse her/himself.
 - 4.7. Any committee member, at any level, who recuses her/himself shall leave the room during the discussion of that case.
 - 4.8. Chief academic officers who have written a letter of recommendation as part of 2.2.2. will recuse themselves from discussion or vote on that candidate's case at a higher level.

REVIEW OF PROGRESS OF PROBATIONARY FACULTY TO TENURE AND PROMOTION

It is in the best interest of PFW to see its faculty succeed. One way to judge success for probationary faculty is to evaluate progress toward tenure and promotion at the midway point. The diversity of colleges and departments at PFW makes it difficult to develop a single procedure for reviewing progress of probationary faculty to tenure and promotion.

5. Development of Review Procedure: Departments must develop a procedure for reviewing progress of probationary faculty toward tenure and/or promotion that adheres to the following principles.
 - 5.1. The procedure must make use of annual reviews (discussing performance in the previous year) and annual reappointments (discussing progress toward promotion and tenure).
 - 5.2. Departments/programs must have a thorough formative review process that provides specific details about where improvement is needed and must be based on department criteria. The formative review must occur half way through the third year.
 - 5.2.1. **If engagement is chosen as an option, and department criteria does not include engagement, engagement evidence in the case shall be judged by campus-level engagement documents.**

- 5.3. The formative review must be voted on by the department promotion and tenure committee.
- 5.4. The chief academic officer of the department must comment on the case and the review from the committee.
- 5.5. The probationary faculty member must have opportunities to respond during the review.
- 5.6. If, at any point during the probationary period, a chief academic officer at any level is not recommending the reappointment of a probationary faculty, the input and vote of the promotion and tenure committee at the same level must be sought.

Department procedures for reviewing progress shall be established according to a procedure adopted by the faculty of the department and approved by the faculty of the college. The Senate Faculty Affairs Committee shall be consulted about any newly established review procedures and any changes to a review procedure. The Senate shall have the right of review of this procedure. The department committee shall follow procedures established by the faculty of the college or, in the absence of such procedures, by the Senate.

6. Senate Procedure to be used in the absence of a department or college procedure:
 - 6.1. The required review of the progress of probationary faculty to tenure and/or promotion must make use of annual reviews (discussing performance in the previous year) and annual reappointments (discussing progress toward promotion and tenure).
 - 6.2. This review must be formative and be based on department criteria.
 - 6.2.1. If engagement is chosen as an option and the department does not have engagement criteria, engagement evidence in the case shall be judged by campus-level engagement documents.
 - 6.3. This review must occur halfway through the third year.
 - 6.4. This review must move forward with the reappointment documentation for that year.
 - 6.5. This review must occur at the first two levels (department promotion and tenure committee and chief academic officer of the department referred to in 2.1 and 2.2 above) and result in a written recommendation from both levels.
 - 6.6. This review must be voted on by the department promotion and tenure committee.
 - 6.7. The chief academic officer of the department must comment on the case and the review from the committee.
 - 6.8. The probationary faculty member must have opportunities to respond during the reviews.
 - 6.9. If, at any point during the probationary period, a chief academic officer at any level is not recommending the reappointment of a probationary faculty, the input and vote of the promotion and tenure committee at the same level must be sought.

ADMINISTRATIVE SUPPORT FOR PROMOTION AND TENURE ENGAGEMENT OPTIONS

This document supplements policies on guiding principles for engagement promotion and tenure options (SD 2X-XX), dossier format guidelines (OAA 99-1, OAA 20-01, Post Tenure Dossier Guidelines), guiding principles (SD 14-35, SD 18-15, SD 19-9), and procedures (SD 14-36, SD 19-13, OAA 25-02).

On [insert date], the faculty Senate of Purdue University Fort Wayne (PFW) recognized engagement as an optional way to contribute to traditional scholarship and creative endeavor, teaching, and service. The faculty Senate of PFW decided to recognize engagement within the promotion and tenure process with the understanding that the rigor of engagement must meet comparable standards of quality and peer review expected of traditional scholarship and creative endeavor, teaching, and service. The faculty Senate of PFW recognized that the form of peer review, dissemination, or audience of Engagement Research and Creative Endeavor may differ from traditional scholarship and creative endeavor; the form of student assessment, peer review, or audience of Engagement Teaching may differ from traditional teaching; and the form of professional contributions, assessment, and timing of Engagement Service may differ from traditional service. The faculty Senate of PFW was clear that recognition of engagement options should not be a lesser path to promotion, but an equivalent form of excellence grounded in scholarly principles.

Since PFW is a comprehensive regional university that is committed to maintaining a standard of excellence for teaching, librarianship, research and/or creative endeavor, and service in its diverse programs, departments, and schools/colleges, maintaining this standard will require administrative support that specializes in Engagement Research and Creative Endeavor, Engagement Teaching, and Engagement Service to provide appropriate direction for recognizing engagement as part of the promotion and tenure process.

For this reason, the faculty Senate of PFW recommends that the University prioritize provision of administrative support specializing in Engagement Research and Creative Endeavor, Engagement Teaching, and Engagement Service for purposes of providing support to ensure that candidates understand how to properly document engagement in any applicable mission areas, how to distinguish and cross-reference the three distinct areas of Engagement Research and Creative Endeavor, Engagement Teaching and Engagement Service, and how to assess engagement reciprocity and impact.

In addition, the faculty Senate of PFW recommends that the University prioritize provision of administrative support specializing in Engagement Research and Creative Endeavor, Engagement Teaching, and Engagement Service for purposes of providing mentoring and support to promotion and tenure committees to ensure that candidates choosing engagement option(s) are treated fairly in the promotion and tenure process. Since engagement at PFW is not a separate route to, or reduced standard for, promotion and tenure, promotion and tenure committees will need assistance with how to judge engagement as an optional and integrative means for demonstrating excellence and competence within research and/or creative endeavors, teaching, and/or service.