This document sets forth factors to be considered in decisions about promotion within the Department of Human Development and Family Studies. Promotion and/or tenure is expected to be acquired as a result of demonstrated positive achievement. The expectations listed below do not provide a minimal list which, if satisfied, ensures promotion.

The official criteria and procedures for promotion that apply to the promotion and tenure of Purdue faculty are stated in various Purdue University and College of Health and Human Sciences documents (see http://www.purdue.edu/hhs/faculty/promotion_tenure.html). The expectations listed below are offered as a general guide for faculty preparing for tenure and/or promotion in the Department of Human Development and Family Studies, and for reviewers outside of the Department who wish to place HDFS promotion documents within a departmental context.

To be considered for promotion, a faculty member should have demonstrated excellence and scholarly productivity in at least one of these areas: discovery, learning or engagement. Ordinarily, strength should be manifest in more than one of these areas (West Lafayette Campus Promotion and Tenure Policy (2016-17 AY Policy)).

**PROMOTION TO ASSOCIATE PROFESSOR (WITH TENURE)**

Academic tenure is acquired on promotion to this rank. A successful candidate should have a significant record of accomplishment as a faculty member and show promise of continued professional growth and recognition.

**Discovery**

Candidates are required to demonstrate excellence in discovery if this is the primary area of their nomination. They are also required to demonstrate strength in this area if this is not the primary basis of nomination. Evaluation of excellence or strength is based on the following:

1. Productive and sustained record of contributions to the scholarly literature through significant publications in scholarly refereed publications, especially top-rated journals in the candidate’s field. Publications reporting original research are essential. Critical literature reviews and advances in theory development or analysis also are appropriate. Refereed publications that synthesize a research literature for practitioners are deemed valuable. The publication record must have publications for which the candidate is lead author.

2. Coherent substantive focus in a program of research. It is expected the candidate will develop recognized expertise in a well-defined domain by carrying out a series of investigations that demonstrate advancement over time in the candidate’s research methodology and hypotheses or questions examined.
3. Leadership in conceptualizing and executing a program of original research that yields a significant contribution to the literature as evidenced by scholarly reviewed publications. The likelihood of future productivity can be optimally demonstrated by external grant funding in which a program of research effort led by the candidate is outlined and financially supported. Although evidence of effectiveness working as a member of a research team is valued, this must be considered in relation to the expectation that the candidate is capable of maintaining a career trajectory that is independent of prior Ph.D. graduate and post-doctoral mentors.

4. Favorable external peer review of the candidate’s research record. This review will evaluate methodological rigor and appropriateness, substantive importance, and significance of the scholarly contribution to the field.

5. Presentations of research at annual or biennial meetings of national professional organizations are expected. Presentations at state or regional meetings of professional organizations are deemed valuable. Further, it is anticipated that conference presentations will serve as a basis of publications.

6. Submission of a significant and competitive external research grant proposal(s) as Principal Investigator. This proposal is expected to be of high quality as evidenced by receipt of funding or receipt of very strong reviews. It is understood, however, that some high quality grant proposals are not funded and receipt of funding is not a necessary requirement for tenure. Information pertaining to unfunded grants may be included in the Form 36 under the category of “Current research interests, including experimentation and other projects in process.”

7. Demonstrated leadership in the development of future scholars. This includes cultivating original research from undergraduate students, graduate students, and/or post-doctoral scientists, as applicable. It is also useful to provide mentorship in the writing of grant proposals and facilitating involvement in the journal and grant review process.

8. Positive contributions to graduate student development. This can be demonstrated through activities such as effective advising of students, membership on student committees, and serving as chair or co-chair of graduate student committee(s). Level of involvement in graduate student advising is weighed in the context of the available pool and funding opportunities for graduate students in the candidate’s area.

9. Evidence of nominee’s involvement with undergraduate students in research is valued. Activities may include, but are not limited to, serving as a research mentor, engaging students in research, mentoring students’ poster presentations, or publishing with students.

10. Award of competitive intramural grant(s) is valued (e.g., ARP, PRF, Kinley Trust).

**Learning**

Candidates are required to demonstrate excellence in Learning if this is the primary area of their nomination. They are also required to demonstrate strength in this area if this is not the primary basis of nomination. Evaluation of excellence or strength is based on the following:

1. Evidence that courses provide current information, are taught with appropriate depth and breadth of coverage, and provide a rigorous and challenging experience for students.
2. Positive reviews conveyed within a detailed, written review of class session(s) via observation by senior HDFS faculty members.

3. Favorable Purdue student course rating for each course taught in the preceding three years. These data are reviewed within the context of class size, level of student (beginning versus advanced), whether the course is a requirement or elective, whether candidate has prior teaching experience with this or a similar course, and other factors known to affect student ratings.

4. Evidence of commitment to active and responsive mentoring, advising, and support of the academic success of others. This may include promoting the careers of undergraduate students, graduate students and/or post-doctoral scientists.

**In addition to the required achievements listed above, the following activities may reflect excellence in teaching.**

1. Additional evidence of positive contributions to undergraduate learning through advising of student organizations, leading study abroad programs, or other activities.

2. Contribution to achieving excellence in instruction through activities such as significant revision of an existing course(s), development of a new course, active participation in and/or leadership of a HDFS standing committee focused on instruction, and/or supervision of a graduate teaching assistant(s).

3. Presentation at conferences focused on pedagogy.

4. Significant contribution to the scholarly literature on teaching that is published in refereed journals.

5. Demonstrate significant accomplishments in advancing pedagogy, or professional practice, to Indiana, the United States, or internationally. Such accomplishments must include publications and/or other products (e.g., media, curricular materials, professional materials, textbooks, etc.) that provide a tangible record of accomplishment.

6. It is deemed valuable for the candidate to receive serious consideration for and/or receipt of a competitive award(s) for excellence in teaching from a Purdue entity (e.g., College Teaching Award) or a recognized state or national professional organization. External reviews will be sought from national experts with expertise in pedagogy and/or professional practice who will review promotion materials and publications and/or other materials.

**Engagement/Service**

Candidates are required to demonstrate excellence in Engagement/Service if this is the primary area of their nomination. They are also required to demonstrate strength in this area if this is not the primary basis of nomination. Evaluation of excellence or strength is based on the following:

1. All faculty members seeking promotion under any of the three categories are expected to actively participate in the Department-, College-, and University-level (where appropriate) committees and citizenship duties.

2. Faculty members are expected to engage in professional service beyond Purdue. These activities may include serving as a reviewer for a journal or conference, organizing a conference, serving
on an editorial board, serving on a grant review panel, or serving as an editor or associate editor of a journal.

3. Involvement in state, regional, or national professional organizations is deemed valuable.

4. Involvement of undergraduate students, graduate students, and post-doctoral scientists (if applicable) in engagement/service activities is encouraged.

5. Presentation at conferences focused on engagement activities is valued.

6. Contributions to engagement activities are considered to be valuable. These activities may include presentations at meetings of community or state organizations, including trainings organized by Purdue Extension; consultation to or leadership in the development of educational programs for Purdue Extension or other entities; news media interviews and presentations; and/or participation in Center for Families outreach programs.

7. Candidates nominated for promotion under the category of engagement/service will be required to show excellence in this area. Excellence in engagement may be demonstrated through developing and implementing practices that improve people’s lives, communities, and societies. Indicators of such impact are likely to be derived from contexts beyond academic disciplines.

8. Candidates seeking promotion primarily based on engagement/service are required to contribute to scholarly literature on engagement and/or the scholarly literature on the dissemination of expert knowledge. A faculty member nominated for promotion on the basis of Engagement requires a record of engagement/service publications comparable to the research publications of a faculty member promoted on the basis of Discovery. These products will be evaluated by external reviewers.

**PROMOTION TO PROFESSOR (WITH TENURE)**

*It is expected that a candidate for promotion to Professor will meet all the standards for promotion to Associate Professor. Candidates must show excellence in their area of nomination and strength in the remaining areas.*

1. Candidates for promotion in the area of **Discovery** must show evidence of being a recognized authority in his or her area of research. Consistent with one’s status as an authority, the candidate should have an outstanding record of sustained research productivity, as indicated by publications, extramural funding, and peer recognition. In addition, empirical or theoretical contributions that influence the research programs of other scholars are expected.

2. Candidates for promotion in the area of **Learning** will be expected to demonstrate excellence in the scholarship of teaching and learning. Standards of such excellence are similar to those used to evaluate the standards of excellence in discovery. Specifically, the candidate will be expected to demonstrate a record of refereed publications on teaching, have developed a national or international reputation on teaching or instruction, and have developed instructional innovations that have been adopted by other institutions.

3. A faculty member nominated for promotion on the basis of **Engagement** would need to have a record of Engagement publications comparable to the research publications of a faculty member promoted on the basis of Discovery.
4. Candidates for Full Professor must possess a maturity in teaching and mentoring that goes beyond that shown at the associate level. There should be continued excellence in teaching, of course, as indicated by course evaluations and success at attracting and mentoring undergraduate and graduate students and post-doctoral scholars. There should also be evidence of continued updating of course materials, and continued growth and progression as a teacher. Candidates being nominated under the category of Learning must show evidence of being a recognized authority in this area.

5. Candidates for Full Professor should also have engaged in significant service activity that is beyond that expected at an earlier career stage. Examples of service include taking on graduate or undergraduate director duties, being selected for regional or national leadership development programs, training, chairing departmental search committees, or serving on major college or university committees (Area committee, deanship search committees, etc.). In addition, there should be evidence of national and/or international service and leadership, such as elected positions on boards of learned societies.

6. Participation in significant engagement efforts are also valuable, although it is recognized that not all faculty members will be involved in this activity.

7. Candidates for Professor nominated under the category of Engagement/Service must show evidence of prominence in this area consistent with being a national and international recognized authority.

**PROMOTION TO CLINICAL ASSOCIATE OR CLINICAL PROFESSOR (WITHOUT TENURE)**

Successful candidates for promotion must demonstrate evidence of excellence in teaching and clinical/professional practice and have a primary commitment to assist the college/school in meeting its programmatic needs for clinical/professional services and instruction. They also are expected to have accomplishments or potential for national prominence in their fields.

*Clinical track faculty members are evaluated under a different set of criteria than are tenure track faculty members. Clinical faculty members are reviewed primarily on the basis of excellence in teaching, professional service, and/or engagement activities.*

1. The candidate for promotion must demonstrate significant accomplishments in advancing pedagogy, professional practice, and/or engagement to Indiana, the United States, or internationally. Such accomplishments must include publications and/or other products (e.g., media, curricular materials, textbooks, professional materials, etc.) that provide a tangible record of accomplishment.

2. External reviews will be sought from national experts with expertise in pedagogy and/or professional practice who will review promotion materials and publications and/or other materials.

3. Presentation at conferences focused on pedagogy.

4. Exemplary teaching is required. This includes evidence that courses provide current information, are taught with appropriate depth and breadth of coverage, and provide a rigorous and challenging experience for students.
4. Favorable Purdue student course rating for each course taught in the preceding three years. These data are reviewed within the context of class size, level of student (beginning versus advanced), whether the course is a requirement or elective, whether candidate has prior teaching experience with this or a similar course, and other factors known to affect student ratings.

5. Positive reviews conveyed within detailed, written reviews of class session(s) via observation by senior HDFS faculty members.

6. Evidence of contributions to one’s curricular area of study at Purdue. This might take the form of development of new courses or substantial modification of existing courses.

7. Evidence of commitment to active and responsive mentoring, advising, and support of the academic success of others. This may include promoting the careers of undergraduate students, graduate students and/or post-doctoral scientists.

8. Contribution to achieving excellence in instruction through activities such as significant revision of an existing course(s), development of a new course, active participation in and/or leadership of a HDFS standing committee focused on instruction, and/or supervision of a graduate teaching assistant(s).

**Expectations for Promotion to Clinical Professor**

*Successful candidates must demonstrate an extremely high level of professional accomplishment in learning, clinical/professional practice, service, and engagement activities and must be recognized by their peers at the national level. The faculty member is expected to demonstrate a level of accomplishment that significantly exceeds that expected at the Associate level.*

1. National status through publication, presentation, or other means in one’s learning activity, clinical practice or service, and engagement.

2. Evidence of exemplary teaching and clinical activities.

3. Positive reviews conveyed within detailed, written reviews of class session(s) via observation by senior HDFS faculty members.

4. Evidence of service contributions internally to university, college, and departmental committees and engagement at the local, state, or national level.

5. Evidence of commitment to active and responsive mentoring, advising, and support of the academic success of others. This may include promoting the careers of undergraduate students, graduate students and/or post-doctoral scientists.

6. Attainment of National and/or International status in one’s field. This can be demonstrated though such activities as publication, assumption of leadership roles in organizations or government committees, invitations to present at conferences or workshops, or through other means.

7. Endorsement from external reviewers from peer institutions in the review of one’s curriculum vitae and supporting materials indicating the candidate’s positive impact on one’s field of study.