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 are outlined in the West Lafayette Campus Promotion and Tenure Policy (revised, August 15, 2014). The expectations listed below are offered as a general guide for faculty preparing for tenure and/or promotion in Human Development and Family Studies, and for reviewers outside of the Department who wish to place HDFS promotion documents within a departmental context.

Under some circumstances, candidates may be considered for promotion and/or tenure after serving at Purdue for a short time period. It is also possible for candidates to be considered prior to coming to Purdue. Under these circumstances, the review will rely more heavily upon evidence of teaching, scholarship, and service excellence achieved at the other institution(s) than would be the case for candidates with longer service at Purdue.

Candidates must have “demonstrated excellence and scholarly productivity” in the area that is their basis of nomination, while showing strength in multiple areas.

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

**Excellence in Research and Scholarly Contributions**

*The research record of a candidate for promotion is expected to include evidence of 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 which synthesize a research literature for practitioners are deemed valuable. The publication record must include single authored publications and/or multiple-authored 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. Submission of competitive intramural grant(s) is valued (e.g., ARP, PRF, Kinley Trust).

6. 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.

7. Demonstrated leadership in the development of future scholars, including the cultivation of original research from graduate students

8. 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

**Excellence in Teaching**

*The teaching record of a candidate for promotion is expected to include evidence of teaching mastery. The following is expected:*

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. Favorable results of a detailed, written review of a class session via observation by a tenured HDFS faculty member.

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. 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.

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

1. Additional evidence of positive contributions to undergraduate student development may include activities such as effective advising of student organizations, facilitating and supervising an undergraduate honors project or other research experiences, or leading study abroad programs.

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

4. Demonstrate significant accomplishments in advancing pedagogy, professional practice, and/or engagement/service 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.

5. 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.

Excellence in Engagement

The service/engagement record of a candidate for promotion is expected to include evidence of significant service/engagement. Indicators of achievement may include some of the following activities:
1. Serve as ad hoc reviewer for top-rated scholarly journal(s). Membership on a scholarly journal editorial board or grant review panel is deemed valuable.

2. Serve as reviewer of submissions to an annual or biennial meeting of a major national organization in the candidate’s field.

3. Evidence of active participation in Department- (required) and College- or University-level (where appropriate) committees and citizenship duties.

4. Special contributions to knowledge dissemination in the field are deemed valuable; e.g., editorship of a special issue of a scholarly journal.

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

6. Significant service to or active membership in a state or national committee focused on professionally-related issues is deemed valuable; e.g., state-level professional licensure group.

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

8. Demonstrated skill in developing an innovative research-based educational program on a topic related to human or family development aimed at lay persons. It is expected the program will be implemented in a community and will be evaluated systematically (impact date).

9. Favorable results of an external peer review of one or more educational programs developed by the candidate.

10. Significant contribution to scholarly literature on outreach (e.g., published report of a program evaluation or innovations in program design in a refereed publication) and/or the scholarly literature on the dissemination of expert knowledge.

11. Significant contribution to the training of CES educators or a similar population, and favorable assessment of the candidate’s training skills by the target population (e.g., CES educators).
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. In addition, the following are required:

1. A clear indication that the candidate is 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 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 graduate students. There should also be evidence of continued updating of course materials, and continued growth and progression as a teacher.

3. Candidates for Full Professor should also have engaged in significant service that is beyond that expected at an earlier career stage. Examples include taking on graduate or undergraduate director duties, being selected for CIC 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, selection to editorial boards, and membership on grant review panels.

PROMOTION TO CLINICAL ASSOCIATE OR CLINICAL PROFESSOR (WITHOUT TENURE)

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

Promotion from Clinical Assistant Professor to Clinical Associate Professor

Successful candidates for promotion must demonstrate evidence of excellence in learning and clinical/professional practice. Contributions to service activities and/or engagement at the departmental and college level are expected as well. The faculty member is expected to demonstrate 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. 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.

3. Favorable results of a detailed, written review of a class session via observation by a tenured HDFS faculty member.

4. Evidence of exemplary teaching as documented in part by University- and Department-initiated student and faculty colleague evaluations.

5. 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.

6. 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).

7. Evidence of professional service and/or service/engagement at the local, state or regional level.

8. The candidate for promotion must demonstrate significant accomplishments in advancing pedagogy, professional practice, and/or engagement/service 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.

9. 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.

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 and presentation in one’s learning activity, clinical practice or service, and engagement.

2. Evidence of exemplary teaching and clinical activities.

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

5. 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.