This document describes the promotion process for Research Faculty in the Department of Speech, Language, and Hearing Sciences. Research Faculty positions are intended to provide a career path that allows for independence, individual scientific growth and the opportunity for promotion through scientific ranks. They are envisioned to be equivalent to the tenure-track faculty position without the responsibility of didactic teaching and without eligibility for tenure. Complete policies for Research Faculty members are defined in Research Faculty Appointment and Promotion (VI.F.8) at:

http://www.purdue.edu/policies/human-resources/vif8.html

Qualifications for the three Research Faculty ranks are comparable to those of tenure-track ranks, but with primary or singular focus on research credentials. The ability to secure external funding does not automatically qualify individuals for Research Faculty appointments.

Individuals appointed to Research Faculty positions will:

- Engage in activities that support the academic and scholarly life of the University, particularly those that enhance the discovery mission of the University.
- Possess outstanding research credentials, similar to the research credentials of tenure-track and tenured faculty at comparable rank.
- Possess a doctorate or appropriate terminal degree in their field of research.
- Participate in activities that enhance professional growth.
- Develop and lead independent research programs.

The primary responsibilities of Research Faculty are research and research-related activities such as proposal writing, project supervision and teaching/mentorship specifically linked to their scholarship and research programs (e.g., supervision of undergraduates, graduate students and Postdoctoral Research Associates). Although Research Faculty do not have regular teaching duties, it is recognized that instances may occur when it is advantageous to expose students to a specialized expertise. In cases where a Research Faculty member is considered for a limited teaching assignment, a separate part-time teaching appointment is required. Such part-time teaching appointments must be prior approved by the Vice President for Research and the Provost.

It is the goal of the Primary Committee to advise every faculty member in the department in a manner that provides the optimal feedback and environment to allow faculty to achieve promotion. This is accomplished, in part, through an annual review of all assistant and associate professors. Both verbal and written comments are provided to advise faculty on their progress and to help them plan their activities for the next year.

Given the heterogeneity of the areas of research by faculty in our department, we will seek evidence of peer recognition of the candidate’s contributions as appropriate for the specific subdiscipline. Outside reviewers will be asked to make judgments on areas listed below. It is expected that these reviewers will be experienced and senior members of the field, typically holding the rank of full professor. Individuals with close personal or professional relationships with the candidate will not be asked to serve as outside reviewers. Both the candidate and the primary committee make recommendations for individuals to serve as outside reviewers. The Head, with input from the primary committee, will choose the final list with no more than half the names coming from the candidate’s list.
The Department of Speech, Language, and Hearing Sciences is to foster excellence in research/discovery, and the Department expects that all candidates for promotion in the Research Faculty track demonstrate a sustained record of scholarly achievement.

The evaluation of research excellence involves an examination of a number of criteria. Of course, there is the evaluation of the productivity of a candidate. However, evaluation of research excellence also involves examination of the quality of the research, its impact on the research activities of others in the field, the continuity of the candidate's research program, and the intellectual independence of the research program. All junior faculty should recognize that these criteria will form the basis for recommendations of promotion as they plan their research activities.

**Productivity** – In assessing productivity, faculty should be aware that primary emphasis will be given to publications in refereed journals. Book chapters will be considered positively in the context of a sustained record of refereed publications and where those chapters indicate evidence of national and international recognition. Book chapters are generally more useful for demonstrating scholarship at senior levels. Presentations at meetings are encouraged as a way of generating interest in one's work and testing ideas in public forums but will not substitute for peer-reviewed publications.

**Quality** – The quality of a candidate’s research will be an important component of the assessment of his or her record of scholarship. Members of the primary committee have the responsibility to examine the publications of candidates to make judgments of quality. In addition, the quality of the journals, as indicated by reputation, editorial board members, and impact, will be considered in judgments of quality. Outside reviewers will be asked to make judgments of research quality and of the quality of the journals in which the publications appear.

**Impact** – Candidates must be able to demonstrate that their research has an impact on their field of inquiry. When thinking about where to submit one’s research for publication, faculty should consider both the quality of the journal as well as the visibility of the journal. Publications in widely read and respected journals will generally lead to greater impact. The impact of a candidate’s scholarship also can be demonstrated by its translation into protocols, devices, or other products that are beneficial to society. Evidence of this type of impact may include publications, patents, licenses to outside companies, and involvement in industry to expedite manufacture, dissemination, and use of a product resulting from the candidate’s scholarship. Editorships and memberships on grant panels, more likely for more senior scholars, are also evidence of recognition of the impact of the candidate’s scholarship. Impact may also include the development of future scholars, and therefore participation in graduate education including mentoring students as co-authors on research articles will be considered as evidence of research excellence. Candidates for promotion to associate professor should show evidence of developing national and international recognition, and candidates for full professor should show evidence of having achieved such recognition.

**Continuity** – It is expected that candidates for promotion be able to demonstrate the programmatic nature of their research. Of course, this does not mean that candidates are discouraged from moving into new areas. It simply means that the primary committee believes that significant scholarly contributions usually develop out of sustained efforts to solve problems.

**Intellectual Independence** – The primary committee recognizes the value of interdisciplinary and collaborative research; however all candidates for promotion should be able to demonstrate intellectual independence in their program of research and significant contributions in their published papers. Senior-authored papers are a traditional way of demonstrating independence and so will be expected of candidates.
External Funding – Research Faculty positions must be primarily supported by extramural or non-general funds. Consequently, the primary committee will look closely at the history of external funding when examining the case for promotion.

2. Teaching

Research Faculty do not have regular teaching duties, but it is recognized that instances may occur when it is advantageous to expose students to a specialized expertise. When Research Faculty engage in teaching activities, this teaching is independent of consideration for promotion.

3. Excellence in Service/Engagement

The Primary Committee expects all faculty to share in the governance and necessary activities of the department through participation on committees and task forces. Participation in similar College and University level activities is encouraged. Service to professional organizations is a component of service excellence and can involve such activities as offices held in state, national or international societies. The Primary Committee does not consider service/engagement activities to be a basis for promotion.