DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES

CRITERIA FOR PROMOTION TO THE RANKS
OF RESEARCH ASSOCIATE PROFESSOR AND RESEARCH PROFESSOR

As approved by Primary Committee vote on

10 April 2018
This document describes some factors considered in decisions about promotion in the Department of Speech, Language, and Hearing Sciences. Official University policies, procedures, and criteria for promotion and tenure are stated in several documents available through links at [http://www.purdue.edu/hhs/faculty/promotion_tenure.html](http://www.purdue.edu/hhs/faculty/promotion_tenure.html) and [https://www.purdue.edu/provost/faculty/promotionandtenure.html](https://www.purdue.edu/provost/faculty/promotionandtenure.html).

Criteria listed below are intended as useful information both for faculty seeking promotion and for members of the Department’s Primary Committee and of the HHS Area Committee who are responsible for evaluating candidates’ credentials. The criteria are not intended as a checklist for promotion. Instead, each of them will be evaluated in the context provided by the full record.

To be considered for promotion, a Research Faculty member is evaluated primarily on contributions to discovery in which candidates for promotion should demonstrate excellence. All promotion candidates should provide evidence of their commitment to active and responsive mentorship, to their activity in mentoring, advising, and supporting the academic success of undergraduates, graduate students, and postdoctoral scientists, in their promotion documentation.

**Discovery/Research**

When evaluating the research accomplishments of promotion candidates, multiple criteria must be considered. The first and foremost criterion is the quality of a faculty member’s research program. In addition, promotion candidates are expected to have a research record that demonstrates their intellectual independence as researchers. Also important are the candidates’ productivity, the impact of their discoveries on the research of others in the field, and their record of research funding. Finally, because the education and training of future researchers is a crucial part of the mission of Purdue University, promotion candidates are expected to provide active and effective research mentoring of the undergraduate students, graduate students, and/or postdoctoral scientists involved in their research programs.

When Research Faculty are nominated for promotion primarily on the basis of their excellence in discovery, their record of research accomplishments is evaluated with respect to all of the criteria listed in the previous paragraph and described in more detail in the following paragraphs.

**Quality.** The quality of a candidate's research is indicated by the significance of its contributions to the field, the use of rigorous and/or innovative methodology, the novelty and relevance of the findings, and the potential to generate new directions for future research. Research that advances theory, integrates key ideas, and/or addresses issues of significance to a field will be judged as being more relevant to the Department’s discovery mission than research that is atheoretical, makes relatively minor contributions to existing knowledge, or is focused on relatively specialized issues. A strong research record may include programmatic research that substantially advances knowledge on a problem or issue, and/or individual publications that address an issue of great significance.

The quality of a candidate’s research can also be judged, indirectly, from the quality of the journals or other publication outlets in which it is reported. A journal’s quality is typically judged
based on various indicators, none of which should be considered in isolation, such as a journal’s impact factor, rejection rate, and ranking or reputation within the candidate’s area of research. Journals that have only moderate rankings or rejection rates nonetheless may be judged as desirable outlets if they are the most appropriate journals for the candidate’s research topic.

Primary committee members will judge the quality of research and publication outlets by relying on several sources, including knowledge and expertise that they themselves possess, the opinions of primary committee members who are or have become knowledgeable about the candidate’s topic(s) of research, and/or outside reviewers who have been selected, in part, because of their potential to provide an expert and unbiased evaluation of a candidate’s record.

**Intellectual Independence.** All candidates for promotion should be able to demonstrate their intellectual independence in their program of research. Intellectual independence can be demonstrated in several ways, including serving as the Principal Investigator on externally-funded research projects, being the sole author or senior author of publications, and publishing research reports with co-authors who are undergraduate students, graduate students, and/or postdoctoral scientists who the candidate has mentored or co-mentored. When a candidate’s record includes many publications co-authored with former mentors, the description in the promotion document of the candidate’s research interests should clarify the candidate’s significant and distinctive contributions to the research already completed and the research underway. A strong promotion candidate will be identified by a distinct body of research unique to that individual’s research program. The demonstration of intellectual independence is especially important in consideration of candidates seeking promotion from associate to full professor.

**Productivity.** In assessing productivity, faculty should be aware that primary emphasis will be given to publications in refereed journals. Research productivity is indicated by the total number of articles published and the rate at which articles have been published in appropriate publication outlets (i.e., reputable, peer-reviewed journals). Publications in other outlets (e.g., book chapters) may also be considered as indicators of productivity if they can be demonstrated to have impact on par with journal articles. It is recognized that the candidate’s research methodology may affect the rate of publication. Thus, candidates will be compared against successful peers in their area of specialization who are at a comparable career stage. It is further recognized that the vagaries of the publication process may lead to spurts in publication, although there should not be significant gaps across years.

**Impact.** Candidates are expected to demonstrate the impact of their research program. Citation analyses, as indicated by total number of citations and other metrics such as h-index or i10-index, may be used as one factor to evaluate candidates’ research impact. Citation analyses should be done in the context of the citation expectations for scholars at a comparable career stage in the candidate’s area of specialization. When thinking about where to submit research reports for publication, faculty should consider both the quality of the journal and the visibility of the journal. Publications in widely read and respected journals will generally lead to greater impact.
Additional indicators of national and international recognition of a candidate’s research program may also be used to evaluate its impact. These indicators include, but are not limited to:

- Editorial board memberships and editorships
- Memberships on grant panels
- Consultation with government agencies
- Invited lectures and talks in other educational institutions and invited addresses at academic conferences
- National or international research awards
- Recognition of a candidate’s research in the broader scientific community
- Impact on professional practice and, more generally, on society as a whole

Candidates for promotion to Research Associate Professor should show evidence of developing national and international recognition, as indicated by the indicators above. For promotion to Research Professor, candidates must demonstrate evidence of established national and international recognition for their intellectual leadership and unique contributions to the research field. It is expected that these candidates will have made major theoretical and/or methodological contributions. Those contributions may include publications that, for example, lay the foundation for future research in the field, integrate cumulative progress made in that field, or significantly influence the research programs of other scholars.

As with the evaluation of quality, primary committee members will rely on multiple sources when evaluating the impact of a candidate’s research program. In particular, outside reviewers will be asked to evaluate the impact or likely impact of the candidate’s research program.

*Research Funding*. All Research Faculty are expected to apply for and receive external funding.

*Mentoring*. Candidates for promotion are encouraged to have demonstrated their excellence in mentoring others in discovery or research activities. Guidance of undergraduate students, graduate students, and/or postdoctoral scientists in research that results in co-authored presentations at regional or national conferences, and co-authored publications in refereed journals and/or other important publication outlets, can serve as one indicator of this form of mentoring. Another indicator of success in mentoring is the receipt of research awards by mentored undergraduate students, graduate students, and/or postdoctoral scientists.

*Learning/Teaching*

Research faculty are not expected to contribute substantially to classroom teaching. There may be occasions when it is appropriate for Research Faculty to provide formal instruction. These opportunities are to be negotiated with department heads along with the dean. Contributions to mentoring of students are encouraged.
Engagement/Service

All research faculty in the Department of Speech, Language, and Hearing Sciences seek promotion based on discovery. However, contributions to 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.

Given Purdue’s land-grant mission, it is expected that all faculty will endeavor to disseminate their research findings beyond scholarly publications, for example, by contributing to articles written about their research in national newspapers and magazines, giving talks to community or lay audiences, etc.

Because engagement is not a primary responsibility of research faculty in the Department of Speech, Language, and Hearing Sciences, it is not considered as the basis of a nomination for promotion.