

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY SCIENCE

CRITERIA FOR PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR (WITH TENURE), PROFESSOR (WITH TENURE), AND CLINICAL ASSOCIATE PROFESSOR AND CLINICAL PROFESSOR (WITHOUT TENURE)

(Approved January 31, 2023)

This document sets forth factors to be considered in decisions about promotion within the Department of Human Development and Family Science. 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 Science, 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 <https://www.purdue.edu/provost/faculty/promotion/criteria-tenure.html>).

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 venues, especially top-rated journals in the candidate's field, is **expected**. 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 are deemed valuable. The publication record must include publications for which the candidate is primary 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 questions or hypotheses 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 is **expected**. 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 leadership and effectiveness working as a member of a research team is valued, this does not supersede the expectation that the candidate produce meaningful research independent of prior graduate and post-doctoral mentors.
4. Submission of significant and competitive external research grant proposal(s) as Principal Investigator is **expected**. Proposals are 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."
5. Favorable external peer reviews of the candidate's research record are **expected**. These reviews will evaluate methodological rigor and appropriateness, substantive importance, and significance of the scholarly contribution to the field.
6. Presentations of research at annual or biennial meetings of national or international 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.

In addition to the expected achievements listed above, the following activities may reflect excellence in discovery and are valued.

1. Receiving competitive intramural grant(s) is **valued** (e.g., ARP, PRF, and Kinley Trust).
2. Demonstrated leadership in the development of future scholars is **valued**, although it is not necessarily expected of all promotion candidates. This includes cultivating original research from undergraduate students, graduate students, and/or post-doctoral scientists, as applicable.

For graduate students, 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). Providing mentorship in the writing of grant proposals and facilitating involvement in the journal and grant review process is also **valued**. 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.

For undergraduate students, **valued** activities may include, but are not limited to, serving as a research mentor, engaging students in research, chairing Honors Thesis projects, mentoring students' poster presentations, or publishing with students.

3. Evidence of addressing issues of diversity, equity, and inclusion in research with documented outcomes is **valued**. Outcomes may include, but are not limited to, presentations and publications addressing the needs and/or strengths of populations typically under-represented in the candidate's field of study, or active seeking of grant support to conduct research that addresses issues of diversity, equity, and inclusion. Mentoring student-led scholarly work (i.e., presentations, publications, and funding opportunities) that increases the representativeness of scholars in the candidates' field and/or address issues of diversity equity and inclusion is also valued.
4. Discovery, research, and innovations that lead to patents, licenses, and entrepreneurship activities

are **valued**. Involvement of undergraduate students, graduate students, and post-doctoral scientists in these activities is viewed favorably.

5. Serving as (1) a reviewer for a journal or conference, (2) organizing a conference, (3) being a member of a journal editorial board, and/or (4) serving on a grant review panel is **valued**.

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. Candidates seeking promotion based primarily on learning are **expected** to produce a sustained record of contributions to the scholarly literature on teaching and learning through significant publications in scholarly refereed venues, especially top-rated journals. The publication record must include publications for which the candidate is primary author.
2. Candidates seeking promotion based primarily on learning are also **expected** to present at conferences focused on pedagogy.
3. Favorable external peer reviews of the candidate's teaching record are **expected**. For candidates seeking promotion primarily based on learning, 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
4. Evidence that courses provide current information, are taught with appropriate depth and breadth of coverage, and provide an experience for students that is appropriately challenging, motivating, and supportive, is **expected**. Inclusive teaching is essential. Inclusive teaching involves deliberately cultivating a learning environment where all students are treated equally, have equal access to learning, and feel valued and supported in their learning.
5. Positive reviews conveyed within a detailed, written review of class session(s) via observation by senior HDFS faculty members are **expected**.
6. Favorable Purdue student course rating for each course taught in the preceding three years are **expected**. 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.
7. Evidence of commitment to active and responsive mentoring, advising, and support of the academic success of others is **expected**. This may include promoting the careers of undergraduate students, graduate students and/or post-doctoral scientists.

In addition to the expected achievements listed above, the following activities may reflect excellence in teaching and are valued.

1. Additional evidence of positive contributions to undergraduate learning through advising of student organizations, creating and/or leading study abroad programs, or other activities is **valued**.
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 mentoring of a graduate teaching

assistant(s) is **valued**.

3. Experimentation and innovation in teaching methods in pursuit of improved student outcomes are valued.
4. Demonstration of significant accomplishments in advancing pedagogy, or professional practice, to Indiana, the United States, or internationally is **valued**. 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 and/or receive serious consideration for 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.
6. Evidence of addressing issues of diversity, equity, and inclusion in teaching with documented outcomes is **valued**. Outcomes may include, but are not limited to, presentations and publications about teaching that supports issues of diversity, equity, and inclusion. Mentoring student-led scholarly work (i.e., presentations and publications) that increases the representativeness of scholars in the field of teaching and/or address issues of diversity equity and inclusion is also valued.

Engagement

Candidates are required to demonstrate excellence in Engagement 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. Candidates seeking promotion primarily based on engagement are **expected** to contribute to the scholarly literature on engagement and show evidence of national/international visibility. Such evidence may include innovation and creativity when developing and delivering programs, products and services that promote informed decisions and/or improve quality of life. Additional criteria can be important in documenting the scholarship of engagement. For example, the quantity, strength, and impact on stakeholders can take a variety of forms such as the enactment of related legislation, adoption of innovations, and/or widespread changes in professional practice. These products will be evaluated by external reviewers.
2. Candidates are **expected** to lead efforts in the creation, delivery and assessment of timely, unbiased, educational materials, programs, and practices that address relevant, critical, and emerging issues. Those programs should empower people in ways that result in desired outcomes, informed decisions and/or improved quality of life. Engagement scholarship emanating from a highly integrated research/Extension programs is particularly noteworthy. Indicators with tangible evidence of such impact are likely to be derived from contexts beyond academic disciplines.

In addition to the expected achievements listed above, the following activities may reflect excellence in engagement and are valued.

3. Publications that translate research for practitioners, entrepreneurs, business/industry leaders, and/or policy makers are **valued** in the scholarship of engagement. Connecting research with the appropriate markets (commercialization) is also **valued**.
4. Involvement in state, regional, or national professional organizations is deemed **valuable**.

5. Involvement of undergraduate students, graduate students, and post-doctoral scientists (if applicable) in engagement activities is **valued**.
6. Presentation at conferences focused on engagement activities is **valued**.
7. Contributions to engagement activities are **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; engagement with policymakers; news media interviews and presentations; and/or participation in outreach programs.
8. Leading or being an essential part of diversity, equity, and inclusion efforts with distinct and documented positive outcomes for the local community is one **valued** expression of excellence in engagement. State, national or international dissemination related to the work is **valued** for this work to contribute to promotion.

Service

1. All faculty members seeking promotion under any of the three categories are **expected** to actively participate in 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 organizing a conference or holding a leadership role in a professional association.
3. Involvement of undergraduate students, graduate students, and post-doctoral scientists (if applicable) in service activities is **valued**.
4. Leading or being an essential part of diversity, equity, and inclusion efforts with distinct and documented campus outcomes is one **valued** expression of excellence in service.

PROMOTION TO PROFESSOR (WITH TENURE)

Successful candidates are recognized as authorities in their fields of specialization by external colleagues at the national and/or international level, and are valued for their intramural contributions. Candidates must show excellence in their area of nomination and strength in the remaining areas. The faculty member is expected to demonstrate a level of accomplishment that significantly exceeds that expected at the Associate level.

1. Candidates for promotion in the area of **Discovery** must show evidence of being a recognized authority in his or her area of research nationally and/or internationally. 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/or peer recognition as evidenced by external reviews. 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. Specifically, the candidate will be expected to demonstrate a record of refereed publications on learning, have developed a national and/or international reputation on learning or instruction, peer recognition as evidenced by external reviews, and have developed instructional innovations that have been adopted by other institutions.

3. Candidates for promotion in the area of **Engagement** will be **expected** to demonstrate excellence in the scholarship of engagement. Consistent with one's status as an authority, the candidate should have an outstanding record of sustained engagement productivity, as indicated by publications, extramural funding, and/or peer recognition as evidenced by external reviews. In addition, empirical or theoretical contributions that influence the engagement programs of other scholars are expected.
4. Candidates for Professor are **expected** to possess a maturity in teaching and mentoring that goes beyond that shown at the associate level. There should be continued excellence in teaching of courses, as indicated by course evaluations, reviews of teaching by faculty colleagues, and success at attracting and mentoring undergraduate and graduate students and/or post-doctoral scholars. There should also be evidence of continued updating of course materials, updating of pedagogical approaches consistent with advances in the scholarship of teaching and learning, 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. As part of their service to the University and to their profession faculty members seeking promotion to Professor are **expected** to be involved in mentoring fellow faculty towards professional success. This may include formal and informal mentoring activities at Purdue and beyond.
6. Candidates for Professor are **expected** to 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, chairing departmental search committees, or serving on major college or university committees (Area committee, deanship search committees, etc.).
7. National and/or international service and leadership, such as elected positions on boards of learned societies, is **valued**.
8. Participation in significant engagement efforts is also **valuable**, although it is recognized that not all faculty members will be involved in this activity.

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

Candidates are required to demonstrate excellence in teaching and clinical/professional practice and have a primary commitment to assist the college/department 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.

To be considered for promotion, a clinical/professional faculty member should have demonstrated excellence in teaching or engagement and related activities, and scholarly productivity in one of those areas.

Evaluation of excellence or strength is based on the following:

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. Favorable external peer reviews of the candidate's record are **expected**. 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. Presentations at conferences focused on pedagogy are **expected**.
4. Exemplary teaching is **expected**. This includes evidence that courses provide current information, are taught with appropriate depth and breadth of coverage, and provide an experience for students that is appropriately challenging, motivating, and supportive. Inclusive teaching is essential. Innovation in teaching methods is valued. Experimentation and innovation in teaching methods in pursuit of improved student outcomes are valued.
5. Positive reviews conveyed within detailed, written reviews of class session(s) via observation by senior HDFS faculty members are **valued**.
6. Favorable Purdue student course ratings for each course taught in the preceding three years are **valued**. 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.
7. Evidence of commitment to active and responsive mentoring, advising, and support of the academic success of others is **valued**. This may include promoting the careers of undergraduate students, graduate students and/or post-doctoral scientists.
8. Contributions 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 mentoring of a graduate teaching assistant(s), are **valued**.
9. Leading or being an essential part of diversity, equity, and inclusion efforts in teaching and instruction, and/or engagement with distinct and documented university/college/department outcomes is one **valued** expression of excellence.

Service

1. All faculty members seeking promotion in teaching and clinical/professional practice are **expected** to actively participate in Department-, College-, and University-level (where appropriate) committees and citizenship duties.
2. Teaching and clinical/professional practice faculty members are **expected** to engage in professional service beyond Purdue. These activities may include organizing a conference or holding a leadership role in a professional association or journal.
3. Involvement of undergraduate students, graduate students, and post-doctoral scientists (if applicable) in service activities is **valued**.

Expectations for Promotion to Clinical Professor

Successful candidates must demonstrate an extremely high level of professional accomplishment in learning, clinical/professional practice, engagement, or service activities and must be recognized by their peers at the national and/or international level. The faculty member is expected to demonstrate a level of accomplishment that significantly exceeds that expected at the Associate level. It is expected that a candidate for promotion to Clinical Professor will meet all the standards for promotion to Associate Professor as well as the standards below.

1. Attainment of national and/or international status in one's field is **expected**. This can be demonstrated through publications, presentations, assumption of leadership roles in organizations or government committees, invitations to present at conferences or workshops, or through other means in the candidate's learning activity, clinical practice or service, or engagement.
2. 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 the field is **expected**.
3. Positive reviews conveyed within detailed, written reviews of class session(s) via observation by senior HDFS faculty members, are **expected**.
4. Evidence of exemplary teaching and clinical activities is **expected**. Serious consideration for and/or receipt of a competitive award(s) for excellence in teaching is **valued**.
5. Continuous evidence of commitment to active and responsive mentoring, advising, and support of the academic success of others is **expected**. This may include promoting the careers of undergraduate students, graduate students and/or post-doctoral scientists.
6. Evidence of significant service contributions internally to university, college, and/or departmental committees is **expected**. Examples of service include taking on graduate or undergraduate director duties, being selected for regional or national leadership development programs, chairing departmental search committees, or serving on major college or university committees (Area committee, deanship search committees, etc.).
7. National and/or international service and leadership, such as elected positions on boards of learned societies, is **valued**.