**Criteria for Promotion to Associate Professor**

Evidence must show that the faculty member is in the process of achieving professional recognition among leaders in the individual's discipline through scholarly publications, papers presented at professional meetings, artistic achievements, or other forms of scholarly activity. Professional public service may be judged as contributing to professional recognition, but it does not substitute for evidence of scholarly achievement in research or artistry.

For promotion to the rank of associate professor, a developing record of scholarship that clearly points to continued future scholarly productivity is essential. However, evidence for effective teaching and service also must be demonstrated. An emerging body of scholarship is evidenced by accruing a sufficient number of points from the artifact/activities indicated below since the onset of the probationary period (i.e., contract start date or an analogous point that has been formally negotiated and stated in the candidate’s employment contract). Note: The point totals indicated here constitute departmental *minimums*. Attainment of these minimum totals provides evidence for one element of the department’s decision process. Thus, a sufficient point total in itself does not necessarily guarantee a positive recommendation for promotion in rank. Regardless of number of points accrued from the research artifacts below, the candidate must meet the published College of Education point minimums published in the Criteria and Procedures Manual.

**Criteria for Promotion to Professor**

Evidence must show that the faculty member has achieved significant professional recognition among other leaders in the individual's discipline through publications, papers presented at professional meetings, artistic achievements, public service related to the discipline, or other forms of scholarly activity. Professional public service may be judged as contributing to professional recognition, but it does not substitute for evidence of scholarly achievement in research or artistry.

For promotion to the rank of professor, a substantial body of scholarship is essential, with evidence of ongoing research and significant publication and scholarly activity since attaining the rank of associate professor. However, evidence for effective teaching and service also must be demonstrated. A substantial body of scholarship is evidenced by accruing a sufficient number of points from the artifact/activities indicated below since attaining the rank of associate professor. Note: The point totals indicated here constitute departmental *minimums*. Attainment of these minimum totals provides evidence for one element of the department’s decision process. Thus, a sufficient point total in itself does not necessarily guarantee a positive recommendation for promotion in rank. Regardless of number of points accrued from the research artifacts below, the candidate must meet the published College of Education point minimums published in the Criteria and Procedures Manual.

**Part 1**

**For promotion to associate professor:** At least 115 points from the following, with a minimum of 85 points coming from Part IA.

**For promotion to professor**: At least 185 points from the following, with a minimum of 135 points coming from Part IA.

**Part 1A**

|  |  |  |
| --- | --- | --- |
|  | **Promotion to** **Associate Professor** | **Promotion to Professor** |
| **Evidence** | **Points** | **Additional points** | **Points** | **Additional points** |
| An authored book that has gained recognition among scholars in the field, such as appearing in World Catalog as being in the collection of at least five academic Libraries | 25 | +5 pts. for sole or first authorship+3 pts. For co-authorship with student | 25 | +5 pts. for sole or first authorship+3 pts. For co-authorship with student |
| A peer-reviewed article in a recognized outlet | 20 | +5 pts. for Tier 1 outlet+5 pts. for sole or first authorship+3 pts. For co-authorship with student | 20 | +5 pts. for Tier 1 outlet+5 pts. for sole or first authorship+3 pts. For co-authorship with student |
| A chapter in an edited book | 10 |  +5 pts. for sole or first authorship+3 pts. for co-authorship with student |  10 |  +5 pts. for sole or first authorship+3 pts. For co-authorship with student |
| A peer-reviewed authored or developed software product | 5 | +3 pts. for highly impactful | 5 | +3 pts. for highly impactful |

**Part 1B**

|  |  |  |
| --- | --- | --- |
|  | **Promotion to****Associate Professor** | **Promotion to Professor** |
| **Evidence** | **Points** | **Additional points** | **Points** | **Additional points** |
| P.I. or co-P.I. on external grant (funded) | 20 | +5 pts. For $500,000 or more +4 pts. for $200,000 or more+3 pts. for $50,000 or more | 20 | +5 pts. For $500,000 or more +4pts. for $200,000 or more +3 pts. for $50,000 or more |
| Internal grant funded | 10 |  | 10 |  |
| Internal/external evaluator for a funded grant | 10 |  | 10 |  |
| Federal (e.g., NSF, IES) Grant Seeking (Proposals): | 10 |  | 10 |  |
| Foundation/Private Grant Seeking (Proposals): | 7 |  | 7 |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Preparation of public service grant | 5 |  | 5 |  |
| Internal Grant Seeking | 3 |  | 3 |  |
| Managing a Federal grant as PI or Co-PI (2nd year and beyond) | 5 |  | 5 |  |
| A peer-reviewed article not meeting criteria for inclusion in 1A | 10 | +3 pts. for sole or first authorship+3 pts. For co-authorship with student | 10 | +3 pts. for sole or first authorship+3 pts. For co-authorship with student |
| An invited article  | 10 |  | 10 |  |
| A book review in a journal | 5 |  | 5 |  |
| A column in a journal or professional newsletter | 5 |  | 5 |  |
| A non-reviewed monograph | 5 |  | 5 |  |
| An editor of a book  | 10 |  | 10 |  |
| An authored book not meeting criteria for inclusion in 1A | 10 |  | 10 |  |
| A chapter in an edited book not meeting criteria for inclusion in 1A | 3 |  | 3 |  |
| A substantial revision of an existing book | 10 |  | 10 |  |
| A chapter in a book of conference proceedings | 5 |  | 5 |  |
| An authored or developed instrument/tool/assessment | 5 | +3 pts. for highly impactful | 5 | +3 pts. for highly impactful |
| An authored or developed software product not meeting criteria for inclusion in 1A | 3 |  | 3 |  |
| A registered patent | 15 |  | 15 |  |
| Award received for scholarship | 3 |  | 3 |  |
| Professional consultation that is directly related to research (internal or external to the university) | 3 |  | 3 |  |
| A reviewed creative/artistic work or performance | 5 |  | 5 |  |
| Some other artifact determined by the DPC to merit inclusion | 3-20 |  | 3-20 |  |

**Part 2**

**For promotion to associate professor:** At least 40 points from the following.

**For promotion to professor:** At least 80 points from the following.

|  |  |  |
| --- | --- | --- |
|  | **Promotion to****Associate Professor** | **Promotion to Professor** |
| A national or international peer-reviewed conference presentation | 8 | +2 pts. for co-authorship with student | 8 | +2 pts. for co-authorship with student |
| A state or regional peer-reviewed conference presentation | 5 | +2 pts. for co-authorship with student | 5 | +2 pts. for co-authorship with student |
| A non-peer-reviewed national, regional, state, or local presentation or workshop | 3 |  | 3 |  |
| An invited address to a plenary session (not break-out session) of a national or international conference | 15 |  | 15 |  |
| An invited address to a plenary session (not break-out session) of a state or regional conference | 10 |  | 10 |  |
| Some other activity determined by the DPC to merit inclusion | 3-15 |  | 3-15 |  |

**Guidelines and definitions:**

An artifact or activity may be included in one category only. Published articles in 1A or 1B that have been “repackaged” as book chapters may count as distinct artifacts in Part 1B only.

For any artifact or activity, only one “additional points” item may apply; e.g., an article may receive additional points for being published in a Tier 1 outlet, but no additional points may be awarded for sole or first authorship.

For all artifacts, the candidate for promotion is responsible for providing evidence of quality and/or impact. Works in press or accepted for publication but not yet published will not be included in the artifacts above. Works published as “online-first” versions (prior to a print version) may be included. Candidates should show sustained and continual scholarly productivity.

Artifacts included in Part 1A must meet standards of quality and/or substance as defined by inter-subjective consensus among members of the Department Personnel Committee. These standards include such criteria as originality, seriousness/importance/impact of the scholarship, scope, execution, creativity, methodological rigor, and intellectual sophistication. Ultimately, the judgments of the department personnel committee members will be important in evaluating all publications. Examples of items not included in Part 1A would be brief “thought pieces,” responses to other published articles appearing in journals, tutorials, job-aids, lesson plans, or computer software not identified by publication code or indexed as a peer-reviewed product.

“Recognized” is defined as at least one of the following:

* indexed in the Social Science Citation Index (SSCI) or another major citation index;
* formally associated with an international, national, or regional educational association or an association from a related discipline; or
* established as recognized by the Department Personnel Committee.

A “Tier 1” outlet is defined as an outlet that meets at least two of the following criteria:

* a flagship outlet of an education or related discipline;
* an outlet published by national or international educational associations, or a related major professional association;
* an outlet included in the top third of rankings by SSCI or another recognized citation index;
* an outlet with a Journal Citation Reports 5-year impact factor of 0.95 or greater; or
* an outlet with an acceptance rate of 20% or lower.

Or, alternatively,

* an outlet that has been classified as a Tier 1 outlet after evaluation by the Department Personnel Committee.

Grant activity will be awarded for either submission of grant proposal or award of grant, but not both. Grant proposals receive points for the initial submission only.

Additionally, consensus must be evident from the solicited external review letters that the candidate is in the process of achieving professional recognition (for promotion to associate professor), or has achieved significant professional recognition (for promotion to professor). Evaluation of external review letters is based on the professional judgment of the DPC.

**Teaching**

It is expected that a candidate for promotion to associate/full professor will have maintained a record of quality teaching and made efforts to improve and enhance teaching, as appropriate. This is evidenced by:

1. average (mean) of the student-completed ratings the probationary period (for promotion to associate) or post-tenure period (for promotion to professor) that is above scale’s mid-point for the single item assessing “overall teaching effectiveness of faculty member.”

2. evidence from Peer Assessment of Teaching Effectiveness (PATE) reports and the candidate’s self-reflection on teaching that indicates professional growth in the areas of innovative teaching, integration of technology, development of class materials, and student engagement; and

3. evidence of engagement in professional development for the improvement of teaching (e.g., FDID workshops, attending instructionally-related conference sessions, or other workshops or programs), and

4. other evidence of effective teaching, as reflected for example, by student comments, internal or external awards, student-completed evaluation ratings on items other than the “overall teaching effectiveness” item, or demonstrated ingenuity or innovation in course delivery or materials.

In addition, two or more of the following activities:

1. Evidence of satisfactory performance in officially assigned non-teaching professional assignment.

2. Engagement in student advising with evidence of effectiveness. This also may include, for example, evidence of exemplary student research or professional achievements, recognition, or awards.

3. Effective engagement in guiding theses, dissertations, or other student research guidance by providing timely constructive feedback, with candidates making progress toward completion.

4. Submission and funding of grant applications focused on instructional improvement (e.g., CIUE grants, Dean’s Instructional Grants, etc.).

5. Evidence of contributions to the scholarship of teaching and/or connection between scholarship and teaching (e.g., infusing research findings into teaching).

**Service**

Candidates for the rank of associate/full professor typically will have assumed professional service responsibilities within the profession, such as serving on editorial boards, performing service for professional associations, or serving as reviewers for publication outlets, but such service is not specifically required for promotion. In all cases, however, candidates are expected to demonstrate a continuing commitment to professional norms and to working in a mutually respectful and productive fashion with colleagues, staff, and students.

At the program/department level:

1. Serves with noticeable input and involvement on program and/or department committees (i.e., arrives to meetings on time, attends, actively participates, and carries out assigned tasks)

2. Completes tasks and fulfills responsibilities in a timely and professional manner that contribute to the overall functioning of the department (e.g., completing and submitting course syllabi, updating course outlines, providing requested assessment data, supporting adjunct faculty, mentoring junior faculty)

Regarding professional service:

1. Serves on local, state, national, or international professional committees/task forces or serves as a reviewer for one or more journals or professional organizations

2. Provides evidence of public service work as noted in the *College of Education Criteria and Procedures Related to Personnel Decisions* document (Blue Book) under the category of professionally-oriented public service

At the college/university level:

Serves on College and/or University committees as needed or requested or eligible for

Departmental representation

With respect to collegiality:

Demonstrates collegiality in all of the above service-related activities in accordance with the Department’s collegiality statement.