Faculty Promotion and Tenure Guidelines

College of Education
Auburn University

January 2025

Approved by the Office of the Provost - 02/10/2025

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Introduction

The promotion and tenure guidelines presented in this handbook are effective for faculty hired/promoted beginning fall 2025.

The faculty within the Department of Special Education, Rehabilitation, and Counseling (SERC) believe in the full rights, privileges, and opportunities for all people inclusive of race, religion, culture, creed, sex, sexual or affectional orientation, gender, gender identity and expression, socioeconomic status, ability, and other aspects of individual identity. We promote diversity in all its forms in our academic and clinical practice programs, with an emphasis on culturally informed and holistic practice.

In order to promote this mission, we seek to attract and keep highly qualified faculty who support the mission of the Department, College, and University. To support their success the Department emphasizes that the process and expectations for appointment, promotion, and tenure should be transparent and fair. This handbook provides faculty with a resource to promote understanding among its faculty of the promotion and tenure process. Candidates should also review the tenure and promotion guidelines provided by Auburn University in the Faculty Handbook.

The SERC Department sets forth these guidelines and criteria for faculty to advance in rank. These criteria include the areas of (a) research and scholarship, (b) teaching, (c) outreach, and (d) service. Faculty members' productivity in these areas should be commensurate with their appointments. As such, their evaluation will be conducted according to productivity in relation to their workload allocations.

Faculty development begins at the time of appointment and includes an extensive on-boarding packet and new faculty training. From that point forward, regular feedback is provided through annual reviews with the Department Head. Peer reviews within the Department also offer helpful and constructive feedback to support faculty as they seek promotions.

Assistant and Associate Professors are provided annual reviews by faculty members with higher ranks than their own. In addition to annual reviews, a third-year review is provided to Assistant Professors and is considered a milestone providing faculty members with a measure of their potential success within SERC. All faculty members should begin building their dossier and continue their scholarly agenda upon hire and continually develop it as they move forward in rank.

Academic Ranks

Assistant Professor. The rank of Assistant Professor is the first entry-rank for tenure track faculty; however, an individual cannot be tenured at this rank. Faculty at the assistant level must hold a doctorate degree, have relevant experience, and be able to perform their duties of teaching and research and community engaged outreach in a quality manner, commensurate with their allocations in each area. They must also provide service to the University and/or discipline. In addition, faculty at this rank should engage in service to the Department, College, and/or University. Those who hold this rank should provide evidence of their ability to move forward in rank.

Associate Professor. The rank of Associate Professor requires a doctorate and relevant experience. Faculty at this rank should demonstrate marked success of teaching and research and

community engaged outreach, commensurate with their allocations in each area. They must also provide service to the University and/or discipline. Tenure can be obtained at this rank.

Professor. The rank of Professor requires a doctorate and relevant experience as well as substantial scholarly accomplishments. Faculty at this rank should demonstrate significant success in teaching and research and community engaged outreach, commensurate with their allocations in each area. They must also provide service to the University and/or discipline. Faculty at the Professor level are expected to have attained a regional, and national or international reputation for scholarship in their discipline.

The criteria for promotion to the Associate and Professor rank is described in the following sections. Faculty interested in seeking promotion should carefully review these criteria as well as those provided in the Auburn University Faculty Handbook.

RESEARCH/SCHOLARSHIP

Faculty seeking promotion in SERC must establish a sustained record of research and scholarship that contributes to the advancement of the faculty member's discipline as well as the Department's mission and programs. Regional and/or national reputation will be determined according to information provided by external review letters. It is expected that faculty will discuss in their research statement or philosophy how their research relates to discipline-related competencies, upholds research ethics, and/or can contribute to practical solutions to pressing social problems that impact the quality of life, economic prosperity, and security of a broad citizenry.

Promotion requires an established and substantive record of quality research in proportion to the faculty member's appointment. Research is evaluated according to the **quality** and **quantity** of the faculty member's activities in this area. The majority of research and scholarship activities should result in publications in professionally recognized peer reviewed journals. It is also expected that faculty will present their work at professional meetings and seek internal and/or external funding.

Promotion from Assistant Professor to Associate Professor
The minimum **quality** and **quantity** expectations for promotion from **Assistant to Associate Professor** in the area of Research are as follows.

Quality

Peer Reviewed Publications
1. Impact Factor and/or Acceptance Rate:
   o Impact Factor (as available); Lower impact factor (e.g., <0.5); Higher impact factor (e.g., >1.0) with higher impact factors valued more
   o Acceptance Rate; Lower quality = Higher acceptance rates (e.g., 50% or higher) and Higher quality = Lower acceptance rates (e.g., 25% or lower)
2. Authorship Order: A minimum of being lead author on at least two publications
3. Peer Reviewed: In recognized journals in the faculty member's discipline
4. Thematic Research: Evidence of an emerging research theme
5. Empirical Studies: The majority of the faculty member's publications should be empirical research, either qualitative and/or quantitative studies.

6. Book Chapters: Book chapters can be considered publications but should be discipline specific.

Presentations
1. Refereed or Invited professional presentations
2. State, regional, national, and international professional presentations (with the majority at the regional, national, or international level)

Internal and External Funding
1. PI or Co-PI roles are more highly valued.
2. External federal, foundation, or contract funding is more highly valued than internal funding. Intramural funding is intended to serve as preparation for subsequent external funding proposals.

Quantity

Peer Reviewed Publications
1. A minimum of 10 publications and with an average of two a year at Auburn. This requirement is expected of faculty with an allocation of 30% in research. Expectations may be higher or lower depending on a faculty member's allocation in research. While publications prior to Auburn University will be considered, there should be evidence of research productivity while at Auburn University.
2. Book Chapters: No more than one book chapter can be counted to meet this publication criterion.

Presentations
A minimum of one presentation per year at peer-reviewed regional, national, or international professional conferences or invited presentations at professional meetings. Other types of presentations will be considered based on discipline.

Internal and External Funding
Demonstration of engagement in activities to seek funding to support research or programs. *(Note: If a sub-award is received, only the amount of the sub-award may be counted. The entire amount of the award may not be included in calculating this requirement).*

Other Research and Scholarly Activities
In addition to publications, presentations, and extramural funding, other types of scholarship are recognized and valued but they do not supersede the expectation that faculty will demonstrate scholarship as defined above. These activities may include:
- Books (authorship should reflect area of research or scholarship; edited books are not weighed as heavily)
- Monographs
- White Papers
- Editorial board service (guest contributions at Assistant to Associate level, editorial board membership at Associate to Professor level)
- Reviewing proposals for national meetings
- Attainment of intellectual property rights including patents or copyrighted material
- Technical reports
- Refereed conference proceedings

- Other evidence of scholarship

Promotion from Associate Professor to Professor

The minimum **quality** and **quantity** expectations for promotion from **Associate Professor to Professor** in the area of Research are as follows.

Quality

Peer Reviewed Publications
1. Impact Factor and/or Acceptance Rate:
   - Impact Factor (as available); Lower impact factor (e.g., <0.5); Higher impact factor (e.g., >1.0) with higher impact factors valued more
   - Acceptance Rate; Lower quality = Higher acceptance rates (e.g., 50% or higher) and Higher quality = Lower acceptance rates (e.g., 25% or lower)
2. Authorship Order: Demonstrated record of being lead author (e.g., 50% or higher contribution) on at least 20% of publications
3. Peer Reviewed: Recognized journals in the faculty member's discipline
4. Thematic Research: Evidence of a consistent and established research theme
5. Empirical Studies: Majority of publications should be empirical research - either qualitative and/or quantitative studies.
6. Books and Book Chapters: Authorship of works related to one's research and scholarship valued more than edited works.

Presentations
1. At this level of promotion only refereed or invited professional presentations are considered in evaluating this criterion.
2. Regional, and national or international professional presentations, with emphasis placed on national and international presentations

Extramural Funding (External)
1. PI or Co-PI roles are more highly valued.
2. External federal, foundation, or contract funding are all considered.

Quantity

Peer Reviewed Publications
1. A minimum of 15 publications after promotion to Associate Professor. This requirement is expected of faculty with an allocation of 30% in research. Expectations may be higher or lower depending on a faculty member's allocation in research. While publications prior to Auburn University will be considered, there should be evidence of research productivity while at Auburn University.
2. Book Chapters: No more than one book chapter can be counted to meet this publication criterion.

Presentations

At least 5 refereed or invited presentations at professional meetings since promotion to Associate Professor

Extramural Funding

Demonstration of success in obtaining funding support for research, outreach, or educational programs *(Note: If a sub-award is received, only the amount of the sub-award may be counted. The entire amount of the award may not be included in calculating this requirement.)*

Other Research and Scholarly Activities

Scholarship in other forms are valued but they do not supersede the expectation that faculty will engage in scholarship as defined above. These activities may include:

- Books (authorship should reflect area of research or scholarship; edited books are not weighed as heavily)
- Monographs
- White Papers
- Editorial board service (guest contributions at Assistant to Associate level, editorial board membership at Associate to Professor level, serving as an Associate Editor or Editor)
- Reviewing proposals for national meetings
- Attainment of intellectual property rights including patents or copyrighted material
- Technical reports
- Refereed conference proceedings
- Other evidence of scholarship

TEACHING

The Department of Special Education, Rehabilitation, and Counseling highly values teaching and learning. Teaching includes the roles of advisor, supervising and chairing graduate student work and research, and mentoring students and early career faculty. Teaching performance also takes into consideration the engagement in teaching scholarship and activities focused on improving teaching and learning. The demonstration of teaching performance includes all levels of instructional activities, including on-campus and online instruction. It also includes instructional activities that are related to practice including supervision of students engaged in professional and clinical practice.

Evaluation of teaching performance can encompass multiple components and forms of evidence of teaching quality based on both faculty and student information. Faculty members are encouraged to include as many pieces of evidence as available in their deliberations. Evidence includes, but is not limited to, the candidate's knowledge of the subject and his or her professional growth in the field of specialization; the candidate's own statement of his or her teaching philosophy; the quality of the candidate's teaching as indicated by peer and student evaluations and teaching awards; performance of the candidate's students on standardized tests or in subsequent classes; the candidate's contributions to the academic advising of students; the candidate's development of new courses and curricula; the quality of the candidate's direction of dissertations, theses, independent study projects, etc.; and the quality of pedagogical material published by the candidate. Promotion to the next higher rank requires an established and substantive record of quality teaching in proportion to the faculty member's appointment. Required examples or types of evidence are noted in the categories.

Promotion from Assistant Professor to Associate Professor

Teaching Effectiveness

- Evidence of teaching practices that align with training competencies and ethical practices for a broad segment of students across departmental discipline specialties. Among faculty teaching in accredited programs, evidence should include teaching practices that facilitate development of student competencies required by accreditation. Evidence can include but is not limited to readings, presentations, syllabi, course activities, or projects.
- Student teaching evaluations (required: a minimum of four across years and across multiple courses when possible). Student teaching evaluations must include scores and comments.
  - Faculty have the option of including numeric responses to highlight trends.
- Peer evaluations (required: an average of one per year representing multiple courses taught when possible; peers must be at the rank of Associate or Professor and they can be from the Department or the University)
  - Provide feedback from at least one Biggio Center small group instructional session.
- Teaching awards (e.g., national, University, professional organizations, college)
- Student scholarly outcomes/awards (e.g., student awards)

Teaching Scholarship

- Publications related to teaching and learning
- Grants and contracts related to and supporting teaching and learning
- Workshops or training sessions supporting teaching and learning
- Professional presentations related to teaching and learning

Contributions to Graduate Education

- Chairing Doctoral Committees
- Serving on Doctoral Committees (Faculty serving in programs with doctoral programs are required to demonstrate that they have served on at least one doctoral committee as enrollment permits)
- Supervising graduate students in the development of their professional skills and competencies (e.g., teaching practicum, clinical/field-based experiences.)
- Serving on/Chairing master's committees (Faculty serving in programs with master's programs are required to demonstrate that they have engaged in service on these committees.)

Student Advisement and Curriculum Development

- Advising undergraduate and/or graduate students
- Engaging in significant course or curriculum development or revisions
- Professional development activities directly related to program and curriculum development (e.g., specialized training)

Promotion from Associate Professor to Professor

Teaching Effectiveness

- Evidence of teaching practices that align with training competencies and ethical practices for a broad segment of students across departmental discipline specialties. Among faculty teaching in accredited programs, evidence should include teaching practices that facilitate development of student competencies required by accreditation. Evidence can include but is not limited to readings, presentations, syllabi, course activities, or projects.
- Student teaching evaluations (required: a minimum of four across years and across multiple courses when possible)
    - Student teaching evaluations must include scores and comments.
- Peer evaluations (required: an average of one per year representing multiple courses taught across at least the last 3 years when possible; peers must be at the rank of Professor from the Department or the University)
    - Provide feedback from at least one Biggio Center small group instructional session.
- Teaching awards
- Student outcomes/awards (e.g., awards, professional positions)

Teaching Scholarship

- Publications related to teaching and learning
- Grants and contracts related to and supporting teaching
- Workshops or training sessions supporting teaching
- Professional presentations related to teaching

Contributions to Graduate Education

- Chairing doctoral committees (Faculty serving in programs with doctoral programs are required to demonstrate that they have chaired a reasonable percentage of doctoral committees as enrollment in programs permits.)
- Serving on doctoral committees (Faculty serving in programs with doctoral programs are required to demonstrate that they have a continuous record of serving on doctoral committees.)
- Serving/chairing master's committees (Faculty serving in programs with master's programs are required to demonstrate that they have chaired at least 5 master's committee to completion.)
- Demonstration of engagement of students in research (Faculty serving in programs with graduate degrees are required to demonstrate at least 5 examples of their engagement of students in scholarship (e.g., publications, grants or grant proposals, professional presentations)).

Student Advisement and Curriculum Development

- Advising undergraduate and/or graduate students
- Engaging in significant course or curriculum development or revisions
- Supervision of students in clinical, teaching, and research practice
- Professional development activities directly related to program and curriculum development (e.g., specialized training)

OUTREACH

The faculty of the Department of Special Education, Rehabilitation, and Counseling (SERC) recognizes a strong obligation to use faculty members' expertise to benefit the community and society. SERC values advocacy and social justice as faculty demonstrate expertise in their disciplines. As aligned with Auburn University, SERC recognizes outreach as a fundamental part of faculty scholarship and therefore it is to be considered in the promotion and tenure process. However, not all faculty will have an outreach allocation. For those faculty with an outreach allocation, promotion to the next higher rank requires an established and substantive scholarly record of quality outreach in proportion to the faculty member's appointment.

"Community engagement strives to better engage the community to achieve the long-term and sustainable outcomes, and the processes, research and even implementation" (NERCHE, 2015). Faculty involved in community engagement should measure the outcomes of their work and document how this work enriches and informs their instruction, research, and outreach (Doberneck et al., 2010; Foster, 2010; Saltmarsh et al., 2018). In other words, a faculty member's research, outreach, and instruction should be integrated and related to each other with measurable results (See Figure 1).

Figure 1. Graphic display of the relationship between community engagement and instruction, research and outreach.

Outreach scholarship includes outreach program(s) and/or outreach activities and products.

Outreach Program

Auburn University has three major forms of outreach programming: (1) noncredit professional continuing education, training, and academic enhancement courses; (2) expert technical assistance, consultative services, and clinical operations; and (3) community partnerships and enrichment programs open to the public. SERC defines an outreach program as multiple related activities requiring a faculty member's expertise that results in scholarship or product(s). Programs often include multiple outreach activities that cluster together under a program theme. (See Figure 2.) A faculty member may have more than one program, but all outreach programs should support SERC's mission and the faculty member's discipline.
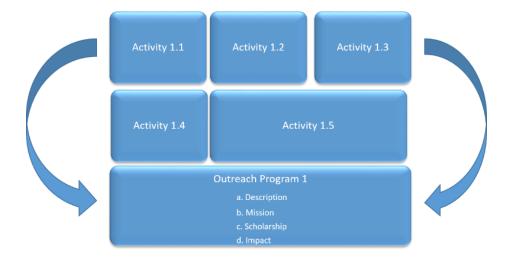
Figure 2. Graphic display of the relationship between outreach activities that make up an outreach program.

Documentation of Outreach Program

To document an outreach program, the faculty member should provide a reflective commentary and a (a) description of the program and activities, (b) mission, (c) scholarship, and (d) impact.

Commentary - A commentary describes and explains the philosophical approach and scholarship of the faculty member's outreach program(s), the relationship of the program(s) to the SERC and University mission, faculty member's discipline, and the measurable impact of the program. Within this commentary, discuss how your outreach activities and programs align with the Departmental mission and meet the needs of communities through ethical and responsive engagement.

Program/Activities Description – A brief paragraph overview identifying the needs addressed, objectives, methods, and the target audience.

a) Mission – A clear description of the relationship between the faculty's outreach activities and the mission of the Department and University.
b) Scholarship – A description of the role of the faculty member's professional expertise in relationship to the outreach program, and how the activities contribute to meeting the needs of society and/or the generation of knowledge (see scholarly products below).
c) Impact – Measurable direct and indirect impact on the intended beneficiaries needs to be documented. This may include quantitative and qualitative outcome data.

Outreach Activities and Products

Outreach activities and products typically occur once and may or may not be associated with a more comprehensive outreach program.

Documentation of Outreach Activities and Products

a) Contracts, grants, and gifts
b) Copyrights, patents, and inventions
c) Instructional activities (e.g., innovative instructional practices that extend the boundaries of the classroom, training modules, service learning initiatives)
d) Multimedia products (e.g., videos computer programs, websites, podcasts) (Note: blogs are excluded from this category)
e) Outreach publications in refereed outlets
f) Refereed applied research publications
g) Refereed presentations and publications
h) Technical assistance (e.g., program evaluation)
i) Technical publications, job aids, handbooks
j) Training programs (delivered in person or online)

Note: When activities and/or products are related to instruction or research, they should be cross-referenced in the faculty member's dossier, as such.

Promotion from Assistant Professor to Associate Professor
The faculty member's outreach should have measurable local, state, and/or regional impact and be leading to the development of at least one outreach program with a unifying theme.

Promotion from Associate Professor to Professor
The outreach program(s) should have measurable state, regional, and or national/international impact and a clear central theme. Faculty should demonstrate a high level of sustained engagement with measurable impact and resulting in scholarship that is produced while holding the rank of Associate Professor.

(***Note***: Paid consultation work, private practice, running a personal business and other private employment is not considered as part of community engagement or outreach scholarship. Also, the annual reports related to grant management are not considered to be community engagement or outreach scholarship.)

<div align="center">SERVICE</div>

As an academic unit within the University and College of Education, it is essential that SERC Department faculty participate in a broad range of leadership and service activities internal to and outside of the Department. Service includes contributions to the University, College, Department, and professional associations and learned societies such as offices held, committees served on, etc. Therefore, SERC faculty are also expected to engage in service within their professional disciplines.

Service can include ***intramural service*** which is defined as productive professional engagement that enhances the mission of the Department, College of Education, and University. Service also includes ***extramural service*** which is defined as service that contributes to a faculty member's professional discipline. Evaluation of service includes multiple components and types of evidence. This can include evaluation of the nature and quality of a service activity (e.g., role, impact, recognitions or awards for service activity), level of service productivity (e.g., nature and frequency of contribution, time of service, outcomes), and level of service (e.g., national, regional, state).

Promotion from Assistant Professor to Associate Professor

At the level of Assistant to Associate Professor there is the expectation that faculty have demonstrated a record of engagement that is reflective of their service allocation. At this level there should be a continuous level of departmental service. In addition, extramural service should include professional service, within the faculty member's discipline at the state, regional, or national level.

Intramural Service - Department, College, and University. Examples of intramural services may include:

- Coordinating Programs (e.g., Contributions in the administration and coordination of graduate and/or undergraduate certificates and programs)
- Coordinating clinical or field placement
- Contributing to accreditation or credentialing of programs
- Serving on University and College-level committees
- Chairing SERC Department committees
- Serving on SERC Department committees
- Being a member of a search committee
- Engaging in accreditation activities (e.g., discipline-level accreditation reports, College or University accreditation reports, state or professional certification or accreditation reports)
- Serving on special projects or committees (e.g., review of the Department head, ad hoc working groups to address Departmental need)
- Serving on program level committees
- Serving as an advisor and/or sponsor to student organizations
- Providing other contributions to the SERC Department and/or program

Extramural Service – Examples of extramural services may include:

- Serving on professional organization committees or interest networks
- Serving as a member of state committees or boards that impact professional standards, practices, or services
- Participating in the provision of services or training on behalf of professional organizations
- Serving in consulting roles to state organizations or boards
- Serving in leadership roles within state and regional professional organizations
- Chairing professional organization committees
- Chairing or serving on local/state/regional advisory boards and/or accrediting organizations
- Serving as a program reviewer or proposal reviewer for professional organization conferences
- Serving on review and editorial board(s) including ad hoc or guest reviewer
- Providing other contributions to the extramural service in the profession
- Mentoring students and our colleagues

Promotion from Associate Professor to Professor

At the level of Associate Professor to Full Professor there is the expectation that faculty have demonstrated a record of continuous engagement in both intramural and extramural service that provides the foundation of a national reputation. This includes a record of engaging in professional service at the national level.

Intramural Service - Department, College, and University. Examples of intramural services may include:

- Coordinating programs (e.g., Contributions in the administration and coordination of graduate and/or undergraduate certificates and programs)
- Coordinating clinical or field placement
- Contributing to accreditation or credentialing of programs
- Serving on University and College-level committees
- Chairing University or College committees
- Chairing SERC Department committees
- Serving on SERC Department committees
- Being a member or chair of a search committee
- Providing leadership in accreditation activities (e.g., discipline-level accreditation reports, College or University accreditation reports, state or professional certification or accreditation reports)
- Serving on special projects or committees (e.g., review of the Department head, ad hoc working groups to address Departmental need)
- Serving on program level committees
- Serving as an advisor and/or sponsor to student organizations
- Providing other contributions to the SERC Department and/or program

Extramural Service – Examples of extramural services may include:

- Serving in leadership roles on regional or national professional organizations
- Receiving awards or recognitions for leadership from professional organizations, boards or committees
- Serving as a member or chair of professional committees or boards that impact professional standards, practices or services
- Chairing professional organization committees
- Chairing or serving on national advisory boards and/or accrediting organizations
- Serving on national professional organization committees or interest networks
- Serving as an editor or being on editorial board(s)
- Providing other contributions to the extramural service in the profession

References

Doberneck, D. M., Glass, C. R., & Schweitzer, J. (2010). From rhetoric to reality: A typology of publicly engaged scholarship. *Journal of Higher Education Outreach and Engagement* 14(4), 5-35.

New England Resource Center for Higher Education (NERCHE). (2015). Carnegie Community Engagement Classifications. Retrieved from http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=92

APPENDICES

Comparison Tables

RESEARCH/ SCHOLARSHIP
Criteria Comparison

Criteria	Associate	Full
Peer Reviewed Publications		

Quality	1. Impact Factor and/or Acceptance Rate:
	   ○ Impact Factor (as available); Lower impact factor (e.g., <0.5); Higher impact factor (e.g., >1.0) with higher impact factors valued more
	   ○ Acceptance Rate; Lower quality = Higher acceptance rates (e.g., 50% or higher) and Higher quality = Lower acceptance rates (e.g., 25% or lower)
	2. Authorship Order: A minimum of being lead author on at least two publications
	3. Peer Reviewed: In recognized journals in the faculty member's discipline
	4. Thematic Research: Evidence of an emerging research theme
	5. Empirical Studies: The majority of the faculty member's publications should be empirical research, either qualitative and/or quantitative studies.
	6. Book Chapters: Book chapters can be considered publications but should be discipline specific.
		1. Impact Factor and/or Acceptance Rate:
		   ○ Impact Factor (as available); Lower impact factor (e.g., <05.); Higher impact factor (e.g., >1.0) with higher impact factors valued more
		   ○ Acceptance Rate; Lower quality = Higher acceptance rates (e.g., 50% or higher) and Higher quality = Lower acceptance rates (e.g., 25% or lower) on at least 20% of publications.
		2. Authorship Order: Demonstrated record of being lead author (e.g., 50% or higher contribution) on at least 20% of publications
		3. Peer Reviewed: Publications should be in recognized journals in the faculty member's discipline
		4. Thematic Research: Evidence of a consistent and established research theme
		5. Empirical Studies: The majority of the faculty member's publications should be empirical research, either qualitative and/or quantitative studies.
		6. Books and Book Chapters: Authorship of works related to one's research and scholarship are valued more than edited works

Quantity	1. A minimum of 10 publications and with an average of two a year at Auburn. This requirement is expected of faculty with an allocation of 30% in research. Expectations may be higher or lower depending on a faculty member's allocation in research. (While	1. At least 15 publications after promotion to Associate Professor. This requirement is expected of faculty with an allocation of 30% in research. Expectations may be higher or lower depending on a faculty member's allocation in research. This requirement is expected of faculty

RESEARCH/ SCHOLARSHIP Criteria Comparison		
Criteria	**Associate**	**Full**
	publications prior to Auburn University will be considered, there should be evidence of research productivity while at Auburn University.) 2. Book Chapters: No more than one book chapter can be counted to meet this publication criterion.	with an allocation of 30% in research. Expectations may be higher or lower depending on a faculty member's allocation in research. (While publications prior to Auburn University will be considered, there should be evidence of research productivity while at Auburn University.) 2. Book Chapters: No more than one book chapter can be counted to meet this publication criterion.
Presentations		
Quality	A minimum of one presentation per year at peer-reviewed regional, national, or international professional conferences or invited presentations at professional meetings. Other types of presentations will be considered based on discipline.	1. At this level of promotion only refereed or invited professional presentations are considered in evaluating this criterion 2. Regional, national, or international professional presentations, with emphasis placed on national and international presentations.
Quantity	A minimum of one presentation per year at peer-reviewed regional, national, or international professional conferences or invited presentations at professional meetings. Other types of presentations will be considered based on discipline.	At least 5 refereed or invited presentations at professional meetings since promotion to Associate Professor
Intramural and Extramural Funding		**Extramural Funding**
	Demonstration of engagement in activities to seek funding to support research or programs	1. PI or Co-PI roles are more highly valued. 2. External federal, foundation, or contract funding is more highly valued than internal funding.

RESEARCH/ SCHOLARSHIP		
Criteria Comparison		
Criteria	**Associate**	**Full**
(Note: If a sub-award is received, only the amount of the sub-award may be counted. The entire amount of the award may not be included in calculating this requirement.)		
Other Research and Scholarly Activities		
	• Books (authorship should reflect area of research or scholarship; edited books are not weighed as heavily) • Monographs • White Papers • Editorial board service (guest contributions at Assistant to Associate level, editorial board membership at Associate to Professor level) • Reviewing proposals for national meetings • Attainment of intellectual property rights including patents or copyrighted material • Technical reports • Refereed conference proceedings • Other evidence of scholarship	• Books (authorship should reflect area of research or scholarship; edited books are not weighed as heavily) • Monographs • White Papers • Editorial board service (guest contributions at Assistant to Associate level, editorial board membership at Associate to Professor level, serving as an Associate Editor or Editor) • Reviewing proposals for national meetings • Attainment of intellectual property rights including patents or copyrighted material • Technical reports • Refereed conference proceedings • Other evidence of scholarship

TEACHING Criteria Comparison		
Criteria	**Associate**	**Full**
Teaching Effectiveness	• Student teaching evaluations (required: a minimum of four across years and across multiple courses when possible) • Student teaching evaluations must include scores and comments. • Peer evaluations (required: an average on one per year representing multiple courses when possible taught peers must be at the rank of Associate or Professor and they can be from the Department or the University) Provide feedback from at least one Biggio Center small group instructional session. • Teaching awards • Student outcomes/awards (e.g., student awards)	• Student teaching evaluations (required: a minimum of four across years and across multiple courses when possible) • Student teaching evaluations must include scores and comments. • Peer evaluations (required: an average on one per year representing multiple courses when possible taught across at least the last 3 years and peers must be at the rank of Professor from the Department or the University) Provide feedback from at least one Biggio Center small group instructional session. • Teaching awards • Student outcomes/awards (e.g., awards, professional positions)
Teaching Scholarship	• Publications related to teaching and learning • Grants and contracts related to and supporting teaching and learning • Workshops or training sessions supporting teaching and learning • Professional presentations related to teaching and learning	• Publications related to teaching and learning • Grants and contracts related to and supporting teaching • Workshops or training sessions supporting teaching • Professional presentations related to teaching

TEACHING Criteria Comparison		
Criteria	**Associate**	**Full**
Contributions to Graduate Education	• Chairing Doctoral Committees • Serving on Doctoral Committees (Faculty serving in programs with doctoral programs are required to demonstrate that they have served on at least one doctoral committee as enrollment permits) • Supervising graduate students in the development of their professional skills and competencies (e.g., teaching practicum, clinical/field-based experiences) • Serving/Chairing master's committees (Faculty serving in programs with master's programs are required to demonstrate that they have engaged in service on these committees.)	• Chairing doctoral committees (Faculty serving in programs with doctoral programs are required to demonstrate that they have served on at least two doctoral committees as enrollment permits) • Serving on doctoral committees (Faculty serving in programs with doctoral programs are required to demonstrate that they have a continuous record of serving on doctoral committees.) • Serving/chairing master's committees (Faculty serving in programs with master's programs are required to demonstrate that they have chaired at least 5 master's committee to completion.) • Demonstration of engagement of students in research (Faculty serving in programs with graduate degrees are required to demonstrate at least 5 examples of their engagement of students in scholarship (e.g., publications, grants or grant proposals, professional presentations)).
Student Advisement and Curriculum Development	• Advising undergraduate or graduate students • Engaging in significant course or curriculum development or revisions • Professional development activities directly related to program and curriculum development (e.g., specialized training)	• Advising undergraduate or graduate students • Engaging in significant course or curriculum development or revisions • Supervision of students in clinical, teaching, and research practice • Professional development activities directly related to program and curriculum development (e.g., specialized training)

OUTREACH
Criteria Comparison

For those faculty with an outreach allocation, promotion to the next higher rank requires an established and substantive scholarly record of quality outreach in proportion to the faculty member's appointment. However, not all faculty will have an outreach allocation.

Documentation	Criteria	
	Associate	**Full**
Contracts, grants, and gifts	1. measurable local, state, and/or regional impact	1. measurable state, regional, and or national/international impact
Copyrights, patents, and inventions		
Instructional activities (e.g., innovative instructional practices that extend the boundaries of the classroom; training modules, service learning initiatives)	2. leading to the development of at least one outreach program with a unifying theme	2. clear central theme
Multimedia products (e.g., videos computer programs, websites, podcasts (Note: blogs are excluded from this category)		3. a high level of sustained engagement with measurable impact and resulting in scholarship that is produced while holding the rank of Associate Professor
Outreach publications in refereed outlets		
Refereed applied research publications		
Refereed presentations and publications		
Technical assistance (e.g., program evaluation)		
Technical publications, job aids, handbooks		
Training programs (delivered in person or online)		

<table>
<tr><td colspan="7" align="center">SERVICE
Criteria Comparison</td></tr>
<tr><td rowspan="2">Type of Service</td><td colspan="3" align="center">Assistant to Associate Professor</td><td colspan="3" align="center">Associate Professor to Full Professor</td></tr>
<tr><td colspan="3">At the level of Assistant to Associate Professor there is the expectation that faculty have demonstrated a record of engagement in both intramural and extramural service. At this level there should be a continuous level of departmental service. In addition, extramural service should include professional service, within the faculty member's discipline at the state, regional, or national level.</td><td colspan="3">At the level of Associate Professor to Full Professor there is the expectation that faculty have demonstrated a record of continuous engagement in both intramural and extramural service that provides the foundation of a national reputation. This includes a record of engaging in professional service at the national level.</td></tr>
<tr><td></td><td colspan="3" align="center">Nature and Quality of a Service</td><td colspan="3" align="center">Productivity/Measure of Contribution</td></tr>
<tr><td></td><td align="center">Role
(brief description)</td><td align="center">Impact</td><td align="center">Recognitions/Awards for Service</td><td align="center">Nature and Frequency of Contribution</td><td align="center">Dates of Service</td><td align="center">Outcomes/Student Recognitions</td></tr>
<tr><td colspan="7">Intramural Service</td></tr>
<tr><td>Department</td><td>Example:
Master's Degree Collaborative Teacher Special Education (K-12) (Traditional and Alternative)</td><td>Accredited (SACS, ALSDE, CAPE)
CEC endorsed</td><td>AU Exemplary Assessment Award 2019</td><td>Preparing annual reports
Advising each semester
Preparing accreditation reports every 3 years
Ongoing mentoring
Collecting student data</td><td>2015-2020</td><td>20 graduates annually
80 students graduated 2015-2020
COE Graduate Student of the Year 2020
Former Student selected Teacher of the Year for school system</td></tr>
</table>

SERVICE Criteria Comparison					
College					
University					
Extramural Service					
State					
Regional					
National					