

**Department of Human Development and Family Science
College of Human Sciences
Auburn University**

Criteria for Promotion for Research Faculty

I. General Statement

This document describes criteria and procedures for research faculty in the HDFS Department. University policies related to research faculty are found in the AU Faculty Handbook. These criteria were developed by HDFS as addenda to the University policies and to apply to unique needs of the department. As specified by University policy, all research faculty will be hired using the same hiring procedures as tenure-track faculty and will be evaluated annually using the same procedures as well. Research faculty will report to the Department Head and will have contracts that are renewed annually based on performance. Promotion application and decisions follow the same annual timeline as established by the Provost's office for tenure-track faculty.

II. Overall Criteria

The work activities of faculty in the Research line are predominantly focused on research and may not include regularly scheduled teaching or service assignments as per University policy. Research faculty should have at least 75% Research appointments. We allow that there are research administration tasks within the Research assignment when those are directly related to the research of the faculty member. A regular teaching component of the workload is also permitted if that is carried out as the supervision of or committee service for students whose work is within the primary research area of the faculty member. Occasional teaching of courses may be negotiated but this should not be a regular assignment. Likewise, a modest service assignment may reflect occasional work that is an extension of or benefits the research work of the faculty member.

Promotion of research faculty is based on demonstration of distinction in the primary area of research and acceptable performance in all other assigned areas. *Distinction* is characterized by performance that exceeds the expected, typical performance of a candidate of similar rank and assignment in the candidate's field. *Quality* of performance is judged more important than *quantity* in evaluating contributions. In addition to these criteria, faculty should refer to the Provost's Guidelines for Unit Specific Research Title Series Promotion Criteria.

- A. A candidate applying for **promotion from Assistant to Associate Research Professor** is expected to have demonstrated distinction in the primary assigned area, and acceptable performance and emerging leadership in other assigned areas consistent with the load allocation that is established each year. The candidate is expected to demonstrate local, regional, and/or national recognition for their professional activities.

- B. A candidate applying for **promotion from Associate to Research Professor** is expected to demonstrate a continuing level of productivity that merits distinction in the primary assignment, as well as a high level of accomplishment and leadership in the other assigned areas. The candidate is expected to demonstrate national and/or international recognition for their professional activities.

III. Research

Distinction in research must include evidence of accomplishment gathered from multiple sources. Distinction in research shall be based in part on the written opinions of external reviewers who themselves are recognized as outstanding researchers in the candidate's area of specialization. The candidate should include evidence consistent with the expectations set forth in the appointment letter, e.g., receipt of position-sustaining extramural funding. Other sources of evidence to demonstrate *distinction* in research **may include**, but are not limited to:

1. Program evaluation reports, technical reports, or monographs submitted to funders.
2. Publications appropriate to the candidate's field, such as articles in peer-reviewed periodicals, books, monographs, chapters, and reviews.
3. Sponsored (funded) outreach scholarship and resulting publications.
4. Leadership roles in appropriate research-oriented professional associations.
5. Established regional reputation at the associate level and national/international reputation at the full level based on research and/or expertise.
6. Nomination (other than self-nomination) for or receipt of regional or national awards for research.
7. Student advisee and/or research assistant receipt of regional or national award for research.
8. Research lectures, speeches, workshops, or papers presented at state, regional, national, or international meetings.
9. Documented leadership roles (e.g., Author, Co-Author, PI, Co-PI, Co-I, Director, Coordinator, Project Manager) on research grants.
10. Evidence of same field and/or interdisciplinary research team collaboration within the university and/or with external partners.
11. Successful development of a scaling up strategy that supports continued or expansion of funding and research.
12. Completed proposal or application for extra-mural funding.

Research - Examples of Promotion Criteria by Rank

Associate Research Professor

- A. Collaborates in promoting, planning, and implementing evidence-based scholarly/creative activities.
- B. Contributes independently or collaboratively to publishing scholarly research in quality journals.
- C. Contributes to disseminating scholarly research independently or collaboratively at the state, regional, and national levels.
- D. Collaboratively or independently develops and submits proposals for extramural

funding related to area of expertise.

- E. Plans and implements research-based service or outreach programs at the state or regional levels.

Research Professor

- A. Leads an ongoing program of evidence-based scholarly research.
- B. Demonstrates a consistent record of leadership on collaborative publications.
- C. Demonstrates a consistent record of leadership in collaborative presentations at national and international level.
- D. Provides leadership and mentoring in grant writing, implementation, and evaluation related to areas of expertise.
- E. Maintains reputation for excellence in research at the national level.
- F. Plans and implements research-based service or outreach programs at the state, regional, and national levels.
- G. Provides active service leadership in the departmental, college, and university levels.
- H. Leads efforts in service and consultation.
- I. Provides leadership in professional organizations in area of expertise at the state, regional, national levels.

IV. Major Sources of Evidence for Teaching and Supervision

Research Faculty do not typically engage in teaching and supervision activities. Any allocation in this area would need to be a component of their annual workload approved by the department head and cannot exceed 25% of their total allocation.

Distinction in teaching and supervision must include evidence of accomplishment gathered from multiple sources. Distinction shall be based in part on the written opinions of external reviewers who themselves are recognized as outstanding teachers and supervisors in the candidate's area of specialization. Depending on the candidate's teaching assignment, possible sources of evidence to demonstrate distinction in teaching **may include**, but are not limited to:

1. Evidence of self-reflection, study, and development/improvement of teaching and supervision performance.
2. Publications related to teaching, supervision and professional practice.
3. Grant funding for research or training related to teaching and supervision.
4. Student evaluations showing satisfactory performance in classroom teaching, individual and group supervision.
5. Peer evaluations of teaching and supervision indicating average or better ratings based on direct observations.
6. Nomination for or receipt of regional or national awards for teaching, supervision, and/or advising.
7. Evidence of innovative development of new courses, instructional materials,

- technological innovations, and syllabi.
8. Evidence of providing professional development for practicing professionals.
 9. Service on committees related to teaching and supervision.
 10. Evidence of professional mentoring of students and/or colleagues.
 11. Evidence of leadership roles at the state, district or national level related to discipline-specific teaching and supervision.
 12. Student's pass rate on national certification or licensing examinations.
 13. Student recognition at regional or national meetings.
 14. Documented leadership roles (e.g., PI, Co-PI, Co-I, Director, Coordinator, Co-Author, Project Manager) on grants related to teaching and supervision.

Teaching and Supervision - Examples of Promotion Criteria by Rank

Associate Research Professor

- A. Demonstrates collaborative work with colleagues in course and curricular design, implementation, and evaluation.
- B. Utilizes best practices in teaching and supervision, and evaluates outcomes.
- C. Demonstrates innovative classroom and clinical teaching skills and ways of evaluating outcomes.
- D. Contributes to ongoing curriculum development and revision, while consistently incorporating best practices.
- E. Promotes unique clinical learning experiences to provide optimal clinical learning, and evaluates those experiences.

Research Professor

- A. Leads in course and program design, implementation and evaluation.
- B. Demonstrates excellence in classroom and clinical teaching, and supervision
- C. Recognized at the national level as role model for classroom and clinical teaching and supervision.
- D. Leads ongoing curriculum development and revision, while consistently incorporating best practices.
- E. Creates allied agency collaborations in clinical learning.

General

The Auburn University *Faculty Handbook* defines collegiality in terms of whether a member's contributions are in line with the mission and goals of the department and whether the member demonstrates a willingness to participate in the shared academic and administrative tasks of the unit. Collegiality is one of the two primary appraisal factors in tenure decisions and is judged at the departmental level by tenured departmental faculty. Within HDFS, collegiality is understood to include active participation in shared governance of the unit and professional interaction with faculty, staff, and students. Examples include, but are not limited to: regular and constructive participation in faculty meetings, contribution of time and effort to departmental initiatives and events, participation in activities related to peer review and faculty recruitment, and professional

interaction with external constituencies.

Procedures for Promotion Research Faculty

Promotion procedures for full-time research faculty parallel those of tenure-track faculty. Consistent with University Policy on Academic Ranks and Promotion (AU Faculty Handbook Chapter 3.3.4), promotion to Associate Research Professor requires that a candidate normally serve five complete years (12 months) in full time appointment at the rank of Assistant Research Professor or in an appointment with comparable responsibilities. A candidate who is especially meritorious may be recommended for early promotion by the department head with majority support of the faculty who hold rank above the candidate.

Promotion to the rank of Research Professor requires that the candidate has served four complete years (12 months) at the rank of Associate Research Professor. Only in exceptional and well-documented cases will candidates be considered for early promotion with the recommendation of the department head and the majority support of the faculty who hold rank above the candidate.

Candidates wishing to be considered for promotion should communicate that to the department head well in advance (before the annual review prior to Fall semester in which you wish to be considered) to allow time for external letters to be solicited and faculty to review the submitted dossier.