

**Research Professor Career Path Criteria  
Department of Child & Family Studies,  
College of Behavioral & Community Sciences**

The Research Professor career path in the Department of Child & Family Studies (CFS) includes the ranks of Research Assistant Professor, Research Associate Professor, and Research Professor. These positions are non-tenure earning. Faculty hired in the Research Professor career path are primarily supported by contracts and grants. However, depending on the source of funding for their position, faculty may be given teaching and/or service assignments. The judgment of readiness for promotion to a higher academic rank is based upon a careful evaluation of a candidate's contributions in their area(s) of assignment.

**Philosophy and Principles**

In developing appropriate criteria for promotion decisions, the Department has sought to align these criteria with the vision, mission, and strategic priorities of the Department as well as the College and the University. As part of this alignment process, four underlying goals were identified:

1. To continue building a community of scholars whose members are recognized nationally and internationally to be among the leaders in their academic disciplines and chosen areas of research. We expect our colleagues to make significant scholarly contributions of excellence that transform and shape the areas of scholarship in which they work.
2. To continue building a department with a reputation for excellence in teaching at both the graduate and undergraduate levels. Teaching is broadly defined to include the classroom or laboratory, advising, mentoring, program building, and curricular innovation.
3. To build upon already successful efforts to provide the energizing and supportive environment that is necessary to sustain professional growth, collaboration, and productivity of faculty and students.
4. To build upon already successful efforts to create an environment of academic and community citizenship where faculty, staff, and students all contribute to the operation and growth of the department, college, and university, as well as actively participate to advance the many professional disciplines of the department's diverse academic constituency and the broader public community affected by departmental services.

**Criterion Areas**

When a faculty member is considered for promotion in this Department, we review her or his contributions in three major areas:

- a. Scholarship in the candidate's area(s) of specialization,
- b. Teaching, and
- c. Service.

## **Scholarship**

The purpose of research and creative scholarship is the substantive advancement of a field of inquiry or practice, whether by generation of new knowledge, production of new technologies, or development/implementation of new service, training, evaluation, and practice models. An individual's record of activities leading to promotion must provide evidence of excellence in one or more of these endeavors. In order to attain promotion, a faculty member must have established an original, coherent, and meaningful program of research as well as demonstrated and clearly documented a continuous and progressive record of scholarly activity indicative of potential for sustained contribution throughout his or her career. Due to the multidisciplinary nature of the Department, scholarship takes many forms and often involves collaboratively generated contributions to new knowledge, improvements in service delivery and practice and/or education and training.

The peer review process is the best means of judging the quality and impact of the candidate's research and creative scholarship. Evaluations at the departmental level include an assessment of the quality of the candidate's work and consider discipline-appropriate evidence of the significance of research and scholarly work as well as the candidate's assignments and associated activities within CFS. A candidate may present the following kinds of preferred documentation of a significant research program: reviews of books and articles; records of competitive honors and awards, grants, and fellowships; criticism and reviews of creative work; reviews of grant applications; citations of the candidate's work; evidence of contributions to policy and practice; the quality and significance of journals, series, and presses by which the candidate's work is published or of other venues in which it appears; invited, refereed, or non-refereed status of publications; research awards and acknowledgements; and invitations and commissions.

The kinds of documentation should reflect the multidisciplinary nature of CFS, a department that values applied scholarly work that bridges the gap between basic research and actual practice. Consideration for promotion will also include evaluations by scholars/experts external to the University. External scholars and experts will be asked to evaluate a candidate's demonstrable impact upon research and practice through scholarly publications, innovative new interventions and programs, adoption of the latter by other researchers and providers, inventions, and development and commercialization of intellectual property. In addition, the candidate's Chair/Director and Dean must conduct independent evaluative reviews.

It is noted that in some areas and disciplines within the broad spectrum of child and family studies, publications or other products may appear only after lengthy or extensive effort, and this

is particularly true of community-engaged and/or interdisciplinary work at the local, national, and/or international levels. Community-engaged scholarship may be demonstrated by high-profile products such as major reports and formal presentations to local, national, or international agencies, adoption of policies or programs by practitioners and service agencies, as well as by peer review. For collaborative and coauthored scholarship, the evaluation should include consideration of the candidate's role and contribution to the work, consistent with disciplinary and/or interdisciplinary scholarly practice. The body of work of a candidate for promotion must be judged against the appropriate standards within the area of research and creative scholarship, balancing the significance and quality of the contribution with the quantity of publications and other scholarly products. The Department recognizes that the ranking and impact factor for journals vary across fields and that these metrics may be insufficient criteria for judging the candidate's contributions. Recommendations for promotion should present a clear and compelling case for the merit of an application in the context of the kind of scholarship in which the candidate's work has been conducted, leading to high confidence in the candidate's prospects for continuing and meaningful contributions.

## **Teaching**

Teaching is defined to include instruction, course development/revision/innovation, advising and mentoring of students, and leadership in activities to advance student development and productive academic achievement. Evaluations of teaching quality are judged with consideration of the candidate's assignments and associated activities within CFS. A candidate may present the following kinds of preferred documentation to demonstrate excellence in teaching: reviews/evaluations of teaching by other faculty members and students; evidence of contributions to student development; documentation of efforts to improve teaching; recognition of meritorious teaching; course and program development activities; publications related to teaching; the training of others in innovative teaching; the receipt of external funding for student support or personnel preparation; and other forms of documentation that indicate the quality of teaching activities.

These efforts can be represented in a variety of ways including documentation of the following: a review of a candidate's course that is conducted by a supervisor or tenured faculty member and includes teaching observation and examination of course documents; student course ratings for each course taught during the period included in the application for promotion; contributions to student development that include leading study abroad programs, supervising special projects for students, guiding service learning, or student projects related to community engagement; contributions to student development that could include advising students, membership on student thesis, dissertation, or field project committees, supervision of a capstone project, supervision of a student during internship or practicum, and mentoring students in teaching; documentation of substantial contribution to student development by serving as a chair or co-chair of students' thesis, dissertation, or field project committees or supervision of directed or independent studies; efforts to improve teaching by attending professional development seminars

on teaching, incorporating new teaching strategies and emerging technology, conducting research on teaching, or publishing research on teaching in one's field; development or creative utilization of new instructional materials or new technology that contributes to the quality of the instruction as noted during teaching reviews; receipt of teaching or mentorship awards; provision of teaching workshops to faculty (e.g., course development and delivery); participation in instructional activities that could include the development of a new course, new program, or academic concentration; teaching-related publications including textbooks and journal articles; and funding or grants related to teaching including personnel preparation grants, foundation funding, or other funding sources for student preparation.

## **Service**

Service is defined as professional activities that are used to advance a scholarly discipline, contribute to a profession, and/or impact the Department, College, University, and the greater community. Service may affect local, state, national, and international policies and practices related to the profession in which faculty are engaged. Although some service activities may be related to teaching assignments and research, they must provide added value to be identified as service.

A candidate may present the following kinds of preferred documentation of excellence in service: participating in department, college, and university committees, developing new programs, advising student organizations, serving as editor for newsletters or journals or other editorial service to professional publications, reviewing for granting agencies and publications, activities with national, state, and local news media, filling leadership roles in professional organizations, completing external reviews of tenure and promotion applications for other institutions, and activities related to engaging with the community, such as consulting with community/state/national/international agencies, serving on boards and accreditation bodies, and providing public lectures relevant to the discipline.

## **Criteria for Promotion to Research Associate Professor**

Promotion will be recommended by the Department, if and only if, in the judgment of the Department, the candidate holds promise of becoming one of the leading scholars in their area of expertise and a good citizen of the Department, College, and University.

Candidates are evaluated entirely on the merits of their professional achievements in their areas of assignment and the potential for continued scholarly accomplishments. In addition to meeting the standards in the appropriate criterion areas (scholarship, teaching, and service), a candidate must be adjudged to be contributing to the mission and goals of the Department and to be able and willing to work cooperatively with colleagues

## **Criteria for Promotion from Research Associate to Research Full Professor**

To be promoted from Research Associate Professor to Research Full Professor in this Department, it is expected that a faculty member is a leading scholar in his or her area(s) of specialization at the national or international level with an established record of research and scholarly activity that has high visibility.

If assigned activities include teaching, candidates for Research Full Professor should demonstrate continued excellence in teaching as indicated by course evaluations and success in attracting and mentoring graduate students. In addition, candidates may demonstrate leadership through documentation of engagement in curriculum development, program development, accreditation reviews, consultation to other higher education programs or departments about academic programs or teaching, publishing with students, mentoring junior faculty, or mentoring graduate students. If assigned activities include service, candidates for Research Full Professor should have an established record of service that includes leadership roles in the Department, College and University, professional organizations, or the community.

Approved by CFS faculty, May 12, 2015

Approved by CBCS Dean, August 17, 2015

Approved by Provost's Office, September 14, 2015

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