INTRODUCTION

The expectations and examples of documentation in this statement provide guidelines that form the basis for evaluating performance of faculty in Human Development and Family Studies. Promotion and tenure decisions must be made in keeping with and in full knowledge of the candidate’s assigned responsibilities.

The major categories of evaluation include Teaching, Research, and Service. Faculty members are expected to provide documentation of accomplishments in Teaching, Research, and Service as described below. External review of credentials will be required for promotion and tenure.

To advance to the next level, a candidate must accomplish all requirements at their current level and show additional growth and development toward the next rank. Note that tenure and promotion are two separate votes, so under some circumstances tenure may be granted without, at the same time, promotion to associate professor.

Criteria at the assistant professor level are relevant for the third-year review (see separate document) and evaluations for tenure and promotion to associate professor. Criteria at the associate professor level are relevant to evaluations for promotion to full professor and to post-tenure reviews (see separate document). Criteria at the full professor level are relevant to post-tenure reviews.

CRITERIA FOR TEACHING

The domain of teaching includes organized class instruction at undergraduate and graduate levels, direction of student research, advising/mentoring of students, and course/curriculum development. Expectations for each rank are the following.

ASSISTANT PROFESSOR

TEACHING EXPECTATIONS

1. Develop course syllabi that foster the dissemination of scientifically based information and meet university standards.

2. Plan, organize, and deliver breadth and depth of subject matter content in courses.

3. Develop or acquire instructional materials such as course packets, effective assignments, and/or course media.
4. Integrate contemporary research in course syllabi and course content.

5. Through textbook selection and/or reading assignments and topics covered, address contemporary topics and issues in the field.

6. Demonstrate dedication to high quality teaching that engages students and fosters creative and critical thinking as evidenced by course assignments and assessment methods, participation in workshops on pedagogy and instructional strategies.

7. Mentor undergraduate and graduate students.

8. Serve as a member on M.S. and/or Ph.D. graduate committees.

9. Direct thesis or equivalent project to completion.

ASSOCIATE PROFESSOR

TEACHING EXPECTATIONS

1. Develop course syllabi that foster the dissemination of scientifically based information and meet university standards.

2. Integrate breadth and depth of subject matter content in courses.

3. Develop or acquire innovative instructional materials such as course packets, effective assignments, and other appropriate course media.

4. Integrate contemporary research in course syllabi and course content.

5. Through textbook selection and/or reading assignments and topics covered, address contemporary topics and issues in the field.

6. Demonstrate dedication to high quality teaching that engages students and fosters creative and critical thinking as evidenced by course assignments and assessment methods, participation in workshops on pedagogy and instructional strategies.

7. Mentor undergraduate and graduate students.

8. Serve as a member and chair on M.S. and/or Ph.D. graduate committees.

9. Demonstrate ability to direct student graduate research to completion.
PROFESSOR

TEACHING EXPECTATIONS

1. Develop course syllabi that foster the dissemination of scientifically and theoretically based information and meet university standards.

2. Integrate breadth and depth of subject matter content in courses.

3. Develop or acquire innovative instructional materials such as course packets, effective assignments, and/or other appropriate course media.

4. Integrate contemporary research in course syllabi and course content.

5. Through textbook selection and/or reading assignments and topics covered, address contemporary topics and issues in the field.

6. Demonstrate dedication to high quality teaching that engages students and fosters creative and critical thinking as evidenced by course assignments and assessment methods, participation in workshops on pedagogy and instructional strategies.

7. Develop and implement innovative teaching techniques and approaches.

8. Mentor junior faculty and/or graduate research associates in developing teaching strategies, course syllabi, effective assignments and other student assessment tools.

9. Mentor junior faculty in directing graduate committees and serve as member and chair on M.S. and/or Ph.D. committees.

EXAMPLES OF TEACHING DOCUMENTATION AT ALL RANKS

Documentation to show evidence of competence in instruction should be part of a career dossier. The following items are examples of documents that may appear; however, not all items must be included and others may be appropriate.

Note that evaluations of this documentation take into account many factors including new course preparations and the nature of the subject matter.

1. Course syllabi, assignments, and audio-visual content.

2. Teaching evaluated by students through standard form established by the university.

3. Peer review of instruction.

4. Teaching/advising awards or nominations.
5. Grade distributions (sometimes useful in considering course requirements and student evaluations).

6. Citation and/or use of the faculty’s work in instruction by other professionals.

7. Membership on workload- uncredited graduate student committees.

8. List of authors, titles, and dates of theses and dissertations completed under faculty member’s direction or on which faculty member served.

9. Attendance at advising workshops or training sessions, college advising update sessions, or other meetings focused on improving advising and instructional skills.

10. Examples of instructional strategies and sharing instructional strategies with peers.

11. Proposals and/or grants submitted for instructional purposes.

12. Examples of assistance to students/staff/other faculty in developing presentations and other creative activities.

**CRITERIA FOR RESEARCH**

HDFS defines research broadly as scholarship that is communicated, documented, and validated by peers. The domain includes scholarly publications, presentations, and funding. Expectations for each rank are as follows:

**ASSISTANT PROFESSOR**

**RESEARCH EXPECTATIONS**

1. Develop a focused area of research consistent with departmental, college, and university missions.

2. Establish membership in at least one professional research organization within specialization.

3. Presentations at regional and/or national meetings.

4. Submit or resubmit proposals to obtain extramural support for scholarly activities.

5. Achieve and maintain graduate faculty membership
6. Work effectively with graduate students and other faculty.

ASSOCIATE PROFESSOR

RESEARCH EXPECTATIONS

1. Continue to develop a coherent program of research.

2. Demonstrate quality contributions at national meetings and an active presence in professional organizations.

3. Establish visibility through nationally refereed publications in areas of specialization.

4. Continue to submit or resubmit quality proposals for research support.

5. Maintain graduate faculty membership consistent with department, college, and university expectations.

6. Provide effective guidance and assistance with graduate student research activities.

7. Demonstrate progress toward national visibility in area of expertise.

PROFESSOR

RESEARCH EXPECTATIONS

1. Demonstrate a coherent and integrated research program.

2. Demonstrate high quality contributions at national meetings.

3. Maintain visibility through nationally refereed publications in area of specialization.

4. Receive external funding for research or programs with research component.

5. Provide research mentoring of junior faculty.

6. Maintain graduate faculty membership.

7. Include and involve graduate students in research.

8. Achieve national or international stature in the field.
EXAMPLES OF RESEARCH DOCUMENTATION AT ALL RANKS

Documentation to show evidence of competence in research should be part of a career dossier. The following items are examples of documents that may appear; however, not all items must be included and others may be appropriate.

Note that evaluations of this documentation take into account many factors including research that is extraordinarily time-consuming and research that involves the supervision and career development of undergraduate and/or graduate students.

1. Peer reviewed journal articles and book chapters with journal rankings as per department guidelines.

2. Peer reviewed presentations (oral and poster).

3. Invited presentations.


5. Grants funded.

6. Patents and intellectual property agreements.

7. Evaluations of research by prominent scholars in the field.

8. Awards and/or nominations for research.

9. Graduate students listed as co-authors on presentations/publications

CRITERIA FOR SERVICE

Professional service is recognized as an important responsibility of faculty in Human Development and Family Studies. This domain includes service to the profession, to the university, and to the community. Expectations for each rank are as follows:

ASSISTANT PROFESSOR

SERVICE EXPECTATIONS

1. Involvement in professional associations at local, state, and/or national levels.

2. Review for professional/scholarly journals and/or organizations.

3. Some participation in department, college, university, and service committees or activities.
4. Some participation in the larger community.

ASSOCIATE PROFESSOR

SERVICE EXPECTATIONS

1. Leadership in professional associations.

2. Substantial involvement in reviewing proposals and/or manuscripts for professional organizations.

3. Leadership in department, college, university, and service committees or activities.

4. Moderate participation in the larger community.

PROFESSOR

SERVICE EXPECTATIONS

1. Notable leadership in professional associations.

2. Substantial involvement in editorial boards of refereed journals, reviewing proposals and/or manuscripts for professional organizations.

3. Notable leadership in department, college, university, and service committees or activities.

4. Moderate participation in the larger community.

EXAMPLES OF SERVICE DOCUMENTATION AT ALL RANKS

Documentation to show evidence of service participation should be part of a career dossier. The following items are examples of documents that may appear; however, not all items must be included and others may be appropriate.

1. Election or appointment to leadership positions in state, regional, national and international professional associations.

2. Editorship or editorial board election/selection to state, regional, national and international professional/scholarly journals.

3. National review panel member or leader for grant reviews by entities such as NIH, NSF, and private foundation boards.
4. Reviewing, providing jury or consulting services to advance the profession. Manuscripts, abstracts and papers for professional meetings, grants, textbooks, software, curriculum, external program reviews, and faculty external reviews are appropriate examples.

5. Newspaper articles, newsletters, trade magazines, brochures, program agendas, web content, etc., that show service activities have and are continuing to attract recognition at the local, state, regional, national, and international level (i.e., having an impact in the field or on public policy).

6. Awards and/or nominations for service.

7. Community contracts to provide services (may also be considered as research if includes research component).

8. Department, college, and university committee memberships.

9. Leadership and participation in department, college, and university committees and activities.

10. Course coordination.

11. Advisor for departmental or college organization/club, honors society, and other entities.

12. Recruitment of students.

**CRITERIA FOR CONTINUING APPOINTMENT**

A vote on conferring a continuing appointment is taken in the 6th year of full-time employment for an instructor who, having been hired for full-time teaching by procedures analogous to a regular, tenure-track hire, and having taught full-time, primarily in undergraduate courses in HDFS after receiving a terminal doctoral degree in HDFS or a related field. At the time of hire, such a position will be explicitly recognized by the individual and department as a “Continuing Appointment Track” hire. Because a continuing appointment confers preferential treatment in receiving teaching assignments, such an appointment is awarded only when departmental policies for faculty hires have been followed.

**TEACHING EXPECTATIONS**

1. Develop course syllabi that foster the dissemination of scientifically based information and meet university standards.

2. Plan, organize, and deliver breadth and depth of subject matter content in courses.

3. Develop or acquire instructional materials such as course packets, effective
assignments, and/or course media.

4. Integrate contemporary research in course syllabi and course content.

5. Through textbook selection and/or reading assignments and topics covered, address contemporary topics and issues in the field.

6. Demonstrate dedication to high quality teaching that engages students and fosters creative and critical thinking.

7. Mentor undergraduate students.

EXAMPLES OF TEACHING DOCUMENTATION FOR CONTINUING APPOINTMENT

Documentation to show evidence of competence in instruction should be part of a dossier. The following items are examples of documents that may appear; however, not all items must be included and others may be appropriate.

1. Course syllabi, assignments, and audio-visual content.

2. Teaching evaluated by students through standard form established by the university.

3. Peer review of instruction.

4. Teaching/advising awards or nominations.

5. Evidence of student advising/mentoring outside of classroom setting.

6. Grade distributions (sometimes useful in considering course requirements and student evaluations).

7. Attendance at advising workshops or training sessions, college advising update sessions, or other meetings focused on improving advising and instructional skills.

8. Examples of instructional strategies and sharing instructional strategies with peers.

9. Proposals and/or grants submitted for instructional purposes.

CRITERIA FOR SERVICE

Professional service is recognized as an important responsibility of faculty in Human Development and Family Studies. This domain includes service to the profession, to the university, and to the community. Expectations for service for continuing appointment are as follows:
SERVICE EXPECTATIONS

1. Membership and/or involvement in professional associations at local, state, and/or national levels.

2. Some participation in department, college, university, and service committees or activities.

3. Some participation in the larger community.

Approved by the HDFS faculty March 2011