College	The College of Liberal Arts and Sciences
Unit	School of Human Evolution and Social Change
Document	Fixed Term Research Faculty Promotion Criteria

Unit and college approval

Date of approval by the faculty	Fall 2013
Date of review by the dean	Fall 2013

Provost office approval

Vice Provost for Academic Personnel	**Date**

1.GENERAL PREAMBLE

Research Faculty within SHESC are appointed at the ranks of Research Assistant Professor, Research Associate Professor, or Research Professor.

Research Faculty are fixed-term, non-tenure eligible faculty members who are qualified to engage in, be responsible for, or oversee a significant area of scholarship. They may also serve as principal or co-principal investigators on grants or contracts administered by the university or take on other appropriate responsibilities.

1.1 For renewal of a multiyear faculty position the faculty member should have advanced in their scholarly career and provided significant contributions to the school as appropriate and as consistent with the position description and annual work plans.

1.2 Research Assistant and Research Associate Professors are eligible for promotion in rank. Evaluation of individual achievement and productivity will be consistent with the candidate's relationship to and role within SHESC. Research faculty activities could include research, teaching, and service, as appropriate and consistent with his or her expected role within the unit as formalized in the individual's Workload Distribution Plan or through existing Memoranda of Understanding with the SHESC Director.

2. PROMOTION TO RESEARCH ASSOCIATE PROFESSOR

Candidates for promotion to Research Associate Professor should have advanced in their scholarly career and provided significant contributions to the School, as appropriate and as consistent with the work plans. The criteria for promotion could include a combination of activities related to research, instruction and mentoring, and service as outlined below

2.1 Research

It is expected that the candidate will have established him/herself as a credible scholar with a national or emerging national profile through:

- The development of a coherent and sustained research program,
- Publication in peer-reviewed national and/or international journals and presses relevant to the candidate's areas of expertise and/or by other creative acts (e.g., museum exhibits, catalogs, major edited works), and
- Submission of grant proposal applications for external funding to establish and pursue a research program and/or creative activities.

If research is a substantial component of the faculty workplan at the research Assistant professor level, an expected level of productivity is publication of one to two scholarly publications/products per year (averaged over time in rank) along with obtaining adequate outside funding to support her/his research program.

Peer-reviewed books, edited or co-edited volumes, chapters in books, and articles are all considered scholarly publications. Online publications count equally with print publications towards satisfying these criteria if they appear in recognized and professionally refereed on-line locations. Research products may include reports developed in formal association with government agencies, if these reports are available to the public.

Research Faculty working on interdisciplinary topics may be more likely than others to acquire research support from internal center grants or in-kind (in the form of shared equipment or internally-allocated research assistants or postdoctoral scholars), and they may be more likely than others to appear as senior personnel (rather than as

Co-PIs) on proposals or to co-author publications and other scholarly work. SHESC values interdisciplinary and collaborative scholarship in the promotion process and will take account of the distinctive qualities of research support, collaboration, and publication.

Research conducted by some faculty will result in products of significant intellectual accomplishment other than publications in national or international journals. Candidates with this form of trajectory should include documentation explaining the nature of their research profile. Other scholarly and creative products that may count toward measuring research productivity could include museum exhibits and catalogs, or major edited works.

Some scholarly publications/products may have very broad impacts as indicated by internal and external peer evaluations (such as a significant book published by a prestigious press); the requirement of one to two publications per year may be waived in these cases. Reviews, citations, awards, external letters of assessment, and other forms of evidence can help demonstrate the candidate's level of national recognition.

2.2 *Instruction and Mentoring*

If the research faculty member participates in instruction and mentoring then competency must be demonstrated. This is typically evidenced by:

- Adequate scores on teaching evaluations,
- An evaluation of teaching by a peer faculty member, and
- Submitted instructional materials (e.g., syllabi, assignments, web-based courses)

On the basis of student evaluations, peer reviews, awards, and participation in school and/or college or university activities related to teaching, the candidate must show clear effectiveness as a teacher in the classroom, in student advisement, in mentoring of graduate students' work and supervision of independent studies or internships, and in other forms of instruction involving students. Candidates whose record reflects difficulty in teaching must also be able to document steps they have taken to correct these problems, and the record must reflect, in the form of student evaluations, peer evaluations, and other means, that significant improvement has occurred.

2.3 *Service*

Successful candidates for promotion to Research Associate Professor should demonstrate active participation in the life of the School, the College, and the University by service on student committees, and if asked to serve, limited service on School, and/or college committees. They will show a record of participation in School activities, including attendance at meetings. Beyond the level of the kinds of service that involve instruction and research, service can be broadly interpreted to mean participation in activities that contribute to the life of the School, the discipline, the University, and the community broadly-defined. Leadership in professional organizations does help meet these criteria.

3. PROMOTION TO RESEARCH PROFESSOR

Candidates for promotion to Research Professor should have achieved national and, ideally, international prominence in their scholarly career and provided significant contributions to the School, as appropriate and as consistent with the Workload Distribution Plan. The criteria for promotion consider activities related to research, instruction and mentoring, and service as appropriate and as outlined below.

3.1 *Research.*

Faculty who qualify for promotion to Research Professor must be an established scholar with national or international impact including,

- 1 to 2 scholarly publications/products per year (on average) while a Research Associate Professor,

- Adequate external funding to support their research program while a Research Associate Professor,
- Significant work in progress, and
- The elements above should be in addition to those included in the portfolio submitted for promotion to Research Associate Professor.

Peer-reviewed books, edited or co-edited volumes, chapters in books, and articles are all considered scholarly publications. Online publications count equally with print publications towards satisfying these criteria if they appear in recognized and professionally refereed on-line locations.

Research conducted by some faculty will result in products of significant intellectual accomplishment other than publications in national or international journals. Candidates with this form of trajectory should include documentation explaining the nature of their research profile. Other scholarly and creative products that may count toward measuring research productivity include museum exhibits and catalogs, or major edited works.

Some scholarly publications/products may have very broad impacts as indicated by internal and external peer evaluations (such as a significant book published by a prestigious press); the requirement of one to two publications per year may be waived in these cases. Evidence of national or international recognition for research in the form of reviews, citations, awards, external letters of assessment, and other forms can help demonstrate the candidate's level of recognition.

3.2 Instruction and Mentoring.

If the research faculty member participates in instruction and mentoring then competency must be demonstrated. This is typically evidenced by:

- Adequate scores on teaching evaluations,
- An evaluation of teaching by a peer faculty member, and
- Submitted instructional materials (e.g., syllabi, assignments, web-based courses)

On the basis of student evaluations, peer reviews, awards, and participation in school and/or college or university activities related to teaching, the candidate must show clear effectiveness as a teacher in the classroom, in student advisement, in mentoring of graduate students' work and supervision of independent studies or internships, and in other forms of instruction involving students. Candidates whose record reflects difficulty in teaching must also be able to document steps they have taken to correct these problems, and the record must reflect, in the form of student evaluations, peer evaluations, and other means, that significant improvement has occurred.

Finally, the candidate must be able to demonstrate that s/he has provided the kinds of post-degree mentoring required for the newly-minted MA or PhD to establish his/her research career. To accomplish these tasks, the candidate must have substantial stature in the field, must know others with whom to put the students in contact, and in general be able to assist the students to find their way in the professional world.

3.3 Service.

Successful candidates for promotion to Research Professor should demonstrate active participation in the life of the School, the College, and the University by service on student, School, and/or college committees. They will show a record of participation in School activities, including attendance at meetings. Beyond the level of the kinds of service that involve instruction and research, service can be broadly interpreted to mean participation in activities that contribute to the life of the School, the discipline, the University, and the community broadly-defined. Service and leadership in national or international professional organizations and activities does help meet these criteria.

4. PROMOTION REVIEW

4.1 Purpose.

The purpose of the promotion review is to ascertain whether a research assistant professor or research associate professor has met the criteria for promotion in SHESC.

4.2 Evaluation Procedures

Information on the promotion review packet, evaluation criteria for promotion, procedures for evaluation inside SHESC, and the evaluation chain beyond SHESC is found in Section 6, PROMOTION AND/OR TENURE REVIEW (6.1 to 6.3.5) in this manual. These guidelines are the same for tenure-track and research faculty with one exception in Section 6.3.1. For research faculty, the Promotion Committee will be comprised of all SHESC tenure-track and research faculty at or above the rank for which the candidate is being considered.