The following statement of criteria for promotion to associate professor with tenure should be interpreted in the framework of the University Statement on Academic Freedom, Responsibility, Tenure and Promotion as well as the College of Education and Human Development Review, Tenure, and Promotion Guidelines.

Candidates are evaluated on the basis of their record of accomplishments in the areas of research, teaching, and service. Outstanding performance in one area does not negate the need to perform satisfactorily in the other areas. A T&P member’s vote should reflect a deliberate, professional judgment based on careful consideration of the candidate’s prepared dossier (vita, example publications, external letters, candidate’s statement, teaching evaluations, and other material included by the candidate). Prior written evaluations of progress toward tenure from the T&P committee may also be considered. Because a vote reflects a summative, professional judgment by individual members of the T&P committee of the candidate’s entire record, a “checklist” of criteria would be neither appropriate nor useful. However, it is both possible and appropriate to describe the principles applied in evaluating a candidate.

**Research**
The successful candidate has a clearly discernible and on-going program of research that has produced a body of published literature. Some of these publications are published in top-tier, refereed journals in the candidate’s field. The program of research shows promise for advancing science in one’s field. Evidence of such promise may be provided by, but is not limited to, scholarly citations of the work, impact factors or other evidence of the importance of the publication outlet, the evaluations of external reviewers, and receipt of research funding. Although some or all of this work may be co-authored, the candidate’s intellectual leadership of the program of research and independence as a researcher must be clear. Such evidence is generally provided by first or sole authorship. Although there is no minimum number of publications, it is expected that the candidate publishes on a regular basis.

**Teaching**
The successful candidate demonstrates that one’s teaching has had or is likely to have a positive impact on student learning. Evidence of such impact may be provided by, but is not limited to, positive student course evaluations; student awards or other recognition that can be attributed, to a substantial degree, to the candidate’s teaching efforts; student presentations and publications; one’s students completing their degrees in a timely manner; placement of one’s graduates, and receipt of funding that supports instruction.

**Service**
The successful candidate is a good citizen of his or her program and of the department, as evidenced by attending program and departmental meetings, participating in the recruitment of new faculty, and occasionally engaging in tasks such as serving on a program or departmental committees. The candidate is expected to have some involvement in service to their profession, such as serving as a member of an editorial review board or ad hoc reviewer.