

**MERIT TO PROFESSOR OR SENIOR LECTURER SOE STEP VI**

(Revised 2/21)

Advancement to Step VI is a career review and therefore is based on a review of the individual's entire academic career.

Advancement to Professor VI is based on evidence of sustained and continuing excellence in each of the following categories: (1) scholarship or creative achievement, (2) University teaching, and (3) University and public service, and (4) professional activity. In addition, great distinction, recognized nationally (*or* internationally) in scholarly or creative achievement or in teaching is required for merit to Professor VI.

Because external letters of evaluation are not included in advancements to Professor Step VI, a candidate's national (*or* international) reputation, recognition and impact must be established based on the academic record. The department letter and case should describe the evidence used to make this determination. Examples include, but are not limited to: leadership in a professional capacity at national levels, awards, fellowships, honors, plenary or keynote talks at national conferences or institutions, appointment to editorial boards and advisory boards or other forms of national and international recognition. Appropriate context to establish the influence, distinctiveness, significance, stature, etc. of accomplishments should be provided. Information regarding the prestige and competitiveness of publications or presentation venues, quantitative measures of citations, reprints and translations may also be helpful in establishing the national impact of the research, or creative activity.

Advancement to Senior Lecturer SOE VI is based on evidence of sustained and continued excellence in each of the three review categories: (1) teaching and teaching related responsibilities, (2) professional and/or scholarly achievement and activity; and (3) University and public service. with teaching excellence receiving primary consideration. Sustained and continued excellence must be established based on the academic record, with a focus on the teaching accomplishments and impact. The department letter and case should describe the evidence used to make this determination. Examples include, but are not limited to: ESCIs and student comments, peer evaluation, documentation of new substantive developments in the field or of new and effective techniques of instruction, success as a positive role model or effective mentor for students at all levels, awards or other such acknowledgements of excellent teaching.