

UNIVERSITY OF DELAWARE

Department of Linguistics & Cognitive Science

Promotion and Tenure Document

(Revised and faculty approved 11/20/2007, 4/25/2016)

I. REQUIREMENTS FOR PROMOTION

Faculty are expected to achieve excellence in scholarship, exhibit high quality teaching, and make significant contributions in service. The standards are spelled out in more detail in section 1D. All statements apply to tenure-track/tenured (T/TT) faculty, except for section VII. Continuing track (non-tenure track) requirements are addressed in section VII.

A. Appointment as, or promotion to, Assistant Professor:

1. American Ph.D. or foreign academic equivalent;
2. Evidence of the ability and desire to undertake excellent scholarship;
3. Evidence of promise in teaching;
4. Evidence of promise in service at the Department, University, professional, and/or community levels.

B. Appointment as, or Promotion to, Associate Professor: The Candidate is expected to apply for promotion by the sixth full year in rank.

1. American Ph.D. or foreign academic equivalent;
2. Recognized excellence in scholarship in rank;
3. Clear evidence of high quality teaching;
4. Clear evidence of substantial contributions in service to the Department, the University, the community, and the profession.

A satisfactory or adequate record as an Assistant Professor is not sufficient for promotion to Associate Professor. There must be evidence of significant achievement and consistent development in all areas.

C. Appointment as, or Promotion to, Full Professor:

1. American Ph.D. or foreign academic equivalent;
2. Recognized excellence in scholarship in rank;
3. Clear evidence of high quality teaching;
4. Clear evidence of substantial contributions in service to the Department, the University, the community, and the profession.

A satisfactory or adequate record as an Associate Professor is not sufficient for promotion to Full Professor. The candidate must be recognized by scientific colleagues outside the university as a leading scholar in his or her area of specialization in order to be promoted to Full Professor.

D. Standards

1. Scholarly Activities:

Keeping in mind the criteria for promotion stated above under Requirements, the Department considers the following as primary evidence for scholarly excellence (not in rank order): articles in refereed journals, book chapters, books, edited collections and articles therein, monographs, proceedings, publicly available data collections (databases), publicly available institutional research products, textbooks, other types of scholarly products. Scholarly works are judged to be significant if they substantially contribute to scholarship in the relevant field. Because the profession has a variety of means of publication, forums other than journals and books might count as influential (e.g., important working paper series). In general, refereed works count as prima facie evidence of scholarly excellence. In all cases, the substance and influence of the scholarly work carry the final word rather than the type of scholarship. Other sources of evidence for scholarly excellence include presentations at professional meetings, invited presentations, and citations of work by other scholars. Numerical indices of citations and impact are possible, but not required, sources of evidence for scholarly excellence. When used, they must be accompanied by detailed discussion of their utility and interpretation within the candidate's field. The securing of external funding also counts as a demonstration of scholarly excellence but securing external support is not required for promotion or tenure. Further, the Department recognizes that applying for external grants is an important activity even when funding is not awarded. Grant activities must be documented with supporting materials. Internal UD support may also count toward demonstrating scholarly excellence.

The Department encourages collaborative and interdisciplinary work. The Department recognizes that collaborative projects, including publications and grants, by N number of scholars may count as more than $1/N$ products in promotion and tenure evaluation and may even count at the same level as a sole-authored product. In cases of collaborative work, evidence should be gathered as to the candidate's contribution. Such evidence could include statements from the candidates and/or their collaborators.

2. Teaching

A high-quality teacher is one whose courses, at all levels, display high levels of academic quality and pedagogical effectiveness. Such a person's courses are carefully conceived and coherently structured. The course material gives an accurate, self-contained, and rigorous portrayal of the

relevant subject matter, while at the same time providing the student with the tools necessary to continue in more advanced courses or to pursue independent study. A high-quality teacher also engages in teaching activities outside the classroom, such as supervising independent study projects, supervising undergraduate research and honors projects, directing dissertations and qualifying papers, serving on dissertation and qualifying paper committees, advising and mentoring undergraduate and graduate students, and training and supervising teaching assistants.

Important sources of evidence for high-quality teaching include, but are not limited to: sample syllabi, exams, and paper assignments; examples of written comments on a student's work; formal student evaluations and peer observations; solicited and unsolicited letters from current or former students; teaching awards and nominations for teaching awards; development of instructional materials and development of new courses; publishing with students as co-authors; assisting students in preparing for conferences, posters, and publications; and application for and receipt of instructional grants.

Undergraduate advising also counts as teaching. Important sources of information for evaluating undergraduate advising include, but are not limited to: solicited and unsolicited letters from current or former students, advising awards and nominations for advising awards, development of advising materials.

The department recognizes that its faculty members have different assigned teaching responsibilities. For instance, some faculty may have primarily or exclusively undergraduate teaching responsibilities whereas others may have more responsibilities at the graduate level. In all cases the candidate should be evaluated on the basis of their assigned teaching responsibilities.

3. Service

The Department expects all faculty to fulfill their service responsibilities to the Department, College, and University. The Department adheres to the University Guidelines for Faculty Promotion and Tenure in the Faculty Handbook. The candidate should consult the relevant sections. Among the forms of service that the Department recognizes as meritorious are:

1. Service to the Department, College, and University: Department, College and University committees, Faculty Senates, special assignments (e.g., search committees outside the Department, ad hoc evaluation committees, and peer observation of teaching), and participation in interdepartmental and interdisciplinary programs.
2. Service to the Profession: active participation in professional organizations (e.g., serving on advisory boards or holding elected or appointed positions in an organization), serving as editor of a journal or editorial board member, refereeing abstracts and manuscripts for

journals, conferences, and publications, refereeing grant proposals, special assignments, collaboration with colleagues at other institutions.

3. Profession-oriented service to the community: talks given before local organizations, consultations with local business and governmental agencies, activities which serve to publicize and strengthen interest in linguistics and cognitive science.

II. COMPOSITION OF COMMITTEES ON PROMOTION

The Committee on Promotion & Tenure (hereafter the Committee) shall consult the Department Chair, who will counsel but not participate in the final deliberations, recommendations, or vote.

A. Appointment as or Promotion to the Ranks of Assistant, Associate, and Full Professor:

The Committee will consist of all voting members of the Department (excluding the Department Chair) holding ranks above the rank of the Candidate. A minimum of three members is required to form the Committee. A subcommittee (hereafter, the Subcommittee), consisting of a minimum of three members of the Committee, will be charged with the responsibility of overseeing the Committee's evaluation of the Candidate. This Subcommittee will be constituted by the end of the Spring semester preceding the Candidate's submission of the dossier (see IV). The Subcommittee will collect and present documentation of the Candidate's qualifications to the Committee. In special cases, such as broadening the expertise of the Subcommittee or increasing the membership of the Committee to meet the minimum requirements, the Committee may nominate and elect, by majority vote and in consultation with the Subcommittee, to include on the Committee and/or Subcommittee faculty members who are not voting members of the Department, and who are above the rank of the Candidate. The Candidate may suggest individuals to be added, and must be notified of, and be allowed to comment on, all additions. In all cases, however, the final decision on the expanded Committee and/or Subcommittee is made by the Committee.

B. Chair of the Committee:

The Chair of the Committee, who shall also be Chair of the Subcommittee, shall be elected by the membership of the relevant Committee in spring in sufficient time to perform all duties related to the promotion process.

III. PROCEDURES FOR EVALUATION OF THE CANDIDATE

1. The Subcommittee chair will communicate with the candidate to clarify requirements and procedures for promotion as established in this document and in the Faculty Handbook (including content, internal organization, and physical preparation of the dossier).

2. The Committee may invite input from all faculty in the Department and from students in the Department (past and present). For candidates who have funded appointments in more than one unit, the Committee from the primary unit will solicit information from the other unit regarding the candidate's performance (teaching, scholarship, service) during the promotion and tenure review process. The Department follows the University Guidelines for Faculty Promotion and Tenure in the Faculty Handbook for the selection and solicitation of external evaluators. Candidates should consult the relevant parts of the handbook for pertinent information and timelines. The Committee Chair will write to external evaluators and obtain at least five external letters. External evaluators will receive all publications in rank and any research statement the candidate submits to explain their research program. Along with the external letters, into the dossier will go the external evaluator's full C.V. as well as a copy of the solicitation letter sent to each external evaluator. After considering the relevant evidence in the candidate's dossier, the Committee will prepare a report containing an explanation of the manner in which the candidate has met or has failed to meet the criteria established in this document. This report, which will contain a numerical count of the Committee's secret ballot vote, will, by a simple majority, constitute (whether positive or negative) the committee's recommendation.
3. Workload: the Committee will ask the department chair and the candidate to confirm in writing the nature of the candidate's workload during the period under review (including but not limited to stop-the-clock actions and parental leave). The candidate and the department chair will describe what, if any, implications this may have for the individual's record of accomplishments (appropriately weighted for workload during the period of review).

IV. APPLICATION FOR PROMOTION

The Department follows the schedule set forth in the University Guidelines for Faculty Promotion and Tenure in the Faculty Handbook, with the following addition: by the end of the 31st of May the candidate provides a list of suggested external evaluators and a copy of all publications to be evaluated by external referees.

V. APPEALS

The Candidate has the right to appeal all decisions as outlined in relevant section of the Faculty Handbook.

VI. DISTRIBUTION OF THE PROMOTION DOCUMENT

This document shall be distributed to each voting faculty member upon joining the Department.

VII. CONTINUING TRACK FACULTY

Continuing-track faculty (non-tenure-track) are eligible for appointment to or promotion in rank. Excellence in the area that constitutes the majority of the administered workload is required. If this is scholarship, the same criteria and procedures apply to the promotion of continuing-track faculty that apply to tenure-track faculty, above. If the majority of the workload is teaching, then the following standards apply.

A. Appointment as, or promotion to, Assistant Professor:

1. American Ph.D. or foreign academic equivalent;
2. Evidence of the ability to achieve excellence in teaching;
3. Evidence of the ability to pursue high-quality scholarship;
4. Evidence of promise in service at the Department, University, professional, and/or community levels.

B. Appointment as, or promotion to, Associate Professor:

1. American Ph.D. or foreign academic equivalent;
2. Recognized excellence in teaching;
3. Clear evidence of high quality scholarship;
4. Clear evidence of substantial contributions in service to the Department, the University, the community, and the profession.

C. Appointment as, or promotion to, Full Professor:

1. American Ph.D. or foreign academic equivalent;
2. Recognized excellence in teaching in rank;
3. Clear evidence of high quality scholarship in rank;
4. Clear evidence of substantial contributions in service to the Department, the University, the community, and the profession.

D Standards

Excellence in teaching goes beyond what is described for high-quality teaching in section I.D.2. Excellence in teaching also requires a significant contribution to the way that linguistics and cognitive science are taught, or to increasing the scope of its audience or its subject matter, either within the department, the college, the university, or the broader academic community. Such contributions include (but are not limited to): (1) teaching scholarship leading to a publication in a peer-reviewed journal, (2) the publication of a textbook, (3) the development of a new undergraduate program, (4) the development of new courses to fill undesirable gaps in some existing curriculum, (5) curricular or pedagogical innovations, and (6) the development of pedagogically useful videos or software. Excellence in teaching can also include co-authoring and publishing work with students, and helping other faculty members to become more effective teachers. An excellent teacher will also engage in more of the following teaching activities outside the classroom than will a high-quality teacher: supervising independent study projects, supervising undergraduate research and honors projects, directing dissertations and qualifying papers, serving on dissertation and qualifying paper committees, and advising and mentoring undergraduate and graduate students.

Evidence of excellence in teaching as described above, as well as evidence of the kind described in section I.D.2, will be compiled by the candidate and sent to external reviewers solicited from outside the university. Otherwise, procedures are as described above.

Expectations for high quality scholarship and substantial contributions in service will be based on assigned workload. When the P&T Committee and Subcommittee undertake evaluation of a continuing-track promotion candidate, the committee will consult with the Department chair prior to its deliberations to insure that all parties understand the nature of each continuing-track workload agreement.

VIII. REVISION OF THE DOCUMENT

This document and its provisions may be reviewed at any regular departmental meeting, but not more than once a year. Any such changes require approval by the Provost and by the University Faculty Senate Committee on Promotions and Tenure. The revised document is to be filed with the Faculty Senate. When the department's document is revised, a candidate may choose to be evaluated under the old or the new criteria. This decision must be explicit in the dossier of the candidate.