

**Promotion and Tenure Guidelines
Tenure Track Faculty in the Department of
Communication Sciences and Disorders**

**(Approved by the Communication Sciences and Disorders Faculty December 4,
2017; Revised December 7, 2020 and September 27, 2022)**

Tenure track faculty members of the Department of Communication Sciences and Disorders will be promoted for demonstrated achievement in professional and scholarly activities, teaching, and service. Evidence of these accomplishments, including the balance between teaching and research, will vary with individuals. In addition, the impact of administrative load must be taken into account. Unless otherwise noted in the faculty appointment letter, all work at rank, even if conducted at other institutions of higher education, shall be considered for promotion and tenure. Work published since the candidate has been employed at the University of Delaware will be considered a strong indication of candidate's promise/ability to be successful in this context. It shall be the faculty member's responsibility to include evidence of this work in the candidate's dossier and to clearly identify when and where this work was performed.

The department policies are consistent with the Promotion and Tenure Policies described in the University of Delaware Faculty Handbook (<http://www.udel.edu/provost/fachb/>). Probationary Assistant Professors seeking promotion and tenure may choose to be evaluated under the old criteria that were in effect when the candidate was hired or the new criteria if the guidelines were changed subsequent to their hire. This decision should be made explicit in the dossier.

A. CRITERIA

The following areas are considered for promotion and/or granting tenure:

1. Research and creative activities

Research and creative activities have as their objectives to:

- a. Maintain the faculty member in an active state of creative participation in the candidate's subject area;
- b. Train graduate and/or advanced undergraduate students in the research process (work conducted with students must be clearly identified);
- c. Contribute to the general reputation and stature of the department, college and university; and
- d. Contribute to the pool of basic knowledge of communication or to knowledge of communication assessment tools and techniques used in the practice of speech-language pathology.

Research activities may be of an independent or collaborative nature. Publications in refereed scientific and professional journals and publication of scholarly books will be considered important indications of professional scholarly achievement, as will patents or other indications of professional inventive accomplishments.

Less weight shall be attached to non-refereed publications, unless the significance of such work is established through outside evaluations equivalent to peer evaluation. Obtaining contracts and grants through a peer review process to carry out scholarly research will be viewed as indicating promise for future work and will be used to help evaluate the quality of the candidate's research program. Although sponsored research is not, in itself, the primary criterion for promotion and/or tenure, it is expected that faculty will exhibit consistent effort to obtain support for their research programs. In addition, external peer evaluation letters are mandatory for promotion to each rank.

2. Teaching performance

Teaching performance evaluation will be based on faculty peer observation, student course feedback, and course materials. Candidate may solicit letters of support from present and past students. Special consideration will be given to the development of new and innovative courses or course materials. We understand that high quality teaching includes activities both inside and outside the classroom, such as mentoring undergraduate and graduate students.

3. Service to the University, the College, the Department, professional societies, and community.

Service on departmental, college and university committees are expected of all faculty members and considered in evaluation of the candidate for promotion. Service to the university will be measured by the contributions made by the faculty member while serving on formal university, college, and departmental committees as well as during the execution of administrative assignments requested by the department's chairperson. Service to the community and the professions will be considered to the extent that such service contributes to the image of the department at the regional, national or international level.

B. PROMOTION TO RANK

For appointment or promotion to:

Assistant Professor

The candidate must have an earned doctoral degree and must demonstrate ability and desire to make positive contributions in all three areas of scholarship, teaching and service.

- Goals in the area of scholarship should be presented in a well-articulated plan for defining/expanding a program of research through internal and external funding and with timely dissemination of results.
- High quality teaching performance should be documented through positive student feedback on teaching, and/or positive peer evaluations of teaching.
- Documented service contributions should include participation in appropriate professional organizations or service to the community that is relevant to the candidate's scholarship or teaching.

Associate Professor

For promotion to associate professor, the candidate must demonstrate **excellence** in research and **high-quality performance** in teaching and service activities commensurate with assigned workload. There must be clear indication, based on documented evidence and outside peer evaluations, that the candidate has in fact attained appropriate levels of accomplishment for promotion to this rank.

- **Excellent achievement in research.** The candidate must have demonstrated establishment of an independent, continuing research program that is original and meritorious. The onus is on the candidate to clearly demonstrate that they have attained excellence and will continue to achieve excellence in their research. Such accomplishment might be demonstrated in many ways, for example:
 - Publications in refereed journals objectively identified as high quality in the candidate's field of study. The quality of journals will be evaluated using a combination of the expertise of the departmental committee and the external reviewers, and quantitative information drawn from the ISI Web of Knowledge – Journal Citation Reports. The publications' and journals' evaluations will be based on each journal's relative ranking compared to other journals in the field appropriate to the candidate's research.
 - The frequency with which other scientists in the field cite the candidate's work using ISI Web of Knowledge – Journal Citation Reports or Google Scholar.
 - A demonstrated ability to lead research papers as indicated by first or senior author designation
 - Having a publication record that demonstrates excellence, and contributes notably to the advancement of knowledge as reflected by comments solicited from external reviewers in the candidate's field.
 - Receipt of internal peer-reviewed research support.
 - Receipt of external peer-reviewed research support from national agencies or foundations (e.g., NIH, NSF, IES) as Co-Principal Investigator or Principal Investigator. Co-I in federal grants will be considered if role in

these grants indicates substantial contribution and research independence.

- Presenting research at national or international meetings
- **High quality achievement in teaching.** The candidate should demonstrate positive student and peer evaluations. The quantitative student evaluation scores should show an upward trajectory and should be comparable to the departmental average. Mentorship of students and/or course/curriculum/program development makes a stronger case for promotion to this rank.
- **Excellent achievement in teaching.** “Excellence” in teaching is more than what is required for promotion to this rank. The candidate should demonstrate peer reviews of teaching that attest to the rigor, quality, depth, and applicability of course materials. Student evaluations must similarly document excellence in teaching, with the expectation that “excellent” achievement is documented with quantitative and qualitative student evaluations. Further evidence of excellence may include publications or textbooks related to teaching, and a portfolio documenting new course/program development or significant course/program revisions, use of teaching innovations, supervision of honors and master’s theses and doctoral dissertations, samples of student work, and/or receipt of teaching awards. In evaluating teaching, the Committee considers all pertinent evidence of a candidate’s contribution to the departments’ teaching objectives.
- **High quality service.** The candidate should demonstrate regular participation in appropriate professional organizations, service on departmental and college committees, and when possible, contributions to civic or government organizations or boards. Having served in leadership positions in service activities makes a stronger case for promotion to this rank.
- **Excellent Achievement in Service.** “Excellence” in service is more than what is required for promotion to this rank. Excellent service would be demonstrated by meeting all of the requirements of “high quality service” but with more noteworthy reach, impact, or complexity.

When promotion to associate professor carries tenure, only those candidates who show promise of becoming leaders in their discipline in research and education will be recommended favorably. Candidates must include their 2- and 4-year reviews (if available) in their dossiers to be considered for promotion to Associate Professor. The research program will be summarized by the candidate since appointment to the University of Delaware in a seminar presented to the faculty prior to the Promotion and Tenure meeting.

In the case of tenure only decisions, i.e., for Associate Professors hired without tenure, the candidate will be evaluated primarily on the candidate’s record of productivity and

record of fulfillment of the particulars spelled out in the letter of hire. This letter, minus any confidential information (e.g., salary) shall be included in the dossier. The candidate will summarize their research program in a seminar presented to the faculty prior to the Promotion and Tenure meeting.

Professor

For promotion to Full Professor, **excellence** in research, teaching and service are required. To be considered for promotion, the candidate must maintain a research program of excellent quality and have a national or international reputation in their discipline. There should be unmistakable, clear documented evidence and outside peer evaluations of significant development and achievement (consistent with workload assigned) in teaching, scholarship, and service since the last promotion.

- **Excellent achievement in research.** The candidate must demonstrate continued productivity and excellent quality in research since their last promotion as well as evidence of national and international recognition. Such accomplishment might be demonstrated in many ways. Some examples include:
 - The quality of the journals where the candidate's work appears,
 - The frequency with which other scientists in the field cite the candidate's work using ISI Web of Knowledge – Journal Citation Reports or Google Scholar.
 - The assessments provided by the external letters of evaluation written by experts in the candidate's field of research
 - The opportunities afforded to the candidate to be a speaker at national and international scientific meetings, to serve on national level grant review panels, editorial boards of peer-reviewed journals, and executive committees of professional organizations
 - A well-funded research program, including external peer-reviewed research support from national agencies or foundations (e.g., NIH, NSF, IES),
 - Awards from national and international professional and scientific organizations recognizing the candidate scholarly achievement
- **High quality achievement in teaching.** The candidate should demonstrate positive student and peer evaluations. The quantitative student evaluation scores should be consistent and comparable to the departmental average. Mentorship of students and/or course/curriculum/program development makes a stronger case for promotion to this rank.
- **Excellent achievement in teaching.** The candidate should demonstrate peer reviews of teaching that attest to the rigor, quality, depth, and applicability of course materials. Student evaluations must similarly document

excellence in teaching, with the expectation that “excellent” achievement is documented with quantitative and qualitative student evaluations. Further evidence of excellence may include publications or textbooks related to teaching, and a portfolio documenting new course/program development or significant course/program revisions, use of teaching innovations, supervision of honor’s and master’s theses and doctoral dissertations, samples of student work, and/or receipt of teaching awards. In evaluating teaching, the Committee considers all pertinent evidence of a candidate’s contribution to the departments’ teaching objectives.

- **High quality service.** The candidate should demonstrate regular participation in appropriate professional organizations, service on departmental and college committees, and when possible, contributions to civic or government organizations or boards.
- **Excellent achievement in service.** To be rated as excellent in service, a candidate must have met all of the guidelines for high quality achievement. In addition, leadership in appropriate national or international organizations and on University, College, or Department committees is required.

The same categories of data used for promotion to Associate Professor will be used to demonstrate these accomplishments. The candidate will summarize their research program in a seminar presented to the faculty prior to the Promotion and Tenure meeting.

C. PROCEDURES

1. Committees

Responsibility for initiation of the promotion procedure lies with the candidate, who will request that the Chair of the Department of Communication Sciences and Disorders form a Promotion and Tenure Committee by March 15 in the year prior to going up for tenure and/or promotion. All committee members must be tenured and at the proposed rank or higher. The Committee will be comprised of a committee chairperson and at least two additional eligible faculty members from the Department of Communication Sciences and Disorders. If there are not three members of the Department at the rank to which to candidate aspires, University faculty from outside of the Department will be appointed to reach the required 3 members of the Committee. If it is necessary to include members outside of the Department, the candidate and the Chair of the Department of Communication Sciences and Disorders will each identify potential members of the Committee from outside of the Department. The candidate will be allowed to comment on the appropriateness of the potential members identified by the Department Chair. The Chairperson of the Department will then select the member (or members) of the Committee from outside the Department and will also determine the chairperson of the candidates' Promotion and

Tenure Committee. The Department Chair shall not serve on the Promotion and Tenure Committee.

The functions of the Promotion and Tenure Committee are to advise the candidate in the preparation of credentials, solicit letters of evaluation from external peers (see section C.2.a.7), prepare an objective written evaluation of the candidate's credentials, debate the candidate's credentials, and, following this debate, conduct a secret ballot. Members must vote for promotion, against promotion, or abstention. Except for unusual cases determined by the Committee Chair (e.g. sabbaticals), proxy (absentee) votes will not be accepted. The Committee Chair drafts a comprehensive Committee report that reflects accurately the proceedings and the vote. A signed report, which includes the objective evaluation, a summary of the external peer evaluations, the proceedings of the debate, and the final vote is given to the department chairperson for inclusion in the candidate's dossier. When they arise, signed minority reports will be forwarded as appendices to the committee's recommendations.

A copy of the report is also provided to the candidate. As a signed report is provided to the candidate, confidential materials from external evaluators will not be included. The Promotion and Tenure Committee will entertain appeals for reconsideration of its recommendation from the candidate through the Chairperson of the Committee. When the Promotion and Tenure Committee hears an appeal, it will draft a supplementary report (vote included) for inclusion in the candidate's dossier along with the initial report. The candidate will receive a copy of the report from the Committee Chairperson.

2. Dossier Preparation

The format of the dossier shall follow the one that is published in the Faculty Handbook. Information to be presented in the dossier includes the following:

- a. Cover letter containing year of hire, period under review, breakdown of workload percentages, and any other information (stop the clock, sabbatical, etc.). Candidates for promotion and/or tenure are required to report their assigned workload as part of their dossier so that all reviewers—including external reviewers—have a clear sense of their workload in the various areas of their effort and can judge their achievements fairly.
- b. Summary letters from committee and chairperson of 2- and 4-year peer reviews
- c. Research and creative activities
 1. List of publications in refereed journals, giving full citations; Articles "in press" and manuscripts submitted should be included but not those "in

preparation." For multiple authored papers, contribution of candidate to papers should be noted.

2. If applicable, citation data on refereed publications and the source of that information (e.g., Science Citation Index).
3. List of other publications (review articles, book chapters, monographs, and abstracts)
4. Copies of publications in an appendix or as links to PDFs that are easily accessible by UD Reviewers and not behind a paywall (e.g., in a shared University of Delaware folder). It is the candidate's responsibility to ensure that the links work after conversion to PDF, upload and download from eBinder, etc.
5. Commentary on the nature of the journals in which publication occurred
6. List of meetings attended, with notations as to where papers were presented and cross references to abstracts in the publication list.
7. A list of all research grants submitted and obtained, including title of the projects, duration, source, exact role on the grant, and amount of funding provided to the candidate. For submitted, where appropriate, summary sheets and/or scores should be included.
8. Other documents: Research awards, copies of textbook chapters summarizing the candidate's work, letters from referees of journal articles and grant proposals, etc.

d. Teaching

1. List of all courses taught, including titles, dates, and number of students.
2. Faculty peer evaluations including an evaluation of course materials, course content, and classroom performance.
3. Student feedback: Feedback should be obtained every time a course is taught. Quantitative feedback should be summarized with descriptive statistics (e.g., median scores for each questionnaire item) and displayed in a table or figure that shows scores over time. Qualitative feedback (e.g., testimonials) can be presented in the Teaching Statement or elsewhere if all qualitative feedback is available to reviewers somewhere (e.g., as supplementary evidential material).
4. List of graduate and post-doctoral students, past and present.
5. Other documents: published textbooks, teaching awards, improvement of instruction grants, etc.

e. Service

1. List of all Department, College and University committees (including graduate student committees), with dates of service and indication of chairmanship
2. Other profession-related service: published book reviews, organization of symposia, lectures to outside groups, student recruiting trips, etc.
3. Community service

f. Peer Reviews

1. Departmental Reviews - Evaluative monitoring provided by the department on a regular basis (every two years for the assistant professors, every four years for the associate professors, and every six years for the full professors)
2. Letters of evaluation from external peers are mandatory for promotion to each rank. All external evaluators must be at a rank higher than the candidate and must be able to provide objective review of the case. Candidate will be asked to submit a list of 5-10 potential external evaluators. Promotion and Tenure Committee will independently prepare a list of 5-10 additional external evaluators. The candidate will be allowed to comment on the Committee's list and the Committee may consequently modify its list.
3. The Promotion and Tenure Committee, in consultation with the Chairperson, will choose some or all of the individuals from each list. Those chosen will all receive identical letters, requesting an evaluation of the candidate. Appended to each letter will be a copy of the promotion policies, full CV, and copies of several publications, and candidate's teaching and research statements. All replies to these letters must be included in the dossier. Five or more people who agree to write letters (additional will be solicited should people decline) should be identified by P& T committee. All responses (decline/accepts) should be documented. In the event a candidate withdraws their application for promotion, all outside letters will be held on file in the Chair's office. If the candidate reapplies for promotion at a later date, none of these original letters will be used. If a candidate reapplies, a decision will be made by the Promotion and Tenure Committee in consultation with the Department Chair, as to whether the original evaluators will be asked to reevaluate the candidate or if a new pool of evaluators will be used.
4. A list of evaluators, their CVs, and a commentary addressing their academic credentials that document their competence to evaluate the work and defining the intimacy of their relationship with the candidate

- g. The Timetable below is based on the timeline that is in the Faculty Handbook but with a few additional and/or accelerated checkpoints.

March 15 - Candidate notifies the Department Chairperson of their intention to apply for promotion in writing. The request is forwarded to the chairperson of the Department/School Promotion and Tenure Committee. A current CV is included in the request to facilitate the process of identifying letter writers.

April 1 – Both the candidate and the committee each propose 5-10 names as reviewers.

April 15 – The candidate has been given an opportunity to comment/object to names and any names have been replaced (i.e., the final list of 10-20 possible reviewers is complete). In consultation w/ the chair and the dean, an ordered list of people to contact has been identified and the P&T chair begins contacting people and contacts until 5-7 yes responses have been obtained. Goal: Identify 5 people on/before May 1.

May 1 – Candidate provides final CV, 5 publications and teaching, research and service statements for distribution to reviewers to the department chair and the committee chair. Materials begin to be distributed to those individuals who have indicated a willingness to review the candidate's materials.

July 15 - Deadline for people to return materials (~ 2 months from May 1). This allows for follow-up with people who don't return things/the replacement of people as necessary before the Sept 1 deadline. If there are outstanding letters on July 15, solicit additional letters as needed promptly to allow a 4-6-week review process and sufficient letters by Sept 1

September 1 – Candidate submits completed dossier to the chairperson of the Department/School Promotion and Tenure Committee. P & T committee chair adds list of those contacted, their responses, and letters + vita and contextualization of letter writers' credentials to the dossier on Sept 1 also.

October 1 – The Department/ Promotion and Tenure Committee forwards its recommendation in writing to the candidate and Department Chairperson and forwards the recommendation and dossier to the Department

Chairperson. The time for appeal is within five (5) working days of the Department/School Promotion and Tenure Committee's decision and two (2) weeks for a hearing by the Department/School Promotion and Tenure Committee.

October 15 – The Department Chairperson forwards their recommendation in writing to the candidate and the chairperson of the Department/School Promotion and Tenure Committee and forwards the recommendation and dossier to the College Committee on Promotion and Tenure.

December 1 – The College Committee on Promotion and Tenure forwards its recommendation in writing to the candidate, the chairperson of the Department/School Promotion and Tenure Committee, and the Department Chairperson and forwards the recommendation and dossier to the Dean. The time for appeal is within five (5) working days of the candidate's notification of the College Committee on Promotion and Tenure's decision and two (2) weeks for a hearing by the College Committee on Promotion and Tenure.

January 2 – The Dean sends the candidate's recommendation in writing to the candidate, the chairperson of the Department/School Promotion and Tenure Committee, Department Chairperson, and the chairperson of the College Committee on Promotion and Tenure, and forwards the recommendation and dossier to the University Committee on Promotions and Tenure.

February 15 – The University Committee on Promotions and Tenure forwards the dossier and recommendation to the Provost with a copy of its recommendation to the candidate, the chairperson of the Department/School Promotion and Tenure Committee, the Department Chairperson, the chairperson of the College Committee on Promotion and Tenure, and the Dean.

March 15 – The Provost forwards approved recommendations to the President for approval by the Board of Trustees with a copy of the candidate's recommendation to the candidate. Should the Provost fail to support an application for promotion, the reasons for the decision will be given to the candidate, the chairperson of the Department/School Promotion and Tenure Committee, the Department Chairperson, the

chairperson of the College Committee on Promotion and Tenure, the Dean, and the University Committee on Promotions and Tenure

May – the Board of Trustees ratify the promotion at their May meeting. The promotion takes effect at the beginning of the fall semester.