

TENURE AND PROMOTION

GUIDELINES

DEPARTMENT OF LINGUISTICS

July 20, 1979

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INTRODUCTION

These guidelines are designed to provide a context for the evaluation of faculty for tenure and promotion; they supplement and complement the By-Laws and Statutes of the Board of Trustees, the guidelines of the University and of the College of Liberal Arts, and the Faculty Bargaining Agreement of 1998. Nothing herein shall abrogate those guidelines. The COLA, University, and Faculty Bargaining Agreement guidelines provide the broad framework for tenure and promotion decisions; these guidelines provide more specific information on standards and procedures relevant to the department and to the discipline.

I. LINGUISTICS

The Department of Linguistics views tenure and promotion as the expected, normal reward for academic achievement and professional growth. For faculty involved in the Department's degree programs, it is expected that they be dedicated to achieving the excellence in teaching, research, and service which normally leads to tenure and promotion.

A. TENURE (without promotion)

The goal of all tenure decisions is to determine whether or not there is a strong likelihood of a promising career for the candidate within the Department. The areas of teaching, research, and service are the principle areas to be considered. Although the areas need not be equally weighted, no one of them may be totally disregarded. Thus, impressive contributions in any one area may counterbalance lesser accomplishments in another. In addition, working relations with colleagues and relevance of the candidate's specialties to the direction of the Department's programs are also pertinent.

Because of the time necessary to evaluate a person for a permanent position, the Department ordinarily will not recommend anyone for tenure who has spent fewer than two years in the Department (with the exception of tenure at the full Professor rank where the university guidelines provide for a recommendation after one year). Promotion to the ranks of Professor or Associate Professor automatically confers tenure; therefore, tenure at those ranks (without promotion) shall be limited to candidates initially appointed at those two ranks, respectively, and criteria shall be the same as the criteria for promotion to those two ranks, respectively. Tenure at the rank of Assistant Professor shall ordinarily not be recommended for candidates who have spent the full six-year probationary period in the department. In such cases, the normal expectation is promotion to Associate Professor, such promotion conferring tenure. However, when a mandatory tenure decision at that rank is called for, the same general criteria for promotion to Associate Professor are invoked. In the case of a candidate only recently promoted to Assistant Professor, with less than a six-year probationary period prior to a mandatory tenure decision, the department shall evaluate the research in terms of an acceptable rate of productivity and as an indication that the candidate may be eligible for promotion recommendation to Associate Professor within two to three years. A faculty member who has served as Assistant Professor elsewhere will be expected to have a record which indicates scholarly productivity over the whole period since receiving the Ph.D. degree.

B. PROMOTION

Promotion is awarded for past accomplishments in teaching, research, and service. Promotion will be considered whenever the faculty member has achieved the accomplishments necessary for advancement to each rank, whether that requires a relatively short or a relatively long period of time. Normally, however, a faculty member will not be considered for promotion until at least the third year in rank. In cases of extraordinary achievement, earlier consideration may be given.

1. General Criteria

A. Teaching

Teaching effectiveness shall be required for promotion at all levels and shall be demonstrated at minimum by student evaluations and peer evaluations, conducted over a reasonable period of time. In addition, demonstration of teaching effectiveness may further include letters or other testimonials from former students, authorship of a textbook with a record of adoptions indicating wide or distinctive use, exceptional contributions to curriculum and program development, and/or development of effective teaching materials or innovations beyond those normally expected for classroom use.

B. Research

Assuming demonstrated teaching effectiveness, the most critical standard for promotion is achievement in research and its dissemination to colleagues through peer-reviewed publication.

Peer-reviewed publication shall include articles, reviews, books, and so forth. With respect to books, the Department considers the highest priority to be given to a book based on research (regardless of style — socio-historical, library, quantitative, etc.): following that, the textbook, and in a somewhat different category, edited books of readings.

The faculty will also wish to take into account the number of authors involved in either an article or a book as well as the possible role of each co-author whenever such a judgment can be made.

In addition to peer-reviewed publication, evidence of research productivity shall consist of: 1) outside funding applications (funded and unfunded), grants, awards, prizes, scholarships, fellowships, and so on; 2) published reviews and evaluations by colleagues of the candidate's scholarship; 3) participation in graduate student thesis direction; 4) invited paper presentations, paper presentations accepted via peer-reviewed abstract submissions, and so on.

C. Professional Service

All faculty members are expected to make appropriate professional contributions through service to the Department, the College, the University, and the discipline. These include responsible participation in departmental committees, demonstration of interest

in departmental affairs, and representing the Department in a manner which reflects favorably on the candidate as well as the Department. These contributions shall be evaluated for promotion, but shall not normally be weighted as heavily as teaching and research. In addition, other unique professional contributions such as administrative assignment in the Department or the University, professional consulting (paid or unpaid), discipline-related community service, and service to appropriate professional societies of the discipline shall be evaluated.

2. Minimum Standards

A. Assistant Professor

Promotion from the rank of Instructor to Assistant Professor shall require:

- i. demonstration of teaching effectiveness; and
- ii. research, as evidenced by either completion of the Ph.D. degree in TESOL, applied linguistics, or linguistics (or an equivalent doctoral degree), or its equivalent in peer-reviewed publication.
- iii. demonstrated participation in professional service activities appropriate to the Department and the discipline.

B. Associate Professor

Promotion from the rank of Assistant Professor to Associate Professor shall require the Ph.D. in TESOL, applied linguistics, or linguistics (or an equivalent doctoral degree) and:

- i. demonstration of teaching effectiveness; and
- ii. research, as evidenced by scholarly activity that indicates that the candidate is developing a national reputation in his or her field of study. This should include publications in nationally or internationally recognized scholarly journals, and/or publication of one or more books by a nationally recognized scholarly press, as well as participation in national scholarly forums. Faculty members promoted to Associate Professor typically present five to ten such articles.
- iii. demonstrated participation in professional service activities appropriate to the Department and the discipline.

C. Professor

Promotion from the rank of Associate Professor to full Professor shall require the Ph.D. in TESOL, applied linguistics, or linguistics (or an equivalent doctoral degree) and:

- i. demonstration of teaching effectiveness; and
- ii. continued research productivity beyond that for the Associate Professor level. Although no specific quantity is expected, there should be an indication of continued growth in research and publications since being promoted to or employed as Associate Professor. There should also be some indications of recognition of the candidate's scholarship by the discipline — these may be favorable and/or controversial reviews of the candidate's publications, citations of the candidate's work, invitations to lecture or participate in established research institutes, conferences, or other educational institutions, or, at minimum, favorable review of the candidate's written publications by scholars outside the Department (see Policies and Procedures).

As above for Associate Professor, outstanding performance in teaching may moderate to some degree the expectations in research.

- iii. demonstrated participation in professional service activities appropriate to the Department and the discipline.

3. Policies and Procedures

The following policies and procedures shall apply for all action taken on matters of promotion and tenure. The steps taken below (numbers 4 through 8) are to apply in the sequence shown and will be completed as early as possible in the Fall semester to allow for submission of a candidate's final dossier to the Dean by the announced deadline.

1. The Tenure Committee shall consist of all tenured faculty whether appointed in Linguistics, CESL, or a combination of both. Recommendations for or against tenure (without promotion) shall be made by the Tenure Committee.
2. The Promotion Committee shall consist of all tenured faculty (whether appointed in Linguistics, CESL, or a combination of both) at or above the rank at which promotion would be recommended. Recommendations for or against promotion shall be made by the appropriate Promotion Committee.

3. The Promotion and/or Tenure Committee shall elect a chair from among the members of the committee.
4. Before a tenure or promotion recommendation is made, the candidate will be required to submit a full dossier including letters from external referees. The referees contacted to provide these letters will be selected from a list provided by the candidate in consultation with the Chair of the Department, the chair of the Promotion/Tenure Committee, and the Promotion/Tenure Committee.
5. When all information is assembled by the candidate, the Committee shall meet and discuss the candidate's credentials. Majority vote of the Committee by secret ballot shall constitute the Committee's recommendation.
6. The Chair of the Department shall vote as a member of the Committee, if he/she is a member by the definition above. In any case, the Chair must provide the Dean, the Committee, and the candidate with his/her independent recommendation. The chair of the Promotion/Tenure Committee shall submit a separate recommendation, upon approval by that committee, reflecting the sense of the committee's deliberation, both for and against.
7. If the Chair and the Committee both recommend for tenure and/or promotion, then the Chair shall, in cooperation with the candidate, prepare and submit the final dossier to the Dean. If the Chair does not recommend for tenure and/or promotion but the Committee does, then a member of the Committee shall prepare the dossier, in cooperation with the candidate. If neither the Chair nor the Committee recommends tenure, the Chair must prepare the negative recommendation for forwarding to the Dean. If neither the Chair nor the Committee recommends promotion, the candidate has the right to prepare and forward his/her own dossier to the Dean.
8. In all cases, submission of dossiers to the Dean for consideration of promotion and/or tenure shall follow college and university guidelines which include a record of the actual vote by the Committee and the recommendation of the Chair.

II. CESL

The Center for English as a Second Language (CESL) is a multi-function program within the Department of Linguistics. Its primary function is to provide intensive English language instruction to foreign students and to serve as a center for the practical training of students in the Department's degree programs. Further, as a complement to its instructional mission, research in second language acquisition and applied linguistics

in general are other important functions of CESL. The Master of Arts degree in TESOL (or its equivalent), relevant teaching experience, and the rank of Instructor are appropriate for faculty involved exclusively in the instructional mission of CESL. Such faculty are eligible for neither tenure nor promotion, with the exception of faculty tenured in the rank of Instructor as of July 1, 1978. These latter are eligible for promotion within the framework of the University and College guidelines and as provided for in these guidelines below. (See II B.2.a. The process of promotion for those in Lecturer positions is outlined in the Lecturer Track system addendum.) For faculty involved in the broader, full range of CESL and/or CESL/Linguistics functions, in particular the research and development components, the appropriate terminal degree is the Ph.D. — the degree normally recognized in TESOL and applied linguistics as the terminal research degree. Such faculty are eligible for both tenure and promotion through the entire range of professional ranks at SIUC. (See II B. below.) Faculty tenured at the rank of Instructor, as of July 1, 1978, with a masters degree, shall have the right to work toward promotion by engaging in appropriate research assignments while holding the masters degree. Absence of the Ph.D. degree shall not preclude such assignments nor promotion.

A. TENURE

Since tenure at SIUC may be awarded only to those at the Assistant Professor rank or above, the general criteria and minimum standards for tenure at that rank (or above) shall be the same as those specified in the sections on PROMOTION (specifically promotion to that rank) which follow.

B. PROMOTION

Consistent with university and collegiate guidelines, promotion may be awarded to those CESL faculty making continuing contributions to excellence in teaching, research, and professional service.

1. General Criteria

A. Teaching

Teaching effectiveness shall be required for promotion at all levels and shall be demonstrated at minimum by student evaluations and peer evaluations, conducted over a reasonable period of time. CESL candidates should be able to demonstrate competence in teaching reading, writing, and oral and lab classes. Candidates must further demonstrate ability to give practical supervision and on-the-job training to students of EFL methodology. In addition, evidence of teaching effectiveness may include contributions to curriculum and program development, as well as development of

innovative teaching materials or other effective innovations beyond that normally expected in the classroom. Evaluation of teaching may also include evidence of the continuing performance of students taught by the candidate.

B. Research

Research shall include those activities which serve to advance the discipline. Evidence of research, essential for promotion at all levels, shall include written, peer-reviewed publications which have either already appeared or have been accepted for publication, and textbook or other classroom materials having a record of adoptions or other evidence of their value beyond CESL. In addition, other types of evidence of recognition of the candidate's research within the discipline may be considered; these include invited paper presentations, paper presentations accepted, peer-reviewed abstract submissions, etc.

C. Professional Service

All faculty members are expected to make appropriate professional contributions through service to CESL, the Department, the College, the University, and the discipline. These contributions shall be evaluated for promotion but shall not normally be weighted as heavily as teaching and research. In addition, other unique professional contributions such as administrative assignment in the unit or the University, professional consulting (paid or unpaid), discipline-related community service, and service to appropriate professional societies of the discipline shall be evaluated.

2. Minimum Standards for Academic Ranks

A. Assistant Professor

Promotion from the rank of Instructor to Assistant Professor shall require:

- i. demonstration of teaching effectiveness; and
- ii. research, as evidenced by either completion of the Ph.D. degree in TESOL, applied linguistics, or linguistics (or its equivalent) or peer-reviewed publications, including materials, tests, etc. At least three journal articles, published or accepted, or the equivalent, are expected.
- iii. demonstrated participation in professional service activities appropriate to CESL and the discipline.

B. Associate Professor

(Same as Linguistics)

C. Professor

(Same as Linguistics)

3. Policy and Procedures

(Same as Linguistics)