

**Standards for Promotion and Tenure
School of Languages and Cultures
November 2019**

In the School of Languages and Cultures (SLC), as in other academic units at Purdue University, the promotion and tenure system is intended to provide certain guarantees to both the employer and the employee. From the perspective of the employer, the system seeks to assure that appropriate standards are met by the employee. These standards involve the quality of achievements, continuity of accomplishment, independence of intellectual contribution, and the impact of work upon the discipline at large. The system also is intended as a set of incentives to encourage excellence. For the faculty member, the system serves as an assurance, in large measure, of job stability and of academic freedom once those standards of achievement are established. Also, it works as a means of providing recognition for significant accomplishment.

At Purdue, candidates are promoted on the basis of 1) research or creative endeavor, 2) teaching, or 3) the scholarship of engagement [to be differentiated from “service,” in that engagement entails community outreach]. Most faculty members in SLC (no matter what their specialization) are promoted on research, or on both research and teaching, or on teaching alone. Promotion solely on the basis of the scholarship of engagement typically has not occurred in SLC. However, activity in this area is valued and encouraged.

I. Promotion to Associate Professor with Tenure

In general, promotion to Associate Professor with tenure recognizes a tenure-track faculty member’s significant contributions in the areas of research, teaching, and engagement.

Making meaningful contributions to scholarship involves developing an active research agenda with a coherent direction or focus. Significant research will be shared through scholarly publications and active participation in professional meetings. A good share of publications will have appeared in established journals with rigorous standards for peer review. Participation on editorial boards, editing of books, and grant activity are additional indicators of scholarly prominence. A person prepared for

promotion on the basis of research will have made documented progress toward establishing a national reputation for excellence as a scholar. Such recognition will be verified by evaluations from highly regarded faculty reviewers at other institutions.

Teaching is highly valued in SLC, and a successful candidate for promotion must have demonstrated diligence and competence as an instructor. Student evaluations should be collected for every course taught, and candidates should be able to demonstrate that students are generally satisfied with their performance. Because of their subjective nature and potential for reflecting respondent bias, student evaluations cannot be the sole indicator of good and effective teaching. Achievement in the area of teaching might also be demonstrated through teaching awards, peer observations, and activities such as the following: the development of courses or course materials; guest teaching appointments; participation in teaching enrichment workshops; and student mentoring, such as membership on graduate committees or directing students (undergraduate or graduate) in independent studies and directed reading courses. Candidates for promotion on the basis of teaching should have a body of publications on pedagogical topics. In the case of a faculty member whose teaching assignment includes classes outside of SLC, faculty from those programs beyond the School may be consulted for insights on the candidate's performance in those areas. The School may request that those programs provide a rubric and guidelines for assessing performance in teaching areas that are outside of the fields and expertise of the SLC faculty.

Engagement involves citizenship in the department, the university, the profession, and the wider community. Those who are ready for promotion should demonstrate a cooperative, collaborative attitude and a willingness to accept service assignments and committee work. However, the School recognizes that Assistant Professors should not be given heavy service responsibilities, and pre-tenure engagement activities should be kept to a minimum, unless the candidate plans to stand for promotion on the basis of the scholarship of engagement. To the extent that the scholarship of engagement warrants consideration as a supporting area for promotion, the candidate should provide documented evidence of accomplishment and impact in the form of publications and grants, leadership on boards or committees, development of programs, etc.

Candidates for promotion to **Associate Professor in Literature, Culture, and Film Studies** should have published (or have had accepted for publication) work of high quality. The revised doctoral dissertation, worked into a book or a series of articles, may be a significant part of the candidates' list of publications, but the list should also demonstrate their ability to develop a research agenda beyond the dissertation. A majority of peer-reviewed articles from promotion candidates in the fields of literature, culture, and film studies should be single-authored. For multi-authored publications, the candidate for promotion should document the percentage of his or her participation. Normally, those candidates who have published a single-authored book with a reputable press, along with several peer-reviewed articles in journals of recognized quality, will be ready for promotion. Other combinations of publications, comparable in quantity and quality, may also be considered sufficient. These publications may include textbooks, critical editions, translations, and innovative software development for research and teaching.

Candidates for promotion to **Associate Professor in Linguistics or Second Language Acquisition (SLA)** should have published a considerable amount of work of high quality. A significantly revised doctoral dissertation worked into a book, or a series of articles (as is more common for linguistics and SLA scholars), may be a meaningful part of the candidates' list of publications, but the list should also demonstrate an ability to develop a research agenda beyond the dissertation. Since book-length manuscripts are normally not a part of an individual's research agenda in linguistics and SLA, a reasonable expectation for promotion to Associate Professor would consist of approximately seven to twelve peer-reviewed articles. Some research articles may appear as book chapters or conference proceedings. However, it is expected that a majority of a candidate's research articles should have appeared or been accepted in refereed journals of recognized quality. In linguistics and SLA, multi-authored articles are acceptable; the candidate for promotion should document the percentage of his or her participation on each multi-authored publication.

Candidates for promotion to **Associate Professor in World Language Education** should have published work of high quality. The revised doctoral dissertation, worked into a book or a series of articles, may be a significant part of the candidates' list of publications, but the list should also demonstrate their ability to develop a research agenda beyond the dissertation. Normally, those having published seven to twelve articles will

be ready for promotion. Some research articles may appear as book chapters or conference proceedings. However, it is expected that a majority of a candidate's research articles should have appeared or been accepted in refereed journals of recognized quality. Other combinations of publications, comparable in quantity and quality, may also be considered sufficient. For candidates being promoted on the basis of teaching, pedagogical publications of demonstrable quality such as textbooks and software will be given favorable consideration.

II. Promotion to Tenured Full Professor

The same general standards of excellence in research, teaching, and engagement also apply to already-tenured candidates seeking promotion to full Professor. Successful candidates are expected to have established themselves as recognized scholars on a national level, and to have achieved some international recognition as well. The measures of excellence in research are the same as those for the first promotion, except that it is expected that, in general, a more experienced scholar will be able to place publications in more rigorous journals or presses. Successful candidates should be able to show a body of new work equivalent or somewhat greater in volume to what counted for the first promotion. The quality of their scholarship is expected to increase with their experience and maturity, and will be verified by favorable reviews from esteemed senior colleagues at other universities. Good teaching continues to be a priority that must be established with appropriate documentation as described above in Part I, and publications in that area continue to be essential for candidates for promotion on the basis of teaching. Once they have been granted tenure, faculty members are expected to be more active in their service to SLC, the university, the profession, and the community. Successful candidates will have a record of significant engagement in a variety of contexts.

For **candidates for promotion to full Professor in Literature, Culture, and Film Studies**, a second single-authored book, published by a reputable press, along with several new articles in well-respected publishing venues, normally in peer-reviewed journals, will be considered adequate in terms of quantity for promotion to full Professor. Other combinations of publications, similar in quantity and quality, may be considered adequate. Candidates should show evidence of developing a

scholarly approach, specialization, or program that contributes to their recognition in the profession.

Candidates for promotion to full Professor in Linguistics or Second Language Acquisition should have published a significant amount of work of high quality beyond what was presented for promotion to Associate Professor. Since book-length manuscripts are normally not a part of an individual's research agenda in linguistics or SLA, a reasonable expectation for promotion to full Professor would consist of an additional (post-tenure) seven to twelve articles. Some research articles may appear as book chapters or conference proceedings. However, it is expected that a majority of a candidate's research articles should have appeared in refereed journals of recognized quality. In the case of a candidate for promotion to full Professor in linguistics or SLA who presents a published single-authored book with a reputable press, the candidate will be considered ready for promotion after publishing the book-length manuscript along with several research articles in journals of recognized quality, as well as possibly some book chapters or conference proceedings. Other combinations of publications, similar in quantity and quality, may be considered adequate. In linguistics and SLA, multi-authored articles are acceptable; the candidate for promotion should document the percentage of his or her participation on each multi-authored publication.

Candidates for promotion to full Professor in World Language Education should have published a substantial body of work of high quality since the last promotion. Normally, those having produced an additional (post-tenure) seven to twelve articles will be ready for promotion. Some research articles may appear as book chapters or conference proceedings. However, it is expected that a majority of a candidate's research articles should have appeared in refereed journals of recognized quality. Other combinations of publications, comparable in quantity and quality, may also be considered sufficient. For candidates being promoted on the basis of teaching, pedagogical publications of demonstrable quality such as textbooks and software will be given favorable consideration.

III. Promotion to Associate Teaching Professor or Associate Professor of Practice (university designation of "Clinical Faculty")

Assistant Teaching Professors and Assistant Professors of Practice (university designation of "clinical faculty," non-tenure track) contribute to

maintaining the high quality of SLC programs through excellence in teaching and by leading curricular and extracurricular activities, and/or community outreach and engagement.

Successful candidates for promotion to Associate Teaching Professor or Associate Professor of Practice (from the Assistant Professor rank) must, according to Purdue University's memo from the Provost on 24 April 2018, "demonstrate evidence of excellence in teaching and clinical/professional practice and have a primary commitment to assist the college/school in meeting its programmatic needs for clinical/professional services and instruction. They also are expected to have accomplishments or potential for national prominence in their fields."

In SLC, evidence of excellence in teaching and professional practice includes, but is not limited to, the following:

- teaching evaluations with consistently high ratings and/or favorable comments from students (see caveat in Part I above);
- the scholarship of teaching: instructional materials developed and/or published, conference presentations on pedagogy, instructional manuals on teaching, etc.;
- pedagogical awards or honors received;
- new curriculum or new courses created;
- grants applied for related to curriculum development;
- study-abroad programs organized and/or led.

As with tenure-track faculty, Assistant Teaching Professors and Assistant Professors of Practice standing for promotion will provide teaching evaluations from their students and other documentation of effective teaching and professional practice. In the case of a faculty member whose teaching assignment includes classes outside of SLC, faculty from those programs beyond the School may be consulted for insights on the candidate's performance in those areas. The School may request that those programs provide a rubric and guidelines for assessing performance in teaching areas that are outside of the fields and expertise of the SLC faculty.

In SLC, evidence of excellence in service and engagement includes activities such as the following (note that a candidate for promotion to non-

tenure track Associate Professor is **not expected to provide evidence of each of these examples**, but will generally have excelled in at least one of the following three categories):

A. Service to the Profession

- Offices held in professional organizations
- Committees and task force appointments
- Awards, honors, and/or recognition for professional engagement
- The scholarship of engagement: publications, informational materials, or professional presentations on service learning and other outreach and engagement projects

B. Service to the University, College, and School

- Committee participation
- Fostering of extracurricular and co-curricular activities
- Recruitment of minors and majors
- Mentoring students

C. Service to the Community

- Discipline-based presentations to community groups
- Discipline-based community engagement
- Organization of service-learning projects
- Membership in discipline-based community organizations

The primary committee will discuss the progress of Assistant Teaching Professors and Assistant Professors of Practice each year, and this information will be conveyed to the faculty member by the SLC Head and/or the assigned faculty mentor. Per the guidelines of the Office of the Provost, when an Assistant Teaching Professor or Assistant Professor of Practice is being discussed for promotion, at least one non-tenure track Associate Professor needs to be present (from another department or school if necessary). Per SLC guidelines, such invited faculty from other departments will also be allowed to vote on such promotion cases, along with the tenured SLC faculty.

IV. Promotion to Full Teaching Professor or Professor of Practice

Like the Assistant Teaching Professors and Assistant Professors of Practice, the Associate Professors in these categories contribute to maintaining the high quality of our programs in SLC through excellence in teaching and by leading curricular and extracurricular service activities. In addition, they continue to stay informed of, and are conversant in, the scholarship of their fields, although research is not a primary focus of their job description.

Successful candidates for promotion to full Professor (from clinical Associate Professor of whichever specific title) must, according to Purdue University's memo from the Provost on 24 April 2018, "demonstrate an extremely high level of professional accomplishment in teaching, service, and clinical/professional practice and must be recognized by their peers at the national level."

In SLC, Associate Teaching Professors and Associate Professors of practice standing for promotion to the rank of Professor will have continued to excel in each of the areas described above in Part III, with an increased emphasis since their first promotion on activities that potentially lead to national and/or international recognition.

In preparation for this second promotion, the full-Professor subset of the SLC Primary Committee will discuss the progress of the non-tenure track Associate Professors each year, and this information will be conveyed to the faculty member by the SLC Head and/or the assigned faculty mentor.

When an Associate Teaching Professor or Associate Professor of Practice is being discussed for promotion, at least one non-tenure track full Professor must be present (from another department or school if necessary). Per SLC guidelines, such invited faculty from other departments will also be allowed to vote on such promotion cases, along with the tenured SLC faculty.

Review Procedures

As stipulated in II.F. of the SLC Governance Document, the Primary Committee will meet once in the Fall semester, in compliance with college requirements, to evaluate candidates for promotion and tenure within the School, and to evaluate candidates for third-year review.

The third-year review takes place for tenure-track and Assistant Teaching Professors during the Fall following their second full academic year of service in SLC. The Assistant Professor's mentor(s) will present a formal report on their progress toward promotion vis-à-vis SLC's established written promotion standards. This evaluative report will be based on the Assistant Professor's Professional Activities Report (PAR), CV, and regular consultations with the Assistant Professor. The other Primary Committee members will have the opportunity to provide their feedback and to ask questions before providing their recommendations to the Head as to whether the Assistant Professor's contract should be renewed for continuation on the tenure track, or in the case of teaching / clinical faculty, whether a new contract of three or five years will be issued. The final decision on the third-year review result rests with the Head. Borderline cases may be reevaluated by the Primary Committee at the Spring meeting during the Assistant Professor's third academic year before the final decision about contract renewal is made by the SLC Head.

At the Spring semester meeting, small review teams will evaluate the progress toward promotion of each faculty member ranked below full Professor. Review teams consist of the faculty member's mentor(s) along with generally one or more Primary Committee colleagues in the faculty member's SLC Department. For all of these cases, the Primary Committee advises the Head on constructive feedback and suggestions to provide to the colleagues who are under review. Per university rules, full Professors' professional development and accomplishments are evaluated by their full Professor peers in SLC as well, at least once every three years. These peer reviews of full Professors take place according to a rotation established by the Head.