



Department of Speech, Language,
and Hearing Sciences

DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES

CRITERIA FOR PROMOTION OF TENURE-TRACK FACULTY
TO THE RANKS OF ASSOCIATE PROFESSOR AND PROFESSOR

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This document describes factors considered in decisions about promotion in the Department of Speech, Language, and Hearing Sciences. Official University policies, procedures, and criteria for promotion and tenure are stated in several documents available through links ([1](#), [2](#)). Criteria listed below are intended as useful information for faculty seeking promotion, for members of the Department's Primary Committee, and for members of the HHS Area Committee. The criteria are not intended as a checklist for promotion. Instead, each of them will be evaluated in the context provided by the full record.

To be considered for promotion, a tenured or tenure-track faculty member should contribute to all mission areas appropriate to their position. Candidates for promotion should demonstrate excellence and scholarly productivity in discovery, with strengths in teaching/learning and strengths in engagement. Accomplishments relevant to Diversity, Equity, and Inclusion within these three missions are valued and should be reported.¹

If consultations between the department head, the candidate for promotion, and members of the primary committee suggest that a faculty member's responsibilities at the time of consideration for promotion justify placing primary emphasis on teaching/learning or engagement, that other area could be the primary basis for promotion instead of discovery.

Discovery/Research

To be promoted on the basis of the scholarship of discovery, candidates must have demonstrated their excellence and documented their accomplishments in research. As stated in the University policy, "Academic Tenure and Promotion," a successful candidate for promotion to Associate Professor will have a significant record of accomplishment as a faculty member and show promise of continued professional growth and recognition. Successful candidates for promotion to Professor are recognized as authorities in their field of research by external colleagues, national and/or international, and are valued for their intramural contributions as faculty members.

When evaluating the research accomplishments of promotion candidates, multiple criteria must be considered. The first and foremost criterion is the quality of a faculty member's research program. Promotion candidates are expected to have a research record that demonstrates their intellectual independence as researchers. Also important for promotion consideration are the candidate's productivity, the impact of their discoveries on the research of others in the field, and their record of research funding. Finally, because the education and training of future researchers is a crucial part of the mission of Purdue University, promotion candidates are expected to provide active and effective research mentoring of the undergraduate students, graduate students, and/or postdoctoral scientists involved in their research programs.

Quality. The quality of a candidate's research is indicated by its significance to the field, use of rigorous and/or innovative methodology, novelty and relevance of the findings, and potential to generate new directions for future research. Programmatic research that advances theory, integrates key ideas, and/or addresses issues of significance to a field will be judged as being

¹ See supplemental materials for examples.

relevant to the department's discovery mission. The quality of a candidate's research can also be judged, indirectly, from the quality of the journals or other publication outlets in which it is reported. A journal's quality is typically judged based on various indicators, none of which should be considered in isolation, such as a journal's impact factor, rejection rate, and ranking or reputation within the candidate's area of research. Journals that have only moderate rankings nonetheless may be judged as desirable outlets if they are the most appropriate journals for the candidate's research topic. Primary committee members will judge the quality of research and publication outlets by relying on several sources, including knowledge and expertise that they themselves possess, the opinions of primary committee members who are or have become knowledgeable about the candidate's topic(s) of research, and/or outside reviewers who have been selected, in part, because of their potential to provide an expert and unbiased evaluation of a candidate's record.

Intellectual Independence. All candidates for promotion should be able to demonstrate their intellectual independence in their program of research. Intellectual independence can be demonstrated in several ways, including serving as the Principal Investigator on externally-funded research projects, being the sole author or senior author of publications, and publishing research reports with co-authors who are undergraduate students, graduate students, and/or postdoctoral scientists who the candidate has mentored or co-mentored. When a candidate's record includes many publications co-authored with former mentors, the description in the promotion document of the candidate's research interests should clarify the candidate's significant and distinctive contributions to the research already completed and the research underway. On occasion, the department head may contact collaborators for clarification of relative roles on request of the primary committee. A strong promotion candidate will be identified by a distinct body of research unique to that individual's research program.

Productivity. In assessing productivity, primary emphasis will be given to publications in refereed journals. Research productivity is indicated by the total number of articles published and the rate at which articles have been published in appropriate publication outlets (i.e., reputable, peer-reviewed journals). Publications in other outlets (e.g. books, book chapters), patents, licenses, prototypes, and entrepreneurial activities may also be considered as indicators of productivity. It is recognized that the candidate's research methodology may affect the rate of publication. It is further recognized that the vagaries of the publication process may lead to spurts in publication, although there should not be significant gaps across years.

Impact. Candidates are expected to demonstrate the impact of their research program. The description of the candidate's research should highlight the impact of their research. Citation analyses, as indicated by total number of citations and other metrics such as the h-index or i10-index, may be used as one factor to evaluate candidates' research impact. Citation analyses should consider the size of the field and context of the citation expectations for scholars at a comparable career stage in the candidate's area of specialization. When thinking about where to submit research reports for publication, faculty should consider both the quality of the journal and the visibility of the journal. Publications in widely read and respected journals will generally lead to greater impact.

Research Funding. External funding is strongly encouraged; applications for external funding are expected, although it is recognized that areas and programs of research may vary in terms of available funding. External funding facilitates the conduct of research, and helps to demonstrate quality, impact, and intellectual independence. Consequently, the primary committee will look closely at the history of external funding when examining the case for promotion. However, the absence of external funding when coupled with an otherwise excellent scholarly record will not preclude a recommendation for promotion and the presence of funding when coupled with a weaker record of productivity or quality will not guarantee it. Competitive internal grants may also be indicative of the quality of the candidate's research.

Mentoring. Candidates for promotion are expected to have demonstrated their excellence in mentoring through their discovery or research activities. Research mentoring of undergraduate students, graduate students, and/or postdoctoral scientists that results in co-authored conference presentations, co-authored publications in refereed journals and/or other important publication outlets, patents and entrepreneurial activity, and receipt of research awards can serve as indicators of mentoring. Individual research and career mentoring of trainees in a faculty member's laboratory also serves as an indicator of commitment to mentoring. Further, participation in mentoring programs across Purdue, in the state, and nationally, and mentoring more junior faculty, both within and outside the department and Purdue, serves to demonstrate a commitment to mentoring.

Additional indicators of national and international recognition may also be used to evaluate the candidate's research program. These indicators include, but are not limited to:

- Journal reviews
- Editorial board memberships and editorships
- Memberships on grant panels
- Consultation with government agencies
- Invited lectures and talks in other educational institutions and invited addresses at academic conferences
- National or international research awards
- Patents, licenses, trademark works, copyrights, start-ups, and other entrepreneurship activities that highlight the valuable applied research being conducted.

Primary committee members will rely on multiple sources when evaluating the impact of a candidate's research program, including obtaining letters from outside reviewers.

Teaching/Learning

All Tenured/Tenure-track faculty who are candidates for promotion, even when being nominated on the basis of excellence in discovery, must present evidence of strength in teaching that effectively promotes student learning. Strength in teaching/learning will be evaluated on the basis of performance in classroom settings and online instruction, where necessary. In addition to the indicators described below, awards, honors, and other forms of recognition for instruction or mentoring can demonstrate a candidate's strength in teaching/learning.

Classroom teaching and contributions to curricula. Successful candidates for promotion are expected to have a strong record of teaching undergraduate courses and graduate courses. There may be cases that justify greater involvement with one group of students relative to the other; such cases should be evaluated in terms of the candidate's contribution to the broader teaching and mentoring mission of the department and university. Successful candidates for promotion are also expected to make significant contributions to departmental course offerings. These contributions may be demonstrated through a range of indicators, including, but not limited to:

- the number and variety of courses taught
- innovativeness of course content
- peer or expert evaluations of teaching, when available
- student evaluations, interpreted cautiously because of published evidence of bias in such evaluations
- contributions in course or curriculum development to address needs or gaps in undergraduate or graduate education, preparation of instructional materials, and pedagogical innovation in teaching.

Advising and mentoring beyond classroom settings. Successful candidates must show their commitment to active and responsive mentoring, advising, and support of students. Indicators of student mentoring and support may include, but are not limited to, leading study abroad and other experiential or service-learning programs; serving as a mentor in campus programs; participating as an advisor to student organizations; supporting students in co-curricular and other activities; or engaging in efforts to improve the retention and success of diverse populations of students. Indicators of effective advising, training, and mentoring of graduate students or postdoctoral scientists may include personalized training efforts (e.g., supervising internships), or leading professional workshops on topics that pertain to success in an academic or research career (e.g. obtaining research funding, adopting new analytic techniques for increasing teaching effectiveness).

Almost all Tenured/Tenure-track faculty in the Department of Speech, Language, and Hearing Sciences seek promotion based on discovery. For some Tenured/tenure-track faculty, a nomination for promotion based on excellence in teaching/learning may be warranted. Candidates who are nominated for promotion on the basis of Teaching/Learning will be expected to demonstrate excellence in the scholarship of teaching and learning beyond the activities described above. Specifically, the candidate will be expected to demonstrate a record of refereed publications on teaching and have developed instructional innovations² that have been adopted by other institutions. Other indicators of reputation can include keynote addresses at national or international teaching conferences or invitations to deliver special workshops on pedagogy. In all cases, the impact of the individual's work should be well-documented, considering that it will serve as the primary focus of review.

To be promoted on the basis of the scholarship of teaching/learning, candidates must have demonstrated their excellence and documented their accomplishments in teaching/learning.

² Examples of such innovations may also include widely-adopted and well-regarded textbook(s) introducing a new framework, publications in pedagogical journals, instructional materials or media with wide adoption, or products that enhance student learning. The innovations may support entrepreneurship activities in making innovative teaching tools and materials available through licenses and start-ups.

Candidates for promotion to Associate Professor should have a significant record of teaching accomplishments while a faculty member and show promise of continued growth and recognition. Candidates for promotion to Professor should be recognized as authorities in teaching by external colleagues, national and/or international, and be valued for their intramural contributions as faculty members.

Engagement

All Tenured/Tenure-track faculty who are candidates for promotion, even when being nominated on the basis of excellence in discovery, must present evidence of strength in engagement. Strengths can be demonstrated in endeavors to disseminate research findings beyond scholarly publications, for example, by contributing to articles written about their research in national newspapers and magazines, giving talks to community or lay audiences, innovative outreach and entrepreneurial activities when developing programs, products, and services that promote informed decisions and/or improve quality of life, etc. Publications that translate research for practitioners, entrepreneurs, business/industry leaders, and/or policy makers are valued in the scholarship of engagement. Connecting research with the appropriate markets (commercialization) may also further engagement with external stakeholders.

Almost all Tenured/Tenure-track faculty in the Department of Speech, Language, and Hearing Sciences seek promotion based on discovery. However, individuals who are hired may seek promotion based on excellence in engagement. Excellence in engagement may be demonstrated through developing and implementing practices that improve people's lives, communities, and societies. Indicators of such impact are likely to be derived from contexts beyond academic disciplines.

Tenured/Tenure-track faculty who are considered for promotion based on their excellence in engagement, are expected to demonstrate a record of highly impactful engagement-related activities in which they played a crucial role, and a scholarship record to support these activities. These activities³ might involve a partnership with a specific community or organization outside the university in which there is a mutually-beneficial exchange of knowledge, and documentation of success via publications. The impact of a candidate's engagement activities should be demonstrated through relevant peer-reviewed journal publications and other publications (e.g., technical reports written in collaboration with community or other partners; laws, policies, or standards for licensing). Given the difference between Discovery and Engagement, these publications would be qualitatively different from the research reports of most other faculty in the Department of Speech, Language, and Hearing Sciences.

To be promoted on the basis of the scholarship of engagement, candidates must have demonstrated their excellence and documented their accomplishments in engagement. Candidates for promotion to Associate Professor should have a significant record of engagement

³ For example, these faculty might provide evidence of developing and implementing evidence-based programs, interventions, or techniques that have positively affected the quality of life of people in a community. Alternatively, they might have formed partnerships with community, government, or public sector organizations that resulted in new laws or policies that improved people's lives, or they have been a leader in organizations that promoted substantial changes in professional practice nationally and/or internationally

accomplishments while a faculty member and show promise of continued growth and recognition and emerging national prominence in their field. Candidates for promotion to Professor should be recognized as authorities in engagement by external colleagues, national and/or international, and be valued for their intramural contributions as faculty members.

Finally, all Tenured/Tenure-track faculty are expected to contribute to service activities that sustain campus units and professional organizations. With regard to service, the Primary Committee expects Tenured/Tenure-track faculty to share in the support functions that are necessary to sustain academic units, research institutions, professional organizations, and funding agencies. Service to the department involves such activities as participating in the work of departmental committees and providing support for the department's undergraduate and graduate programs. Participation in comparable college- and university-level activities is also expected. Service to professional or governmental organizations can involve holding an official position or acting in other ways as a leader in state, national, or international societies. Because the department is committed to facilitating the development and advancement of faculty, Assistant Professors are expected to do only a modest amount of service activities, as compared with Associate Professors and Full Professors. Candidates for promotion to Full Professor should demonstrate leadership in service to the department, university, and profession. However, promotion will not be based on service activities.