This document describes the promotion and tenure process in the Department of Speech, Language, and Hearing Sciences. Faculty members are referred to Purdue University (Executive Memo B-48) and College of Health and Human Sciences promotion and tenure documents.

It is the goal of the Primary Committee to advise every faculty member in the department in a manner that provides the optimal feedback and environment to allow faculty to achieve promotion and tenure. This is accomplished, in part, through an annual review of all tenure track assistant and associate professors. Both verbal and written comments are provided to advise faculty on their progress and to help them plan their activities for the next year. The Primary Committee recognizes that research, teaching, and service/engagement are all important aspects of academic life. Expectations for faculty contributions in these areas are outlined below.

Given the heterogeneity of the areas of research by faculty in our department, we will seek evidence of peer recognition of the candidate’s contributions as appropriate for the specific subdiscipline. Outside reviewers will be asked to make judgments on areas listed below. It is expected that these reviewers will be experienced and senior members of the field, typically holding the rank of full professor. Individuals with close personal or professional relationships with the candidate will not be asked to serve as outside reviewers. Both the candidate and the primary committee make recommendations for individuals to serve as outside reviewers. The Head, with input from the primary committee, will choose the final list with no more than half the names coming from the candidate’s list.

1. Excellence in Research/Discovery

A primary mission of the Department of Speech, Language, and Hearing Sciences is to foster excellence in research/discovery. Consequently, the department expects that all candidates for promotion in the tenure track demonstrate a sustained record of scholarly achievement.

The evaluation of research excellence involves an examination of a number of criteria. Of course, there is the evaluation of the productivity of a candidate. However, evaluation of research excellence also involves examination of the quality of the research, its impact on the research activities of others in the field, the continuity of the candidate’s research program, and the intellectual independence of the research program. All junior faculty should recognize that these criteria will form the basis for recommendations of promotion as they plan their research activities.

Productivity – In assessing productivity, faculty should be aware that primary emphasis will be given to publications in refereed journals. Book chapters will be considered positively in the context of a sustained record of refereed publications and where those chapters indicate evidence of national and international recognition. Book chapters are generally more useful for demonstrating scholarship at senior levels. Presentations at meetings are encouraged as a way of generating interest in one’s work and testing ideas in public forums but will not substitute for peer-reviewed publications.

Quality- The quality of a candidate’s research will be an important component of the assessment of his or her record of scholarship. Members of the primary committee have the responsibility to examine the publications of candidates to make judgments of quality. In addition, the quality of the journals, as indicated by reputation, editorial board members, and impact, will be considered in judgments of quality. Outside reviewers will be asked to make judgments of research quality and of the quality of the journals in which the publications appear.
**Impact** – Candidates must be able to demonstrate that their research has an impact on their field of inquiry. When thinking about where to submit one’s research for publication, faculty should consider both the quality of the journal as well as the visibility of the journal. Publications in widely read and respected journals will generally lead to greater impact. The impact of a candidate’s scholarship also can be demonstrated by its translation into protocols, devices, or other products that are beneficial to society. Evidence of this type of impact may include publications, patents, licenses to outside companies, and involvement in industry to expedite manufacture, dissemination, and use of a product resulting from the candidate’s scholarship. Editorships and memberships on grant panels, more likely for more senior scholars, are also evidence of recognition of the impact of the candidate’s scholarship. Impact should also include the development of future scholars, and therefore participation in graduate education including mentoring students as co-authors on research articles will be considered as evidence of research excellence. Candidates for promotion to associate professor should show evidence of developing national and international recognition, and candidates for full professor should show evidence of having achieved such recognition.

**Continuity** – It is expected that candidates for promotion be able to demonstrate the programmatic nature of their research. Of course, this does not mean that candidates are discouraged from moving into new areas. It simply means that the primary committee believes that significant scholarly contributions usually develop out of sustained efforts to solve problems.

**Intellectual Independence** – The primary committee recognizes the value of interdisciplinary and collaborative research; however all candidates for promotion should be able to demonstrate intellectual independence in their program of research and significant contributions in their published papers. Senior-authored papers are a traditional way of demonstrating independence and so will be expected of candidates.

**External Funding** – External funding is strongly encouraged; applications for external funding are expected. In addition to its ability to facilitate the conduct of research, external funding helps to demonstrate continuity, impact, and intellectual independence. Consequently, the primary committee will look closely at the history of external funding when examining the case for promotion. However, external funding will not be considered the critical test for promotion. That is, the absence of external funding when coupled with an otherwise excellent scholarly record will not preclude a recommendation of promotion. Conversely, the presence of funding when coupled with a weaker record of productivity and quality will not guarantee promotion.

2. **Excellence in Teaching/Learning**

It is expected that all faculty in SLHS being considered for promotion on the basis of excellence in research will be effective instructors. This can be demonstrated in several ways, including student evaluations, teaching awards, peer evaluations, publication of textbooks, and curriculum development. Section A of Form 36 outlines the University’s guidelines concerning the kinds of evidence that support teaching effectiveness. Teaching at a top tier university such as Purdue also includes training and mentoring of undergraduate and graduate students. At the graduate level, supervising master’s theses and dissertations, supporting students’ efforts to publish their research, and providing guidance on the importance of and strategies for obtaining pre-doctoral and post-doctoral extramural and intramural research support are all aspects of effective teaching. Excellence in these realms can be assessed, for example, by research publications of supervised students and student success at obtaining research funding. The University promotion guidelines state that faculty may be considered for promotion and tenure primarily on the basis of excellence in teaching. Clearly these candidates’ documentation of excellence in teaching would be expected to be more extensive than that of candidates being evaluated primarily on the basis of research. Examples of some markers of teaching excellence are the authorship of widely adopted textbooks, publication of articles in journals of pedagogy, development of new curriculum materials, creation of innovative teaching and learning methods, and appointments to national level committees and panels that deal with matters of curriculum and knowledge dissemination.
3. Excellence in Service/Engagement

The Primary Committee expects faculty to share in the governance and necessary activities of the department through participation on committees and task forces. Participation in similar College and University level activities is encouraged. Service to professional organizations is a component of service excellence and can involve such activities as offices held in state, national or international societies. We want to emphasize, however, that expectations for participation in service/engagement activities are lower for assistant professors than for associate and full professors. Because the Primary Committee does not consider service/engagement activities to be a basis for promotion and tenure, any significant emphasis on such activities would occur after Promotion to Professor.