

**Department of Linguistics**  
**Policies on Specialized Faculty**  
**July 2017**

The campus guidelines for specialized faculty are presented in Provost Communication #25, and the campus criteria for appointment to, and promotion within, specialized faculty tracks are described in Provost Communication #26. The purpose of the current document is to provide more specific criteria for appointments to Teaching-focused and Research-focused specialized faculty titles and promotion within the respective tracks in the Department of Linguistics.

**I. Teaching-focused Track**

Specialized faculty in Teaching-focused track may hold the titles of Instructor, Senior Instructor, Lecturer, Senior Lecturer, Teaching Assistant Professor, Teaching Associate Professor or Teaching Professor.

**Instructors and Lecturers**

Consistent with campus guidelines, the title of **Lecturer** is reserved for individuals holding a PhD *or* an accepted terminal degree in their field and who are engaged in providing classroom instruction. An individual without the requisite degree will be appointed as **Instructor**. A Bachelor's degree is not sufficient for an Instructor position.

Individuals appointed as Instructors/Lecturers must have significant prior classroom teaching experience in relevant areas/languages at the university level. Reappointment of instructors and lecturers is determined on the basis of annual performance reviews, teaching evaluations, course enrollments and departmental funding.

Duties of an Instructor/Lecturer include teaching, course supervision of teaching assistants, and curricular development. The standard **teaching load** for instructors or lecturers in the Department of Linguistics with 9-month contracts is 3 courses per semester (or 6 courses per academic year). In the case of 12-month contracts, an additional course is taught during summer. The standard teaching load may be reduced by agreement with the Head if the individual takes on a significant amount of additional duties that are comparable in workload to teaching a course; for example, involvement in program administration or curriculum development that goes significantly beyond what is routine can justify a course reduction.

In all instances, the majority of instructors' and lecturers' responsibilities must be devoted to teaching rather than activities that do not involve teaching.

**Promotion to/Appointment as Senior Instructor/Lecturer**

According to Provost Communication 25, the designation of **Senior** is appropriate when Instructors or Lecturers "have made significant contributions to the department's teaching mission, including contributions to the curriculum." These include a sustained record of

teaching excellence as measured by ICES scores, peer observations and teaching awards, and significant contributions to the teaching mission through program/curriculum development, service, or continued professional development.

**Criteria:**

Regular (not visiting) Instructors/Lecturers in the fifth year or later of appointment (or equivalent experience in case of initial appointments) who possess a sustained record of:

- Teaching excellence and innovation, as documented by student and peer evaluations, teaching awards and the teaching portfolio (See below);
- Participation and innovation in development of departmental curricula and course design;
- Regular service in departmental, campus, and/or community initiatives related to teaching area;
- Continuing professional development related to areas of teaching expertise (for example, regular participation and/or presentations at academic conferences and professional meetings, etc.).

Evidence of achievement is desirable in each of these four areas, although it is expected that each candidate will show greater achievement in some areas than in others. In evaluating the candidacy for promotion, the overall balance of achievement will be considered.

**Methods of evaluation:**

Candidate Dossier

- A portfolio to be submitted by the candidate showing evidence of achievement in the four areas outlined above, and including a current c.v., a statement of teaching philosophy, and a statement of research or public engagement. The portfolio should also include sample syllabi, sample assignments, and materials relevant to the evaluation of teaching.
- Written evaluations of teaching performance based on class observations, submitted independently by two separate observers.
- Longitudinal ICES report covering the period since initial appointment or since last promotion.
- At least three letters of reference, preferably external to the department.

Evaluation of the dossier

A faculty committee consisting of 3 or 4 faculty members, at a rank higher than or equal to the title being reviewed, is charged with reviewing the dossier and making a recommendation to the Head, who makes the decision on the appointment/promotion.

In the event of an unsuccessful promotion, the candidate must wait at least three years before requesting another evaluation. This provision is intended to provide candidates with significant time to address and remedy deficiencies in a prior unsuccessful promotion. If they are unsure

about their prospects for promotion, individuals are encouraged to discuss their record and the expectations for promotion with their supervisor and/or the Head.

As long as it is feasible, Senior Instructors/Senior Lecturers who have been successfully promoted will be considered for multi-year contracts. Multi-year contracts will only be offered to individuals who maintain their teaching excellence, as evaluated in annual reviews. All information within Provost Communication 17 will apply.

### **Teaching Professorial Appointments**

Teaching professors (assistant, associate, and full) are required to hold a PhD and demonstrate expertise in the relevant discipline. According to Provost Communication # 26 (p. 3), it is expected that the appointments in the teaching professor track will have at least 50% of effort assigned to teaching. According to the guidelines established by LAS, the teaching load must be more than that for tenure-stream faculty. Therefore, a standard appointment for teaching professors involves 60% teaching, 20% research and 20% service. This usually would imply a teaching load of 3 courses per semester (6 courses per year), but the teaching load can be reduced by the Head if the individual is involved in substantial pedagogical roles besides teaching courses (e.g., supervising a large course, supervising several courses with teaching assistants, doing significant amount of program administration or curricular development).

Reappointment of teaching professors is determined on the basis of annual performance reviews, teaching evaluations, course enrollments and departmental funding.

Appointments to the Teaching Professorial track are made by the Head, in consultation with the Advisory Committee.

### **Research Expectations**

Although the percentage of research activity assigned to research for individuals in the teaching professorial track is smaller than that of tenure track professors, the title of “professor” implies scholarly contributions beyond classroom teaching. Thus, individuals in the teaching professor ranks are expected to engage in research activities that enhance the department’s and campus’s reputation beyond the local community. There are two ways that the research expectations can be met: by contributing to the scholarship of teaching in the disciplines represented in the department or by contributing to the scholarship in the teaching professor’s scholarly area of expertise through publications in peer reviewed venues and presentations at academic conferences.

### **Teaching Assistant Professor**

Individuals appointed as **Teaching Assistant Professor** must demonstrate a record of instructional contributions to the department, college, campus and broader discipline. If this is the person’s first appointment on campus, the assignment to this rank will be based upon the candidate’s demonstrated ability to make such contributions.

**Criteria:**

To be considered for appointment as teaching assistant professor, candidates provide:

- A complete longitudinal record of ICES scores (or equivalent teaching evaluations if coming from another institution);
- A current curriculum vitae;
- A teaching statement that summarizes the candidate's teaching philosophy and teaching accomplishments, including contributions to the curriculum beyond their own classroom (no more than 3 pages single spaced);
- Sample syllabi, assignments, and other teaching materials that provide evidence of the quality and effectiveness of the candidate's instruction;
- A research narrative that describes the candidate's current research agenda and plan for contributing scholarship that enhances the department and university and makes an impact beyond the campus;
- Copies of scholarly works (e.g., articles, conference papers).
- Three letters of reference that address the qualifications related to the position of teaching assistant professor. The strong preference is for at least two of the letters to come from individuals who have directly observed the candidate's teaching.

**Promotions to/Appointment as Teaching Associate Professor and Teaching Professor**

According to Provost Communication # 26 (p. 4), promotion to teaching associate professor and teaching professor is based on the impact and maturity of the individual's record of teaching and pedagogy, classroom innovation, student interactions, and scholarly accomplishments.

Promotion to higher levels within the teaching professorial titles will be based on an assessment of:

1. Making an instructional and curricular impact both within the department and the field, either through scholarly publications, invited talks, or other related activities involving the candidate's discipline, pedagogy, public engagement, and student interactions.
2. Extraordinary record of teaching, classroom innovation, student interactions, and scholarly accomplishments.

As long as it is feasible, individuals in the Teaching Professorial track who have been successfully promoted will be considered for multi-year contracts. Multi-year contracts will only be offered to individuals who maintain their teaching excellence, as evaluated in annual reviews. All information within Provost Communication 17 will apply.

It should be noted that a candidate's promotion to the Teaching Associate and Teaching Professor does not include indefinite tenure.

## **Criteria:**

To be evaluated for promotion to (equivalently, to be appointed at) the rank of **Teaching Associate Professor**, the Teaching Assistant Professor should have been appointed at the level of Teaching Assistant Professor (or equivalent rank in other institutions) for at least five years and have met the expectations associated with that level of appointment. Furthermore, the candidate should have made contributions of an appropriate magnitude and quality in the candidate's specialized areas(s) of teaching, scholarship, leadership and/or public engagement since the initial appointment. This assessment must be supported by tangible, demonstrable evidence, such as:

- Supervision of graduate teaching assistants and instructors/lecturers
- Supervision of undergraduate students
- Development of course materials for use by other instructors
- Professional and/or scholarly activity related to discipline and/or pedagogy
- Leadership leading to significant curricular improvement
- Development of new courses
- Department and campus leadership in shared governance
- Improving teaching through innovations using technology or new pedagogical techniques.

To be evaluated for promotion to (equivalently, to be appointed at) the rank of **Teaching Professor**, the candidate should have been appointed at the level of Teaching Associate Professor (or equivalent rank in other institutions) for at least five years and have met the expectations associated with that level of appointment. Furthermore, the candidate should have made significant scholarly and educational contributions since the last promotion/appointment, such as:

- Fulfilled promise of quality teaching and pedagogy, including making advancements in teaching and learning in the discipline that led to innovative and marked course improvement;
- Making broader and sustained contributions to scholarship, for example by sharing creative and scholarly work at conferences and in publications;
- Broader pedagogical contributions such as authoring textbooks that are published by reputable publishers;
- National and international visibility, including keynote and plenary talks at major conferences and professional meetings and/or invitations to contribute essays to scholarly volumes;
- Securing competitive grants to develop curricula or other pedagogical initiatives;
- Successful mentoring of instructors and lecturers.

## **Methods of evaluation:**

### Candidate Dossier

To be considered for promotion to/appointment as Teaching Associate Professor or Teaching Professor, a candidate provides a dossier in conformity with Communication 26 that contains;

- a. A complete longitudinal record of ICES scores (or equivalent teaching evaluations if coming from another institution)
- b. Current curriculum vitae
- c. A teaching statement that summarizes the candidate's teaching philosophy and teaching accomplishments, including contributions to the curriculum beyond their own classroom
- d. A research narrative that describes the candidate's current research agenda and plan for contributing scholarship that enhances the department and university and makes an impact beyond the campus

In addition, the candidate should provide the following:

- e. Copies of sample syllabi, assignments, and other teaching materials that provide evidence of the quality and effectiveness of the candidate's instruction
- f. Copies of scholarly works (e.g., articles, conference papers) completed since their last promotion (or initial appointment)

### Evaluation of the dossier

The dossier and supporting materials will be evaluated by at least three scholars or professional specialists, who are external to the University and of the appropriate rank and who are employed at peer institutions. The external referees are to be selected through a combination of names suggested by the candidate (from a list of at least four) and additional reviewers to be selected by the department. A majority of the external evaluators must come from the department's rather than the candidate's nomination. External reviewers must be able to provide an objective evaluation without conflict of interest, as stated in Provost Communication #26 (p.11). In addition, the department *may* choose to solicit additional letters from outside the department but internal to the University. The internal evaluators should be outside the candidate's normal reporting line. Internal to University of Illinois letters would be in addition to the three external letters and do not replace them.

The candidate's dossier will follow the multi-stage and independent review process at all levels (department, school, college, campus) as established in Provost Communication # 26, and the College Policy for Appointment or Promotion for Specialized Faculty. At the departmental level, only faculty members of the appropriate rank will be eligible to vote on the promotion.

In the event of an unsuccessful promotion, the candidate must wait at least three years before requesting another evaluation. This provision is intended to provide candidates with significant time to address and remedy deficiencies in a prior unsuccessful promotion. If they are unsure

about their prospects for promotion, individuals are encouraged to discuss their record and the expectations for promotion with their supervisor and/or the Head.

As long as it is feasible, Teaching Associate Professors and Teaching Professors who have been successfully promoted will be considered for multi-year contracts. Multi-year contracts will only be offered to individuals who maintain their teaching excellence, as evaluated in annual reviews. All information within Provost Communication 17 will apply.

## II. Research-focused Track

Specialized faculty in the research-focused track in the Department of Linguistics may hold the titles of Research Assistant Professor, Research Associate Professor or Research Professor.

The main duty of research faculty is to perform independent, high-quality research within the areas defined by the Department's scholarly research focus.

Research faculty may involve students in their **research**, including supervision of graduate students and post-doctoral research associates, with approval by the Head on a case-by-case basis. These faculty members may also be engaged in departmental **service** at the request of the Head. Such service should not typically constitute more than 10% of the research faculty's duties. Although not a requirement, research faculty can contribute to **teaching** in the Department and School if they so desire and if deemed appropriate by the Head.

Re-appointment of research faculty is dependent on the outcome of an annual review and sufficient funding.

All research faculty salaries are covered by soft funds, such as the faculty's own grants or faculty mentor's grants.

Appointments to a Research Professorial track are made by the Head, in consultation with the Advisory Committee.

### Research Assistant Professor

Research Assistant Professors will hold a Ph.D and have a minimum of two years of postdoctoral research experience or equivalent. Consistent with Provost communication #25, appointment to a Research Assistant Professor title requires demonstration that the individual has the ability to make a substantial impact in a research area, as demonstrated by publications, invited talks, and other related activities. Potential research professorial faculty should be judged to have the potential to obtain external support for their work, or have already secured such funding.

To be considered for appointment as research assistant professor, candidates provide:

- A current curriculum vitae;
- A research narrative that describes the candidate's current research agenda and plan for contributing scholarship that enhances the department and university and makes an impact beyond the campus;
- Copies of scholarly works (e.g., articles, conference papers).
- Three letters of reference that address their qualifications related to the position of research assistant professor.



A committee of 3 to 4 faculty members will evaluate the dossier and make recommendations to the Head, who will make the decision on appointment, after consultation with the members of the Advisory Committee.

### **Promotions to/Appointment as Research Associate Professor and Research Professor**

#### **Criteria:**

According to Provost Communication #26, promotion or appointment to research associate professor and research professor is based primarily on the impact and maturity of the individual's scholarship.

To be evaluated for promotion to (equivalently, to be appointed at) the rank of **Research Associate Professor** the candidate will have **at least five years** of full-time experience on a university-level faculty. To be considered for appointment as **Research Professor**, an individual must possess experience equivalent to a **minimum of ten years** of appointment on a university-level faculty.

At a minimum, appointment to a Research Associate Professor title requires that the individual has demonstrated the ability to make a substantial impact in a research area, as shown by publications, invited talks, external funding and other related activities.

Promotion to the rank of Research Professor should be based on a fulfilled promise of quality research and research impact at national and international levels as determined by a departmental committee. This will include substantial grant funding and publications in leading peer-reviewed journals.

In addition, the candidate for promotion to/appointment at the ranks above Research Assistant Professor must have a clear record of achievement, a well-defined plan for research, and must have obtained external funding by the time of promotion/appointment. In addition to external support, the record of achievement will typically include a strong publication record, presentations at meetings and other related activities. Successful training of graduate students and/or postdoctoral fellows may be used as evidence of achievement but is not a requirement for promotion. Similarly, service to the department may also be considered but is not required.

#### **Methods of evaluation:**

##### Candidate dossier

To be considered for promotion to/appointment as Research Associate Professor or Research Professor, candidates must provide a dossier that includes the following, in conformity with Provost Communication #26:

- A current CV

- Copies of scholarly works (e.g., articles, conference papers) completed since their last promotion/appointment
- 3-page research statement that summarizes their research philosophy and accomplishments and if relevant, supervision of student research.
- If the candidate is teaching courses, they should submit a complete longitudinal record of ICES scores, copies of their syllabi, and a 1- 3-page statement describing their teaching accomplishments.

### Evaluation of the dossier

Evaluation of the entire dossier will be conducted by at least three scholars or professional specialists external to the University, to be selected through a combination of names suggested by the candidate (from a list of at least four) and additional reviewers to be selected by the department. A majority of the external evaluators must come from the department's rather than the candidate's nomination. The letters must come from individuals of appropriate rank (e.g., tenured professors and specialized faculty of a more senior rank) employed at comparable institutions, and who can provide an objective evaluation without conflict of interest, as stated in Provost Communication #26 (p.11). In addition, the department *may* choose to solicit additional letters from outside the department but internal to the University. These internal evaluators should be outside the candidate's normal reporting line. Internal to University of Illinois letters would be in addition to the three external review letters and do not replace them.

The candidate's dossier will follow the multi-stage and independent review process at all levels (department, school, college, campus) as established in Provost Communication # 26. At the departmental level, only faculty members of the appropriate rank will be eligible to vote on the promotion.

In the event of an unsuccessful request for promotion, the candidate must wait at least three years before requesting evaluation for promotion again. This provision is intended to encourage candidates to ensure that their case for promotion is a strong one before being asked to be promoted. If they are unsure about their prospects, individuals are encouraged to discuss their record and the expectations for promotion with their supervisor and/or the Head.