

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Department of Human Development and Family Studies

POLICIES FOR PROMOTION AND TENURE

Effective Fall 2017

Approved March 2017

MISSION

The Department of Human Development and Family Studies embodies the manifold mission of the College Education and Human Development preparing teachers, practitioners, scholars, and professional leaders who through multiple means design, implement and evaluate programs, practices and policies that effect the development of individuals and families. Through teaching, the generation and application of research, and professional service, the Department seeks to enhance the quality of life for people throughout the lifespan in the rapidly changing global environment.

To promote the Department's mission, faculty teach undergraduate and graduate students, participate in scholarship and research activities, and provide service to the university and the larger community. The Department, like others in this field, views the areas of teaching, scholarship, and service as interrelated. The Department acknowledges that faculty development may be asynchronous with individual faculty having peaks in different areas at different points in their academic careers and that different faculty can emphasize different aspects of these three areas, while striving for excellence in their professional activities.

Each promotion and tenure decision is governed by the current promotion and tenure policies as published in the University Faculty Handbook. A candidate for promotion must demonstrate *excellence in scholarship and teaching* and have high quality performance in service. The goal of this document is to ensure that faculty members, through their activities, meet the mission of the department, college, and university. In addition, the document provides standards for evaluation, while at the same time it supports and encourages multiple ways to accomplish this mission. To ensure high quality programs, the faculty of the Department of Human Development and Family Studies recognizes the need to recruit, retain and to promote high quality faculty members.

GENERAL PROCEDURES

I. Candidate's Responsibilities

- A. A faculty member has the right to apply for promotion at any time (subject to the provisions pertaining to promotion and tenure in the Faculty Handbook) and he/she has the exclusive right to advance or withdraw the dossier from the promotion process. However, Continuing Track (CT) faculty in the terminal year of a contract may not apply for promotion to a position with tenure. Time in rank is not a criterion for promotion.
- B. According to University guidelines, a candidate for promotion must notify the Department Chairperson in writing of intent to apply for promotion by April 30 of the academic year before a decision at the university level would be rendered.

- C. External evaluations by those with established reputations and expertise in the areas of Human Development and/or Family Sciences, whose scholarly and research work is in the field of the candidates' specialization are always required for promotion. These reviewers, at or above the rank with which the candidate is applying are solicited by the HDFFS P&T Committee and are requested to analyze and evaluate critically the candidate's work and accomplishments and to comment on the candidate's potential for future development (Faculty Handbook: Promotion Policy).

Solicitation Guidelines:

- By June 1st of the academic year before a decision at the University level would be rendered, the candidate will submit to the Chair of the HDFFS P&T Committee a list of at least 5 potential reviewers who can meaningfully evaluate the quality of the integrated dossier of teaching, scholarship, and service and its contributions to the field of Human Development and/or Family Science. The candidate should supply complete contact information including institutional affiliation, addresses, phone numbers and e-mails. A brief description of each reviewer's expertise should also be attached.
 - The Department P&T Committee will suggest additional reviewers. This total list of names will be greater than the number of letters solicited. The candidate will be informed of all potential reviewers by June 10 and will have the opportunity to comment on them. The Department P&T Committee makes the final selection of reviewers, which will include some of the reviewers submitted by the candidate. The final list of names will not be given to the candidate so as to preserve confidentiality of the reviewers
 - Candidates must not contact potential reviewers about the promotion process at any time once the P&T committee has made its selection decision. Letters of evaluation will be confidential and peer reviewers will not be mentioned by name or affiliation in any recommendation or evaluations. Reviewers will be referred to by number.
 - Collaborative work is expected and encouraged. Therefore, in the event that a reviewer is being asked to evaluate collaborative works, the candidate must provide a description about what his/her contribution was to the finished work. A minimum of five (5) external reviews of a candidate's record should be obtained by the P&T committee. In addition to an evaluation, each reviewer will be asked to submit a curriculum vita or biographical statement describing his/her credentials and relationship to the candidate. Reviewers without personal ties to the candidate should be selected if possible. External reviewers who have published with the candidate or otherwise worked closely with the candidate should be excluded, except under unusual circumstances, and these circumstances must be documented. When personal ties exist, the extent and nature of those ties must be shared.
- D. The candidate should submit his/her complete electronic version of the dossier to the Chair of the Promotion and Tenure Committee no later than the following September 1. (Recommendations to the Chairperson by the departmental P & T committee are due October 1.) The Promotion and Tenure Committee may refuse to consider promotions of candidates who do not submit a dossier in a timely fashion.

Other Pertinent Information:

Relationship to Other Units

For candidates that have funded appointments in more than one unit, the P & T Committee from the primary unit will solicit information from the other units regarding the candidate's performance (e.g. teaching, scholarship, service) during the P & T review process.

Work Conducted at other Institutions

In accordance with the University Faculty Handbook, "Unless otherwise noted in the faculty appointment letter, all work in rank, even if conducted at other institutions of higher education, shall be considered for promotion and tenure. It shall be the faculty's responsibility to include evidence of this work in his/her dossier and to clearly identify when and where this work was performed."

(<http://www.udel.edu/provost/fachb/IV-D-9-dossier.html>)

The dossier is the basis for decisions on promotion and recommendations for tenure. It is the responsibility of the candidate to prepare an organized dossier, representing the case for promotion using the evidential materials described in this document. The candidate is encouraged to consult with his or her mentors, members of the faculty, and the Department Chairperson concerning the content and preparation of this dossier.

II. Organization of the Dossier: Introductory Material

The organization of introductory material follows the University Promotion and Tenure Guidelines.

a. Contents and Guidelines

- Recommendation for Promotion Form
- A table of contents
- A copy of the department and college's promotion and tenure criteria

b. Application for Promotion

- Candidate's letter requesting promotion
- A detailed curriculum vitae
- Tabular summary of annual workload agreements for period under review
- Candidate's introductory statement
- Two and Four year reviews

c. Internal Recommendations

- The HDFS Department P&T Committee's recommendation
- The HDFS Department Chairperson's recommendation
- The College P&T Committee's recommendation
- The College Dean's recommendation
- The University committee's recommendation
- Any appeal materials (appeals and rebuttals)

d. External Recommendations

■ List of potential reviewers from candidate and P & T committee indicating who was solicited to write a review and final respondents.

■ Letters of evaluation from peer reviewers, together with rationale for their recommendation. (External peer review letters are solicited by the Department Chair who specifies that recommendations are to be based on the evidential materials included in the review materials sent.). External review letters will be numbered sequentially for reference and will be placed in the dossier by the P & T committee.

III. Organization of the Dossier: Evidential Materials

The nature of supporting materials is primarily the responsibility of the candidate. Each section shall begin with the candidate's statement about the areas: teaching, scholarship and service. **The list below represents an appropriate range of evidentiary material. It is not expected that every listed item would be provided. It is the candidate's responsibility to build a case for promotion that best exemplifies their work.**

If the candidate is presenting work (e.g., teaching, research, publications or other scholarly work, or service) conducted in-rank at other institutions of higher education, he/she should clearly identify this work and distinguish it from the work conducted at the University of Delaware.

TEACHING

Teaching is an extremely important factor in promotion decisions and several kinds of evidence must be incorporated into the dossier. Excellence in teaching is evidenced by demonstration of consistency across a range of quality indicators therefore all candidates must provide some evidential material in A, B, and C.

A. Candidate's Statement and Evidential Materials

■ Candidate's statement should summarize the teaching philosophies and experiences of the candidate, including, but not limited to, self-evaluation, a summary of any contributions to curriculum development, professional development activities related to teaching, or scholarly work directly related to teaching.

■ Candidate's summary of all instructional activities engaged in since appointment or last promotion. This would include a list of all courses taught, including title, dates and enrollments. It is appropriate to include independent studies, special problems and student advisement information in this section, as well.

■ Listing of teaching awards and honors.

■ Evidence of teaching may include methods and materials used.

■ Evidence of scholarly pursuits to improve teaching competence

B. Faculty and Peer Evidential Materials for Teaching

■ Peer evaluations that attest to the candidate's pedagogical competence, knowledge of the subject matter, organization and preparation, ability to stimulate intellectual curiosity, innovative capacity, and such. These evaluations will be solicited by the departmental Promotion and Tenure committee, and can include teaching observations as well as course portfolio evaluations. The

first evaluation should be done in time to be included in the two-year review. Another evaluation should be conducted at minimum by the 4th year review. In the event that a candidate chooses to engage in an expedited review, at least one observation should be included in the dossier. Where possible and practicable, a review of both a graduate and undergraduate course should be selected for observation. Candidates can opt to submit a range of course materials for peer review including syllabi, assignment sheets, instructional materials developed, and so on.

C. Student Evidential Materials for Teaching

- Student evaluations, properly tabulated and summarized. The procedures used in administering the evaluations should also be described. The type and size of courses should be described.
- Samples of student comments from student evaluations. The means by which these samples were selected should be provided.
- Advisement load (graduate and undergraduate) and activities.

SCHOLARSHIP

A. Candidate's statement

B. Evidence of scholarly attainment including

- Published Materials: Books, chapters in books or monographs, articles in refereed journals; conference proceedings, reprints of articles or parts of books in collections of distinguished contributions, reviews of books, technical reports, and other professional publications.
- A copy of each publication marked as peer reviewed or not
- A copy of each unpublished manuscript, clearly labeled "in press" or "submitted for publication" for the time frame under review
- Awards and prizes related to scholarship
- A copy of the award document
- Lectures/presentations/leadership at state, national, or international conferences or other institutions.
- A list of the above including role, title, date, conference/institution, location and evaluations when available.
- Unsolicited Peer Evaluations
- Articles and book reviews citing the individual's work and the reason for its importance.
- Reprinting of articles or parts of books in collections of distinguished contributions to a subject
- Description of funded research and grants
- Define in written form role in research and grants
- Describe project and collaborators
- Descriptions of grant and contract proposals submitted
- Non-funded research
- Journal editor, or service on editorial boards
- Letter from executive director or board
- Direction of graduate and undergraduate research
- Letters of evaluation from former and current undergraduate and graduate students (these will be solicited and placed in dossier by P & T committee). The procedures for drawing the sample

should be clearly described. Particular emphasis should be placed on the role the candidate played in shaping the educational or career trajectory of the student.

SERVICE

Service on departmental, college, and university committees is expected of all faculty members, and is considered as part of the evaluation for promotion and tenure. Service to one's profession is also important to the extent that this involvement is integrated with one's scholarly or teaching activities. Therefore listing offices or activities in state, national or international professional organizations, should be provided. To the extent practicable there should be evaluation or assessment of the candidate's contributions in this area from the organization itself and such evidence should be included in the dossier. Philanthropic involvement in community activities may be considered to the extent that such service contributes to the individual's, as well as the department's, scholarship and teaching activities. The candidate should document this work in their dossier. The department chair and the P&T committee must concur that the work is relevant, important and meaningful in order for evidence to be included in the external evaluation material.

A. Candidate's Statement

- The candidate's statement should provide a clear overview of the scope of one's service activities.
- The candidate's statement should assist the committees in understanding how one's service is tied to one's teaching and scholarship activities.

B. Evidence of Service Activities

- Service to the larger community (local, state, region, national, and international), including outreach, training, and technical assistance.
- Consultation and professional assistance to local, state, region, national, and international community groups and agencies
- Direct services to community organizations, professional groups, business and industry (e.g., community boards, commissions, task forces)
- Cooperative activities with governmental and community agencies
- Requested and voluntary contributions to the community such as presentations, seminars, conferences, workshops, articles, TV and radio appearances
- Responsibilities in professional organizations (e.g., committee assignments, offices)
- Reviews of articles and grant proposals
- Contributions to the University, College and Department: Committee membership and leadership in the University, College of Education and Human Development, and Department of Human Development and Family Studies
- Non-course related instructional activities (e.g., workshops, seminars, conferences) for the enhancement of the department, college, and/or university
- Interdepartmental activities, coordination and assistance
- Mentoring of junior faculty
- Recruitment and promotional activities
- Career, professional, and personal advisement to persons outside the department and/or college

- Special contributions to the goals of the units
- Planning and development for the units
- Coordination, direction and/or supervision of experiential learning activities

CRITERIA FOR PROMOTION AND TENURE The Department and the College value the **integration** of teaching, scholarship and service. As such, while the candidate is required to organize materials into three distinct categories, the dossier should be evaluated as a whole. Specifically, the decision to promote or not to promote the candidate should be based on the overall excellence of contribution of the candidate to the Department, College and University mission. Although faculty members must strive for excellence in teaching, scholarship, and high quality service, there is the expectation that each faculty member will have a unique dossier, which reflects his/her individual pattern of excellence. Given the overall mission of the Department, there is recognition that faculty will often be intensely tied to developing programs and working in community and/or center settings. Substantial/significant contribution in the area of service is expected and must be recognized as such. Service includes activities rendered for the benefit of the Department, College, University, profession, and/or the local, state, regional, national and international communities. In the promotion process, the willingness to undertake such work and competence in performing it is highly valued, as is service that is integrated and consistent with a faculty member's scholarly and teaching foci. The areas for evaluation must be consistent with the workload agreements for the period under review. A candidate for promotion must demonstrate excellence in scholarship and teaching and have high quality performance in service. It is understood that excellence is based on quality and not quantity. Therefore, consideration to workload allocation and the amount of time spent in each area scholarship, teaching and service will be reflected in the evaluations. Regardless of profile and relative amount of time and effort across activities, there should be unmistakable evidence that the individual has progressed professionally and will continue to do so. A satisfactory or adequate record in any category is not sufficient; there must be very clear indication, based on hard evidence and outside peer evaluations, that the candidate has in fact attained high levels of accomplishment. Each eligible P & T committee member has a single vote, based on the evaluation of the overall dossier, to promote or not to promote the candidate.

Promotion to Associate Professor and the Granting of Tenure

Teaching Demonstration of teaching excellence is expected of each candidate. Candidates should have had an opportunity for graduate and undergraduate teaching and should have demonstrated effectiveness at both. The candidate should document a record of consistent growth in instruction. Teaching excellence also includes the availability and effectiveness of the faculty member in mentorship and advisement of undergraduate and graduate students. In general, to receive a rating of excellence in teaching the candidate must have established a highly successful teaching program, which satisfies the high standards of the department. Such a program will typically involve not only excellence in the classroom itself, but also excellence in additional dimensions such as major contributions to the department's teaching mission or contributions to the teaching field. Evidence of teaching excellence will typically include some or all of the following:

- Peer evaluations solicited or provided by the P & T committee
- Student teaching evaluations
- Teaching awards or other noteworthy recognition for excellence
- Significant contributions to the instructional programs of the department
- Significant curricular development or revision
- Involvement in the Scholarship of Teaching and Learning, including the provision of training for

educators or the publication of course materials.

There is a range of qualities that excellent teachers exhibit. While it is not prudent, nor is it useful, to spend time and effort documenting achievement in all of the areas listed below, evidence of excellence in teaching may be documented through:

--Coherent course design. A transparent alignment between course objectives, instructional activities, and assessments is one hallmark of excellent teaching. Students should be able to see and understand how and why the goals, activities, and assessments connect.

--Evidence that students benefitted. Outstanding teachers don't just assume that they succeeded. They collect and analyze evidence to see how well the students learned the course material.

--Multiple modes of instruction. Excellent teachers make use of a repertoire of instructional strategies appropriate to the material being shared and can be used to engage learners and meet the varying learning needs of their students. The skill set includes the appropriate use of technology and also encompasses older pedagogical methods that predate current technology.

--Data driven improvement strategies. Instructors formulate a problem of practice to solve, change their teaching to address this problem, and then determine whether the change was an improvement. This process involves the use of data from students to improve instruction—both during the semester (revising the course for those students) and after the semester (revisions for future students).

In evaluating teaching evidence the Promotion and Tenure Committee will carefully consider all aspects of the candidate's contribution to the department's teaching mission, based on their soundness, rigor, quality, depth, and applicability to the level of the students, and will weigh the balance and quality between the types of evidence provided. No one piece of evidence will be considered necessary or sufficient for a rating of excellence. For example, superior scores on student teaching evaluations or teaching awards must be accompanied by other convincing evidence to merit a rating of excellence. Additionally, superior scores on course evaluations and teaching awards are not required for a rating of excellence, provided the other evidence is sufficiently strong and convincing.

Scholarship

The candidate must have established an ongoing, excellent research program, of significance to the field of Human Development and Family Studies. Major emphasis will be on research carried out and completed during the period under review. The candidate must demonstrate the ability to organize and sustain a viable research program. The research program may be related to previous doctoral or postdoctoral research, but must show further significant development. It must be shown that the candidate has contributed in a vital and innovative way to any collaborative research.

Publication of the results of research is expected. Peer reviewed articles, monographs, books and chapters in books are valued. The candidate's work should be presented at institutions and regional and/or national meetings.

Both the amount and quality of research will be considered. Publication in refereed journals with national distribution is an important indicator of the quality of research. Since research in some areas produces fewer publications for a given effort, the quantity of publication per se is less important than quality and will be considered in the light of the field, the teaching load, the number of graduate students and the service commitment.

Other evidence of the quality of the research includes the direction of undergraduate, honors, masters and doctoral research as well as serving on these committees. It may also include the following: invited papers and lectures, awards, reputation in his/her field among peers, and anticipation of a trajectory of national significance in his/her research specialty.

In evaluating the candidate's scholarship, given the Department's emphasis on the integration of teaching, scholarship, and service, the Promotion and Tenure committee will carefully consider all aspects of the candidate's research program and will rate the quality of the evidence provided.

Service The candidate must have established a service presence in the university, in their professional field and to the extent possible, the community, as a participant in his or her field of study. Consistent participation and contribution to department and college committees must be evidenced. Effective leadership in the profession, community, or within the university will be considered favorably.

Promotion to Full Professor To be eligible for a positive recommendation for promotion to the rank of professor, a candidate must have maintained excellence in their scholarship and teaching and have demonstrated continued professional growth as a scholar and teacher. In evaluating a candidate for this rank, the committee employs demanding standards that require continued achievement beyond that necessary for promotion to associate professor.

Teaching To receive a rating of excellence the candidate's overall contribution to the department's teaching mission must be superior, and the candidate must demonstrate significant initiative in supporting this mission. A case for an excellent rating in teaching must be thoroughly documented with substantial evidence from the items listed above. In addition, it is expected that candidates for promotion to Full Professor will have engaged in significant mentorship of teaching activities with colleagues and students.

Scholarship To be rated as excellent in research a candidate typically will have 1) established a successful research program, evidenced by a substantial body of work accepted for publication in well-regarded, refereed journals (or their equivalent); 2) received strong support from external reviewers; and 3) provided evidence that significant contributions to the research mission of the department will continue beyond promotion.

Evaluation of the quality and quantity of the candidate's research will be based primarily on published work conducted during the candidate's tenure as an Associate Professor. Success in obtaining external funding strengthens a candidate's case for promotion to professor; however, such success is neither necessary nor sufficient for attaining a rating of excellence in research.

Service In the promotion process, the willingness to undertake service work and competence in performing it is highly valued, as is service that is integrated and consistent with a faculty member's scholarly and teaching foci. The candidate must have contributed to the units and his or her field of study at a regional, national, or international level. Within the university, administrative work,

leadership on major committees, special assignments, and interdepartmental work are examples of work that is expected for a candidate who will successfully achieve the level of professor. Within the community, the candidate must have established leadership within his or her field of study, including but not limited to such activities as board and commission membership and the holding of offices; the development of major community-based programs; leadership in professional organizations; or consultation at a regional, national, or international level. In addition, the candidate may have established service to his or her field that is reflected in such forms as reviewing grants or program proposals, the dissemination of scholarly information to general audiences, and/or activities in the policy and legislative fields.

Special Considerations The preceding does not preclude the possibility that, in the future, an assistant professor or an associate professor may have duties (of either short or long duration) differing substantially from the above expectations. If such is the case, there should be a clear written understanding on the part of all parties of what is expected and what criteria will be used in the evaluation for promotion or contract renewal.

Candidate's right to appeal

The candidate has the right to appeal the decision at all levels. Such an appeal shall be in the form of a written response delivered to the committee or administrator within five working days of the candidate's receipt of the recommendation letter. It is then the Committee's, Department Chair's or Dean's responsibility to consider and respond to the appeal in a timely manner.

Criteria for reappointment and for promotion without tenure for Continuing Track (CT) Faculty

Continuing track faculty in HDFS are eligible for peer review and for promotion without tenure provided they meet the same criteria as tenure track faculty, as adjusted to appropriately reflect workload agreements. **As most CT faculty have substantial commitments to the teaching mission of the Department, CT faculty are expected to achieve a rating of excellence in teaching in order to be eligible for promotion.**

All faculty in HDFS are expected to meet high standards of quality when being considered for re-appointment or promotion. The process of peer review must reflect the quality with which the individual faculty member's workload has been conducted. **Decisions for reappointment and for promotion are based on evidence of excellent teaching and high quality performance in the other areas of their assigned workload** (e.g. research and service and their integration), as consistent with approved workload agreements for the time period in review.

Evidence

All CT faculty who are candidates for peer review, reappointment, or promotion must prepare a dossier including the evidence listed below. While the evidence that is required is described in convenient clusters, the dossier must be organized in the manner specified in the University of Delaware Faculty Handbook. The candidate collects, organizes, and displays a majority of the evidential materials presented in the dossier. The Departmental P&T Committee initiates the collection of evidence which is included in the dossier, but that is not made available to the candidate (e.g., external peer review letters, committee-solicited teaching evaluation letters from students).

Evidence to be prepared by the candidate:

1) Official description of annual faculty workload since last promotion or review.

2) Teaching

- a. Teaching statement. The teaching statement describes the candidate's teaching responsibilities since the last review. In addition, it includes the candidate's perspectives regarding goals, activities, assessment, and reflection. To the extent that one's responsibilities include working with student teachers, interns, or student clients, the teaching statement should include this activity and the values, goals and practices associated with it. The candidate should address the significance of the teaching activity in light of the overall workload, and its integration into scholarly and service activities, if so assigned in their workload agreements.
- b. Descriptions of curriculum development activities for the classroom, in graduate, undergraduate or preschool classrooms.
- c. Description and analysis of curriculum. CT Faculty should present a narrative rationale addressing the structure, content, conduct, assignments and assessment of a course.
- d. Student course evaluations, record of curricular development, peer reviews of teaching activity or materials, documentation of advisement, and student testimonials constitute appropriate documentation of teaching and advising effort.
- e. Artifacts of supervisory practice. The candidate will array evidence such as seminar schedules, examples of formative evaluation reports given to students, examples of summative, and final evaluation reports (protecting the privacy of the student in doing so). The candidate may supply narratives to describe the artifacts and how they demonstrate high quality practice.

3) Scholarship

- a. Statement of scholarship. The scholarship statement describes the candidate's scholarly activities since the last review and a clear statement of the approved workload agreement for the time period covered. The candidate should address the significance of the scholarly activity if it is part of their assigned workload in light of the overall workload, and its integration into teaching and service activities.
- b. Documentation of research activity as appropriate for workload. Copies of presentations, publications, etc. should be submitted to provide the committee with materials that can be evaluated for quantity and quality of research activity. Materials can include drafts of work in progress, accounts of collaborative efforts, or other evidence that the candidate deems appropriate.

4) Service

- a. Service statement. This statement describes the candidate's contributions to the Department, the College and the University, and to the community or the profession. Rather than merely

listing activities, candidates should provide brief descriptions of their role and achievement in different service activities. The candidate should address the significance of the service activity in light of the overall workload, and its integration into teaching and scholarly activities.

- b. Documentation of service activity. Evidence of committee participation and or effectiveness as an office may be submitted. Letters from organizations served would also document service effort.

Evaluations prepared by others

- 1) University student evaluations from courses or clinical experiences. The evaluations will be collected by standard departmental procedures. Candidates for review are responsible to summarize and analyze the evaluations in a manner that reflects quality of teaching across the time period under review.
- 2) Letters from University Students who were supervised in internships or student teaching placements. These letters will be solicited by the P&T committee and the committee will place them into the dossier once candidate has submitted it. These letters are confidential, and not accessible by the candidate.
- 3) Peer review from others in the department who have observed the candidate in conducting their teaching or supervisory responsibilities. The Departmental Promotion and Tenure Committee will arrange for the observations to occur. Resulting letters will be solicited by the P&T committee and the committee will place them into the dossier once candidate has submitted it. These letters are confidential, and not accessible by the candidate.
- 4) External reviews from faculty members outside of the department who have been provided with teaching and scholarship materials, as appropriate to workload, for review. These letters will be solicited by the Department Chair with the assistance of the P&T committee and the committee will place them in the dossier once the candidate has submitted it. These letters are confidential, and not accessible by the candidate.

Committee Composition: The departmental Promotion and Tenure Committee is the body charged with 2 year, 4 year and promotion reviews, as well as post-tenure and post-promotion reviews. For considerations of CT faculty, the Assistant Professor position is dropped from the committee and another CT faculty member (elected during regular departmental committee elections) will serve as the 4th member of the Promotion and Tenure Committee. CT faculty members will not participate in evaluations of tenure track faculty. For consideration of CT faculty evaluations, the CT faculty member on the committee will participate fully in discussion of evidential materials and writing committee recommendations. For cases of reappointment or promotion, all committee members must be of higher rank than the candidate. In cases of peer review, committee members may be the same rank as the candidate.

Timetable: The timetable for review for CT faculty will mirror the established deadlines for tenure track faculty. If the dossier is being prepared for promotion, those deadlines pertaining to promotion

and tenure must be subscribed to. If the dossier is being submitted for reappointment, the timetables for 2 and 4 year reviews of tenure track faculty must be followed. Recommendations regarding reappointment are based on a majority of votes supporting reappointment. Recommendations of the committee are forwarded to the department chair for further evaluation and action, just as in the case of promotion or peer review for tenure track faculty.

Promotion on the Continuing Track: Faculty on the continuing track have a specific contracted primary area of responsibility (teaching, research or service). Promotion of CT faculty members is to be based on excellence in one role, aligned with the preponderance of workload during the period at current rack. For promotion, CT faculty members will need to demonstrate at least high quality performance in other areas presented in their workload.

Assistant Professor (CT): Apart from earning the doctorate or other appropriate terminal degree, the requirement for appointment as assistant professor is the demonstrated ability to achieve excellence in the primary contracted area of responsibility, with the determination to make positive contributions to the other areas. For appointment to this rank, past achievements must provide evidence of potential for future growth and accomplishment in the contracted areas of responsibility.

Associate Professor (CT): For CT faculty seeking promotion to associate professor, the individual must show excellence in the primary contracted area of responsibility. There should be unmistakable evidence that the individual has progressed in the primary contracted area of responsibility during the time as an assistant professor, and that the applicant will, continue to make significant contributions. A merely satisfactory or adequate record in the primary contracted area of responsibility as an assistant professor is not sufficient to warrant promotion. There must be clear indications, based on hard evidence and external evaluations, that the candidate has attained high levels of accomplishment in the primary contracted area of responsibility, and has also significantly contributed to the other area(s). When the predominant role is teaching or service, appropriate external evaluations can be performed locally, but should be external to the academic unit.

Professor (CT): The rank of professor is reserved for truly outstanding individuals who demonstrate a reputation in the primary contracted area of responsibility, and significant, high-level contributions in the other area(s) since the last promotion. Demonstration of reputation generally requires strong evidence of significant levels of scholarship in the primary contracted area of responsibility. The candidate's claim to have met these requirements must be thoroughly and completely demonstrated by external evaluations and hard evidence. When the predominant role is teaching or service, appropriate external evaluations can be performed locally, but should be external to the academic unit.

Changes in Unit Priorities

Consistent with section 4.4.11 of the University of Delaware Faculty handbook (<http://facultyhandbook.udel.edu/handbook/4411-changes-unit-priorities>), when departments and colleges change priorities (e.g., development of a graduate program, reorientation of the direction of departmental teaching at all levels) there are faculty members hired when their departments had one set of priorities that are now at some disadvantage because of the change. Departments have clear obligations to recognize such situations and to provide such faculty members with both the time and the resources to accommodate themselves to the new priorities. Those faculty who are candidates for promotion and/or tenure during the probationary period have the right to be reviewed under the policy and procedure in force at the time of hiring, rather than under any revised policy or procedure subsequently adopted. Any candidate for tenure who wishes to be considered under the policy and procedure in force at the time of hiring must do so by informing the Department Chair of his or her desire at the time of the initial written application for promotion. Faculty who are candidates for a promotion subsequent to the granting of tenure and/or promotion during the probationary period shall be reviewed under the policy and procedure in force at the time they declare such candidacy for promotion. (Revised by the Faculty Senate 4/7/80; Approved by the Board of Trustees 12/10/80; Revised by the Faculty Senate 4/97, 2/98 9/14/98.) Rev. 4/20/13; 10/1/15