

## ***ELI Promotion Policies and Procedures***

**Approved by ELI faculty on July 8, 2004**

The English Language Institute (ELI) is a service-oriented, self-supporting unit of the University of Delaware. Through its Intensive English Program, the ELI offers English language instruction and academic and cultural orientation. Its clients include international students wishing to improve their language skills for matriculation into graduate or undergraduate programs and professionals wanting to improve their language skills for career advancement. The core program of academic, business, and culture track Listening/Speaking and Reading/Writing classes operates year-round in six 8-week sessions. Significant ELI services to the University include the testing and screening of international students and providing English as a Second Language expertise for international projects and grants. Some ELI faculty members teach in the MATESL program as well as provide training and supervision for MATESL candidates. Special programs offered by the Institute include pre-academic language training for conditionally admitted or pre-admitted graduate and undergraduate students; short term English for Specific Purposes Programs; the University of Delaware English as a Foreign Language Teacher Training Institute; and the International Teaching Assistant Training Program. In addition, there is a Corporate Program of Business English for professionals, serving local and international corporations. ELI faculty members also regularly serve as visiting professors at overseas universities. Finally, the Institute jointly administers and provides teachers for the elementary and intermediate Limited English Proficiency Programs of the Christina Schools.

Teaching comprises the heart of the ELI professional's performance. At the ELI, pedagogy is paramount because the Institute exists only so long as it satisfies its clients'/students' goals. This fact is reflected in a teaching load which is heavier than that carried by most of the other academic units at the University of

Delaware. Continuing contract faculty who hold the rank of Instructor are required to possess a Master's degree in Teaching English as a Second Language (TESL) or a related field and to have at least 3 years' teaching experience in an intensive English language program.\* Institute faculty, who typically hold either 10-month or 11-month contracts, have administered workloads that often assign a weighted effort of 90% for teaching and 10% for service.

The promotion ladder described herein recognizes the professional achievements of ELI faculty and offers career growth. "Promotion" in this document refers to the act of reclassifying faculty who hold non-tenure track positions to the ranks of assistant, associate, or full professor.

#### Promotion to Assistant Professor

A faculty member who wishes to apply for promotion to the rank of Assistant Professor must have a minimum of 6 years Intensive English Program (IEP) experience. It should also be noted that although new faculty generally enter at the Instructor level, those newly hired faculty who have attained a higher faculty rank at other universities or departments may apply to retain their prior rank, provided they meet all of the criteria contained in this document for each respective rank.

In assessing a candidate for promotion to the rank of Assistant Professor, the Peer Review and Promotion Committee is to look for excellence in teaching and service and, where applicable, scholarship, based on the candidate's individual workload agreement over the previous period of at least six years.

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\*In accordance with UCIEP (Consortium of University and College Intensive English Programs) guidelines, full time faculty hired after 1999, must have prior ESL/EFL teaching experience and at least a master's degree in TESL/TEFL, or a master's degree in a related field with coursework in the areas of linguistics, culture and society, educational foundations, second-language pedagogy, second-language assessment, and language teaching practicum.

## Criteria for Promotion from Instructor to Assistant Professor

The candidate's performance in the area of teaching must be consistently ranked on supporting documents at or near the level of excellent (e.g., on course evaluations the number 2 designates "very good" and 1 designates "excellent;" therefore, the candidate's evaluative ranking must be consistently less than 2). In reviewing an applicant's submission in teaching, the Peer Review and Promotion Committee is to consider the quality of performance, the consistency of quality in performance, and the scope of teaching experience. The Committee's evaluation will include both quantitative and qualitative assessments. Where applicable, the candidate's teaching performance is to be measured by student course evaluations, peer reviews, unsolicited student comments, and qualitative student evaluations. The Peer Review and Promotion Committee will also make a special effort to estimate the commitment, dedication, and general teaching reputation of the candidate beyond classroom performance. In assessing teaching excellence for promotion to the rank of Assistant Professor, the Peer Review and Promotion Committee will expect a well-rounded and distinguished performance.

In order to be considered for promotion, the candidate will submit a dossier, documenting his or her professional accomplishments during the previous period of at least six years. A candidate should endeavor to present his/her case effectively but succinctly. Although each dossier will differ, reflecting the individual accomplishments of each candidate, the following general guidelines should be followed.

### **The dossier will include:**

- A. A list of potential external reviewers: The list should include three individuals who are familiar with the candidate's work. (The Committee may or may not choose to use these reviewers.)
- B. An updated curriculum vitae: The vitae should list presentations and publications, courses developed and/or taught, students advised and other instructional activity, grants and contracts obtained, professional development activity, service, and research projects.
- C. A personal statement: This may be up to five pages in length, highlighting particular achievements or areas of activity to which the candidate wishes the committee to pay particular attention.
- D. Copies of the candidate's individual workload agreement: The candidate will include a copy of the workload agreement for each year under review.

**And where appropriate, the dossier will also include:**

E. A representative selection of former students: These are to be references who can attest to the candidate's work, with complete home addresses and, where possible, email addresses. Unsolicited comments from students may also be included.

(Note: Candidates are not required to submit annual evaluations by the Director or class observations by ELI administrators, though these may be included at the candidate's discretion.)

### Teaching

*The following additional items must be included in the dossier as collective evidence of teaching quality and effectiveness:*

Course Evaluations.\* Complete statistical summary sheets for all courses taught in the most recent three years, along with the corresponding evaluation prompts for each distinct course. A representative sampling of students' written comments should be included.

Course Development. Summaries of courses created, as well as the nature of substantive changes and enhancements made to each regularly taught course.

Advisement. A statement of advisement activities which may include counseling students on professional or academic objectives and/or progress, clarifying personal linguistic goals and expectations, helping with cultural adjustment, and providing advice for learning success, future ELI course selection, and referrals for counseling. Moreover, for more advanced ELI students, advisement may include guidance on graduate/undergraduate plans or professional development opportunities. In the case of those teaching in the public schools, it may include parent/teacher meetings regarding students. (Note: "Advisement" is distinct from activities such as assisting students on particular course assignments.)

Student Testimonials. Letters or emails from a representative selection of students and advisees attesting to the faculty member's effectiveness as an instructor or advisor. (Note: This item does not apply to faculty in public school settings.)

Faculty Development and/or Mentoring. Evidence of mentoring or training ELI colleagues and/or documentation regarding the conducting of internal or external teacher training workshops provided through ELI programs.

Conference Presentations. Evidence of presentations at professional meetings (regional, national, or international).

The following item may be included:

Teaching of non-ELI courses. Course evaluations for classes taught in other UD departments.

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\*In those courses where student course evaluations are not administered/required (such as in public schools), faculty must include teacher observations in lieu of course evaluations.

### ***Service***

***The demonstration of excellence in service can be made through documentation of accomplishments in the following areas:***

Leadership on Committees. Demonstrating leadership on standing and ad hoc committees at the University, College, or academic unit level is required. The dossier should document the leadership and committee accomplishments and include evidence (through committee minutes, input from colleagues and administrators, annual reports by committee chairs, or other sources) of the effectiveness of the candidate's service.

Special Projects and Assignments. Coordinating a special program, writing grants, editing ELI publications, coordinating a campus colloquium series or conference, supervising student teachers, or advising a student organization. The submission should include a description of the activity and its importance to the mission of the ELI, CHEP, or University as a whole. Evidence of the effectiveness of the candidate's effort is required.

Service to the Profession. Participation in professional organizations and societies (state, regional, national, or international level) as an officer, committee chairperson, editor, advisory board member, completion of a special project, or consultancy.

Community Service. Service to community organizations, documented by descriptions of services provided and letters of appreciation/evaluation.

Publications and Performances. Articles, speeches, and other performances in fields other than ESL. (Note: A cross-disciplinary article that is at least partially applicable to ESL would be included in the scholarship section. Articles pertaining to fields other than ESL would be included here.)

### ***Scholarship***

Prior to July, 2004, "scholarly & creative activities and/or professional development" were required of all full time ELI faculty. Effective July 1, 2004, the unit's newly approved workload agreement reflects a 90% teaching (which includes professional development—e.g., attending and/or presenting at conferences, participating in training workshops, taking course work, etc.) and 10% service distribution for many, though not all, faculty members. Faculty members may elect the Summer Research Option to continue their scholarly pursuits, which effectively changes their workload distribution. ***The Peer Review and Promotion Committee***

***must refer to the individual workload agreement for each year of the candidate's performance to evaluate the quality of scholarship.***

The scholarly record (where appropriate) for promotion to Assistant Professor should include evidence from one of the following categories:

1. juried articles,
2. published textbooks,
3. scholarly or professional books,
4. monographs published by a professional society,
5. chapters in an edited book,
6. a published video or multi-media work,
7. instructional software,
8. principle or major contributing writer for a curriculum,
9. articles in professional publications, or
10. development of tests used across the Institute curriculum or published.

The evidence for the quality of scholarly work includes: the reputation of the publisher, an editorial process that involves several experts, published reviews of the work, citations, evidence of impact or influence of the work on the profession, and solicited letters from experts about the quality of the work.

#### **Promotion to Associate Professor**

At any time after the appointment or promotion to the rank of assistant professor, a candidate may apply for promotion to the rank of associate professor. Only documentary evidence from the intervening period may be included in the dossier. The candidate must meet the requirements previously listed for promotion from instructor to assistant professor (see page 3 for dossier requirements). Since teaching is a primary part of the mission of the ELI, the candidate's performance in the area of teaching must continue to be ranked on supporting documents at or near excellent.

***In addition, the following teaching evidence must be provided:***

Evidence of presentations at professional meetings or conferences at the regional, national, or international level at least once every two years.

Evidence of respect and leadership within the ELI faculty as a mentor, material writer, and/or curriculum developer.

In the areas of service and/or scholarship (where the candidate's workload agreement makes it appropriate), the candidate must show evidence of increased scope of activity or influence in the profession.

Evidence of at least one of the following must be provided:

1. Evidence of professional meritorious service at the national level.
2. Scholarship from at least two of the ten categories for scholarly activity.

### **Promotion to Full Professor**

At any time after the appointment or promotion to the rank of associate professor, a candidate may apply for promotion to the rank of full professor. Only documentary evidence from the intervening period may be included in the dossier. The candidate must meet the requirements previously listed for promotion from assistant professor to associate professor (see previous sections). Since teaching is a primary part of the mission of the ELI, the candidate's performance in the area of teaching must continue to be ranked on supporting documents at or near excellent.

***The following additional teaching evidence must be provided:***

1. Evidence of presentations at professional meetings or conferences at the national or international level at least once every two years.
2. Teaching within the MATESL or other graduate level programs.

***The following additional service evidence must be provided:***

1. A national reputation as either a scholar or a leader in the field.

***The following additional scholarship evidence must be provided (where appropriate to the candidate's workload agreement):***

1. Multiple scholarly works from at least two of the ten categories, which must include multiple submissions of juried articles, chapters in a book, monographs, or scholarly/professional books.
2. Evidence of scholarship that has made an important contribution to the candidate's field.

### **The Peer Review and Promotion Committee**

The Peer Review and Promotion Committee is a standing committee, as described in the ELI By-Laws. Its membership is determined as follows:

Three faculty members, all of whom having passed a peer review, with two of the members either having earned the rank of Assistant Professor or having passed a thirteenth year review. One of the faculty members will serve as Chair and will be responsible for any written reports or recommendations on behalf of the committee. Members will serve three-year alternating terms. Candidates for membership to the Peer Review and Promotion Committee shall be approved by a vote of the full time faculty. The Director shall appoint a chair from among the faculty-approved committee members.

In determining a candidate's eligibility for promotion, the Peer Review and Promotion Committee will do the following:

1. Solicit external reviews of the candidate. Although the candidate may supply a list of suggested reviewers, the committee itself will determine a balanced list of external reviewers. The Committee will send copies of the candidate's dossier (see below) to these reviewers, and add the reviewers' responses to the dossier. Where appropriate, such as when addressing areas where there is ambiguity or concern, the committee will conduct phone interviews with external reviewers.
2. Review the dossier and request additional materials from the candidate if needed.
3. Make a final recommendation by October 1.
4. Inform the ELI Director and the candidate in writing of the recommendation of the Committee concerning the candidate's promotion. This statement will be signed by all members of the Committee and will include a list of reasons for the action recommended. The statement will address each of the areas of activity: instruction and service and, where applicable, scholarship.
5. After reviewing the candidate's dossier, the Peer Review and Promotion Committee will submit its written recommendation to the ELI Director. In making its recommendation, the Peer Review and Promotion Committee is to follow the guidelines contained in the Faculty Handbook, Chapter 3, Section K and include a rationale for its decision. The ELI Director will add his/her recommendation and forward the dossier to the Dean of CHEP, to the University Promotions and Tenure Committee Chairperson, and to the Vice Provost.

### Appeal Process

A candidate who receives a negative recommendation from the Promotion Committee and/or School Director may schedule a meeting with the Committee and/or Director to consider additional evidence, which the candidate may add to the dossier to clarify or enhance it. The Committee and/or director will consult with the candidate regarding this additional evidence within 15 days from the time the candidate is informed of a negative recommendation and must render a final recommendation within ten days after the consultation. Further appeals may be provided to the College Promotion and Tenure Committee, which will consider any written appeal the candidate may wish to make of the decisions rendered by the Peer Review and Promotion Committee or the College P & T Committee.

### Deadlines

The time schedule for the Promotion process will be as follows (note that dates given are to be taken as indicating the closest working date):

**March 15<sup>th</sup>:** *The faculty member must notify the ELI Director of the intention to be considered for promotion.*

**April 15<sup>th</sup>:** *The faculty member must deliver a list of potential external reviewers to the Peer Review and Promotion Committee Chair.*

**April 30<sup>th</sup>:** *The Peer Review and Promotion Committee must deliver a set of potential reviewers to the candidate. Each must indicate conflicts of interest that might exist with any of these potential reviewers or any member of the ELI's faculty with regard to the evaluation of any aspect of the dossier.*

**September 1:** *The dossier must be submitted to the ELI Director. It must also be made available to the faculty as a whole for comments.*

**September 20:** *Faculty comment period ends.*

**October 1:** *The Peer Review and Promotion Committee sends its recommendation letter to the ELI director.*

**October 15:** *The Director sends the Peer Review and Promotion Committee's letter and the Director's letter to the College P & T Committee.*