



AUBURN UNIVERSITY

COLLEGE OF LIBERAL ARTS

Promotion and Tenure Guidelines

Department of
Speech, Language and
Hearing Sciences

06/2024

Guidelines for Tenure-Track Faculty Promotions in the Department of Speech, Language, and Hearing Sciences (SLHS)

(Ratified by Tenure-Track Faculty December 7, 2009; Updated and voted on by
faculty in 2024 to align with appointment letters)

Introduction:

The SLHS guidelines for tenure-track faculty promotions are supplemental to the Auburn University Faculty Handbook and College of Liberal Arts guidelines. Since the basic and fundamental review of faculty takes place within the department, the purpose of these guidelines is to describe and elaborate upon the criteria and guidelines for promotion and tenure at the departmental level. Therefore, it is important for faculty to study carefully the criteria, requirements, and procedures outlined in these guidelines and in the University and College documents. In the event of conflict among documents, their precedence is University, College, Department. All changes made to these guidelines must be voted on for approval by tenure-track faculty.

Departmental Profile:

The reader is reminded that the Department of Speech, Language, and Hearing Sciences represents clinically-applied disciplines. It operates the fully-functioning AU Speech and Hearing Clinic as an educational laboratory for students. Faculty members are expected to teach, interface with clinical instruction, research, and provide service. The department offers the undergraduate and master's degrees in Speech, Language, and Hearing Sciences as well as a Doctor of Audiology clinical degree. These graduate programs are nationally accredited and have been so for over fifty years. The department does not offer the research degree of Ph.D. and does not require faculty to receive large national grants; however, evidence of pursuit of extramural funding is necessary. The mission of this department is to train the next generation of speech-language pathologists and audiologists eligible for national certification. A full mission statement is available from the department. This present document elucidates, in summary form, performance indicators as a guide for success in annual reviews, at the third year point, and at evaluation for promotion and tenure.

Performance Indicators:

Consistent with the *Faculty Handbook*, the assigned level of effort (expressed as a percentage and determined annually) guides all assessments. Typical assignments in the Department of Speech, Language, and Hearing Sciences reflect 50% instruction, 45% research, and 5% service. Some faculty may carry alternate assignments, such as clinical instruction (supervision of students in the AU Speech and Hearing Clinic as distinct from classroom teaching), clinical outreach (efforts beyond the campus Clinic), or national/international service to the profession equivalent to one or more courses. Performance indicators described in each section below reflect the typical distribution.

Also, consistent with the *Faculty Handbook*, all reviewers are to evaluate a candidate based on these assigned percentages and in the context of the discipline and departmental mission. Often external reviews of a candidate are sought from Ph.D. granting, peer or aspirational institutions to gain an outside perspective on the candidate's professional contributions. However, care must be exercised in interpreting letters when teaching loads and research expectations at the other institutions differ from the candidate's job assignment at Auburn.

Instruction consideration includes the following (adjusted as necessary per assignment) at all ranks. The typical 50% assignment for instruction reflects 15 credit hours or 5 fully-enrolled courses (or course equivalent in the clinic) per academic year (this excludes low enrolled courses such as

independent study, readings, graduate research project, and thesis). Following the College of Liberal Arts guidelines, each 3-hour course contributes 10% to the faculty member's load (5 courses = 50%). The candidate should work collaboratively and cooperatively with other faculty in the areas of teaching to advance the mission of the department, college, and university. Other guidelines include:

Evidence of teaching quality, or growth over the years, is measured by student course evaluations and peer evaluations. For course evaluations using AU eEvaluate, candidates select at least one evaluation report from each of the last three academic years and include a copy of the questions asked, the spread of numerical responses to all questions, all student comments in unedited form, and grade distribution. The candidate should also include one peer evaluation using the departmental template from each of the last three years.

When clinical teaching is part of the assignment, evidence of quality may include: (1) student clinician supervisee satisfaction using data from an anonymous electronic survey at the end of each semester, number of cases evaluated or seen for on-going treatment during the semester or year, (3) weekly average number of clinical clock hours supervised, and (4) financial impact (e.g., amount of patients fees brought into the clinic, or equivalent if fee was waived).

Evidence on the annual evaluation that the faculty member is collegial in contributing to the development of the overall department as well as to specific programs within it.

Rubrics for counting and rewarding other instructional activities are contained in the department's annual evaluation document.

Research issues cited in the *Faculty Handbook* must be followed by all candidates and reviewers; while these are not repeated in this document, noteworthy elements address authorship, sustained productivity, and growth from a regional to a national scholar. Helpful departmental clarifications and consideration includes the following (adjusted as necessary per assignment). Also the candidate should work collaboratively and cooperatively with other faculty in the area of research to advance the mission of the department, college, and university.

An interplay of quality and quantity must be taken into account at each rank. Some forms of scholarship are more elaborate and time-consuming than other forms. *All evaluators must resist the notion of "bean counting" and so any numbers cited are merely for guidance and are not hard and fast requirements. The complete dossier and candidate's total performance must be taken into account.* In light of these caveats, candidates seeking promotion at all levels should strive for:

Publication productivity, when balanced with a comprehensively strong dossier, averaging 1-1.5 refereed publications, or equivalent*, per year is a guideline for candidates. Said another way, approximately 7-9 refereed publications (or equivalent*) may be acceptable for a candidate bidding for promotion to associate professor and for tenure but a stronger dossier – such as the dossier of a candidate bidding for promotion and tenure *early* - will contain at least 10 referred publications (or equivalent*). This number can include publications the candidate brings with them; however, a consistent track record of publications during their time at Auburn is expected. Candidates are also expected to demonstrate an active and sustained track record in the pursuit of grants and evidence of progress toward extramural funding. For further advancement, a candidate's maturation is enhanced by time in rank, additional publications, and evidence of an expanded national/international reputation in the field or subfields. For candidates bidding for promotion to professor a case may be made for readiness with at least 18 refereed publications (or equivalent*). However, a stronger case for readiness may be made with evidence of 20-22 publications (or equivalent).

Nationally/internationally refereed journal publications, especially those that are experimentally-based applied or pure research is the gold standard in the discipline. Faculty members should populate their dossier with publications of such quality. Avoid dependence on "think piece" publications. A

balance of types is acceptable. Author citation is generally listed in order of contribution to the project, with this exception. Departmental faculty members typically allow

thesis or capstone research students to be cited first. In the dossier, the candidate must indicate percentage of his/her contribution, as indicated in the *Faculty Handbook*.

Internal and external research collaboration is encouraged. However, there is a departmental expectation that the candidate show evidence of independent thinking and ability to lead research projects.

*Equivalent publication activity is considered as follows in the department so long as the product is peer-reviewed: 1 book with a national publisher is equivalent to 3 refereed journal articles; 1 book chapter with a national publisher is equivalent to 1 refereed journal article.

*Invited journal articles and invited book chapters reflecting the candidate's stature may count as equivalent to 1 peer-reviewed publication each.

*Books published by regional presses may equate with 1 or 2 journal articles, depending on the justification made by the candidate.

A dossier can be strengthened in the minds of reviewers when articles are published in the most reputable journals within the discipline or subfield.

Journal impact factor information is recommended.

A candidate's scholarly reputation can be demonstrated and his/her dossier strengthened in the minds of reviewers when the professional utility of articles can be demonstrated. Citation index data are recommended. It is recognized that candidates may develop several lines of research in the discipline. In keeping with issues of academic freedom, reviewers of a candidate's work shall not require a single focused line of research but refer to the candidate's explanation of and breadth in their scholarly program. Regardless of the area or areas of specialization, there must be evidence of expertise and quality of contribution. External review letters remain important in this regard.

Professional refereed presentations at regional and national meetings further enhance the candidate's reputation. Presentations contribute evidence toward the candidate's reputation and total scholarly output. However, presentations and poster sessions shall not substitute for a record of publication suitable for each rank. Professional presentations are recognized and rewarded in annual performance reviews.

Rubrics for counting and rewarding research and scholarly activities are contained in the department's annual faculty evaluation document.

Service consideration includes the following (adjusted as necessary per assignment). Also, the candidate should work collaboratively and cooperatively with other faculty in the area of service to advance the mission of the department, college, and university.

Involvement in service to the department is expected of all faculty members. Evidence of faculty participation in the life of the department on an ongoing basis, as well as committee leadership is vital to document annually and Evidence, at a minimal level, of involvement in the life of the college and/or university

Service, in the form of faculty governance, is expected of all departmental members (whether at the department, college, or university level).

However, the department endeavors to assign faculty to committees with only modest work demands. Faculty with tenure may carry heavier time demands

Evidence, at an appropriate level for the candidate's rank, of service to the profession. Professional involvement is not required at the lowest rank but does strengthen a candidate's dossier. Professional service is expected as one rises through the associate and full professor levels. Regional then developing into national/international leadership positions are especially prized as one grows in rank.

Rubric for assessing and rewarding service activities is contained in the department's annual faculty evaluation.

Outreach and/or Clinical Outreach are optional assignments. As specified in the *Faculty Handbook*, the faculty member is charged with describing their program of outreach and providing outcome data such that it can be assessed annually and at promotion and tenure review. Clinical outreach, which takes the faculty member away from the campus, may take many forms. In the example of a clinical public relations assignment to strengthen the clinic's branding, consideration may include dimensions such as the following. Whatever the form of outreach, the candidate should work collaboratively and cooperatively with other faculty in the area of outreach advance the mission of the department, college, and university.

Evidence of activities (e.g., log of visits to physicians, talks to community clubs).

Evidence of Financial impact (e.g., referral increases)

Evidence of media products (e.g., samples and numbers of newspaper releases, radio/television spots)

Voting Procedures

The department chair will provide the candidate's dossier to all eligible voters at least two weeks prior to a meeting scheduled to discuss the candidate's promotion materials. The candidate will not be in attendance. At the conclusion of the meeting, a vote will be taken via written or electronic ballot. For tenure with promotion to the rank of Associate Professor, eligible voters for promotion and tenure are academic faculty who hold the rank of Associate or Professor. Clinical faculty who hold the rank of Associate Clinical Professor or Clinical Professor may vote on promotion only. For promotion to the rank of Professor, eligible voters are academic and clinical faculty who hold the rank of Professor.

Guidelines for Clinical (Non-Tenure) Faculty Promotions in the Department of Speech, Language, and Hearing Sciences

(Clinical Faculty Promotion Guidelines approved September 2023)

Policy for Promotion of Clinical (Non-Tenure) Faculty to Rank of Associate Clinical Professor in the Department of Speech, Language, and Hearing Sciences

The SLHS policies and guidelines are consistent with the Auburn University Clinical Title Series Promotion Criteria provided by the Office of the Provost. According to these guidelines, allocation of time and effort (expressed in percentages), which can be specific to her/his contract and are determined annually, include the following:

- Clinical Teaching
- Scholarship and Outreach
- Service

The Auburn University Speech and Hearing Clinic (AUSHC), which was founded in 1947, functions as a not-for-profit clinic, providing services, treatment, and products to the public and AU faculty, staff, and students. In addition, the AUSHC functions as an educational and training laboratory for graduate (Master's in Speech-Language Pathology and Clinical Doctorate in Audiology) students in SLHS.

The clinical faculty serve a unique and vital role in the daily operation, maintenance, and improvement of the clinic, and in clinical education and supervision of graduate students during practicum experiences in the AU Speech & Hearing Clinic and at off-campus locations. In addition, clinical faculty can also be responsible for teaching more traditional, lecture-based classes, depending upon the needs of the department. Typical assignments for clinical faculty include the following: Clinical Teaching 90%, Scholarly Achievement and Outreach 5%, and Service 5%. Clinical faculty members are full-time, 12-month salaried employees. This document reflects the SLHS department's perspectives and application of the Provost's Guidelines for Clinical Title Series Promotion Criteria.

PROMOTION TO ASSOCIATE CLINICAL PROFESSOR

The primary focus for candidates seeking promotion to Associate Clinical Professor is supporting activities and growth of the AUSHC through clinical teaching and clinical outreach and developing a local reputation and emerging regional/state reputation related to the fields of audiology and/or speech-language pathology.

Years of service at rank of Assistant Clinical Professor: 6 years (minimum)

1. CLINICAL TEACHING and CLINICAL OUTREACH [90%, average 36 hours per week]

A. CLINICAL TEACHING (includes clinical teaching, supervision of clinical practicum, screening activities at AUSHC, classroom teaching, student meetings, related documentation, contracted services)

- i. Describe how during the promotion period you have contributed to the clinical teaching mission of the department and enhanced student learning. The successful candidate for promotion should provide a narrative detailing how they have enhanced the client population and/or increased the diversity or breadth of the student clinical experience. This may include the development of certain clinical programs, substantial contribution or growth to existing programs, establishing new contracts with outside agencies or acquiring/utilizing expertise to increase recruitment of clients.

B. SERVICE LEARNING (student supervision during off-campus clinical activities; for example, Auburn University Outreach in Guatemala, City of Auburn Senior programs, daycare centers, AU Early Learning Center)

C. DIRECT SERVICE DELIVERY (includes provision of clinical services when student clinicians are not available)

1. For A, B and C, candidate must spend an *average* of 36 hours per week in clinical teaching, service learning, and/or direct service delivery to **meet expectations**.
2. For promotion, on average the candidate should **exceed expectations** (*average* 38 hours per week).

D. STUDENT EVALUATIONS OF CLINICAL SUPERVISION

- i. To **meet expectations**, comments should be generally favorable and indicative of teaching methods that result in meaningful student learning.
- ii. To **exceed expectations**, comment should be predominantly favorable, with specific evidence revealing teaching instruction or methods beyond what is expected.
- iii. To achieve **exemplary** rating, the instructor has gone above and beyond what is expected and there is evidence of novel and highly impactful student learning.

Candidates for promotion should demonstrate evidence of meeting to exceeding expectations.

E. STUDENT EVALUATIONS OF CLASSROOM TEACHING

- i. To **meet expectations**, comments should be generally favorable and indicative of teaching methods that result in meaningful student learning.
- ii. To **exceed expectations**, comment should be predominantly favorable, with specific evidence revealing teaching instruction or methods beyond what is expected.
- iii. To achieve **exemplary** rating, the instructor has gone above and beyond what is expected and there is evidence of novel and highly impactful student learning.

Candidates for promotion should demonstrate evidence of meeting to exceeding expectations.

F. PEER EVALUATION

- i. To meet expectations, peers should rate the candidate with a mean number of 4.0.
- ii. For promotion, the candidate should achieve scores above a 4.0 in some review cycles.

G. OTHER CONTRIBUTIONS TO CLINICAL RESPONSIBILITIES

Beyond meet expectations for client caseload (for example i.e., teaching unpaid course overload, development of innovative techniques); rating at discretion of department chair.

2. SCHOLARY ACHIEVEMENT AND OUTREACH (5%, average 2 hours per week) The candidate will demonstrate a minimum of **20** activities, during the time frame considered for promotion from Assistant Clinical Professor to Associate Clinical Professor, at the combined local (average 15 activities, regional/state (average 2-4 activities), and national levels (average 1-2 activities), with the *primary* focus of scholarly activities on local presentations to promote services of the AUSHC)

A. RESEARCH/CREATIVE WORK (

Includes items such as invited presentations/lectures to outside agencies; OLLI classes; posters, presentations, lectures at professional meetings/workshops; article length publications; manuals; book chapters; and books. Activities at the state and national levels must be peer reviewed and/or for purpose of professional CEUs; (differential ratings of these activities are at the discretion of the department chair).

B. OUTREACH

- i. Outreach includes but is not limited to the following activities which utilize scholarly expertise: technical assistance, consulting, continuing and distance instruction, community and civic engagement.
 - a. Outreach encompasses three forms of activity:
 - b. Outreach instructional activities promote learning over a lifetime
- ii. Expert assistance provides information and services to external constituents
- iii. Community engagement encourages collaboration between the University and larger community

3. SERVICE (5%, minimum 2 hours per week)

Emphasis should be on service to the Department (i.e. NSSLHA or SAA faculty advisor; materials/equipment officer; infection control officer; safety officer; department, college and/or university committees; search committee; websites; workshops/presentations/lectures to on-campus classes; advisory board for professional organization; editorial board for professional publication; external reviewer).

- A. Department (minimum **1** assignment/responsibility)
- B. College/University (participation not mandatory; committee work should not significantly interfere with clinical teaching/outreach responsibilities)
- C. Profession (local or regional level)

For A, B and C:

- i. To **meet expectations**, candidate should have an average of at least **2** service activities per year (**1** at department level and **1** at college/university/and/or professional level).
- ii. For promotion, candidate should show evidence of professional level service (local, state, regional, national, international).

**POLICY FOR PROMOTION OF CLINICAL (NON-TENURE) FACULTY TO RANK
OF FULL CLINICAL PROFESSOR
IN THE DEPARTMENT OF SPEECH, LANGUAGE,
AND HEARING SCIENCES**

The SLHS policies and guidelines are consistent with the Auburn University Clinical Title Series Promotion Criteria provided by the Office of the Provost. According to these guidelines, allocation of time and effort (expressed in percentages), include the following:

- Clinical Teaching
- Scholarly Achievement and Outreach
- Service

The Auburn University Speech and Hearing Clinic (AUSHC), which was founded in 1947, functions as a non-profit clinic, providing services, treatment, and products to the public and AU faculty, staff, and students. In addition, the AUSHC functions as an educational and training laboratory for graduate (Master's in Speech-Language Pathology and Clinical Doctorate in Audiology) students in SLHS.

The clinical faculty serve a unique and vital role in the daily operation, maintenance, and improvement of the clinic, and in clinical education and supervision of graduate students during practicum experiences in the AU Speech & Hearing Clinic and at off-campus locations. In addition, clinical faculty can also be responsible for teaching more traditional, lecture-based classes, depending upon the needs of the department. Typical assignments for clinical faculty include the following: Clinical Teaching 90%, Scholarly Achievement and Outreach 5%, and Service 5%. Clinical faculty members are full-time 12-month salaried employees. This document reflects the SLHS department's perspectives and application of the Provost's Guidelines for Clinical Title Series Promotion Criteria for:

PROMOTION TO CLINICAL PROFESSOR

The primary focus for candidates seeking promotion to Full Clinical Professor is supporting activities and growth of the AUSHC with an established local/regional reputation through clinical teaching and clinical outreach and developing a national reputation related to the fields of audiology and/or speech-language pathology.

Years of service at rank of Associate Clinical Professor: 6 years (minimum)

1. CLINICAL TEACHING (90%, average 36 hours per week)

A. CLINICAL TEACHING (Includes clinical teaching, supervision of clinical practicum, screening activities at AUSHC, classroom teaching, student meetings, related documentation, and contracted services).

- i. Describe how during the promotion period you have contributed to the clinical teaching mission of the department and enhanced student learning. The successful candidate for promotion should provide a narrative detailing how they have enhanced the client population and/or increased the diversity or breadth of the student clinical experience. This may include the development of certain clinical programs, substantial contribution or growth to existing programs, establishing new contracts with outside agencies or acquiring/utilizing expertise to increase recruitment of clients.

B. SERVICE LEARNING (student supervision during off-campus clinical activities; for example, OLLI class, daycare centers, AU Early Learning Center)

C. DIRECT SERVICE DELIVERY (includes provision of clinical services when student clinicians are not available)

- i. For A, B and C, candidate must spend an *average* of 36 hours per week in clinical teaching, service learning, and/or direct service delivery to **meet expectations**.
- ii. For promotion, on average the candidate should **exceed expectations** (average 38 hours per week).

D. STUDENT EVALUATIONS OF CLINICAL SUPERVISION

- i. To **meet expectations**, comments should be generally favorable and indicative of teaching methods that result in meaningful student learning.
- ii. To **exceed expectations**, comment should be predominantly favorable, with specific evidence revealing teaching instruction or methods beyond what is expected.
- iii. To achieve **exemplary** rating, the instructor has gone above and beyond what is expected and there is evidence of novel and highly impactful student learning.

Candidates for promotion should demonstrate evidence of meeting to exceeding expectations.

E. STUDENT EVALUATIONS OF CLASSROOM TEACHING

- i. To **meet expectations**, comments should be generally favorable and indicative of teaching methods that result in meaningful student learning.
- ii. To **exceed expectations**, comment should be predominantly favorable, with specific evidence revealing teaching instruction or methods beyond what is expected.
- iii. To achieve **exemplary** rating, the instructor has gone above and beyond what is expected and there is evidence of novel and highly impactful student learning.

Candidates for promotion should demonstrate evidence of meeting to exceeding expectations.

F. PEER EVALUATION

- i. To meet expectations, peers should rate the candidate with a mean number of 4.0.
- ii. For promotion, the candidate should achieve scores above a 4.0 in some review cycles.

G. OTHER CONTRIBUTIONS TO CLINICAL RESPONSIBILITIES

- i. Beyond meet expectations for client caseload (for example i.e., teaching unpaid course overload, development of innovative techniques); rating at discretion of department chair.

2. SCHOLARLY ACHIEVEMENT and OUTREACH (5%, average 2 hours per week)

The candidate will demonstrate a minimum of 50 total activities (i.e. posters, presentations, or lectures to outside agencies, book chapters, books, articles) during the time frame considered for promotion from Assistant to Full Clinical Professor, with the primary focus of scholarly activities on building a national professional reputation. Activities included need to be diverse and quality and impact of activities will be considered.

- A. Local (30 minimum)
- B. State/regional (5 minimum)
- C. National (10 minimum)

OUTREACH: Outreach includes but is not limited to the following activities which utilize scholarly expertise: technical assistance, consulting, continuing and distance instruction, community and civic engagement.

Outreach encompasses three forms of activity:

- A. Outreach instructional activities promote learning over a lifetime
- B. Expert assistance provides information and services to external constituents
- C. Community engagement encourages collaboration between the University and larger community

3. SERVICE (5%, minimum 2 hours per week)

Although service to the Department, the College, and the University are expected, emphasis should be on service to state and/or national professional organizations (for example, committee member, committee chair, advisory board, editorial board for professional publication, external reviewer).

A. Department (minimum 1 primary assignment/responsibility)

B. College/University (participation not mandatory; committee work should not significantly interfere with clinical teaching/outreach responsibilities)

C. Profession (minimum 1 activity at state and/or national level)

For A, B and C:

i. To **meet expectations**, the candidate should have an average of at least **2** service activities per year (**1** at department level and **1** at college/university/and/or professional level).

ii. For promotion, the candidate should show evidence of professional level service with positions indicative of a national reputation.

**Promotion Guidelines
Lecturer to Senior Lecturer
Department of Speech Language and Hearing Sciences
Auburn University**

I. General Statement

This document describes criteria and procedures for Lecturer to Senior Lecturer in the Department of Speech, Language, and Hearing Sciences (SLHS). The document serves as a companion to the policies described in the Auburn University Handbook Section 3.5.6 – Provost’s Guidelines for Unit Specific Lecturer Title Series Promotion Criteria (<https://auburnpub.cfmnetwork.com/B.aspx?BookId=12549&PageId=462175>).

II. Criteria for Promotion:

Essential

- a. Candidates for promotion to Senior Lecturer must hold a full-time Lecturer position for a minimum of five years before promotion will be considered.
- b. Candidates must demonstrate consistent excellence in teaching and supervision.
 - i. Excellence in Teaching May be Demonstrated by:
 1. Course evaluations from the past three-years averaging 4.0 or higher
 2. Clinical supervisor evaluations averaging 4.0 or higher
 - ii. Excellence in Clinical Requirements May be Demonstrated by:
 1. An average productivity in clinical supervision of at least 75% (e.g. 7.5 hours of direct clinical contact per 10 hours of assigned time).
 - a. In times where the client population does not support this level of productivity, the lecturer should work with the department chair to determine other assignments as appropriate (e.g., outreach, marketing). These will be described in the candidate’s dossiers
- c. For candidates with service allocations:
 - i. Excellence in Service May Be Demonstrated by:
 1. Leadership in at least one major departmental service (e.g., practicum coordination).
 2. Participation in a minimum of one departmental committee annually.

Supportive

- a. Candidates may choose to participate in activities outside of their workload allocation that will enhance their promotion materials such as:
 - ii. Teaching Development May be Demonstrated by:
 1. Demonstration of innovation in teaching
 2. Experiential student learning opportunities
 3. Obtaining new equipment or resources that allow for improvement of course materials or clinical experiences
 4. Participation in professional development to improve teaching abilities (e.g., Biggio Center trainings)
 - iii. Excellence in Service May be Demonstrated by:
 1. Participation in more than one major departmental responsibility
 2. Participation in more than one departmental committee annual
 3. Participation in college, university and/or regional service opportunities.
 4. Active participation in state and/or nationwide organizations
 - iv. Excellence in Scholarship May be Demonstrated by:
 1. Publication of peer-reviewed publications
 2. National, regional, or local presentations
 3. Teaching/and or research grant submissions

III. Voting Procedures

- a. The department chair will provide the candidate's packet to all eligible voters at least two weeks prior to a meeting scheduled to discuss the candidate's promotion materials. At the conclusion of the meeting, a vote will be taken via written or electronic ballot. Eligible voters are Senior Lecturers, and academic and clinical faculty who hold the rank of Associate or Full Professor. The candidate will not be in attendance.