

**Retention, Tenure, and Promotion Policy  
Department of Communicative Disorders  
College of Health and Human Services**

**Department Goals**

The goals of the Communicative Disorders Department are to (1) provide effective, state-of-the-science instruction in, speech-language-hearing (2) contribute to the advancement of that knowledge, and (3) serve the community by providing on-campus and off-campus speech-language-hearing services. We aspire to superior performance in teaching, research, and service. A major goal is to teach students to solve problems using the scientific method. This instruction is designed to prepare students for careers in the speech/language/hearing professions, to enable them to assume responsible, professional roles in the community, and to contribute significantly to society.

**Department Mission**

The Communicative Disorders Department mission is the pursuit of excellence in the academic and clinical preparation of students in Speech-Language Pathology and Audiology, in conducting research, and in the provision of services to the University and to the community-at-large.

**Governing Documents**

The governing documents are the Memorandum of Understanding, the University Policy on Retention, Tenure and Promotion (Policy Statement 96-12), and College of Health and Human Services Retention, Tenure and Promotion Policy. With the addition of those items presented below, we believe that the three aforementioned documents provide acceptable criteria and rationales for evaluating teaching, scholarly and creative activity, and service.

**I. Teaching**

**Instruction and Instructionally related Activities**

Teaching undergraduate and graduate students is the Communicative Disorders Department's highest priority. Effective teaching of both basic and applied information prepares undergraduate students for graduate school. The instructional process prepares graduates of the terminal Master's Degree program to enter their chosen professions as well trained clinicians who are capable of skilled assessment and treatment of communicative disorders across the life span and across linguistic and cultural boundaries represented in society. Instruction has as one of its major goals the teaching and demonstration of problem solving strategies to the assessment and management of communicative disorders.

## **A. Essential Criteria**

All faculty are expected to meet the essential criteria for instruction and instructionally related activities in the department. In accordance with the College of Health and Human Services policy on instruction and instructionally related activities, the Department evaluates four main areas: (1) Pedagogical Methods; (2) Student responses to the standard Teacher Evaluation questionnaire and other student input; (3) Ongoing professional development as a teacher, and; (4) Ongoing professional development in the discipline. The following methods are used to evaluate these criteria:

### **1. Pedagogical Methods:**

- (a) Methods are reviewed to determine if they are appropriate to the subject matter of the course.
- (b) Required readings and materials are reviewed for relevancy. (i.e. provide for historical perspective and/or reflect current findings and application to the understanding and management of communicative disorders).
- (c) Objectives and goals are reviewed, relative to the subject matter, to determine if they provide a clear rationale of the required materials and clarification of outcomes for the student.
- (d) Grading practices and grade distributions are reviewed, after analyses of course materials, testing and evaluation methods (i.e., tests, quizzes, and examples of term papers), for appropriate discrimination of students' performance for the nature of the class material and level of instruction (i.e., lower division, upper division, or graduate).
- (e) Student materials are reviewed to determine if an organized plan of study is presented in the course outline, if appropriate assignments are included, and if class goals, outcomes, and requirements are clearly stated.

### **2. Student responses to the standard Teacher Evaluation Questionnaire and other student input:**

- (a) Student ratings of the instructor on the standard Teacher Evaluation Questionnaire should not fail more than one standard deviation below the mean for the period being evaluated.
- (b) Representative test responses and class assignments from students completing classes will be reviewed to assess the quality of student performance, as reflected in test and assignment responses.
- (c) At the instructor's request, all subjective comments made on evaluation questionnaires will be reviewed.

### **3. Ongoing Professional Development as a Teacher**

- (a) Demonstration of updating of course materials and readings will be reviewed. This may include revisions of course outlines, inclusion of additional readings, inclusion of new assessment and management procedures, development of new methods of presentation (i.e., use of multimedia presentations, use of distance learning, use of the World Wide Web, etc.).

- (b) Evaluation of ongoing continuing education which impacts instructor as a teacher including, but not limited to, conferences, workshops, ongoing interactions with colleagues, etc.

#### **4. Ongoing Professional Development in the Discipline:**

- (a) Ongoing Professional Development in the Discipline is, perhaps, one of the most important indicators of effective teaching because it addresses the instructor's knowledge and skills as a professional. All candidates are expected to have an ongoing research program (as evaluated under Scholarly and Creative Activity), which will allow them to participate in the knowledge base of the profession and to share knowledge and procedures with their students. An ongoing research program in the area of instruction will help assure that the instructor is current in discipline developments through participation in the research process, reading materials in the area, and communication with others in the discipline.

#### **B. Enhancing Criteria**

The Department endorses the Enhancing Criteria stated in the College of Health and Human Services document on Retention, Tenure, and Promotion. We add the following:

- (a) Involvement of student in his/her ongoing program of research as student assistants, thesis students) independent study students, independent research students, or students in collaborative research.
- (b) Joint publication or presentation of research articles and papers as a direct result of the activities in (a).
- (c) Training grant leadership which encourages recruitment and retention and prepares students to become speech/language pathologists and/or audiologists.

## **II. Scholarly and Creative Activity**

Whereas the essential criteria include scholarly/creative activities that are required of all faculty, enhancing criteria extend the range and quantity of those activities.

### **A. Essential Criteria**

All faculty are expected to engage in an ongoing program of scholarship or creative activity that demonstrates intellectual and professional growth in speech-language pathology and/or audiology over time. The department expects all faculty to produce scholarly and/or creative achievements which contribute to the advancement of the disciplines of speech-language pathology and audiology, and to disseminate those achievements to appropriate audiences following favorable review from professional peers. We strongly encourage candidates to formulate a plan of scholarly studies in conjunction with a mentor(s) who has a substantial and comprehensive record of accomplishments in the discipline of the candidate.

## **B. Enhancing Criteria**

Faculty may enhance their performance by extending the quantity and range of scholarly and creative activities. Such activities and products may include:

- (1) A substantial record of articles in speech-language pathology, audiology or related professional peer-reviewed journals.
- (2) Books, book chapters, scholarly presentations at regional, state) and/or national professional speech-language pathology, audiology, or related conferences, and discipline-related software.
- (3) Research and training grants or contracts from private or governmental agencies.
- (4) Editorial assignments in recognized speech-language pathology, audiology, or related professional publications, including journals and monographs.
- (5) Appointments to selection panels for grants, fellowships, contracts, awards, and discipline-related conference presentations.
- (6) Applied research activity using the theory and clinical knowledge of speech-language pathology and/or audiology to address practical problems of importance to the fields speech-language pathology and audiology and to society, including research on instructional processes and outcomes.
- (7) Mentoring of faculty members within the Communicative Disorders department or the university-at-large.

## **III. Service**

Whereas the essential criteria include activities expected of all faculty, enhancing criteria extend the range and quantity of those activities.

### **A. Essential Criteria**

All faculty are expected to provide collegial service to the Department, College, and University and service to the community-at-large. The Department endorses the Essential Criteria in the College of Health and Human Services document on Retention, Tenure, and Promotion.

- (1) Committees. At the Assistant Professor level, the candidate should serve on at least one committee at the Department, College, or University level; at the Associate Professor level, the candidate should serve on at least two committees at any level; and at the Full Professor level, the candidate should serve on at least three committees, one at any level.
- (2) Community Activities. Participate in at least one community activity (e.g., consult to a school district) be on a board of a community agency, volunteer services at a community agency).
- (3) Professional Organizations. Be a member of local, state, or national professional organizations such as CSHA or ASHA.

**B. Enhancing Criteria**

- (1) Active membership in local, state, or national professional organizations (CSHA, ASHA, or others appropriate to area of expertise). Active membership may include attendance and participation at meetings/conferences, presentation of seminars/workshops participation on committees, and/or as appointed or elected officers.
- (2) Community service which may include paid or unpaid consultantships to public or private schools, and/or discipline-related community service organizations. Consultantcies must be related to the research, student training or other academic expertise of the faculty member.
- (3) Chair department, college, and/or university committee(s).
- (4) Serve on a number of committees in the department, college, university, and/or the community.
- (5) Chair a community organization board.
- (6) Sponsor student groups within the department (NSSLHA, etc.) and/or participate in college/university student advising/mentoring programs.
- (7) Other special appointments.

**IV. Early Tenure/Promotion**

Only faculty who clearly meet the essential criteria in all three categories, and who have a substantial record of enhancing achievements, are encouraged to seek early tenure or early promotion.