

**CALIFORNIA STATE UNIVERSITY, LONG BEACH
DEPARTMENT OF COMMUNICATIVE DISORDERS
COLLEGE OF HEALTH AND HUMAN SERVICES**

**REAPPOINTMENT, TENURE, AND PROMOTION (RTP) POLICY:
PRINCIPLES FOR EXEMPLARY SERVICE AS A CLINICALLY-FOCUSED
TEACHER AND SCHOLAR**

The Department of Communicative Disorders is committed to the education of research-based clinicians who will respond to the needs of individuals with communication, language and speech disorders while serving the community and their families. Accordingly, this policy outlines expectations for faculty in the Department of Communicative Disorders with a focus on excellence in teaching, scholarship, and service. The policy is intended to: (1) guide new faculty in their applications for reappointment, tenure, and promotion; (2) guide development of tenured faculty as research-based clinicians; (3) guide the Departmental Reappointment, Tenure, and Promotion Committee (RTP) in evaluating candidates for reappointment, tenure, and promotion; and (4) help create an environment that supports faculty working to achieve the missions of the Department, the College of Health and Human Services (CHHS), and the University. These evaluative policies and procedures recognize the diversity of expertise within the department and incorporate a model that balances theory, evidence-based practice (EBP), and clinical expertise.

The Department of Communicative Disorders has integrated its disciplinary standards within the framework of the RTP policies of both the university and the college. As a result, the language used in the RTP policies of the university and the college that are critical for clarity and emphasis have been inserted throughout this policy. All University and CHHS RTP Policy insertions in this policy are presented in italics to distinguish between the language of the university and college policies and the language that is unique to the Department of Communicative Disorders. Portions of the university and/or college RTP policies that have not been included in this document are referenced by the section number used in the original university and/or college policies.

1.0 GUIDING PRINCIPLES

1.1 Mission and Vision

California State University, Long Beach is a diverse, student-centered, globally-engaged public university committed to providing highly valued undergraduate and graduate educational opportunities through superior teaching; research, scholarly and creative activities (SCA); and service for the people of California and the world. CSUIB envisions changing lives by expanding educational opportunities, championing creativity, and preparing leaders for a changing world. In service to the university's mission, the CHHS seeks to be nationally and internationally recognized as an innovator and leader in community connections, the discovery of knowledge, and for educating diverse students in the health and human services professions.

42 The Department of Communicative Disorders prepares students to be current and
43 forward-thinking clinicians who understand the underlying mechanisms and neurological
44 correlates of speech, language and hearing systems, the developmental and
45 population-specific milestones that effect communication and language proficiency and
46 the role that literacy plays in communication and life-long learning. The Department
47 promotes in-depth study of individual needs with a strong focus on the nature of cultural
48 and linguistic diversity. The Department's goals emphasize the research foundations that
49 inform solid clinical practice and the interdisciplinary contributions that form a basis of
50 collaboration and shared responsibility in the schools, clinics, hospitals and other
51 professional settings that are served by speech and language pathologists. The
52 Department's curricular offerings provide both a theoretical and practical know ledge
53 base that links the scientific method with innovative assessment and intervention
54 strategies. The in-house Speech, Language and Hearing Clinic at CSULB, coupled with
55 supervised externship experiences in the field, complement students' in-classroom
56 educational experiences.

57 **1.2 Guiding Principles of Reappointment, Tenure, and Promotion (RTP)**

58 **1.2.1** A faculty dedicated to excellence in teaching, scholarship, creativity, and service is
59 essential to accomplishing the mission and vision of the university, the CHHS, and the
60 Department of Communicative Disorders. Faculty members integrate the results of their
61 Research, Scholarly and Creative Activities (RSCA) into their teaching, thereby
62 invigorating and enhancing student learning. Faculty members are expected to make
63 significant and ongoing contributions to the Department of Communicative Disorders,
64 the CHHS, the university, the community, and the profession.

65 **1.2.2** Decisions regarding RTP are among the most important made by our university
66 community. RTP decisions must be clear, fair, and unbiased at all levels of review.
67 Faculty achievements may differ from those of colleagues yet still meet the standards for
68 reappointment, tenure, or promotion. The RIP process must ensure that excellence will be
69 rewarded and that faculty members who meet academic unit, college, and university
70 standards and expectations will have an opportunity for advancement.

71 **1.2.3** Faculty members shall be evaluated on the quality of their achievements and the
72 impact of their contributions over the period of review in: 1) instruction and
73 instructionally related activities; 2) RSCA; 3) service and engagement at the university,
74 in the community, and in the profession. All faculty members will be evaluated on the
75 basis of all three areas.

76 **1.2.4** This policy should not be construed as preventing innovation or adjustment in
77 workload (with respect to teaching, RSCA, or service) based upon faculty expertise and
78 accomplishment; academic unit and college needs; and university mission.

79 **1.2.5** All faculty members are expected to demonstrate positive qualities that reflect
80 favorably on the individual, the Department of Communicative Disorders, the college,

81 and the university. These qualities include high standards of professional, collegial, and
82 ethical behavior.

83 **1.2.6** All tenured and probationary faculty members in the Department of Communicative
84 Disorders are expected to be familiar with university, college, and departmental policies
85 and procedures they must follow for reappointment, tenure, and promotion. Faculty are
86 encouraged to review the University's website for more detailed information about
87 evaluation policies and procedures.

88 **1.3 Governing Documents**

89 **1.3.1 Adoption**

90 The Department adopts this policy pursuant to the mandates of Section 3.5 of both the
91 university RTP Policy (Policy Statement 09-10) and the CHHS RTP Policy, and in
92 accordance with the CSU-CFA Collective Bargaining Agreement (CBA). If any
93 provision of this document conflicts with any provision within the CBA, the university
94 RTP policy, or the CHHS RTP policy, the conflicting provision shall be severed from the
95 rest of this document, deemed void, and thereby rendered inoperable.

96 **1.3.2 Specific Role of this Departmental Policy**

97 The Communicative Disorders' policy serves to document, synthesize, and apply the
98 policies and procedures outlined in the other RTP policies specified in Section 1.3.1 in a
99 manner that provides concrete guidance to faculty in the discipline-specific framework of
100 the department.

101 **1.4 Obligations**

102 All participants in the RTP process are expected to comply with the policies set forth in the
103 university, college, and department RTP policies.

104 **1.4.1 Obligation of the Candidate to Start Process**

105 In order to be considered for any RTP personnel action, candidates must submit an RTP
106 file.

107 **1.4.2 Completeness of Candidate's File**

108 Candidates must prepare a detailed file which demonstrates evidence for all areas
109 described in their narrative and elsewhere, e.g., their Professional Data Sheet (PDS). For
110 example, documentation for teaching would include, but is not limited to student
111 evaluations, course syllabi, examples of tests and projects, and grade distributions.
112 Documentation for RSCA would include, but is not limited to: copies of manuscripts in
113 published form or with letters of acceptance from editors/publishers; programs from
114 national, international and state conferences; and published books and chapters.
115 Documentation for service could include: letters documenting the candidate's service
116 which assess the quality of the service contribution.

117 **1.4.3 Obligations of the Department RTP Committee**

118 The Department RTP Committee discharges its responsibilities in evaluating the evidence
119 to support its recommendations to ensure that the quality of teaching, research and
120 service within the department, the CHHS, and the university is maintained and

121 **1.5 Standards**

122 Recommendations from the RTP committees of academic units and the chairs or directors of
123 academic units (if submitted) shall evaluate evidence of a candidate's strengths and weaknesses
124 associated with each of the established standards; not just merely restate or summarize the
125 candidate's narrative. Evaluation(s) shall include an analysis of the candidate's role, performance,
126 and achievement within the academic unit. Evaluation(s) of a candidate's record must be guided
127 by the principle that the higher the academic rank, the greater the expectation for demonstrated
128 excellence in teaching, scholarship, and service. Evaluation must also be guided by the following
129 expectations that apply to all Department faculty members at all ranks:

130 **1.5.1 Staying Current**

131 Faculty members are expected to be current in their understanding and use of current
132 research and clinical trends in the areas of speech and language pathology and related
133 fields such as linguistics, psycholinguistics, neurology, sociolinguistics, literacy and
134 reading, among others as appropriate for their particular areas of expertise. Faculty are
135 also expected to be cognizant of clinical practices that have a limited or non-existent
136 research base and/or are deemed inappropriate by the American Speech-Language-
137 Hearing Association (ASHA) guidelines. Faculty who supervise clinical practice are
138 expected to modify their supervisor recommendations according to ASHA and current
139 and available

140 **1.5.2 Involvement in the Profession**

141 Faculty members are expected to attend and participate in various national, international,
142 state and local organizations in the profession including but not limited to: the American
143 Speech-Language-Hearing Association (ASHA), the California Speech-Language-
144 Hearing Association (CSHA), CSHA's District Workshops, the International
145 Organization of Speech-Language Pathologists, California Council of Academic
146 Programs in Communication Sciences and Disorders, CEC (Council for Exceptional
147 Children), as well as other specialty area organization

148 **1.5.3 Scholarly Research and Publishing**

149 Faculty members are expected to engage in scholarly and creative activities that include
150 the publication and presentation of research and/or other clinically-relevant materials that
151 contribute to advancing knowledge in the field. The following types of scholarship, all of
152 which are equally valued regardless of reliance on quantitative, qualitative, or other
153 discipline-appropriate methodologies (e.g., case studies, intervention strategy analyses,
154 etc.) include, but are not limited to:

- 155 A. Research articles in peer-reviewed journals - empirical studies that contribute to
156 theoretical knowledge and treatment
- 157 B. Clinically-oriented articles in peer reviewed journals - the creation of new knowledge
158 by synthesizing and interpreting assessment and intervention strategies and
159 theoretical positions in the
- 160 C. Textbooks and chapters - that advance the knowledge in the field by bridging of the
161 gap between theory and practice through both research and practical applications in
162 both peer and non-peer-reviewed
- 163 D. Edited textbooks -that bring together discipline-specific and interdisciplinary authors;
- 164 E. Additional Activities – that advance knowledge and visibility of the department's
165 scholarship through peer-reviewed presentations at national, international, and state
166 organizations; publications in field and university newsletters (e.g., Division 1/
167 ASHA newsletter); serving as a reviewer for various journals and/or books; invited
168 presentations at local, state, national and international organizations; and key note
169 speeches for various organizations and advocacy groups

170 **1.5.4 High-Quality Instruction**

171 Faculty members involve students in active learning in their classrooms and clinics and
172 by their mentoring of students in the following

- 173 A. through encouraging joint publications and presentations with
- 174 B. through engaging students in volunteer activities in the community and within the
175 CSULB Speech, Language and Hearing
- 176 C. by interactions with students through supervision of directed studies, comprehensive
177 projects, independent research projects, and
- 178 D. through involvement in student organizations (e.g., the National Student Speech-
179 Language-Hearing Association) and the creation and supervision of departmental,
180 university, and community
- 181 E. by interacting with students both in and out of class in a manner that encourages
182 clinicians who bring a collaborative and interdisciplinary approach to serving their
183 clients and the multicultural communities they serve.

184 **1.5.5 Meaningful, Collegial Service**

185 Faculty members are expected to serve the Department of Communicative Disorders, the
186 CHHS, the university, the community, and the

- 187 A. All faculty members in the Department of Communicative Disorders are required to
188 participate in various departmental committees, in discipline-related community service
189 activities, and in national, state, and/or local professional organizations
- 190 B. Faculty service contributions are expected to increase concomitantly with the rank of
191 the individual. Responsibilities will change over time as candidates advance from the
192 probationary period to higher

193 **1.6 Profiles of Academic Ranks**

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

202 Sections 5.0-5.5.2 of both the university and college RTP policies profile the standards applicable
203 to each academic rank. The Department's expectations for achieving CSULB's mission and the
204 standards contained in Sections 1.5.0 through 1.5.5 vary by rank. The specific criteria applicable
205 to each academic rank are integrated throughout Section 2.0 of this Policy and its subsections.

206 **1.7 Candidate's Narrative**

207 Candidates are required to present a written narrative describing their work in each of the
208 categories to be evaluated. The narrative is intended to serve as a guide to reviewers in
209 understanding the faculty member professional achievements. As described in sections 3.1 of this
210 policy (which mirrors the language used in the RTP Policy of the CHHS), the narrative should
211 range from between 8 and 25 double-spaced, single-sided pages in 12-point font with one-inch
212 margins.

213 **2.0 RTP AREAS OF EVALUATION**

214 As Section 2.0 of the university and CHHS RTP policies indicate, academic units are responsible
215 for defining the standards of excellence and accompanying criteria for reappointment, tenure,
216 and promotion in their various disciplines, consistent with the mission and needs of the
217 university, the college, and the particular academic unit. The subsections of Section 2.0 in this
218 Policy were created to meet these standards. The sections and subsections that follow describe
219 the standards for faculty accomplishments and the criteria for evaluation of those
220 accomplishments in three areas of evaluation: 1) Instruction and Instructionally-Related
221 Activities; 2) Research, Scholarly and Creative Activities (RSCA); and 3) Service.

222 **2.1 Instruction and Instructionally-Related Activities**

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

231 **2.1.1 Instructional Philosophy and Practice**

232 Effective teaching requires that faculty members reflect on their teaching practices and
233 assess their impact on student learning. Thoughtful, deliberate efforts to improve
234 instructional effectiveness that may result in adopting new teaching methodologies are
235 expected of all faculty members. Effective teaching also requires that faculty members
236 engage in professional development activities associated with classroom and non-
237 classroom assignments. Teaching methods shall be consistent with course/curriculum
238 goals and shall accommodate student differences.

239 Candidates in the Department of Communicative Disorders who are up for mini-review,
240 reappointment, tenure, and promotion are required to present a minimum of four types of
241 documentation of teaching effectiveness: student evaluations, course syllabi, samples of
242 tests and assignments, and grade distributions. All of these materials shall be evaluated
243 by the Department RTP Committee for evidence of teaching effectiveness using the
244 criteria specified in this document. Candidates are encouraged to submit any additional
245 documentation that evidences high-quality teaching and/or ongoing professional
246 development as a teacher. The examples outlined below include, but are not limited to,
247 the characteristics

248 A. Aspects of Excellence in Teaching- Among the factors considered are:

- 249 1) content area knowledge and ongoing contribution of knowledge in one's
250 discipline;
- 251 2) professionalism in meeting classes and evaluating student work;
- 252 3) a balance between objective and subjective requirements in evaluating student
253 work;
- 254 4) continued evaluation and re-evaluation of methods of teaching to foster critically-
255 thinking clinicians who have both theoretical and practical knowledge and who
256 are engaged in the professional expression of their views in both spoken and
257 written form;
- 258 5) the creation and/or revision of courses and curricula in ways that foster a passion
259 for the field and that build a community of learners who have a shared
260 commitment to excellence in service to their clients, families and the community;
- 261 6) thoughtful mentorship and advising that contribute to students' appreciation of
262 individual needs across disordered and culturally and linguistically different
263 populations;
- 264 7) incorporation of one's scholarship and clinical expertise into teaching, including
265 the effective supervision of student research and the incorporation of students into
266 one's own scholarly research

267 B. Ongoing Professional Development as a Teacher and Member of a Discipline –
268 Among Factors considered are:

- 269 1) demonstration of updating of course materials and readings including revisions of
270 course outlines and syllabi, inclusion of additional readings, inclusion of new
271 assessment and management procedures, development of new methods of

- 272 presentation (e.g., use of multimedia presentations, use of distance learning, use
273 of the World Wide Web, etc.)
- 274 2) actively participating in the Department's curricular modification efforts;
 - 275 3) creating and/or evaluating graduate students' comprehensive examination
276 questions;
 - 277 4) mentoring graduate students through active participation on committees that
278 supervise graduate student theses and
 - 279 5) participation in ongoing continuing education which impacts instructor as a
280 teacher, including, but not limited to, conferences, workshops, ongoing
281 interactions with colleagues, among other activities;
 - 282 6) Ongoing Professional Development in the Discipline is, perhaps, one of the most
283 important indicators of effective teaching because it addresses the instructor's
284 knowledge and skills as a professional. All candidates are expected to have an
285 ongoing research program (as evaluated under Scholarly and Creative Activity),
286 which will allow them to participate in the knowledge base of the profession and
287 to share knowledge and procedures with their students. An ongoing research
288 program in the area of instruction will help assure that the instructor is current in
289 discipline developments through participation in the research process, reading
290 materials in the area, and communication with others in the discipline.

291 **2.1.2 Student Learning Outcomes**

292 Effective teaching requires that faculty members provide evidence of student learning
293 that should be addressed in a candidate's narrative and documented by supporting
294 materials, including, but not limited to:

- 295 A. Instructional practices and course materials that clearly convey to students-in-
296 measurable, behavioral terms-expected student learning outcomes.
- 297 B. Syllabi and course materials that clearly communicate course requirements (including
298 the semester schedule; assignments; and grading practices, standards, and criteria), as
299 well as the purposes for which a course may be meaningful to students (e.g.,
300 preparation for farther courses, graduate school, or employment; the intrinsic interest
301 of the material; development of civic responsibilities and/or individual personal
302 growth). For more information on syllabi, see Section 2.1.5 in this Policy and current
303 Senate policy.
- 304 C. Careful preparation and clear organization and sequence of classes and pedagogical
305 materials that enhance student learning, especially by meaningful incorporation of
306 feedback from previous evaluations of one's teaching by students and peers.
- 307 D. Effort to produce continuous improvement in teaching effectiveness is expected of all
308 candidates, including but not limited to:
 - 309 1) Interactions with colleagues regarding pedagogy such as discussions of
310 pedagogical issues, sharing information at retreats, consultation about course
311 development and modification based upon new research;

- 312 2) A sustained record of participation in seminars or conferences sponsored by the
313 Department, College, University or professional organizations that relate to both
314 content knowledge in the discipline and teaching methodology;
315 3) A sustained record of integrating new materials (e.g., clinical videos) and required
316 readings that reflect the evolution of the discipline of speech-language pathology

317 **2.1.3 Student Response to Instruction**

318 Student course evaluations shall be used to evaluate student response to instruction.

319 A. Required Documentation

- 320 1) All candidates, regardless of rank, must submit the evaluations from all the
321 courses evaluated through the SPOT process.
322 2) If one written student comment is referenced in the narrative, all original student
323 evaluation forms for that class must be submitted in supplemental materials.

324 B. Additional Documentation - Faculty are encouraged to submit one high quality
325 sample of a project they have supervised. The submission may include a completed
326 directed study, comprehensive graduate project, thesis, and other mentoring and
327 supervisory experience that is not evaluated formally by student response to
328 instruction questionnaires.

329 C. Evaluation by RTP Committee - Ratings by students must reflect a positive student
330 perception of the instructor's conveyance of knowledge, effort, availability,
331 organization, and attention to individual needs.

332 1) While, on rare occasions, student evaluations might fall below the usual standards
333 of the Department and/or the CHHS for reasons that should be explained in the
334 candidate's narrative (e.g., when teaching a new course for the first time,
335 especially if offered at the graduate-level; when teaching under-enrolled courses
336 which could easily result in skewed evaluations), overall, student ratings of
337 instruction are expected to be consistently favorable when compared to academic
338 unit and college averages.

339 2) Student ratings of instruction are "consistently favorable" when both of following
340 criteria are met:

- 341 a) the mean for students' responses to questions on standardized teaching
342 evaluation forms are no lower than one standard deviation below the
343 departmental mean; and
344 b) student evaluations submitted by candidates provide evidence of the following
345 trends:

346 (1) For reappointment, student evaluations of teaching must evidence
347 either continued improvement in teaching or sustained level of high-
348 quality teaching.

349 (2) For tenure and/or promotion to the rank of Associate Professor, student
350 evaluations of teaching submitted by candidates must evidence a sustained
351 level of high-quality teaching.

352 (3) For promotion to the rank of Professor, student evaluations submitted
353 by candidates must evidence that the candidate has reached a consistent
354 level of teaching excellence.

355 D. Caveat on the Use of Student Ratings -*Student course evaluations alone do not*
356 *provide sufficient evidence of teaching effectiveness. Utilization of the university*
357 *standard evaluation form is only one method of presenting student response to*
358 *learning and teaching effectiveness. Importantly, any single item on this form - or the*
359 *entire form, by itself and in isolation from other information--does not provide*
360 *sufficient evidence of effective instructional philosophy and practices. For this*
361 *reason, candidates must present other information, such as' their syllabi, grade*
362 *distributions, and peer evaluations of instruction. These additional materials, in*
363 *addition to others mentioned in 2.1.3B, serve to help the Communicative Disorders'*
364 *Department RTP Committee contextualize student ratings.*

365 **2.1.4 Syllabi**

366 All course syllabi must comply with the requirements of the current Senate syllabus. All
367 syllabi must indicate course meetings times and location; the instructor's office location,
368 office hours, and contact information; required books and other resources; an explanation
369 of the instructor's attendance policy; an explanation of how the instructor will apply the
370 University's course withdrawal policy; a summary of course requirements that form the
371 basis of the faculty member's assessment of student performance; a statement on
372 academic integrity; and a course outline or schedule. Syllabi may also include, among
373 other additions:

- 374 A. the measurable learning goals and objectives of the
- 375 B. the ASHA Competencies fulfilled by the course;
- 376 C. detailed grading practices, standards, and criteria;
- 377 D. an outline and description of instructional methods that will be used in the course and
378 how they relate to the course's content;
- 379 E. a listing of readings and recommended journals and websites that go beyond assigned
380 textbooks;
- 381 F. specific rules and regulations that relate to an instructor's particular requirements
382 related to professional behavior and class etiquette (e.g., cellphone issues, computer
383 use in class, eating during class, etc.)

384 **2.1.5 Grade Distributions**

385 Grade distributions assist in the evaluation of a candidate's teaching effectiveness. The
386 RTP Committee should evaluate a candidate's grade distributions within the context of
387 the candidate's interpretation of results, the level of education of students, and the
388 particular nature of a class. Undergraduate grade distributions at both lower and upper
389 levels of a students' progression through the Communicative Disorders' program must be
390 viewed within the context of the level of the course. Likewise, clinical practicum classes,
391 which have a different format and structure from large classes and seminars, must be

392 viewed within the context of a field preparation framework. In sum: grade distributions
393 must be understood within the context of a professor's teaching methodology, a class's
394 structure and size, and its sequence within the overall curriculum.

395 **2.1.6 Additional Evidence of Teaching Effectiveness**

396 Candidates are encouraged to submit any additional documentation that evidences high-
397 quality teaching indicated earlier in Section 2.1.1 (A) and/or ongoing professional
398 development as a teacher and member of a discipline as noted in Section 2.1.1(B).

399 **2.2 Research, Scholarly, and Creative Activities**

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

408 Research, scholarly, and creative activities (RSCA) are a critical part of a candidate's
409 contributions to the field and professional status among his/her peers. The Department believes
410 that there are several ways that candidates can demonstrate their commitment to excellence in
411 this area. RSCA are a significant aspect of a faculty member's professional role in the department
412 and the field for several reasons including those mentioned here. First, these activities contribute
413 to the knowledge base in the field which has an impact upon both theoretical and practical
414 frameworks. Second, RSCA lead to new knowledge which finds its way into classrooms and
415 clinics. Third, RSCA bring prestige and visibility to the University and the Department.
416 Published authors and high profile presenters increase not only the likelihood that the
417 Department will attract high quality students and faculty, but also the likelihood of obtaining
418 grants, equipment, and other financial support from the community, industry, and government
419 agencies. Fourth, RSCA increase the likelihood that students will develop a research-based
420 approach to the assessment and management of clients with communication disorders and will
421 apply both art and science to their intervention choices. Fifth, RSCA are viewed as a significant
422 aspect of training programs in speech and language pathology by accreditation bodies such as the
423 American Speech-Language-Hearing Association. For these reasons, faculty members are
424 expected to make significant and ongoing contributions of substance in RSCA throughout their
425 careers. Within this framework of developing theoretically strong, clinically competent
426 clinicians, faculty members in the Department of Communicative Disorders are expected to be
427 engaged in an ongoing program of scholarly and creative activities that contribute to their own
428 and their students' intellectual growth and to the continued evolution of the field of speech and
429 language pathology.

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2.2.1 Variability within Communicative Disorders

- A. Variability in RSCA Activities -Speech and language pathology is a diverse and specialized field. Faculty have overlapping as well as distinct areas of expertise and focus. Qualified faculty members share a foundational base of knowledge that covers many areas including knowledge of the underlying mechanisms and processes involved in communication, an understanding of the developmental milestones in communication, language and speech, clinical skills related to assessment and treatment and supervisory skills that cut across ages and populations. Faculty also have more specifically-defined areas of expertise. Some faculty members are more specialized in language disorders; others are more specialized in the pathologies of speech. Some are experts in stuttering, others in traumatic brain injury. While most faculty have had experiences and training across the age span, some specialize in children and/or adolescents, other faculty members specialize in adult language and speech disorders. Although all faculty members bring a sensitivity, knowledge and understanding of culturally and linguistically different individuals with communication disorders, some faculty members would be considered as leaders and experts in the area. These varied sub-specialties, by no means representing an exhaustive list, use a diverse array of research, scholarly and creative methodologies that are all equally valued. Thus, any application of standards needs to respect individual differences in scholarly programs and goals.
- B. Variations Due to Service Roles within and outside of the Department - There may be some years when the level of scholarly activity may be reduced due to a significant increase in teaching or service, such as serving as the department chair, graduate advisor or undergraduate advisor, major author/coordinator of an ASHA or Teacher Certification report or in a position of leadership with college-wide and/or university-wide significance. In such cases, a change or increase in responsibilities should be considered when evaluating RSCA.

2.2.2 Standards for the Production of Scholarly Research and Creative Activities

- A. Standards -The following provide a framework for the discipline-specific standards of excellence considered when evaluating candidates' RSCA:
 - 1) high-quality work as judged by one's peers;
 - 2) recognition at the national, international, state, or local level;
 - 3) sustained and consistent record of accomplishment; and
 - 4) the impact of one's research scholarly and creative activities on the field of speech and language pathology and related fields
- B. Types of RSCA -All faculty members in the Department of Communicative Disorders are required to engage in a sustained program of quantitative, qualitative, theoretical, and/or other discipline-appropriate scholarly work (such as developing clinical materials and intervention frameworks, presenting at major national conferences), as well as other scholarly and creative activities consistent with the

471 provisions of this Policy. Copies of all RSCA must be submitted to the Department
472 RTP Committee for review and assessment.

473 1) Types of RSCA across sub-specialties in Communicative Disorders

- 474 a) Publication of both empirical research and/or clinically-focused research in
475 peer-reviewed journals is expected of all candidates at all levels of review.
476 Specific publication requirements are outlined in greater detail in subsections
477 C (2), D (1), and D (2).

478 (1) "Research" in Communication Disorders involves scientific, clinical,
479 social-interactive, or other discipline-appropriate investigative methods
480 (such as case study analyses, evaluating past and current paradigms in the
481 treatment of individuals with communication disorders) that rely on or are
482 derived from data and/or clinical experience and observation. A diverse
483 range of publications in peer-reviewed journals would be evaluated by the
484 department's RTP committee for their quality and for their overall
485 contribution to knowledge in the field. Many journals 631 including the
486 Journal of the American Speech-Language-Hearing Association,
487 Language, Speech and Hearing Services in Schools, Topics in Language
488 Disorders, Communication Disorders Quarterly, Contemporary Issues in
489 Communication Sciences and Disorders, Journal of Speech and Hearing
490 Research, and other specialty area journals, among others, are highly
491 regarded and include both data-driven and theoretically-oriented
492 discussions of the state-of-the-art of assessment and intervention.

- 493 b) Presentations at national conferences such as ASHA that are peer reviewed are
494 valued highly by the Department of Communicative Disorders. ASHA
495 submissions go through a competitive application process in order to be
496 accepted for presentation as a major short course, mini seminar, or technical
497 paper. While candidates are also expected to publish in peer-reviewed journals
498 and elsewhere, a high profile presentation, reaching hundreds of participants,
499 is also valued.
- 500 c) Publication of authored textbooks that are noted to have a significant impact
501 upon the field of speech and language pathology are viewed as a significant
502 contribution to a candidate's file. The publication of a text in relation to peer-
503 reviewed contributions is evaluated within the context of a candidate's overall
504 performance. For example, a major text may take several years to complete
505 from prospectus through page proofs to final, published book. This endeavor
506 may create a smaller number of peer-reviewed contributions during the book's
507 publication phase. Likewise, a candidate may have an acceptable number of
508 peer-reviewed articles and no textbooks in their publication record.
- 509 d) Edited texts and contributed chapters in texts are also a valued component of a
510 candidate's RSCA. As noted in 2.2.2 1) c, the nature and relevance of the text
511 to the field and the overall role of the editor the process must be clarified in
512 the candidate's narrative and evaluated by the departmental committee in

513 relation to the candidate's other contributions, Non-peer reviewed chapters
514 and articles are also acceptable contributions to a candidate's RSCA file and
515 are assessed by the departmental RTP Committee for their merits.

516 e) Grant writing is a critical aspect of both research and training components in
517 the Department of Communicative Disorders. Candidates are encouraged to
518 submit grants to federal, state, local, and private agencies. Grants bring in
519 needed funding and enable a department to engage in research, provide
520 specialized training to students, and enhance the overall workings of the
521 department.

522 f) A record of invited presentations at national, international, state and local
523 conferences is another valued aspect of a candidate's RSCA portfolio.
524 Keynote speeches and other participatory activities for speech-language and
525 related organizations bring visibility to the department, the CHHS, and the
526 university and contribute to the sharing of knowledge among colleagues.

527 2) Expectations for Additional Types of RSCA

528 a) Although other forms of scholarly and creative activity (e.g., literature
529 reviews, book reviews, article reviews, ASHA Division newsletters, ASHA
530 Program Committee reviews, etc) are valued, these types of scholarly and
531 creative activities **alone** are insufficient to meet the department or CHHS
532 RSCA standards required for favorable reappointment, tenure, and promotion
533 decisions in the absence of other research conducted by the candidate.

534 b) Candidates may strengthen their required program of RSCA with editorial or
535 reviewer assignments in recognized professional publications, including
536 journals, newsletters, or electronic media; appointments to review panels for
537 grants, fellowships, contracts, awards; assignments as a referee; creation of
538 software and/or electronic documents, especially if these receive favorable
539 notice or reviews from professional peers.

540 C. Evolution of RSCA - The Department of Communicative Disorders believes that
541 scholarly activities take many forms. Faculty members are encouraged to develop a
542 scholarly and creative agenda that reflects a balance of art and science, theory and
543 practice_ As a program focused upon developing innovative, thinking clinicians who
544 will work in schools (primarily), hospitals, private practices, rehabilitation centers,
545 among other settings, the department maintains a high priority upon the research
546 foundations of assessment and intervention while, at the same time, keeping a focus
547 on the "real world" needs of children, adolescents, and adults with communication,
548 language, and speech disorders. This does not in any way preclude research that adds
549 to the fundamental knowledge bases of the field.

550 1) RSCA Agenda - Faculty in the Department of Communicative are expected to
551 establish and maintain an ongoing commitment to research, scholarly, and
552 creative activities. The department values a number of activities such as those
553 outlined in Sections 1.5.3 and 2.2.2B whose quality and relevance is evaluated in
554 terms of their theoretical and developmental contribution to the field and their
555 impact upon clinical and educational practices. The department supports the

556 continued productivity of scholarly activity throughout the various stages of a
557 candidate's reappointment, tenure and promotion. The department recognizes that
558 a candidate's level of productivity may change as his/her responsibilities change
559 within the department and/or the CHITS and the university. Toward these ends,
560 the following guidelines offer a roadmap for consideration:

- 561 a) In the first two years of appointment, probationary faculty are expected to
562 plan and operationalize a RSCA agenda.
- 563 b) Reappointment, tenure, and promotion to the rank of Associate Professor
564 require evidence that the candidate's RSCA have been productive as
565 evidenced by publications and/or presentations in professional journals,
566 textbooks, and/or conference proceedings. Candidates for reappointment,
567 tenure, and promotion should be able to demonstrate how their RSCA agenda
568 is both continuing and evolving.
- 569 c) Promotion to the rank of Professor requires a sustained pattern of achievement
570 since attaining the rank of Associate Professor, with evidence indicating the
571 maturation of the scholarly record.

572 2) Research and Other Scholarly Publications- The quality of work is defined by its
573 significance in one's field of specialization which is validated by peer reviewed
574 journals, presentations, and/or additional types of publications (e.g., assessment
575 tools, standardized tests, intervention programs, etc.). While not the only level of
576 RSCA valued by the department, peer reviewed activities are required and
577 constitute a significant factor considered for reappointment, tenure and/or
578 promotion within the RSCA area.

- 579 a) RTP Committee members understand that faculty have different scholarly
580 responsibilities as they progress through the RTP process. In the first year, for
581 example, new faculty may be engaged in RSCA that relate to submitting and
582 delivering seminars for ASHA and CSHA, writing ASHA reviews and
583 reports, and preparing articles and other materials for submission to journals
584 and other publication& New faculty members are expected to create a
585 reasonable research/scholarly agenda including a plan of action for the
586 successful completion of their work.
- 587 b) By the time a candidate applies for initial reappointment, it is expected that
588 the candidate will have at least two peer-reviewed journal articles or other
589 peer reviewed publications or presentations either in-print or formally
590 accepted for publication or presentation at a major conference(e.g., the
591 national ASHA Conference). This represents a minimal standard for the
592 department and, as noted throughout this document, a candidate's RSCA are
593 evaluated for the quality of the publication and presentation and their overall
594 impact upon the field.
- 595 c) After initial reappointment, faculty should be publishing in journals and
596 venues of recognized quality and stature in the field. Candidates should also
597 have a record of presenting at national, international, state, and local
598 organizations. The department prefers to consider the quality of work and the

- 599 impact of a candidate's writings and presentations, etc. on the field of speech
600 and language pathology rather than count the number of publications in an
601 individual's portfolio as he/she advances through the RTP process.
- 602 d) Candidates for promotion to the rank of Professor are expected to have
603 maintained their scholarly activity consistently, and to have demonstrated the
604 ability to bring significant projects to fruition by having published them in
605 high-quality, peer-reviewed journals and other respected venues in the field of
606 speech and language pathology. The standards expressed in c) above in the
607 discussion "after initial appointment," hold for Promotion from Associate
608 Professor to Professor.
- 609 3) Student and/or Community Involvement - In keeping with the mission of the
610 university and the CHHS, the Department of Communicative Disorders values
611 scholarly activities that involve students and/or that are connected to the
612 department's service to the communities in which we work and live. Scholarly
613 activities that achieve these ends shall also be considered when evaluating
614 evidence of excellence in scholarly achievement.
- 615 4) Sponsored Research - Securing external funds to support scholarly research is an
616 important and highly valued contribution to the scholarly process. External
617 funding benefits the University, the College, academic units, faculty members,
618 and students. Accordingly, faculty members are encouraged to apply for external
619 funds that support research and scholarly activity (e.g., grants, fellowships,
620 contracts, awards, stipends). However, neither application for nor receipt of
621 sponsored research funds shall be viewed as a prerequisite for reappointment,
622 tenure, or promotion to any rank
- 623 a) The award of sponsored research funding or funding for training purposes is
624 highly competitive. Preparing applications is a time-consuming process that
625 can take time away from a candidate's ability to complete scholarly activities
626 that do not require funding. Thus, during the entirety of the probationary
627 period, merely applying for grants and other stipends is to be commended and
628 supported. While funded proposals are more highly valued than non-funded
629 proposals, candidates should be encouraged to continue developing their
630 grant-writing skills.
- 631 b) During the time that faculty members are conducting grant-related scholarly
632 activities, allowances should be made in the expectations for publishing. Such
633 allowances must recognize that managing large-scale grant work is time-
634 consuming and, therefore, publication of the results of both research or
635 training program activities may be delayed until after an extensive data-
636 collection and analysis process and the completion of the specialized training
637 of student-clinicians.

638 D. Criteria for the Assessment/Evaluation of Specific Forms of RSCA

639 The following are guidelines for the evaluation of scholarship quality. The most
640 important of these criteria are contained in subsections (1) to (4) but, importantly, and as
641 noted throughout section 2.2, the department considers a candidate's entire record of

642 scholarship within the context of the evolution of the profession of speech and language
 643 pathology. Thus, the listing that follows is not meant to represent a rigid, step-by-step
 644 hierarchy. As noted (1)-(4), are separated from "additional" activities but (1) --- (4) are
 645 valued equally.

- 646 1) Authorship - Sole-authored and first-authored works, as well as works published
 647 with student collaborators, are evaluated highly but the Department of
 648 Communicative Disorders believes that co-authored works do not necessarily
 649 represent a "lower level" of excellence especially since speech and language
 650 pathology is a collaborative field. For multiple-authored works, the department
 651 agrees that the amount or nature of author contributions should be specified and
 652 clarified in a candidate's narrative. For example, in many cases, peer-reviewed
 653 ASHA presentations have multiple authors who work together over the course of
 654 many years. Candidates shall document in their narrative or in other supporting
 655 documents (e.g., letters from the field and/or co-authors) the nature and degree of
 656 their contributions.
- 657 2) Peer-reviewed Works- The following criteria should guide the RTP Committee's
 658 assessment of articles, chapters and presentations: peer review; professional
 659 sponsorship or other affiliation status of the journal or the organization; status of
 660 the journal/organization within the subfield; status of the members of the journal
 661 editorial board or Program Committee with the subfield.
- 662 a) Venues -Refereed articles and other works (e.g., assessment and intervention
 663 tools, standardized tests) that are accepted and published in speech and
 664 language journals, journals from related neurological and social sciences
 665 and/or cognitive development and disorder disciplines, special education,
 666 literacy and reading research and practice journals, rehabilitation journals,
 667 among others; also included are professional newsletters (e.g., ASHA
 668 Divisions' newsletters); and relevant electronic media, that are all valued as
 669 scholarly contributions for the purposes of reappointment, tenure, and
 670 promotion. Peer reviewed presentations are also highly valued. Among those
 671 acceptable include the American Speech-Language-Hearing Association; the
 672 California Speech-Language-Hearing Association; Council for Exceptional
 673 Children (CEC); and other specialty area publications. The degree of value,
 674 however, depends on the quality of the journal and/or the nature/scope of the
 675 presentation; the quality of the work published or presented, the degree of the
 676 candidate's contribution to the publication, and the impact of the publication
 677 on the discipline must always be taken into account when assessing the
 678 significance of any peer-reviewed
- 679 3) Books - The academic standing of the publisher; published reviews; evidence of
 680 impact upon the field (e.g., course adoptions, colleagues' evaluations, etc.)
- 681 a) Both scholarly books and textbooks are valued for RTP
 682 b) Edited books are also valued for RTP purposes and are used and well
 683 respected in the field of speech and language pathology.

- 684 4) Sponsored Research -The application for and securing of external to support
685 scholarly research and the training of speech-language pathologists
- 686 5) Invited Publications and/or Presentations* -The stature of the editor the special
687 issue or book; the stature of other contributors to the publication; the academic
688 standing of the publisher; the scope of the professional organization extending the
689 invitation (i.e., international, national, regional, or local); and the number of
690 invited colloquia given at the college/university level.
- 691 6) Editorial Roles - Activities in the capacity of editor-in-chief, associate editor,
692 contributing editor, or assistant editor; guest editor for a special issue of a journal;
693 membership on an editorial board; invitations to serve as an ad hoc reviewer on
694 journal submissions; membership on a grant-review panel; invitations to serve as
695 an ad hoc reviewer for grant applications.
- 696 7) Professional Consulting Activities - The number and scope of technical reports;
697 and the frequency and range of activities that relate to the field of speech and
698 language pathology.
- 699 8) Internal Support of Scholarly Activities - The number and scope of activities
700 supported by sabbaticals, and other forms of support for scholarly research funded
701 by CSULB.
- 702 9) Professional Honors, Awards, and Other Forms of Recognition - Election as an
703 officer of a professional organization, including consideration of the scope of the
704 organization (i.e., international, national, regional, or local); recognition through
705 fellowship status in a professional organization, including consideration of the
706 scope of the organization; awards, prizes, and other forms of recognition,
707 including consideration of the scope of the organization presenting the award.

708 *Note: The Department of Communicative Disorders has included peer-reviewed
709 presentations in Section D (2).

710 E. Criteria for the Assessment/Evaluation of the Impact of RSCA

- 711 1) Disciplinary Impact (e.g., advancing basic and/or applied knowledge) -
712 Disciplinary impact includes the importance of information (theory, empirical
713 data, methodological innovation, clinical and educational application) for
714 disciplinary progress and typically includes dissemination in peer-reviewed
715 journals and elsewhere.
- 716 2) Impact on Students - CSULB emphasizes that RSCA should have an impact upon
717 students. The Department of Communicative Disorders evaluates the impact in a
718 number of ways including co-authoring articles, chapters, and presentations with
719 students; developing educational videos and other website materials; mentoring
720 field research projects, theses, etc. Publications and presentations that include
721 student co-authors are highly valued.
- 722 3) Community Impact - The Department recognizes the impact of its research and
723 clinical work within the community through the work of the CSULB Speech,
724 Language and Hearing Clinic; its parent advocacy groups (e.g., sharing current
725 research in user-friendly ways with clients and their families, etc.)

726 F. Weighting of the Body of Work - The applicant's overall body of research, scholarly,
727 and creative work, completed since a candidate's appointment at CSULB, provides
728 evidence for the pattern of continuing scholarship in support of mini-reviews,
729 reappointment, tenure, and promotion.

730 **2.3 Service**

731 Quality service contributions and activities are necessary to ensure and enhance quality of
732 programs and activities at the university, in the community, and in the profession.

733 **2.3.1 Range and Depth of Service Commitments**

734 All faculty members are required to participate collegially, constructively, and
735 respectfully in the process of faculty governance through service to their academic units,
736 the college, and the university. The expectations regarding the depth of service
737 involvement depend upon faculty rank and experience. Candidates for reappointment,
738 tenure, and promotion to the rank of Associate Professor are required to have made
739 quality service contributions in the community and to profession as described in this
740 subsection. Candidates for promotion to the rank Professor shall have provided
741 significant service and leadership in the community and to the profession, as described in
742 this subsection.

743 A. Service within the University

- 744 1) During the first three years of probationary appointment, faculty members are not
745 required to participate in university or college service; however, they are expected
746 to perform quality service within the Department of Communicative Disorders as
747 demonstrated
- 748 a) assisting in departmental and clinical functions, as assigned, that not be part of
749 release time (e.g., Assistant Clinic Director);
 - 750 b) participating actively and meaningfully in departmental (e.g., the
751 Administrative committee, Scholarship and awards' committees, grade
752 petition committee,
 - 753 c) authoring/co-authoring documents, reports, and other pertinent to the
754 department such as ASHA reports;
 - 755 d) attending and meaningfully participating in departmental meetings;
 - 756 e) attending and meaningfully participating in professional development
757 opportunities sponsored by the department, the college, the university, and
758 professional organizations; and
 - 759 f) actively participating in student programs and student organizations.
 - 760 g) supervising student research projects, graduate projects, and theses.
- 761 2) For tenure and promotion to the rank of Associate Professor, faculty members are
762 required to make quality service contributions to both the Department of
763 Communicative Disorders (as discussed above) and to service contributions to the
764 effective operation and growth of the CHHS, such as serving on college-wide

765 committees and/or authoring documents, reports, and other materials pertinent to
766 the college. University-level service is desirable, but not required.

- 767 3) For promotion to the rank of full Professor, faculty members are required to
768 demonstrate a sustained pattern of consistent service and leadership at the
769 department, college, and/or university levels. In doing so, they must contribute
770 significantly to the effective operation and growth of the institution, which may
771 include, but is not limited to:

- 772 a) chairing the department, serving as the Graduate Advisor, Undergraduate
773 Advisor, directing and/or assisting with the Department's certificate or other
774 degree programs (e.g., the Post-Bae Program, Cohort Program, etc.);
775 b) chairing major departmental committees;
776 c) holding elected or appointed office in or chairing college-wide and/or
777 university-wide committees, organizations, or task forces;
778 d) authoring documents, reports, and other materials pertinent to the university,
779 college, or department;
780 e) creating or significantly revising department/program curricula.

- 781 B. Service to the Community and/or the Profession** - All faculty members are
782 expected to provide quality service and leadership in the community and/or to the
783 profession.

- 784 1) Community Service – If a faculty member engages in service to the community,
785 this service must directly involve the academic expertise of the faculty member
786 such that he or she applies academic skills and experience to the clinically-related
787 services of speech-language pathologists.

- 788 a) For reappointment, tenure, and promotion to the rank of Associate Professor,
789 such community service may include:

790 (1) consulting with schools; health and human services agencies and
791 organizations; and/or community organizations.

792 (2) helping to organize or facilitate events that promote prevention, and
793 management of communicative disorders including working with parent
794 groups, culturally and linguistically diverse individuals, providing
795 community-wide hearing screenings, etc.

796 (3) acting as a consultant for schools, private practices and other settings

- 797 b) For promotion to the rank of full Professor, community service is expected to
798 include a record of meaningful service in the community including those
799 listed above and others such as:

800 (1) taking leadership roles in community-oriented programs or workshops;

801 (2) holding office in community and professional organizations including
802 ASHA and CSHA, among others;

**Due to the small number of full-time faculty in the Department of Communicative Disorders, it is important for candidates to set their priorities in terms of the amount and time they contribute to community service. This service is highly valued but should not interfere with the faculty member's ability to honor his/her departmental responsibilities including teaching and completing other departmental assignments.

803 (3) consulting in a leadership role for educational organizations, clinical
804 and community service organizations;

805 (4) serving on governing boards related to ASHA certification and other
806 licensing bodies;

807 (5) engaging in activities such as giving keynote speeches related to
808 speech and language pathology; assisting educational and clinical
809 organizations with speech and language prevention and management
810 missions, etc.

811 2) Professional Service - Service to the profession may include leadership positions,
812 workshops, speeches, media interviews, articles, and/or editorials; performances
813 and/or displays; and/or elected offices in a speech-language-hearing related
814 professional organization. Such professional service is most highly valued when it
815 is performed for the American Speech-Language-Hearing Association (ASHA),
816 among other organizations and may include service on national committees,
817 writing position papers, and creating and co-authoring various documents that
818 guide and modify clinical practices.

819 **2.3.2 Quality of Service Commitments and Participation**

820 The quality of service contributions is fundamental to meeting the requirements
821 specified above in section 2.3.1. Accordingly, the **RTP** Committee must not merely
822 summarize the breadth and/or quantity of a candidate's service contributions, but rather
823 must evaluate the depth, quality, and significance of service activities. In doing so, the
824 Committee should consider:

- 825 A. the nature of the service commitment;
- 826 B. the degree to which the activity contributes to the mission of the university, the
827 college, and/or to the Department of Communicative Disorders;
- 828 C. the significance of contributions to the organizational, academic, intellectual, and
829 social life of the university, college, and/or department, including participation on
830 committees and/or with student organizations;
- 831 D. the depth and quality of activities that enhance the University's ability to serve the
832 needs of a diverse student body, especially culturally and linguistically diverse
833 students, students with learning disabilities, and non-traditional students;
- 834 E. the depth and quality of activities that enhance the department's ability to retain and
835 graduate students, including mentorship and advising;
- 836 F. the depth and quality of activities that enhance the mission of the community and/or
837 professional organization(s) to which the candidate volunteers his/her services; and
- 838 G. the degree of leadership exhibited by the candidate in the planning, organizing, and
839 influencing the effectiveness of his/her service to the organization

840 **2.4 Evaluation of Service**

841 **2.4.1 Candidate's Responsibility**

842 The candidate must provide a documented narrative of his or her service contributions. It
843 is incumbent on the candidate to describe the above evaluative criteria in his/her
844 narrative.

845 A. Candidates must summarize their contributions for the RTP Committee and provide
846 clarification and interpretation of their roles and responsibilities.

847 B. Candidates must provide official correspondence from community organizations
848 and/or professional societies or associations that document the candidates' roles and
849 responsibilities.

850 **3.0 RESPONSIBILITIES IN TFIE RTP PROCESS**

851 Participants in the RTP process include the candidate, the academic unit, Department of
852 Communicative Disorders RTP committee, the chair of the Department of Communicative
853 Disorders, the college Rif committee, the Dean, the Provost, and the President. In addition, there
854 may be external reviewers participating in the RTP process. For details on conducting external
855 evaluations, see the Academic Senate policy on external evaluations.

856 The Collective Bargaining Agreement (CBA) allows faculty, students, academic administrators,
857 and the President to provide information concerning the candidate during the open period.

858 Deliberations on reappointment, tenure, and promotion shall be confidential. Access to materials
859 and recommendations pertaining to the candidate shall be limited to the RTP candidate, the RTP
860 committee of the academic unit, the chair or director of the academic unit, the college RTP
861 committee, the Dean, the Provost, Associate Vice President for Faculty Affairs (as an
862 appropriate administrator), and the President (see CBA). In addition, external reviewers, if any,
863 shall have access to appropriate materials for evaluation.

864 **3.1 Candidate**

865 A candidate for RTP shall make every effort to seek advice and guidance from the Department
866 Chair, particularly regarding the RTP process and procedures and how criteria and standards are
867 applied. The candidate has the primary responsibility for collecting and presenting the evidence
868 of his or her accomplishments. The candidate's documentation must include all information and
869 supporting materials specified in all applicable RTP policies. The candidate must clearly
870 reference and explain all supporting materials.

871 The candidate must submit a narrative that describes his or her goals and accomplishments
872 during the period of review, including a clear description of the quality and significance of
873 contributions-to the three areas of review: 1) instruction and instructionally related activities; 2)
874 RSCA; and 3) service. The narrative should range from between 8 and 25 double-spaced, single-
875 sided pages in 12 point font with one-inch margins. The candidate shall provide all required
876 supplemental documentation, including summary sheets from student evaluations and an index
877 of all supplementary materials. The candidate shall provide all prior RTP reviews and periodic
878 evaluations over the full review period, including candidate's responses or rebuttals, if any.

879 **3.2 The Department RTP Policy**

880 The content of this RTP policy of the Department of Communicative Disorders specifies the
881 standards and criteria to be applied in evaluating teaching performance, RSCA, and service.
882 These standards are adapted from the university and CHHS documents. This RTP policy is
883 subject to ratification by a majority of voting tenured and probationary faculty members in the
884 Department of Communicative Disorders and to approval by the college Faculty Council, the
885 Dean, and the Provost Additionally, this Policy shall be subject to regular review by the
886 Department's tenured and probationary faculty.

887 **3.3 The Department RTP Committee**

888 The Department of Communicative Disorders RTP Committee has the primary responsibility for
889 evaluating the candidates work and makes the initial recommendation to the college RTP
890 committee regarding reappointment, tenure, and promotion. Academic unit RTP committee
891 members are responsible for critically analyzing the candidate's performance by applying the
892 criteria of the academic unit. The committee shall forward its evaluation and recommendation
893 with supporting materials to the college RTP committee.

894 **3.3.1 Election of Committee**

895 The RTP Committee of the Department of Communicative Disorders is composed of at
896 least three (3) tenured members elected by majority vote of the tenured and probationary
897 faculty members of the department.

898 A. Election - Membership on the RTP Committee reflects all requirements specified in
899 the university and college RTP policies as follows:

- 900 1) The Committee must be comprised of at least three (3) tenured, full-time faculty)
901 members. Committees reviewing applications for reappointment, tenure, and/or
902 promotion to the rank of Associate Professor may be comprised of tenured
903 Associate and full, Professors. Committees reviewing applications for promotion
904 to the rank of Professor must be comprised of tenured full Professors.
- 905 2) Persons on difference-in-pay leave or sabbatical for any part of the academic year
906 may serve on the RTP Committee.
- 907 3) Faculty participating in the Faculty Early Retirement Program (FERP) may serve
908 on the RTP Committee if requested by the majority vote of tenured and
909 probationary faculty members of the academic units and approved by the
910 President. However, the RTP Committee may not be made up solely of faculty
911 participating in the FERP.
- 912 4) The Department Chair may serve as a member of the RTP Committee, if elected,
913 subject to the provisions of section 3.3.2 (B).

914 B. Single vs. Multiple Committees - Subject to the exception provided in subsection 3.3.6
915 governing joint appointments, all recommendations for advancement (promotion) to a
916 given rank, for tenure, or for reappointment shall be considered by the same committee. It
917 is possible that there may be different committees for different RTP considerations (e.g.,
918 reappointment versus promotion to different ranks, etc.). Due to the small size of the

919 Department of Communicative Disorders, however, it is more likely that one committee
920 will review those faculty members going through the **RTP** process.

921 **3.3.2 Committee Composition**

922 The following provisions shall govern the composition of the Department **RTP**
923 Committee.

- 924 A. Membership Rank - Members of the Department of Communicative Disorders RTP
925 Committee who participate in promotion recommendations must be tenured and must
926 have a higher rank than the candidate(s) being considered. They must not themselves
927 be candidates for promotion.
- 928 B. Department Chair – The chair of the Department of Communicative Disorders may
929 serve as a member of the Department RTP Committee due to the small size and
930 limited availability of tenured and ranking members within the department as noted in
931 section 3.3.1 B above. In the event that there are a sufficient number of faculty
932 members qualified to serve on the Department RTP Committee, the Chair may defer
933 to his/her colleagues by not serving on the committee. By not serving, the Chair may
934 provide an independent evaluation. If serving on the department RTP committee,
935 however, the Chair may not make a separate recommendation pursuant to Section 3.4
936 of this policy. Moreover, to avoid conflicts of interest, the Department Chair may not
937 sit with the Department RTP Committee during the time that the Committee is
938 considering his or her own materials for reappointment, tenure, or promotion.
- 939 C. Vacancies - In the event that one or more vacancies occur in unexpired terms of the
940 Department RTP Committee, either a meeting of the department faculty shall be
941 called for the purpose of securing nominations, or nominations shall be solicited via a
942 nominating ballot initiated by the Chair of the Department of Communicative
943 Disorders.
- 944 D. Chair of the Department RTP Committee - The Department of Communicative
945 Disorders RTP Committee shall elect a chair from among its members.

946 **3.3.3 Responsibility and Accountability**

- 947 A. Candidates
- 948 1) The initial responsibility to ensure compliance with RTP policies and deadlines
949 rests with the candidate. Candidates are expected to furnish necessary and
950 relevant evidence to support their applications; and to provide this information in
951 accordance with established deadlines.
- 952 2) Candidates may request a meeting to review recommendations with both the
953 academic unit RTP committee and the chair or director of their academic unit.
954 Candidates have the contractual right to respond in writing to these
955 recommendations.
- 956 B. Department of Communicative Disorders RTP Committee
- 957 1) Mini-Reviews - The Department RTP committee shall conduct an assessment of
958 all probationary faculty members at least once per year during probationary years

959 in which the candidate is not scheduled for a formal RTP review. While such
960 mini-reviews do not result in any job actions (e.g., reappointment, tenure, or
961 promotion), they must be provide guidance for professional development.
962 2) Reappointment, Tenure, and Promotion Reviews - RTP reviews shall be
963 conducted by the Department of Communicative Disorders RTP Committee on
964 the schedule set by the University. The Department of Communicative Disorders
965 RTP Committee is accountable for its recommendations by (a) supplying the
966 College RTP Committee with a detailed evaluation to support its
967 recommendations; and (b) submitting candidates' RTP portfolios and supporting
968 documents on-time in accordance with established deadlines.

969 **3.3.4 Prohibition on Multiple Levels of RTP Review**

970 No one individual may participate in the evaluation of any single candidate in more than
971 one level of review.

972 **3.3.5 Ad Hoc Committees**

973 If fewer than the required number of members of the Department, as specified in this
974 policy, are eligible to serve on the Department RTP Committee, then additional members
975 from outside the academic unit shall be selected in accordance with the following
976 procedure:

- 977 A. Nominees may be from any school or college within the university provided that they
978 have some familiarity with the RIP candidate's discipline or area of expertise.
- 979 B. After prospective nominees have granted their permission to stand for election to an
980 ad-hoc RPT Committee, the academic unit shall submit the names of all candidates
981 for election to the unit's RTP committee and then conduct an election.

982 **3.3.6 Joint Appointments**

983 Joint appointments shall be evaluated by a committee composed of members of each
984 academic unit served by the person being evaluated. The joint-appointment RTP
985 committee shall be composed of members currently elected to each academic unit's R7P
986 committee. This committee shall use the existing criteria of each academic unit to
987 evaluate the individual holding joint appointment pursuant to item VI, Academic Senate
988 Policy Statement 94-11 (or any successor policy).

989 **3.4 Department Chair/Director**

990 The Chair of the Department of Communicative Disorders is responsible for communicating the
991 department, college, and university policies to candidates. The Chair also provides ongoing
992 guidance to candidates as to whether their performance is consistent with department
993 expectations. The Chair, in collaboration with mentors from department and/or the college, is
994 responsible for talking with candidates about their overall career development and providing
995 professional mentoring.

996 **3.4.1 Meeting with Committee**

997 The Chair shall meet with the Department RTP Committee prior to the beginning of the
998 department evaluation process to review the department, college, and university
999 processes and procedures.

1000 **3.4.2 Optional Independent Evaluation by the Chair**

1001 The Department Chair may write independent evaluations of all RTP candidates unless
1002 the Chair is elected to the Department of Communicative Disorders RTP Committee. In
1003 promotion considerations, however, the Department Chair must have a higher rank than
1004 the candidate being considered for promotion in order to contribute a review or
1005 participation a review committee. In no case may the Department Chair participate in the
1006 evaluation of any single candidate in more than one level of review.

1007 **3.4.3 Candidate's Rights**

1008 At all levels of review, before recommendations are forwarded to a subsequent review
1009 level, candidates shall be given a copy of the recommendation. The candidate may submit
1010 a rebuttal statement or response in writing and/or request a meeting be held to discuss the
1011 recommendation within ten (10) days following receipt of the recommendation. A copy
1012 of the response or rebuttal statement shall accompany the candidate's file and also be sent
1013 to all previous levels of review. This section shall not require that evaluation timelines be
1014 extended

1015 **4.0 TIMELINES FOR THE RTP PROCESS**

1016 All tenured and probationary tenure-track faculty members undergo performance review and
1017 evaluation. Probationary faculty members are reevaluated each year. During years when the
1018 candidate is not being reviewed for reappointment, tenure, and/or promotion, the candidate will
1019 undergo periodic review. Tenured faculty members are reevaluated every five (5) years. The
1020 following timelines apply to candidates who are appointed at the rank of Assistant Professor with
1021 no service credit; actual timelines may vary according to level of appointment and service credit

1022 **4.1 Evaluation of Probationary Faculty for Reappointment**

1023 **4.1.1 Periodic Review ("Mini-Review")**

1024 In the first year and second years of service, as well as in successive probationary years
1025 during which a candidate is not being reviewed for reappointment, tenure, or promotion,
1026 the annual evaluation takes the form of a periodic review {"mini-review?". The periodic
1027 review is conducted by the academic unit RTP committee, the chair or director of the
1028 academic unit, and the college Dean. The periodic review provides guidance for
1029 professional development, especially with regard to the candidate's progress toward
1030 reappointment and later, tenure. Thus, periodic reviews shall commend probationary
1031 faculty member for meeting or exceeding expectations in the relevant areas of review,
1032 while providing written guidance for making improvements in areas which need
1033 strengthening.

1034 **4.1.2 Reappointment Review**

1035 In the third year of service, the annual evaluation takes the form of a reappointment
1036 review. Successful candidates are reappointed for one, two, or three years. If reappointed
1037 for three years, probationary faculty shall continue to be evaluated annually using the
1038 periodic review process. If, however, candidates are reappointed for a shorter period of
1039 time, then they are to be evaluated annually using the periodic review process until such
1040 time as they undergo another formal reappointment review.

1041 **4.2 Evaluation of Probationary Faculty for Tenure and Promotion**

1042 In the first and second years of reappointment (or fourth and fifth years of continuous service),
1043 the annual evaluation takes the form of a periodic or reappointment review, as appropriate. In the
1044 third year of reappointment (or the sixth year of continuous service) the annual evaluation takes
1045 the form of a tenure review, which may also be a review for promotion. A probationary faculty
1046 member may request consideration for early tenure and promotion prior to the scheduled sixth
1047 year review. This process is discussed under Section 5.5 of the College of Health and Human
1048 Services RTP Policy.

1049 **4.3 Evaluation of Tenured Faculty for Promotion**

1050 An Associate Professor becomes eligible for promotion review to the rank of Professor in the
1051 fifth year at the rank of Associate Professor. A tenured Associate Professor, however, may opt to
1052 seek early promotion to the rank of Professor prior to the fifth year in rank in accordance with
1053 the provisions of Section 5.5 of the College of Health and Human Services RTP Policy.

1054 A tenured faculty member may choose not to be evaluated for promotion in a given year;
1055 however, the faculty member will still be required to undergo the five-year periodic evaluation of
1056 tenured faculty as outlined in relevant Academic Senate policy documents.

1057 **5.0 APPOINTMENT AND PROMOTIONAL LEVEL CRITERIA**

1058 Section 5 of the university and CHHS RTP policies outlines the general standards for
1059 reappointment, tenure, and promotion. This MT' Policy elaborates on those policies by providing
1060 the specific criteria under which RTP candidates from the Department of Communicative
1061 Disorders will be evaluated. Candidates are referred to the University Policy for the standards for
1062 early tenure and promotion.

1063 **6.0 STEPS IN THE RTP PROCESS**

1064 **6.1 Academic Affairs Sets Dates**

1065 The Division of Academic Affairs determines the timelines for the RTP process, including
1066 deadlines for the submission of the candidate's materials, dates for the open period, completion
1067 of all RTP reviews by all review levels, and final decision notification to the candidate. The
1068 deadlines for notification of final actions shall be consistent with the requirements of the CSU-
1069 CFA Collective Bargaining Agreement (CBA).

1070 **6.2 Academic Affairs Notifies Candidates of Eligibility**

1071 The Division of Academic Affairs notifies all faculty members of their eligibility for review and
1072 specifies items required to be provided by all candidates.

1073 **6.3 Posting of Notice of Open Period**

1074 Academic units shall post in their offices a list of candidates being considered for reappointment,
1075 tenure, or promotion, following timelines and guidelines for the open period provided by the
1076 Office of Academic Affairs and consistent with the requirements of the CBA. A copy of all
1077 information submitted shall be provided to the candidate. The chairperson of the academic unit
1078 RTP committee prepares an index of the materials submitted during the open period to be
1079 included in the candidate's file.

1080 **6.4 Preparation and Submission of RTP File**

1081 Candidates prepare materials for review and deliver them to the academic unit RTP committee
1082 by the deadline.

1083 **6.5 Review by Department RTP Committee**

1084 The RTP Committee of the Department of Communicative Disorders reviews the candidate's
1085 materials and, using the standard university form, provides a written evaluation and
1086 recommendation to the next level of review by the deadline.

1087 **6.6 Review by Department Chair**

1088 The chair or director of the academic unit, if eligible and if not an elected member of the
1089 academic unit RTP committee, may review the candidate's materials and may provide an
1090 independent written evaluation and recommendation to the next level of review by the deadline.

1091 **6.7 Review College RTP Committee**

1092 The college RTP committee reviews the candidate's materials and provides an independent
1093 written evaluation and recommendation to the next level of review by the deadline.

1094 **6.8 Review by Dean**

1095 The Dean reviews the candidate's materials and provides an independent written review and
1096 recommendation to the Provost by the deadline.

1097 **6.9 Review by Provost**

1098 The Provost reviews the candidate's materials and provides an independent written review and
1099 recommendation to the President. The President has the authority to make final decisions for the
1100 university with respect to reappointment, tenure, and promotion. The President (or Provost as
1101 designee) notifies the candidate of the final decision regarding reappointment, tenure, and/or
1102 promotion by the deadline.

1103 **7.0 ADDITIONAL PROCESSES**

1104 **7.1 Withdrawal**

1105 Prior to the final decision, candidates for promotion may withdraw without prejudice from
1106 consideration at any level of review (see CBA). This provision also applies to candidates for
1107 early tenure.

1108 **7.2 Missing Documentation**

1109 If, at any time during the review process, the absence of required evaluation documents is
1110 discovered the RTP package shall be returned to the level at which the requisite documentation
1111 should have been provided. Such materials shall be provided in a timely manner.

1112 **7.3 Rebuttal**

1113 At each level of review, the candidate shall be given a copy of the recommendation, which shall
1114 state in writing the reasons for the recommendation. The recommendation is then forwarded to
1115 the next review level. The candidate has the right to provide a rebuttal/response in writing no
1116 later than ten (10) calendar days following receipt of the recommendation. A copy of all of the
1117 candidate's rebuttal/responses will be forwarded to the next level of review, as well as to any
1118 previous review levels.

1119 **7.4 External Review**

1120 The candidate or evaluators at each level of review may request an external evaluation,
1121 consistent with Academic Senate policy on external evaluations (see Policy 86-07 or its
1122 successor).

1123 **8.0 APPROVAL OF AND CHANGES TO THIS RTP POLICY**

1124 **8.1 Ratification**

1125 This RTP policy is subject to ratification by a majority of voting tenured and probationary
1126 faculty members in the Department of Communicative Disorders and to approval by the CHHS
1127 Faculty Council, the Dean, and the Provost.

1128 **8.2 Amendments**

1129 Amendments to this Policy may be initiated by a petition signed by fifteen percent (15%) of the
1130 tenured and probationary faculty of the Department of Communicative Disorders. Upon
1131 receiving a petition, the Dean of the College (either directly or through the Department Chair as
1132 the Dean's designee) will communicate the proposed amendment(s) to the faculty members in the
1133 Department of Communicative Disorders at least two weeks (i.e., 14 calendar days) prior to
1134 voting.

1135 **8.2.1 Voting on Amendments**

1136 Voting on amendments shall be by ballot prior to the close of the preceding academic year of
1137 adoption, and shall comply with the policy as identified in the CSU/CFA Collective Bargaining
1138 Agreement.

1139 **8.2.2 Majority Needed to Adopt**

1140 To become effective, all proposed amendments shall require a majority of the ballots cast by
1141 tenured and probationary faculty and the approval of the Dean, Faculty Council, and the Provost.

1142 **8.2.3 Voting Rights**

1143 All tenured and probationary faculty members in the Department of Communicative Disorders -
1144 including those on leave, sabbatical, and FERP - are eligible to vote.