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

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

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

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

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

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

1.2.5 All faculty members are expected to demonstrate positive qualities that reflect favorably on the individual, the Department of Communicative Disorders, the college,
and the university. These qualities include high standards of professional, collegial, and ethical behavior.

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

1.3 Governing Documents

1.3.1 Adoption

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

1.3.2 Specific Role of this Departmental Policy

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

1.4 Obligations

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

1.4.1 Obligation of the Candidate to Start Process

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

1.4.2 Completeness of Candidate's File

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

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

1.5 Standards

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

1.5.1 Staying Current

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

1.5.2 Involvement in the Profession

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

1.5.3 Scholarly Research and Publishing

Faculty members are expected to engage in scholarly and creative activities that include the publication and presentation of research and/or other clinically-relevant materials that contribute to advancing knowledge in the field. The following types of scholarship, all of which are equally valued regardless of reliance on quantitative, qualitative, or other discipline-appropriate methodologies (e.g., case studies, intervention strategy analyses, etc.) include, but are not limited to:
A. **Research articles in peer-reviewed journals** - empirical studies that contribute to theoretical knowledge and treatment

B. **Clinically-oriented articles in peer reviewed journals** - the creation of new knowledge by synthesizing and interpreting assessment and intervention strategies and theoretical positions in the

C. **Textbooks and chapters** - that advance the knowledge in the field by bridging of the gap between theory and practice through both research and practical applications in both peer and non-peer-reviewed

D. **Edited textbooks** - that bring together discipline-specific and interdisciplinary authors;

E. **Additional Activities** – that advance knowledge and visibility of the department’s scholarship through peer-reviewed presentations at national, international, and state organizations; publications in field and university newsletters (e.g., Division 1/ASHA newsletter); serving as a reviewer for various journals and/or books; invited presentations at local, state, national and international organizations; and key note speeches for various organizations and advocacy groups

### 1.5.4 High-Quality Instruction

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

A. through encouraging joint publications and presentations with

B. through engaging students in volunteer activities in the community and within the CSULB Speech, Language and Hearing

C. by interactions with students through supervision of directed studies, comprehensive projects, independent research projects, and

D. through involvement in student organizations (e.g., the National Student Speech-Language-Hearing Association) and the creation and supervision of departmental, university, and community

E. by interacting with students both in and out of class in a manner that encourages clinicians who bring a collaborative and interdisciplinary approach to serving their clients and the multicultural communities they serve.

### 1.5.5 Meaningful, Collegial Service

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

A. All faculty members in the Department of Communicative Disorders are required to participate in various departmental committees, in discipline-related community service activities, and in national, state, and/or local professional organizations

B. Faculty service contributions are expected to increase concomitantly with the rank of the individual. Responsibilities will change over time as candidates advance from the probationary period to higher

### 1.6 Profiles of Academic Ranks

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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. The department aspires 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.

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

1.7 Candidate's Narrative

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

2.0 RTP AREAS OF EVALUATION

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

2.1 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.

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

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

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

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

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

1) demonstration of updating of course materials and readings including revisions of course outlines and syllabi, inclusion of additional readings, inclusion of new assessment and management procedures, development of new methods of
presentation (e.g., use of multimedia presentations, use of distance learning, use of the World Wide Web, etc.)

2) actively participating in the Department's curricular modification efforts;

3) creating and/or evaluating graduate students' comprehensive examination questions;

4) mentoring graduate students through active participation on committees that supervise graduate student theses and

5) participation in ongoing continuing education which impacts instructor as a teacher, including, but not limited to, conferences, workshops, ongoing interactions with colleagues, among other activities;

6) 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.

2.1.2 Student Learning Outcomes

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

A. Instructional practices and course materials that clearly convey to students-in-measurable, behavioral terms—expected student learning outcomes.

B. Syllabi and course materials that clearly communicate course requirements (including the semester schedule; assignments; and grading practices, standards, and criteria), as well as the purposes for which a course may be meaningful to students (e.g., preparation for farther courses, graduate school, or employment; the intrinsic interest of the material; development of civic responsibilities and/or individual personal growth). For more information on syllabi, see Section 2.1.5 in this Policy and current Senate policy.

C. Careful preparation and clear organization and sequence of classes and pedagogical materials that enhance student learning, especially by meaningful incorporation of feedback from previous evaluations of one's teaching by students and peers.

D. Effort to produce continuous improvement in teaching effectiveness is expected of all candidates, including but not limited to:

1) Interactions with colleagues regarding pedagogy such as discussions of pedagogical issues, sharing information at retreats, consultation about course development and modification based upon new research;
2) A sustained record of participation in seminars or conferences sponsored by the Department, College, University or professional organizations that relate to both content knowledge in the discipline and teaching methodology;

3) A sustained record of integrating new materials (e.g., clinical videos) and required readings that reflect the evolution of the discipline of speech-language pathology.

### 2.1.3 Student Response to Instruction

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

#### A. Required Documentation

1) All candidates, regardless of rank, must submit the evaluations from all the courses evaluated through the SPOT process.

2) If one written student comment is referenced in the narrative, all original student evaluation forms for that class must be submitted in supplemental materials.

#### B. Additional Documentation

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

#### C. Evaluation by RTP Committee

- Ratings by students must reflect a positive student perception of the instructor's conveyance of knowledge, effort, availability, organization, and attention to individual needs.

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

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

     a) the mean for students' responses to questions on standardized teaching evaluation forms are no lower than one standard deviation below the departmental mean; and

     b) student evaluations submitted by candidates provide evidence of the following trends:

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

        (2) For tenure and/or promotion to the rank of Associate Professor, student evaluations of teaching submitted by candidates must evidence a sustained level of high-quality teaching.
(3) For promotion to the rank of Professor, student evaluations submitted by candidates must evidence that the candidate has reached a consistent level of teaching excellence.

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

### 2.1.4 Syllabi

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

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

### 2.1.5 Grade Distributions

Grade distributions assist in the evaluation of a candidate's teaching effectiveness. The RTF Committee should evaluate a candidate's grade distributions within the context of the candidate's interpretation of results, the level of education of students, and the particular nature of a class. Undergraduate grade distributions at both lower and upper levels of a students' progression through the Communicative Disorders' program must be viewed within the context of the level of the course. Likewise, clinical practicum classes, which have a different format and structure from large classes and seminars, must be
viewed within the context of a field preparation framework. In sum: grade distributions must be understood within the context of a professor's teaching methodology, a class's structure and size, and its sequence within the overall curriculum.

2.1.6 Additional Evidence of Teaching Effectiveness

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

2.2 Research, Scholarly, and Creative Activities

All faculty are expected to engage in an ongoing program of research, scholarly or creative activity (RSCA) that demonstrates intellectual and professional growth in speech-language pathology over time. The department expects all faculty to produce scholarly and/or creative achievements which contribute to the advancement of the discipline of speech-language pathology and to disseminate those achievements to appropriate audiences following favorable review from professional peers. The department strongly encourages 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.

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

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

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

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

   b) Presentations at national conferences such as ASHA that are peer reviewed are valued highly by the Department of Communicative Disorders. ASHA submissions go through a competitive application process in order to be accepted for presentation as a major short course, mini seminar, or technical paper. While candidates are also expected to publish in peer-reviewed journals and elsewhere, a high profile presentation, reaching hundreds of participants, is also valued.

   c) Publication of authored textbooks that are noted to have a significant impact upon the field of speech and language pathology are viewed as a significant contribution to a candidate's file. The publication of a text in relation to peer-reviewed contributions is evaluated within the context of a candidate's overall performance. For example, a major text may take several years to complete from prospectus through page proofs to final, published book. This endeavor may create a smaller number of peer-reviewed contributions during the book's publication phase. Likewise, a candidate may have an acceptable number of peer-reviewed articles and no textbooks in their publication record.

   d) Edited texts and contributed chapters in texts are also a valued component of a candidate's RSCA. As noted in 2.2.2 1) c, the nature and relevance of the text to the field and the overall role of the editor the process must be clarified in the candidate's narrative and evaluated by the departmental committee in
and articles are also acceptable contributions to a candidate's RSCA file and are assessed by the departmental RTP Committee for their merits.

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

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

2) Expectations for Additional Types of RSCA

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

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

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

1) RSCA Agenda - Faculty in the Department of Communicative are expected to establish and maintain an ongoing commitment to research, scholarly, and creative activities. The department values a number of activities such as those outlined in Sections 1.5.3 and 2.2.2B whose quality and relevance is evaluated in terms of their theoretical and developmental contribution to the field and their impact upon clinical and educational practices. The department supports the
continued productivity of scholarly activity throughout the various stages of a candidate's reappointment, tenure and promotion. The department recognizes that a candidate's level of productivity may change as his/her responsibilities change within the department and/or the CHITS and the university. Toward these ends, the following guidelines offer a roadmap for consideration:

a) In the first two years of appointment, probationary faculty are expected to plan and operationalize a RSCA agenda.

b) Reappointment, tenure, and promotion to the rank of Associate Professor require evidence that the candidate's RSCA have been productive as evidenced by publications and/or presentations in professional journals, textbooks, and/or conference proceedings. Candidates for reappointment, tenure, and promotion should be able to demonstrate how their RSCA agenda is both continuing and evolving.

c) Promotion to the rank of Professor requires a sustained pattern of achievement since attaining the rank of Associate Professor, with evidence indicating the maturation of the scholarly record.

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

a) RTP Committee members understand that faculty have different scholarly responsibilities as they progress through the RTP process. In the first year, for example, new faculty may be engaged in RSCA that relate to submitting and delivering seminars for ASHA and CSHA, writing ASHA reviews and reports, and preparing articles and other materials for submission to journals and other publication& New faculty members are expected to create a reasonable research/scholarly agenda including a plan of action for the successful completion of their work.

b) By the time a candidate applies for initial reappointment, it is expected that the candidate will have at least two peer-reviewed journal articles or other peer reviewed publications or presentations either in-print or formally accepted for publication or presentation at a major conference(e.g., the national ASHA Conference). This represents a minimal standard for the department and, as noted throughout this document, a candidate's RSCA are evaluated for the quality of the publication and presentation and their overall impact upon the field.

c) After initial reappointment, faculty should be publishing in journals and venues of recognized quality and stature in the field. Candidates should also have a record of presenting at national, international, state, and local organizations. The department prefers to consider the quality of work and the
impact of a candidate's writings and presentations, etc. on the field of speech and language pathology rather than count the number of publications in an individual's portfolio as he/she advances through the RTP process.

d) Candidates for promotion to the rank of Professor are expected to have maintained their scholarly activity consistently, and to have demonstrated the ability to bring significant projects to fruition by having published them in high-quality, peer-reviewed journals and other respected venues in the field of speech and language pathology. The standards expressed in c) above in the discussion "after initial appointment," hold for Promotion from Associate Professor to Professor.

3) Student and/or Community Involvement - In keeping with the mission of the university and the CHHS, the Department of Communicative Disorders values scholarly activities that involve students and/or that are connected to the department's service to the communities in which we work and live. Scholarly activities that achieve these ends shall also be considered when evaluating evidence of excellence in scholarly achievement.

4) Sponsored Research - Securing external funds to support scholarly research is an important and highly valued contribution to the scholarly process. External funding benefits the University, the College, academic units, faculty members, and students. Accordingly, faculty members are encouraged to apply for external funds that support research and scholarly activity (e.g., grants, fellowships, contracts, awards, stipends). However, neither application for nor receipt of sponsored research funds shall be viewed as a prerequisite for reappointment, tenure, or promotion to any rank

a) The award of sponsored research funding or funding for training purposes is highly competitive. Preparing applications is a time-consuming process that can take time away from a candidate's ability to complete scholarly activities that do not require funding. Thus, during the entirety of the probationary period, merely applying for grants and other stipends is to be commended and supported. While funded proposals are more highly valued than non-funded proposals, candidates should be encouraged to continue developing their grant-writing skills.

b) During the time that faculty members are conducting grant-related scholarly activities, allowances should be made in the expectations for publishing. Such allowances must recognize that managing large-scale grant work is time-consuming and, therefore, publication of the results of both research or training program activities may be delayed until after an extensive data-collection and analysis process and the completion of the specialized training of student-clinicians.

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

The following are guidelines for the evaluation of scholarship quality. The most important of these criteria are contained in subsections (1) to (4) but, importantly, and as noted throughout section 2.2, the department considers a candidate's entire record of
scholarship within the context of the evolution of the profession of speech and language pathology. Thus, the listing that follows is not meant to represent a rigid, step-by-step hierarchy. As noted (1)-(4), are separated from "additional" activities but (1) --- (4) are valued equally.

1) **Authorship** - Sole-authored and first-authored works, as well as works published with student collaborators, are evaluated highly but the Department of Communicative Disorders believes that co-authored works do not necessarily represent a "lower level" of excellence especially since speech and language pathology is a collaborative field. For multiple-authored works, the department agrees that the amount or nature of author contributions should be specified and clarified in a candidate's narrative. For example, in many cases, peer-reviewed ASHA presentations have multiple authors who work together over the course of many years. Candidates shall document in their narrative or in other supporting documents (e.g., letters from the field and/or co-authors) the nature and degree of their contributions.

2) **Peer-reviewed Works** - The following criteria should guide the RTP Committee's assessment of articles, chapters and presentations: peer review; professional sponsorship or other affiliation status of the journal or the organization; status of the journal/organization within the subfield; status of the members of the journal editorial board or Program Committee with the subfield.

   a) **Venues** - Refereed articles and other works (e.g., assessment and intervention tools, standardized tests) that are accepted and published in speech and language journals, journals from related neurological and social sciences and/or cognitive development and disorder disciplines, special education, literacy and reading research and practice journals, rehabilitation journals, among others; also included are professional newsletters (e.g., ASHA Divisions' newsletters); and relevant electronic media, that are all valued as scholarly contributions for the purposes of reappointment, tenure, and promotion. Peer reviewed presentations are also highly valued. Among those acceptable include the American Speech-Language-Hearing Association; the California Speech-Language-Hearing Association; Council for Exceptional Children (CEC); and other specialty area publications. The degree of value, however, depends on the quality of the journal and/or the nature/scope of the presentation; the quality of the work published or presented, the degree of the candidate's contribution to the publication, and the impact of the publication on the discipline must always be taken into account when assessing the significance of any peer-reviewed

3) **Books** - The academic standing of the publisher; published reviews; evidence of impact upon the field (e.g., course adoptions, colleagues' evaluations, etc.)

   a) Both scholarly books and textbooks are valued for RTP

   b) Edited books are also valued for RTP purposes and are used and well respected in the field of speech and language pathology.
4) **Sponsored Research** - The application for and securing of external support for scholarly research and the training of speech-language pathologists.

5) **Invited Publications and/or Presentations** - The stature of the editor the special issue or book; the stature of other contributors to the publication; the academic standing of the publisher; the scope of the professional organization extending the invitation (i.e., international, national, regional, or local); and the number of invited colloquia given at the college/university level.

6) **Editorial Roles** - Activities in the capacity of editor-in-chief, associate editor, contributing editor, or assistant editor; guest editor for a special issue of a journal; membership on an editorial board; invitations to serve as an ad hoc reviewer on journal submissions; membership on a grant-review panel; invitations to serve as an ad hoc reviewer for grant applications.

7) **Professional Consulting Activities** - The number and scope of technical reports; and the frequency and range of activities that relate to the field of speech and language pathology.

8) **Internal Support of Scholarly Activities** - The number and scope of activities supported by sabbaticals, and other forms of support for scholarly research funded by CSULB.

9) **Professional Honors, Awards, and Other Forms of Recognition** - Election as an officer of a professional organization, including consideration of the scope of the organization (i.e., international, national, regional, or local); recognition through fellowship status in a professional organization, including consideration of the scope of the organization; awards, prizes, and other forms of recognition, including consideration of the scope of the organization presenting the award.

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

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

1) **Disciplinary Impact** (e.g., advancing basic and/or applied knowledge) - Disciplinary impact includes the importance of information (theory, empirical data, methodological innovation, clinical and educational application) for disciplinary progress and typically includes dissemination in peer-reviewed journals and elsewhere.

2) **Impact on Students** - CSULB emphasizes that RSCA should have an impact upon students. The Department of Communicative Disorders evaluates the impact in a number of ways including co-authoring articles, chapters, and presentations with students; developing educational videos and other website materials; mentoring field research projects, theses, etc. Publications and presentations that include student co-authors are highly valued.

3) **Community Impact** - The Department recognizes the impact of its research and clinical work within the community through the work of the CSULB Speech, Language and Hearing Clinic; its parent advocacy groups (e.g., sharing current research in user-friendly ways with clients and their families, etc.)
F. Weighting of the Body of Work - The applicant's overall body of research, scholarly, and creative work, completed since a candidate's appointment at CSULB, provides evidence for the pattern of continuing scholarship in support of mini-reviews, reappointment, tenure, and promotion.

2.3 Service

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

2.3.1 Range and Depth of Service Commitments

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

A. Service within the University

1) During the first three years of probationary appointment, faculty members are not required to participate in university or college service; however, they are expected to perform quality service within the Department of Communicative Disorders as demonstrated
   a) assisting in departmental and clinical functions, as assigned, that not be part of release time (e.g., Assistant Clinic Director);
   b) participating actively and meaningfully in departmental (e.g., the Administrative committee, Scholarship and awards' committees, grade petition committee,
   c) authoring/co-authoring documents, reports, and other pertinent to the department such as ASHA reports;
   d) attending and meaningfully participating in departmental meetings;
   e) attending and meaningfully participating in professional development opportunities sponsored by the department, the college, the university, and professional organizations; and
   f) actively participating in student programs and student organizations.
   g) supervising student research projects, graduate projects, and theses.

2) For tenure and promotion to the rank of Associate Professor, faculty members are required to make quality service contributions to both the Department of Communicative Disorders (as discussed above) and to service contributions to the effective operation and growth of the CHHS, such as serving on college-wide
committees and/or authoring documents, reports, and other materials pertinent to the college. University-level service is desirable, but not required.

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

a) chairing the department, serving as the Graduate Advisor, Undergraduate Advisor, directing and/or assisting with the Department's certificate or other degree programs (e.g., the Post-Bae Program, Cohort Program, etc.);

b) chairing major departmental committees;

c) holding elected or appointed office in or chairing college-wide and/or university-wide committees, organizations, or task forces;

d) authoring documents, reports, and other materials pertinent to the university, college, or department;

e) creating or significantly revising department/program curricula.

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

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

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

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

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

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

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

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

(2) holding office in community and professional organizations including 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.
(3) consulting in a leadership role for educational organizations, clinical and community service organizations;

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

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

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

2.3.2 Quality of Service Commitments and Participation

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

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

2.4 Evaluation of Service

2.4.1 Candidate's Responsibility
The candidate must provide a documented narrative of his or her service contributions. It is incumbent on the candidate to describe the above evaluative criteria in his/her narrative.

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

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

3.0 RESPONSIBILITIES IN TFIE RTP PROCESS

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

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

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

3.1 Candidate

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

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

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

3.3 The Department RTP Committee

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

3.3.1 Election of Committee

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

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

1) The Committee must be comprised of at least three (3) tenured, full-time faculty members. Committees reviewing applications for reappointment, tenure, and/or promotion to the rank of Associate Professor may be comprised of tenured Associate and full Professors. Committees reviewing applications for promotion to the rank of Professor must be comprised of tenured full Professors.

2) Persons on difference-in-pay leave or sabbatical for any part of the academic year may serve on the RTP Committee.

3) Faculty participating in the Faculty Early Retirement Program (FERP) may serve on the RTP Committee if requested by the majority vote of tenured and probationary faculty members of the academic units and approved by the President. However, the RTP Committee may not be made up solely of faculty participating in the FERP.

4) The Department Chair may serve as a member of the RTP Committee, if elected, subject to the provisions of section 3.3.2 (B).

B. Single vs. Multiple Committees - Subject to the exception provided in subsection 3.3.6 governing joint appointments, all recommendations for advancement (promotion) to a given rank, for tenure, or for reappointment shall be considered by the same committee. It is possible that there may be different committees for different RTP considerations (e.g., reappointment versus promotion to different ranks, etc.). Due to the small size of the
Department of Communicative Disorders, however, it is more likely that one committee will review those faculty members going through the RTP process.

3.3.2 Committee Composition

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

A. Membership Rank - Members of the Department of Communicative Disorders RTP Committee who participate in promotion recommendations must be tenured and must have a higher rank than the candidate(s) being considered. They must not themselves be candidates for promotion.

B. Department Chair – The chair of the Department of Communicative Disorders may serve as a member of the Department RTP Committee due to the small size and limited availability of tenured and ranking members within the department as noted in section 3.3.1 B above. In the event that there are a sufficient number of faculty members qualified to serve on the Department RTP Committee, the Chair may defer to his/her colleagues by not serving on the committee. By not serving, the Chair may provide an independent evaluation. If serving on the department RTP committee, however, the Chair may not make a separate recommendation pursuant to Section 3.4 of this policy. Moreover, to avoid conflicts of interest, the Department Chair may not sit with the Department RIP Committee during the time that the Committee is considering his or her own materials for reappointment, tenure, or promotion.

C. Vacancies - In the event that one or more vacancies occur in unexpired terms of the Department RTP Committee, either a meeting of the department faculty shall be called for the purpose of securing nominations, or nominations shall be solicited via a nominating ballot initiated by the Chair of the Department of Communicative Disorders.

D. Chair of the Department RTP Committee - The Department of Communicative Disorders RTP Committee shall elect a chair from among its members.

3.3.3 Responsibility and Accountability

A. Candidates

1) The initial responsibility to ensure compliance with RIP policies and deadlines rests with the candidate. Candidates are expected to furnish necessary and relevant evidence to support their applications; and to provide this information in accordance with established deadlines.

2) Candidates may request a meeting to review recommendations with both the academic unit RTP committee and the chair or director of their academic unit. Candidates have the contractual right to respond in writing to these recommendations.

B. Department of Communicative Disorders RTP Committee

1) Mini-Reviews - The Department RTP committee shall conduct an assessment of all probationary faculty members at least once per year during probationary years
in which the candidate is not scheduled for a formal RTP review. While such mini-reviews do not result in any job actions (e.g., reappointment, tenure, or promotion), they must be provide guidance for professional development.

2) Reappointment, Tenure, and Promotion Reviews - RTP reviews shall be conducted by the Department of Communicative Disorders RTP Committee on the schedule set by the University. The Department of Communicative Disorders RTP Committee is accountable for its recommendations by (a) supplying the College RTP Committee with a detailed evaluation to support its recommendations; and (b) submitting candidates' RTP portfolios and supporting documents on-time in accordance with established deadlines.

3.3.4 Prohibition on Multiple Levels of RTP Review

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

3.3.5 Ad Hoc Committees

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

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

3.3.6 Joint Appointments

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

3.4 Department Chair/Director

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

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

3.4.2 Optional Independent Evaluation by the Chair

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

3.4.3 Candidate’s Rights

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

4.0 TIMELINES FOR THE RTP PROCESS

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

4.1 Evaluation of Probationary Faculty for Reappointment

4.1.1 Periodic Review ("Mini-Review")

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

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

4.2 Evaluation of Probationary Faculty for Tenure and Promotion

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

4.3 Evaluation of Tenured Faculty for Promotion

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

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

5.0 APPOINTMENT AND PROMOTIONAL LEVEL CRITERIA

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

6.0 STEPS IN THE RTP PROCESS

6.1 Academic Affairs Sets Dates

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

6.2 Academic Affairs Notifies Candidates of Eligibility
The Division of Academic Affairs notifies all faculty members of their eligibility for review and specifies items required to be provided by all candidates.

6.3 Posting of Notice of Open Period

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

6.4 Preparation and Submission of RTP File

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

6.5 Review by Department RTP Committee

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

6.6 Review by Department Chair

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

6.7 Review College RTP Committee

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

6.8 Review by Dean

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

6.9 Review by Provost

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

7.0 ADDITIONAL PROCESSES

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

7.2 Missing Documentation

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

7.3 Rebuttal

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

7.4 External Review

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

8.0 APPROVAL OF AND CHANGES TO THIS RTP POLICY

8.1 Ratification

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

8.2 Amendments

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

8.2.1 Voting on Amendments

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

8.2.2 Majority Needed to Adopt
To become effective, all proposed amendments shall require a majority of the ballots cast by tenured and probationary faculty and the approval of the Dean, Faculty Council, and the Provost.

8.2.3 Voting Rights

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