



Policy #:

Supersedes:

Title: Faculty Evaluation Policy: Communication Disorders Program Standards

Adopted Date: July 24, 2020

Effective Date: September 1, 2020

References: See related Procedures Document and MOA on Transition to the new Procedures, University Standards and School Standards.

This policy covers all members of the Communication Disorders Program faculty, including tenure-track faculty, non-tenure track faculty, and part-time faculty.

Please note that Standard 5.0: Perspectives on Tenure and Promotion of the Communication Disorders Program begins on page 11 of this document.

1.0 PREAMBLE

- 1.0 This policy specifies program-wide considerations for faculty evaluation in the **Communication Disorders Program** (CMDs). This policy has been developed to elaborate upon the unique efforts of faculty in the Communication Disorders Program which may distinguish them from faculty in other University programs. Consistent with University policy and negotiated agreements, such distinctions should be incorporated into the faculty evaluation procedure. As such, these standards are subject to periodic review and revision as the needs of the program evolve.
- 1.1 The activities of Communication Disorders Faculty in the areas of teaching, scholarship, and service should be well integrated into his/her/their philosophy, expertise, and capabilities. These activities should, in general, be consistent with the program, school and university missions. Each of the areas of teaching, scholarship, and service can be weighted differently depending on the faculty member's expertise, experience, and role.
- 1.2 The University Faculty Evaluation Policy (Effective Dates: May 2, 2007; September 1, 2016-Policy File Number: II-10.5) and School-wide Faculty Evaluation Standards for the School of Health Sciences shall also serve as the standards for faculty evaluation. This document cites the Faculty

Evaluation Policy where it provides clarification of the standards to be considered in the process of faculty evaluation.

2.0 ELABORATION OF UNIVERSITY STANDARDS FOR TEACHING FACULTY IN THE COMMUNICATION DISODERS PROGRAM

- 2.1 The following excerpts (in italics) from section 5.0 of the University Faculty Evaluation Policy are included to provide a framework for the subsequent sections of this document.

The University expects faculty to excel in a variety of ways and to balance teaching, scholarship/creative activity, and service effectively. Sustained excellence in teaching is a necessary but not in itself a sufficient condition for tenure or promotion to higher rank. Except in unusual circumstances, scholarship leading to peer reviewed publication and/or peer-reviewed creative activity is also a requirement for tenure and promotion to higher rank. Any exception to the expectation will be documented in writing. Faculty are also expected to contribute to University, community, and/or professional life through service activities.

5.1 Specifically, the University recognizes that it is sometimes advisable to appoint, as tenure-track faculty, individuals who have excellent credentials as practitioners or clinicians in an applied field but have not previously had need to develop a scholarly program. Typically, these individuals will have terminal degrees that are not research-based degrees. Such individuals should be identified early in their time at the University. They may be considered for tenure without concurrent promotion to Assistant Professor or Associate Professor, provided that they have demonstrated a particularly high level of excellence in teaching and service and that they are deemed likely to meet the standards for promotion in the area of scholarship/creative activity in the near future.

The University recognizes that faculty members, either in response to evaluations or in the interest of continuing vitality, may create individual paths towards excellence in a blend of teaching, scholarship/creative activity, and service that allows them to distinguish themselves. Consistent accomplishment over time will be evaluated positively, while recognizing that a candidate's relative contributions to the campus community in terms of teaching/librarianship, scholarly/creative/professional activity, and service normally will vary over time. Therefore, short periods of relatively less activity in one area should be complemented by greater activity in the others, producing balance and a consistently high level of accomplishment overall.

2.2 Teaching

Per University Standard 6.1.1:

Educating students, both inside and outside the classroom, studio, or laboratory is the University's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching, will be evaluated in order to gain a clear understanding of each faculty member's performance.

2.2.1 Thus, educating students, both inside and outside the classroom, in the clinical setting, and in fieldwork is the **Communication Disorders Program's (CMDS)** primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching, will be evaluated in order to gain a clear understanding of each faculty member's performance.

2.2.2 The **Communication Disorders Program** encourages the faculty to demonstrate teaching effectiveness by a variety of methods. There are multiple methods of attaining excellence in teaching. Each individual faculty member is guided by a unique pedagogical philosophy. The instructor's pedagogical philosophy should be reflected in instructional materials such as syllabi.

2.2.2.1 In addition to traditional classroom instruction, **CMDS** faculty are often engaged in directed research and clinical supervision of students.

2.2.2.2 To demonstrate teaching effectiveness, the **CMDS** program encourages faculty to rely on several indicators of successful and effective teaching.

2.2.3 In broad terms, excellence in teaching in the **Communication Disorders Program** is characterized by:

2.2.3.1 A thorough and current command of the subject matter, teaching techniques and methodologies of the discipline one teaches as defined by the nature of the **CMDS** program.

A current command of subject matter, teaching techniques, and methodologies should include (but not be limited to): Evidence of continuing education in

one's discipline, evidence of knowledge or application of current methodologies in speech and hearing science/speech- language-pathology and/or audiology, and application of sound pedagogical methods of instruction appropriate for both theoretical and clinical coursework.

2.2.3.2 Additional evidence of maintaining current knowledge in the field may include:

2.2.3.2.1 Maintenance of professional certification such as the American Speech-Language Hearing Association (ASHA) Certificate of Clinical Competence (CCC) and/or Certification by the American Academy of Audiology (AAA).

2.2.3.2.2 Evidence of current clinical practice related to the discipline in which the faculty member is assigned. Such practice should suggest that the faculty member is engaged in current, evidence-based practices.

2.2.3.2.3 Maintenance of professional licensure by a state or federal agency (e.g. Department of Education, State Licensure Board).

2.2.3.2.4 Recognition of continuing education by professional organizations (e.g. ASHA ACE Award).

2.2.3.2.5 Participation in local, state, and national professional development activities related to communication sciences and disorders.

2.2.3.3 Sound course design and delivery in all teaching assignments, whether introductory or advanced offerings, as evident in clear learning goals and expectations, content reflecting the best available scholarship and teaching techniques aimed at student learning.

2.2.3.4 The process of sound course design will include assessment of student learning. Student learning should be assessed in terms of program and University-wide learning outcomes. Information gathered from student assessment (including but not limited to: portfolio assessment and capstone/research projects) shall be used to revise instruction accordingly.

2.2.3.5 The ability to organize course material and to communicate this information effectively. The development of a comprehensive syllabus for each course taught, including expectations, certifications standards, grading, and attendance policies and the timely provision of the syllabus to students.

2.2.3.6. Excellence in teaching also entails respect for students as members of the Stockton academic community, the effective response to student questions, and the timely evaluation of and feedback to students.

2.2.4 Where appropriate, additional measures of teaching excellence include but are not limited to:

2.2.4.1 Ability to use technology in teaching.

2.2.4.2 The capacity to relate the subject matter to cognate fields of knowledge.

2.2.4.3 Conveying to students the role of evidence in practice and encouraging students in the area of scholarly inquiry and applied research.

2.2.4.4 Seeking opportunities outside the classroom to enhance student learning of the subject matter including service-learning activities and advising student organizations.

2.2.4.5 Engaging in program assessment, curriculum development, and curriculum assessment.

3.0 Scholarly Activity

Per University Standard 6.2

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to scholarship or creative activity enriches teaching and is the foundation of sustained excellence within the classroom.

6.2.2 Publications and creative work in support of reappointment and tenure are those achieved during the applicant's probationary period. Activity in support of a post-tenure promotion or range adjustment is that work completed since the most recent promotion or range adjustment.

6.2.3 The University recognizes a wide variety of scholarly vehicles: disciplinary or interdisciplinary research, pedagogical research, applied research, integrative scholarship, artistic or creative activity, and grant acquisition. Scholarly or creative activities may take many forms and use different vehicles to communicate with the broader academic community.

6.2.4 It is always the case that the burden is on the candidate to document the excellence of one's work. In cases of shared or multiple authorship, clarification of the degree of one's participation is expected. In cases of conference presentations or proceedings, clarification should be provided with regard to the selectivity of the review process.

3.1 The **Communication Disorders Program** recognizes a wide variety of scholarly vehicles including: disciplinary or interdisciplinary research, scholarship of teaching and learning, applied/clinical research, integrative scholarship, grant acquisition, and achievement of specific criteria necessary for professional licensure/certification. Scholarly activities may take many forms and use different vehicles to communicate to the broader academic community.

3.2. Typically, central to judgments regarding scholarly activity are:

3.2.1 The ability to bring scholarly projects to completion;

3.2.2 A mix of scholarly activities appropriate to one's appointment;

3.2.3 Judgement of worth and significance of the work by those qualified to make such judgements. These may include disciplinary peers, professional organizations, *ad hoc* groups such as evaluation, judging, and/or refereeing panels.

3.2.4 Documentation of the impact of one's work

- with students
- within the scholarly area
- within higher education generally
- on documented standards of best practices in pedagogy
- in the application of one's work
- as evident in citations of one's work
- on public policy or institutions
- or in educational settings

Per University Standard 6.2.4.5:

Just as in the case of traditional scholarship involving the discovery of new

knowledge, when one's work consists of pedagogical, integrative, or applied scholarship, its significance may be documented by demonstration of clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. Presentation before peers and colleagues and advancing the discipline are also expectations of alternate forms of scholarship.

6.2.4.6 The University understands excellence in a variety of scholarly or creative activities to embody the following:

6.2.4.6.1 Books should be published by reputable academic or trade presses and reviewed in appropriate journals.

6.2.4.6.2 Articles, essays, and creative writing should be published in appropriate scholarly journals, whether print or electronic. Some assessment should be made as to the quality of the journal in which the piece appears, in particular, its scholarly reputation and whether or not the journal or proceedings are peer reviewed.

6.2.4.6.3 Scholarly and creative activity that involves students as co-presenters, co-participants, or co-authors.

6.2.4.6.4 A presentation should be evaluated on the quality of its content and on the prestige of the meeting where it was delivered. Qualitative judgments are best made when copies of presentations are made available. National and regional meetings should rank higher than local meetings in most instances. Scholarly presentations should be ranked more highly than non-scholarly ones. Competitive selections as well as presentations receiving disciplinary acknowledgement for excellence should be noted. In most disciplines a record of scholarship based on presentations alone will not be evaluated as highly as one including refereed publications.

6.2.4.6.6 Other forms of scholarly or creative activity that may appear in emerging scholarly or artistic media may be included as well, provided that comparable standards of peer review can be applied to them.

6.2.4.6.7 Reviews (if submitted as documentation) from appropriate journals may be included. Where reviews are included in a file as evidence of the worth of scholarly or artistic work, attention should be given to the professional credentials of the reviewer and the reputation of the journal or publication.

6.2.4.6.8 Professional activities undertaken as a practitioner or consultant are considered scholarly activity when they go beyond the

routine application of knowledge to the creation of new knowledge and the development of new standards for practice. Such qualities distinguish between scholarship and professional service. Those making the judgments regarding the standards for applied research necessarily involve more than clients and include academic peers familiar with the area of practice under consideration.

6.2.4.6.9 In those disciplines with strong expectations of practice to maintain current competency, appropriate standards for determining the significance of this work will be developed at the Program level and approved through the standard procedure.

6.2.4.6.10 Grants or monetary awards that are funded or reviewed as fundable from governmental or nongovernmental organizations are considered examples of scholarship if those grants and awards are subject to external peer review.

6.2.4.6.11 Faculty engaged in community outreach can make a difference in the communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholarship may take the form of widely disseminating the knowledge gained in community-based projects in appropriate professional venues in order to share its significance with those who do not benefit directly from the project.

3. 3 In addition to standards established by the University and School of Health Sciences, the **Communication Disorders Program** acknowledges that examples of scholarly excellence in the discipline may include the following:

3.3.1. Published treatment or evaluation materials or resources. Submissions for publication should be subject to a peer review process prior to publication.

3.3.2 Publications in newsletters or professional articles will be considered scholarly work if the publication includes a peer review process.

3.3.3 Documentation of the impact of one's work with students, within the scholarly area, within higher education generally, on documented standards of best practice in pedagogy, in the application of one's work, as evident in citations of one's work, on public policy or institutions, or in educational settings.

3.4.3 Professional achievement and recognition in the disciplines of

speech-language pathology/audiology/communication sciences may be considered as evidence of scholarly activity if such recognition is based at least in part on one's scholarly work. Examples could include specialty or board recognition, recognition as a "Fellow," or other special award or recognition as defined by the profession, where such recognition is typically based on peer-reviewed scholarly achievement along with other criteria. It is the candidate's responsibility to document the process used in determining the recognition.

- 3.4.5 Grants or monetary awards that are funded or reviewed as fundable from governmental or non-governmental organizations are considered examples of scholarship if those grants and awards are subject to external peer review. The Communication Disorders faculty member may be involved in collaborative grant writing with other disciplines.
- 3.4.6 Faculty engaged in community outreach can make a difference in their communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by developing new community programs, by improving existing practices or programs, and by enriching the well-being of the community. Scholarship may take the form of widely disseminating the knowledge gained in community-based projects in appropriate professional venues in order to share its significance with those who do not benefit directly from the project.

University and Community Service

Per University Standard 6.3

- 6.3.1 *The faculty role includes contributions to the achievement of the University's mission through effective participation in governance activities, including leadership roles at the Program, School, or University-wide levels. These contributions may require the capacity to work collaboratively with other members of the University community, including activities related to alumni and the University Foundation.*
- 6.3.2 *Faculty may also contribute in broader arenas such as State or regional organizations and disciplinary associations or their activities. In addition, faculty may contribute to the University's public mission through service to our community, region, state or nation.*
- 6.3.3 *Normally the University expects probationary faculty to serve the University and community in selected activities, while faculty who are tenured and/or of senior rank would be expected to have more substantial*

records in this area, as demonstrated by achievements in leadership on campus, to their disciplines, and professional organizations.

6.3.4 *Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, and the effectiveness of participation. Clear goals, adequate preparation and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus and community service.*

6.3.5 *Evidence of effectiveness in University or community service may include such items as:*

6.3.5.1 *One or more instances when one has used one's professional skills or knowledge for the benefit of the University, or of a non-University group or individual.*

6.3.5.2 *Contributions to professional organizations that are focused on service or professional responsibility as opposed to scholarship, research, or artistic/creative work. For example, an officership or service on a professional board may be more appropriately listed here, whereas editing a special issue of a journal may be more appropriately listed under the section on scholarship.*

6.3.5.3 *General civic or community activities to which one has contributed one's professional skills or a significant amount of time, talent, energy, and involvement beyond that which might be expected by the usual citizen or member.*

4.0 In addition to the standards established by the University and School of Health Sciences, **The Communication Disorders Program** provides additional examples of excellence and effectiveness in University or community service. While not requirements for tenure and/or promotion examples may include:

4.1 **The Communication Disorders Program** encourages program faculty to utilize their expertise in human communication, communication disorders, and habilitative and rehabilitative services to promote the well-being of the community.

4.2 **The Communication Disorders Program** encourages program faculty to seek leadership roles in professional organizations that promote the work of speech-language pathologists, audiologists, speech and hearing scientists, and the populations they serve.

4.3 **The Communication Disorders Program** encourages program

faculty to utilize their expertise and/or leadership skills in activities that promote social justice, seek to decrease health disparities, and/or facilitate the education of marginalized/vulnerable populations.

5.0 Perspectives on Tenure and Promotion of the Communication Disorders Program

Per University Standard 9.5.5 on Tenure

Assistant Professors normally receive promotion to the rank of Associate Professor concurrent with their reappointment with tenure, unless there are unusual circumstances in the individual tenure/promotion situation. Such unusual circumstances would include those noted in (University Standard) 5.1

University Standard 5.1:

Specifically, the University recognizes that it is sometimes advisable to appoint, as tenure-track faculty, individuals who have excellent credentials as practitioners or clinicians in an applied field but have not previously had need to develop a scholarly program. Typically, these individuals will have terminal degrees that are not research-based degrees. Such individuals should be identified early in their time at the University. They may be considered for tenure without concurrent promotion to Assistant Professor or Associate Professor, provided that they have demonstrated a particularly high level of excellence in teaching and service and that they are deemed likely to meet the standards for promotion in the area of scholarship/creative activity in the near future.

10.1 Instructors:

10.1.1 have earned a minimum of a Master's degree or equivalent from an accredited institution in a field appropriate for the initial appointment. There are two types of situations where individuals hold the rank of Instructor:

10.1.1.1 Those hired in tenure-track Instructor lines because of their teaching excellence and from whom we do not expect scholarship or creative activity. These individuals are expected to provide evidence for excellence in teaching (in both Program and General Studies courses), professional activity, and service as specified in their contracts.

10.1.1.2. Those hired as Instructors because they do not yet hold the terminal degree in their field. These individuals are expected to:

10.1.1.2.1 actively pursue an accredited terminal degree, and

10.1.1.2.2 provide evidence in meeting the University and Program's standards for excellence in teaching, scholarship or creative activity, and service commensurate with rank of Assistant Professor.

10.1.1.2.3 Only those hired with expectations specified in their contract of earning a terminal degree will automatically receive rank adjustment to Assistant Professor upon documented completion of the terminal degree provided that evaluations to that point are satisfactory.

Assistant Professors per University Standard 10.2:

10.2.1 have a terminal degree or its equivalent from an accredited institution in a field appropriate for the appointment, and

10.2.2 demonstrate a record of continuous improvement in teaching (in both Program and General Studies courses) toward excellence, a growing record of scope and/or significance of scholarly and/or creative activity beyond that presented to secure rank, and the capacity to contribute effectively in the use of professional skills in service to the University, discipline, and community.

Per University Standard 10.0 Expectations for Rank

The expectations for each specific rank are used to evaluate performance within that rank and when judging readiness for promotion to the next higher rank.

10.3 Associate Professors:

10.3.1 must achieve and maintain consistent excellence in teaching (in both Program and General Studies courses) and demonstrate capability in pedagogical leadership, such as the ability to demonstrate pedagogical innovations to others within or outside their program;

10.3.2 demonstrate a record of scholarly/creative activity that is recognized by others within their discipline or area of specialization; and

10.3.3 document progressively important service roles and demonstrate a capacity for leadership.

5.3 Expectations for tenure and promotion to Associate Professor in the **Communication Disorders Program include:**

5.3.1 Achieving and maintaining consistent excellence in teaching (in both **Communication Disorders Program** and General Studies courses) and demonstrating capability in pedagogical leadership, such as the ability to demonstrate pedagogical innovations to others within or outside their program.

5.3.2 Demonstrating the progression of a scholarly agenda during the probationary period with the optimal outcome of this work consisting of the following scholarly accomplishments:

- a track record of peer-reviewed scholarly presentations at the state, regional or national level
- one peer-reviewed publication by the time of review for tenure year. It is expected that the faculty will make the primary contribution to the publication, usually designated as first author. In cases of shared or multiple authorship in which the faculty is not first author, clarification of the degree of one's participation is expected. Evidence of such may include, but is not limited to, the journal review guidelines describing authorship and level of participation.

University Standard 10.4 Professors:

10.4.1 must achieve a consistent record of excellence in teaching (in both Program and General Studies courses), including curricular contributions, pedagogical leadership, and/or in activities that support the achievement of teaching excellence throughout the University;

10.4.2 must achieve and continue to demonstrate a record of scholarly/creative activities that are nationally and/or internationally recognized as outstanding and significant; and

10.4.3 must be stewards of service; they must play and continue to play a major role in significant University initiatives, major public initiatives, or hold key positions in their professional organizations. Professors must demonstrate that their service is recognized as outstanding in quality, effectiveness, and scope.

5.4 Expectations for tenure and promotion to Professor in the **Communication Disorders Program**.

5.4.1 Professors must achieve a consistent record of excellence in teaching including curricular contributions, pedagogical leadership, and/or in activities that support the achievement of teaching excellence throughout the Program, School, and University;

5.4.1.1 Evidence may include the impact of teaching on scholarship or service

5.4.1.1.1 Examples include, but are not limited to:

5.4.2.1.1.1 Supervisory roles in students' scholarly projects and/or clinical placements such as supervision of specialty clinics or supervision of students during community outreach programs.

5.4.1.1.1.2 Student-faculty collaborations through co-authored presentations and or publications.

5.4.1.1.1.3 Curricular contributions. This may consist of course innovations, new courses implemented to meet demands in the program/field or to reflect paradigmatic changes in the field, and expansion upon one's course offerings. Additional examples include: development of new course modules, lab experiences, experiential learning, clinical simulations, or community engagement.

5.4.1.1.1.4 Pedagogical initiatives at the program, school, or University level. Examples of such initiatives may include: program-wide assessment of student learning (e.g. developing questions for comprehensive examination, evaluating student portfolios, incorporating professional standards and licensure requirements into precepting.)

5.4.1.1.1.5 Teaching collaboration beyond the program with faculty from other disciplines or other institutions of higher learning.

5.4.2 Professors in the **Communication Disorders Program** must achieve and continue to demonstrate a record of scholarly activities.

5.4.2.1 **The Communication Disorders Program** acknowledges four overlapping areas of scholarship to include: discovery (creating and sharing knowledge), integration (providing meaning by placing knowledge in context), application (actively engaging with society), and teaching and learning (helping others gain understanding). These types of scholarship are outlined in Boyer (1990), *Scholarship Reconsidered: Priorities of the Professoriate* and are equally valued.

5.4.2.2 **The Communication Disorders Program** recognizes that time and effort required to complete scholarly activity varies markedly, and it is not feasible to specify these amounts as pre-requisite for promotion. Faculty members are encouraged, instead, to develop and maintain a program of scholarship that demonstrates their capacity to bring scholarly projects to a close, in a time frame consistent with the faculty member's role in the project by following a time frame appropriate to the faculty member's expertise, experience, and role.

5.4.2.3 The following are examples of characteristics of scholarly products that the **Communication Disorders Program** may consider as evidence of scholarly excellence.

- Nature of the product's content. Publications may include original research in the candidate's field of study, interdisciplinary scholarship, pedagogical research, or scholarship in areas outside the candidate's specialty.
- The program recognizes the various roles that a faculty member may contribute to a project. In addition, the program places value on scholarship that includes students as co-presenters or co-authors. In cases of interprofessional work or co-authoring with students, the nature of the project may dictate the level of authorship. As such, the level of authorship of the faculty member is judged in this context.

- Professional activities undertaken as a practitioner or consultant are considered scholarly activity when they go beyond the routine application of knowledge to the creation of new knowledge and/or the development of new standards for practice.
- Achievement of specialty or board recognition, recognition as “fellow” or other special award, or other recognition as defined by the profession.

5.4.3 Professors in the **Communication Disorders Program** must demonstrate that their service is recognized as outstanding in quality, effectiveness, and scope. Professors are expected to continue to serve the Program, School, University and the Community consistent with their philosophy, expertise, and experience.

5.4.3.1 Professors in the Communication Disorders Program may utilize their knowledge and experience in types of activities that include the following:

5.4.3.1 To promote the well-being of the greater community.

5.4.3.2 To seek leadership roles in professional organizations that promote the work of speech-language pathologists, audiologists, speech and hearing scientists, and the populations they serve.

5.4.3.3 To utilize their expertise and/or leadership skills in activities that promote social justice, seek to decrease healthcare and educational disparities, and/or facilitate the education of marginalized/vulnerable populations.