

Department of Communication Sciences & Disorders
Departmental Standards for Tenured Faculty Review

Approved by CLAS July 5, 2012

The standards below in the areas of teaching, research, and service are applied in the DEO's annual review of tenured faculty and in five-year peer review of tenured faculty.

TEACHING EFFECTIVENESS

Evaluation of teaching will include both direct observation of teaching as well as review of syllabi and course materials. It is expected that each teaching assignment (didactic & clinical) will be periodically reviewed. Evaluators will be selected by the chair in consultation with the faculty and faculty member being reviewed. Review of teaching materials will involve a discussion with the faculty member. All peer observations of teaching will be conducted with prior notice and consultation with the faculty member being reviewed. Written summaries of peer evaluations will be provided to the faculty member being reviewed and may at the faculty member's request be followed up with a meeting with the evaluator and mentor(s). These formative reviews shall be included in the faculty members promotion record and be supplemented by an additional evaluation of teaching to be conducted for the departmental tenure and promotion committee when it reviews a faculty member.

The dossiers of tenured faculty are expected to reflect. 1) Evidence over the period leading up to the review that the faculty member is an effective teacher at undergraduate and graduate levels. 2) Evidence over the period leading up to the review that the faculty member is making contributions to curriculum development and enhancement. 3) Evidence of effective mentoring and advising of students. Indications of a faculty member's adherence to these standards must be evident in evaluations of teaching, course content and the faculty member's record of advising and mentoring.

Indicators that the faculty member has met these standards of teaching include:

Evaluations

- Student evaluations that, on average, reflect a positive assessment of enhancement of knowledge in the appropriate area of communication sciences and disorders, ability to communicate, and fairness in the administration of courses.
- Peer evaluations of classroom performance that reflect a positive assessment of communication skills, organization and delivery of content

Course Content

- Syllabi that reflect that the content of courses, seminars and workshops represent the current state of knowledge in the field.
- The preparation and offering of new courses in accord with departmental needs.

Advising and mentoring

- Record of effective mentoring and advising of undergraduate and graduate students.
- Willingness to serve as an undergraduate honor's thesis advisor
- Service on graduate thesis and dissertation committees.
- Supervision of graduate theses and dissertation

The following list provides examples of how the standards may be assessed:

1. Peer evaluation:

Faculty evaluation of the objectives, methods, and materials of courses that have been designed and taught by the individual.

- Course content indicates he/she is informed of new developments in the specialty and related fields.
- Relevant and fair procedures are used to evaluate student performance.

Evaluation of teaching effectiveness by faculty who have taught with the individual or have observed classes taught by the individual.

- Rapport with students is good to excellent.
- Relevant methods of teaching subject matter are employed and evidence of improving them is discernible over time.

Evaluation of design of courses and programs and innovations in teaching that influence teaching beyond the classroom.

- Publication of prepared notes, elementary level textbooks, and other educational materials that are recognized by colleagues and peers as a worthwhile contribution to the discipline.
- Invited presentations or workshops which are the result of reputation as an effective teacher.

Evaluation concerning the performance of students taught by the individual whenever possible and appropriate.

- Outstanding professionals can be numbered among former students.
- Departmental courses taught by the individual which are prerequisite for other departmental courses provide proper and adequate preparation of students.
- Departmental courses for non-majors provide proper introduction to the subject matter.

Faculty evaluation of effective advising and counseling of students based on student input or other relevant evidence.

- Knowledge of departmental and university requirements is evident.
- Availability and accessibility to students is good to excellent.

Evaluation by faculty of effectiveness in directing or serving on graduate student research committees and in directing undergraduates in Honors Seminar or Honors Thesis courses.

- Critical evaluation of thesis project is provided.
- Candidate demonstrates a willingness to encourage and support creative or scholarly thesis projects.

2. Student evaluation

Student evaluation of the in-class performance of the individual.

- Departmental teaching evaluation forms provide evidence of improvement or ongoing effectiveness of teaching as perceived by students.
- Evaluations of teaching effectiveness from former students, if available, also support excellence.
- Evidence of a teaching philosophy is present.
- Individual develops new courses.
- Individual indicates the relationship of the subject matter of the course to other areas within the program.

SCHOLARSHIP EVALUATION

The faculty member shall have a clearly identified program(s) of research, showing a continuing level of productivity. Given that some studies may be of a longitudinal nature, evaluation of ongoing projects may require indications of progress as well as eventual peer-reviewed publication of the work.

The dossiers of faculty are expected to reflect the program of scholarly activity of the faculty member for the period leading up to the review. Indications of the faculty member's record of scholarship must be evident in the faculty member's record of publication and presentation. In addition there must be a record of applying for funding to support the faculty member's scholarly work. Indicators that a faculty member has met these standards of scholarship include:

Publication Record

- Development and maintenance of a publication record that clearly reflects the faculty member's ongoing contributions to and impact on the field of communication sciences and disorders
- A record of citations of the faculty member's scholarly work that reflects a clear ongoing impact of that work on the discipline

Public Presentations of Scholarship

- Multiple occasions of participation in refereed sessions at national and/or international conferences
- Invited presentations of scholarship at other colleges, universities, and/or learned societies and professional organizations

Applications for Resources to support Scholarly Work

- Record of applications for intramural sources of funding to support the faculty member's scholarly work
- Record of applications for extra-mural sources of grants and contracts to support the faculty member's scholarly work

Honors, Awards and Recognition

- National and/or international awards for scholarly contributions
- Designation as "fellow" in professional societies

The following list provides examples of how the standards may be assessed:

In addition to the record of publications, an evaluation of the publications is essential. Excellence in research will be required for a recommendation of renewal, promotion, or tenure. Refereed, juried or invited work should carry more weight than non-refereed work. For each entry under this section, the faculty member should indicate whether work is refereed or juried (local, regional, or national), invited, or non-refereed. Materials should be organized into the following categories with full citations given for each:

- Books
- Chapters in books
- Monographs
- Journal articles
- Published book reviews and reviews of others' creative work
- Published reviews of work
- Published abstracts or proceedings
- Exhibitions: one person, group
- Awards or commissions resulting from competitive peer reviews
- Presentations at state, regional, national, or international meetings
- Invited lectures, seminars or artist- or scholar-in-residence
- Grants obtained in open competition

Judgments about materials prepared to aid classroom teaching, such as introductory textbooks, should be included under evaluation of teaching. Work intended as a new synthesis of knowledge or of methodologies in a field and which may serve as advanced textbooks should be evaluated with scholarly activities.

Listed below are items related to that aspect of "quality" which should be considered in evaluating scholarship:

- Originality of the study
- Actual or likely impact of the work
- Difficulty or complexity of the subject matter
- Thoroughness of analysis
- Scope and depth of subjects covered
- Clarity of expression

EVALUATION OF SERVICE AND OTHER PROFESSIONAL CONTRIBUTIONS

The diverse missions of different units and variations in the extent and character of their interaction with external groups make specifying criteria for evaluating professional service difficult. However, administrators and colleagues in the field should be able to make and support a judgment about the educational or scholarly value of the services rendered.

The dossier of a faculty member should reflect:

- 1) Service related work within the department, college, university and profession
- 2) Assumption of leadership positions in service activities
- 3) Willingness to participate in professional service activities that contribute to society and/or the community.

Tenured faculty members are expected to provide service to the department, college and university as well as to the profession and to the community. The quantity and level of service should increase with tenured faculty rank, with the expectation that Full Professor assume a higher leadership role in service activities.

Indicators that a faculty member has met these standards in each domain of service include:

Departmental Service

- Consistent service on departmental committees
- Assumption of leadership roles on departmental committees
- Facilitating the department's teaching mission and/or outreach activities

Collegiate Service

- Record of service on collegiate committees, councils or task forces
- Assumption of a leadership role on collegiate committees, councils or task forces
- Record of service on Faculty Assembly

University Service

- Record of service on university committees, councils or task forces
- Assumption of a leadership role on university committees, councils or task forces
- Record of Service in Faculty Senate

Service to the Profession, Society and the Community

- Record of service on committees of regional, national and international professional organizations
- Service as an elected officer of regional, national and international professional organizations
- Record of service as an editor or editorial board member and/ or reviewer for scholarly publications
- Record of service on grant review panels
- Record of service on advisory boards of governmental bodies
- Record of public speaking engagements related to the profession

The service should reflect the visibility of the faculty member's scholarly work and teaching.

The following list provides examples of how the standards may be assessed:

The weight to be accorded a particular professional contribution is a function of such factors as:

- Its value to the department, college, university, and society
- The importance and quality of the work
- The extent to which the experience contributes to a candidate's development as a teacher or as a scholar

Evidence of service could be organized into the following categories:

- Departmental and university service
- Committees (indicate if chair)

- Professional service
- Journal editing
- Reviewing journal articles
- Reviewing grant proposals
- Serving as juror of exhibitions
- Serving on accreditation agencies or boards
- Public or government service
- Holding office in a professional organization
- Honors and awards from serving on a committee of a professional organization
- Advisor to student organizations
- Contributing to professional growth and development of junior colleagues
- Serving on professional/technical committees
- Serving as an expert witness
- Community service (must be professionally related)
- Guest lectures
- Preparation of materials for paraprofessionals