

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

4
5 **REAPPOINTMENT, TENURE, AND PROMOTION (RTP) POLICY:**
6 **PRINCIPLES FOR EXEMPLARY SERVICE AS A CLINICALLY-FOCUSED**
7 **TEACHER AND SCHOLAR**
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10 The Department of Communicative Disorders is committed to the education of research-
11 based clinicians who will respond to the needs of individuals with communication, language and
12 speech disorders while serving the community and their families. Accordingly, this policy
13 outlines expectations for faculty in the Department of Communicative Disorders with a focus on
14 excellence in teaching, scholarship, and service. The policy is intended to: (1) guide new faculty
15 in their applications for reappointment, tenure, and promotion; (2) guide development of tenured
16 faculty as research-based clinicians; (3) guide the Departmental Reappointment, Tenure, and
17 Promotion Committee (RTP) in evaluating candidates for reappointment, tenure, and promotion;
18 and (4) help create an environment that supports faculty working to achieve the missions of the
19 Department, the College of Health and Human Services (CHHS), and the University. These
20 evaluative policies and procedures recognize the diversity of expertise within the department and
21 incorporate a model that balances theory, evidence-based practice (EBP), and clinical expertise.
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23 The Department of Communicative Disorders has integrated its disciplinary standards
24 within the framework of the RTP policies of both the university and the college. As a result, the
25 language used in the RTP policies of the university and the college that are critical for clarity and
26 emphasis have been inserted throughout this policy. All University and CHHS RTP Policy
27 insertions in this policy are presented in italics to distinguish between the language of the
28 university and college policies and the language that is unique to the Department of
29 Communicative Disorders. Portions of the university and/or college RTP policies that have not
30 been included in this document are referenced by the section number used in the original
31 university and/or college policies.
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33 **1.0 GUIDING PRINCIPLES**
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35 **1.1 Mission and Vision**

36 *California State University, Long Beach is a diverse, student-centered, globally-engaged*
37 *public university committed to providing highly valued undergraduate and graduate*
38 *educational opportunities through superior teaching; research, scholarly and creative*
39 *activities (I?SCA); and service for the people of California and the world. CSUI B*
40 *envisions changing lives by expanding educational opportunities, championing creativity,*
41 *and preparing leaders for a changing world. In service to the university's mission, the*
42 *CHHS seeks to be nationally and internationally recognized as an innovator and leader*
43 *in community connections, the discovery of knowledge, and for educating diverse*
44 *students in the health and human services professions.*
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46 The Department of Communicative Disorders prepares students to be current and
47 forward-thinking clinicians who understand the underlying mechanisms and neurological
48 correlates of speech, language and hearing systems, the developmental and population-
49 specific milestones that effect communication and language proficiency and the role that
50 literacy plays in communication and life-long learning. The Department promotes in-
51 depth study of individual needs with a strong focus on the nature of cultural and linguistic
52 diversity. The Department's goals emphasize the research foundations that inform solid
53 clinical practice and the interdisciplinary contributions that form a basis of collaboration
54 and shared responsibility in the schools, clinics, hospitals and other professional settings
55 that are served by speech and language pathologists. The Department's curricular
56 offerings provide both a theoretical and practical knowledge base that links the scientific
57 method with innovative assessment and intervention strategies. The in-house Speech,
58 Language and Hearing Clinic at CSULB, coupled with supervised externship experiences
59 in the field, complement students' in-classroom educational experiences.
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61 **1.2 Guiding Principles of Reappointment, Tenure, and Promotion (RTP)**

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63 **1.2.1** *A faculty dedicated to excellence in teaching, scholarship, creativity, and service is*
64 *essential to accomplishing the mission and vision of the university, the CHHS, and*
65 *the Department of Communicative Disorders. Faculty members integrate the*
66 *results of their Research, Scholarly and Creative Activities (RSCA) into their*
67 *teaching, thereby invigorating and enhancing student learning. Faculty members*
68 *are expected to make significant and ongoing contributions to the Department of*
69 *Communicative Disorders, the CHHS, the university, the community, and the*
70 *profession.*
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72 **1.2.2** *Decisions regarding RTP are among the most important made by our university*
73 *community. RTP decisions must be clear, fair, and unbiased at all levels of review.*
74 *Faculty achievements may differ from those of colleagues yet still meet the*
75 *standards for reappointment, tenure, or promotion. The RTP process must ensure*
76 *that excellence will be rewarded and that faculty members who meet academic unit,*
77 *college, and university standards and expectations will have an opportunity for*
78 *advancement.*
79

80 **1.2.3** *Faculty members shall be evaluated on the quality of their achievements and the*
81 *impact of their contributions over the period of review in: 1) instruction and*
82 *instructionally related activities; 2) RSCA; 3) service and engagement at the*
83 *university, in the community, and in the profession. All faculty members will be*
84 *evaluated on the basis of all three areas.*
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86 **1.2.4** *This policy should not be construed as preventing innovation or adjustment in*
87 *workload (with respect to teaching, RSCA, or service) based upon faculty expertise*
88 *and accomplishment; academic unit and college needs; and university mission.*
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- 90 1.2.5 *All faculty members are expected to demonstrate positive qualities that reflect*
91 *favorably on the individual, the Department of Communicative Disorders, the*
92 *college, and the university. These qualities include high standards of professional,*
93 *collegial, and ethical behavior.*
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- 95 1.2.6 All tenured and probationary faculty members in the Department of Communicative
96 Disorders are expected to be familiar with university, college, and departmental
97 policies and procedures they must follow for reappointment, tenure, and promotion.
98 Faculty are encouraged to review the University's website for more detailed
99 information about evaluation policies and procedures.
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101 **1.3 Governing Documents**

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103 **1.3.1 Adoption**

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

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112 **1.3.2 Specific Role of this Departmental Policy**

113 The Communicative Disorders' policy serves to document, synthesize, and apply
114 the policies and procedures outlined in the other RTP policies specified in Section
115 1.3.1 in a manner that provides concrete guidance to faculty in the discipline-
116 specific framework of the department.

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118 **1.4 Obligations**

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

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122 **1.4.1 Obligation of the Candidate to Start Process**

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

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 advanced.

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 research,

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,

172 California Council of Academic Programs in Communication Sciences and
173 Disorders, CEC (Council for Exceptional Children), as well as other specialty area
174 organizations.

175 176 **1.5.3 Scholarly Research and Publishing**

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

- 183 A. Research articles in peer-reviewed journals — empirical studies that contribute to
184 theoretical knowledge and treatment efficacy;
- 185
- 186 B. Clinically-oriented articles in peer reviewed journals -the creation of new
187 knowledge by synthesizing and interpreting assessment and intervention
188 strategies and theoretical positions in the field;
- 189
- 190 C. Textbooks and chapters —that advance the knowledge in the field by bridging of
191 the gap between theory and practice through both research and practical
192 applications in both peer and non-peer-reviewed publications;
- 193
- 194 D. Edited textbooks — that bring together discipline-specific and interdisciplinary
195 authors;
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- 197 E. Additional activities — that advance knowledge and visibility of the
198 department's scholarship through peer-reviewed presentations at national,
199 international, and state organizations; publications in field and university
200 newsletters (e.g., Division 1/ASHA newsletter); serving as a reviewer for
201 various journals and/or books; invited presentations at local, state, national and
202 international organizations; and key note speeches for various organizations and
203 advocacy groups

204 205 **1.5.4 High-Quality Instruction**

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

- 208
- 209 A. through encouraging joint publications and presentations with students;
- 210
- 211 B. through engaging students in volunteer activities in the community and within
212 the CSULB Speech, Language and Hearing Clinic;
- 213
- 214 C. by interactions with students through supervision of directed studies,
215 comprehensive projects, independent research projects, and theses;
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217 D. through involvement in student organizations (e.g., the National Student
218 Speech-Language-Hearing Association) and the creation and supervision of
219 departmental, university, and community events;
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221 E. by interacting with students both in and out of class in a manner that encourages
222 clinicians who bring a collaborative and interdisciplinary approach to serving
223 their clients and the multicultural communities they serve.
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225 **1.5.5 Meaningful, Collegial Service**

226 Faculty members are expected to serve the Department of Communicative
227 Disorders, the CHHS, the university, the community, and the profession
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229 A. All faculty members in the Department of Communicative Disorders are
230 required to participate in various departmental committees, in discipline-related
231 community service activities, and in national, state, and/or local professional
232 organizations_
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234 B. Faculty service contributions are expected to increase concomitantly with the
235 rank of the individual. Responsibilities will change over time as candidates
236 advance from the probationary period to higher ranks.
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238 **1.6 Profiles of Academic Ranks**

239 The goals of the Communicative Disorders Department are to (1) provide effective, state-
240 of-the-science instruction in, speech-language-hearing (2) contribute to the advancement
241 of that knowledge, and (3) serve the community by providing on-campus and off-campus
242 speech-language-hearing services. The department aspires to superior performance in
243 teaching, research, and service. A major goal is to teach students to solve problems using
244 the scientific method. This instruction is designed to prepare students for careers in the
245 speech/language/hearing professions, to enable them to assume responsible, professional
246 roles in the community, and to contribute significantly to society.
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248 *Sections 5.0-5.5.2 of both the university and college RIP policies profile the standards*
249 *applicable to each academic rank. The Department's expectations for achieving*
250 *CSULB's mission and the standards contained in Sections 1.5.0 through 1.5.5 vary by*
251 *rank. The specific criteria applicable to each academic rank are integrated throughout*
252 *Section 2.0 of this Policy and its subsections.*
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254 **1.7 Candidate's Narrative**

255 *Candidates are required to present a written narrative describing their work in each of*
256 *the categories to be evaluated. The narrative is intended to serve as a guide to reviewers*
257 *in understanding the faculty member's professional achievements. As described in*
258 *sections 3.1 of this policy (which mirrors the language used in the RTP Policy of the*
259 *CHHS), the narrative should range from between 8 and 25 double-spaced, single-sided*
260 *pages in 12-point font with one-inch margins.*
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263 **2.0 RTP AREAS OF EVALUATION**

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

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2.1 Instruction and Instructionally-Related Activities

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2.1.1 Instructional Philosophy and Practice

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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.

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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 listed:

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

- 1) content area knowledge and ongoing contribution of knowledge in one's discipline;

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- 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 the 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 research;
- 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;

355 6) Ongoing Professional Development in the Discipline is, perhaps, one of the
356 most important indicators of effective teaching because it addresses the
357 instructor's knowledge and skills as a professional. All candidates are expected to
358 have an ongoing research program (as evaluated under Scholarly and Creative
359 Activity), which will allow them to participate in the knowledge base of the
360 profession and to share knowledge and procedures with their students. An ongoing
361 research program in the area of instruction will help assure that the instructor is
362 current in discipline developments through participation in the research process,
363 reading materials in the area, and communication with others in the discipline.
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365 2.1.2 Student Learning Outcomes

366 Effective teaching requires that faculty members provide evidence of student
367 learning *that should be addressed in a candidate's narrative and documented by*
368 *supporting materials, including, but not limited to:*
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370 A. *Instructional practices and course materials that clearly convey to students—in*
371 *measurable, behavioral terms—expected student learning outcomes.*

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

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381 C. Careful preparation and clear organization and sequence of classes and
382 pedagogical materials that enhance student learning, especially by meaningful
383 incorporation of feedback from previous evaluations of one's teaching by
384 students and peers.
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386 D. Effort to produce continuous improvement in teaching effectiveness is expected
387 of all candidates, including but not limited to:
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389 1) Interactions with colleagues regarding pedagogy such as discussions of
390 pedagogical issues, sharing information at retreats, consultation about
391 course development and modification based upon new research;
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393 2) A sustained record of participation in seminars or conferences sponsored
394 by the Department, College, University or professional organizations that
395 relate to both content knowledge in the discipline and teaching
396 methodology;
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398 3) A sustained record of integrating new materials (e.g., clinical videos) and
399 required readings that reflect the evolution of the discipline of speech-
400 language pathology

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2.1.3 Student Response to Instruction

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

A. Required Documentation – Candidates must submit all copies of student evaluations—both quantitative and qualitative—in accordance with the following requirements:

- 1) Although candidates for initial reappointment are strongly encouraged to submit all student evaluations from all sections of all courses they have taught, they are required to submit copies of all student evaluations from a minimum of *two* course sections taught each semester.¹
- 2) In the years following initial reappointment, candidates for mini-review, any subsequent reappointment, tenure, or promotion to the rank of Associate Professor are encouraged to submit all student evaluations from all sections of all substantive courses taught; however, they are required to submit copies of all student evaluations from a minimum of *two* sections of courses taught each semester.
- 3) Candidates for promotion to the rank of Professor are encouraged to submit copies of all student evaluations from **all** sections of all courses taught in the five (5) years since their last promotion review; however, candidates are required to submit copies of all student evaluations from a minimum of *two* sections of all non-supervision based courses each semester.

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*

¹ Clinical practicum courses (e.g., CD 669A, CD 669C, CD 669J, etc.) may be submitted as one of the two courses required for evaluation by the Departmental RTP Committee

444 *favorable when compared to academic unit and college averages.*
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446 2) Student ratings of instruction are "consistently favorable" when both of
447 following criteria are met:

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

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

455
456 (1) For reappointment, student evaluations of teaching must
457 evidence either continued improvement in teaching or a
458 sustained level of high-quality teaching.

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

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464 (3) For promotion to the rank of Professor, student evaluations
465 submitted by candidates must evidence that the candidate has
466 reached a consistent level of teaching excellence.
467

468 C. Caveat on the Use of Student Ratings – *Student course evaluations alone do not*
469 *provide sufficient evidence of teaching effectiveness. Utilization of the university*
470 *standard evaluation form is only one method of presenting student response to*
471 *learning and teaching effectiveness. Importantly, any single item on this form-*
472 *or the entire form, by itself and in isolation from other information--does not*
473 *provide sufficient evidence of effective instructional philosophy and practices.*
474 *For this reason, candidates must present other information, such as their*
475 *syllabi, grade distributions, and peer evaluations of instruction. These*
476 *additional materials, in addition to others mentioned in 2.1.3B, serve to help*
477 *the Communicative Disorders' Department RTP Committee contextualize*
478 *student ratings.*
479

480 481 2.1.4 Syllabi

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

- 490
491 A. the measurable learning goals and objectives of the course;
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493 B. the ASHA Competencies fulfilled by the course;
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495 C. detailed grading practices, standards, and criteria;
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497 D. an outline and description of instructional methods that will be used in the
498 course and how they relate to the course's content;
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500 E. a listing of readings and recommended journals and websites that go beyond
501 assigned textbooks;
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503 F. specific rules and regulations that relate to an instructor's particular
504 requirements related to professional behavior and class etiquette (e.g., cell
505 phone issues, computer use in class, eating during class, etc.)
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507 **2.1.5 Grade Distributions**

508 Grade distributions assist in the evaluation of a candidate's teaching effectiveness.
509 The **RTF**. Committee should evaluate a candidate's grade distributions within the
510 context of the candidate's interpretation of results, the level of education of
511 students, and the particular nature of a class. Undergraduate grade distributions at
512 both lower and upper levels of a students' progression through the Communicative
513 Disorders' program must be viewed within the context of the level of the course.
514 Likewise, clinical practicum classes, which have a different format and structure
515 from large classes and seminars, must be viewed within the context of a field
516 preparation framework. In sum: grade distributions must be understood within the
517 context of a professor's teaching methodology, a class's structure and size, and its
518 sequence within the overall curriculum.
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520 **2.1.6 Additional Evidence of Teaching Effectiveness**

521 Candidates are encouraged to submit any additional documentation that evidences
522 high-quality teaching indicated earlier in Section 2.1.1(A) and/or ongoing
523 professional development as a teacher and member of a discipline as noted in
524 Section 2.1.1(B).
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526 **2.2 Research, Scholarly, and Creative Activities**

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

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

560 561 **2.2.1 Variability within Communicative Disorders**

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563 **A. Variability in RSCA Activities** — Speech and language pathology is a diverse
564 and specialized field. Faculty have overlapping as well as distinct areas of
565 expertise and focus. Qualified faculty members share a foundational base of
566 knowledge that covers many areas including knowledge of the underlying
567 mechanisms and processes involved in communication, an understanding of the
568 developmental milestones in communication, language and speech, clinical
569 skills related to assessment and treatment and supervisory skills that cut across
570 ages and populations. Faculty also have more specifically-defined areas of
571 expertise. Some faculty members are more specialized in language disorders;
572 others are more specialized in the pathologies of speech. Some are experts in
573 stuttering, others in traumatic brain injury. While most faculty have had
574 experiences and training across the age span, some specialize in children and/or
575 adolescents, other faculty members specialize in adult language and speech
576 disorders. Although all faculty members bring a sensitivity, knowledge and
577 understanding of culturally and linguistically different individuals with
578 communication disorders, some faculty members would be considered as
579 leaders and experts in the area. These varied sub-specialties, by no means
580 representing an exhaustive list, use a diverse array of research, scholarly and
581 creative methodologies that are all equally valued. Thus, any application of

582 standards needs to respect individual differences in scholarly programs and
583 goals.
584

585 B. Variations Due to Service Roles within and outside of the Department — There
586 may be some years when the level of scholarly activity may be reduced due to a
587 significant increase in teaching or service, such as serving as the department
588 chair, graduate advisor or undergraduate advisor, major author/coordinator of
589 an ASHA or Teacher Certification report or in a position of leadership with
590 college-wide and/or university-wide significance. In such cases, a change or
591 increase in responsibilities should be considered when evaluating RSCA.
592

593 **2.2.2 Standards for the Production of Scholarly Research and Creative Activities**

594

595 A. Standards — The following provide a framework for the discipline-specific
596 standards of excellence considered when evaluating candidates' RSCA:
597

- 598 1) high-quality work as judged by one's peers;
- 599
- 600 2) recognition at the national, international, state, or local level;
- 601
- 602 3) sustained and consistent record of accomplishment; and
- 603
- 604 4) the impact of one's research scholarly and creative activities on the field of
605 speech and language pathology and related fields
606

607 B. Types of RSCA — All faculty members in the Department of Communicative
608 Disorders are *required to engage in a sustained program of quantitative,*
609 *qualitative, theoretical, and/or other discipline-appropriate scholarly work*
610 *(such as developing clinical materials and intervention frameworks, presenting*
611 *at major national conferences), as well as other scholarly and creative activities*
612 *consistent with the provisions of this Policy. Copies of all RSCA must be*
613 *submitted to the Department RTP Committee for review and assessment.*
614

615 1) Types of RSCA across sub-specialties in Communicative Disorders
616

- 617 a) Publication of both empirical research and/or clinically-focused
618 research in peer-reviewed journals is expected of all candidates at all
619 levels of review. Specific publication requirements are outlined in
620 greater detail in subsections **C(2), D(1), and D(2).**
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- (1) "Research" in Communication Disorders involves scientific, clinical, social-interactive, 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 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, miniseminar, 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 in the process must be clarified in the candidate's narrative and evaluated by the departmental committee in relation to the candidate's other contributions, Non-peer reviewed chapters and articles are also

667 acceptable contributions to a candidate's RSCA file and are assessed
668 by the departmental RTP Committee for their merits.
669

- 670
- 671 e) Grant writing is a critical aspect of both research and training
672 components in the Department of Communicative Disorders.
673 Candidates are encouraged to submit grants to federal, state, local, and
674 private agencies. Grants bring in needed funding and enable a
675 department to engage in research, provide specialized training to
676 students, and enhance the overall workings of the department.
677
- 678 f) A record of *invited* presentations at national, international, state and
679 local conferences is another valued aspect of a candidate's RSCA
680 portfolio. Keynote speeches and other participatory activities for
681 speech-language and related organizations bring visibility to the
682 department, the CHHS, and the university and contribute to the sharing
683 of knowledge among colleagues.
684

685

686 2) Expectations for Additional Types of RSCA
687

- 688 a) *Although other forms of scholarly and creative activity (e.g.,*
689 *literature reviews, book reviews, article reviews, ASHA Division*
690 *newsletters, ASHA Program Committee reviews, etc) are valued,*
691 *these types of scholarly and creative activities **alone** are insufficient*
692 *to meet the department or CHHS RSCA standards required for*
693 *favorable reappointment, tenure, and promotion decisions in the*
694 *absence of other research conducted by the candidate.*
695
- 696 b) *Candidates may strengthen their required program of RSCA with*
697 *editorial or reviewer assignments in recognized professional*
698 *publications, including journals, newsletters, or electronic media;*
699 *appointments to review panels for grants, fellowships, contracts,*
700 *awards; assignments as a referee; creation of software and/or*
701 *electronic documents, especially if these receive favorable notice or*
702 *reviews from professional peers.*
703

704 C. Evolution of RSCA — The Department of Communicative Disorders believes
705 that scholarly activities take many forms. Faculty members are encouraged to
706 develop a scholarly and creative agenda that reflects a balance of art and
707 science, theory and practice_ As a program focused upon developing
708 innovative, thinking clinicians who will work in schools (primarily), hospitals,
709 private practices, rehabilitation centers, among other settings, the department
710 maintains a high priority upon the research foundations of assessment and
711 intervention while, at the same time, keeping a focus on the "real world" needs
712 of children, adolescents, and adults with communication, language, and speech

713 disorders_ This does not in any way preclude research that adds to the
714 fundamental knowledge bases of the field.

715
716 1) RSCA Agenda — Faculty in the Department of Communicative Disorders
717 are expected to establish and maintain an ongoing commitment to
718 research, scholarly, and creative activities. The department values a
719 number of activities such as those outlined in Sections 1.5.3 and 2.2.2B
720 whose quality and relevance is evaluated in terms of their theoretical and
721 developmental contribution to the field and their impact upon clinical and
722 educational practices.

723
724 The department supports the continued productivity of scholarly activity
725 throughout the various stages of a candidate's reappointment, tenure and
726 promotion. The department recognizes that a candidate's level of
727 productivity may change as his/her responsibilities change within the
728 department and/or the CHITS and the university. Toward these ends, the
729 following guidelines offer a roadmap for consideration:

- 730
731 a) In the first two years of appointment, probationary faculty members
732 are expected to plan and operationalize a RSCA agenda.
733
734 b) Reappointment, tenure, and promotion to the rank of Associate
735 Professor require evidence that the candidate's RSCA have been
736 productive as evidenced by publications and/or presentations in
737 professional journals, textbooks, and/or conference proceedings.
738 Candidates for reappointment, tenure, and promotion should be able to
739 demonstrate how their RSCA agenda is both continuing and evolving.
740
741 c) Promotion to the rank of Professor requires a sustained pattern of
742 achievement since attaining the rank of Associate Professor, with
743 evidence indicating the maturation of the scholarly record.
744

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

- 753
754 a) RTP Committee members understand that faculty have different
755 scholarly responsibilities as they progress through the RTP process. In
756 the first year, for example, new faculty may be engaged in RSCA that
757 relate to submitting and delivering seminars for ASHA and CSHA,
758 writing ASHA reviews and reports, and preparing articles and other

759 materials for submission to journals and other publication& New
760 faculty members are expected to create a reasonable research/scholarly
761 agenda including a plan of action for the successful completion of their
762 work.

763

764 b) By the time a candidate applies for initial reappointment, it is expected
765 that the candidate will have at least two peer-reviewed journal articles
766 or other peer reviewed publications or presentations either in-print or
767 formally accepted for publication or presentation at a major conference
768 (e.g., the national ASHA Conference). This represents a minimal
769 standard for the department and, as noted throughout this document, a
770 candidate's RSCA are evaluated for the quality of the publication and
771 presentation and their overall impact upon the field
772

773 c) After initial reappointment, faculty should be publishing in refereed
774 journals and venues of recognized quality and stature in the field.
775 Candidates should also have a record of presenting at national,
776 international, state, and local organizations. The department prefers to
777 consider the quality of work and the impact of a candidate's writings
778 and presentations, etc. on the field of speech and language pathology
779 rather than count the number of publications in an individual's
780 portfolio as he/she advances through the RTP process.
781

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

790

791 3) Student and/or Community Involvement — In keeping with the mission of
792 the university and the CHHS, the Department of Communicative
793 Disorders values scholarly activities that involve students and/or that are
794 connected to the department's service to the communities in which we
795 work and live. Scholarly activities that achieve these ends shall also be
796 considered when evaluating evidence of excellence in scholarly
797 achievement.
798

799 4) Sponsored Research — *Securing external funds to support scholarly*
800 *research is an important and highly valued contribution to the scholarly*
801 *process. External funding benefits the University, the College, academic*
802 *units, faculty members, and students. Accordingly, faculty members are*
803 *encouraged to apply for external funds that support research and*
804 *scholarly activity (e.g., grants, fellowships, contracts, awards, stipends).*

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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

851 organization; status of the journal/organization within the subfield; status of
852 the members of the journal editorial board or Program Committee with the
853 subfield.

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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 activity.

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 purposes.

(b) Edited books are also valued for RTP purposes and are commonly used and well respected in the field of speech and language pathology.

4) Sponsored Research — The application for and securing of external funds to support scholarly research and the training of speech-language pathologists

5) Invited Publications and/or Presentations* — The stature of the editor of 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.

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- 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.

919 *Note: The Department of Communicative Disorders has included *peer-reviewed* presentations
920 in Section D(2).
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922 923 E. Criteria for the Assessment/Evaluation of the Impact of RSCA 924

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- 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

942 (e.g., sharing current research in user-friendly ways with clients and their
943 families, etc.)
944

945 F. Weighting of the Body of Work — The applicant's overall body of research,
946 scholarly, and creative work, completed since a candidate's appointment at
947 CSULB, provides evidence for the pattern of continuing scholarship in support
948 of mini-reviews, reappointment, tenure, and promotion.
949

950 2.3 Service

951 *Quality service contributions and activities are necessary to ensure and enhance the*
952 *quality of programs and activities at the university, in the community, and in the*
953 *profession.*
954

955 2.3.1 Range and Depth of Service Commitments

956 *All faculty members are required to participate collegially, constructively, and*
957 *respectfully in the process of faculty governance through service to their academic*
958 *units, the college, and the university. The expectations regarding the depth of*
959 *service involvement depend upon faculty rank and experience. Candidates for*
960 *reappointment, tenure, and promotion to the rank of Associate Professor are*
961 *required to have made quality service contributions in the community and to the*
962 *profession as described in this subsection. Candidates for promotion to the rank of*
963 *Professor shall have provided significant service and leadership in the community*
964 *and to the profession, as described in this subsection.*
965

966 A. Service within the University

967
968 1) *During the first three years of probationary appointment, faculty members*
969 *are not required to participate in university or college service; however,*
970 *they are expected to perform quality service within the Department of*
971 *Communicative Disorders as demonstrated by:*
972

973 (a) *assisting in departmental and clinical functions, as assigned, that may*
974 *not be part of release time (e.g., Assistant Clinic Director);*
975

976 (b) *participating actively and meaningfully in departmental committees,*
977 *(e.g., the Administrative committee, Scholarship and awards'*
978 *committees, grade petition committee, etc.),*
979

980 (c) *authoring/co-authoring documents, reports, and other materials*
981 *pertinent to the department such as ASHA reports;*
982

983 (d) *attending and meaningfully participating in departmental faculty*
984 *meetings;*
985

- 986 (e) attending and meaningfully participating in professional development
 987 opportunities sponsored by the department, the college, the university,
 988 and professional organizations; and
 989
- 990 (f) actively participating in student programs and student organizations.
 991
- 992 (g) supervising student research projects, graduate projects, and theses.
 993
- 994 2) *For tenure and promotion to the rank of Associate Professor, faculty members are*
 995 *required to make quality service contributions to both the Department of*
 996 *Communicative Disorders (as discussed above) and to service contributions to the*
 997 *effective operation and growth of the CHHS, such as serving on college-wide*
 998 *committees and/or authoring documents, reports, and other materials pertinent to*
 999 *the college. University-level service is desirable, but not required.*
- 1000
- 1001 3) *For promotion to the rank of full Professor, faculty members are required to*
 1002 *demonstrate a sustained pattern of consistent service and leadership at the*
 1003 *department, college, and/or university levels. In doing so, they must*
 1004 *contribute significantly to the effective operation and growth of the*
 1005 *institution, which may include, but is not limited to:*
- 1006
- 1007 (a) chairing the department, serving as the Graduate Advisor,
 1008 Undergraduate Advisor, directing and/or assisting with the
 1009 Department's certificate or other degree programs (e.g., the Post-Bac
 1010 Program, Cohort Program, etc.;
- 1011
- 1012 (b) chairing major departmental committees;
- 1013
- 1014 (c) holding elected or appointed office in or chairing college-wide and/or
 1015 university-wide committees, organizations, or task forces;
- 1016
- 1017 (d) authoring documents, reports, and other materials pertinent to the
 1018 university, college, or department;
- 1019
- 1020 (e) creating or significantly revising department/program curricula.
 1021
- 1022 B. Service to the Community and/or the Profession** — *All faculty members are*
 1023 *expected to provide quality service and leadership in the community and/or to*
 1024 *the profession.*

1025

1026 **.slue** to the small number of full-time faculty in the Department of Communicative Disorders, it is important for candidates to set their priorities
 1027 in terms of the amount and time they contribute to community service. This service is highly valued but should not interfere with the faculty
 1028 member's ability to honor his/her departmental responsibilities including teaching and completing other departmental assignments.
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- 1034 1) Community Service — *If a faculty member engages in service to the*
1035 *community, this service must directly involve the academic expertise of the*
1036 *faculty member* such that he or she applies academic skills and experience to
1037 the clinically-related services of speech-language pathologists
1038
- 1039 (a) For reappointment, tenure, and promotion to the rank of Associate
1040 Professor, such community service may include:
1041
- 1042 (1) *consulting with schools; health and human services agencies and*
1043 *organizations; and/or community organizations.*
1044
- 1045 (2) helping to organize or facilitate events that promote prevention,
1046 and management of communicative disorders including working
1047 with parent groups, culturally and linguistically diverse
1048 individuals, providing community-wide hearing screenings, etc.,
1049
- 1050 (3) acting as a consultant for schools, private practices and other
1051 settings
1052
- 1053 (b) For promotion to the rank of full Professor, community service is
1054 expected to include a record of meaningful service in the community
1055 including those listed above and others such as:
1056
- 1057 (1) taking leadership roles in community-oriented programs or
1058 workshops;
1059
- 1060 (2) holding office in community and professional organizations
1061 including ASHA and CSHA, among others;
1062
- 1063 (3) consulting in a leadership role for educational organizations,
1064 clinical and community service organizations;
1065
- 1066 (4) serving on governing boards related to ASHA certification and
1067 other licensing bodies;
1068
- 1069 (5) engaging in activities such as giving keynote speeches related to
1070 speech and language pathology; assisting educational and clinical
1071 organizations with speech and language prevention and
1072 management missions, etc.
1073
- 1074 2) Professional Service — *Service to the profession may include leadership*
1075 *positions, workshops, speeches, media interviews, articles, and/or*
1076 *editorials; performances and/or displays; and/or elected offices* in a speech-
1077 language-hearing related professional organization. Such professional
1078 service is most highly valued when it is performed for the American
1079 Speech-Language-Hearing Association (ASHA), among other organizations
1080 and may include service on national committees, writing position papers,

1081 and creating and co-authoring various documents that guide and modify
1082 clinical practices.
1083

1084 **2.3.2 Quality of Service Commitments and Participation**

1085 *The quality of service contributions isflinch-mental to meeting the requirements*
1086 *specified above in section 2.3.1.* Accordingly, the **RTP** Committee must not merely
1087 summarize the breadth and/or quantity of a candidate's service contributions, but
1088 rather must evaluate the depth, quality, and significance of service activities. In
1089 doing so, the Committee should consider:

1090
1091 A. *the nature of the service commitment;*

1092
1093 **B.** *the degree to which the activity contributes to the mission of the university, the*
1094 *college, and/or to the Department of Communicative Disorders;*

1095
1096 C. the significance of contributions **to the** organizational, academic, intellectual,
1097 and social life of the university, college, and/or department, including
1098 participation on committees and/or with student organizations;

1099
1100 D. the depth and quality of activities that enhance the University's ability to serve
1101 the needs of a diverse student body, especially culturally and linguistically
1102 diverse students, students with learning disabilities, and non-traditional
1103 students;

1104
1105 E. the depth and quality of activities that enhance the department's ability to
1106 retain and graduate students, including mentorship and advising;

1107
1108 F. the depth and quality of activities that enhance the mission of the community
1109 and/or professional organization(s) to which the candidate volunteers his/her
1110 services; and

1111
1112 G. the degree of leadership exhibited by the candidate in the planning,
1113 organizing, and influencing the effectiveness of his/her service to the
1114 organization
1115

1116 **2.4 Evaluation of Service**

1117 1118 **2.4.1 Candidate's Responsibility**

1119 *The candidate must provide a documented narrative of his or her service*
1120 *contributions. It is incumbent on the candidate to describe the above evaluative*
1121 *criteria in his/her narrative.*

1122
1123 A. Candidates must summarize their contributions for the RTP Committee and
1124 provide clarification and interpretation of their roles and responsibilities.
1125

1126 B. Candidates must provide official correspondence from community
1127 organizations and/or professional societies or associations that document the
1128 candidates' roles and responsibilities.
1129

1130 **3.0 RESPONSIBILITIES IN TFIE RTP PROCESS**

1131

1132 *Participants in the RTP process include the candidate, the academic unit, Department of*
1133 *Communicative Disorders RTP committee, the chair of the Department of Communicative*
1134 *Disorders, the college Rif committee, the Dean, the Provost, and the President. In addition,*
1135 *there may be external reviewers participating in the RTP process. For details on conducting*
1136 *external evaluations, see the Academic Senate policy on external evaluations.*

1137

1138 *The Collective Bargaining Agreement (CBA) allows faculty, students, academic administrators,*
1139 *and the President to provide information concerning the candidate during the open period.*

1140

1141 *Deliberations on reappointment, tenure, and promotion shall be confidential. Access to materials*
1142 *and recommendations pertaining to the candidate shall be limited to the RTP candidate, the RTP*
1143 *committee of the academic unit, the chair or director of the academic unit, the college RTP*
1144 *committee, the Dean, the Provost, Associate Vice President for Faculty Affairs (as an*
1145 *appropriate administrator), and the President (see CBA). In addition, external reviewers, if any,*
1146 *shall have access to appropriate materials for evaluation.*

1147

1148 **3.1 Candidate**

1149 *A candidate for RTP shall make every effort to seek advice and guidance from the*
1150 *Department Chair, particularly regarding the RTP process and procedures and how*
1151 *criteria and standards are applied. The candidate has the primary responsibility for*
1152 *collecting and presenting the evidence of his or her accomplishments. The candidate's*
1153 *documentation must include all information and supporting materials specified in all*
1154 *applicable RTP policies. The candidate must clearly reference and explain all supporting*
1155 *materials.*

1156

1157 *The candidate must submit a narrative that describes his or her goals and*
1158 *accomplishments during the period of review, including a clear description of the quality*
1159 *and significance of contributions to the three areas of review: 1) instruction and*
1160 *instructionally related activities; 2) RSCA; and 3) service. The narrative should range*
1161 *from between 8 and 25 double-spaced, single-sided pages in 12 point font with one-inch*
1162 *margins. The candidate shall provide all required supplemental documentation,*
1163 *including summary sheets from student evaluations and an index of all supplementary*
1164 *materials. The candidate shall provide all prior RTP reviews and periodic evaluations*
1165 *over the full review period, including candidate's responses or rebuttals, if any.*

1166

1167 **3.2 The Department RTP Policy**

1168 The content of this RTP policy of the Department of Communicative Disorders specifies
1169 the standards and criteria to be applied in evaluating teaching performance, RSCA, and
1170 service. These standards are adapted from the university and CHHS documents. This
1171 RTP policy is subject to ratification by a majority of voting tenured and probationary
1172 faculty members in the Department of Communicative Disorders and to approval by the
1173 college Faculty Council, the Dean, and the Provost Additionally, this Policy shall be
1174 subject to regular review by the Department's tenured and probationary faculty.
1175

1176 **3.3 The Department RTP Committee**

1177 The Department of Communicative Disorders RTP Committee *has the primary*
1178 *responsibility for evaluating the candidate's work and makes the initial recommendation*
1179 *to the college RTP committee regarding reappointment, tenure, and promotion.*
1180 *Academic unit RTP committee members are responsible for critically analyzing the*
1181 *candidate's performance by applying the criteria of the academic unit. The committee*
1182 *shall forward its evaluation and recommendation with supporting materials to the*
1183 *college RTP committee.*
1184

1185 **3.3.1 Election of Committee**

1186 The RTP Committee of the Department of Communicative Disorders is composed
1187 of at least three (3) tenured members elected by majority vote of the tenured and
1188 probationary faculty members of the department.
1189

1190 A. Election —Membership on the RTP Committee reflects all requirements
1191 specified in the university and college RTP policies as follows:
1192

- 1193 1) *The Committee must be comprised of at least three (3) tenured, full-time*
1194 *faculo) members. Committees reviewing applications for reappointment,*
1195 *tenure, and/or promotion to the rank of Associate Professor may be*
1196 *comprised of tenured Associate andfill, Professors. Committees reviewing*
1197 *applications for promotion to the rank of Professor must be comprised of*
1198 *tenuredfill Professors.*
- 1199 2) *Persons on difference-in-pay leave or sabbatical for any part of the*
1200 *academic year may serve on the RTP Committee.*
1201
- 1202 3) *Faculty participating in the Faculty Early Retirement Program (FERP) may*
1203 *serve on the RTP Committee if requested by the majority vote of tenured and*
1204 *probationary faculty members of the academic units and approved by the*
1205 *President. However, the RTP Committee may not be made up solely of*
1206 *faculty participating in the FERP.*
1207
- 1208 4) *The Department Chair may serve as a member of the RTP Committee, if*
1209 *elected, subject to the provisions of section 3.3.2(B).*
1210
1211

1212 B. Single vs. Multiple Committees — Subject to the exception provided in
1213 subsection 3.3.6 governing joint appointments, all recommendations for
1214 advancement (promotion) to a given rank, for tenure, or for reappointment shall
1215 be considered by the same committee. It is possible that there may be different
1216 committees for different RTP considerations (e.g., reappointment versus
1217 promotion to different ranks, etc.). Due to the small size of the Department of
1218 Communicative Disorders, however, it is more likely that one committee will
1219 review those faculty members going through the **RTP** process.
1220

1221 **3.3.2 Committee Composition**

1222 The following provisions shall govern the composition of the Department **RIP**
1223 Committee.

- 1224
- 1225 A. Membership Rank — *Members of the Department of Communicative Disorders*
1226 *RTP Committee who participate in promotion recommendations must be*
1227 *tenured and must have a higher rank than the candidate(s) being considered*
1228 *They must not themselves be candidates for promotion.*
1229
- 1230 B. Department Chair — The Chair of the Department of Communicative Disorders
1231 may serve as a member of the Department RTP Committee due to the small size
1232 and limited availability of tenured and ranking members within the department
1233 as noted in section 3.3.1B above. **In** the event that there are a sufficient number
1234 of faculty members qualified to serve on the Department RTP Committee, the
1235 Chair may defer to his/her colleagues by not serving on the committee. By not
1236 serving, the Chair may provide an independent evaluation. If serving on the
1237 department RTP committee, however, the Chair *may not make a separate*
1238 *recommendation pursuant to Section 3.4 of this policy. Moreover, to avoid*
1239 *conflicts of interest, the Department Chair may not sit with the Department RIP*
1240 *Committee during the time that the Committee is considering his or her own*
1241 *materials for reappointment, tenure, or promotion.*
1242
- 1243 C. Vacancies — In the event that one or more vacancies occur in unexpired terms of
1244 the Department RTP Committee, either a meeting of the department faculty
1245 shall be called for the purpose of securing nominations, or nominations shall be
1246 solicited via a nominating ballot initiated by the Chair of the Department of
1247 Communicative Disorders.
1248
- 1249 D. Chair of the Department RTP Committee — The Department of Communicative
1250 Disorders RTP Committee shall elect a chair from among its members.
1251

1252 **3.3.3 Responsibility and Accountability**

- 1253
- 1254 A. Candidates

- 1255 1) *The initial responsibility to ensure compliance with RIP policies and*
1256 *deadlines rests with the candidate. Candidates are expected to furnish*
1257 *necessary and relevant evidence to support their applications; and to*
1258 *provide this information in accordance with established deadlines.*
1259
1260 2) *Candidates may request a meeting to review recommendations with both the*
1261 *academic unit RTP committee and the chair or director of their academic*
1262 *unit. Candidates have the contractual right to respond in writing to these*
1263 *recommendations.*

1264
1265 **B. Department of Communicative Disorders RTP Committee**
1266

- 1267 1) **Mini-Reviews** - The Department RTP committee shall conduct an
1268 assessment of all probationary faculty members at least once per year
1269 during probationary years in which the candidate is not scheduled for a
1270 formal RTP review. While such mini-reviews do not result in any job
1271 actions (e.g., reappointment, tenure, or promotion), they must be provide
1272 guidance for professional development.
1273
1274 2) **Reappointment, Tenure, and Promotion Reviews** - RTP reviews shall be
1275 conducted by the Department of Communicative Disorders RTP
1276 Committee on the schedule set **by** the University. The Department of
1277 Communicative Disorders RTP Committee is accountable for its
1278 recommendations by (a) supplying the College RTP Committee with a
1279 detailed evaluation to support its recommendations; and (b) submitting
1280 candidates' RTP portfolios and supporting documents on-time in
1281 accordance with established deadlines.

1282
1283 **3.3.4 Prohibition on Multiple Levels of RTP Review**

1284 *No one individual may participate in the evaluation of any single candidate in more*
1285 *than one level of review.*
1286

1287 **3.3.5 Ad Hoc Committees**

1288 If fewer than the required number of members of the Department, as specified in
1289 this policy, are eligible to serve on the Department RTP Committee, *then additional*
1290 *members from outside the academic unit shall be selected in accordance with the*
1291 *following procedure:*

1292 A. *Nominees may be from any school or college within the university provided that*
1293 *they have some familiarity with the RIP candidate's discipline or area of*
1294 *expertise.*
1295

1296 B. *After prospective nominees have granted their permission to stand for election*
1297 *to an ad-hoc RPT Committee, the academic unit shall submit the names of all*
1298 *candidates for election to the unit's RTP committee and then conduct an*
1299 *election.*
1300

1301 **3.3.6 Joint Appointments**

1302 *Joint appointments shall be evaluated by a committee composed of members of*
1303 *each academic unit served by the person being evaluated The joint-appointment*
1304 *RTP committee shall be composed of members currently elected to each academic*
1305 *unit's R7P committee. This committee shall use the existing criteria of each*
1306 *academic unit to evaluate the individual holding joint appointment pursuant to item*
1307 *VI, Academic Senate Policy Statement 94-11 (or any successor policy).*
1308

1309 **3.4 Department Chair/Director**

1310 *The Chair of the Department of Communicative Disorders is responsible for*
1311 *communicating the department, college, and university policies to candidates. The Chair*
1312 *also provides ongoing guidance to candidates as to whether their performance is*
1313 *consistent with department expectations. The Chair, in collaboration with mentors from*
1314 *department and/or the college, is responsible for talking with candidates about their*
1315 *overall career development and providing professional mentoring.*
1316

1317 **3.4.1 Meeting with Committee**

1318 *The Chair shall meet with the Department R7P Committee prior to the beginning of*
1319 *the department evaluation process to review the department, college, and university*
1320 *processes and procedures.*
1321

1322 **3.4.2 Optional Independent Evaluation by the Chair**

1323 *The Department Chair may write independent evaluations of all RTP candidates*
1324 *unless the Chair is elected to the Department of Communicative Disorders RTP*
1325 *Committee. In promotion considerations, however, the Department Chair must*
1326 *have a higher rank than the candidate being considered for promotion in order to*
1327 *contribute a review or participate on a review committee. In no case may the*
1328 *Department Chair participate in the evaluation of any single candidate in more*
1329 *than one level of review.*
1330

1331 **3.4.3 Candidate's Rights**

1332 *At all levels of review, before recommendations are forwarded to a subsequent*
1333 *review level, candidates shall be given a copy of the recommendation. The*
1334 *candidate may submit a rebuttal statement or response in writing and/or request a*
1335 *meeting be held to discuss the recommendation within ten (10) days following*
1336 *receipt of the recommendation. A copy of the response or rebuttal statement shall*
1337 *accompany the candidate's file and also be sent to all previous levels of review.*
1338 *This section shall not require that evaluation timelines be extended*
1339

1340 **4.0 TIMELINES FOR THE RTP PROCESS**

1341
1342 *All tenured and probationary tenure-track faculty members undergo performance review and*
1343 *evaluation. Probationary faculty members are evaluated each year. During years when the*
1344 *candidate is not being reviewed for reappointment, tenure, and/or promotion, the candidate will*
1345 *undergo periodic review. Tenured faculty members are evaluated every five (5) years.*
1346

1347 *The following timelines apply to candidates who are appointed at the rank of Assistant Professor*
1348 *with no service credit; actual timelines may vary according to level of appointment and service*
1349 *credit*

1350

1351 **4.1 Evaluation of Probationary Faculty for Reappointment**

1352

1353 **4.1.1 Periodic Review ("Mini-Review")**

1354 *In the first year and second years of service, as well as in successive probationary*
1355 *years during which a candidate is not being reviewed for reappointment, tenure, or*
1356 *promotion, the annual evaluation takes the form of a periodic review ("mini-*
1357 *review'). The periodic review is conducted by the academic unit RIP committee,*
1358 *the chair or director of the academic unit, and the college Dean. The periodic*
1359 *review provides guidance for professional development, especially with regard to*
1360 *the candidate's progress toward reappointment and later, tenure. Thus, periodic*
1361 *reviews shall commend probationary faculty member for meeting or exceeding*
1362 *expectations in the relevant areas of review, while providing written guidance for*
1363 *making improvements in areas which need strengthening.*

1364

1365 **4.1.2 Reappointment Review**

1366 *In the third year of service, the annual evaluation takes the form of a reappointment*
1367 *review. Successful candidates are reappointed for one, two, or three years. If*
1368 *reappointed for three years, probationary faculty shall continue to be evaluated*
1369 *annually using the periodic review process. If, however, candidates are reappointed*
1370 *for a shorter period of time, then they are to be evaluated annually using the*
1371 *periodic review process until such time as they undergo another formal*
1372 *reappointment review.*

1373

1374 **4.2 Evaluation of Probationary Faculty for Tenure and Promotion**

1375 *In the first and second years of reappointment (or fourth and fifth years of continuous*
1376 *service), the annual evaluation takes the form of a periodic or reappointment review, as*
1377 *appropriate. In the third year of reappointment (or the sixth year of continuous service)*
1378 *the annual evaluation takes the form of a tenure review, which may also be a review for*
1379 *promotion. A probationary faculty member may request consideration for early tenure*
1380 *and promotion prior to the scheduled sixth year review. This process is discussed under*
1381 *Section 5.5 of the College of Health and Human Services RTP Policy.*

1382

1383 **4.3 Evaluation of Tenured Faculty for Promotion**

1384 *An Associate Professor becomes eligible for promotion review to the rank of Professor in*
1385 *the fifth year at the rank of Associate Professor. A tenured Associate Professor, however,*
1386 *may opt to seek early promotion to the rank of Professor prior to the fifth year in rank in*
1387 *accordance with the provisions of Section 5.5 of the College of Health and Human*
1388 *Services RiP Policy.*

1389

1390 *A tenured faculty member may choose not to be evaluated for promotion in a given year;*
1391 *however, the faculty member will still be required to undergo the five-year periodic*
1392 *evaluation of tenured faculty as outlined in relevant Academic Senate policy documents.*

1393

1394 **5.0 APPOINTMENT AND PROMOTIONAL LEVEL CRITERIA**

1395

1396 Section 5 of the university and CHHS RTP policies outlines the general standards for
1397 reappointment, tenure, and promotion. This MT' Policy elaborates on those policies by
1398 providing the specific criteria under which RTP candidates from the Department of
1399 Communicative Disorders will be evaluated. Candidates are referred to the University Policy for
1400 the standards for early tenure and promotion.

1401

1402 **6.0 STEPS IN THE RTP PROCESS**

1403

1404 **6.1 Academic Affairs Sets Dates**

1405 *The Division of Academic Affairs determines the timelines for the RTP process, including*
1406 *deadlines for the submission of the candidate's materials, dates for the open period,*
1407 *completion of all RIP reviews by all review levels, and final decision notification to the*
1408 *candidate. The deadlines for notification of final actions shall be consistent with the*
1409 *requirements of the CSU-CFA Collective Bargaining Agreement (CBA).*

1410

1411 **6.2 Academic Affairs Notifies Candidates of Eligibility**

1412 *The Division of Academic Affairs notifies all faculty members of their eligibility for*
1413 *review and specifies items required to be provided by all candidates.*

1414

1415 **6.3 Posting of Notice of Open Period**

1416 *Academic units shall post in their offices a list of candidates being considered for*
1417 *reappointment, tenure, or promotion, following timelines and guidelines for the open*
1418 *period provided by the Office of Academic Affairs and consistent with the requirements of*
1419 *the CBA. A copy of all information submitted shall be provided to the candidate. The*
1420 *chairperson of the academic unit RIP committee prepares an index of the materials*
1421 *submitted during the open period to be included in the candidate's file.*

1422

1423 **6.4 Preparation and Submission of RTP File**

1424 *Candidates prepare materials for review and deliver them to the academic unit RTP*
1425 *committee by the deadline.*

1426

1427 **6.5 Review by Department RTP Committee**

1428 *The KIP Committee of the Department of Communicative Disorders reviews the*
1429 *candidate's materials and, using the standard university form, provides a written*
1430 *evaluation and recommendation to the next level of review by the deadline.*

1431

1432 **6.6 Review by Department Chair**

1433 *The chair or director of the academic unit, if eligible and if not an elected member of the*
1434 *academic unit RTP committee, may review the candidate's materials and may provide an*
1435 *independent written evaluation and recommendation to the next level of review by the*
1436 *deadline.*

1437

1438 **6.7 Review College RTP Committee**

1439 *The college RTP committee reviews the candidate's materials and provides an*
1440 *independent written evaluation and recommendation to the next level of review by the*
1441 *deadline.*
1442

1443 **6.8 Review by Dean**

1444 *The Dean reviews the candidate's materials and provides an independent written review*
1445 *and recommendation to the Provost by the deadline.*
1446

1447 **6.9 Review by Provost**

1448 *The Provost reviews the candidate's materials and provides an independent written*
1449 *review and recommendation to the President. The President has the authority to make*
1450 *final decisions for the university with respect to reappointment, tenure, and promotion.*
1451 *The President (or Provost as designee) notifies the candidate of the final decision*
1452 *regarding reappointment, tenure, and/or promotion by the deadline.*
1453

1454 **7.0 ADDITIONAL PROCESSES**

1455
1456 **7.1 Withdrawal**

1457 *Prior to the final decision, candidates for promotion may withdraw without prejudice*
1458 *from consideration at any level of review (see CBA). This provision also applies to*
1459 *candidates for early tenure.*
1460

1461 **7.2 Missing Documentation**

1462 *If, at any time during the review process, the absence of required evaluation documents is*
1463 *discovered the RTP package shall be returned to the level at which the requisite*
1464 *documentation should have been provided Such materials shall be provided in a timely*
1465 *manner.*
1466

1467 **7.3 Rebuttal**

1468 *At each level of review, the candidate shall be given a copy of the recommendation,*
1469 *which shall state in writing the reasons for the recommendation. The recommendation is*
1470 *then forwarded to the next review level. The candidate has the right to provide a*
1471 *rebuttal/response in writing no later than ten (10) calendar days following receipt of the*
1472 *recommendation. A copy of all of the candidate's rebuttal/responses will be forwarded to*
1473 *the next level of review, as well as to any previous review levels.*
1474

1475 **7.4 External Review**

1476 *The candidate or evaluators at each level of review may request an external evaluation,*
1477 *consistent with Academic Senate policy on external evaluations (see Policy 86-07 or its*
1478 *successor).*
1479

1480 **8.0 APPROVAL OF AND CHANGES TO THIS RTP POLICY**

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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.