The Department of Communication Disorders requests that the Personnel Committee consider nominating, or making recommendations for nomination to the Chair of the Department of Communication Disorders, qualified faculty for College of Health Professions awards in teaching, scholarship, and service.

**TEACHING**

The Personnel Committee of the Department of Communication Disorders and the Chair annually evaluate the teaching of every department faculty member, based on work performed from January-December. That evaluation is based on 1) evidence of scholarly preparation, 2) dedication as measured by commitment to class attendance, office hours, and course duties, 3) official peer evaluations by tenured faculty members, 4) official student class evaluations, and 5) the faculty member’s self-evaluation. Such evaluation may also include 6) examination of teaching web site materials, and 7) review of handouts, testing activities, course assignments, and other course materials prepared by the faculty member. Tenure-track faculty should request that tenured faculty conduct three peer evaluations of their classroom teaching every year (tenured, tenure-track and non-tenure track faculty may also request peer evaluations). Clinical faculty should request one peer evaluation per year.

The Department defines teaching as including not only classroom performance, but other factors such as preparing courses, creating effective testing strategies, developing curriculum, preparing syllabi and teaching materials, maintaining a minimum of five office hours per week for students enrolled in classes, maintaining competency in the profession by obtaining instructive CEUs, maintaining licensure, and mentoring students.

**Required Teaching Elements:** All faculty are expected to show, in their annual reviews, that they:

- Have a majority of student evaluations which reflect acceptable teaching standards
  - excellent = 3.75+ on 5-point scale; high quality = 3.5; adequate quality = 3.25
  - Clinical supervision standards of excellent = 3.75+ on a 5-point scale; high quality = 3.5;
    adequate quality = 3.25
- Maintain at least five office hours per week and are accessible to students as needed
- Maintain professional competence by securing appropriate CEUs
- Maintain ASHA certification and Texas state licensure

**Additional Teaching Elements:** Elements which further demonstrate teaching quality are listed below in no particular order:

(These expectations are minimum expectations. A faculty member who meets or exceeds these expectations is not assured reappointment, merit, or performance.)
Positive peer evaluations of teaching by tenured faculty members (required for tenure-track faculty)

University Mentor status

Sponsorship of student research

Teaching overloads, large classes (> 35 students), writing intensive courses, or summer

Teaching courses by distance education strategies

Guiding independent studies or student research

Chairing or co-chairing student theses

Developing library or other learning resources

Developing or using instructional methods over and above normal classroom expectation (such as audio production or software development)

Successfully procuring grants for student stipends or curriculum development (such as leading study tours)

Presenting invited guest lectures/seminars on campus

Presenting invited guest lectures/seminars off campus (i.e., short course)

Recipient of a teaching award

Demonstrating progress toward a relevant advanced degree

Providing input into curriculum development in Oversight Committees

New course development

New cognate development

Preparing currently offered course for first time

Substantial reworking of previously taught course (such as new textbook adoption)

Teaching enhancement activities

Clinical supervision overloads

Developing initiating new protocols in clinic

Expanding therapy to different disorders or populations

Introducing new pedagogy for the training of students

Completing additional certifications, workshops, or CEUs to enhance teaching skills

Other elements as approved

**Teaching Level I**

A Level I rating in Teaching indicates that all of the following elements were above standard.

- The average of student evaluations reflect a excellent quality of teaching (3.75+ on a 5-point scale)*

  OR

- Clinical supervision evaluations that reflect a excellent quality (3.75+ on a 5-point scale)*

  *If lower than 3.75, then positive peer evaluation will be taken under consideration.

- All other **Required Teaching Elements** (see above list) are strongly evident.

*(These expectations are minimum expectations. A faculty member who meets or exceeds these expectations is not assured reappointment, merit, or performance.)*
To achieve Teaching Level I, the faculty person, additionally, must demonstrate at least three (3) **Additional Teaching Elements** (see above list) as determined by the Personnel Committee and the Chair.

**TEACHING LEVEL II**
A Level II rating in Teaching indicates that all of the following elements are evident.
- The average of student evaluations reflect a high quality of teaching (at least 3.5)*
  OR
  Clinical supervision evaluations that reflect high quality of supervision (at least 3.5)*
  
  *If lower than 3.5, then positive peer evaluation will be taken under consideration.
- All other **Required Teaching Elements** are clearly evident

In addition, the faculty person, to achieve Teaching Level II, must demonstrate at least two (2) of the **Additional Teaching Elements** as determined by the Personnel Committee and the Chair.

**TEACHING LEVEL III**
A Level III rating in Teaching indicates that all of the following elements are evident.
- The average of student evaluations reflect quality teaching (at least 3.25)*
  OR
  Clinical supervision evaluations that reflect an adequate quality of supervision (at least 3.25)*
  
  *If lower than 3.25, then positive peer evaluation will be taken under consideration.
- All other **Required Teaching Elements** are evident

In addition, the faculty person, to achieve Teaching Level III, must demonstrate at least one (1) of the **Additional Teaching Elements** as determined by the Personnel Committee and the Director.

**TEACHING LEVEL IV**
A Level IV rating in Teaching indicates negative peer evaluations have been received or the faculty member has failed to meet any two (2) of the following criteria:
- Presenting a majority of student evaluations that reflect acceptable quality teaching (at least 3.0+)
  OR
- Clinical supervision evaluations that reflect an acceptable quality of supervision (at least 3.0+)
- Any of the other **Required Teaching Elements**

**TEACHING LEVEL V**
A Level V rating in Teaching indicates a failure to meet any three (3) of the following criteria:

(These expectations are minimum expectations. A faculty member who meets or exceeds these expectations is not assured reappointment, merit, or performance.)
Presenting a majority of student evaluations that reflect an unacceptable quality of teaching (at least 3.25+) or clinical supervision evaluations that reflect an unacceptable quality of supervision (at least 3.25+) or significant concern documented in peer evaluations.

Any of the other Required Teaching Elements

**SCHOLARLY AND CREATIVE ACTIVITY**

Faculty in the Department of Communication Disorders recognize that their commitment to teaching cannot be fulfilled apart from a similar commitment to scholarship. Scholarship is defined as original research (quantitative or qualitative), applied research, and pedagogical research.

In no case will "equivalent activities" be considered to replace completely traditional refereed scholarly activities. Refereed means blind peer review in the case of a journal article. In the case of a book, chapter in a book, or monograph, it means peer review, but not necessarily blind peer review.

Articles, books, or monographs “in press” can be counted in annual review only once. (For example, a document cannot be counted “in press” during one annual review cycle and counted again in subsequent years when it is actually in print. The faculty member must indicate in which annual review cycle he or she wants the document “in press” to be counted and must document its status.)

In addition to the quantitative requirement, there is an important qualitative requirement. The Chair and Personnel Committee will provide a qualitative assessment of the candidate’s scholarship based on such factors as acceptance rates of journals in which articles have appeared, prestige of organizations to which papers were presented, and opinions of experts outside the university. They will also examine whether a presentation or written work is refereed or not, and the source, award amount, and educational or research significance of any grant or contract.

The categories below are assigned recommended values. If a faculty member provides justification for alternate interpretation of the assigned value, the personnel committee may take that into consideration.

**Elements Demonstrating Scholarly and Creative Activity**

**Category 1 (5 points each)**

- One (1) funded external grant or contract
- One (1) scored external grant or contract
- One (1) submitted external grant or contract
- One (1) Single or multi-authored book
- One (1) publication in a refereed book or an article in a refereed journal
- One (1) personnel preparation grant
- One (1) Published annotated work (The purpose of annotations is to provide the reader with a summary and an evaluation of the source. In order to write a successful annotation, each summary must be concise. An annotation should display the source's central idea(s) and give the reader a general idea of what the source is about. An annotation should include the complete bibliographic information for the source. It should also include...)

(These expectations are minimum expectations. A faculty member who meets or exceeds these expectations is not assured reappointment, merit, or performance.)
some or all of the following: An explanation about the authority and/or qualifications of the author; scope or main purpose of the work; any detectable bias; intended audience and level of reading; a summary comment).

- One (1) chapter in a book, textbook, or monograph
- One (1) technical report or monograph based on grant activity
- One (1) Peer-reviewed, published research note
- Editing one (1) book
- Development of patented software or product
- One (1) submitted article that will get published within a minimum of two years.

**Category 2 (3 points each)**

- One (1) funded internal grant
- Scholarly presentations as a first author (international, national, regional, or state)
- One (1) international, national, regional, or state-level recognition for scholarly contribution through a variety of media (such as developing software)
- Serving on one (1) editorial board of a national journal (with documentation to demonstrate substantial activity)
- Serving as a peer-reviewer for journals or grants (with documentation to demonstrate substantial activity)
- Discussant or Presenter (panel discussion or workshop leader at the international, national, regional, or state level)
- Book review and/or newsletter articles
- Editorials in peer-reviewed publications
- Invited scholarly presentations off campus (i.e., short-course)
- Serve as peer-reviewer for national or state conferences
- Presenting a poster as a co-author at university research forums
- Presenting a poster as a co-author at local and state conferences
- Preparing a course packet

**Category 3 (1 point)**

- Assistance of any doctoral faculty (within or outside the university) with procuring of research data through administration of assessments or treatment techniques designated by the Ph.D. faculty member for research.
- Invited scholarly presentations on campus (i.e. presentation of research in a colloquium)

**Scholarly and Creative Activity Level I**

At least one element from Category 1 and any two elements from Category 2. (at least 10 points)

OR

For clinical faculty, one of the Category 1 or 2 scholarly activities or any two of the Category 3 elements. (at least 2 points)

**Scholarly and Creative Activity Level II**

*(These expectations are minimum expectations. A faculty member who meets or exceeds these expectations is not assured reappointment, merit, or performance.)*
At least one element from Category 1 and one element from Category 2 (at least 8 points).

OR

For clinical faculty, any of the elements (at least 1 point).

**Scholarly and Creative Activity Level III**
At least one element from Category 2 and at least one element from Category 3. (at least 4 points)

NOTE- Because clinical faculty are not required to perform research as a minimum job requirement, no research is required to maintain “acceptable” performance standards. In order to achieve “merit”, if a clinical faculty member does not have a Scholarly Level of I or II, he/she must have both Teaching and Service Levels of I or II.

**Scholarly and Creative Activity Level IV**
Attaining at least 2 points. (N/A for clinical faculty)

**Scholarly and Creative Activity Level V**
No activity documented in the Scholarly and Creative area. (N/A for clinical faculty)

**Service**

The Texas State Department of Communication Disorders defines service and service leadership as professionally related activity, other than teaching or scholarship, which contributes to the Department, University, community, or profession. Service activities encompass those performed using competencies relevant to the faculty member’s role as a communication sciences and disorders educator. For a faculty member to receive a ranking of adequate or above during the annual review process, he/she must demonstrate service and/or leadership at the departmental level.

In addition to the requirement that the faculty person must engage in service and/or service leadership at various levels, including the departmental level, the Personnel Committee and Chair also assess the quality of the service or leadership, based on the documentation that the faculty member provides. Examples of service activities include but are not limited to 1) active membership and participation in professional organizations, 2) active membership on committees, 3) training, volunteering, supervising, and consulting with agencies and organizations, 4) student/peer mentorship beyond the scope of the classroom.

The Chair and the Personnel Committee assess the quality of service leadership based on the faculty member’s documentation of same. Examples of service leadership include but are not limited to 1) holding office in professional organizations, 2) directing University, College, or departmental committees, 3) organizing a task force, 4) initiating a special project, 5) engaging in legislative or public sector advocacy.

Each faculty member must provide documentation of the following (or its equivalent as determined by the Chair and Personnel Committee):

Service Categories
Category1- Chair/Leadership at the University, College, department, professional organization or community level

(These expectations are minimum expectations. A faculty member who meets or exceeds these expectations is not assured reappointment, merit, or performance.)
Category 2- Active participation at the University, College, department, professional organization or community level
Category 3- Membership at the University, College, department, professional organization or community level
Category 4- Expert consultation
Category 5- Received or nominated for service honors or awards
Category 6- Sponsoring an on-campus student organization
Category 7- Completion of a departmental service role or project
Category 8- University or departmental mentorship

SERVICE LEVEL I
One position with category 1 and one in category 2 and one in the remaining categories (minimum of total of three positions or activities)  
OR
Clinical faculty must hold one Category 1 position, and four positions or activities in any of the other categories.

SERVICE LEVEL II
One position in category 2 and two in any of the other categories (minimum of total of three positions or activities)  
OR
Clinical faculty must hold one category 2 and any four positions or activities in any of the other categories.

SERVICE LEVEL III
Two positions or activities in any category
OR
Clinical faculty must hold any four positions or activities in any of the categories.

SERVICE LEVEL IV
One position or activity in any category
OR
Clinical level faculty must hold any two positions in any of the categories.

SERVICE LEVEL V
No positions held

Collegiality

Collegiality is interpreted as a behavioral/attitudinal construct where a faculty is keeping university and departmental missions, including the free exchange of ideas as well as CAA and ASHA regulations and requirements at the forefront of his/her teaching, scholarship, and service. The personnel committee will consider “collegiality” while evaluating a faculty for re-appointment, annual review and for promotion and tenure.

(These expectations are minimum expectations. A faculty member who meets or exceeds these expectations is not assured reappointment, merit, or performance.)
In the consideration of collegiality, it does not include fundamental disagreements in theoretical, political, or practical standpoints or issues. However, one has to be careful about misconstruing constructive criticism or differing ideas as uncollegial. Criticism given in a manner that is personal, malicious and slanderous would be considered uncollegial. Constructive criticism is meant for the improvement of the department, college, or university and would be considered collegial.

**Evaluation of Adjunct Faculty Teaching on a Per Course Basis**

Adjunct Faculty teaching courses on a “per course” basis will be evaluated by the Chair based on student teaching evaluations and a review of course materials including course syllabi, sample assignments, and/or class exams. The adjunct faculty member can request a peer teaching evaluation to be included as well. A summary evaluation by the Chair will be mailed to the faculty member after completion of the review. A face-to-face meeting will be held if desired by either the Chair or the faculty member.

**Notification of Evaluation Findings**

Upon receipt of notification from the Dean that the review has been completed at that level, the Chair will provide each faculty member with a copy of the Chair’s Evaluation Form and the Personnel Committee Evaluation Form. A face-to-face meeting may be held at either the Chair’s or Faculty member’s request to review the completed evaluation form and any available feedback from the Personnel Committee, Chair, and/or Dean.
**PROMOTION DOCUMENT FOR LECTURERS**

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**Important Note:** This document applies to Promotion of faculty from the position of Lecturer to Senior Lecturer

Criteria for promotion: A faculty member who meets performance criteria after three consecutive years will be promoted to Senior Lecturer.

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**SERVICE**

The Texas State Department of Communication Disorders defines service and service leadership as professionally related activity, other than teaching or scholarship, which contributes to the Department, University, community, or profession. Service activities encompass those performed using competencies relevant to the faculty member’s role as a communication sciences and disorders educator. For a faculty member to receive promotion from Lecturer to Senior Lecturer, he/she must demonstrate service and/or leadership at the departmental level.

In addition to the requirement that the faculty person must engage in service and/or service leadership at various levels, including the departmental level, the Personnel Committee and Chair also assess the quality of the service or leadership, based on the documentation that the faculty member provides. Examples of service activities include but are not limited to 1) active membership and participation in professional organizations, 2) active membership on committees, 3) training, volunteering, supervising, and consulting with agencies and organizations, 4) student/peer mentorship beyond the scope of the classroom.

The Chair and the Personnel Committee assess the quality of service leadership based on the faculty member’s documentation of same. Examples of service leadership include but are not limited to 1) holding office in professional organizations, 2) directing University, College, or departmental committees, 3) organizing a task force, 4) initiating a special project, 5) engaging in legislative or public sector advocacy.

Each faculty member must provide documentation of the following (or its equivalent as determined by the Chair and Personnel Committee):

**Service Categories**

Category 1 - Chair/Leadership at the University, College, department, professional organization or community level

Category 2 - Active participation at the University, College, department, professional organization or community level

Category 3 - Membership at the University, College, department, professional organization or community level

Category 4 - Expert consultation

Category 5 - Received or nominated for service honors or awards

Category 6 - Sponsoring an on-campus student organization

Category 7 - Completion of a departmental service role or project

Category 8 - University or departmental mentorship

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**CRITERIA FOR PROMOTION IN THE AREA OF SERVICE**

(These expectations are minimum expectations. A faculty member who meets or exceeds these expectations is not assured reappointment, merit, or performance.)
Faculty member must demonstrate sustained quality of service characterized by obtaining an average of Level II performance (holding one category 2 and any four positions or activities in any of the other categories) over a period of three years based on Annual Reviews.

**TEACHING**

The Personnel Committee of the Department of Communication Disorders and the Chair annually evaluate the teaching of every department faculty member, based on work performed from January-December. That evaluation is based on 1) evidence of scholarly preparation, 2) dedication as measured by commitment to class attendance, office hours, and course duties, 3) official peer evaluations by tenured faculty members, 4) official student class evaluations, and 5) the faculty member’s self-evaluation. Such evaluation may also include 6) examination of teaching web site materials, and 7) review of handouts, testing activities, course assignments, and other course materials prepared by the faculty member. Clinical faculty should request one peer evaluation per year of their classroom teaching every year.

The Department defines teaching as including not only classroom performance, but other factors such as preparing courses, creating effective testing strategies, developing curriculum, preparing syllabi and teaching materials, maintaining a minimum of five office hours per week for students enrolled in classes, maintaining competency in the profession by obtaining instructive CEUs, maintaining licensure, and mentoring students.

**Required Teaching Elements:** All faculty are expected to show, in their annual reviews, that they:

- Have a majority of student evaluations which reflect acceptable teaching standards
  - excellent =3.75+ on 5-point scale; high quality =3.5; adequate quality = 3.25
  - Clinical supervision standards of excellent = 3.75+ on a 5-point scale; high quality = 3.5; adequate quality = 3.25
- Maintain at least five office hours per week and are accessible to students as needed
- Maintain professional competence by securing appropriate CEUs
- Maintain ASHA certification and Texas state licensure

**Additional Teaching Elements:** Elements which further demonstrate teaching quality are listed below in no particular order:

- Positive peer evaluations of teaching by tenured faculty members (required for tenure-track faculty)
- University Mentor status
- Sponsorship of student research
- Teaching overloads, large classes (> 35 students), writing intensive courses, or summer
- Teaching courses by distance education strategies
- Guiding independent studies or student research
- Chairing or co-chairing student theses
- Developing library or other learning resources
- Developing or using instructional methods over and above normal classroom expectation (such as audio production or software development)

*(These expectations are minimum expectations. A faculty member who meets or exceeds these expectations is not assured reappointment, merit, or performance.)*
Department of Communication, Texas State University
Summative Review Procedures for Promotion of Faculty from Lecturer to Senior Lecturer

- Successfully procuring grants for student stipends or curriculum development (such as leading study tours)
- Presenting invited guest lectures/seminars on campus
- Presenting invited guest lectures/seminars off campus (i.e., short course)
- Recipient of a teaching award
- Demonstrating progress toward a relevant advanced degree
- Providing input into curriculum development in Oversight Committees
- New course development
- New cognate development
- Preparing currently offered course for first time
- Substantial reworking of previously taught course (such as new textbook adoption)
- Teaching enhancement activities
- Clinical supervision overloads
- Developing initiating new protocols in clinic
- Expanding therapy to different disorders or populations
- Introducing new pedagogy for the training of students
- Completing additional certifications, workshops, or CEUs to enhance teaching skills
- Other elements as approved

Criteria for Promotion In the Area of Teaching

Over a period of three years based on Annual Reviews, the faculty member must demonstrate sustained high quality of teaching and/or supervision characterized by:

- The average of student evaluations reflect a high quality of teaching (at least 3.5)*
  OR
  Clinical supervision evaluations that reflect high quality of supervision (at least 3.5)*
  *If lower than 3.5, then positive peer evaluation will be taken under consideration.

- All other Required Teaching Elements are clearly evident

In addition, the faculty person must demonstrate at least two (2) of the Additional Teaching Elements as determined by the Personnel Committee and the Chair.

Scholarly and Creative Activity

Faculty in the Department of Communication Disorders recognize that their commitment to teaching cannot be fulfilled apart from a similar commitment to scholarship. Scholarship is defined as original research (quantitative or qualitative), applied research, and pedagogical research. While research is not required for lecturers or to maintain senior lecturer status, it is encouraged and may be taken into account when examining the summative performance of non-tenure track faculty.

(These expectations are minimum expectations. A faculty member who meets or exceeds these expectations is not assured reappointment, merit, or performance.)
The categories below are assigned recommended values. If a faculty member provides justification for alternate interpretation of the assigned value, the personnel committee may take that into consideration.

**Elements Demonstrating Scholarly and Creative Activity**

○ One (1) funded external grant or contract
○ One (1) scored external grant or contract
○ One (1) submitted external grant or contract
○ One (1) Single or multi-authored book
○ One (1) publication in a refereed book or an article in a refereed journal
○ One (1) personnel preparation grant

○ One (1) Published annotated work (The purpose of annotations is to provide the reader with a summary and an evaluation of the source. In order to write a successful annotation, each summary must be concise. An annotation should display the source's central idea(s) and give the reader a general idea of what the source is about. An annotation should include the complete bibliographic information for the source. It should also include some or all of the following: An explanation about the authority and/or qualifications of the author; scope or main purpose of the work; any detectable bias; intended audience and level of reading; a summary comment).

○ One (1) chapter in a book, textbook, or monograph
○ One (1) technical report or monograph based on grant activity
○ One (1) Peer-reviewed, published research note
○ Editing one (1) book
○ Development of patented software or product
○ One (1) submitted article that will get published within a minimum of two years.
○ One (1) funded internal grant
○ Scholarly presentations as a first author (international, national, regional, or state)
○ One (1) international, national, regional, or state-level recognition for scholarly contribution through a variety of media (such as developing software)
○ Serving on one (1) editorial board of a national journal (with documentation to demonstrate substantial activity)
○ Serving as a peer-reviewer for journals or grants (with documentation to demonstrate substantial activity)
○ Discussant or Presenter (panel discussion or workshop leader at the international, national, regional, or state level)
○ Book review and/or newsletter articles
○ Editorials in peer-reviewed publications
○ Invited scholarly presentations off campus (i.e., short-course)
○ Serve as peer-reviewer for national or state conferences
○ Presenting a poster as a co-author at university research forums
○ Presenting a poster as a co-author at local and state conferences
○ Preparing a course packet

*These expectations are minimum expectations. A faculty member who meets or exceeds these expectations is not assured reappointment, merit, or performance.*
Department of Communication, Texas State University

Summative Review Procedures for Promotion of Faculty from Lecturer to Senior Lecturer

- Assistance of any doctoral faculty (within or outside the university) with procuring of research data through administration of assessments or treatment techniques designated by the Ph.D. faculty member for research.
- Invited scholarly presentations on campus (i.e. presentation of research in a colloquium)

Criteria for Promotion in the Area of Scholarship and Creative Activity

The area of Scholarship is considered voluntary and optional for senior lecturers, lecturers, and clinical supervisors. It is encouraged and may be taken into account when examining the summative performance of non-tenure track faculty. As long as the lecturer is meeting promotional criteria in the areas of Service and Teaching, Scholarship does not need to be considered in terms of criteria for promotion.

Collegiality

Collegiality is interpreted as a behavioral/attitudinal construct where a faculty is keeping university and departmental missions, including the free exchange of ideas as well as CAA and ASHA regulations and requirements at the forefront of his/her teaching, scholarship, and service. The personnel committee will consider “collegiality” while evaluating a faculty for re-appointment, annual review and for promotion and tenure.

In the consideration of collegiality, it does not include fundamental disagreements in theoretical, political, or practical standpoints or issues. However, one has to be careful about misconstruing constructive criticism or differing ideas as uncollegial. Criticism given in a manner that is personal, malicious and slanderous would be considered uncollegial. Constructive criticism is meant for the improvement of the department, college, or university and would be considered collegial.

Notification of Evaluation Findings

Upon receipt of notification from the Dean that the review has been completed at that level, the Chair will provide each faculty member with a copy of the Chair’s Evaluation Form and the Personnel Committee Evaluation Form. A face-to-face meeting may be held at either the Chair’s or Faculty member’s request to review the completed evaluation form and any available feedback from the Personnel Committee, Chair, and/or Dean.

(These expectations are minimum expectations. A faculty member who meets or exceeds these expectations is not assured reappointment, merit, or performance.)
The primary method for awarding salary raises at Texas State is based upon the annual evaluation for performance and merit salary adjustments (PPS 7.10). To complete this performance and merit salary adjustment form, the personnel committee will refer to and import their evaluations from the Department of Communication Disorders Annual Review Procedures for Reappointment, Performance, and Merit For Tenure-Track, Tenured, Non-Tenure Track, and Clinical Faculty document.

Faculty members are evaluated annually for the purposes of reappointment, tenure, promotion, and performance and merit salary adjustments. A faculty member is evaluated in the areas of teaching, scholarly/creative activity and leadership/service, including his/her collegial contributions to the university community.

**Eligibility for salary adjustment** – all percentage-contract faculty are eligible for performance and merit raises awarded through this process.

**Performance** is defined as meeting departmental expectations as outlined in the following document. Performance raises will, to the extent possible, track cost of living increases. Performance salary increases are based on a faculty member’s annual evaluation.

**Merit** is defined as additional salary in recognition of performance that is clearly exceptional during the preceding merit evaluation period. Merit salary increases are made every two years when funds are available. Merit adjustments are based on a faculty member’s annual evaluations for the period defined by the President.

All faculty will be considered meritorious if they achieve the following criteria:

**Tenure track**

Low – I in Teaching & IIs in other areas

Medium – I in Scholarship & IIs in Teaching and Service

High - I in Scholarship & I in either Teaching or Service

**Non-tenure track**

Low – I in Teaching or Service; IIIs in other areas

Medium – I in Teaching / Clinical supervision and Service & III in Scholarship

High - I in Teaching or Service and II in Scholarship
The Department of Communication Disorders requests that the Personnel Committee consider the following criteria for achieving tenure and promotion. To maintain the excellence of the faculty, CDIS has a thorough and rigorous academic personnel review process which spans the entire career of each faculty member. The review process involves contributions from the individual, the department, the Dean, the Provost, and the President. This multi-level procedure is designed to ensure that colleagues and administrators evaluate the professional achievements of the individual in a balanced way and in accordance with clearly-defined procedures. Advancement to tenure is not guaranteed or automatic.

**TEACHING**

The Personnel Committee of the Department of Communication Disorders and the Chair annually evaluate the teaching of every department faculty member. That evaluation is based on 1) evidence of scholarly preparation, 2) dedication as measured by commitment to class attendance, office hours, and course duties, 3) official peer evaluations by tenured faculty members, 4) official student class evaluations, and 5) the faculty member’s self-evaluation. Such evaluation may also include 6) examination of teaching web site materials, and 7) review of handouts, testing activities, course assignments, and other course materials prepared by the faculty member. Tenure-track faculty should request that tenured faculty conduct three peer evaluations of their classroom teaching every year (and tenured faculty may also request peer evaluations).

The Department defines teaching as including not only classroom performance, but other factors such as preparing courses, creating effective testing strategies, developing curriculum, preparing syllabi and teaching materials, maintaining a minimum of five office hours per week for students enrolled in classes, maintaining competency in the profession by obtaining instructive CEUs, maintaining licensure, and mentoring students.

**Minimum Requirement for Tenure and Promotion:**

*Elements Demonstrating Teaching*

All faculty are expected to show, by their final pre-tenure review, that they:

- Exhibit excellent quality teaching, defined as an average of 3.75 or above, averaged across all students in all classes over years 3, 4, and 5
- Maintain at least five office hours per week and are accessible to students as needed
- Maintain professional competence by securing appropriate CEUs
- Maintain ASHA certification and Texas state licensure

**SCHOLARLY AND CREATIVE ACTIVITY**

*(These expectations are minimum expectations. A faculty member who meets or exceeds these expectations is not assured tenure.)*
Faculty in the Department of Communication Disorders recognize that their commitment to teaching cannot be fulfilled apart from a similar commitment to scholarship. Scholarship is defined as original research (quantitative or qualitative), applied research, and pedagogical research. Satisfying the minimum requirement standards for scholarly and creative activity does not guarantee tenure and promotion.


**Minimum Requirement for Tenure and Promotion:**
Elements Demonstrating Scholarly and Creative Activity

- One submitted internal or external grant
- Four (4) peer-reviewed publications, as listed below Category 1

**Category 1**
- One (1) funded external grant or contract
- One (1) scored external grant and contract
- One (1) funded internal grant
- One (1) Single or multi-authored book
- One (1) publication in a refereed book or an article in a refereed journal
- One (1) personnel preparation grant
- One (1) Multi-author book
- One (1) Published annotated work
- One (1) chapter in a book, textbook, or monograph
- One (1) technical report or monograph based on grant activity
- One (1) Peer-reviewed, published research note
- Editing one (1) book
- Development of patented software or product

**SERVICE**

The Texas State Department of Communication Disorders defines service and service leadership as professionally related activity, other than teaching or scholarship, which contributes to the Department, University, community, or profession. In addition to the requirement that the faculty person must engage in service leadership at various levels, the Personnel Committee and Chair also assess the quality of the service or leadership, based on the documentation that the faculty member provides.

The Chair and the Personnel Committee assess the quality of service leadership based on the faculty member’s documentation of same. Examples of service leadership include but are not limited to 1) holding office in professional organizations, 2) directing University, College, or professional organizations.
departmental committees, 3) organizing a task force, 4) initiating a special project, 5) engaging in legislative or public sector advocacy.

Minimum Requirement for Tenure and Promotion:
Elements Demonstrating Service Activity

- Chair and/or Leadership at the University, College, Department, Professional Organization, or Community Level

Collegiality

Collegiality is interpreted as a behavioral/attitudinal construct where a faculty is keeping university and departmental missions, including the free exchange of ideas as well as ASHA regulations and requirements at the forefront of his/her teaching, scholarship, and service. The personnel committee will consider “collegiality” while evaluating a faculty for re-appointment, annual review and for promotion and tenure.

In the consideration of collegiality, it does not include fundamental disagreements in theoretical, political, or practical standpoints or issues. However, one has to be careful about misconstruing constructive criticism or differing ideas as uncollegial. Criticism given in a malicious, slanderous way would be considered uncollegial. Constructive criticism is meant for the improvement of the department, college, or university and would be considered collegial.
Preface

The Department of Communication Disorders offers the Master of Science in Communication Disorders (M.S.C.D.) and the Master of Arts (M.A.) with a major in communication disorders. Students choosing to write a thesis earn a M.A. and students choosing the non-thesis option earn an M.S.C.D. In addition, the department offers a Bachelor of Science in Communication Disorders (B.S.C.D). The undergraduate program provides undergraduate students with the academic background to successfully enter a graduate program in speech-language pathology or audiology.

Terminal Degree

The terminal degree for Communication Disorders education is the Ph.D. in Communication Sciences and Disorders or Speech-Language Pathology. The terminal clinical practice degree for speech-language pathology is a Masters degree in Communication Disorders. The required degree for faculty teaching graduate clinical practicum courses is a Master’s degree in Communication Disorders or Speech-Language Pathology.

Hiring of Faculty without Terminal Degree

1) What is the process for determining alternate credentials?

Alternate credentials are not accepted.

2) Specific acceptable alternate credentials

Alternate credentials are not accepted.

3) Acceptable related licensures

All Communication Disorders faculty must be licensed in the state of Texas as Speech-Language Pathologists and/or Audiologists. They are required to obtain and maintain the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association.

4) The level of honors or awards that is acceptable

No honors or awards will satisfy the minimum requirements of holding the required degrees, licensure, and certification for employment.

5) Any areas that are exempt from hiring faculty with less than terminal degrees

The doctorate is the terminal degree for Communication Disorders educators. All of the faculty must at least hold the Masters degree that is the terminal clinical practice
degree. We also require that faculty hold national and state certification. Faculty in the Department of Communication Disorders, who hold the Masters degree, will teach some of the undergraduate courses, graduate clinical practica, and graduate audiology courses. Therefore, the only areas that are exempt from hiring faculty with less than a doctorate include faculty teaching graduate on- and off-campus clinical practica and graduate audiology courses. Faculty, who are ABD, may teach graduate courses.

6) Other: N/A