Department of Communication Arts & Sciences
Personnel Policies and Procedures
(September 2023)

I. CMAS DEPARTMENT PERSONNEL COMMITTEE

A. FUNCTION

The committee shall review and make recommendations concerning hiring and appointment level, retention, tenure, and promotion.

B. STRUCTURE

Eligibility: All full-time tenured members of the department not currently under review and not currently serving at other levels in the department or college are eligible to serve on the department committee. FERP faculty may serve on RTP committees when the evaluation period does not extend beyond their semester of FERP. In the event an insufficient number of department members are available to serve, eligibility shall extend to all tenured faculty within the university.

Election of committee members shall take place by the end of the preceding academic year or no later than the second week of the fall semester. The meeting and its purpose shall be announced to all faculty at least 5 business days in advance.

A list shall be prepared of all eligible faculty by the department Chair, the department faculty shall vote for a minimum of three eligible faculty each from each program, CMSD and CMST, to serve on the CMAS Personnel Committee. Elected program faculty will form the respective CMSD & CMST Personnel Subcommittees and collectively form the CMAS Personnel Committee, as explained in the CMAS Bylaws. The final number of members shall be determined by the actual number of eligible faculty in the department at the time of the election. A minimum of one member must come from each program within the department (CMST and CMSD). Following the CMAS Personnel Committee formation, a college representative will be voted on, who cannot serve on the CMAS Personnel Committee. Election shall be by closed, written ballot with a simple majority required for election.

Review committees for Post-Tenure reviews (5th-year review) shall consist of professors. Review committees for faculty review up to associate professor may be all professors or some combination of professors and associate professors totaling a minimum number of three.

II. CMAS DEPARTMENT PERSONNEL COMMITTEE OPERATION

The committee shall function within the following guidelines:

- Current CBA
- Current FPPP
- Department Retention, Tenure, and Promotion (RTP) Evaluation Areas and Criteria
- CME Handbook
- CMAS Bylaws

In cases of conflict of guideline language or criteria that conflict with the CBA, the CBA shall govern and when a lower-level document conflicts with a higher-level document, the higher-level document

governs.

III.　CMAS APPOINTMENT POLICIES AND PROCEDURES FOR PROBATIONARY FACULTY

The Department requires a faculty member to have a terminal degree or equivalent. The terminal degree in CMAS shall be defined as a doctorate in an appropriate field. Issues regarding the terminal degree or any equivalency must be resolved at the time of appointment in accordance with the FPPP, and should not, therefore, be in question for tenure or promotions.

IV.　CMAS APPOINTMENT POLICIES AND PROCEDURES FOR TEMPORARY FACULTY

A.　APPOINTMENT AND REAPPOINTMENT FOR TEMPORARY FACULTY

1.　Appointees shall be selected from a pool of applicants established <u>by course</u> in accordance with approved University, College, and Department Affirmative Action Guidelines. Appointees shall be selected primarily on the basis of their qualifications and anticipated excellence as teachers, as indicated by previous relevant experience in teaching and/or academic or practical preparation for the course or courses to be taught.

2.　Their level of appointment shall conform to the guidelines of the current Faculty Personnel Policies and Procedures document and CBA.

3.　The pool shall be established by periodic and appropriate local and regional public notice of the positions available or anticipated.

4.　The pool shall be evaluated and ranked by a concurrence between the Department Chair and the program faculty (CMST or CMSD). Program Faculty serving in this task will be identified when the Department Personnel Committee is formed. Appointments shall be based on budget allocation, need, and availability of candidates. Pool applications received during the summer months will be carefully evaluated by the Department Chair and in consultation with the Program or Course Coordinator when possible.

5.　Appointments shall be made by the Department Chair, in consultation with the Program Coordinator or Course Coordinators in the case of multi-sectional courses.

V.　CMAS EVALUATION FOR RETENTION, TENURE, PROMOTION

GENERAL EXPECTATIONS FOR RETENTION, TENURE, PROMOTION, ACCELERATED TENURE, ACCELERATED PROMOTION

All CMAS Faculty will be carefully and thoroughly evaluated following the current FPPP (10.0, 11.0) and guidelines provided below. Decisions about tenure and promotion shall be based on the available evidence of achievement during the time period described in V.F.2 below.

A.　EXPECTATIONS OF THE PROBATIONARY FACULTY MEMBER

1.　Retention (typical Performance Review in years 2 & 4)
The Probationary Faculty Member demonstrates effective and consistent development of skills in the following areas commensurate with year of evaluation:

- Instruction: Exemplifies the Teacher-Scholar model and demonstrates self-evaluation and improvement of performance based on evaluations. Expected rating: 2nd and 4th year performance review: Minimum rating of Meets Expectations required.

- Professional Growth and Achievement: sustains scholarly inquiry, growth and some achievement. Expected rating: 2nd and 4th year performance reviews: Minimum rating of Meets Expectations required.

- Service: Provides willing, quality service consistent with the program and the university's strategic plans. Expected rating: 2nd and 4th year performance review: Minimum rating of Meets Expectations required.

Program-specific rating details are described below in VIII.A and VIII.B.

2. 6th year Tenure/Promotion Performance Review

Tenure and Promotion to Associate are typically granted at the end of the 6th probationary year, but can be earlier if service credit is granted. Because tenure shows great faith in the individual as a permanent member of the faculty and promotion as an award of advancement, the ratings to achieve Tenure and Promotion are necessarily rigorous. Minimal ratings required for Tenure and Promotion to Associate Professor are Meets Expectations in Teaching, Professional Growth & Achievement, and Service.

B. EXPECTATION OF THE TENURED ASSOCIATE PROFESSOR

The Tenured Associate Professor demonstrates effective teaching, advising, and mentoring, shows sustained consistent scholarly inquiry, growth and accomplishments, and provides quality service with assumption of occasional key roles at the program level, with growing service to the college and university levels and/or community and professional levels. Work is consistent with strategic plans.

Tenured faculty having served four years at the same rank normally will be reviewed annually for promotion unless the individual requests in writing that the review not take place in a particular academic year (FPPP 11.1.1, see CBA, Article 14.3). The candidate will demonstrate the potential to meet or exceed the standards for Full Professor, and in addition, will show professional recognition at and/or beyond the university itself. The candidate needs to show the potential to meet or exceed the Expectation of the Full Professor (FPPP, 11.1.3).

C. EXPECTATION OF THE FULL PROFESSOR

The Full Professor demonstrates effective teaching, mentoring, and advising, shows sustained, consistent scholarly inquiry, growth and accomplishments, and provides high quality, willing service including lead and/or facilitative roles at the program level, and service at the college, university levels and/or community and professional levels; and work is consistent with strategic plans.

D. POST-TENURE PERIODIC REVIEW

A Periodic Evaluation will be given for all tenured faculty every five years minimum following the granting of tenure. For the Associate Professor, this is replaced with a Performance Review for

promotion to Full. Post-tenure periodic reviews will be conducted in compliance with the CBA and FPPP.

E. ACCELERATED TENURE AND PROMOTION

Please see current FPPP section 10.5. Importantly, candidates need to demonstrate a high likelihood that a high level of performance will continue post-tenure or promotion. Specifically, candidates for accelerated promotion to Full Professor must demonstrate substantial recognition at and beyond the University itself (FPPP 11.1.3)

F. PROCESS OF EVALUATION FOR TENURE/TENURE-TRACK FACULTY

1. Pre-Review

Probationary faculty will meet at least once each academic year with the department chair until they submit their application for tenure and promotion. Meetings should take place the semester prior to the preparation and submission of the dossier, in the spring semester for performance reviews and fall semester for periodic evaluations. At the meeting, the chair will review the FPPP and department and program guidelines for RTP with the faculty member. The purpose of the meeting is to assist with goal development for continued improvement of Teaching, Scholarship, and Service, and help determine areas of strengths and weaknesses. Additional meetings can be requested by the Chair or candidate, but ultimately it is the candidate's responsibility to seek assistance when needed.

2. Review Types and Period of Review

Performance Reviews for probationary faculty are typically given in years 2, 4, and 6, with the 6th year typically a review for tenure and promotion. Performance reviews contain developmental feedback when appropriate and summary evaluations/ratings for each of the evaluation areas Instruction, PGA, Service that contributes to the Strategic Plans and Goals of the Department/Unit, College and University and to the Community. Deficiencies in projected meeting of tenure and promotion criteria must be clearly
 noted. In year 4, a statement regarding the candidate's trajectory toward tenure and promotion must be included. Goals developed by the candidate and the associated improvements/changes will be reviewed both for periodic and performance evaluations.

Periodic Evaluations for probationary faculty are typically in years 1, 3, and 5, and are primarily designed to provide developmental feedback to the candidate. For tenured faculty, a periodic review is given at least every 5 years post-tenure. See FPPP 11.1.

The review period dates will be specified in the charge given to the Personnel Committee for each probationary candidate by the College Dean in accordance with FPPP 10.1.11. For probationary faculty, both Periodic Evaluations and Performance Reviews will consider all work achieved in accordance with the charge and current FPPP (10.4.4, 10.4.5). For tenured faculty, all work from time of previous promotion and subsequent dossier submissions will be considered for 5-year reviews and promotions (FPPP, 11.1.2).

VI. CMAS EVALUATION AND REAPPOINTMENT OF LECTURERS

The term "Lecturer" is the preferred term for representing Temporary Faculty by the CMAS department and will be used in this document. The Review Committee shall consist of tenured faculty who may also

be immediate course supervisors, appropriate course coordinators, or other qualified faculty.

A. EVALUATION OF LECTURERS (FPPP 9.0)

    1.   Categories for Evaluation (9.1.2)

        a.   Part-time faculty shall submit relevant evidence or documentation in a dossier, to be prepared according to the College Handbook.

        b.   The primary mission of this university is teaching, which shall be the primary criterion for evaluating part-time and fifteen-unit base faculty.

        c.   At least one classroom visit shall take place at least once each academic year for the purpose of assessing the faculty member's teaching performance. Details regarding the time of the visits, the documentation of the assessment, etc. shall be determined by the department Personnel Committee prior to the start of the review process.

        d.   In evaluating teaching the following shall be the main criteria for evaluation:

            1)   Teaching Performance (including but not limited to):
- Organization
- Effective communication
- Integration of inclusive pedagogy

            2)   Performance in Non-Teaching Work Assignments (if applicable)
- Work details specified in job description or appointment letter

            3)   Currency in the Field
- Their engaging in professional activity in the field appropriate to their teaching field
- This may include but is not limited to:
  - Revising or updating course materials and practices
  - Continued education or professional development (conferences, faculty development, etc.)
  - Research
  - Scholarship
  - Journal reviewer
  - Presentations

            4)   Other contributions which represent positive assistance to the University and Department and support of strategic plans

    2.   Evidence of Teaching Performance shall consist of:

        a.   Signed written peer evaluations

        b.   Student evaluations administered every semester according to department procedures. These evaluations "shall not weigh excessively in the overall evaluation of teaching performance and shall not be used to determine a candidate's knowledge of his/her discipline."

           •   According to 9.1.2.c.1, "It is in the candidate's best interests to carefully provide supplemental evidence in a manner that allows evaluators to accurately assess teaching performance."

    c. Activities that demonstrate currency in the field.

    d. Other duties (as specified in the job description or appointment letter); e.g. course coordination, internship supervision, assistant duties, coaching, etc., will be evaluated by appropriate feedback and evidence of performance.

    e. Other contributions that represent positive assistance to the University and Department (e.g., assisting with forensics, Speech & Hearing Fair, outcomes assessment).

3. Evaluation Record (FPPP 9.1.3)

    a. The Department/Unit Personnel Committee shall submit a written report to the candidate and to the Department Chair. The Department Chair shall concur, with or without comments, or not concur, with comments. The Department Chair shall transmit the report and his/her comments, if any, to the candidate and to the appropriate Dean for review and entry into the personnel action file.

    b. The report shall contain an evaluation of the effectiveness of the faculty member in his/her work assignment(s) and a statement as to whether the performance is satisfactory. If the faculty member has not performed satisfactorily, then the reasons for this conclusion shall be included in the report.

    c. The report may include constructive suggestions for the faculty member's development related to his/her work assignment(s).

    d. The report shall acknowledge other activities by the faculty member, not part of his/her work assignments(s), which result in a positive contribution to the University (FPPP 9.1.3d).

    e. The report shall not contain any recommendation regarding future employment.

4. Evaluation Procedures (FPPP 9.1.4)

    a. Each lecturer faculty member neither eligible for nor currently holding a three-year appointment will undergo an annual review for the initial two personnel cycles of their appointment, followed by biennial rather than annual reviews. This requirement may be waived for lecturer faculty who are in their first semester of employment as described in CBA Article 15.25. At the discretion of the Personnel Committee, Department Chair, or upon the candidate's petition, a review may be scheduled in a year succeeding an annual or biennial review. The evaluation shall consider the faculty member's work performance since the individual's initial date of appointment or since the last evaluation, whichever is more recent.

    b. All lecturer faculty members eligible for an initial three-year appointment pursuant to CBA Article 12.12 shall be evaluated in the academic year preceding the issuance of the initial three-year appointment. The evaluation shall consider the faculty member's cumulative work performance during the entire six or more years of consecutive service on the same campus that make up the qualifying period for the initial three-year appointment.

    c. When the Appropriate Administrator determines, based on the personnel action file, that an eligible lecturer faculty member has performed in a satisfactory manner, and absent documented serious conduct problems, an initial three-year appointment shall be offered. Otherwise, an

initial three-year appointment shall not be offered and the reasons for this determination shall be reduced to writing by the Appropriate Administrator and placed in the personnel action file.

d. All lecturer faculty members holding three-year appointments and eligible for subsequent reappointment pursuant to CBA Articles 12.13, 15.26 and 15.29 shall be evaluated in the third year of their appointment and may be evaluated more frequently upon the request of either the employee or the President (or designee). The evaluation shall consider the faculty member's cumulative work performance during the entire preceding three-year period.

e. When the Appropriate Administrator determines, based on the personnel action file, that a lecturer faculty member already holding a three-year appointment has performed in a satisfactory manner, and absent documented serious conduct problems, a subsequent three-year appointment shall be offered as long as there is sufficient work. Otherwise, a subsequent three year appointment shall not be offered and the reasons for this determination shall be reduced to writing by the Appropriate Administrator and placed in the personnel action file (PAF).

The appropriate department Personnel Subcommittee shall submit a report to the CMAS Personnel Committee and once completed, to the candidate and to the Department Chair. The Department Chair shall concur, with or without attached comments, or not concur, with attached comments. The Department Chair will transmit the report and his/her attached comments, if any, to the appropriate Dean for review and entry into the PAF (or WPAF). If the Department Chair is serving on the Department Personnel Committee, the report will go to the Dean. The report shall contain a written evaluation of teaching effectiveness and a statement as to whether the teaching performance is satisfactory.

Lecturers moving within ranges will normally be evaluated following the procedures and guidelines noted above.

C. EVALUATION PROCESS -- LECTURERS

1. Evaluation of lecturers will follow the evaluation timeline and procedures consistent with the CBA and FPPP.

2. Lecturers submit a Supplementary Evidence File using the College of Communication and Education *Dossier and Supplemental Evidence Binder Building Guidelines.*

3. The areas of performance to be included in the evaluations of each lecturer shall be consistent with, and inclusive of, the individual's assigned duties, as specified at the time of hire and offer. Should those assigned duties change, an explicit statement of the change will be placed into the PAF, so as to properly inform those conducting subsequent evaluations.

4. The evaluation of lecturers will result in a performance report, but no recommendation regarding future employment will be made.

D. GRIEVANCE AND APPEAL PROCEDURES

Consult CBA Article 10.1and FPPP 14.3

VII.   **CMAS RANGE ELEVATION FOR LECTURERS**

For details, see CBA Article 12.16-20 and FPPP 12.1-2.

VIII. CMAS RTP EVALUATION AREAS AND CRITERIA

The Department of Communication Arts and Sciences (CMAS) consists of two separate programs, Communication Sciences and Disorders (CMSD) and Communication Studies (CMST). Both programs seek to attract, support and promote high quality faculty who are committed to the mission of the university, college, department and programs. While faculty from both programs are expected to work as a collaborative academic unit, the CMSD and CMST faculty also embrace the disciplinary, professional and service differences that distinguish each program. Out of respect for our differences the CMAS Department has established evaluation criteria for each program, which are presented below. When a tenure-track and tenured faculty member is evaluated, reviewers will employ the section below specific to either CMSD and CMST.

The areas of evaluation for both programs include: 1) Instruction, 2) Professional Growth and Achievement, 3) and Service that contributes to the Strategic Plans and Goals of the Department/Unit, College, University, and Community. The following section will contain two separate RTP Evaluation Areas and Criteria, one for CMSD (A) and CMST (B). *While the areas are identical, as are the expected ratings for retention, promotion and tenure, the criteria are specific to each program.* Program Personnel Subcommittees will conduct the full review of the candidate and evidence, following the Program Guidelines provided below, producing the report that will be forwarded to the CMAS Personnel Committee for endorsement, following the procedures established in the CMAS Bylaws. *Section VIII is the only section in this document that addresses the CMSD and CMST programs separately, all other sections apply to both programs in terms of process, policy, and procedures.*

A. COMMUNICATION SCIENCES AND DISORDERS EVALUATION AREAS AND CRITERIA

The evaluation of CMSD faculty is based on clinically focused professional activities and stems directly from the CMSD program vision, mission, objectives and guiding principles. For performance reviews, it is the candidate's responsibility to put forth expected ratings for each section and provide the rationale for the designated level of achievement. The committee will either confirm or recommend the most appropriate ratings in the department report.

1. INSTRUCTION (CMSD)

Instruction includes academic and clinical instruction and related instructional activities. Given that instruction is the primary activity of the typical CMSD faculty member it is expected that faculty will achieve a rating of "meets expectations" in this area at the time of each performance review . Because all tenured/tenure track faculty are nationally certified and state licensed, currency in the field is primarily obtained through required Continuing Education Units (CEUs), certification maintenance hours, and formal professional development. It is expected that currency obtained through CEUs and scholarly inquiry are applied to instruction.

All faculty, Tenured, Probationary, must submit a dossier that provides evidence of their achievements using the College of Communication and Education *Dossier and Supplemental Evidence Binder Building Guidelines.*

Instruction will be evaluated based on quantity and quality. Quantity is indicated by the number of different courses taught, enrollments, and number of other teaching related activities. For evaluation of Instructional Quality, there are four basic categories of evaluation:

a. Teaching philosophy and implementation of philosophy; demonstration of implementation of teacher-scholar model.

> The teacher-scholar model is widely promoted within the CSU system, recognizing that student learning and the quality of teaching can be improved when faculty are actively engaged in research, scholarship and creative activities, and especially when faculty connect these activities to course content and/or actively involve students in these activities. The CMSD program believes that teacher-scholars should approach teaching, scholarship, and service in a holistic and integrative manner. Each of these activities complements and enriches the other. We further support the idea that scholarship can take various forms; the underlining qualities of all scholarship are expansion, clarification, organization, and/or development of knowledge. Our teacher-scholar model is further supported by Council on Academic Programs in Communication Sciences and Disorders (associated with CAA-ASHA, our primary accrediting body). CAPCSD recognizes that each of Boyer's (1991) four types of scholarship (Discovery; Integration; Application; and Teaching) provides a substantive contribution to the evidence-base for both clinical and education practices in CMSD. As such, CAPCSD encourages recognition of each of these research types when assessing the scholarly productivity of CMSD faculty.

b. Teaching Effectiveness:

> An effective teacher is rigorous and one who is prepared, organized, has good classroom management, effective delivery, knowledge and currency in the field, ability to convey content, incorporates high-impact practices, and fosters student success (provides timely and appropriate feedback; multiple opportunities for learning; promotes mutual respect in a positive learning environment). It is required that the candidate provides data from student evaluations of teaching and peer evaluations regarding these aspects of teaching effectiveness.

c. Reflection, Development of goals, implementation and results of improvement or change plans: may include use of student, self, and peer evaluation data for improvement or change and participating in faculty development workshops, self-study, develops goals for improvement, demonstrates implementation of goals, or seeks mentorship.

d. Instructionally-related activities/accomplishments
    Instructionally-related activities are described as pedagogical development, curriculum-based work, instructional support outside the classroom (e.g., advising), teaching-related leadership (e.g., mentoring), develop and implement workshops or trainings for students or faculty, lead or produce a product in a faculty learning community, and instruction-related recognition.

Ratings

- Exceeds Expectations: Demonstrates evidence of higher than is typical for the quantity of teaching activities based on the needs of the program and with exceptional quality in all of the following areas: (1) Implementation of Teacher-Scholar model, (2) Teaching Effectiveness, (3) Reflection and Improvement, and (4) other instructionally related activities or accomplishments.

- Meets Expectations: Demonstrates evidence of a quantity of teaching activities typical for the program based on the needs of the program and typical quality in three of the following areas: (1) Implementation of Teacher-Scholar model, (2) Teaching Effectiveness, (3) Reflection and Improvement, and (4) other instructionally related

activities or accomplishments.

- Does not meet expectations: Insufficient evidence of a typical quantity of teaching activities based on the needs of the program or inadequate quality in two or more areas:(1) Implementation of Teacher-Scholar model, (2) Teaching Effectiveness, (3) Reflection and Improvement, and (4) other instructionally related activities or accomplishments. Needs substantial improvement in order to meet expectations.

2. PROFESSIONAL GROWTH AND ACHIEVEMENT (CMSD)

CMSD defines the Professional Growth and Achievement (PGA) section as development and accomplishments resulting from scholarly work. CMSD accepts a broad variety of scholarly work and appreciates the unique contributions of the individual to the program, university, community, and profession.

a. Professional Growth
   Professional growth is expected on a consistent basis and for all levels of performance review. Growth is the evidence of scholarly inquiry and activities. It includes work to maintain discipline currency through continuing education, which can be in the form of participation at workshops, conferences, self-study, etc., and includes substantial effort on works in progress, and less formal, less tangible aspects of professional development such as scholarly communications with academic peers, students, and other professionals.

   The CMSD program defines **scholarly inquiry and activities** as those that share most or all of the following essential elements:
   1) Literacy in current research and/or consumption of knowledge
   2) Data collection, creation and/or implementation of ideas
   3) Analysis, Interpretation, and/or synthesis of ideas

b. **Scholarly achievements** contain one or more elements listed above AND include one or more of the following:
   1) Dissemination: Sharing of knowledge beyond the classroom in written, oral, or other format
   2) Evaluation: review/feedback and/or measurable impact of project, research, ideas ("impactful products")
   3) Recognition: An honor, award or other recognition by professional peers at or beyond the university due to scholarly (professional) reputation.

   See below for examples of scholarly activities and achievements.

c. For evaluation, both quality and totality of work are considered, including the "constancy" of scholarly work. Quality includes the impact of the project, type of audience, type of review process, method of selection (e.g., competitive, invited) and venue for dissemination, and/or the level of recognition. If the candidate believes a scholarly product is worth a higher point value than is listed, it is their responsibility to provide evidence of quality to support the case for that point value. The sub-committee determines if that case is made. Quality is generally characterized by the point value for each scholarly achievement. Quantity is generally characterized by the total number of points achieved.

d. In addition to respecting and embracing traditional forms that require the work described above, such as scholarship of discovery, the CMSD program welcomes and encourages non-traditional forms of scholarship. Should faculty achievements fall outside of the elements described above, the candidate must provide the rationale and evidence for its inclusion as a scholarly product in order to be evaluated as such.

Ratings

The table below shows minimum point values required for each performance review year and level of position. Less than the stated value for "Meets Expectations" will result in a rating of "Does Not Meet Expectations."

	Meets Expectations	Exceeds Expectations
2nd year	5 points with plan for peer-reviewed publication	15 points with plan for peer-reviewed publication
4th year	10 points with manuscript in progress for peer-reviewed publication	20 points with manuscript in progress for peer-reviewed publication
6th year/ Tenure/Promotion to Associate	20 points including one 5-point (or greater) peer-reviewed publication	30 points including one 5-point (or greater) peer-reviewed publication
Promotion to Full Professor	25 points including one 5-point (or greater) peer-reviewed publication	35 points including one 5-point (or greater) peer-reviewed publication

The following lists include examples of common forms of professional achievement in CMSD.

For Tenure and Promotion to Associate Professor the candidate must have one 5-point (or greater) publication as part of their point total. For promotion to Full Professor, the values include the requirement of one 5-point (or greater) publication beyond that used for promotion to Associate as part of their point total. The additional points can be any combination of the items listed here; additional items will be considered with the candidate's stated expected point value and rationale.

6 points
- Scholarly books with respected publisher
- Textbooks (not including self-published books)

5 points

- Articles (peer reviewed)
  - ✔ Scholarly Journals
  - ✔ Proceedings (when subject to additional pre-publication peer review)
- Significant competitive external grants, fellowships, or contracts awarded
- Lead role in CAA-ASHA full re-accreditation report
- Editorship of a major scholarly journal
- Significant leadership in a national or regional organization
- Development of a specialized clinic that has been disseminated, evaluated, and/or recognized
- Substantial revisions of already published textbook

4 points
- Chapters in edited scholarly books
- Refereed conference papers at major international, national, and regional associations
- Competitively awarded fellowships, grants and contracts external to the campus
- Refereed proceedings or papers
- Editorial Board of a major journal
- Development and dissemination of clinical/teaching curriculum or resources
- Development of refereed CEU or professional development modules/trainings/workshops/tutorials

3 points
- Non-refereed presentations at professional conferences
- Development of a specialized clinic that has longevity (3+ semesters)
- Developing expertise in a new clinical area via activities such as conferences, sabbatical work, and/or significant self-study.
- Significant work on a 5-year university assessment report
- External grants or contracts awarded (not competitive)
- Development of non-referred CEU or professional development modules/trainings/workshops/tutorials

2 points
- Gathering data and authoring a section of a full re-accreditation report (e.g., CAA-ASHA, NCATE, CTC)
- Gathering data and writing accreditation report (CAA-ASHA, NCATE, CTC)
- Internal grants or contracts awarded
- Non-reviewed non-scholarly publications (e.g., professional journal, newsletter, newspaper)
- Grant proposals submitted (external to the campus)
- Invited community presentations (in area of expertise)
- Award or honor (point value may be more based on the significance of the honor/award)

1 point
- Gathering data and substantial authoring of University assessment work
- Development of a specialized clinic
- Internal grants or research contracts submitted
- Maintains professional national certification, state credential, or state licensure

3. SERVICE THAT CONTRIBUTES TO THE STRATEGIC PLANS AND GOALS OF THE DEPARTMENT/UNIT, COLLEGE, UNIVERSITY, AND COMMUNITY (CMSD) (SERVICE)

The CMSD program places high value on service as an essential component of faculty work. The primary focus of CMSD faculty service will be at the program level due to accreditations requirements (i.e., CAA-ASHA, CTC) and clinical training obligations. After the first probationary year, each faculty member will provide major advising, which may require additional office hours in order to meet student need.

a. The program functions as a committee of the whole. All faculty members participate in all program committees: e.g., Curriculum, Graduate Application Review, Graduate Interviews, Comprehensive Exams, Assessment, Accreditation, and other scheduled and Ad Hoc committees.

b. Commensurate with the level of academic appointment, it is expected that tenured faculty will serve beyond the program. A variety of activities across university levels, in the community or with the profession can satisfy this expectation. For promotion to Full Professor, recognition at/or beyond the university is required.

c. Service is evaluated for both quantity and quality. The candidate is responsible for detailing the quantitative and qualitative aspects of their performance in each major service activity.
   1) Quantity is defined as the breadth (number) of service activities and the time involvement for each.
   2) Quality includes the candidate's level of contribution to the service (e.g., assumption of key roles) and the impact the candidate's contribution has had on the project or work.
      ● A key role is defined as participation that involves leadership, decision-making, and/or taking initiative on an activity.
   3) Evidence of quantity and quality must include candidate's description of the activity and should include external letters from committee leads or other documentation addressing the candidate's involvement and impact.

Ratings

● Exceeds Expectations: Demonstrates high quality service that includes multiple lead and/or facilitative roles at the program level, and notable service outside of the program (*i.e.*, department, college, university, community, profession). Candidate is required to demonstrate consistent, on-going contributions to the university's mission and strategic plan on campus and/or in the community. For promotion to associate professor, the candidate has assumed a lead role and provides service outside of the program. For promotion to Full Professor, the candidate has assumed multiple lead roles and takes on multiple service positions outside of the program.

● Meets Expectations: Provides quality service to the program that meets expectations for level of appointment. Candidate is required to demonstrate consistent, on-going contributions to the university's mission and strategic plan on campus and/or in the community. For promotion to associate professor, it is expected that the candidate has evidence of service outside of the program (*i.e.*, department, college, university, community, profession). For promotion to Full Professor, it is expected that the candidate has assumed a lead role and provides service outside of the program.

● Does Not Meet Expectations: No measurable evidence of quantity or quality service to the program, even with substantial mentoring; may show lack of willingness to participate.

B.   COMMUNICATION STUDIES EVALUATION AREAS AND CRITERIA

1.   INSTRUCTION (CMST)

Contribution to the creation and support of inclusive, innovative, high-quality, student-centered learning environments is the first, minimum and indispensable requirement for retention, tenure, or promotion for teaching faculty. The goal of the department is teaching that results in achievement of effective student learning outcomes that can be accomplished in a variety of ways. All activities legitimately a part of a candidate's instructional assignment must be considered in the evaluation process.

a. Evidence of teaching quality will be primarily derived from the following categories of information:
1) Data reports that include:
- Data-from the Student Feedback on Teaching and Learning (SFOT).
- Data from the departmentally approved peer observation reports.
2) Candidates' self-reflection on instruction (including summary of SFOTs and peer observation reports) and teaching narrative
3) Candidate teaching materials and other evidence that may include:
- Student assessment practices (e.g., course GPAs placed in context, grading standards/rubrics, samples of graded work, feedback on assignments)
- Involvement in significant campus or college teaching initiatives
- Written anecdotal information supplied by faculty and students.
- Representative instructional material such as course syllabi, assignments, instructional support, presentations and handouts.
- Examples of student achievement other than customary measures used for grading; for example, recognition of student work by an external group or agency.
4) Evidence of activities to enhance instruction (e.g., inclusive teaching, high-impact practices, pedagogy-based improvements, problem-based learning, interdisciplinary efforts, technology innovations, workload management improvements, etc.)
5) The program recognizes not all teaching is traditional or in the classroom. In the case were a faculty member has significant teaching related work outside the classroom the faculty member needs to explain the work so the committee can properly value it. Examples of this work might include Faculty Development, First-Year Experience, thesis supervision, assessment, and other areas.
6) The interview between the faculty member under review and the RTP Committee.

Ratings

- To achieve a rating of **Exceeds Expectations** in instruction, a candidate should have very strong and consistent evidence of excellent teaching in most categories, listed above.

- For a **Meets Expectations** rating, a candidate should have strong evidence of competent teaching in most categories.

- An **Does not Meet Expectations** rating indicates that the evidence fails to demonstrate satisfactory teaching.

2.   PROFESSIONAL GROWTH AND ACHIEVEMENT (CMST)

Scholarship is important to the teacher-scholar model. Probationary faculty should be actively participating in growth with evidence of scholarship by year 4. Faculty up for tenure and promotion should have produced appreciable scholarship. Faculty up for promotion to Full Professor are held to the same standards below, but they should also be able to demonstrate the impact of their scholarship. Evidence of impact may include, but is not limited to, indicators such as: journal impact factor, number of citations, adoption in classes outside the University, awards or external recognition, acceptance rate, etc.

Level 1
- Scholarly books with respected publisher
- Textbooks (not including self-published books)
- Articles (peer reviewed) (candidate to provide evidence of quality of publication)
    - Scholarly Journals
    - Proceedings (when subject to additional review)
- Chapters in edited scholarly books
- Appreciable competitive external grants, fellowships, or contracts awarded
- Editorship of a major scholarly journal
- Appreciable leadership in a national or regional organization.

Level 2
- Refereed conference panels and papers at major national and regional associations
- Competitively awarded fellowships, grants and contracts external to the campus
- Editorial Board of a major journal
- Appreciable awards and honors (value to be determined by RTP Committee based on significance of the award/honor).
- Appreciable revisions of already published textbooks

Level 3
- Non-refereed presentations at professional conferences
- Non-reviewed non-scholarly publications (e.g. professional journal, newsletter, newspaper)
- Grant proposals submitted (external to the campus)
- Internal grants or research contracts awarded

c.   It is the responsibility of the individual faculty member to appropriately categorize information relevant to the RTP Committee's evaluation of professional growth and achievement, clearly document this information. The candidate is responsible for justifying the level of each professional achievement. This list represents a guide for faculty and the committee. In some cases, a faculty member may claim accomplishment outside the traditional publishing sphere or claim that a publication of exceptional quality should count as equivalent to multiple publications. The committee is open to these arguments, but they must be adequately justified by the faculty member.

Ratings

- To achieve a **Exceeds Expectations** rating in Professional Growth and Achievement, candidates should have either: (a) three or more high quality Level 1 accomplishments; And additional appreciable accomplishments.

- For a rating of **Meets Expectations**, candidates should have two or more Level 1 accomplishments And additional appreciable accomplishments

- A lack of these accomplishments shall result in a rating of **Does not meet Expectations.**

- Probationary faculty should be making sustained progress toward accomplishment. Evidence of a promising trajectory toward accomplishment may figure prominently in evaluating probationary faculty.

3. SERVICE THAT CONTRIBUTES TO THE STRATEGIC PLANS AND GOALS OF THE DEPARTMENT/UNIT, COLLEGE, UNIVERSITY, AND COMMUNITY (CMST) (SERVICE)

Each faculty member is expected to carry a reasonable and appreciable share of committee and other work assignments that are a normal part of the *department, college and* university. Contributions will be evaluated according to their significance. The candidate must demonstrate an ability to adhere to University, College and Department/Program plans and demonstrate performance that generally facilitates the University's, College's and Department/Program's abilities to meet their strategic goals. The evidence of Teaching, Scholarship and Service will be reviewed relative to strategic plans and goals. To facilitate this process, the candidate will provide information in the narrative portion of the dossier that relates to adherence to strategic plans and goals at all levels of the university.
Level of service is commensurate with academic appointment; as faculty members advance in rank, they shall be expected to contribute more *appreciable service within and beyond the department.*

a. Contributions to the Department: Participation in *regular* committee work and other activity necessary for the normal functioning of the Department is expected of all faculty members. Examples of service activities include but are not limited to:

- participating in program assessment (R)
- service on MA related committees (R)
- serving as department chair, program director/coordinator, graduate coordinator, internship coordinator, course coordinators for multi-sectioned courses (such as general education courses), assessment facilitator
- departmental advising (R)
- student recruitment (R)
- developing and revising *undergraduate and graduate* curriculum materials (R)
- giving faculty workshops
- department and college scholarships
- advising student clubs
- serving on other important and/or time-consuming committees, such as Personnel or Search Committees

(R) = Regular service

b. Contributions to the College, University, and Community: Various service opportunities to college, university and community are available; faculty are expected to participate commensurate with rank.

c. Contributions to the Discipline: Consultancies with organizations external to the university and offices held in and services for professional association will be evaluated

according to the significance of the contribution and its relevance to a faculty member's training and teaching responsibilities. Examples of disciplinary service may include: reviewing papers and proposals for conferences; reviewing papers for journals; serving on scholarship, grant, or award committees

Ratings (will be reflective of rank)

- **Exceeds Expectations** performance is evidenced by the candidate's consistently high level of involvement and assumption of key roles on appreciable University, College, and/or Department committees, as well as the demonstration of consistent, on-going contributions to such committees.

- **Meets Expectations** performance is evidenced by the candidate's consistent, on-going contributions and occasional assumption of key roles on appreciable University, College, and/or Department committees.

- **Does not Meet Expectations** performance is evidenced by the candidate's lack of assumption of key roles on University, College, and/or Department committees and only limited participation on committees at these levels.
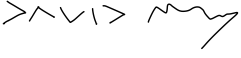
IX. CMAS INTERVIEWS

A. Each full-time faculty member under review shall have an interview with the full Program Personnel Subcommittee prior to the University deadline for the relevant RTP report (FPPP 10.2.6).

B. The purpose of the interview shall be to answer unresolved questions on the part of any of the participants in the retention, tenure, or promotion process. Committee members may question the faculty member regarding any issue affecting the retention, tenure, or promotion decision- making process. The faculty member must be afforded an opportunity at this meeting to respond to these questions and to receive answers to his/her inquiries about the retention, tenure, or promotion process. Other CMAS department Personnel Committee members and the Chair may be present at this meeting (if not already attending). The chair may participate in it either as Chair or as a member of the department RTP committee (FPPP 10.2.6).

C. The interview during periodic reviews will consist of a discussion of strengths and deficiencies and offer feedback when necessary, as well as identifying sources of aid to promote strengths and correct deficiencies.

D. The interview during performance reviews will also provide an assessment of the candidate's performance in the evaluation areas and feedback for any areas in need of improvement.

E. Minutes of the questions, responses and answers shall be kept. At a minimum, such minutes shall contain a written digest of the substance of the interview. They shall become a part of the WPAF.

Department/Program Standards Approval Sheet

Process:

a) Department or program votes; if approved, Department Chair/Director submits to College Dean for review.

b) College Dean reviews, consults with Department Chair/Director regarding questions/ issues, then forwards Dean reviewed Word document to OAPL via email for review.

c) OAPL reviews for compliance with CBA/FPPP, consults with the Dean and Department Chair/Director as needed, then forwards Department/Program Standards to Provost for review and approval;

d) Provost reviews and approves, recommending changes if necessary, then returns document to OAPL.

e) If not approved, OAPL forwards requested changes for revision and re-submission to Dean and Department Chair/Director.

f) If approved, OAPL adds *Provost Approved Date* footer to the document and:

   a. Routes this approval sheet with approved Department/Program Standards for signatures via Adobe Sign,

   b. Uploads document to OAPL Department Standards website, and

   c. Informs Dean and Department Chair/Director of approval with link to OAPL website location.

Chair/Director Approval: _David My_____ Date: Aug 30, 2023

Dean Review: _Angela Trethewey_____ Date: Aug 31, 2023

OAPL Review: _Mahalley D. Allen_____ Date: Sep 6, 2023

Provost Approval: _Terence Lau (Sep 7, 2023 15:31 PDT)_____ Date: Sep 7, 2023