

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS  
TENURE AND PROMOTION STANDARDS

Approved, Richard Telfer, Chancellor – April 30, 2015

The Department of Communication Sciences and Disorders (CSD) Tenure and Promotion Standards describe performance expectations of faculty in the areas of teaching, research or creative activity, and service to the profession, the university, and the public. These expectations align with the core values and expectations expressed in the UW-Whitewater Promotion and Tenure Standards (2006) and the College of Education and Professional Studies Tenure Promotion Standards (2013).

This document provides guidelines for those faculty seeking promotion to Associate Professor with Tenure, promotion to Associate Professor for one who already has tenure, and for awarding tenure to one who already has the rank of Associate Professor as well as for those seeking promotion to Professor and for awarding tenure to one who already has the rank of Professor. While faculty will be expected to meet the standards as detailed in this document, the CSD Department acknowledges that each individual brings a unique set of experiences and contributions to the department. During the annual review process (including probationary faculty consultation and decision periods as well as post tenure reviews) a candidate will be informed of the adequacy of his or her performance and progress toward meeting promotion criteria.

**PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE; PROMOTION TO ASSOCIATE PROFESSOR FOR ONE WHO ALREADY HAS TENURE; AND AWARDING TENURE TO ONE WHO ALREADY HAS THE RANK OF ASSOCIATE PROFESSOR**

To be promoted to associate professor or to be tenured with the associate rank, the candidate must demonstrate a record of effective performance in the areas of teaching (and/or non-teaching assignments), research or creative activity, and service to the profession, the university, and the public.

**TEACHING**

**STANDARD**

The candidate must achieve a record of effectiveness in teaching, advising and other teaching-related responsibilities. Faculty are expected to establish themselves as quality instructors, showing evidence of a clear commitment to the continued improvement of instruction. In the CSD Department, a faculty member's teaching-related responsibilities can include but are not limited to some or all of the following tasks: teaching courses at the undergraduate and graduate level, student advising, clinical instruction and supervision, development and maintenance of field-based clinical experiences and partnerships, participation in programs and/or conferences for improving teaching, peer consultation or mentoring, team or collaborative teaching, participation in curricular development and innovation, programmatic assessment, supervision of undergraduate and graduate student research projects and independent studies, and writing letters of recommendation for students for employment, graduate school, internships, and/or scholarships.

**EVIDENCE OF EFFECTIVENESS**

**1. Peer Review.** The candidate will achieve a median overall evaluation score of at least 3 on a scale from 1 to 4 (1 is low, 4 is high) on the department approved peer evaluation form during years in rank and provide written evidence showing that the candidate has addressed areas of suggested improvement based on peer review and self-reflection.

- One or more peer reviews will be conducted for each year in rank
- Peer reviews will evaluate teaching:
  - based on direct observation, review of instructional materials, review of student work, and discussion with the candidate
  - with reference to course organization and timely feedback to students, classroom presentation, interaction with students, and mastery of course content
  - including all course-delivery formats taught (instructional presentation, lab, on-line, hybrid)

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- including at least one meeting with the candidate to discuss the peer review and develop teaching-related goals.

**2. Student Ratings.**

**Teaching.** The candidate will achieve a mean of at least 4 on a scale from 1 to 5 (1 is low and 5 is high) calculated from the overall means for all courses on the department-approved course evaluation form during the period in rank.

- Course evaluations will be administered in all academic and clinical courses each semester.

**Clinical Supervision.** If supervising on or off campus, the candidate will achieve a mean of least 3.5 on a scale from 1 to 5 (1 is low and 5 is high) for the period in rank.

**Advising.** The candidate will achieve a satisfaction score of at least 3.5 on a scale from 1 to 5 (1 is low 5 is high) on the department-approved advising survey during the period in rank.

- Student evaluations of advising will be conducted each semester using the department-approved advising satisfaction survey.

**3. Enhancement Activities.** In addition to a record of effective teaching, the candidate will also demonstrate teaching enhancement activities and/or innovative curricular/program development during years in rank.

- Evidence will include documentation of teaching and/or clinical education improvement connected to peer observations, student evaluations and/or self-reflection with outcomes reflected in the document of intent and narrative. Examples of documentation can include but are not limited to:
  - course syllabi with clearly define objectives that address the university prescribed student learning outcomes and professional accreditation standards, if applicable
  - documentation of how instructor used assessment data to improve students' meeting of course objectives
  - documentation of how instructor used assessment data to improve target instructional areas needing improvement
  - course materials which reflect the design and implementation of innovative teaching methods/media to meet course objectives
  - contributions to curricular revisions or programmatic assessment
  - documentation of participation in programs and/or conferences for improving teaching and clinical supervision; peer consultation or mentoring; collaborative teaching; observation of master teachers or master clinicians.

**JOB PERFORMANCE IN NON-TEACHING ASSIGNMENTS (If applicable)**

**STANDARD**

The candidate must achieve a record of effectiveness, efficiency, professional effort and accountability in the non-teaching assignment. This standard must be met by all candidates who have received release time for non-teaching assignments. Non-teaching roles and responsibilities can include but are not limited to department chair, undergraduate or graduate program coordinator, clinical coordinator, student teaching coordinator, clinical program development. It does not apply to faculty who have received release time for sabbatical or research grants. When the assignment is made, the department chair will provide the faculty member with a job description and the criteria for evaluation.

**EVIDENCE OF EFFECTIVENESS**

The candidate will document a record of effectiveness, efficiency, professional effort and accountability in the specific non-teaching assignment role(s) and responsibilities. Examples of documentation for non-teaching activities to department, college, or university goals can include but are not limited to:

- Written letters or confirmation of completed and timely report submission

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- Written letters or evaluations from supervisor(s) and collaborators of performance in non-teaching assignments
- Any additional material the faculty member provides as evidence of effective performance in their non-teaching assignment.

**RESEARCH AND CREATIVE ACTIVITY STANDARD**

The CSD Department values effectiveness in scholarly activity and expects the members of its faculty to achieve recognition in their respective professional communities. The candidate for tenure and promotion must implement a well-defined research agenda that includes goals determined in consultation with the tenured faculty and reviewed annually.

**EVIDENCE OF EFFECTIVENESS**

**1. Publications.** The candidate will have a record of at least two (2) peer-reviewed scholarly publications shared with a broader professional community during the probationary period. The faculty member will be the primary contributor to the published work.

**2. Scholarly Activities.** The candidate will engage in a variety of scholarly activities over the course of the probationary period that supports a well-articulated research agenda. Faculty should choose artifacts that best demonstrate their own effectiveness. Additional activities may include but are not limited to:

- Serve as principal or co-investigator on an externally funded discipline-related grant (greater than \$10,000)
- Publish book chapters, conference proceedings
- Present at least 3 paper or poster presentations at peer-reviewed conferences.

**PROFESSIONAL AND PUBLIC SERVICE**

**STANDARD**

The candidate must achieve a record of service to the department, college and university, to the profession, and to the public through various activities that take place outside the classroom. The candidate is encouraged to seek service in areas of interest during the period in rank and to aspire to leadership roles.

**EVIDENCE OF EFFECTIVENESS**

**1. Department Engagement.** The candidate will demonstrate ongoing participation, collaboration and leadership in the work of the department (e.g. program evaluation, curricular review and development, and department policy and procedures) including the undergraduate and graduate programs throughout years in rank.

**2. College and University Engagement.** The candidate will participate in the work of the college and university in a variety of service activities during years in rank including at least: One (1) sustained college level service commitment and one (1) sustained university level service commitment.

Examples of documentation may include but are not limited to:

- Meeting minutes, when appropriate, documenting active involvement
  - Letters (or emails) that document contributions to service commitments
- Any additional material the faculty member provides as evidence of effective service to the department, college, university, or field including documents or other artifacts created through the act of service such as brochures, handbooks, etc.

**3. Discipline-related Engagement.** The candidate will contribute to the profession or discipline during period in rank in a variety of service positions such as:

- Serve as member of an advisory board or committee

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- Serve in a leadership role in a professional (regional/state/national/international) or discipline-related organization
- Participate as a reviewer for manuscripts, grants and/or conference proposals at the regional/state/national/international level.

**4. Community Engagement.** The candidate must contribute to the community during period in rank in a variety of activities such as:

- Serve as consultant to community agencies and/or organizations
- Provide education and resources to community agencies and/or organizations.

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**PROMOTION TO PROFESSOR AND FOR AWARDING TENURE TO ONE WHO ALREADY HAS THE RANK OF PROFESSOR**

In order to be promoted to professor, a candidate must demonstrate a sustained record of effectiveness in the areas of teaching (or non-teaching assignments when applicable), research and creative activity, as well as public and professional service as described in the previous pages. In addition, the candidate must provide evidence of an outstanding reputation in at least one of these three areas. The standards specified below are guidelines written in alignment with the UW-Whitewater Faculty Personnel Rules (2013), the COEPS Promotion and Tenure Standards (2013), and the UW-Whitewater Promotion and Tenure Standards (2006) with interpretation and application of the criteria leading to promotion decisions at the discretion of tenured faculty.

**TEACHING**

**STANDARD**

For the faculty member to be promoted to rank of professor, the candidate must show evidence of a sustained record of effectiveness in teaching. If the faculty member selected teaching as the area of excellence, the candidate is expected to submit evidence that there is not only a sustained record of exemplary performance, but an evidentiary record of innovation in teaching that exceeds the standard of performance since last promotion.

In the CSD Department, contributions to undergraduate and/or graduate program instruction must be clear. The candidate must provide documentation of teaching excellence including, but not limited to: program development, curricular development, mentoring junior faculty, innovative practices in teaching, innovative clinical education practices, and professional development in teaching. All faculty members, even those with non-teaching responsibilities must teach at least four (4) courses during the period in rank.

**EVIDENCE OF EFFECTIVENESS (#1-3 must be met)**

**1. Peer Review.** The candidate will achieve a median overall evaluation score of at least 3.5 on a scale from 1 to 4 (1 is low, 4 is high) on the department approved peer evaluation form during years in rank and provide written evidence showing that the candidate has addressed areas of suggested improvement based on peer review and self-reflection.

**2. Student Ratings.** The candidate will achieve a mean of at least 4 on a scale from 1 to 5 (1 is low and 5 is high) calculated from the overall means for all courses on the department-approved course evaluation form during the final review period. If supervising on or off-site clinical education, student and cooperating teacher evaluations for the period in rank with a minimum of 4.0/5.0

**3. Enhancement Activities.** The candidate will demonstrate a record of effective teaching, teaching enhancement activities and/or innovative curricular/program development during years in rank.

**4. Outstanding Reputation in Teaching. (Faculty who choose this as a single area)**

In order to be promoted to professor based on teaching, a candidate will demonstrate continued criterion level performance in all areas of performance (i.e., teaching #1-3 above, non-teaching assignments, research and service). In addition, the candidate will provide evidence of an outstanding performance record in teaching documenting extraordinary and innovative outcomes, e.g., program and curriculum development, mentoring junior faculty teaching efforts, innovative practices in teaching, exceptional results.

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**JOB PERFORMANCE IN NON-TEACHING ASSIGNMENTS (If applicable)**

For the faculty member to be promoted to rank of professor, the candidate must show evidence of a sustained record of effectiveness in non-teaching assignments. The overall performance of the faculty member will exceed responsibilities outlined in their approved job description and that she or he will provide documentation of effectiveness from stakeholder groups of the non-teaching assignment. Within non-teaching roles the faculty member is expected to demonstrate substantial, successful outcomes relative to their particular job assignment and to exhibit leadership appropriate to the requirements of the position held. Criteria for promotion will vary by individual dependent upon the nature of his or her non-teaching assignment.

**EVIDENCE OF EFFECTIVENESS (#1 must be met)**

**1. Performance.** The candidate will include evaluation reviews from supervisors and others (e.g., faculty, students) as related to the non-teaching assignments, as determined by the department's tenured faculty. Examples of documentation can include but are not limited to:

- Supervisor approved job description (e.g., roles, responsibilities, goals, constituencies)
- Narrative documenting job performance
- Written letters or evaluations from supervisors and collaborators of non-teaching assignments
- Any additional material the faculty member provides as evidence of effective performance in their non-teaching assignment
- Any additional material the faculty member provides as evidence of outstanding performance in their non-teaching assignment.

**2. Outstanding Reputation in Non-Teaching. (Faculty who choose this as a single area).** In order to be promoted to professor based on a non-teaching assignment, a candidate will demonstrate continued criterion level performance in all areas of performance (teaching, non-teaching #1 above, research, and service). In addition, the candidate will provide evidence of an outstanding performance record in the non-teaching assignment.

**RESEARCH AND CREATIVE ACTIVITY**

**STANDARD**

For the faculty member to be promoted to rank of professor, the candidate must show evidence of a sustained record of effectiveness in research and creative activity. If the faculty member selected research and creative activity as the area of excellence, the candidate is expected to submit evidence that there is not only a sustained record of exemplary performance, but an evidentiary record that exceeds that standard of performance since last promotion.

As such, the applicant must present evidence of ongoing scholarly contributions toward a well-defined research agenda as measured by colleagues, both within and beyond the College and University, thus demonstrating the achievement of significant professional recognition.

Primary indicators of such contributions are the publication, presentation, performance, or exhibition of work resulting from the faculty member's research or creative activities. The candidate must provide examples of research excellence including but are not limited to record of continuous peer-reviewed publications, publishing seminal works in a variety of formats, (e.g., textbooks, web sites, computer software, multimedia productions, clinical education manuals), presentation of papers, collaborative projects (e.g., interprofessional practice and education, cross-disciplinary), successful extramural grant funding, consultative documents for schools, agencies or businesses and other endeavors consistent with the candidate's scholarly interests and expertise, the needs of the academic program and the discipline.

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Unlike in the documentation of effective teaching, there are no required components necessary for all faculty members to demonstrate effectiveness in research and creative activity. Individual faculty members should choose artifacts that best demonstrate extraordinary outcomes.

**EVIDENCE OF EFFECTIVENESS (#1 must be met)**

**1. Peer-Reviewed Scholarship.** While it is difficult to quantify the amount of scholarly achievement required without prescribing specific activity, it is expected that the faculty researcher will demonstrate achievement commensurate with or exceeding four (4) peer-reviewed scholarly or creative activities that are shared with a broader professional community, and that the faculty researcher achieve significant recognition during the period in rank.

**2. Outstanding Reputation in Research and Scholarly Activity. (Faculty who choose this as a single area).** In order to be promoted to professor based on research and scholarly activity, a candidate will demonstrate continued criterion level performance in all areas of performance (teaching, research #1 above, service). In addition, the candidate is expected to provide evidence documenting an outstanding performance record in research and scholarly activities, such as a cohesive, productive program of research resulting in multiple major publications, extramural funding, mentoring junior faculty in research projects, etc.

**PROFESSIONAL AND PUBLIC SERVICE**

**STANDARD**

It is expected that all faculty will participate in and provide quality contributions to the committee activities of the department, college, and university. However, for the faculty member to be promoted to rank of professor, the candidate must show evidence of a sustained record of effectiveness in professional and public service and/or leadership. If the faculty member selected professional and public service as the area of excellence, the candidate is expected to submit evidence that there is not only a sustained record of exemplary performance, but an evidentiary record that exceeds that standard of performance since last promotion.

Examples of professional and public service excellence could include, but are not limited to, participation and leadership in a professional organization at the state or national level, providing consultative and other professional service to educational organizations and agencies outside the university, presenting in-service activities for faculty and staff, reviewing manuscripts or grant proposals, editing a professional journal, contributing to departmental, college or university reports, and assisting or providing leadership for colleagues, student organizations, and other units within the university.

**EVIDENCE OF EFFECTIVENESS (#1-3 must be met)**

**1. Leadership.** While it is difficult to quantify the amount of service required without prescribing specific activity, it is expected that faculty applying for the rank of professor will assume substantial leadership roles for departmental, college, and university activities while also developing a means of contributing to the campus and wider community. Over the period in rank, each faculty member will take on leadership roles for a roughly proportional percentage of required departmental, college and university committee work. The candidate should document not only participation in groups, but contribution to the group and accomplishments of the group under the faculty member's leadership.

**2. Engagement.** The candidate will serve the needs of the institution, however, the individual may choose to pursue an individualized service path. Examples of service activities other than campus or professional committee work include consulting related to professional assignment, assigned advisor or mentor to new faculty, presenter of non-credit continuing education, officer in professional association, presenter of in-service activity for faculty, staff or students, presentation or service to local or regional group, advisor to

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student group, or contributor to departmental, college or university reports.

**3. Outstanding Reputation in Service. (Faculty who choose this as a single area).** In order to be promoted to professor on the basis of service, a candidate will demonstrate continued criterion level performance in all areas of performance (teaching, research and service #1-2 above). In addition, the candidate is expected to demonstrate extraordinary commitment and leadership in various service opportunities, and provide evidence of an outstanding performance record e.g., major university committees, faculty governance, state or national organizations.