



Office of the Provost

# Department of Communication Science and Disorders

## Promotion and Tenure Evaluation Guidelines

Approved: 2011

## **DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS**

### **Evaluation Criteria for Promotion and Tenure**

Faculty members in the Department of Communication Sciences and Disorders reflect the diversity of the field in their knowledge, scholarship, and service. Below are the criteria that the Department Personnel Advisory Committee (PAC) and Academic Unit Head (AUH) will use to evaluate the performance of faculty members in the areas of teaching, scholarly achievement and professional qualifications, and service for the purpose of promotion and tenure decisions. Additionally, any aspects of a faculty member's conduct that impacts performance, positive or negative, should be addressed in the evaluation of these performance areas.

#### **Time Frame for Promotion and Tenure**

In both promotion and tenure decisions, the PAC and the AUH will consider the quality of performance in teaching, scholarly achievement, and professional service over the previous five years, during employment at James Madison University (JMU), or since the last promotion. The timelines for these reviews are delineated within the Faculty Handbook. In certain situations the timeline for review may be altered as delineated in the faculty member's negotiated contract at the time of employment. For special circumstances such as a request for early promotion or tenure review, please see the Faculty Handbook and the corresponding CSD departmental policy (i.e., *CSD Guidelines for Early Promotion and Tenure*).

*It should be noted that evaluation for tenure and promotion is not just an average of the annual evaluation ratings. It is based on a cumulative review of faculty performance that takes into account the totality of the candidate's record during the entire time of their appointment.*

Tenure track faculty are strongly encouraged to request a pre-tenure review during their third year by the PAC and the AUH to facilitate successful professional progress at JMU.

For specifics regarding the process of Review for Promotion or Tenure, consult the most recently published Faculty Handbook.

#### **CSD Criteria for Promotion and Tenure**

This document provides guidance for the PAC and AUH in their respective roles to review promotion and tenure applications and gives direction relative to ratings of unsatisfactory, satisfactory and excellent across the domains evaluated. The following descriptors outline specific items to be considered in the promotion and tenure appraisal.

## Teaching

As the PAC and the AUH evaluate teaching performance, they will stay mindful of the fact that teaching responsibilities differ according to the program and nature of assignment within a program. Teaching responsibilities may include lecturing, leading a seminar, supervising research or clinical work, advising, and mentoring. Evaluations will take into account the teaching load, the difficulty level of the course, and other relevant factors such as the special skills, current knowledge, and commitment the instructor must possess to effectively train competent entry level professionals and/or prepare students for graduate study (e.g., M.S., AUD, PhD).

### Satisfactory Performance

To receive a rating of “Satisfactory Performance” in Teaching, faculty will show evidence in **all** of the following:

1. Fulfillment of assigned teaching responsibilities
 

These can include course assignments including clinical/research supervision and reassigned time for special projects or administrative duties, or special contract arrangements.
2. Satisfactory course evaluations. This may be demonstrated through student scores, comments, or other narrative justification (e.g., from peer reviewers such as another faculty member, CFI, etc.).
3. Advising and mentoring advisees as assigned (the submission of advising documentation is optional). Indices of quality advising may include availability, maintaining office hours as posted, and active participation in the appropriate CSD Council.
4. Maintaining accessibility to students
5. Sample course syllabi that demonstrate adherence to departmental, college and University guidelines (as published). In accordance with departmental guidelines all course syllabi must be accessible electronically for review.

### Excellent Performance

To receive a rating of “Excellent Performance” in Teaching, faculty must meet the criteria described for the rating of “Satisfactory Performance” and submit materials showing evidence in **some** of the following of excellent performance. The bulleted points are possible ways to demonstrate excellence in teaching.

1. *High quality* teaching or innovations in teaching
  - evidence of consistent high quality, such as documentation of favorable peer review (including positive comments from external

reviewers), and strong student evaluations (including written comments)

- new and innovative assignments with rationale for change
  - implementation of new evaluations/teaching technique with rationale for change
  - curriculum and/or program revision
  - design and implementation of a new course or substantial course revision
  - use and/or development of innovations in emerging instructional technology
  - increasing pedagogical knowledge base (e.g., attendance at CFI workshops, SOTL conferences, etc.)
  - Funded leave for the purpose of advancing a skill
2. *High quality* supervision of students in independent/ directed reading, research projects and/or clinical work
- independent reading or research projects
  - Student involvement in scholarly endeavors (e.g., active member of research team)
  - chair or member of honors theses, master's theses, AUD or PhD dissertation committees
  - acceptance for publication of conference presentation or supervised research project(s)
  - reports from students or other supervisors or other evidence regarding effective clinical or research supervision
3. *High quality* (informal and formal) advising and mentorship
- description of specialized advising functions as a resource person (e.g., assistance with research design)
  - description of type and quantity of letters of recommendation, particularly when your assignments entail an unusual number of these responsibilities
  - description of faculty advisor role of successful student clubs/ organizations

4. Sample assignments that reflect appropriate design for course level and size, and that promote intellectual development (e.g., writing, critical thinking)

### **Scholarly Achievement and Professional Qualifications**

As the PAC and AUH evaluate scholarly performance, they will be mindful of the way scholarship is defined by JMU. Research involves products that have been shared with and evaluated by other professionals/scientists. These may include presentations at professional/scientific meetings, journal articles, books, book chapters, book reviews, computer software, grant proposals, grant awards, consulting activities, or scholarly products shared through electronic or other media.

Quantity is not the sole factor in assessing scholarly/scientific/creative activity. The quality of the work, the influence the work produces, and the level of contribution to a particular body of knowledge are additional factors to be considered for tenure and/or promotion.

#### Satisfactory Performance

To receive a rating of “Satisfactory Performance” in Scholarly Achievement and Professional Qualifications, faculty will show evidence of **all** of the following:

1. Engage in professional/scientific development related to scholarship (e.g., presenting at conferences).
2. Demonstrate involvement in scholarship and/or student research projects.
3. Produce on average a minimum of one scholarly product per year (e.g., peer-reviewed article, book chapter, position paper, grant application, book review, *significant* newsletter piece). It is expected that **at least one** of these products is published in a peer reviewed journal or the equivalent.

Under certain conditions, a single scholarly project or product may be deemed by the PAC and the AUH to be of such outstanding quality that it is counted as more than one product.

#### Excellent Performance

For a rating of “Excellent Performance” in Scholarly Achievement and Professional Qualifications, the applicant substantially exceeds the criteria for “Satisfactory Performance”. Scholarly contributions should be recognized as meritorious by professionals/scientists in the field. Criteria include a minimum of ten products (or the equivalent) during the five-year period, at least two of which are peer reviewed. In addition, the faculty member submits materials showing evidence in **some** of the following. The bulleted points are possible ways to demonstrate excellence in scholarship and professional qualifications.

1. High quality and/or high impact scholarship

- Distinguished research award
  - Peer reviewed journal publication
  - Published textbook or chapters in textbook
  - Peer reviewed publication of full length articles in conference proceedings
2. Successful grantsmanship
    - Funded research or teaching grant (internal or external, though external is preferred)
    - Grant proposal submitted (includes those scored but not funded or non-funded)
    - Mentor to junior/faculty in preparing a grant application
  3. Engagement in systematic professional/scientific development that involves substantial retooling of skills
    - Training to acquire or advance a skill (e.g., new research technology or software applications)
    - Funded leave for the purpose of advancing a skill
  4. Consistently high quality contributions to student research projects or research of colleagues
    - Chair or committee member of honors or Master's thesis and/or dissertations
    - Student involvement in scholarly endeavors (e.g., active member of research team).
    - Collaborative scholarship both within and external to the University
  5. A productive research team
    - Provides a training ground to foster research growth
  6. Additional high quality research products

## Service

As the PAC and Department Head evaluate professional service performance, they will stay mindful of the fact that possibilities for faculty service are extensive. Service is broadly defined as a contribution to a larger group and typically reaches beyond mere membership. It is expected that faculty seeking tenure and/or promotion will have a record of service linked to citizenship within the University, College, and Department. Valued contributions should also include service to the faculty member's discipline or profession and the larger community that enfolds the University.

### Satisfactory performance

To receive a rating of "Satisfactory Performance" in Professional Service, faculty will show evidence of **all** of the following:

1. Active involvement in assigned departmental councils
2. At least one additional service commitment at the program, department, college, university, or professional/scientific organization level
3. Participation in activities to promote department, college, and University relations and development (e.g., open houses, guest presentations, interfaces with businesses/other organizations, etc.)
4. Current membership and participation in a professional/scientific organization at the regional, state, national, or international level

### Excellent Performance

To receive a rating of "Excellent Performance" in Professional Service, faculty must meet the criteria described for the rating of "Satisfactory Performance" and submit materials showing evidence of high quality in **some** of the following. The bulleted points are possible ways to demonstrate excellence in service.

1. Taking a leadership role in a productive committee at the program, departmental, college, university or professional organization level (This should be a significant time commitment to qualify for the excellent rating).
  - Chair or contributing member of a specialized task force
  - Chair or contributing member for accreditation review and preparation (e.g., SACS, CAA).
2. Providing informational or development sessions to community organizations or special interest groups (local, state regional, national, international)
3. Mentoring junior colleagues
4. Serving as a consultant to an organization (local, state, national, international)

5. Providing service to professional/scientific organization
  - Distinguished Service Award
  - Holding Office (or other major leadership role)
6. Providing service based on expertise
  - Member Study Section
  - Editorial Board, Reviewer
  - Consultancy
7. Sustained record of service contributions is apparent

## Resources

For statements regarding **Promotion and Tenure** guidelines, see the *JMU Faculty Handbook* using the following link:

<http://web.jmu.edu/facultysenate/>

For information regarding syllabus requirements, use the Graduate School link:

<http://www.jmu.edu/curriculum/syllabus.shtml>

For guidelines on the preparation of the Professional Dossier, see the CISAT College link:

[www.jmu.edu/cisat/pdfs/dossier2005.doc](http://www.jmu.edu/cisat/pdfs/dossier2005.doc)