



Policy #:

Supersedes:

Title: Faculty Evaluation Policy: Communication Disorders Program Standards

Approved by Communication Disorders Program Faculty 12/22/2023

Approved by Dean of Health Sciences [TBD]

References: See related Procedures Document and MOA on Transition to the new Procedures, University Standards, and School Standards.

This policy covers all members of the Communication Disorders Program faculty, including tenure-track faculty, non-tenure track faculty, and part-time faculty.

PREAMBLE

This policy specifies program-wide considerations for faculty evaluation in the **Communication Disorders Program (CMDS)**. This policy has been developed to elaborate upon the unique efforts of faculty in the Communication Disorders Program which may distinguish them from faculty in other University programs. Consistent with University policy and negotiated agreements, such distinctions should be incorporated into the faculty evaluation procedure. As such, these standards are subject to periodic review and revision as the needs of the program evolve.

The activities of Communication Disorders Faculty in the areas of teaching, scholarship, and service should be well integrated into his/her/their philosophy, expertise, and capabilities. These activities should, in general, be consistent with the program, school and university missions. Each of the areas of teaching, scholarship, and service can be weighted differently depending on the faculty member's expertise, experience, and role.

The University Faculty Evaluation Policy (Effective Dates: May 2, 2007; September 1, 2016, July 19, 2023-Policy File Number: II-10.5) and School-wide Faculty Evaluation Standards for the School of Health Sciences shall also serve as the standards for faculty evaluation.

This document cites the Faculty Evaluation Policy where it provides clarification of the standards to be considered in the process of faculty evaluation. The excerpts in italics from relevant sections of the University Faculty Evaluation Policy are included to provide a framework for the program-specific sections of this document. The Expectations for Rank or Level begin in section 10.0.

5.0 UNIVERSITY STANDARDS FOR FACULTY EVALUATION

The University expects faculty to excel in a variety of ways and to balance teaching, scholarship/creative activity (if applicable), and service effectively. Sustained excellence in teaching is a necessary but not in itself sufficient condition for tenure or promotion to higher rank or for reappointment to any faculty position that includes teaching. Scholarship leading to peer-reviewed or other scholarly publications, grants, and/or creative work and activity is also a requirement for tenure and promotion to higher rank. Exceptions to this expectation that are not outlined below in 5.1 will be documented in the evaluation process through a recommendation at any level of review. Faculty are also expected to contribute to University, community, and/or professional life through service activities. Excellence in teaching and impact of service are sufficient conditions for reappointment of non-tenure track or other faculty positions that exclude research, scholarly or creative activity.

5.1 Specifically, the University recognizes five scenarios:

5.1.1 Faculty who are hired under the full-time, Tenure-Track Instructor Lines MOA earn Tenure at the rank of instructor. The emphasis of their work is expected to be on teaching and service. Scholarship and/or creative activities is not required for the achievement of tenure. However, those seeking promotion to a higher rank must meet the applicable School and Program standards for that rank.

5.1.2 It is sometimes advisable to appoint, as tenure-track faculty, individuals who have excellent credentials as practitioners or clinicians in an applied field but have not previously had the need to develop a scholarly program. Typically, these individuals will have terminal degrees that are not research-based degrees. Such individuals should be identified no later than year three in their evaluation cycle. They may be considered for tenure without concurrent promotion to Assistant Professor or Associate Professor, provided that they have demonstrated a particularly high level of excellence in teaching and service and that they are deemed likely to meet the standards for promotion in the area of scholarship/creative activity after attaining tenure. 5.1.3 Candidates who successfully pursue early promotion will be evaluated for tenure based upon their performance during their entire probationary period and will not be required to pursue additional concurrent promotion.

5.1.4 Visiting (Article XIII of the Master Agreement) positions in this policy are not eligible for tenure and/or promotion. However, all faculty members who aspire to apply

to a tenure-eligible position may engage in activities that will be expected of them, should they succeed in attaining a tenure-track position.

5.1.5 Some of the positions in this policy include opportunities for a change from Level III to Level II and Level II to Level I, as applicable to their appointment and the needs of the University. In no cases is concurrent level change an expectation for reappointment.

5.2.3 The University recognizes that faculty members, either in response to evaluations or in the interest of continuing vitality, may create individual paths towards excellence in a blend of teaching, scholarship/creative activity, and service that allows them to distinguish themselves. Consistent accomplishment over time will be evaluated positively, while recognizing that a candidate's relative contributions to the campus community in terms of teaching/librarianship, scholarly/creative/professional activity, and service normally will vary over time. Therefore, short periods of relatively less activity in one area should be complemented by greater activity in the others, producing balance and a consistently high level of accomplishment overall.

6.0 ELABORATION OF UNIVERSITY STANDARDS FOR TEACHING FACULTY

6.1 Teaching

6.1.1. Educating students, both inside and outside the classroom, studio, or laboratory is the University's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching, will be evaluated in order to gain a clear understanding of each faculty member's performance.

6.1.1.1 Educating students, both inside and outside the classroom, in the clinical setting, and in fieldwork is the **Communication Disorders Program's (CMDS)** primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching, will be evaluated in order to gain a clear understanding of each faculty member's performance.

6.1.1.2 In addition to traditional classroom instruction, **CMDS** faculty are often engaged in directed research and/or clinical supervision of students.

6.1.1.3 The **Communication Disorders Program** encourages the faculty to demonstrate teaching effectiveness by a variety of

methods. There are multiple methods of attaining excellence in teaching. Each individual faculty member is guided by a unique pedagogical philosophy. The instructor's pedagogical philosophy should be reflected in instructional materials such as syllabi.

6.1.2 In broad terms, excellence in teaching is characterized by:

6.1.2.1 A thorough and current command of the subject matter, teaching techniques, and methodologies of the disciplines one teaches.

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6.1.2.1.2 A current command of subject matter, teaching techniques, and methodologies should include (but not be limited to): Evidence of continuing education in one's discipline, evidence of knowledge or application of current methodologies in speech and hearing science/speech-language-pathology and/or audiology, and application of sound pedagogical methods of instruction appropriate for both theoretical and clinical coursework.

6.1.2.1.2.1 Additional evidence of maintaining current knowledge in the field may include:

6.1.2.1.2.1.1 Maintenance of professional certification such as the American Speech-Language Hearing Association (ASHA) Certificate of Clinical Competence (CCC) and/or Certification by the American Academy of Audiology (AAA).

6.1.2.1.2.1.2 Evidence of current clinical practice related to the discipline in which the faculty member is assigned. Such practice should suggest that the faculty member is engaged in current, evidence-based practices.

6.1.2.1.2.1.3 Maintenance of professional licensure by a state or federal agency (e.g. Department of Education, State Licensure

Board).

6.1.2.1.2.1.4 Recognition of continuing education by professional organizations (e.g. ASHA ACE Award).

6.1.2.1.2.1.5 Participation in local, state, and national professional development activities related to communication sciences and disorders.

6.1.2.2 Sound course design and delivery in all teaching assignments—whether program or General Studies, introductory or advanced offerings—as evident in clear learning goals and expectations, content reflecting the best available scholarship or artistic practices, and teaching techniques aimed at student learning.

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6.1.2.2.2 The process of sound course design will include assessment of student learning. Student learning should be assessed in terms of program and University-wide learning outcomes. Information gathered from student assessment (including but not limited to: portfolio assessment and capstone/research projects) shall be used to revise instruction accordingly.

6.1.2.3. The ability to organize course material and to communicate this information effectively. The development of a comprehensive syllabus for each course taught, including expectations, grading, and attendance policies and the timely provision of copies to students.

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6.1.2.4 Demonstration of respect for students as members of the academic community through timely feedback and responses to student communications.

6.1.3 Where appropriate, additional measures of teaching excellence are:

6.1.3.1 Ability to use technology in teaching.

6.1.3.2 The capacity to relate the subject matter to other fields of knowledge.

6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter.

6.1.3.4 The ability to lead, promote, and/or participate in successful credit-bearing experiences in community engagement, service-learning, faculty-sponsored/mentored research, and global education.

6.1.3.5 Ability to create an inclusive and respectful environment.

6.1.3.6 Conveying to students the role of evidence in practice and encouraging students in the area of scholarly inquiry and applied research.

6.1.3.7 Seeking opportunities outside the classroom to enhance student learning of the subject matter including service-learning activities and advising student organizations.

6.1.3.8 Engaging in program assessment, curriculum development, and curriculum assessment.

6.2 Scholarly and Creative Activity

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to engaging in scholarship or creative activity of one's disciplinary and/or interdisciplinary work consistent with rank and/or assigned responsibilities, enriches teaching and is the foundation of sustained excellence within the classroom.

6.2.2 Publications and creative work in support of reappointment and tenure are those achieved during the tenure candidate's probationary period. Activity in support of a post-tenure promotion or range adjustment is that work completed since the most recent promotion or range adjustment.

6.2.3 The University recognizes a wide variety of scholarly vehicles:

disciplinary or interdisciplinary research, pedagogical research, applied research, integrative scholarship, community engagement and service-learning, artistic or creative activity, and grant writing. Scholarly or creative activities may take many forms and use different vehicles to communicate with the broader academic community.

6.2.3.1 The University recognizes that the time and effort required to complete scholarly or artistic projects may vary markedly among disciplines and sub-disciplines. Such variance is addressed in approved School and Program standards.

6.2.4 The burden is always on the candidate to document the excellence of one's work. In cases of shared or multiple authorship, clarification of the degree of one's participation is expected. In cases of conference presentations or proceedings, clarification should be provided with regard to the selectivity of the review process. Typically, central to judgments regarding scholarly and creative activity are:

6.2.4.1 The capacity to bring scholarly or creative projects to completion.

6.2.4.2 A mix of scholarly activities appropriate to one's appointment e.g., in some cases scholarly activity will be primary, in others creative activity.

6.2.4.3 Judgments of the worth and significance of the work by those qualified to make such judgments. These may include disciplinary peers, professional organizations, ad hoc groups, such as evaluation, judging, or refereeing panels.

6.2.4.4 Documentation of the impact of one's work

- with students*
- within the scholarly area*
- within higher education generally*
- on documented standards of best practices in pedagogy*
- in the application of one's work*
 - as evident in citations of one's work*
 - on public policy or institutions*
 - in the artistic/cultural realm*
 - or in an educational setting*

6.2.4.5 Just as in the case of traditional scholarship involving the discovery of new knowledge, when one's work consists of pedagogical, integrative, or applied scholarship, its significance may be documented by demonstration of clear goals, adequate preparation, appropriate methods, significant results, effective

presentation, and reflective critique. Presentation before peers and colleagues and advancing the discipline are also expectations of alternate forms of scholarship.

6.2.4.6 The University understands excellence in a variety of scholarly or creative activities to embody the following:

6.2.4.6.1 Books should be published by reputable academic or trade presses and reviewed in appropriate journals.

6.2.4.6.2 Articles, essays, reviews, and creative writing should be published in appropriate scholarly/creative journals or venues, whether print or electronic. Some assessment should be made as to the quality of the journal in which the piece appears, in particular, its scholarly/creative reputation and whether or not the journal or proceedings are peer reviewed.

6.2.4.6.3 Scholarly and creative activity that involves students as co-presenters, co-participants, or coauthors.

6.2.4.6.4 A presentation should be evaluated on the quality of its content and on the prestige of the meeting where it was delivered. Qualitative judgments are best made when copies of presentations are made available. National and regional meetings should rank higher than local meetings in most instances. Scholarly presentations should be ranked more highly than non-scholarly ones. Competitive selections as well as presentations receiving disciplinary acknowledgement for excellence should be noted. In most disciplines a record of scholarship based on presentations alone will not be evaluated as highly as one including refereed publications.

6.2.4.6.5 Work in the arts may be evaluated by a number of different measures: assessment of its quality by peers or professional critics; the reputation of the gallery, museum, or other artistic venue where it is shown or presented; the respect afforded the organization for which it is performed or under contract; or some other measure of its success or impact (e.g. royalties, awards, or impact on public debate or on other artists).

6.2.4.6.6 Other forms of scholarly or creative activity

that may appear in emerging scholarly or artistic media may be included as well, provided that comparable standards of peer review can be applied to them.

6.2.4.6.7 Where reviews are included in a file as evidence of the worth of a candidate's scholarly or artistic work, attention should be given to the professional credentials of the reviewer and the reputation of the journal or publication as specified in School and/or Program standards.

6.2.4.6.8 Professional activities undertaken as a practitioner or consultant are considered scholarly activity when they go beyond the routine application of knowledge to the creation of new knowledge and the development of new standards for practice. Such qualities distinguish between scholarship and professional service. Those making the judgments regarding the standards for applied research necessarily involve more than clients and include academic peers familiar with the area of practice under consideration.

6.2.4.6.9 In those disciplines with strong expectations of practice to maintain current competency, appropriate standards for determining the significance of this work will be developed at the Program level and approved through the standard procedure.

6.2.4.6.10 Grants or monetary awards that are funded or reviewed as fundable from governmental or non-governmental organizations are considered examples of scholarship if those grants and awards are subject to external peer review.

6.2.4.6.10.1 The Communication Disorders faculty member may be involved in collaborative grant writing with other disciplines.

6.2.4.6.11 Faculty engaged in community outreach can make a difference in the communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholarship may take the form of widely disseminating the knowledge gained in community-based projects in appropriate professional

venues in order to share its significance with those who do not benefit directly from the project.

6.2.4.6.12 The Communication Disorders Program recognizes a wide variety of scholarly vehicles including: disciplinary or interdisciplinary research, scholarship of teaching and learning, applied/clinical research, integrative scholarship, grant acquisition, and achievement of specific criteria necessary for professional licensure/certification. Scholarly activities may take many forms and use different vehicles to communicate to the broader academic community.

6.2.4.6.13 In addition to standards established by the University and School of Health Sciences, the **Communication Disorders Program** acknowledges that examples of scholarly excellence in the discipline may include the following:

6.2.4.6.13.1 Published treatment or evaluation materials or resources. Submissions for publication should be subject to a peer review process prior to publication.

6.2.4.6.13.1 Publications in newsletters or professional articles will be considered scholarly work if the publication includes a peer review process.

6.2.4.6.13.2 Professional achievement and recognition in the disciplines of speech-language pathology/audiology/communication sciences may be considered as evidence of scholarly activity if such recognition is based at least in part on one's scholarly work. Examples could include specialty or board recognition, recognition as a "Fellow," or other special award or recognition as defined by the profession, where such recognition is typically based on peer-reviewed scholarly achievement along with other criteria. It is the candidate's responsibility to document the process used in determining the recognition.

6.3 University and Community Service

6.3.1 The faculty role includes contributions to the achievement of the University's mission through effective participation in governance activities, including leadership roles at the Program, School, or University-wide levels. These contributions may require the capacity to work collaboratively with other members of the University community, including activities related to alumni and the University Foundation.

6.3.2 Faculty may also contribute in broader arenas such as state, regional, national or international organizations and disciplinary/professional associations. In addition, faculty may contribute to the University's public mission, including its commitment to diversity, equity, inclusion, and belonging, through service to our community, region, state or country. Per the Carnegie definition, community engagement and service-learning that enriches scholarship, research, and creative activity; enhances curriculum, teaching and service-learning; prepares educated, engaged citizens; strengthens democratic values and civic responsibility; addresses critical societal issues; contributes to the public good enriches scholarship. Community engagement and service-learning is particularly valued at Stockton.

6.3.3 The University expects faculty in their first five years of service to serve the University and community at levels commensurate with their rank. Faculty who are tenured, have multi-year contracts, and/or are of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus, in the community, to their disciplines, and to professional organizations.

6.3.4 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, the effectiveness of participation, and contributions to the functioning, administration, and development of the University and other entities. Clear goals, adequate preparation and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus or community service. Sustained service is expected to meet the minimum requirement of this responsibility. Compensated service is generally not sufficient to meet the minimum requirements. However, expectations for how it can be used to demonstrate excellence may be conveyed in School and Program standards.

6.3.5 Evidence of effectiveness in University or community service may include such items as:

6.3.5.1 One or more instances when one has used one's professional skills or knowledge for the benefit of the University, or of a non-

University group or individual.

6.3.5.2 Contributions to professional organizations that are focused on service or professional responsibility as opposed to scholarship, research, or artistic/creative work. For example, an officer ship or service on a professional board may be more appropriately listed here, whereas editing a special issue of a journal may be more appropriately listed under the section on scholarship.

6.3.5.3 General civic or community activities to which one has contributed one's professional skills or a significant amount of time, talent, energy, and involvement beyond that which might be expected by the usual citizen or member.

6.2.5.4. In addition to the standards established by the University and School of Health Sciences, The Communication Disorders Program provides additional examples of excellence and effectiveness in University or community service. While not requirements for tenure and/or promotion examples may include:

6.2.5.4.1 **The Communication Disorders Program** encourages program faculty to utilize their expertise in human communication, communication disorders, and habilitative and rehabilitative services to promote the well-being of the community.

6.2.5.4.2 **The Communication Disorders Program** encourages program faculty to seek leadership roles in professional organizations that promote the work of speech-language pathologists, audiologists, speech and hearing scientists, and the populations they serve.

6.2.5.4.3 **The Communication Disorders Program** encourages program faculty to utilize their expertise and/or leadership skills in activities that promote social justice, seek to decrease health disparities, and/or facilitate the education of marginalized/vulnerable populations.

10.0 EXPECTATIONS FOR RANK OR LEVEL

The general criteria for faculty expectations have been outlined above. In addition, the University has specific expectations for each rank or level. The expectations for each specific rank or level are used to evaluate performance within that rank or level and when judging readiness for promotion or advancement to the next higher rank or level. Generally, only performance since the last promotion will be considered in the new evaluation.

10.1 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position III):

10.1.1 Have a minimum of a master's degree or its equivalent in a field appropriate for the appointment, and

10.1.2 Demonstrate a record of teaching toward excellence (in both Program and General Studies courses, as assigned) and/or excellence in non-teaching responsibilities as assigned; consistent with the program standards.

10.1.3 Document the capacity to contribute effectively through the use of professional skills in service to the program, school, University, discipline, and community, as applicable.

10.2 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position II and I):

10.2.1 In addition to 10.1.1, must also have attained a prominent role in their profession (e.g. CPA, Hospital Administrator, elected official, broadcast journalist, uniformed services leader) as specified in School and/or Program standards.

10.2.2 Document consistent excellence in teaching (in both Program and General Studies courses, as assigned) and/or consistent excellence in non-teaching responsibilities as assigned, and

10.2.3 Document progressively important service roles and demonstrate a capacity for leadership, as identified in their individual contracts.

10.3 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position I):

10.3.1 Must have earned a terminal degree in their field,

10.3.2 In addition to 10.2.2, must also document distinction in teaching (in both Program and General Studies courses, as assigned) and pedagogical leadership; and/or distinction in non-teaching responsibilities and leadership as assigned

10.3.3 Document significant and sustained service roles and demonstrate leadership, as identified in their individual contracts.

10.4 Tenure-eligible Instructors:

10.4.1 Must have earned a minimum of a master's degree or equivalent from an accredited institution in a field appropriate for the initial appointment. There are two types of situations where individuals hold the rank of Instructor:

10.4.1.1 Those hired in tenure-track Instructor lines because of their teaching excellence and from whom we do not expect scholarship or creative activity. These individuals are expected to provide evidence for excellence in teaching (in both Program and General Studies courses), and/or excellence in non-teaching responsibilities as assigned and service as specified in their contracts.

10.4.1.2 Those hired as Instructors because they do not yet hold the terminal degree in their field. These individuals are expected to:

10.4.1.2.1 Actively pursue an accredited terminal degree, and

10.4.1.2.2 Provide evidence in meeting the University and Program's standards for excellence in teaching, scholarship or creative activity, and service commensurate with rank of Assistant Professor.

10.4.1.2.3 Only those hired with expectations specified in their contract of earning a terminal degree will automatically receive rank adjustment to Assistant Professor upon documented completion of the terminal degree provided that evaluations to that point are satisfactory.

10.5 Assistant Professors:

10.5.1. Must have a terminal degree or its equivalent from an accredited institution in a field appropriate for the appointment, and

10.5.2 Demonstrate a record of continuous improvement in teaching (in both Program and General Studies courses) toward excellence,

10.5.3 Demonstrate a growing record of scope and/or significance of scholarly and creative activity beyond that presented to secure rank, and

10.5.4 Demonstrate the capacity to contribute effectively in the use of professional skills in service to the University, discipline, and community.

10.6 Associate Professors:

10.6.1 Must achieve and maintain consistent excellence in teaching (in both Program and General Studies courses) and demonstrate capability in pedagogical leadership, such as the ability to demonstrate pedagogical innovations to others within or outside their program;

10.6.2 Demonstrate a record of scholarly/creative activity that is recognized by others within their discipline or area of specialization;

*10.6.2.1 Elaboration of this standard for promotion to Associate Professor in the **Communication Disorders** program includes demonstrating the progression of a scholarly agenda during the probationary period with the optimal outcome of this work consisting of the following scholarly accomplishments:*

- a track record of peer-reviewed scholarly presentations at the state, regional or national level*
- one peer-reviewed publication by the time of review for tenure year. It is expected that the faculty will make the primary contribution to the publication, usually designated as first author. In cases of shared or multiple authorship in which the*

faculty is not first author, clarification of the degree of one's participation is expected. Evidence of such may include, but is not limited to, the journal review guidelines describing authorship and level of participation.

and

10.6.3 Document progressively important service roles and demonstrate a capacity for leadership.

10.7 Professors:

10.7.1 Must achieve a consistent record of excellence in teaching (in both Program and General Studies courses), including curricular contributions, pedagogical leadership, and/or in activities that support the achievement of teaching excellence throughout the University;

Expectations for tenure and promotion to Professor in the **Communication Disorders Program** are elaborated as follows:

10.7.1.1 Evidence may include the impact of teaching on scholarship or service

10.7.1.2 Examples include, but are not limited to:

10.7.1.2.1 Supervisory roles in students' scholarly projects and/or clinical placements such as supervision of specialty clinics or supervision of students during community outreach programs.

10.7.1.2.2 Student-faculty collaborations through co-authored presentations and or publications.

10.7.1.2.3 Curricular contributions. This may consist of course innovations, new courses implemented to meet demands in the program/field or to reflect paradigmatic changes in the field, and expansion upon one's course offerings. Additional examples include: development of new course modules, lab experiences, experiential learning, clinical simulations, or community engagement.

10.7.1.2.4 Pedagogical initiatives at the program, school, or University level. Examples of such initiatives may include: program-wide assessment of student learning (e.g. developing questions for comprehensive examination, evaluating student portfolios, incorporating professional standards and licensure requirements into precepting.)

10.7.1.2.5 Teaching collaboration beyond the program with faculty from other disciplines or other institutions of higher learning.

10.7.2 Must achieve and continue to demonstrate a record of scholarly/creative activities that are nationally and/or internationally recognized as outstanding and significant;

10.7.2.1 The **Communication Disorders Program** acknowledges four overlapping areas of scholarship to include: discovery (creating and sharing knowledge), integration (providing meaning by placing knowledge in context), application (actively engaging with society), and teaching and learning (helping others gain understanding). These types of scholarship are outlined in Boyer (1990), *Scholarship Reconsidered: Priorities of the Professoriate* and are equally valued.

10.7.2.2 The **Communication Disorders Program** recognizes that the time and effort required to complete scholarly activity varies markedly, and it is not feasible to specify these amounts as prerequisites for promotion. Faculty members are encouraged, instead, to develop and maintain a program of scholarship that demonstrates their capacity to bring scholarly projects to a close, in a time frame consistent with the faculty member's role in the project by following a time frame appropriate to the faculty member's expertise, experience, and role.

10.7.2.3 The following are examples of characteristics of scholarly products that the **Communication Disorders Program** may consider as evidence of scholarly excellence.

- Nature of the product's content. Publications may include original research in the candidate's field of study, interdisciplinary scholarship, pedagogical research, or scholarship in areas outside the candidate's specialty.
- The program recognizes the various roles that a faculty member may contribute to a project. In addition, the program places value on scholarship that includes students as co-presenters or co-authors. In cases of interprofessional work or co-authoring with students, the nature of the project may dictate the level of authorship. As such, the level of authorship of the faculty member is judged in this context.
- Professional activities undertaken as a practitioner or consultant are considered scholarly activities when they go beyond the routine application of knowledge to the creation of new knowledge and/or the development of new standards for practice.
- Achievement of specialty or board recognition, recognition as "fellow" or other special award, or other recognition as defined by the profession.

and

10.7.3 Must be stewards of service; they must play and continue to play a major role in significant University initiatives, major public initiatives, or hold key positions in their professional organizations. Professors must demonstrate that their service is recognized as outstanding in quality, effectiveness, and scope.

10.7.3.1 Professors in the **Communication Disorders Program** must demonstrate that their service is recognized as outstanding in quality, effectiveness, and scope. Professors are expected to continue to serve the Program, School, University and the Community consistent with their philosophy, expertise, and experience.

10.7.3.1.1 Professors in the Communication Disorders Program may utilize their knowledge and experience in types of activities that include the following:

10.7.3.1.2 To promote the well-being of the greater community.

10.7.3.1.3 To seek leadership roles in professional organizations that promote the work of speech-language pathologists, audiologists, speech and hearing scientists, and the populations they serve.

10.7.3.1.4 To utilize their expertise and/or leadership skills in activities that promote social justice, seek to decrease healthcare and educational disparities, and/or facilitate the education of marginalized/vulnerable populations.

Edited 5/20/24
Ajh

Dean Approval: 6/5/24

A handwritten signature in black ink, appearing to read "Brent L. Smith".