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## **Promotion Policy**

### **Department of Communication Disorders**

The Department of Communication Disorders strives to offer high-quality education to its students through a strong curriculum, an emphasis on experiential learning, and a commitment to scholarship and service. The goals and objectives of the Department of Communication Disorders are driven by the mission of the University and College as well as performance standards mandated by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

An important process in the maintenance of high academic standards as well as program accreditation is the ongoing review of faculty performance. In addition to ongoing annual review, the department conducts three additional types of review: review for tenure, review for promotion, and review for merit. The standards for promotion review are set forth in this document. All faculty members are reviewed on an annual basis through the submission of an annual faculty report. Faculty members must be prepared to substantiate (if requested) all aspects of the annual faculty report by the maintenance of appropriate documentation.

If you are hired under previous promotion guidelines, you may format your document according to the previous guidelines for a period of up to three years; after that, current guidelines must be used.

#### **I. Departmental Merit, Promotion, and Tenure Committee**

The department's Merit, Promotion, and Tenure Committee is a standing committee that is activated when any faculty member is being considered for merit, promotion, and/or tenure. The purpose of this committee is to complete duties related to the merit, promotion, and tenure review process as required in this document and/or related faculty senate bills. In all cases, the primary duty of the committee is to formulate a recommendation to the department chairperson in regard to merit, promotion, and/or tenure decisions.

The department chairperson, following consultation with the department faculty, recommends members for this committee and members are approved by department faculty vote. The membership of the committee at any given time relates to the purpose of the committee. The department chairperson may not serve on the committee nor participate in committee deliberations. The following guidelines are utilized in determining the committee membership:

*For merit purposes*, the committee will consist of three faculty members representing different ranks within the department.

*For promotion and tenure purposes*, the committee will consist of three tenured faculty members.

Faculty members who are being reviewed for any purpose may not serve on the committee at the time of their review. In the event that the committee membership can not be fulfilled by faculty members within the department, the department chairperson, in consultation with the department faculty, will seek a committee member from within the College of Health and Human Services.

#### **II. Promotion Review Standards**

Generally, faculty members who have served at their present rank four years are eligible for promotion to the next rank. The standards used at the departmental level for evaluation of performance for promotion are outlined below. For promotion consideration, the concept of "sustained" performance is important as

well as the expectation that the faculty member will demonstrate performance of either superior and/or outstanding during some years. Sustained performance has been defined by the university as "over time in rank." The criteria below are designed to reflect these principles. Faculty Senate Bill 76-A-12 provides additional information regarding eligibility, process, calendar, and appeals in regard to promotion.

#### ***A. Assistant Professor Rank***

Faculty members are eligible for promotion from Instructor to Assistant Professor if they achieve the following:

1. The faculty member has acquired the appropriate terminal degree; **and**,
2. The faculty member has achieved a rating of superior in teaching and good in the remaining areas.

#### ***B. Associate Professor Rank***

Faculty members are eligible for promotion from Assistant to Associate Professor if they achieve the following:

1. The faculty member has achieved a rating of superior in two of the three evaluation areas, one of which must be teaching; **and**,
2. The faculty member has achieved a rating of good in the remaining area.

#### ***C. Professor Rank***

Faculty members are eligible for promotion from Associate to Full Professor if they achieve the following:

The faculty member has achieved a rating of outstanding in one area, and ratings of superior in the remaining two areas of performance.

### **III. Performance Review Criteria**

#### ***A. Teaching Effectiveness***

Teaching effectiveness is demonstrated through evidence of 1) delivery of effective instruction; 2) currency in course content and instructional technique; and, 3) student mentoring. Each instance of the items listed below is considered an "activity."

##### ***1. Delivery of effective instruction may be demonstrated by providing:***

Results of neutrally administered, departmentally approved student evaluations for each course taught (including clinical practicum) during the evaluation period may be provided as evidence of teaching effectiveness. Currently, the IDEA evaluation instrument is required in the department. Clinical instruction is evaluated using the department's approved instrument. When reporting results of student evaluations of clinical instruction, faculty members must report the average clinical rating based on a 5-point rating scale (5=highest).

2. Delivery of effective instruction may be further demonstrated by providing such evidence as:
  - a. Peer evaluations (including classroom observation reports) (See Appendix A for department-approved form).
  - b. Chairperson and/or Dean evaluations (including classroom observation reports).
  - c. Attendance at conferences, seminars, and workshops directly related to teaching effectiveness.
  - d. Participant evaluations pertaining to professional workshops or seminars taught.
  - e. Unsolicited student and/or alumni responses to assessment instruments neutrally administered by various University offices and departments for assessment purposes.
  - f. Evaluation (including classroom observation and feedback) by personnel from the Center for Scholarship in Teaching and Learning.
  - g. Presentation of course planning activities such as: syllabi, bibliographies, methods for testing and evaluation, and assignments.
  - h. Other evidence of delivery of effective instruction.
  
3. Currency in course content and instructional technique may be demonstrated by providing such evidence as:
  - a. Involvement in curriculum development (e.g., development of new courses, revisions of established courses, etc.).
  - b. Involvement in web-based instruction (e.g., web-support for existing courses, delivery of online-courses, etc.).
  - c. Development of innovative instructional techniques and/or course materials.
  - d. Completion of a textbook review for a major publisher.
  - e. Compilation of student portfolios of completed work from courses taught.
  - f. Incorporation of instruction on new technology or software.
  - g. Other evidence of currency in course content and instructional technique.
  
4. Student mentoring may be demonstrated by providing such evidence as:
  - a. Supervision of theses, non-theses projects, and/or independent studies.
  - b. Participation in documented student retention activities.
  - c. Involvement of students in professional development activities not related to course requirements.
  - d. Other evidence of accessibility to students.

## Expectations for Teaching Effectiveness

### *Unacceptable:*

Faculty member fails to meet the standards required for a rating of "good."

### *Good:*

Faculty members are expected to demonstrate a record of effective teaching, including acceptable student evaluations of instruction in all courses (For example, IDEA ratings less than the 40<sup>th</sup> percentile rank and/or clinical ratings less than 3.0 would not be deemed acceptable). In addition, faculty members are expected to provide evidence of at least two activities that provide further evidence of teaching effectiveness, currency in course content and instructional technique, and/or student mentoring.

### *Superior:*

Faculty members are expected to demonstrate a high level of effective teaching (For example, IDEA ratings at or above the 50<sup>th</sup> percentile rank and/or clinical ratings of 4.0 or higher). In addition, faculty members are expected to demonstrate at least four activities that provide further evidence of teaching effectiveness, currency in course content and instructional technique, and/or student mentoring.

### *Outstanding:*

Faculty members are expected to demonstrate a high level of effective teaching (For example, IDEA ratings at or above the 50<sup>th</sup> percentile rank and/or clinical ratings of 4.0 or higher). In addition, faculty members are expected to demonstrate at least six activities that provide further evidence of teaching effectiveness, currency in course content and instructional technique, and/or student mentoring.

## ***B. Professional Growth***

Professional development/scholarly activity is demonstrated through 1) basic and/or applied scholarship; and, 2) participation in professional development activities. Each instance of an item listed below would constitute an "activity."

### ***1. Basic and/or applied scholarship must be demonstrated by providing such evidence as:***

- a. Publication in state, national, or international peer-reviewed refereed journals. Information about the quality of the journal, such as circulation and rejection rate, must be provided.
- b. Publication of a scholarly book.
- c. Publication of a chapter in a scholarly book.
- d. Development and publication of professional or instructional software.
- e. Publication of a refereed article in the proceedings of a professional organization.
- f. Publication in other media (e.g., university publications, local publication) deemed to be of a scholarly nature.

- g. Publication of instructional or professional training materials for workshops.
- h. Publication of a book review.
- i. Receipt of external or internal grants.
- j. Presentation of refereed papers at state, national, or international meetings.
- k. Presentation of a professional workshop.
- m. Other evidence of basic or applied scholarship.

2. *Participation in professional development activities may be demonstrated by providing such evidence as:*

- a. Continuing education hours sponsored by a national or state professional organization to maintain state and national certification.
- b. Achievement of an Award for Continuing Education (ACE) from the *American Speech-Language-Hearing Association*.
- c. Participation in a special interest group sponsored by a professional organization.
- d. Achievement of professional specialty recognition from a state or national professional body.
- e. Enrollment in university graduate courses.

### **Expectations for Professional Growth**

*Unacceptable:*

Faculty member fails to meet the standards required for a rating of "good."

*Good:*

Faculty members at all ranks must show evidence of professional development/scholarly activity. At assistant, associate, and professor ranks, faculty members must provide evidence of at least three activities, one of which must relate to basic and/or applied scholarship of a peer-reviewed nature.

*Superior:*

At assistant, associate, and professor ranks, faculty members must provide evidence of at least six activities, three of which must relate to basic and/or applied scholarship. One activity in the basic and/or applied scholarship area must involve a peer-reviewed publication and/or external scholarly grant award.

*Outstanding:*

At assistant, associate, and professor ranks, faculty members must provide evidence of at least eight activities, four of which must relate to basic and/or applied scholarship. Two activities in the basic and/or applied scholarship area must involve a peer-reviewed publication and/or external scholarly grant award.

### *C. Service*

Service to the University may be demonstrated through 1) service at the department, college, and/or university levels; 2) service to academic and professional organizations; 3) service to the community or region. Each instance of the items listed below constitutes an "activity."

1. Service at the department, college, and university levels may be demonstrated by providing such evidence as:
  - a. Membership on committees or task forces.
  - b. Academic advisement of students.
  - c. Coordination of clinical instruction activities.
  - d. Chairing of committees or task forces.
  - e. Involvement in student recruitment activities.
  - f. Service to other departments and/or divisions of the University.
  - g. Advisement/organization of student-related activities (e.g., student organizations, teacher certification, student retention activities, etc.).
  - h. Participation in department-related public relations activities.
  - i. Other evidence of department, college, and/or university levels
2. Service to academic and professional organizations may be demonstrated by providing such evidence as:
  - a. Service as an officer in a state or national professional organization.
  - b. Service on committees of a state or national professional organization or board.
  - c. Participation in academic accreditation activities sponsored by a national or state organization.
  - d. Membership on professional advisory board of a local, state, or national organization.
  - e. Panel discussant or chairperson of a session during a professional organizational meeting.
  - f. Reviewer of papers and/or books for a professional organization.
  - g. Service as editor or member of an editorial review board of a professional journal.
  - h. Other evidence of significant participation in state and/or national professional organizations.
3. Service to the community or region may be demonstrated by providing such evidence as:
  - a. Professional consultation.
  - b. Professional presentations to civic groups or organizations.

- c. Development and/or conduct of clinical outreach activities.
- d. Other evidence of service to the community or region.

### **Expectations for Service**

#### *Unacceptable:*

Faculty member fails to meet the standards required for a rating of "good."

#### *Good:*

Faculty members must provide evidence of at least four acceptable service activities related to the department and at least one acceptable service activity related to the college or university.

#### *Superior:*

Faculty members must provide evidence of at least four acceptable service activities related to the department, at least one acceptable service activity related to the college or university, and at least four additional service activities relating to any service area.

#### *Outstanding:*

Faculty members must provide evidence of at least five acceptable service activities related to the department, at least two acceptable service activities related to the college or university, and at least five additional service activities relating to any service area. Faculty members must hold a leadership role in at least one of these activities.

### **IV. Appeals Process**

Appeals at all levels of review are considered according to individual tenure, promotion, and merit policies found in the *Faculty Handbook*. A model for formatting the record of service may also be found in the *Faculty Handbook*.

**APPENDIX A**  
**DEPARTMENT OF COMMUNICATION DISORDERS**  
**PEER EVALUATION**





Department of Communication Disorders  
 One University Plaza, Cape Girardeau, Missouri 63701-4799  
 (573) 651-2050 ♦ FAX (573) 651-2155

**PEER EVALUATION**

Instructor Being Evaluated			
Course Title and Number			
Evaluator		Date	

**Rating Scale**

X	1	2	3	4	5
Did not observe	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
X	1	2	3	4	5

Clearly States Objectives and Assignments:

Comments:

Demonstrates Evidence of Preparation:

Comments:

Stimulates Interest in Course:

Comments:

Indicates Openness to Other Viewpoints:

Comments:

Demonstrates Evidence of Competence in Subject Matter:

Comments:

Uses a Variety of Teaching Techniques

Comments:

Demonstrates Appropriate Interpersonal Skills:

X	1	2	3	4	5
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Comments:

How would you rate this instructor's overall effectiveness?

Additional Comments: