



Department of Communication Sciences and Disorders

College of Education
Eastern Kentucky University
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<https://cd.eku.edu/>

DEPARTMENT PROMOTION, TENURE, & EVALUATION PROCEDURES

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INTRODUCTION

This document describes the process for promotion and tenure in the Department of Communication Sciences and Disorders (i.e., CSD Department). The document is congruous with the policies described in the College of Education and the University's approved procedures for tenure and promotion and shall not supersede or conflict with them. Please see the College and University policies at:

College of Education P&T Policy: <https://coe.eku.edu/faculty-and-staff-resources>

University P&T Policy: <https://policies.eku.edu/policies/p>

The purpose of this document is to add specificity to how the CSD Department manages the procedures of promotion and tenure at the department level. It is intended to provide guidance and clarity to the Department's academic expectations and to guide candidates in completing their annual self-evaluations and applications for promotion and/or tenure.

SUGGESTED PRACTICES FOR DEPARTMENT FACULTY

1. The Department Chair, members of Departmental and College Promotion and Tenure Committees, and candidates for promotion and/or tenure are expected to be familiar with and to comply with the University, College of Education, and Departmental promotion and tenure policies.
2. Throughout the promotion and tenure processes, principles of confidentiality must be respected.
3. To ensure the procedural rights of the candidates for promotion and/or tenure, the Department Chair should provide copies/web addresses of the College and Departmental promotion and tenure guidelines to the candidate and to the appropriate Departmental committees as soon as a determination has been made that the faculty member is to be considered for promotion and/or tenure.
4. Policies for promotion and tenure shall state specific criteria to be used in the evaluation and how they shall be applied.
5. Policies for promotion and tenure shall include a method for Departments to periodically and regularly reassess their policies and procedures to insure that they are continuing to support the stated purpose, mission, and goals of the University. The policies shall specify that the Department Chair is responsible for ensuring that the reassessment is conducted at least every five years.
6. A Departmental promotion and tenure committee should be chaired by an experienced individual who has previously served on a promotion and tenure committee.

7. Credit toward tenure and/or promotion. Some candidates for promotion and/or tenure may wish to apply prior service at another institution or place of employment toward the ECU probationary period. This must be agreed upon by the Department Chair and College Dean at the time of initial appointment and documented in the initial hiring letter and contract. Furthermore, for work at another institution to be considered for promotion and tenure purposes at ECU, complete documentation must be provided, including teaching evaluations, service record, and scholarly accomplishments.

NOTIFICATION

All candidates for promotion must notify the Chair of the Department in writing of their intention to apply no later than the date specified by University Promotion and Tenure Policy and provided by the Department Chair and/or Promotion and Tenure Committee Chair.

Individuals eligible for promotion and/or tenure must confirm their status with the College of Education Dean's Office.

REPORTING

Candidates for promotion and tenure in the CSD Department must review all relevant College of Education Promotion and Tenure policies and follow the instructions for reporting. See <https://coe.eku.edu/faculty-and-staff-resources>

Candidates for promotion and tenure in the CSD Department will be evaluated using the College of Education Promotion and Tenure Rubric. See <https://coe.eku.edu/faculty-and-staff-resources>

Candidates for promotion and tenure in the CSD Department will write a self-evaluation report on the correct form.

- Forms are available at www.forms.eku.edu - Promotion, Tenure, and Evaluation (Faculty)

Candidates' applications for promotion and tenure must include supporting documentation (i.e., artifacts). Artifacts should be organized, labeled, and referenced within the self-evaluation.

GUIDANCE FOR SELF-EVALUATION AND REPORTING OF TEACHING

In conjunction with the University's suggested prompts for the teaching narratives, candidates for promotion and tenure in the CSD Department may include a discussion of the following in their self-reflections:

- Teaching philosophy
- Integration of technology into teaching and learning activities
- Opportunities for students to earn clinical experiences within courses
- Integration of research/evidence-based practice
- Interprofessional practice
- Service delivery for culturally and linguistically diverse populations
- Reflection on instructional practices used in teaching academic and clinical education courses

In regard to supporting documentation (i.e., artifacts) for teaching,

- Candidates for promotion or tenure in the CSD Department must include the following **required artifacts**:
 - All official ECU evaluations of teaching reports with student comments for all courses taught during the period under review. (e.g., eXploration Blue)
 - Course syllabi for all classes taught within the review period
 - Peer observation and evaluation of teaching

- Faculty are responsible for arranging the peer (i.e., ECU faculty or Department Chair) observation of teaching
 - At least one observation and evaluation of the candidate’s teaching should be completed each academic year
 - Faculty may select graduate or undergraduate courses for observation
 - Evaluations should be recorded on the departmental teaching evaluation form
 - Measure of effectiveness of academic advising
 - Advising evaluations may include College of Education or Department surveys
 - Advising evaluations may include peer or department chair evaluation
- Candidates for promotion and tenure in the CSD Department may include the following **suggested artifacts**:
 - Sample lecture materials
 - Course assessments
 - Course projects
 - Course outline/schedule
 - Scoring rubrics
 - Departmental curricular map submissions
 - Evaluations of supervision for clinical education courses
 - Letter of support from collaborators or community partners involved in supporting clinical education courses

GUIDANCE FOR SELF-EVLUATION AND REPORTING OF SERVICE

As noted above, candidates will be evaluated using the College of Education Promotion and Tenure Rubric. The rubric contains four categories of service, including “Service to the University: Committee Work,” “Service to the University: Other,” “Service to the Profession,” and “Professionally-Related Service to the Community and Professionally-Related Service to Community Agencies.”

The following tables provide examples of service activities for “Service to the Profession” and” Professionally-Related Service to the Community and Professionally-Related Service to Community Agencies” that are relevant to the field of speech-language pathology. The tables do not include an all-inclusive list. Rather, the examples are provided in an effort to provide a frame of reference for applicants.

Tables with examples are not provided for the categories of “Service to the University: Committee Work” and “Service to the University: Other.”

Service to the Profession

Exceptional	Accomplished	Competent	Novice
Demonstrates engaged leadership and/or extensive work for professional organizations with evidence. Provides professionally-related in- service workshops and consultation to schools and other organizations.	Shows active support for professional organizations through committee work and/or leadership roles with evidence. Provides professionally-related in- service, workshops, and consultation to schools and other organizations.	Membership and participation in professional organizations with evidence.	Little membership or participation in professional organizations or no evidence is presented.

EXAMPLES

-Committee Chair or Officer for professional state or national organization	-Committee Member for professional state organization	-Member of KSHA -Member of ASHA -Member of other professional organization (e.g., Division for Early Childhood)	-No Professional memberships
-Committee member for a professional national organization			

**Professionally-Related Service to the Community and
Professionally- Related Service to Community Agencies**

Exceptional	Accomplished	Competent	Novice
Demonstrates engaged leadership and/or extensive involvement in professionally-related community service with evidence.	Is consistently involved in more than one professionally-related community service activity.	Has been involved in one professionally-related community service activity.	No involvement in professionally-related service to the community or no evidence is presented.
EXAMPLES			
-Leadership role or extensive involvement in non-profit organization, community agency, or regulatory board focused on individuals with communication disorders or related disabilities (e.g., Special Olympics, Down Syndrome Association, Alzheimer’s Association)	-Consistent involvement in non-profit organization, community agency, or regulatory board focused on individuals with communication disorders or related disabilities (e.g., Special Olympics, Down Syndrome Association, Alzheimer’s Association)	-Involvement in non-profit organization, community agency, or regulatory board focused on individuals with communication disorders or related disabilities (e.g., Special Olympics, Down Syndrome Association, Alzheimer’s Association)	No involvement
-Leadership role or extensive involvement in non-profit organization, community agency, or regulatory board focused on prevention of communication disorders or related disabilities or facilitation of communication development (e.g., Adult Day Care Centers, Public Library, Head Start, Early Head Start)	-Consistent involvement in non-profit organization, community agency, or regulatory board focused on prevention of communication disorders or related disabilities or facilitation of communication development (e.g., Adult Day Care Centers, Public Library, Head Start, Early Head Start)	-Involvement in non-profit organization, community agency, or regulatory board focused on prevention of communication disorders or related disabilities or facilitation of communication development (e.g., Adult Day Care Centers, Public Library, Head Start, Early Head Start)	
-Leadership role or extensive involvement in programs that promote the profession of communication sciences and disorders	-Consistent involvement in programs that promote the profession of communication sciences and disorders	-Involvement in programs that promote the profession of communication sciences and disorders	

GUIDANCE FOR SELF-EVLUATION AND REPORTING OF SCHOLARSHIP

As noted above, candidates will be evaluated using the College of Education Promotion and Tenure Rubric. The rubric contains five categories of scholarship, including “Publications,” “Presentations,” “Grants/contracts,” “Creative Activity,” and “Technological Achievements.”

The following tables provide examples of scholarly achievements for “Publications,” “Creative Activity,” “Technological Advancements.” that are relevant to the field of speech-language pathology. The tables do not include an all-inclusive list. Rather, the examples are provided in an effort to provide a frame of reference for applicants.

Tables with examples are not provided for the categories of “Presentations” or “Grants/Contracts.”

Publications (Peer reviewed refereed count more than non-peer reviewed non-refereed publications)

	Exceptional	Accomplished	Competent	Novice
Articles Research Scholarship of Teaching Bibliographical Essay Proceedings/ Annual	Publishes at national/ international level	Publishes at regional level	Publishes at state/local level	Submits works for publication
Books Monographs	Entire book or editor of book	Book chapter(s)	Refereed/invited book review	Submits works for publication
Journal Editor	National level	Regional/state level		
EXAMPLES				
	-National/ international and peer reviewed (e.g., ASHA journals)	-ASHA Leader	-KSHA communicator -Bluegrass Center for Teacher Quality -eHearsay (Ohio Speech Language Hearing Association journal)	No record of publication

Creative Activity

	Exceptional	Accomplished	Competent	Novice
Performances Exhibits Books for Youth Compositions	Juried at national/ international level	Juried at regional/state level	Juried at local level	Non-juried or no evidence
EXAMPLES				
	<ul style="list-style-type: none"> -Intervention product, resource manual, or kit published with a national/ international audience -Assessment tool published with a national/ international audience -ASHA Clinical Specialty Certification or other national international board certification (i.e., certification includes creation of portfolio, work samples, professional philosophy, video clips, treatment reports, etc.) -Resource for client or family education published with a national/ international audience 	<ul style="list-style-type: none"> -Intervention product, resource manual, or kit published with a regional/state audience -Assessment tool published by a company with a regional/state level -Resource for client or family education distributed to a state or regional audience 	<ul style="list-style-type: none"> -Intervention product, resource manual, or kit developed for use in local clinics, schools, or medical facilities -Resource for client or family education distributed for local use 	

Technological Achievements

	Exceptional	Accomplished	Competent	Novice
Web Sites (Creation) Video Multimedia Blogs Apps	Content and technologically reviewed, outside University or award recognition inside and/or outside University	Content and technologically reviewed, inside and/or outside college	Content and technologically reviewed, inside and/or outside Department	No evidence of technological achievements or content not reviewed
EXAMPLES				
-Creation of website focused on communication or swallowing disorders -Development and publication of video used as a guide for assessment or intervention -Development of webinars, podcasts, radio interview, television interview -Development of app used for intervention or assessment of communication and swallowing disorders -Publication of blog focused on communication and swallowing disorders	-Content and technologically reviewed, outside University or award recognition inside and/or outside University	-Content and technologically reviewed, inside and/or outside college	-Content and technologically reviewed, inside and/or outside Department	