SAN FRANCISCO STATE UNIVERSITY

Graduate College of Education
https://gcoe.sfsu.edu/

**DEPARTMENT OF
SPEECH, LANGUAGE AND HEARING SCIENCES**

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**A GUIDE TO CRITERIA FOR TENURE AND PROMOTION
IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES
Approved by the Office of Faculty Affairs &
Professional Development on September 9, 2020**

I. Department Mission

The mission of the Department of Speech, Language and Hearing Sciences (SLHS) at San Francisco State University (SFSU) is to prepare professionals to provide competent and compassionate service to people with communication disabilities, across the lifespan. Our graduates go on to work in a variety of settings with a full range of clinical competencies in speech-language pathology in order to serve a diverse population. Our undergraduates pursue a variety of careers, including graduate work in speech-language pathology and audiology, but also speech-language pathology assistants, and work in other fields such as counseling, nursing, and education.

Because SLHS students have such a wide variety of academic and career goals, SLHS faculty must vary in their teaching and clinical education foci depending on whether they teach graduate or undergraduate students. Graduate students require clinical training experiences to be integrated with their academic work, while undergraduates require the mastery of content, clinical writing, and critical thinking in order to prepare them for graduate work in clinical or educational fields. To encompass this wide range of teaching objectives and needs, SLHS incorporates an integrated clinical model of teaching. This model is based on the integration of three essential faculty roles: clinician, researcher, and teacher.

The primary mission of the Graduate College of Education is to develop and maintain rigorous professional preparation in pedagogical and clinical skills required for effective services to individuals of all ages and their families, including those across ethnically and racially diverse communities. All programs are based on excellence in teaching and clinical services, and a commitment to research and scholarship focused on the integration of services to schools and community agencies.

There are six themes reflected in the programs and activities of the Graduate College of Education. They are the following:

- Preparing professional educators and service providers who are sensitive to and effective in working with individuals of all ages who are diverse in culture, language, learning styles, abilities, sensory and physical challenges, ethnicity, and sexual orientation in schools and other community settings;
- Providing an integration of education, habilitation, and community services;
- Using technology effectively to improve education, habilitation, and community services;
- Preparing socially committed educational leaders and advocates;
- Contributing to the knowledge base in the profession and particularly in the area of urban education; and
- Supporting faculty in pursuit of individual discipline-focused activities as well as interdisciplinary programmatic planning, teaching, and research.

The Department considers faculty scholarly activity in the areas of teaching, research, and service. Examples of the options for contributions in these areas are provided in the model articulated by Boyer (1990), Kreber and Klampfleitner (2013), and McCarthy (2008).

II. Teaching Effectiveness

The primary mission of San Francisco State University is teaching, and the Department of Speech, Language and Hearing Sciences takes that mission seriously. To be considered for tenure or promotion, regardless of contributions in the other areas, candidates must meet or exceed the standard of excellence in Teaching Effectiveness.

Like all faculty, probationary faculty are expected to be effective teachers in the Speech, Language and Hearing Sciences classrooms and clinics. This means that they guide, engage, and motivate their students and provide an appropriate mixture of both theory and practice. Application of the integrated clinical model of teaching emphasizes the implementation of critical strategies for both classroom teaching and clinicianship, including:

- Mentorship that includes planning and preparation for work with speech, language, and audiology clients;
- Addressing a variety of learning styles in teaching both graduate and undergraduate students, and to model best teaching and clinical practices;
- Demonstration and modeling clinical application, critical problem solving, and integration of theory for graduate students and fostering the acquisition of foundational content, writing skills, and critical thinking for undergraduate students;
- The modeling and application of reflective practices for self-evaluation and life-long learning for both graduates and undergraduates.

Innovations in the classroom are expected and fully recognized as important, and sometimes risky efforts. Non-traditional teaching methods are also encouraged and fully recognized as important.

Faculty in the Department of Speech, Language and Hearing Sciences are expected to teach a variety of courses at the graduate and/or undergraduate level. At the graduate level, the integrated clinical model of teaching means that full-time faculty engage in teaching that encompasses clinical education, academic instruction, and research. At the undergraduate level, teaching focuses on imparting content in the foundations of Speech, Language and Hearing Sciences; providing structured opportunities for clinical writing; providing mentored exposure to clinical practice and research; and facilitating critical thinking and community service. Additionally, given the fast pace of the changes within the fields of speech-language pathology and audiology, it is important to ensure that course structure and materials are updated constantly.

In order to measure teaching effectiveness, multiple indices are considered including those described below.

- Student teaching evaluations are required. Typically, scores within the 1.5 to 2.0 range on the department/university evaluation form are interpreted as reflecting effective instructional traits and those between 1.0 and 1.5 as reflecting exceptional effectiveness. Scores lower than 2 indicate a need for improvement. Probationary faculty are required to have two courses evaluated each semester.
- Two peer reviews of teaching in various courses are expected each academic year with at least one conducted by a member of RTP Committee for both Assistant and Associate Professors. Peer reviews of teaching will include classroom observations as well as review of syllabi and course materials.
- Internal and/or external review of syllabi for content, student learning outcomes, appropriate assignments, reading, organization, and timeliness are expected. Syllabi and course materials are expected to reflect up to date pedagogical approaches in the field.

The SLHS Department believes that advising is an extension of teaching. All faculty are expected to contribute 20% of their time to academic advising. Four advising hours per week must be made available to students. Faculty must be effective in advising and willing to confer with students. Advisors are expected to guide students to make academic plans consistent with their interests, abilities, and life goals. Advisors are also expected to identify obstacles to student success and collaborate with people and offices that can help to address those obstacles.

III. Professional Achievement and Growth

A. Research and Publication

The Department believes strongly in the complementary role of teaching and scholarship. Candidates are expected to develop a research program.

1. Publication Record. Traditionally the Department feels that professional achievement and growth is most strongly demonstrated by research, policy, and position statement publications. In the area of publication, uppermost

consideration is given to refereed papers and monographs; second ranking, to non-refereed publications, textbooks, and chapters in books; and third ranking, to technical reports, unpublished manuscripts and published book reviews. Consideration is given to impact of scholarship and/or to the prestige of the place of publication. In publications of multiple authorship, a candidate should clearly communicate to the committee the candidate's role in the work reported. Candidates are strongly encouraged to establish a research or demonstration program. Collaborative research or demonstration that includes participation by San Francisco State University students is encouraged. Interdisciplinary endeavors that cross programs, departments, and campuses are highly valued.

2. Presentations. Presentations at professional meetings are expected. The most important activity within this area would be as an invited speaker at a symposium, second would be a presentation at an annual peer reviewed meeting of a national professional organization within the candidate's field. A third level of presentation would be papers given at local colloquia, or invited seminars given on campus or at nearby campuses.

3. Grants. The Department expects candidates to apply for internal and external funding of their activities in the areas of research, personnel preparation, and model demonstration. Successful application and receipt of extramural funding is difficult to achieve and merits the Department's favorable consideration. Since applications receive extensive outside peer review, their success indicates peers hold the candidate's research, demonstration, or other scholarly endeavors in high regard. Successful applications for intramural funding also are considered favorably. Finally, given the difficulty in procuring external funding nationally, the very effort of developing and submitting grant applications is considered positively.

B. Curricular Innovations

The Department recognizes that curricular innovations--such as the development of original academic programs, new courses or course content, new pedagogical approaches or applications of technology, or new areas of instructional expertise--can be of such high quality and generate genuine professional growth that they could merit recognition for their importance to overall departmental curricula and their contribution to the faculty member's field of study. The Department further recognizes that curricular innovation drives the distinctive identity and profile of the department, and contributes to a capacity-building agenda for specialization in areas in which the Department is nationally recognized.

IV. Contributions to Campus and Community

A. Contributions to Campus

All faculty are expected to contribute to service at the department and college level. These may include, but are not limited to, the following: administrative assignments (other than primary assignment), faculty governance, committee work, special advising assignments (e.g., advising for joint doctoral studies, general education, child and adolescent development, distance learning, student internship, liberal studies, special major), program development, sponsorship of student organizations, and direction of non-instructional activities and projects. All candidates are expected to provide evidence/information about the impact of their service to campus. Supporting contributions to campus may include descriptions of the nature and extent of work accomplished, committee documents, letters from students and/or colleagues, project reports, etc. The department RTP committee should include in its report assessment of the nature and quality of the candidate's work in these activities.

B. Contributions to Community

Faculty members may use their academic expertise or university status to serve the community at the local, state, national, and/or international levels. As such, this constitutes evidence of the stature a candidate has achieved in the greater academic community. Election to and service in offices in professional societies, honors and recognition bestowed by professional societies, selection and participation on editorial boards and as a referee for manuscripts and grants, active participation in the schools and community through research and program development, consulting and/or providing technical assistance, or serving on professional development boards all are indicative of the regard a candidate has achieved among on- and off-campus colleagues. While the Department would not weight these activities as heavily as direct research, demonstration, and publication, it is aware of the significance of the peer recognition and the reality that considerable time and energy can be expended in these efforts.

Descriptions of contributions to community shall be submitted to the Department RTP committee.

V. Promotion to Full Professor

In addition to the expectations outlined above, additional considerations for promotion to full professor (since time of tenure and promotion to associate professor) include evidence of outstanding performance and leadership as indicated by contributions and innovations in areas outlined below:

A. Teaching Effectiveness
The candidate will be expected to provide evidence of the following:
- Mentor junior faculty;
- Lead program assessment; or
- Demonstrate leadership in curriculum innovation and development.

B. Professional Achievement and Growth:
The candidate will demonstrate scholarly productivity and an established research agenda as demonstrated by the following:

- Five (with at least two single- or lead-authored) peer reviewed published scholarly journal articles;

    OR

- Three (with at least two single- or lead-authored) peer reviewed published scholarly journal articles and two scholarly works such as published monographs, book, book chapters, externally funded grants;

AND

- Annual presentations in their area of scholarly interest at professional conferences or meetings

C. Contributions to Campus and Community
The candidate will demonstrate leadership in work of importance and relevance to the field (e.g., professional advisory boards, external reviews, editorial journal reviews), as well as evidence of leadership roles in departmental and college level service.

VI. External Evaluations for Tenure Candidates

The role of external review is to provide context for the candidate's professional achievement and growth in terms of scholarly impact. Candidates for tenure should submit to the RTP Committee the names of at least three potential external reviewers who can address the candidate's professional achievement and growth. The Chair of the RTP Committee will solicit input from these individuals. In addition to the reviewers named by the candidate, the RTP Committee may solicit assessments from other external reviewers. The RTP Committee Chair will inform each reviewer of the closing date of the candidate's WPFA along with CSU policy allowing the candidate to read and to respond to all documents placed in the WPFA. In order to give reviewers ample time to complete the external evaluation, candidates are expected to provide the names of potential reviewers no later than April 30 during the Spring semester of the fifth year or the Spring semester preceding the Fall semester in which the candidate's file is due, along with a package of documentation for each external reviewer, including an updated Vitae and copies of most relevant publications.

Further requirements for external evaluations include the following (adapted from SFSU Academic Affairs):

External reviewers are located at comparable institutions of higher education.
External reviewers are a higher rank than the candidate being reviewed.
External reviewers are asked to include a description of their relationship to the candidate.

External reviewers are asked to state potential conflict of interest, if any exists, for completing the review.

The RTP Committee provide a brief bio sketch or abbreviated C.V. of the external reviewer to be included in the candidate's WPFA supporting materials.

Templates for invitations for potential external reviewers are found on the SFSU Faculty Affairs website at: http://facaffairs.sfsu.edu/retention-tenure-and-promotion-policies-and-resources.

References

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McCarthy, M. 2008. "The Scholarship of Teaching and Learning in Higher Education: An Overview." In *The Scholarship of Teaching and Learning in Higher Education*, edited by R. Murray, 6–15. Buckingham: Open University Press.
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