Teaching Effectiveness Criteria for Tenure & Promotion Documentation Materials (Quantitative and Qualitative)

Table 1: Documentation Materials

Criteria	Quantitative	Qualitative
1. Student Evaluations	- Computer SAI summary sheets from all classes - Summary table of scores from all classes in the areas of Course, Content, and Instructor	- Typed summary of handwritten comments from SAIs - Copies of summaries from informal evaluations - Copies of letters/thank yous/cards from students and community members
2. Chair Evaluations	- Effectiveness rating (on Chair's scale of 1-5)	- Description/analysis of written teaching evaluations from the chair
3. Mentoring Committee Evals.	- Written evaluation from Mentoring Committee (based on review of syllabi, course materials, grading process, course topics & schedules, classroom visits, review of SAIs, and other relevant documents)	- Description/analysis of written evaluation from Mentoring Committee (based on review of syllabi, course materials, grading process, course topics & schedules, classroom visits, review of SAIs, and other relevant documents)
4. Philosophy of Education	Not applicable	- Clear statement of philosophy of education and illustrations of the stated philosophy's application
5. Course Load Information	- Course load forms - Summary table of courses taught - Summary table of new preparations	Not applicable

6. Other Teaching Documentation	- Articles on teaching - Presentations/workshops on teaching - Guest lectures - Attendance at teaching classes, workshops, conferences, seminars - Participation in seminars/courses focused on enhancement of technology in the classroom - Development of new courses - Revision of existing courses, particularly with regard to new technology - Teaching awards - Instruction Development Grants, Presidential Grants-in-Aid as related to instruction	- Articles on teaching (quality of journal(s)) - Presentations/workshops on teaching (evaluations, quality, venue) - Guest lectures (evaluations, informal assessments) - Attendance at teaching classes, workshops, conferences, seminars (comparison of internal versus external events) - Teaching innovations (technology, non-technological) - Teaching awards
7. Advising of Students	- Students are provided all resources required to matriculate through respective program courses and clinic placements (internal and external; externships and CFYs)	- All students complete all required and elective coursework, and all clinical requirements for ASHA certification

NOTE: Faculty have the choice of counting academic advising as Service or Teaching

Table 2: Specific Criteria

Criteria	Quantitative Evaluation			Qualitative Evaluation		
	Below Expectations	Meets Expectations	Exceeds Expectations	Below Expectations	Meets Expectations	Exceeds Expectations
1a. Student Evaluations of Classroom Teaching	Frequent SAI-Ins. ratings of Very poor or Poor	Consistent SAI-Ins. ratings of Average or Good	Consistent SAI-Ins. ratings of Good or Very Good	Frequent negative written comments	Frequent positive written comments from students	Consistently positive comments/ unsolicited notes of thanks
1b. Student Evaluations of Clinic Teaching	Frequent SAI-Ins. ratings of Very poor or Poor	Consistent SAI-Ins. ratings of Average or Good	Consistent SAI-Ins. ratings of Good or Very Good	Frequent negative written comments	Frequent positive written comments from students	Consistently positive comments/ unsolicited notes of thanks
2a. Chair/Dean Evaluations of Classroom Teaching	Overall effectiveness rating of <4.0	Overall effectiveness rating 4.0-4.5	Overall effectiveness rating ≥4.5	Frequent negative evaluations from Chair/Dean	Frequent positive written comments from Chair/Dean	Consistently positive written comments from Chair/Dean
2b. Chair/Dean Evaluations of Clinic Teaching	Overall effectiveness rating of <4.0	Overall effectiveness rating 4.0-4.5	Overall effectiveness rating ≥4.5	Frequent negative evaluations from Chair/Dean	Frequent positive written comments from Chair/Dean	Consistently positive written comments from Chair/Dean
3a. Mentoring Committee Evals. of Classroom Teaching	Overall effectiveness rating of <4.0	Overall effectiveness rating 4.0-4.5	Overall effectiveness rating ≥4.5	Frequent negative evaluations from mentoring comm.	Frequent positive written comments from mentoring comm.	Consistently positive written comments from mentoring comm.
3b. Mentoring Committee Evals. of Clinical Teaching	Overall effectiveness rating of <4.0	Overall effectiveness rating 4.0-4.5	Overall effectiveness rating ≥4.5	Frequent negative evaluations from mentoring comm.	Frequent positive written comments from mentoring comm.	Consistently positive written comments from mentoring comm.

4. Philosophy of Teaching	Not Applicable			No Philosophy of Education	Clearly stated Philosophy of Education	Philosophy of Education with clear indication of how philosophy is applied
5a. Course Load Information	No new course preparations or revisions	Develops new courses or completes revision of courses every three years	Develops new courses or completes revision of courses every other year	- Updates to current edition of text and other assigned readings - Utilizes new technology (e.g., power point, internet resources) - Other (incorporating student/peer/chair/dean evaluative comments)		
5b. Course Load Information	No new clinic sections or revisions	Develops new clinics or completes revision of clinics every three years	Develops new clinics or completes revision of clinics every other year	- Development of new assessment/treatment protocol - Addition of new treatment components - Modify treatment delivery (i.e., individual versus group) - Implement new supervisory protocol (i.e., interaction analysis systems)		
6. Other Teaching Documentation (see Table 1; #6)	Less than 2 categories completed	Evidence of at least 3 different categories	Greater than or equal to 4 categories completed	Minimum expectations would not be set for this category from a Qualitative standpoint, given the number of different options available, but criteria that could be considered include: quality of article or publication; quality of journal, book, etc., that the publication is in; evaluations from workshops or presentations; conference or forum at which the presentation was done; refereed presentation or invited presentation; written evaluation or thanks from guest lectures; description of utilization of innovative teaching strategies (technological and non-technological); type of teaching award won.		

Collegiality in Teaching

Contributions to the department as demonstrated by:
a. Course collaboration (i.e., review syllabus, design projects, participate in class activities)
b. Guest Lecturing
c. Sharing course-related materials
d. Consulting regarding clinic activities
e. Colloquium speaker
f. Availability to students as demonstrated in activities in student-sponsored events and organizations, office hours, letters from students, etc.

Scholarly Activity Criteria for Tenure and Promotion
Documentation Materials (Quantitative and Qualitative)

Note: Table 3 presents the materials to be drawn upon for analysis in Table 4 or Table 5.

Table 3: Scholarship Documentation Materials for Terminal Degree Holders

Criteria	Quantitative	Qualitative
1. Defined Research and Scholarly Activities Plan	Not applicable	Clear statement of research and scholarly activities plan, complete with a focus on what kind of contribution the person wishes to make to her or his field.
2. Letters of Support (3 total)	- Internal - External	Address the quality of scholarship and contribution to the discipline
3. Publications	- Published articles - Authored/edited book - Chapter in book - Monograph - Conference Proceedings - Evidence/data-based research or clinic protocol	<u>Category I</u> - Juried - National/international journal - Published by national publishing house - Published by national association, agency, or journal <u>Category II</u> - Non-juried journals/newsletters - State journal - Published by state association, agency, or journal
4. Presentations	- Competitively Selected - Invited	<u>Category II</u> - Regional, National, or International Conferences
5. Grants	- Funded Intramural - Funded Extramural - Submitted, but not funded	<u>Category I</u> - State, national, or private foundation (in excess of $10,000) <u>Category II</u> - Major RDC grant or Small RDC Grant - Submitted, but not funded
6. Unpublished Manuscripts	- Manuscripts - Book chapters - Protocols - Evidence/data-based research or clinic protocol	<u>Category II</u> - submitted, but rejected - never submitted

7. Inventions	- Clinic protocol - Videotape - Software	Category I - Copywrited/patented - Nationally marketed
8. Journal Editor	- Editor - Associate Editor - Special Issue Editor - Guest Associate Editor - Newsletter Editor	Category I - Peer reviewed journal Category II - National/International Newsletter
9. Works in Progress	- Manuscripts - Book - Chapter	Category II - Submitted - Under revision - In Progress

Table 4: Specific Criteria for Terminal Degree Holders (Scholarly Activity):
From Assistant to Associate Professor

Meets Requirements	2 peer reviewed publications - 1 can be replaced with either a published monograph or published conference proceedings 2 presentations (VSP) - 1 can be replaced with an invited presentation 2 funded intramural grants (1 small RDC; 1 Major RDC) - an extramural grant ($\geq$ \$10,000) can be substituted for 2 funded intramural grants
Displays Excellence	- Additional activities from above; and/or, - Activities above for "meets requirements" + any of the activities listed in numbers 3-9; or - Publications as first author on publications

Table 5: Specific Criteria for Terminal Degree Holders (Scholarly Activity):
From Associate to Full Professor

Displays Excellence	- Additional activities from "Meets Requirements" category above; and/or, - Activities above for "meets requirements" + any of the activities listed in numbers 3-9; or - Publications as first author on publications

Collegiality in Scholarship

Contributions to the department as demonstrated by:

- Reviewing manuscripts for colleagues
- Reviewing grant proposals for colleagues
- Submitting training grants on behalf of the department
- Consulting on grants
- Assisting with data analysis

Note: Table 6 presents the materials to be drawn upon for analysis in Table 7.

Table 6: Scholarship Documentation Materials for Non-Terminal Degree Holders

Criteria	Quantitative	Qualitative
1. Defined Research and Scholarly Activities Plan	Not applicable	Clear statement of research and scholarly activities plan, complete with a focus on what kind of contribution the person wishes to make to her or his field.
2. Letters of Support	- Internal - External	Address the quality of scholarship and contribution to the discipline.
3. Presentations	- Clinical Workshops - Presentations	- Competitively selected - Invited - Regional, State, or National
4. Grants/ Contracts	- Intramural - Extramural - Submitted, but not funded	- Major RDC Grant - Small RDC Grant - Civic Organizations - Clinic Contracts
5. Publications	- Published case reports - Clinical-based articles - Evidence/Data-Based Clinic Protocol	- State peer reviewed journal - National/international peer reviewed journal
6. Inventions	- Clinic Protocol - Clinical Programs or Materials	- Dissemination of information at local, regional, or national conferences
7. Manuals	- Unpublished evidence/data-based clinic protocol	- Program (SLP or AUD)

Table 7: Specific Criteria for Non-Terminal Degree Holders (Scholarly Activity)

Meets Requirements	• 1 state/national presentation (VSP) • 1 invited presentation (regional/local) • 1 grant/contract ($\geq$ \$5000)
Displays Excellence	• More of any of the above • The activities above listed for "meets requirements" + activities listed in numbers 5-7

Service Activity Criteria for Tenure and Promotion
Documentation Materials (Quantitative and Qualitative)

Note: Table 8 presents the materials to be drawn upon for analysis in Table 9, Table 10, or Table 11.

Table 8: Service Documentation Materials

Criteria	Quantitative	Qualitative
1. Defined Service Plan	Not applicable	Clearly defined service plan, complete with a focus on meeting the needs of the program, department, college, university, and professional discipline.
2. Letters of Support	- Internal - External	Address the quality of service
3. Leadership	- University - Professional Organization Note: each counts once per year per appt	Category I - Department, College, or University Committee - Participation or leadership in Faculty Senate - National/International Organizations - Officer of regional, state, national, or international organizations - Planning/Program Committee for national or international organization Category II - Regional or state organizations
4. Membership	- University - Professional Organization	Category II - Department, College, or University Committee (including thesis committees) - National/International Organization Planning Committees
5. Conference Organization	- Conferences or Workshops	Category I - University - State/National Category II - Session moderator for Regional/State National/International Conference

		Sessions
6. Editorial Consultant	- Reviewer of journal manuscripts - Reviewer of grant proposals - Reviewer of book manuscripts Note: each counts once per year per review	Category I - National/international journal - National Funding Agency Category II - Publishing Company
Criteria	**Quantitative**	**Qualitative**

7.
Community
   and
Public
    Relations
	- Media
	- Speaker
	
	Note: may count one per year
		Category I
		- TV, Radio, Print Interviews with National Media
		Category II
		- Speaker at Local Service, Civic, or Community Organizations
		- TV, Radio, Print Interviews with Local/Regional Media

8. Recruitment	- Students - Faculty	Category II - Activities related to student (Grad/UG) recruitment - Activities related to national search in faculty recruitment
9. Advisor/ Mentor	- Student organization - Faculty mentor	Category II - NSSLHA Faculty Advisor - Assigned Faculty Mentor
10. Advising of Students	- Students are provided all resources required to matriculate through respective program courses and clinic placements (internal and external; externships and CFYs)	- All students complete all required and elective coursework, and all clinical requirements for ASHA certification

NOTE: Faculty have the choice of counting academic advising as Service or Teaching
Maintenance of licensure, membership in ASHA, and CEU acquisition are required of all faculty.

Table 9: Specific Criteria for Terminal Degree Holders (Service): From Assistant to Associate Professor

Meets Requirements	1 Leadership (chair) assignment at any level - counts 1x/year 1 Membership assignment on professional organization committee (state/national level) - counts 1x/year 1 Membership assignment on departmental, college, and university committees - each committee assignment counts 1x at dept. level; college/univ comm. counts 1x/year
Displays Excellence	- More of any of the above; or - The activities above listed for "meets requirements" + activities listed in numbers 6-9

Table 10: Specific Criteria for Terminal Degree Holders (Service): From Associate to Full Professor

Displays Excellence	- More of any of the above activities in the "Meets Requirements" category; or - The activities above listed for "meets requirements" + activities listed in numbers 6-9

Table 11: Specific Criteria for Non-Terminal Degree Holders (Service)

Meets Requirements	1 Membership assignment on departmental, college, and university committees - each committee assignment counts 1x at dept. level; college/univ comm. counts 1x/year 3 Community and PR activities (local/regional media) - NSSLHA Faculty Advisor
Displays Excellence	- More of any of the above - The activities above listed for "meets requirements" + activities listed in numbers 3, 5, 6, 8

Demonstration of Collegiality in Service

Contributions to the Department/College as demonstrated by:

- o Completing special assignments as requested by the Chair and/or Dean (e.g., coordinating workshops; assisting on projects; completion of surveys or requested information, etc.)

- o Volunteering for activities as needed (presenting special topics to students, faculty, community; availability for undergraduate advising; recruitment activities at health fairs or job fairs, etc.)

- o Serving as an observer for student theses

- o Availability to colleagues as demonstrated by reviews of manuscripts or proposals; participation in round table discussions on teaching or research; completion of requested information (e.g., student feedback evaluations, surveys, etc.)

Contributions to the Profession as demonstrated by

- o Serving as a CFY supervisor

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