

FACULTY TENURE AND PROMOTION POLICY

Philosophy and Principles

In developing appropriate procedures for tenure and promotion decisions, the Department has considered the goals, mission, and values of the Department in the context of College and University guidelines, policies and procedures. Our goals include creating and growing:

- a community of scholars whose members are, and are recognized to be, among the leaders in their chosen areas of research. We expect our colleagues to make significant research contributions that transform and shape the areas of investigation in which they work while enhancing the broader research endeavors of the University.
- a department with a reputation for excellent and stimulating teaching at both the graduate and undergraduate levels.
- teaching clinics that provide high-quality, evidence-based diagnostic and treatment services to diverse populations and a robust learning environment for pre-professionals.
- a stimulating environment that fosters professional growth among faculty, staff, and students.
- clinical services that address professional, university, and community needs that faculty in the Department are uniquely qualified to meet.
- advocacy for, and awareness of, the communication needs and the rights of Deaf and hard-of-hearing people and of those with speech, language, hearing, and related disorders.
- We recognize the principles of equity of assignment, resources and opportunities of faculty across a multi-campus university.

Because the field of Communication Sciences and Disorders is interdisciplinary in nature, we must maintain high standards while being alert to the varied paths to excellence that exist among faculty whose research may include such diverse methods as laboratory research, clinical research, field research, secondary data analysis, or qualitative inquiry. Each faculty member has an obligation to demonstrate the significance of their work and to be receptive to quality research outside their own area of expertise.

Branch campus faculty with three years of tenure-earning credit on July 1, 2019 (generally those hired in Fall 2016 or earlier) will be considered for tenure under their old regional campus guidelines unless they elect to use the new consolidated guidelines in writing 30 days prior to the beginning of tenure consideration. This is required in Article 15.4.B of the USF UFF Collective Bargaining Agreement. If a candidate chooses to use the older regional guidelines, their new consolidated academic unit's T&P committee and administration will still be responsible to carry out the process.

The Department's priorities for research/scholarly work, teaching, and service include:

Research/Scholarly Work: The faculty and students of the Department conduct basic, applied, and translational research that increases knowledge of communication processes, problems, therapeutic methods, and practice effectiveness. Research findings are communicated to the broader scientific community through scholarly publications and presentations.

Teaching: The Department educates students who will become the next generation of scientists, practitioners, and educators in the field of communication sciences and disorders. Those students acquire knowledge concerning normal and disordered communication including its biological, physiological, neurological, psychological, linguistic and cultural bases; principles and methods of prevention, assessment, and intervention for people with communicative disorders; and the delivery of clinical services to individuals with communication disorders with an emphasis on basic and applied research.

Service: The faculty and students of the Department share their knowledge and expertise via service to individuals, community organizations, professional societies, state and federal agencies, other units at the University of South Florida, and international entities, including universities and professional organizations. Our highest priority for service activities are those that promote the understanding and awareness of communication sciences and disorders, facilitate community engagement, and enhance clinical services.

Procedures

In addition to reading this document, faculty members should familiarize themselves with the University and College guidelines as well as the collective bargaining agreement for promotion and tenure.

The requisite degree for tenure earning faculty in CSD, and by national standards, is a doctoral degree in Communication Sciences and Disorders, one of its sub-disciplines, or a related discipline from an appropriately accredited program or school.

Evaluative judgments regarding tenure, promotion, and retention are made at two levels within the Department: the Tenure and Promotion Committee and the Department Chair. The Tenure and Promotion Committee reviews relevant data and makes a recommendation, including a minority recommendation, if necessary, to the Department Chair. The chair of the Tenure and Promotion Committee will prepare an initial summary of the recommendation and its rationale and the Tenure and Promotion Committee members will revise or supplement as needed. Following approval by the Tenure and Promotion Committee, the recommendation will be forwarded to the Department Chair. The Department Chair makes an independent recommendation in parallel to the Tenure and Promotion Committee.

The candidate's promotion/tenure packet, the results of the faculty ballot (when appropriate), the Tenure and Promotion Committee's recommendation and the Department Chair's recommendation are forwarded through the Department Chair to the College Tenure/Promotion Advisory Committee and the College Dean. Before forwarding these materials, the Department Chair informs the candidate of the outcomes, to date, of this process. Regional Chancellors will provide a formal review in promotion and tenure cases for faculty members on branch campuses "prior to a College Dean completing and forwarding a recommendation to the Provost" see USF Consolidation Handbook.

It is recognized that simple numeric indices of faculty performance do not exist and should not be created. Faculty activity is multivariate and demands careful and detailed scrutiny of all relevant aspects weighted as appropriate to the individual case. Faculty members may also vary greatly in their annual assignments, including campus assignment, and must be evaluated in the context of those assignments. Careful consideration must be given both to the equitability of the candidate's assignment and opportunities in relation to others in the department, regardless of campus, and to the candidate's ability and willingness to work cooperatively within the department and the college.

Untenured faculty receive annual feedback from the Faculty Evaluation Committee and Department Chair regarding their progress toward tenure and/or promotion in the context of the individual annual review process. Untenured faculty receive formal feedback from the Tenure and Promotion Committee and the Department Chair following the mid-tenure review process. The mid-tenure process includes submission of the candidate's packet documenting their contributions in research, teaching, and service, and evaluation of the packet by the Department Tenure and Promotion committee, Department Chair, and the College Dean. Faculty who wish to apply for promotion to Professor should discuss this possibility with the Department Chair so that a mutual decision can be made.

All faculty are provided with annual performance appraisals of their research/scholarly work, teaching and service, and when appropriate, administration. While the annual performance appraisals provide a year-by-year evaluation of the candidate's accomplishments in each of the three areas, Tenure and Promotion decisions are based on a broader view of the candidate's contributions to the Department, College, University and their field(s) of expertise. It is in that broader context that past performance forms the basis for the prediction of future success at the next academic level. Thus, while annual reviews comprise an important component of the candidate's tenure and/or promotion dossier, the Department Chair, the Tenure and Promotion Committee, and higher level reviews are not bound by annual feedback documents. Indeed, the annual evaluation and the tenure/promotion processes are functionally independent.

Criteria for Tenure and Promotion

When a faculty member is considered for tenure and promotion in this Department, the candidate's contributions in three major areas are reviewed:

- a) research/scholarly work in the candidate's areas of specialization (including community-engaged scholarship),
- b) teaching and teaching-related activities, and
- c) service to the Department, the University, the profession, and the community

In addition, the candidate's collegiality and contributions to the missions of the Department and University receive strong consideration.

A favorable tenure and/or promotion decision requires clear and compelling evidence of excellence in terms of the candidate's contributions to, impact on, and recognition in research, teaching and service. The evidence must be documented and verifiable and must represent "clear and compelling" evidence for tenure and/or promotion, as described in the sections that follow.

Because the tenure decision projects lifetime performance from the first few years of a faculty member's career, tenure must be awarded only as a result of rigorous assessment over a period of time sufficient to judge the faculty member's documented accomplishments, ability, and probability of sustained future productivity. Tenure will be recommended by the Department if, and only if, in the

judgment of the Tenure and Promotion Committee and Department Chair, the candidate will continue to be one of the leading scholars in the candidate's area(s) of expertise, will maintain excellence in teaching and mentorship, and will continue to be a good citizen of the Department.

Integral to the mission and vision of USF is commitment to engagement with its communities. As defined by the Carnegie Foundation for the Advancement of Teaching, "community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, [international,] global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." While some faculty engagement may come in the form of public service as such, any of the three categories of faculty activity could entail community engagement, and any could in some way "address critical societal issues and contribute to the public good." Community engagement that is undertaken by faculty to "enhance curriculum, teaching and learning and prepare educated, engaged citizens" may be included and evaluated as part of teaching, and community engagement undertaken to "enrich scholarship, research, and creative activity" may be included and evaluated as part of a research/creative/scholarly faculty assignment.

Research/Scholarly Work

Evidence of excellence in research/scholarly work requires a sustained record of publications and, optimally, some history of extramural grant funding, reflecting a strong research focus and trajectory. Collaborative research is valued and encouraged; however, it is important for the candidate to demonstrate leadership of a program of research that is recognizable as his or her own.

Consideration will be given to both the quality and quantity of scholarship. Quantity will be interpreted in the context of the nature and scope of the work. For example, longitudinal research typically takes longer to conduct than cross-sectional research, and some types of data analysis are substantially more time-intensive than others. Quality will be judged in terms of the substance of the work, the level of peer review, the prominence of the publication outlet, and the candidate's contribution to the work.

For promotion to Associate Professor with tenure, the candidate must demonstrate an emerging national reputation for significant and creative contributions to the candidate's field of research. In addition, the research trajectory should be consistent with the likelihood of continued growth. For promotion to Professor, the candidate should demonstrate an established national or international presence in their respective field of research, as well as evidence of sustained high-quality productivity.

The Indicators and corresponding Means of Evaluation listed below are consistent with the Department vision and mission as well as University strategic priorities. For tenure and promotion to Associate Professor, the candidate should demonstrate excellence in all required indicators. For promotion to Professor, the candidate should demonstrate excellence in all required indicators and one or more additional indicators. In most cases, there are several possible sources of evaluation for each indicator, at least one of which should be attained in order to demonstrate excellence.

Indicator of excellence (* = required)	Means of evaluation
*Appropriate quantity of publications	Total number of publications over the evaluation period Reference letters
*High quality of publications	Journal impact factor Ranking of impact factor within category Reference letters

*Leader of a program of research	Lead authorship on some papers Second author to students on papers Senior (last) author on papers Publications independent of prominent mentors Reference letters
*Pursuit of extramural funding	Grant applications as a PI Grant applications as a Co-PI Grant applications as a Co-Investigator Strong scores on submitted proposals Resubmission of unfunded proposals
*Attainment of extramural funding	Funding of research grants after peer review Funding of contracts Amount and years of grant funding Quality of funding source Candidate's role in attaining funding
*National distinction in research	Elected fellow in national or international scientific society Research awards Editor/Section Editor of a prominent journal Invited reviewer for funding agencies Nominated for office in scientific societies Invited presentations Appointment to study sections of funding agencies Appointment to task forces or committees by scientific societies or research agencies Reference letters
Global impact of research	Elected fellow in international scientific society Invited talks for international conferences or universities Research fellowships at international universities
Impact of research on clinical practice or quality of life	Citation of research in meta-analyses of clinical issues Citation of research in clinical practice guidelines Impact of research on legislation or policy Reference letters
Contributions to community based research	Grants and contracts for community based research Publications related to community based research

Teaching

The candidate should demonstrate evidence of a sustained commitment to excellence in teaching. Teaching can include not only didactic instruction, but also directed readings, directed research, internship supervision, mentorship of undergraduate and graduate students, development of new courses, revision of existing courses, and program proposals. Additional instructional activities, such as development of textbooks or teaching materials used by others, and grants to support CSD instruction can also be included.

Evaluation of teaching must take into consideration the instructional mission of the Department; the candidate's assignment of duties; class size, scope, and sequence within the curriculum; as well as the format of delivery and the types of instructional media used. There are multiple means through which

faculty can demonstrate excellence in teaching; thus, the evaluation of teaching should consider the wide range of factors that impact student learning and success.

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Indicator of excellence (* = required)	Means of evaluation
*Quality of didactic teaching	Rating by faculty committee of course materials as topic and level appropriate, scientifically up to date Rating by faculty committee or peer teaching evaluation of varied and appropriate teaching strategies that engage students in critical thinking Student evaluations of instruction indicating that the candidate's classroom is a productive learning environment where students are given appropriate feedback to promote student success Teaching awards
*Quality of individual instruction/mentorship	Indicators of student success appropriate for the individual activity such as degrees completed, publications or presentations, successful advancement to next academic level or career employment Mentorship awards
Successful mentorship of postdoctoral fellows	Gaining funding for postdoctoral fellows Co-authorship with postdocs Conference presentations w/postdocs Postdoc placed in career employment
Successful mentorship of PhD students	Chaired completed dissertation committee Served on dissertation committees Supervised PhD student research rotations Provided regular lab meetings/experience (journal club; grant/manuscript writing; opportunities to present and supervise research activities of other students) Co-authorship with PhD students Conference presentations with PhD students PhD student awards
Course and program development	Development of new face-to-face or web-based courses Substantial revision of face-to-face or web-based courses Contribution to curriculum development Textbook publication Contribution to widely distributed instructional materials
Funded instructional activities	Training grants CE workshops or presentations Planning committees for CE workshops

Community and/or global engagement in education	Service learning courses taught Internships or field placements supervised Teaching of courses through USF abroad Educational activities that engage non-USF professionals
Contribution to clinical instruction	Supervision and mentoring of students providing clinical services Development of new clinical service programs

Service

Service includes positive contributions to the Department and programs within it, to the College and the University, to the profession, and to the community. In evaluating service, we consider activities that advance the goals of the Department, College, and University, and that benefit the profession and community.

It is expected that all academic faculty in the department will serve as members of appropriate department committees and serve the profession as peer-reviewers of scholarly publications. Tenure and promotion to Associate Professor additionally requires the candidate to demonstrate a track record of excellence in service in one or more of the required areas. Promotion to Professor requires the candidate to demonstrate a track record of excellence in service in more than one of the required areas and as well as one or more of the additional indicators of excellence.

Indicator of excellence (* = required)	Means of evaluation
*Service to the Department, College, or University	Active membership in department committees Leadership of Department committees Active membership or leadership in College or University committees (including Faculty Council and Faculty Senate) Active membership on advisory boards or committees in other university departments
*Service to the profession	Reviewing for federal granting agencies Reviewing for foundations of particular significance to the field Holding office or serving on committees in professional or scientific societies Reviewing for academic journals or book series Tenure reviews for other universities Program reviews for other universities
*Service to the community	Activities that provide services to the community beyond the university Service to local and national government agencies Service on community boards, advisory committees, or task forces
Service of national scope	Holding office or serving on committees in professional or scientific societies with nationwide membership Serving on federal-level advisory boards or committees Conference organizer for a conference that would promote the University nationally

Service of international scope	Holding office or serving on committees in professional or scientific societies with international membership Editorship for scholarly journals or book series with international readership Conference organizer for a conference that would promote the University internationally
Community service with substantial impact	Community service activities with substantial impact to the University community Community service activities with impact beyond the University community (regional, national, or international impact) Community lectures with significant prestige Media appearances with regional, national, or international outlets

Outside Reviews

Outside review of candidate's credentials is an important, required element of the evaluation for tenure or promotion. Consistent with CBCS policies, the candidate and the Department Chair will both generate suggestions for external reviewers. The Department Chair and the candidate will jointly select the reviewers; in the event of a disagreement, each party will select one-half of the number of qualified reviewers to be utilized (e.g., 2 of 4, or 3 of 6). The Dean, or his/her/their designate, will make the final selection of reviewers who will be invited to submit reviews. A minimum of three letters (but no more than six letters) must be included in the candidate's packet.

Acknowledgement: This document is modeled after The School of Aging Studies draft Tenure and Promotions Guideline, circulated to CBCS departments in January, 2015. Many sections of this document borrowed heavily from the text in that document. The document was revised in April 2020 and approved by the CSD Department Tenured and Tenure-track Faculty on *May 1, 2020*.

Approved by faculty vote on May 1, 2020

Approved by Dean's Office on May 12, 2020

Approved by Vice Provost Garey on May 13, 2020

Effective date of implementation: May 13, 2021 (or sooner pending UFF review)