



Department of
Communication Sciences and Disorders

Tenure & Promotion Guidelines
Department of Communication
Sciences and Disorders

Faculty members are professionals working together to promote the success of students, colleagues, and the university in addition to fostering personal and professional growth. Western Kentucky University College of Health and Human Services and Department of Communication Sciences and Disorders faculty members are expected to interact in an atmosphere of mutual respect with integrity, honesty, and regard for academic freedom.



COLLEGE OF HEALTH AND HUMAN SERVICES

The Department of Communication Sciences and Disorders Tenure & Promotion Guidelines were approved by the faculty on May 15, 2026, and take effect for faculty hired on or after 7/1/2026.

These Department of Communication Sciences and Disorders Tenure & Promotion Guidelines are Approved by:

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Date: 7/13/2026

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Communication Sciences and Disorders Tenure and Promotion Guidelines

The quality and success of the Department of Communication Sciences and Disorders depends on the recruitment and retention of a highly qualified and motivated faculty. Once faculty have been recruited, it is vital that the department head, program director/coordinator, and senior faculty mentor all faculty with particular attention given to tenure-track faculty regarding tenure and promotion expectations. The programs contained within the Department of Communication Sciences and Disorders include the following: undergraduate minor in ASL Studies (ASLS), leveling program (PreSLP), B.S. in Communication Disorders (CD), and M.S. in Speech-Language Pathology (SLP). All programs are dedicated to engaging students in teaching, research, service, and the application of knowledge. The B.S. and ASLS programs are offered face to face. The PreSLP leveling program is offered via distance learning. Two cohorts of the M.S. in SLP are offered, including face-to-face and distance learning. Both programs require faculty to have a high level of involvement with students across teaching load, research, and service, including advising. These expectations demand that faculty strike the proper balance of teaching, research, and service. The purpose of this document is to provide an overview of those expectations.

Purpose and Guiding Framework

This document represents the Department of Communication Sciences & Disorders (CSD) Tenure and Promotion (T&P) guidelines. These guidelines synthesize the WKU Faculty Handbook expectations for tenure and promotion and discipline-specific norms in communication sciences and disorders, including clinical education, accreditation, and applied scholarship according to faculty rank.

This document is intended to provide department-level expectations toward tenure and promotion; however, it should not supersede the WKU Faculty Handbook or CHHS policies. In cases of conflict, the university-level policies should be adhered to.

The goal of this revision is to increase clarity, transparency, and equity by pairing qualitative expectations with clearly articulated quantitative benchmarks, while still allowing flexibility for individual faculty trajectories.

Faculty are expected to demonstrate consistent progress and increased productivity throughout the tenure and/or promotion process.

The following guidelines are intended to:

- support faculty success through clear expectations,
- provide consistency across reviews,

- recognize the full scope of faculty work in CSD (academic, clinical, and interprofessional).

The guidelines for tenure and promotion are based on the [WKU Faculty Handbook](#); however, this document provides additional clarity for faculty seeking tenure and promotion within the department. The goal of this tenure and promotion document is to honor WKU's commitment to teaching first and foremost, while at the same time providing an appropriate balance of research and service.

Communication Sciences and Disorders Code of Professional Practice

A primary requirement for any faculty member is to practice with respect, integrity, and ethical behavior. This includes behavior within the classroom, the university, the professional community, as well as the public. Sustained achievement and productivity are vital for engaged faculty and to promote a supportive learning environment for students.

Professionalism is expected of all faculty in the department. The components of professionalism include awareness and responsiveness to all people, maintaining a high level of self-awareness, and relating positively to others when working in collaborative teams. It is important to display a high level of oral and written expression, reliability, and dependability, in addition to responding to others in a timely manner. Faculty should reference the most current version of the [WKU Faculty Handbook](#) as it relates to expectations for professional behavior.

Areas of Evaluation

Consistent with the WKU Faculty Handbook and CHHS standards, candidates are evaluated in three areas:

- Teaching (all ranks/positions)
- Scholarship and creative activity (Assistant/Associate/Professor tenure track only)
- Service (Assistant/Associate/Professor and Clinical ranks only)

Standards of Scholarly Work

Given that the Department of Communication Sciences and Disorders adheres to the [WKU Faculty Handbook](#) standards, policies, procedures, and guidelines for faculty related to tenure, promotion, and continuance and this document is based on the [WKU Faculty](#)

[Handbook](#), the Department of Communication Sciences and Disorders follows the established criteria for:

Tenure-eligible Appointments:	Non-tenure Eligible Appointments:
Traditional Track Faculty Pedagogical Track Faculty	Clinical Faculty Track Instructor Track

In addition to the standards, policies, procedures, and guidelines for scholarly work established by WKU, the Department of Communication Sciences and Disorders adheres to the following. All faculty ranks are expected to achieve their applicable targets described in the assigned areas of teaching, research and creative activities, and service. Please see expectations below as indicated in each appointment description.

The process for tenure and the process for promotion are different and listed in different sections as such in the [WKU Faculty Handbook](#). While these processes may occur simultaneously in the case of tenure-track faculty, they are not the same. Promotion is available to all faculty; however, tenure is only available to those in tenure-eligible appointments. Tenure happens only once while promotion can occur more than once. For more information about what tenure and promotion entail and the difference between tenure and promotion, please consult the [WKU Faculty Handbook](#).

Electronic Portfolio

Tenure-eligible faculty must complete a yearly continuance portfolio, which includes evidence of scholarly achievement in the areas of teaching, research, and service as required by their appointment. At the required year, tenure-eligible faculty must complete a final tenure and promotion portfolio demonstrating they have met the requirements for tenure and promotion in the department, college, and university. These activities must occur in accordance with the time outlined in the [WKU Faculty Handbook](#).

Tenured faculty seeking promotion must complete a promotion portfolio which includes evidence of sustained scholarly achievement in the areas of teaching, research and creative activity, and service as required by their appointment. Tenured faculty may apply for promotion in accordance with the time outlined in the [WKU Faculty Handbook](#).

Portfolios must be an Adobe pdf format for ease of readability. Refer to Appendix A for required content and sample format. A

sample table of contents is also provided in Appendix A of this document to guide the development of headings. Additional headings may be included to highlight specific areas of performance (e.g., International Education). The portfolio should include a narrative related to the various areas with electronic links to supporting information such as publications, awards, certificates, etc. The linked documents must be housed in an accessible, but secured site, such as the Microsoft Office OneDrive, with permissions set to shared. It is recommended that a trusted colleague or two review the document and the links for accessibility prior to submission to the department chair.

Any approved releases from teaching, research, or service must be included in the narrative, including a description of the work done during the release period. For example, if one course teaching release was provided for research purposes, a description of the research activities undertaken during that 10% workload reduction must be included. The department chair will discuss any release time in their documentation of workload and evaluation of faculty performance.

Office Hours

Faculty are expected to be consistently responsive to student questions and concerns. Office hours will be maintained per the [*WKU Faculty Handbook*](#).

Traditional Track Faculty

Teaching

Effective pedagogy is a primary responsibility of each faculty member. Effectiveness in teaching requires the integration of knowledge, systematic organization of materials, clear and logical organization of subject matter, sensitivity to students' needs, accessibility to students, and enthusiasm manifested in the classroom. The [*WKU Faculty Handbook*](#) has a list of examples of teaching effectiveness.

All faculty need to demonstrate evidence of effective teaching performance and will be observed on an annual basis. Because teaching effectiveness is highly regarded in Communication Sciences and Disorders, faculty focus considerable time preparing for and delivering classroom instruction. The evidence to assess teaching effectiveness comes from multiple sources to include self-reflection, peer assessments, involvement in pedagogical training, and student assessments.

- Department chair and/or peer observation provides information to a faculty member to improve and evaluate their teaching to include activities such as effective presentations, active-learning and tools to enhance student learning including, but not limited to, collaborative learning, problem-based learning, integration of service learning and other community-based learning. When observing, the rubric from WKU's Center for Innovative Teaching and Learning (CITL) [*Faculty Teaching Effectiveness Evaluation*](#) may be used as a resource.
- Student assessment includes University-administered student course evaluations (SITE) and may also document other forms of student course feedback such as mid-term surveys deployed by professors. An evaluation of teaching effectiveness commensurate with departmental and college norms should be provided. Student feedback may include student comments on course evaluations or nominations for faculty awards.

Any additional evidence that is relevant in determining whether a faculty member is effective in teaching may be considered. Factors for consideration may include, but are not limited to the following: representative samples of evidence, such as syllabi, assessments, instructional materials; evidence of curricular development or innovation including new course development and/or significant revision; student written comment or other feedback; contributions to other instructional materials; evidence of student engagement (active learning, service learning, community-based learning experiences, involvement with internships, and/or involvement with and mentoring student research or creative projects) and professional development to improve teaching skills.

Other specific evidence of teaching effectiveness may include but is not limited to the following: Effective presentation and utilization of appropriate material, whether by lecture, discussion, assignment and recitation, demonstration, practical experience, and/or consultation with students; professional responsibility and judgment in the supervision of students and in collaboration with other professionals; adherence to legal, ethical, and professional practice standards per the [*WKU Faculty Handbook*](#) and the faculty members' governing professional body (if applicable), demonstration of current professional competence such as licensure, certification, and/or documentation of ongoing professional development; demonstration of effective pedagogical assessment procedures such as tests, clearly delineated grading practices, practice evaluations, etc.; professional responsibilities to students in terms of meeting class on time, holding regular office hours, returning assignments in a timely fashion, etc.; and effective utilization of technology and distance learning within the classroom, including the virtual classroom.

Demonstrated evidence of teaching effectiveness must include continued improvement or sustained achievement of excellence. Sustained achievement is defined as persistent effort over time. Therefore, teaching effectiveness must be demonstrated to be consistent if not improving over the period under review.

Promotion to Associate Professor

Demonstration of excellence in one's ability to convey knowledge regarding discipline-specific expertise is required for promotion to associate professor. This includes demonstrated evidence of continued improvement or sustained achievement with teaching effectiveness. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Teaching Effectiveness Rubric* (Appendix B), there should be evidence that teaching is overall baseline, skilled, or distinguished. Thus, the candidate should strive to perform across all categories with indicators at baseline or higher. Candidates are expected to demonstrate consistent improvement across all categories.

Tenure

Demonstration of excellence in one's ability to convey knowledge regarding discipline-specific expertise is required for tenure. This includes demonstrated evidence of continued improvement or sustained achievement with teaching effectiveness. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Teaching Effectiveness Rubric* (Appendix B), there should be evidence that teaching is at least baseline or higher. Candidates are expected to demonstrate consistent improvement across all categories.

Promotion to Professor

Demonstration of a *sustained* record of excellent and high-quality performance is required for promotion to professor. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Teaching Effectiveness Rubric* (Appendix B), there should be evidence that teaching is overall excellent and of high quality. Senior faculty are expected to provide leadership in curriculum development and mentoring. Therefore, an additional requirement is included in the *Teaching Effectiveness Rubric*. The candidate should strive to perform at skilled or higher across a majority of indicators.

Research/Creative Activities

Scholarship expectations align with CHHS standards and reflect the applied and interdisciplinary nature of CSD. The following relates to faculty who are required to engage in scholarly activities, including research and creative endeavors. The candidate may demonstrate a variety of outcomes in this category. Examples of outcomes may include, but are not limited to the dissemination of (1) papers published as peer-reviewed articles; (2) scholarly books; (3) chapters that appear in scholarly books; (4) peer-reviewed presentations; (5) published clinical assessment and/or treatment materials; (6) student research projects; (7) scientific inventions and creations; (8) invited presentations and/or publications; (9) patents or copyrights; and (10) grants and contracts.

Examples of scholarship of teaching and learning (SOTL) activities may include (but are not limited to) the development and evaluation of innovative teaching methodologies and technologies that advance knowledge via dissemination through peer-reviewed articles in publications and presentations at local, state, or national/international conferences.

The scholarship of teaching encompasses scholarly activities, which are directly related to pedagogical practices. Such scholarship seeks to improve the teaching and advising of students through discovery, evaluation, and transmission of information on the learning process. Examples of scholarship of teaching include the development and evaluation of innovative teaching methodologies and technologies that advance the knowledge in one's discipline via dissemination through peer-reviewed articles in publications and presentations at peer-reviewed conferences.

The following is an outline of typical scholarship activities/processes in CSD:

- Ongoing research in CSD which contributes to pedagogical approaches and/or human subjects research which generates new knowledge or validates existing practices. This usually includes IRB approved research projects, active data analysis, and/or interpretation of data for the purposes of dissemination, including manuscripts, and presentations.
- Qualitative and/or quantitative IRB-approved research projects may include: active data analysis, and/or interpretation of data for the purposes of dissemination; theoretically driven research which follows a specific research question(s) (i.e., prospective research) or explores new paradigms through meta data analyses (i.e., scoping or systematic reviews, clinical tutorials, position papers, etc.) or retrospective analysis.
- Scholarly activity that is supported by internal or extramural grant funding for financial support. Such internal or external funding may be pursued at the College or University levels. External funding could be obtained by national governmental agencies,

state/local agencies, or non-governmental organizations (i.e., private foundations, corporations, etc.).

- Continuation of funding, whether internal or external, should be taken into consideration for the purposes of promotion and tenure.

The following are recognized outlets for scholarship in CSD:

- Publications in peer-reviewed scientific journals
- Publications in peer-reviewed pedagogical or clinical research journals
- Peer-reviewed presentations and/or publications disseminated at regional, state, national and/or international level, including invited presentations (e.g., national or state)
- Scholarly book, textbook, and/or chapter published in a scholarly book or textbook
- Development of a workshop based on qualitative and/or quantitative research at the regional, state, national, and/or international level
- Submission of grant applications and/or contracts for research activities (both funded and unfunded), and grant and contract reports provided to funders
- Assisting regional, state, national, and/or international agencies by conducting program evaluations, position, or technical publications
- Research that involves student led projects which adheres to the scientific method of inquiry
 - o Undergraduate theses
 - o Graduate theses and/or dissertations
 - o Student authorship is encouraged. If a student is listed as first author and the primary faculty mentor is listed as second/senior author on a publication, the primary faculty mentor may consider this as first authorship for purposes of promotion and tenure.
- U.S. copyrighted scholarly works and/or patented products
- Continuation of ongoing research projects and other creative activities (e.g., IRB development, recruitment, data yielding projects, data analysis and interpretation, manuscript development, etc.)
- Research projects which may be accepted but not yet resulting in publication or other forms of dissemination

Promotion to Associate Professor

While faculty are expected to perform at the baseline level in the categories defined in the Research/Creative Activities Rubric, there should be evidence that research is overall at the baseline, skilled, or distinguished level. Thus, the candidate should strive to perform across all categories with indicators at baseline or higher. Candidates are expected to demonstrate consistent improvement across all categories. See Table 1, *Research/Creative Activities Rubric: Promotion to Associate Professor and Tenure*

Tenure

While faculty are expected to perform at the baseline level in the categories defined in the Research/Creative Activities Rubric, there should be evidence that research is overall at the baseline, skilled, or distinguished level. Thus, the candidate should strive to perform across all categories with indicators at baseline or higher. Candidates are expected to demonstrate consistent improvement across all categories. See Table 1, *Research/Creative Activities Rubric: Promotion to Associate Professor and Tenure*

Table 1 *Research/Creative Activities Rubric: Promotion to Associate Professor and Tenure*

Component	Distinguished = 4	Skilled = 3	Baseline = 2	Unsatisfactory = 1
I. Publications* and/or Technical Works [†]	≥ 5 peer-reviewed scholarly publications submitted (2 accepted) since appointment at WKU	At least 4 peer-reviewed scholarly publications submitted (2 of 4 accepted) since appointment at WKU	At least 3 peer-reviewed scholarly publications submitted (2 of 4 accepted) since appointment at WKU	2 or less peer-reviewed scholarly publications submitted (none accepted) since appointment at WKU

II. Scholarly Presentations	≥ 5 peer-reviewed national scholarly presentations any combination (poster and/or oral) (2 regional presentations = 1 national/international presentation)	4 peer-reviewed national scholarly presentations any combination (poster and/or oral) (2 regional presentations = 1 national/international presentation)	3 peer-reviewed national scholarly presentations any combination (poster and/or oral) (2 regional presentations = 1 national/international presentation)	2 or less peer-reviewed national scholarly presentations any combination (poster and/or oral) (2 regional presentations = 1 national/international presentation)
III. Grants/Contracts	Acceptance of 2 or more internal and 1 or more external grant/contract as PI, co-PI, or Key Personnel	Acceptance of at least 2 internal or 1 external grant/contract as PI, co-PI, or Key Personnel	Submission of at least 1 internal or external grant/contract as PI, co-PI, or Key Personnel	No involvement with internal or external grants or contracts
IV. Ongoing Research and other Creative Activity	3 or more ongoing research projects or creative activities underway but not yet resulting in submission for publication or presentation	At least 2 ongoing research projects or creative activities underway but not yet resulting in submission for publication or presentation	At least 1 ongoing research projects or creative activities underway but not yet resulting in submission for publication or presentation	No involvement with ongoing research

*Note: *See the bullet criteria above for what counts toward publications. Theses/dissertations should be successfully defended to count towards publications.*

†This may also include copyrighted and/or patented works.

Manuscript revisions may require significant edits and/or data analysis. Each documented revision, which is submitted, should be recognized as a separate submission.

Promotion to Professor

The expectations for promotion to Professor include evidence of activities since the start of appoint to Associate Professor. The progression to Professor should include work that indicates a sustained record of performance as well as the development of expertise/specialization in at least one or two areas of scholarship. Expectations listed below are required since submission of materials in consideration of promotion to Associate Professor. See Table 3, *Research/Creative Activities Rubric: Promotion to Professor*.

While faculty are expected to perform at a minimal baseline level in the categories defined in the *Research/Creative Activities Rubric*, there should be evidence that research is overall skilled or distinguished. Thus, the candidate should strive to perform across all categories with indicators at baseline or higher as outlined in Table 3. Candidates are expected to demonstrate consistent improvement across all categories.

Table 3 *Research/Creative Activities Rubric: Promotion to Professor*

Component	Distinguished = 4	Skilled = 3	Baseline = 2	Unsatisfactory = 1
I. Publications* and/or Technical Works [†]	≥ 4 peer-reviewed scholarly publications or significant creative works since promotion to Associate Professor	3 peer-reviewed scholarly publications or significant creative works since promotion to Associate Professor	2 peer-reviewed scholarly publications or significant creative works since promotion to Associate Professor	1 or less peer-reviewed scholarly publications or significant creative works since promotion to Associate Professor
II. Scholarly Presentations	≥ 4 national and/or international peer-reviewed scholarly products that include any combination of poster/podium presentations at regional, state, national/international conferences/meetings (2 regional = 1 national/international) At least 3 are first-authored	3 national and/or international peer-reviewed scholarly products that include any combination of poster/podium presentations at regional, state, national/international conferences/meetings (2 regional = 1 national/international)	2 national and/or international peer-reviewed scholarly products that include any combination of poster/podium presentations at regional, state, national/international conferences/meetings (2 regional = 1 national/international)	1 or less peer-reviewed scholarly products that include any combination of poster/podium presentations at regional, state, national/international conferences/meetings (2 regional = 1 national/international)

		At least 2 are first-authored	At least 1 is first-authored	None of these are first-authored
III. Grants/Contracts	Acceptance of 2 or more internal and/or external grant/contract as PI, co-PI, or Key Personnel	Acceptance of at least 1 internal and/or external grant/contract as PI, co-PI, or Key Personnel	Maintenance of current internal or external grant/contract as PI, co-PI, or Key Personnel via grant reports, administrative roles, etc.	No effort has been made to secure internal or external grants or contracts
IV. Ongoing Research and other Creative Activity	2 or more ongoing research projects or creative activities underway but not yet resulting in submission for publication or presentation	At least 1 ongoing research projects or creative activities underway but not yet resulting in submission for publication or presentation	Research under revision or ongoing research projects or creative activities underway but not yet resulting in submission for publication or presentation	No involvement with ongoing research

*Note. *See the bulleted criteria above for what counts toward publications. Theses/dissertations should be successfully defended to count towards publications.*

†This may also include copyrighted and/or patented works.

Manuscript revisions may require significant edits and/or data analysis. Each documented revision, which is submitted, should be recognized as a separate submission.

Service

Faculty are required to demonstrate continuing evidence of sustained department, college, and university service according to rank and workload assignment. Other service activities include service to one's profession, which may take on a variety of forms. Service is an essential component of the role of faculty in fulfilling the mission of Communication Sciences and Disorders and WKU. Each faculty is required to demonstrate evidence of participation in department, college, university, and profession. A rubric is provided to determine a numeric score and will be used in delineating indicators of service for all faculty (Appendix C).

University/College/Departmental includes work that contributes to the effective operation and governance of the department, college, and the university. All faculty are expected to contribute to the academic community through committee service and participation in governance. Key involvement includes service on the following committees:

- University committees
- College committees
- Departmental committees

New CSD faculty are not expected to participate in service activities during their first semester but are strongly advised to develop a service agenda. The second semester, new faculty are expected to observe and shadow service activities (e.g., recruitment, admission processes, CHHS workgroups) and begin planning service activities for the second year. Faculty at the assistant professor rank are not encouraged to serve on the University Senate in their first three years of service at WKU. Service on the University Senate and a subsequent senate committee requires a significant time commitment. Other time intensive service activities include writing accreditation reports, self-studies (e.g., academic program reviews), and leadership of university initiatives. It is wise for assistant professors to work with the department chair when considering new service activities.

Examples of appropriate service contributions may include, but are not limited to:

- *Department*
 - Special assignments
 - Team based review of applications for admission (outside of program coordinator responsibilities)
 - Team-based development of admission criteria

- Department committees and/or work groups
- Specific tasks and contributions to program accreditation activities
- Direction of program-level professional clubs and other organizations
- Creation/maintenance of departmental advisory groups
- Participation in department-level student recruitment activities
- Mentoring/advising department-level student groups
- Managing Communication Sciences and Disorders faculty orientations or training events
- Development of department-level recruitment materials
- Participation in recruitment activities
- Ongoing representation for department at college/university meetings and/or committee assignments
- Mentoring colleagues and/or other faculty
- *College*
 - Special assignments
 - Participation in college-level advisory groups
 - Participation in college-level student recruitment activities
 - Participation in college-level committees and/or workgroups
- *University*
 - Special assignments from the Provost and/or President (e.g., Ph.D. exploratory committee)
 - Specific tasks and contributions to university-level accreditation activities (e.g., SACSCOC review)
 - University-level governance (e.g., Faculty Senate committees/workgroups)
 - University initiatives (e.g., retention and recruitment and student engagement; chair or serve on such a committee)
 - University level program review (e.g., program reviews in a different department)
 - Organizing colloquia and seminars
 - Mentoring/advising university-level student organizations

Special Note: An individual shall not get service credit as a program coordinator if they are receiving a stipend and/or course buyout since WKU views these as formalized reassignments and not service activities. Any reassignment should be noted in assessment of promotion materials.

Service to the profession includes participation in local, regional, national, or international community activities directly related to the faculty member's profession. If a payment/stipend is received for serving in a position/role, it cannot be considered service.

- *Profession*

Key involvement in service to the profession includes participation in positions/roles such as the following:

- Officer
- Board member
- Professional committee chairperson
- Professional committee member
- Editors/managing editors of peer-reviewed scientific journals and/or scholarly books and research annuals.
- Referees (e.g., peer-reviewer for journal articles, textbook chapters, conference proposals, etc.)

Additional examples of appropriate service to the profession may include, but are not limited to:

- Expert assignment or appointment to policy or advisory committees.
- Organizers/directors of seminars, workshops and/or other scientific or pedagogical or clinical conferences external to WKU.
- Local, state and/or national governmental and advisory boards, agencies, commissions that are related to the faculty member's discipline.
- Business and industry or private citizens as technical expert or member of policy advisory committees (unpaid; one shall not count paid consulting for service because that is done above and beyond the academic contract).
- Participation in local, state, regional, national, or international community activities directly related to the faculty member's profession/discipline, such as presentations, news media interviews, and professional advice to nonprofit agencies.

- Accreditation team service.
- Provision of clinical services (as long as it is not done outside of contract – for instance, if you are being paid to do it outside of workload, it is not counted as service)

Promotion to Associate Professor

A tangible record of consistent and sustained participation demonstrating increased involvement across the department, college and university is required for promotion to associate professor. All Faculty are expected to have minimal performance at the baseline level for the categories defined in the *Service Rubric* (Appendix C, Table 1). There should be evidence that service is overall baseline, skilled, or distinguished. Thus, the candidate should strive to perform across all categories with indicators at baseline or higher. Candidates are expected to demonstrate consistent improvement across all categories.

Tenure

A tangible record of consistent and sustained participation demonstrating increased involvement across the department, college and university is required for promotion to associate professor. All Faculty are expected to have minimal performance at the baseline level for the categories defined in the *Service Rubric* (Appendix C, Table 1). There should be evidence that service is overall baseline, skilled, or distinguished. Thus, the candidate should strive to perform across all categories with indicators at baseline or higher. Candidates are expected to demonstrate consistent improvement across all categories.

Promotion to Professor

A tangible record of exceptional and high-quality performance demonstrating distinction, significant contribution, and sustained effectiveness (Appendix C, Table 2). Leadership position(s) and evidence of mentoring faculty is/are highly recommended. The candidate should strive to perform at skilled or higher across a majority of indicators.

Pedagogical Track Faculty

Teaching

Effective pedagogy is a primary responsibility of each faculty member. Effectiveness in teaching requires the integration of knowledge, systematic organization of materials, clear and logical organization of subject matter, sensitivity to students' needs, accessibility to students, and enthusiasm manifested in the classroom. The [WKU Faculty Handbook](#) has a list of examples of teaching effectiveness.

All faculty need to demonstrate evidence of effective teaching performance and will be observed on an annual basis. Because teaching effectiveness is highly regarded in Communication Sciences and Disorders, faculty focus considerable time preparing for and delivering classroom instruction. The evidence to assess teaching effectiveness comes from multiple sources to include self-reflection, peer assessments, involvement in pedagogical training, and student assessments.

- Department chair and/or peer observation provides information to a faculty member to improve and evaluate their teaching to include activities such as effective presentations, active-learning and tools to enhance student learning including, but not limited to, collaborative learning, problem-based learning, integration of service learning and other community-based learning. When observing, the rubric from WKU's Center for Innovative Teaching and Learning (CITL) [Faculty Teaching Effectiveness Evaluation](#) and the Communication Sciences and Disorders Departmental Teaching Evaluation Tool (Appendix B) may be used as resources.
- Student assessment includes University-administered student course evaluations (SITE) and may also document other forms of student course feedback such as mid-term surveys deployed by professors. An evaluation of teaching effectiveness commensurate with departmental and college norms should be provided. Student feedback may include student comments on course evaluations or nominations for faculty awards.

Any additional evidence that is relevant in determining whether a faculty member is effective in teaching may be considered. Factors for consideration may include, but are not limited to the following: representative samples of evidence, such as syllabi, assessments, instructional materials; evidence of curricular development or innovation including new course development and/or significant revision; student written comment or other feedback; contributions to other instructional materials; evidence of student engagement (active learning, service learning, community-based learning experiences, involvement with internships, and/or involvement with and mentoring student research or creative projects) and professional development to improve teaching skills.

Other specific evidence of teaching effectiveness may include but is not limited to the following: Effective presentation and utilization of appropriate material, whether by lecture, discussion, assignment and recitation, demonstration, practical experience, and/or consultation with students; professional responsibility and judgment in the supervision of students and in collaboration with other professionals; adherence to legal, ethical, and professional practice standards per the [*WKU Faculty Handbook*](#) and the faculty members' governing professional body (if applicable), demonstration of current professional competence such as licensure, certification, and/or documentation of ongoing professional development; demonstration of effective pedagogical assessment procedures such as tests, clearly delineated grading practices, practice evaluations, etc.; professional responsibilities to students in terms of meeting class on time, holding regular office hours, returning assignments in a timely fashion, etc.; and effective utilization of technology and distance learning within the classroom, including the virtual classroom.

Demonstrated evidence of teaching effectiveness must include continued improvement or sustained achievement of excellence. Sustained achievement is defined as persistent effort over time. Therefore, teaching effectiveness must be demonstrated to be consistent if not improving over the period under review.

Promotion to Pedagogical Associate Professor

Demonstration of excellence in one's ability to convey knowledge regarding discipline-specific expertise is required for promotion to Pedagogical Associate Professor. This includes demonstrated evidence of continued improvement or sustained achievement with teaching effectiveness. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Teaching Effectiveness Rubric* (Appendix B), there should be evidence that teaching is overall baseline, skilled, or distinguished. Thus, the candidate should strive to perform across all categories with indicators at baseline or higher. Candidates are expected to demonstrate consistent improvement across all categories.

Tenure

Demonstration of excellence in one's ability to convey knowledge regarding discipline-specific expertise is required for tenure. This includes demonstrated evidence of continued improvement or sustained achievement with teaching effectiveness. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Teaching Effectiveness Rubric* (Appendix B), there should be evidence that teaching is overall baseline or higher. Candidates are expected to demonstrate consistent improvement across all categories.

Promotion to Pedagogical Professor

Demonstration of a *sustained* record of excellent and high-quality performance is required for promotion to Pedagogical Professor. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Teaching Effectiveness Rubric* (Appendix B), there should be evidence that teaching is overall excellent and of high quality. Senior faculty are expected to provide leadership in curriculum development and mentoring. Therefore, an additional requirement is included in the *Teaching Effectiveness Rubric*. The candidate should strive to perform at skilled or higher across a majority of indicators.

Research/Creative Activities (Optional)

Promotion to Pedagogical Associate Professor, Tenure, and Promotion to Pedagogical Professor

The university does not require pedagogical faculty to engage in scholarly research. Specific rubrics are not used to assess scholarly work completed by pedagogical faculty, as scholarly activity is not a required component of their role. However, the Traditional Track Research and Creative Activities Rubrics and description related to outlets of scholarship may be referenced as a general guide for evaluating levels of contribution. Please note that an “unsatisfactory” rating cannot be assigned to pedagogical faculty in this domain because scholarly activity is not an expectation of their appointment.

Service

All pedagogical faculty, are required to demonstrate continuing evidence of sustained department, college, and the university service. Other service activities include service to one's profession, which may take on a variety of forms. Service is an essential component of the role of faculty in fulfilling the mission of Communication Sciences and Disorders and WKU. Each faculty is required to demonstrate evidence of participation in department, college, university, and profession. A rubric is provided to determine a numeric score and will be used in delineating indicators of service for all faculty (Appendix C).

University/College/Departmental includes work that contributes to the effective operation and governance of the department, college, and the university. All faculty are expected to contribute to the academic community through committee service and participation in governance. Key involvement includes service on the following committees:

- University committees
- College committees
- Departmental committees

New CSD faculty are not expected to participate in service activities during their first semester but are strongly advised to develop a service agenda. The second semester, new faculty are expected to observe and shadow service activities (e.g., recruitment, admission processes, CHHS workgroups) and begin planning service activities for the second year. Faculty at the assistant professor rank are not encouraged to serve on the University Senate in their first three years of service at WKU. Service on the University Senate and a subsequent senate committee requires a significant time commitment. Other time intensive service activities include writing accreditation reports, self-studies (e.g., academic program reviews), and leadership of university initiatives. It is wise for assistant professors to work with the department chair when considering new service activities.

Examples of appropriate service contributions may include, but are not limited to:

- *Department*
 - Special assignments
 - Team based review of applications for admission (outside of program coordinator responsibilities)
 - Team-based development of admission criteria

- Department committees and/or work groups
- Specific tasks and contributions to program accreditation activities
- Direction of program-level professional clubs and other organizations
- Creation/maintenance of departmental advisory groups
- Participation in department-level student recruitment activities
- Mentoring/advising department-level student groups
- Managing Communication Sciences and Disorders faculty orientations or training events
- Development of department-level recruitment materials
- Participation in recruitment activities
- Ongoing representation for department at college/university meetings and/or committee assignments
- Mentoring colleagues and/or other faculty
- *College*
 - Special assignments
 - Participation in college-level advisory groups
 - Participation in college-level student recruitment activities
 - Participation in college-level committees and/or workgroups
- *University*
 - Special assignments from the Provost and/or President (e.g., Ph.D. exploratory committee)
 - Specific tasks and contributions to university-level accreditation activities (e.g., SACSCOC review)
 - University-level governance (e.g., Faculty Senate committees/workgroups)
 - University initiatives (e.g., retention and recruitment and student engagement; chair or serve on such a committee)
 - University level program review (e.g., program reviews in a different department)
 - Organizing colloquia and seminars
 - Mentoring/advising university-level student organizations

Special Note: An individual shall not get service credit as a program coordinator if they are receiving a stipend and/or course buyout since WKU views these as formalized reassignments and not service activities. Any reassignment should be noted in assessment of

promotion materials.

Service to the profession includes participation in local, regional, national, or international community activities directly related to the faculty member's profession. If a payment/stipend is received for serving in a position/role, it cannot be considered service.

- *Profession*

Key involvement in service to the profession includes participation in positions/roles such as the following:

- Officer
- Board member
- Professional committee chairperson
- Professional committee member
- Editors/managing editors of peer-reviewed scientific journals and/or scholarly books and research annuals.
- Referees (e.g., peer-reviewer for journal articles, textbook chapters, conference proposals, etc.)

Additional examples of appropriate service to the profession may include, but are not limited to:

- Expert assignment or appointment to policy or advisory committees.
- Organizers/directors of seminars, workshops and/or other scientific or pedagogical or clinical conferences external to WKU.
- Local, state and/or national governmental and advisory boards, agencies, commissions that are related to the faculty member's discipline.
- Business and industry or private citizens as technical expert or member of policy advisory committees (unpaid; one shall not count paid consulting for service because that is done above and beyond the academic contract).
- Participation in local, state, regional, national, or international community activities directly related to the faculty member's profession/discipline, such as presentations, news media interviews, and professional advice to nonprofit agencies.
- Accreditation team service.
- Provision of clinical services (as long as it is not done outside of contract – for instance, if you are being paid to do it outside of workload, it is not counted as service)

Promotion to Pedagogical Associate Professor

A tangible record of consistent and sustained participation demonstrating increased involvement across the department, college and university is required for promotion to Pedagogical Associate Professor. All Faculty are expected to have minimal performance at the baseline level for the categories defined in the *Service Rubric* (Appendix C, Table 1). There should be evidence that service is overall baseline, skilled, or distinguished. Thus, the candidate should strive to perform across all categories with indicators at baseline or higher. Candidates are expected to demonstrate consistent improvement across all categories.

Tenure

A tangible record of consistent and sustained participation demonstrating increased involvement across the department, college and university is required for promotion to associate professor. All Faculty are expected to have minimal performance at the baseline level for the categories defined in the *Service Rubric* (Appendix C, Table 1). There should be evidence that service is overall baseline, skilled, or distinguished. Thus, the candidate should strive to perform across all categories with indicators at baseline or higher. Candidates are expected to demonstrate consistent improvement across all categories.

Promotion to Pedagogical Professor

A tangible record of exceptional and high-quality performance demonstrating distinction, significant contribution, and sustained effectiveness (Appendix C, Table 2). Leadership position(s) and evidence of mentoring faculty is/are highly recommended. The candidate should strive to perform at skilled or higher across a majority of indicators.

Clinical Faculty

Teaching

Effective pedagogy is a primary responsibility of each faculty member. Effectiveness in teaching requires the integration of knowledge, systematic organization of materials, clear and logical organization of subject matter, sensitivity to students' needs, accessibility to students, and enthusiasm manifested in the classroom. The [WKU Faculty Handbook](#) has a list of examples of teaching effectiveness.

All faculty need to demonstrate evidence of effective teaching performance and will be observed on an annual basis. Because teaching effectiveness is highly regarded in Communication Sciences and Disorders, faculty focus considerable time preparing for and delivering classroom and clinical instruction. The evidence to assess teaching effectiveness comes from multiple sources to include self-reflection, peer assessments, involvement in pedagogical training, and student assessments.

- Department chair and/or peer observation provides information to a faculty member to improve and evaluate their teaching to include activities such as effective presentations, active-learning and tools to enhance student learning including, but not limited to, collaborative learning, problem-based learning, integration of service learning and other community-based learning. When observing, the rubric from WKU's Center for Innovative Teaching and Learning (CITL) [Faculty Teaching Effectiveness Evaluation](#) and the Communication Sciences and Disorders Departmental Teaching Evaluation Tool (Appendix B) may be used as a resource.
- Student assessment includes University-administered student course evaluations (SITE) and may also document other forms of student course feedback such as mid-term surveys deployed by professors. An evaluation of teaching effectiveness commensurate with departmental and college norms should be provided. Student feedback may include student comments on course evaluations or nominations for faculty awards.

Any additional evidence that is relevant in determining whether a faculty member is effective in teaching may be considered. Factors for consideration may include, but are not limited to the following: representative samples of evidence, such as syllabi, assessments, instructional materials; evidence of curricular development or innovation including new course development and/or significant revision; student written comment or other feedback; contributions to other instructional materials; evidence of student engagement (active learning, service learning, community-based learning experiences, involvement with internships, and/or involvement with and mentoring

student research or creative projects) and professional development to improve teaching skills.

Other specific evidence of teaching effectiveness may include but is not limited to the following: Effective presentation and utilization of appropriate material, whether by lecture, discussion, assignment and recitation, demonstration, practical experience, and/or consultation with students; professional responsibility and judgment in the supervision of students and in collaboration with other professionals; adherence to legal, ethical, and professional practice standards per the [*WKU Faculty Handbook*](#) and the faculty members' governing professional body (if applicable), demonstration of current professional competence such as licensure, certification, and/or documentation of ongoing professional development; demonstration of effective pedagogical assessment procedures such as tests, clearly delineated grading practices, practice evaluations, etc.; professional responsibilities to students in terms of meeting class on time, holding regular office hours, returning assignments in a timely fashion, etc.; and effective utilization of technology and distance learning within the classroom, including the virtual classroom.

Demonstrated evidence of teaching effectiveness must include continued improvement or sustained achievement of excellence. Sustained achievement is defined as persistent effort over time. Therefore, teaching effectiveness must be demonstrated to be consistent if not improving over the period under review.

Clinical Education as a Component of Teaching

Clinical faculty are expected to deliver clinical education as an important component of their responsibilities. This includes guiding students in the application of evidence-based prevention, screening, evaluation/assessment, intervention, counseling, documentation, and interprofessional collaboration across pediatric and adult populations as it relates to various settings. Responsibilities typically include supervising students in university clinics, schools, hospitals, skilled nursing facilities, or other affiliated placements while providing training, feedback, and evaluation of student performance.

Clinical faculty may also contribute to clinical curriculum design, simulation-based learning, standardized patient experiences, clinical remediation, community outreach, and the cultivation of relationships with external clinical partners. Clinical education also includes mentoring students through the transition from preprofessional learning to independent clinical practice, ensuring graduates meet standards established by accrediting bodies. For the purposes of this document, clinical education activities are essential “teaching” activities and should be evaluated under the teaching category and evaluated using the Teaching Effectiveness Rubric (Appendix B). For clarity, the list below includes examples of essential clinical education teaching activities

Dissemination of clinical contributions can also include, but are not limited to the following:

- Assessment & Clinical Materials
 - Standardized or informal assessment tools developed for clinical use
 - Screening protocols or checklists developed for clinical use
 - Diagnostic frameworks or decision-making guides
 - Clinical report templates (e.g., EI evaluation templates, discharge summaries)
- Intervention & Treatment Resources
 - Therapy protocols or treatment programs (e.g., feeding, AAC, phonological intervention)
 - Home programs or caregiver training materials
 - Therapy activity libraries or session plans
 - Evidence-based practice guidelines or care pathways
- Educational & Instructional Materials
 - Simulation cases (e.g., Software-based cases such as Simucase, or case-based learning modules)
 - Clinical training modules or onboarding materials for students/supervisees
 - Continuing education (CEU) course content or workshops
 - Online learning modules or asynchronous instructional content
 - Development of curricular guides, workbooks, or Communication Sciences and Disorders practice manuals.
- Program Development & Implementation
 - New clinic or service delivery models (e.g., telepractice programs, EI coaching models)
 - Interprofessional training programs
 - Quality improvement initiatives with documented outcomes
- Supervision & Mentorship Scholarship
 - Development of supervision models or frameworks
 - Clinical competency tools or supervisor training materials
- Digital & Creative Outputs
 - Professional blogs, podcasts, or educational video series with scholarly or clinical focus

- Infographics or knowledge translation materials for practitioners or families
- Apps, digital tools, or software supporting assessment/intervention

Promotion to Clinical Associate Professor

Demonstration of excellence in one's ability to convey knowledge regarding discipline-specific expertise is required for promotion to associate professor. This includes demonstrated evidence of continued improvement or sustained achievement with teaching effectiveness. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Teaching Effectiveness Rubric* (Appendix B), there should be evidence that teaching is overall baseline, skilled, or distinguished. Thus, the candidate should strive to perform across all categories with indicators at baseline or higher. Candidates are expected to demonstrate consistent improvement across all categories.

There is an additional indicator for clinical teaching (item XIII and IV) included in the Teaching Effectiveness Rubric. Note that for clinical faculty who do not teach academic courses, only the two measures of clinical teaching in the rubric will apply, unless other measures apply to their workload.

Promotion to Clinical Professor

Demonstration of a *sustained* record of excellent and high-quality performance is required for promotion to professor. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Teaching Effectiveness Rubric* (Appendix B), there should be evidence that teaching is overall excellent and of high quality. Senior faculty are expected to provide leadership in curriculum development and mentoring. Therefore, an additional requirement is included in the *Teaching Effectiveness Rubric*. The candidate should strive to perform at skilled or higher across a majority of indicators.

There is an additional indicator for clinical teaching (measure XIII and IV included in the Teaching Effectiveness Rubric). Note that for clinical faculty who do not teach academic courses, only the two measures of clinical teaching in the rubric will apply, unless other measures happen to apply to their workload.

Research/Creative Activities (Optional)

Promotion to Clinical Associate Professor and Promotion to Clinical Professor

The university does not require clinical faculty to engage in scholarly research. Specific rubrics are not used to assess scholarly work completed by clinical faculty, as scholarly activity is not a required component of their role. However, the Traditional Track Research and Creative Activities Rubrics and description related to outlets of scholarship may be referenced as a general guide for evaluating levels of contribution. Please note that an “unsatisfactory” rating cannot be assigned to pedagogical faculty in this domain because scholarly activity is not an expectation of their appointment.

Service

All Clinical faculty are required to demonstrate continuing evidence of sustained department, college, and the university service. Other service activities include service to one's profession, which may take on a variety of forms. Service is an essential component of the role of faculty in fulfilling the mission of Communication Sciences and Disorders and WKU. Each faculty is required to demonstrate evidence of participation in department, college, university, and profession. A rubric is provided to determine a numeric score and will be used in delineating indicators of service for all faculty (Appendix C).

University/College/Departmental includes work that contributes to the effective operation and governance of the department, college, and the university. All faculty are expected to contribute to the academic community through committee service and participation in governance. Key involvement includes service on the following committees:

- University committees
- College committees
- Departmental committees

New CSD faculty are not expected to participate in service activities during their first semester but are strongly advised to develop a service agenda. The second semester, new faculty are expected to observe and shadow service activities (e.g., recruitment, admission processes, CHHS workgroups) and begin planning service activities for the second year. Faculty at the assistant professor rank are not encouraged to serve on the University Senate in their first three years of service at WKU. Service on the University Senate and a subsequent senate committee requires a significant time commitment. Other time intensive service activities include writing accreditation reports, self-studies (e.g., academic program reviews), and leadership of university initiatives. It is wise for assistant professors to work with the department chair when considering new service activities.

Examples of appropriate service contributions may include, but are not limited to:

- *Department*
 - Special assignments
 - Team based review of applications for admission (outside of program coordinator responsibilities)
 - Team-based development of admission criteria

- Department committees and/or work groups
- Specific tasks and contributions to program accreditation activities
- Direction of program-level professional clubs and other organizations
- Creation/maintenance of departmental advisory groups
- Participation in department-level student recruitment activities
- Mentoring/advising department-level student groups
- Managing Communication Sciences and Disorders faculty orientations or training events
- Development of department-level recruitment materials
- Participation in recruitment activities
- Ongoing representation for department at college/university meetings and/or committee assignments
- Mentoring colleagues and/or other faculty
- *College*
 - Special assignments
 - Participation in college-level advisory groups
 - Participation in college-level student recruitment activities
 - Participation in college-level committees and/or workgroups
- *University*
 - Special assignments from the Provost and/or President (e.g., Ph.D. exploratory committee)
 - Specific tasks and contributions to university-level accreditation activities (e.g., SACSCOC review)
 - University-level governance (e.g., Faculty Senate committees/workgroups)
 - University initiatives (e.g., retention and recruitment and student engagement; chair or serve on such a committee)
 - University level program review (e.g., program reviews in a different department)
 - Organizing colloquia and seminars
 - Mentoring/advising university-level student organizations

Special Note: An individual shall not get service credit as a program coordinator if they are receiving a stipend and/or course buyout since WKU views these as formalized reassignments and not service activities. Any reassignment should be noted in assessment of promotion materials.

Service to the profession includes participation in local, regional, national, or international community activities directly related to the faculty member's profession. If a payment/stipend is received for serving in a position/role, it cannot be considered service.

- *Profession*

Key involvement in service to the profession includes participation in positions/roles such as the following:

- Officer
- Board member
- Professional committee chairperson
- Professional committee member
- Editors/managing editors of peer-reviewed scientific journals and/or scholarly books and research annuals.
- Referees (e.g., peer-reviewer for journal articles, textbook chapters, conference proposals, etc.)

Additional examples of appropriate service to the profession may include, but are not limited to:

- Expert assignment or appointment to policy or advisory committees.
- Organizers/directors of seminars, workshops and/or other scientific or pedagogical or clinical conferences external to WKU.
- Local, state and/or national governmental and advisory boards, agencies, commissions that are related to the faculty member's discipline.
- Business and industry or private citizens as technical expert or member of policy advisory committees (unpaid; one shall not count paid consulting for service because that is done above and beyond the academic contract).
- Participation in local, state, regional, national, or international community activities directly related to the faculty member's profession/discipline, such as presentations, news media interviews, and professional advice to nonprofit agencies.

- Accreditation team service.
- Provision of clinical services (as long as it is not done outside of contract – for instance, if you are being paid to do it outside of workload, it is not counted as service)

Promotion to Clinical Associate Professor

A tangible record of consistent and sustained participation demonstrating increased involvement across the department, college and university is required for promotion to Clinical Associate Professor. All Faculty are expected to have minimal performance at the baseline level for the categories defined in the *Service Rubric* (Appendix C, Table 1). There should be evidence that service is overall baseline, skilled, or distinguished. Thus, the candidate should strive to perform across all categories with indicators at baseline or higher. Candidates are expected to demonstrate consistent improvement across all categories.

Clinical Professor

A tangible record of exceptional and high-quality performance demonstrating distinction, significant contribution, and sustained effectiveness (Appendix C, Table 2). Leadership position(s) and evidence of mentoring faculty is/are highly recommended. The candidate should strive to perform at skilled or higher across a majority of indicators.

Instructor

Teaching

Effective pedagogy is a primary responsibility of each faculty member. Effectiveness in teaching requires the integration of knowledge, systematic organization of materials, clear and logical organization of subject matter, sensitivity to students' needs, accessibility to students, and enthusiasm manifested in the classroom. The [*WKU Faculty Handbook*](#) has a list of examples of teaching effectiveness. *Only the category of Teaching applies to non-tenure eligible appointments at the rank of Instructor.*

All faculty need to demonstrate evidence of effective teaching performance and will be observed on an annual basis. Because teaching effectiveness is highly regarded in Communication Sciences and Disorders, faculty focus considerable time preparing for and delivering classroom instruction. The evidence to assess teaching effectiveness comes from multiple sources to include self-reflection, peer assessments, involvement in pedagogical training, and student assessments.

- Department chair and/or peer observation provides information to a faculty member to improve and evaluate their teaching to include activities such as effective presentations, active-learning and tools to enhance student learning including, but not limited to, collaborative learning, problem-based learning, integration of service learning and other community-based learning. When observing, the rubric from WKU's Center for Innovative Teaching and Learning (CITL) [*Faculty Teaching Effectiveness Evaluation*](#) may be used as a reference.
- Student assessment includes University-administered student course evaluations (SITE) and may also document other forms of student course feedback such as mid-term surveys deployed by professors. An evaluation of teaching effectiveness commensurate with departmental and college norms should be provided. Student feedback may include student comments on course evaluations or nominations for faculty awards.

Any additional evidence that is relevant in determining whether a faculty member is effective in teaching may be considered. Factors for consideration may include, but are not limited to the following: representative samples of evidence, such as syllabi, assessments, instructional materials; evidence of curricular development or innovation including new course development and/or significant revision; student written comment or other feedback; contributions to other instructional materials; evidence of student engagement (active learning, service learning, community-based learning experiences, involvement with internships, and/or involvement with and mentoring

student research or creative projects) and professional development to improve teaching skills.

Other specific evidence of teaching effectiveness may include but is not limited to the following: Effective presentation and utilization of appropriate material, whether by lecture, discussion, assignment and recitation, demonstration, practical experience, and/or consultation with students; professional responsibility and judgment in the supervision of students and in collaboration with other professionals; adherence to legal, ethical, and professional practice standards per the [*WKU Faculty Handbook*](#) and the faculty members' governing professional body (if applicable), demonstration of current professional competence such as licensure, certification, and/or documentation of ongoing professional development; demonstration of effective pedagogical assessment procedures such as tests, clearly delineated grading practices, practice evaluations, etc.; professional responsibilities to students in terms of meeting class on time, holding regular office hours, returning assignments in a timely fashion, etc.; and effective utilization of technology and distance learning within the classroom, including the virtual classroom.

Demonstrated evidence of teaching effectiveness must include continued improvement or sustained achievement of excellence. Sustained achievement is defined as persistent effort over time. Therefore, teaching effectiveness must be demonstrated to be consistent if not improving over the period under review.

Promotion to Instructor II

Demonstration of excellence in one's ability to convey knowledge regarding discipline-specific expertise is required for promotion to Instructor II. This includes demonstrated evidence of continued improvement or sustained achievement with teaching effectiveness. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Teaching Effectiveness Rubric*, (Appendix B) there should be evidence that teaching is overall baseline, skilled, or distinguished. Thus, the candidate should strive to perform across all categories with indicators at baseline or higher. Candidates are expected to demonstrate consistent improvement across all categories.

Promotion to Senior Instructor

Demonstration of a *sustained* record of excellent and high-quality performance is required for promotion to Senior Instructor. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Teaching Effectiveness Rubric*, (Appendix C) there should be evidence that teaching is overall excellent and of high quality. Senior faculty are expected to provide

leadership in curriculum development and mentoring. Therefore, an additional requirement is included in the *Teaching Effectiveness Rubric*. The candidate should strive to perform at skilled or higher across a majority of indicators.

Service

In most cases, Instructor ranks are primarily responsible for teaching; however, service responsibilities to the Department, College or University may be included in workload requirements. Traditional, Pedagogical, or Clinical Track Service Rubrics (Appendix C) may be referenced as a general guide for evaluating levels of Instructor service contribution as indicated the Instructor letter of appointment and/or workload. Please note that an “unsatisfactory” rating is not assigned to in this domain if it is not a required part of the Instructor’s appointment or workload responsibilities.

Appendix A

Communication Sciences and Disorders Department Electronic Portfolio Table of Contents

- Summary Accomplishments (this period's activities)
- Cover Letter (highlights and purpose of portfolio)
- Letter of Appointment
- Curriculum Vitae
 - Teaching
 - Philosophy
 - SITE Evaluations (include all with comments)
 - Faculty Teaching Peer Observations (include all)
 - Development of New Instructional Procedures Courses, or Content
 - Goals for Next Academic Period
- Research/Creative Activity/Scholarship (if required by appointment)
 - Philosophy
 - Publications & Presentations
 - Research Funding (fellowships, internal & external grants, private awards)
 - Goals for Next Academic Period
- Service
 - Philosophy
 - Goals for Next Academic Period
 - Professionalism and Collegiality
 - Annual Faculty Performance Reviews (include all)
 - Continuance Recommendation Memorandums (include all)

Appendix B

Teaching Effectiveness Rubric

Associate _____ Professor _____ Clinical Associate _____ Clinical Professor _____ Instructor II _____ Senior Instructor _____				
Component	4 = Distinguished	3 = Skilled	2 = Baseline	1 = Unsatisfactory
I. Content Expertise & Professional Development	Consistently integrates recent developments; demonstrates depth of expertise of content. Regularly participates in relevant professional/pedagogical development. Obtain additional certifications, training, and related experience in pedagogy and related areas.	Demonstrates application of advanced evidence-based knowledge of content via student assessment, course activities, etc. Regularly participates in relevant professional/pedagogical development.	Demonstrates current, accurate knowledge of content. Regularly participates in relevant professional development events.	Content is inaccurate or outdated. Inconsistent participation in relevant professional development events.
II. Course Design & Organization	Course objectives, requirements, and expectations demonstrate strong, cohesive alignment with student learning outcomes and assessments. Syllabi consistently follow WKU guidelines, consistently defines student learning outcomes and methods of student evaluation.	Course objectives, requirements, and expectations demonstrate strong, cohesive alignment with student learning outcomes and assessments. Syllabi consistently follow WKU guidelines, consistently defines student learning outcomes and methods of student evaluation. Course design is well-organized and clearly outlined in the syllabi and	Course objectives, requirements, and expectations demonstrate alignment with student learning outcomes and assessments. Syllabi follow WKU guidelines, clearly defines student learning outcomes, and outlines methods of student evaluation. Course materials are organized and support foundational learning in the syllabi and online	Course objectives and expectations are unclear or missing and course has poor alignment to learning outcomes and lacks rigor. Syllabi fail to follow WKU guidelines, define student learning outcomes, and means of student evaluation.

	Course design is exceptionally clear, detailed, and well-structured in the syllabi and online learning management system, and course materials are up to date with new developments in the field. The course features are well-scaffolded, rigorous learning experiences that promote deep understanding, critical thinking, and advanced skill development. Course pedagogy is also aligned with student development/learning age and demonstrates clear expectations for critical thinking, resourcefulness, and success outside of the classroom.	online learning management system, and course materials are up to date with new developments in the field. Course materials are structured to support the progression of knowledge and skill development through advanced alignment and rigorous learning experiences that enhance understanding, critical thinking, and skill development.	learning management system, and course materials are up to date with new developments in the field. Course features demonstrate general alignment and rigor that could lead to improved understanding, critical thinking, and skill development.	Course content and/or materials have not been revised or updated in response to new developments in the field. Individual fails to demonstrate transparency of expectations in student performance.
III. Instructional Delivery & Engagement	Highly prepared, organized, and effective delivery. Candidate consistently fosters active, meaningful student engagement. Coaches others on using a range of teaching strategies to promote student engagement for a variety of learners and learning styles.	Demonstrates a range of teaching strategies to promote student engagement for a variety of learners and learning styles. Uses a range of features within departmental and/or university platforms and software for instruction and/or communication.	Adequately prepared and organized. Demonstrates teaching strategies to promote student engagement. Uses designated departmental and/or university platforms and software for instruction and/or communication.	Frequently unprepared; disorganized. Minimal student engagement. Consistent challenges with using designated departmental and/or university platforms and software for instruction and/or communication.

	Develops and incorporates novel or innovative instructional techniques with demonstrated effectiveness.			
IV. Assessment & Evaluation Practices	Uses diverse, well-aligned assessments that promote deeper learning and critical thinking. Evaluation methods are exceptionally clear and consistently reinforced throughout the course.	Implements varied and purposeful assessments that are well-aligned with learning outcomes. Evaluation methods are clearly communicated and reinforced throughout the course.	Uses a range of appropriate assessments aligned with course content. Evaluation methods are clearly communicated in the syllabus and at the start of the course.	Assessments are missing or not aligned with the content. Evaluation methods not communicated
V. Feedback & Student Learning Support	Consistently provides timely, detailed, and actionable feedback that promotes deep learning and continuous student growth.	Provides timely, specific, and meaningful feedback that guides student improvement and development.	Timely and constructive feedback to support student learning.	Feedback rarely provided
VI. Professional Responsibilities & Student Interaction	Highly accessible, responsive, and dependable to students. Provides proactive, supportive, and high-quality advising and mentorship.	Consistently available and responsive to students. Reliably fulfills responsibilities. Provides clear, timely, and effective academic advising.	Consistently available and responsive to students. Provides academic advising to students.	Rarely available; misses commitments. Ineffective or absent advising.
VII. Teaching Observations and SITE Evaluations	Consistently participates in providing and receiving annual peer observation with administrator, senior faculty, or CITL. Observations occur in multiple teaching modalities if applicable	Consistently participates in teaching observations Observations occur in multiple teaching modalities if applicable. Regularly incorporates student feedback from course appraisals to make meaningful improvements to	Instructors have been observed for at least one teaching observation yearly. Demonstrates the ability to incorporate student feedback from course appraisals at a basic level.	Does not participate in teaching observations Individual fails to or only partially demonstrates the ability to incorporate student feedback from course evaluation.

	Consistently integrates feedback from observations. Consistently and effectively integrates student feedback from course appraisals to drive continuous course improvement, resulting in enhanced learning experiences and outcomes.	course design, instruction, and student experience.		
VIII. Clinical Teaching: Student Feedback (clinical teaching only)	High-quality, consistent supervision; individualized coaching; facilitates strong clinical reasoning and student independence	Consistently available; provides clear guidance and constructive feedback; promotes clinical skill development and emerging independence; supports clinical reasoning and decision-making	Provides appropriate supervision; supports student skill development	Rarely available; inadequate supervision; limited guidance; student competencies n
IX. Clinical Teaching: Other Clinical Support (clinical teaching only)	Demonstrates leadership and initiative in advancing clinical education. <i>Examples may include:</i> securing funding or resources, developing and sustaining community partnerships, leading programmatic initiatives, or enhancing clinical training opportunities.	Regularly contributes to clinical operations and student learning experiences. <i>Examples may include</i> leading orientation sessions, facilitating workshops/labs , coordinating clinical placements (internships/externships), or supporting the operational needs of the university clinic.	Meets expectations for clinical support activities. <i>Examples may include:</i> assisting with orientation events, clinic meetings, workshops, or lab experiences.	Does not participate in additional clinical education activities.
<u>Additional Requirements for Associate to Full Professor</u>	Individual consistently maintains/increases SITE evaluation scores showing consistent evidence of exceptional and high-quality performance in teaching effectiveness.	Individual maintains SITE evaluation scores showing consistent evidence of exceptional and high-quality performance in teaching effectiveness. Individual demonstrates innovative and adaptive methods of instruction	Individual is missing 2 of the following: Does not maintain SITE evaluation scores showing consistent evidence of exceptional and high-quality performance in teaching effectiveness.	Individual does not maintain SITE evaluation scores showing consistent evidence of exceptional and high-quality performance in teaching effectiveness.

	Individual consistently demonstrates innovative and adaptive methods of instruction (e.g., curriculum, certificate development). Individual regularly mentors junior and/or part-time faculty.	(e.g., curriculum, certificate development). Individual occasionally mentors junior and/or part-time faculty.	Fails to demonstrate innovative and adaptive methods of instruction (e.g., curriculum, certificate development). Fails to mentor junior and/or part-time faculty	Individual fails to demonstrate innovative and adaptive methods of instruction (e.g., curriculum, certificate development). Individual does not mentor junior and/or part-time faculty.
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Note. The above rubric should be used across all tracks (Traditional, Pedagogical, and Clinical) for evaluating Teaching Effectiveness in the Department of Communication Sciences and Disorders. Items VIII and IX may not be applicable to all faculty tracks.

Appendix C

Service Rubrics

Table 1

Service Rubric: Promotion to Associate Professor and Tenure

Component	Distinguished = 4	Skilled = 3	Baseline = 2	Unsatisfactory = 1
I. Departmental Service	Involvement in 4 or more committees/activities yearly	Involvement in 3 committees/activities yearly	Involvement in 2 committees/activities yearly	Involvement in 0-1 committees/activities yearly
II. College/University Service	Involvement in 4 or more committees/activities a year at the college or university level.	Involvement in 3 committees/activities a year at the college or university level.	Involvement in 2 committees/activities a year at the college and university level.	Involvement in 0-1 committees/activities a year at the college and university level.
III. Other service	Involvement in 3 recruitment events yearly + at least 2 separate national activities to the profession (2 state activities = 1 national service activity)	Involvement in 3 recruitment events yearly	Involvement in 2 recruitment events yearly	Involvement 1 or no participation in recruitment events yearly

Note. The above rubric should be used across all tracks (Traditional, Pedagogical, and Clinical) for evaluating Service in the Department of Communication Sciences and Disorders.

Table 2

Service Rubric: Promotion to Pedagogical Professor

Component	Distinguished = 4	Skilled = 3	Baseline = 2	Unsatisfactory = 1
I. Departmental Service	Involvement in 5 or more committees/activities per year at the program or department level, and at least 3 committees involve leadership role (e.g., recruitment committee chair, CEU committee chair, etc.)	Involvement in 4 committees/activities per year at the program or department level, and at least 2 committees involve leadership role (e.g., recruitment committee chair, CEU committee chair, etc.)	Involvement in 3 committees/activities per year at the program or department level, and at least 1 committee chair (e.g., recruitment committee chair, CEU committee chair, etc.)	Involvement in 0-2 committees/activities per year at the program or department level, and No leadership role
II. College/University Service	Involvement in 5 or more at the college/university level and at least 1 committee involves a leadership role (i.e., Committee Chair)	Involvement in 4 committees/activities at the college/university level and at least 1 committee involves a leadership role (i.e., Committee Chair)	Involvement in 3 committees/activities at the college/university level and at least 1 committee involves leadership role (i.e., Committee Chair)	Involvement in 0-2 committees/activities at the college/university or department/school level. and No leadership role (i.e., Committee Chair)

III. Other service	Involvement in 3 recruitment events yearly Involvement in at least 4 international/national/regional/state/local committee/board/officer/ and/or professional service activities. and at least 1 committee involves a leadership role (i.e., committee chair)	Involvement in 3 recruitment events yearly Involvement in at least 4 international/national/regional/state/local committee/board/officer/ and/or professional service activities.	Involvement in 2 recruitment events yearly Involvement in at least 2 international/national/regional/state/local committee/board/officer/ and/or professional service activities.	Involvement 1 or no participation in recruitment events yearly Involvement in 0-1 international/national/regional/state/local committee/board/officer/ and/or professional service activities. and no leadership role (i.e., Board Chair)
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Note. The above rubric should be used across all tracks (Traditional, Pedagogical, and Clinical) for evaluating Service in the Department of Communication Sciences and Disorders