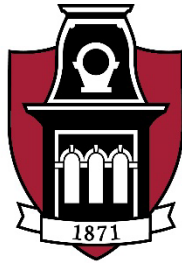


PERSONNEL DOCUMENT



**UNIVERSITY OF
ARKANSAS**

Department of Communication Disorders and Occupational Therapy

COLLEGE OF EDUCATION & HEALTH PROFESSIONS
University of Arkansas

Approved by the Faculty: May 1, 2023



Personnel Document
On Evaluative Criteria, Procedures and General Standards for
Initial Appointment, Successive Appointments,
Annual and Post-tenure Review, Promotion and Tenure

University of Arkansas
College of Education & Health Professions
Department of Communication Disorders and Occupational Therapy

This document governs the Department of Communication Disorders and Occupational Therapy in the selection, retention, promotion, granting of tenure to, and evaluation of faculty and in the selection and evaluation of non-classified staff, effective as of the date of the president's approval. It has been approved by the faculty of the College of Education & Health Professions, the Dean, the Provost, the Chancellor, and the President of the University of Arkansas, as indicated by the signatures below.

These policies are required to be consistent with the policies of the university as set forth in Board of Trustees [policy 405.1](#) and in two campus policy statements: (1) Evaluative Criteria, Procedures and General Standards for Initial Appointment, Successive Appointments, Annual and Post-tenure Review, Promotion and Tenure, and (2) Guidelines for University and Distinguished Professor Appointments. In case of conflict, the board policy, the campus policy, the school, college, or library policy, and the department policy shall have authority in that order. Copies of these documents are available online, as referenced in the *Faculty Handbook*, at the UA web site <https://provost.uark.edu/faculty-handbook>.

It is the policy of the University of Arkansas, Fayetteville to provide equal employment opportunity to all qualified persons; to prohibit discrimination against any employee or applicant for employment because of race, color, religion, sex, age, national origin, sexual orientation, marital or parental status, veteran's status, or disability, and to promote the full realization of equal employment opportunity through a positive, continuing program of affirmative action.

	May 1, 2023
Department Head	Date
	May 1, 2023
Dean	Date
_____ Provost	Date
_____ Chancellor	Date
_____ President	Date

I. Committees: Responsibilities and Service

The department adopts I.A-E. of [APS 1405.11](#) and the COEHP Personnel Document.

A. Departmental Personnel Committee

The Departmental Personnel Committee makes recommendations on all applications for promotion and/or tenure. Members of the Committee shall not vote on any candidate for promotion to a rank higher than their own rank, except tenured full professors shall vote on applications for promotion to Distinguished and University Professor ranks. This Committee reviews progress toward tenure for all third-year review candidates in the department. The Committee also reviews all multi-year initial appointments and subsequent reappointments of non-tenure-track faculty in the department. The CDOT Departmental Personnel Committee will consist of five elected tenured faculty members holding the rank of associate or full professor with a minimum of two faculty members from the Communication Sciences and Disorders Program and two faculty members from the Occupational Therapy Program. The fifth member is “at-large”. The members will serve staggered three-year terms. If there are not enough eligible tenured faculty members willing to serve in any committee seat, committee members will be elected from similar health-related professions (e.g., social work, nursing, counseling, etc.).

The Department will also elect one non-tenure-track faculty member at the rank of associate or full professor for the Departmental Personnel Committee, when the department has two or more non-tenure track faculty members eligible to serve. The non-tenure-track member of the Committee will only have voting privileges on non-tenure-track faculty applications for promotion.

Elections to fill these Committee assignments will take place at the first faculty meeting of the academic year by the department. All full-time faculty members at the rank of assistant professor or higher (excluding visiting faculty and faculty who have received notice of non-reappointment) are eligible to elect the members of the Departmental Personnel Committee. Elections for program-specific committee assignments are held department-wide.

B. Departmental Peer Review Committee

The Departmental Peer Review Committee has the responsibility to conduct annual peer reviews for all faculty in the department by reviewing documentation prior to submission to the department chairperson/program director and assuring, to the best extent possible, consistency among reviews and review standards.

All CDOT faculty with 100% appointment who have completed three years of service in the department are eligible to serve on the Peer Review committee. The committee will consist of at least five members from the University of Arkansas at Fayetteville (UAF), with a minimum of at least two faculty members from the Communication Sciences and Disorders Program and at least two faculty members from the Occupational Therapy program. Three of the five members will be elected and serve staggered three-year terms. The other two members will be the program director of each program and serve

in perpetuity. If there are not enough eligible faculty members from either program, committee members will be elected from the other program.

II. Initial Appointment

A. Criteria for Initial Appointment at the Rank of Tenure-Track Assistant Professor
In addition to II.A. of APS [1405.11](#), the department has additional criteria:

Assistant Professor

- Doctoral degree from an accredited university in the area of specialization or related field.
- Evidence and/or promise of exemplary performance in research/scholarship.
- Evidence and/or promise of effective teaching, innovative practice, advising and/or mentoring.
- Evidence and/or promise of productive service to the program, department, institution, and profession.
- Evidence and/or promise of contribution to the scholarship of teaching and learning (SoTL), evidence-based practice, and/or innovative practice.
- Potential to meet Associate Professor expectations.

B. Criteria for Initial Appointment at or Above the Rank of Tenured Associate Professor

In addition to criteria and processes stipulated in II.B. of [APS 1405.11](#) and the COEHP Personnel Document, the department has additional criteria:

Associate Professor

- Doctoral degree from an accredited university in the area of specialization or related field.
- Record of exemplary performance in research/scholarship consistent with high national standards.
- Record of highly effective teaching, innovative practice and/or advising.
- Record of sustained productive service to the program, department, institution, and profession.
- Record of contribution to the scholarship of teaching and learning (SoTL), evidence-based practice, and/or innovative practice.
- Potential to meet Professor expectations.

Professor

- Doctoral degree from an accredited university in the area of specialization or related field.
- Substantial and sustained record of highly effective teaching, advising, and innovative practice.
- Substantial and sustained record of distinguished accomplishments resulting in recognition in research/scholarship.
- Substantial and sustained record of significant and continuous productive service to the program and/or field.
- Substantial and sustained record of contribution to the scholarship of teaching and learning (SoTL), evidence-based practice, and/or innovative practice.

- Substantial and sustained record of excellence resulting in international and/or national recognition in research/scholarship consistent with high inter/national standards.

C. Criteria for Initial Appointment with Tenure

The department adopts II.C. of [APS 1405.11](#) and the COEHP Personnel Document.

D. Initial and Successive Appointments of Non-Tenure-Track Faculty

The department adopts II.D. of [APS 1405.11](#) and the COEHP Personnel Document.

See [APS 1405.111](#) for detailed procedures.

In addition to criteria and processes stipulated in II.D. of [APS 1405.11](#), [APS 1405.111](#), and the COEHP Personnel Document, the department has additional criteria:

Clinical Instructor or Teaching Instructor

- Master's degree from an accredited university in the area of specialization or related field.
- Evidence and/or promise of effective teaching and/or clinical/professional practice.
- Evidence and/or promise of productive service to the program, department, institution, and profession.

Clinical Assistant Professor, Teaching Assistant Professor, or Assistant Professor of Practice

- Doctoral degree from an accredited university in the area of specialization or related field.
- Evidence and/or promise of highly effective teaching and/or clinical/professional practice.
- Evidence and/or promise of productive service to the program, department, institution, and profession.
- Evidence and/or promise of contribution to the scholarship of teaching and learning (SoTL), evidence-based practice, and/or innovative practice.
- Evidence and/or promise of effective collaboration within and/or outside the profession(s) through teaching/scholarship.

Clinical Associate Professor, Teaching Associate Professor, or Associate Professor of Practice

- Doctoral degree from an accredited university in the area of specialization or related field.
- Record of highly effective teaching and/or clinical/professional practice.
- Record of high-quality scholarship in the field of study (e.g., presenting and writing about the scholarship of teaching and learning in the field).

- Record of sustained productive service to the program, department, institution, and/or profession.
- Record of success in the scholarship of teaching and learning (SoTL), evidence-based practice, and/or innovative practice.
- Record of commitment and competence in teaching, instruction, or clinical practice.
- Record of revision of curricular content of assessment or intervention strategies based on scientific advances, policy changes, or stakeholder feedback.
- Record of effective collaboration within and/or outside the profession(s) through teaching/scholarship/creative activity.

Clinical/Teaching Professor, or Professor of Practice

- Doctoral degree from an accredited university in the area of specialization or related field.
- Substantial and sustained record of highly effective teaching and/or clinical/professional practice.
- Record of high-quality scholarship in the field of study (e.g., presenting and writing about the scholarship of teaching and learning in the field).
- Substantial and sustained record of productive service to the program, department, institution, and/or profession.
- Substantial and sustained record of scholarship of teaching and learning (SoTL), evidence-based practice, and/or innovative practice.
- Substantial and sustained record of success and competence in teaching, instruction, or clinical practice.
- Substantial and sustained record of revision of curricular content of assessment or intervention strategies based on scientific advances, policy changes, or stakeholder feedback.
- Substantial and sustained record of collaboration with faculty to implement instruction in new evidence-based treatment techniques.
- Substantial and sustained record of recognition from peers through innovative professional practice, service to professional organizations, outreach, curriculum development, scholarship of teaching and learning, and/or program leadership.

Research Assistant Professor

- Doctoral degree from an accredited university in the area of specialization or related field.
- Evidence and/or promise of exemplary performance in research/scholarship.
- Evidence and/or promise of productive service to the program, department, institution, and profession.
- Evidence and/or promise of recognition from peers as demonstrated through scholarship, publications, and grants.
- Evidence and/or promise of contribution to evidence-based practice, and/or innovative practice.
- Evidence and/or promise of effective collaboration within and/or outside the profession(s) through teaching/scholarship/creative activity.

Research Associate Professor

- Doctoral degree from an accredited university in the area of specialization or related field.
- Record of excellence in research/scholarship/grant activity consistent with high national standards.
- Record of sustained productive service to the program, department, institution, and profession.
- Evidence of recognition from peers as demonstrated through scholarship, publications, and grants.
- Record of contribution to evidence-based practice, and/or innovative practice.
- Record of effective collaboration within and/or outside the profession(s) through teaching/scholarship/creative activity.

Research Professor

- Doctoral degree from an accredited university in area of specialization or related field.
- Substantial and sustained record of excellence resulting in international and/or national recognition in research/scholarship/creative activity consistent with high inter/national standards.
- Substantial and sustained record of productive service to the program, department, institution, and profession.
- Substantial and sustained record of national and/or significant regional recognition from peers as demonstrated through scholarship, publications, and grants.
- Substantial and sustained record of contributing to evidence-based practice, and/or innovative practice.
- Substantial and sustained record of effective collaboration within and/or outside the profession(s) through scholarship.

E. Required Notification

The department adopts II.E. of [APS 1405.11](#).

III. Successive Appointments, Annual Review, Peer Review, Third-Year Review, and Post-Tenure Review

A. Successive Appointments for Tenured and Tenure-Track Faculty

The department adopts III.A. of [APS 1405.11](#).

B. Annual Review for All Faculty

In addition to III.B. of [APS 1405.11](#) and the COEHP Personnel Document, the department has additional processes:

The typical faculty workload for tenured and tenure-track faculty will be 40% research, 40% teaching, 10% service and 10% mentorship/advising. The typical faculty workload for teaching and clinical faculty will be 80% teaching, 10% advising

and 10% service. This is subject to revision and change by the Department Head in consultation with the affected faculty. Most workload deviations will be as a result of externally-funded research or major service obligations.

The annual review of all full-time faculty will begin in January and conclude in March. The Departmental Peer Review Committee will facilitate the peer review process. The Departmental Peer Review Committee will provide narrative feedback on faculty member's performance in each area of their workload assignment (teaching/advising, research, and service) and highlight the areas for improvement. They will not assign ratings/scores. The Department Head independently assesses each faculty member based on information submitted in the Annual Faculty Report and any other information relevant to faculty annual performance. Peer reviews from the Departmental Peer Review Committee are used in an advisory capacity.

Evaluative criteria for teaching and advising, research/scholarship, and service are categorized into three categories based on the possible points to be earned and include examples of applicable activities for each category. The category definitions will guide the Department Head and the faculty peer reviewers to assess the record and evidence provided by the faculty member. CDOT faculty may receive credit for activities beyond the listed examples below, though the overall goal of the evaluative criteria is to assist the Department Head in determining a faculty member's ratings in an equitable, fair, and consistent manner throughout the department. In instances where an activity is eligible to receive credit in multiple workload areas (e.g., a journal article related to the scholarship of teaching and learning), CDOT faculty should include the activity in the area in which they desire to receive credit on the Annual Faculty Report. In addition, CDOT faculty should provide relevant information (e.g., acceptance rates, impact factors) on the Annual Faculty Report to access any impact distinctions (e.g., inter/nationally prominent peer-reviewed scientific journal vs. a peer-reviewed journal).

The procedures are as follows:

Faculty members submit the Annual Faculty Report, typically around **January 15**. The annual review of all full-time faculty for merit raise recommendations shall begin in mid-January. The following are submitted to the Peer Review Committee annually on a date to be determined each year, typically on or right after January 15.

1. COEHP Annual Faculty Report
2. ACOTE Form F (Appendix D) for occupational therapy faculty only.
3. CAA Accreditation Application and Annual Report Speech-Language Pathology Faculty Data Collection Worksheet for communication sciences and disorders faculty only (Appendix E)

The Department Head independently evaluates each faculty member based on the Annual Faculty Report and Department Personnel Document, using peer-reviews in an advisory capacity.

The Department Head provides each faculty member with the Evaluation Form, which includes a merit rating and narrative feedback. Peer reviews are distributed

to faculty.

Each faculty member will be rated on a 0.0 to 3.0 scale with 0.1 intervals allowed. A weighted composite score will be calculated based on the following formulas.

1. A score for each area is derived by first obtaining the weighted average of the ratings in each area (teaching and advising, research, and service) by multiplying the rating score by the percent workload.
2. Next, a composite score is calculated by adding the calculated products of each of the three areas.

Ratings are based on the criteria set forth in Appendices A-C. The Personnel Document provides the foundation and guidance on the rating for each section—teaching and advising, research, and service—but ratings are also open to the professional judgement of the Department Head. The Personnel Document assumes that each faculty member has made meaningful contributions to all aspects of their workload without performance concerns. In instances of performance concerns, faculty members may receive lower ratings than otherwise suggested by the Personnel Document. These concerns will be included in the evaluation narrative. Examples of performance that could result in “does not meet expectations” (0.0) are highlighted in Appendices A-C.

In addition to the evaluative ratings, the Department Head will also provide a written synopsis of the rating to each faculty member, inclusive of achievements, ways to improve, and constructive advice for the next year. All faculty will then have an opportunity to review their evaluation and schedule a meeting to discuss the rating with the Department Head. Tenure-track and Non-tenure track assistant professors must meet with the Department Head. The Department Head will offer meetings to instructors, associate professors, and full professors; however, faculty at these ranks may choose to waive their annual review meeting. Faculty members whose appointment is being renewed and who receive a 1.0 rating or below in any one aspect of their workload (teaching and advising, research, or service) are required to meet with the Department Head and undergo a performance improvement plan (PIP).

The Department Head assesses whether each faculty member’s performance for the year has been satisfactory. Consistent with [APS 1405.11](#), overall unsatisfactory performance means that the faculty member’s performance as a whole is unsatisfactory, taking into consideration the faculty member’s assigned workload (teaching/professional practice, scholarship, service) and overall contributions to the academic unit. Before making a determination of overall unsatisfactory performance, the Department Head considers evidence of relevant, documented efforts and outcomes within the context of the faculty member’s assigned workload, including the faculty member’s assigned annual evaluation score. At a minimum, any overall score of less than 1.0 or a 0.0 in any substantial area of faculty responsibility would constitute overall unsatisfactory performance, and makes the faculty member ineligible for a merit salary increase.

Unsatisfactory performance for a non-tenure track faculty member is addressed in [APS 1405.111](#). Post-tenure review based on overall unsatisfactory performance for tenured faculty is outlined in III.E. of [APS 1405.11](#).

C. Peer Review for All Faculty

In addition to III.C. of [APS 1405.11](#) and the COEHP Personnel Document, the department shall use the following process.

The Peer Review Committee will provide leadership and oversight to the peer review process.

D. Third Year Review for Tenure Track Faculty

The Department adopts III.D. of [APS 1405.11](#) and the COEHP Personnel Document.

E. Post-Tenure Review

The Department adopts III.E. of [APS 1405.11](#) and the COEHP Personnel Document for post-tenure review of tenured faculty.

F. Criteria for Assessing Faculty Performance

In addition to III.F. of [APS 1405.11](#) and the COEHP Personnel Document, the department has additional criteria:

All CDOT faculty members are evaluated on the basis of achievement in the areas of teaching and advising, research, and service. Each faculty member should be actively engaged in all areas as appropriate for their rank and workload. Each category is rated 0.0 to 3.0. The categories are:

- Exceeds Expectations (3.0)***
- Meets Expectations (2.0)***
- Partially Meets Expectations (1.0)***
- Does Not Meet Expectations (0.0)***

Specific definitions and evaluative criteria for each rating in the areas of teaching and advising, research and scholarship, and service are described in Appendices A through C.

IV. Promotion

A. Criteria for Promotion

In addition to IV.A. of [APS 1405.11](#), the department has additional criteria:

Associate Professor

A faculty member applying for promotion to the rank of Associate Professor with tenure must provide evidence of sufficient achievement of the criteria for initial appointment (Refer to II. Initial Appointment).-

The faculty member's overall achievement should be congruent with the accomplishments of beginning associate professors with tenure in the candidate's field of study at benchmark institutions. Beyond the degree requirement, the faculty member should provide evidence of the achievements at the University of Arkansas.

Professor

A faculty member applying for promotion to the rank of Professor must provide evidence of sufficient achievement of the criteria for initial appointment. (Refer to II. Initial Appointment).

The faculty member's overall achievement should be congruent with the accomplishments of beginning professors in the candidate's field of study at benchmark institutions. Beyond the degree requirement, the faculty member should provide evidence of the achievements at the University of Arkansas

Clinical Associate Professor, Teaching Associate Professor, or Associate Professor of Practice

A faculty member applying for promotion to the rank of Clinical Associate Professor, Teaching Associate Professor, or Associate Professor of Practice must provide evidence of sufficient achievement of the criteria for initial appointment (Refer to II. Initial Appointment).

The faculty member's overall achievement should be congruent with the accomplishments of beginning non-tenure track associate professors focused on teaching in the candidate's field of study at benchmark institutions. Beyond the degree requirement, the faculty member should provide evidence of the achievements at the University of Arkansas.

Clinical Professor, Teaching Professor, or Professor of Practice

A faculty member applying for promotion to the rank of Clinical Professor, Teaching Professor, and/or Professor of Practice must provide evidence of sufficient achievement of the criteria for initial appointment. (Refer to II. Initial Appointment).

The faculty member's overall achievement should be congruent with the accomplishments of beginning non-tenure track professors focused on teaching in the candidate's field of study at benchmark institutions. Beyond the degree requirement, the faculty member should provide evidence of the achievements at the University of Arkansas.

Research Associate Professor

A faculty member applying for promotion to the rank of Research Associate Professor must provide evidence of sufficient achievement of the criteria for initial appointment (Refer to II. Initial Appointment).

The faculty member's overall achievement should be congruent with the accomplishments of beginning non-tenure track associate professors focused on research in the candidate's field of study at benchmark institutions. Beyond the degree requirement, the faculty member should provide evidence of the achievements at the University of Arkansas.

Research Professor

A faculty member applying for promotion to the rank of Research Professor must provide evidence of sufficient achievement of the criteria for initial appointment (Refer to II. Initial Appointment).

The faculty member's overall achievement should be congruent with the accomplishments of beginning non-tenure track professors focused on research in the candidate's field of study at benchmark institutions. Beyond the degree requirement, the faculty member should provide evidence of the achievements at the University of Arkansas.

B. Procedures for Promotion

The department adopts IV.B. of [APS 1405.11](#) and the COEHP Personnel Document.

V. Tenure

a. Criteria for Awarding Tenure

The department adopts V.A. of [APS 1405.11](#).

b. Procedures for Awarding Tenure

The department adopts V.B. of [APS 1405.11](#).

c. Procedures for Suspending Probationary Period

The department adopts V.C. of [APS 1405.11](#).

d. Mandatory Sixth Year Review – Terminal Appointment

The department adopts procedure specified under V.D. of [APS 1405.11](#).

VI. Dismissal of Tenure-Track and Tenured Faculty

The department adopts procedures specified under VI. of [APS 1405.11](#).

VII. Dismissal of Multi-Year Appointed Non-Tenure Track Faculty

The Department adopts procedures specified under VII. of [APS 1405.11](#).

APPENDIX A: Assessment Rubric for Performance of Faculty Annual Performance in Teaching and Advising

CDOT faculty members are committed to teaching and advising and engage in ongoing reflective teaching practices to advance student learning. CDOT faculty members are also committed to helping students achieve their academic and professional goals through providing high-quality advising, including chairing and serving on dissertations/capstones/master's theses and honors theses as appropriate for rank. The evaluation of CDOT faculty in teaching and advising is guided by the criteria under III.F.1. of [APS 1405.11](#). Teaching and advising activities have been categorized into four categories based on possible points to be earned where:

Category III, **Exceeds Expectations (3 points)**: Identifies exemplary teaching and advising practices that maximizes student success that can lead to inter/national visibility in the area of teaching and advising.

- Student evaluation scores on the questions below average 4.3 – 5.0 in each course.
 - My instructor displays a personal interest in students and their learning
 - My instructor is effective in teaching the subject matter of this course
 - Overall, I would rate this instructor as
- At least three types of evidence of achievement from the three sections – III.F.1. (a), (b), and (c) of [APS 1405.11](#) (one from each of the three different sections). Evidence provided must demonstrate teaching excellence and innovation that maximizes students' learning.

Category II, **Meets Expectations (2 - 2.9 points)**: Identifies strong/meaningful teaching and advising practices that advance student success.

- Student evaluation scores on the questions below average 3.6 – 4.2 in each course.
 - My instructor displays a personal interest in students and their learning
 - My instructor is effective in teaching the subject matter of this course
 - Overall, I would rate this instructor as
- At least two types of evidence of achievement from the lists under two sections III.F.1. (a), (b), or (c) of [APS 1405.11](#). Evidence provided must demonstrate teaching effectiveness that advances students' learning.

Category I, **Partially Meets Expectation: (1 - 1.9 point)** Identifies minimally acceptable teaching and advising practices that facilitate student success in the area of teaching and advising.

- Student evaluation scores on the questions below average 2.6 – 3.5 in each course.
 - My instructor displays a personal interest in students and their learning
 - My instructor is effective in teaching the subject matter of this course
 - Overall, I would rate this instructor as
- At least one evidence of achievement from the list under sections III.F.1. (a), (b), or (c) of [APS 1405.11](#). Evidence provided must demonstrate teaching effectiveness that advances students' learning.
- Derelict performance such as occasionally not holding class, refusing a reasonable teaching assignment, failure to fulfill academic advising responsibilities, repeated course

absences without department approval, and similar behaviors that detriment student learning and success.

Category 0, Does not meet expectations (0 – 0.9 points)

- Student evaluation scores on the questions below average <2.5 in any course.
 - My instructor displays a personal interest in students and their learning
 - My instructor is effective in teaching the subject matter of this course
 - Overall, I would rate this instructor as
- No evidence of teaching effectiveness in accordance with III.F.1 of [APS 1405.11](#).
- Documented behaviors that negatively impact the learning experience of students. Examples include regularly not holding class, failure to fulfill academic advising responsibilities, repeated course absences without departmental approval.
- Consistent refusal to cover the required contents in a course so that all standards are met throughout the curriculum.
- Documented incidents of not treating students with professionalism and respect.
- Failure to implement reasonable and fair criteria for grades.
- Behaviors that inhibit student learning and success.

APPENDIX B: Assessment Rubric of Faculty Annual Performance in Research and Scholarship

CDOT faculty members are committed to advancing their fields through active scholarship. The evaluation of CDOT faculty in research and scholarship is guided by the criteria under III.F.2. of [APS 1405.11](#). Research and scholarship activities have been categorized into four categories where:

The bulleted examples below are offered to serve as important guidelines for evaluation, and not as a rigid counting system that obviates the need for professional judgment. In their deliberations, the Department Head and the Peer Review Committee will consider the overall contribution of the faculty member in each area of performance and will thus exercise their professional judgment in making evaluations.

Category III, **Exceeds Expectations (3 points)**, represents activities that demonstrate inter/national visibility and recognition in the area of research and scholarship as evidenced by. Bulleted examples of evidence that would indicate that the faculty member is making impactful contributions to the field are listed below.

- Three peer-reviewed publications, with at least two as primary, secondary, or corresponding author in scientific journals
- Awarding of a federally funded grant as the PI or Co-PI is an automatic Exceeds Expectations

And at least **four** of the following (if achieved multiple times, activities can be counted multiple times):

- One of the three publications is in scientific, non-predatory journal with an impact factor >1 as the primary, secondary, or corresponding author
- Publication of a peer reviewed scientific journal article
- Peer-reviewed or invited presentation at a national or international conference as lead or sole author
- Presentation at inter/national conference
- Documented significant development of innovative practice
- Dissemination of scholarship of teaching and learning at national or international level
- Dissemination of scholarship of clinical specialty area or innovative practice at national or international level
- Author of a book chapter
- Author or editor of a book
- Contributing author of new intervention model or practice
- Contributing investigator for practice or education related research
- Submission of an external grant to secure funding to support research agenda
- Recipient of a large foundation or external grant
- Multiple (e.g., >1) publications in non-peer reviewed, state, or regional journals
- Documented significant development of innovative practice

Category II, **Meets expectations (2 – 2.9 points)**: Identifies strong/meaningful research and scholarship. Bulleted examples of evidence that would indicate that the faculty member is making steady and significant contributions to the field are listed below.

- Two peer reviewed publications in a scientific journal, with at least one as primary, secondary, or corresponding author in scientific journals

And at least **two activities from Category III** or the following (if achieved multiple times, activities can be counted multiple times):

- Recipient of internal grant
- Dissemination of scholarship of teaching and learning at state/regional level
- Dissemination of scholarship of clinical specialty area or innovative practice at state/regional level
- Presentation at state conference
- Peer reviewed or invited presentation at a state conference

Category I, **Partially meets expectations (1 – 1.9 points)**: Consists of activities that can facilitate the development of an area of research and scholarship. Bulleted examples of evidence that would indicate that the faculty member is making contributions to the field are listed below.

- One peer reviewed publication in a scientific journal, or two submissions to a scientific journal

And at least one of the activities from Category II or III.

Category 0, **Does Not Meet Expectations (0 - .9 points)**: Indicates unsatisfactory performance in research.

- Failure to submit an Annual Faculty Report by the deadline.
- Four or fewer research and scholarship activities from Category II or III
- Breaches of professional research ethics, such as plagiarism or falsifying research
- Grant mismanagement; and/or behaviors detrimental to the research and scholarship reputation of the Department, College, and University.

APPENDIX C: Assessment Rubric of Faculty Annual Performance in Service

CDOT faculty members are committed to providing service to their institution, academic units, community, and profession. The evaluation of CDOT faculty in service is guided by the criteria under III.F.3. of [APS 1405.11](#). Examples of service activities have been categorized into three categories where:

Category III, **Exceeds Expectations (3 points)** represents major leadership activities that significantly impact their institution, academic units, community, and/or profession.

- Demonstrates positive attitude, encourages and motivates team, supports team decisions, helps the unit reach consensus, helps resolve conflicts in the group.
- Shows evidence of exceptional impact of committee work
- Problem-solves when faced with impasses or challenges, originates new ideas, initiates team decisions
- Consistently volunteers for service activities
- Consistently seeks or suggests additional tasks to aid others/department/program
- Consistently agrees or seeks to serve in leadership roles and demonstrates effectiveness as Chair, Vice Chair, or equivalent of major college/university committee
- Serves in leadership role in professional organization at the state/national/international level
- Demonstrates effective service to the profession, the university, and the program.
- Serves as president of a national, regional, or state society, Board of Directors of a non-profit, or special interest group
- Receives a national, regional, state, University, college or department award for service
- Organizes a national, regional, or state conference
- Serves as a section/division program committee chair for an inter/national conference
- Chairs a high impact university or college committee
- Editor of inter/nationally recognized peer-reviewed journal
- Paid contracted service based on expertise

Category II, **Meets Expectations (2 – 2.9 points)**, represents other activities that provide contributions to their institution, academic units, community, and/or their profession;

- Demonstrates positive attitude, encourages and motivates team, supports team decisions
- Regularly meets service deadlines with quality work
- Accepts fair share of work and reliably completes it by the required deadline.
- Regularly agrees to serve in leadership roles and demonstrates effectiveness as Chair, Vice Chair, or equivalent of major college/university committees
- Shows ability to create and develop materials on own initiative, provides technical solutions to problems
- Shows evidence of significant impact of committee work
- Displays or tries to develop a wide range of skills in service of assigned duties/projects.
- Identifies unmet departmental/project needs & moves them forward to address them.

- Chairs a departmental committee
- Editor of a peer-reviewed journal Editor of a special topics issue of a journal
- Editorial board member of an inter/nationally recognized peer-reviewed journal
- Chairs a search committee
- Chairs a reaccreditation or program review committee

Category I, **Partially Meets Expectations (1 – 1.9 points)** Indicates minimal levels of service.

- Shows minimal ability to create and develop materials on own initiative, provides technical solutions to problems
- Shows minimal evidence of impact of committee work.
- Regularly misses service deadlines with
- Occasionally volunteers for service activities
- Occasionally seeks additional tasks to aid others/department.
- Demonstrates minimal effectiveness as Chair, Vice Chair, or equivalent of major college/university committee
- Reluctantly agrees to serve in leadership roles
- Demonstrates minimal effectiveness in leadership role in professional organization at the state/national/international level
- Attends a conference
- Chairs a session at inter/national, state, or regional conference
- Reviews conference proposals
- Reviewer for a journal
- Serves as a grant reviewer
- Serves as a member of a search committee
- Participates in program level service activities (e.g., admissions, curriculum review, comprehensive exams, website updates, recruitment, etc.)
- Serves as an advisor to a registered student organization (RSO).

Category 0, **Does Not Meet Expectations (0 – 0.9 points):** Indicates unsatisfactory performance in Service

- Does not regularly attend meetings and/or is unprepared
- Rarely actively participates in committees and/or meetings
- Rarely meets service deadlines
- Rarely volunteers for service activities in department, college, or university
- Rarely seeks or declines additional tasks to aid others in department/program
- Declines leadership roles or is mostly ineffective as Chair, Vice Chair, or equivalent of committee
- Shows little evidence of impact of committee work
- Requires significant assistance/guidance to create and develop materials on own initiative
- No evidence of participation in service activities
- Failure to carry out duties of service roles
- Refusal to accept reasonable service assignments; and similar behaviors detrimental to the equitable distribution of service responsibilities appropriate for academic program

and faculty rank

- Failure to submit ACOTE form or CAA Faculty Data Collection Worksheet by the deadline.

APPENDIX D: ACOTE Form F

FACULTY/PROGRAM DIRECTOR PROFESSIONAL DEVELOPMENT PLAN

*(Completed forms must be signed by both parties in order to be considered valid.
Electronic/typed signature is acceptable.)*

(Program Title)

(College/University
Name)

Name:

Title:

Number of Hours worked *(FTE equivalent)*:

Number of Credits Taught *(per academic year)*:

Supervisor's Signature: _____ Date

Faculty/PD's Signature: _____ Date

Date Developed: _____ Date Revised: _____

Connection to Program's Strategic Plan	Goals	Action Steps To Achieve Goal	Timeline	Outcomes	Revised Goal

APPENDIX E: CAA Accreditation Application and Annual Report Speech-Language Pathology Faculty Data Collection Worksheet

CAA Accreditation Application and Annual Report Speech-Language Pathology Faculty Data Collection Worksheet

Instructions:

- Use this worksheet to collect data about faculty employed by the university and currently contributing to the **accredited speech-language pathology graduate program**.
- Include full-time and part-time faculty and instructional and supervisory staff.
- Do not list practicum supervisors who are not employed by the university.

Faculty Member's

Name: _____

ASHA Account #: _____

ASHA certification: _____

Employment Status: (Employment status is based on the individual's status assigned by the university.)

- Full-time 9-month
 Full-time 12-month
 Part-time
 Adjunct
 Other (specify)

Academic Rank:

- Assistant Professor
(Clinical)
 Associate Professor
 Emeritus
 Full Professor
 Instructor
 Adjunct
 Other: Specify:

Role to this program (Select all that apply)

- Clinic Director
 Clinical Supervisor
 Department Chair
 Instructional Faculty
 Program Director
 Other Specify:

Indicate program other than the accredited Master's SLP program for which this faculty member contributes a percentage of their overall FTE.

- Associates
 Bachelors
 Masters Audiology
 Masters Speech and Hearing Sciences
 Doctoral Audiology
 Doctoral SLP

- Doctoral Speech and Hearing Sciences
- Other (specify)
- None, only the master's SLP program

Tenure Status:

- Non-tenured and not on a tenure track
- Non-tenured and on a tenure track
- Tenured

Date granted:

Indicate credentials this individual holds:

- State Licensure:
- Teaching
- Other

State: AR
Specify:
Specify: LSLS Cert. AVT

Indicate the highest degree earned:

- Master's
- Research doctoral (e.g., PhD, EdD)
- Clinical doctorate
- Other (specify)

Provide in a bulleted list the degree, institution, year granted and field of study for all degrees earned by this individual:

Degree Earned	Institution Name	Year Granted	Field of Study

Provide the percentage (in decimals) of FTE (workload) allocated to the **graduate** program for classroom teaching. (Note: Apply the institution's formula to calculate this.)

Indicate other contributions allocated to the graduate program (check all that apply).

- Supervision
- Research
- Advising
- Administration
- N/A
- Not currently contributing

List all major specialty areas:

List all courses taught by this individual for the CAA accredited graduate education program. Provide the course number, course name, and term(s) taught:

Course Number	Course Name	Term(s) Taught

If the program is a participating entity of a consortium program, indicate for which entity of the consortium

this individual is a faculty member.

List **publications**, presentations completed within the past 5 years.

List **grants** awarded within the past 5 years. Provide the title, funding source, amount and authors.

List activities related to **clinical service delivery** within the past 5 years and describe how your education, credentials, and experience qualify you to provide academic and/or clinical education in the CAA-accredited program.

List **professional development** completed within the past 5 years. Provide the title/topic of activities (can include continuing education activities, attendance and professional meetings, completion of course work, in-services).

List professionally related service activities for the past 5 years.