

## **Department of Speech-Language Pathology Graduate Faculty Status Criteria**

Faculty are eligible for Graduate Faculty Status for a three (3) year initial term or three (3) or eight (8) year renewal term or for a specified period upon providing evidence in one of the ways listed below. The applicant must have a terminal degree or graduate degree(s) appropriate to the teaching field AND must provide evidence of scholarly/creative activity, evidence of teaching effectiveness, and evidence of service/professional activity in order to be appointed to the Graduate Faculty.

### **Full-time Tenured and Tenure-Track Faculty (Graduate Faculty)**

The following criteria must be met:

1. Recommendation by Departmental Graduate Faculty and Department Chair.

#### **AND**

#### **2. Evidence of Scholarly Activity**

Faculty members must be actively involved in scholarly/creative work. This involvement could be demonstrated by any one of the following activities:

- a. A solo, co-authored or edited book. The manuscript must have undergone peer review before final acceptance.
- b. A solo or co-authored article in a peer reviewed professional journal.
- c. A book chapter appearing in an edited volume. Acceptance for publication may be accomplished by peer-review or invitation and review by editors.
- d. One (1) presentation or workshop at state, regional, national, or international professional meetings or conferences.
- e. Receipt of externally sponsored scholarly or professional grant and/or award

#### **AND**

#### **3. Evidence of Teaching Effectiveness:**

Faculty members must be successful teachers at the undergraduate/graduate level. Evidence of effective teaching could be demonstrated by any one of the following:

- a. Satisfactory Instructor/Course evaluations
- b. Evidence of curricular development and assessment
- c. Departmental portfolio review
- d. Satisfactory Clinical Supervisor evaluations

#### **AND**

#### **4. Evidence of Service/Professional Activity**

Faculty members must be actively involved in professional service. This involvement could be demonstrated by any one of the following activities:

- a. Professional service that reflects scholarly activity; examples include serving as an editor for a professional journal, serving on the editorial board of a professional journal, etc.
- b. Recognition of professional achievements and activities by peers, as evidenced by awards, fellowships, leadership positions, etc. by academic or professional organizations.
- c. Three (3) years of experience in teaching, clinical supervision, or professional practice in a clinical setting relevant to courses being taught. (appropriate professional licensure required)
- d. Professional certification and state licensure in appropriate clinical area relevant to courses being taught including meeting continuing education requirements for licensure and certification.
- e. Membership in a state, regional, or national professional association relevant to courses being taught.
- f. Service to the university/department which may include: graduate program advising, graduate coordinator, advisor for student organization, director of clinical services.

### **Non-Tenure Track Faculty (Associate Graduate Faculty)**

The following criteria must be met:

1. Recommendation by Departmental Graduate Faculty and Department Chair.

#### **AND**

#### **2. Evidence of Scholarly Activity**

Faculty members must be actively involved in scholarly/creative work. This involvement could be demonstrated by any one of the following activities:

- a. A solo, co-authored or edited book. The manuscript must have undergone peer review before final acceptance.
- b. A solo or co-authored article in a peer reviewed professional journal.
- c. A book chapter appearing in an edited volume. Acceptance for publication may be accomplished by peer-review or invitation and review by editors.

- d. One (1) presentation or workshop at state, regional, national, or international professional meetings or conferences.
- e. Receipt of externally sponsored scholarly or professional grant and/or award

**AND**

3. Evidence of Teaching Effectiveness

Faculty members must be successful teachers at the undergraduate/graduate level. Evidence of effective teaching can be demonstrated by any one of the following:

- a. Satisfactory Instructor/Course evaluations
- b. Evidence of curricular development and assessment
- c. Departmental portfolio review
- d. Satisfactory Clinical Supervisor evaluations

**AND**

4. Evidence of Service/Professional Activity

Faculty members must be actively involved in professional service. This involvement could be demonstrated by any one of the following activities:

- a. Professional service that reflects scholarly activity; examples include serving as an editor for a professional journal, serving on the editorial board of a professional journal, etc.
- b. Recognition of professional achievements and activities by peers, as evidenced by awards, fellowships, leadership positions, etc. by academic or professional organizations.
- c. Three (3) years of experience in teaching, clinical supervision, or professional practice in a clinical setting relevant to courses being taught. (appropriate professional licensure required)
- d. Professional certification and state licensure in appropriate clinical area relevant to courses being taught including meeting continuing education requirements for licensure and certification.
- e. Membership in a state, regional, or national professional association relevant to courses being taught.
- f. Service to the university/department which may include: graduate program advising, graduate coordinator, advisor for student organization, director of clinical services.

**Affiliated Graduate Faculty**

The following criteria must be met:

- 1. Recommendation by Departmental Graduate Faculty and Department Chair.

**AND**

- 2. Any three (3) of the following:

Scholarly Activity

- a. One (1) solo or co-authored peer reviewed article.
- b. One (1) presentation or workshop at state, regional, national, or international professional meetings or conferences.
- c. Receipt of externally sponsored scholarly or professional grant and/or award

Teaching Effectiveness

- a. Satisfactory Instructor/Course evaluations
- b. Evidence of curricular development and assessment
- c. Departmental portfolio review
- d. Satisfactory Clinical Supervisor evaluations

Evidence of Service/Professional Activity

- a. Professional service that reflects scholarly activity; examples include serving as an editor for a professional journal, serving on the editorial board of a professional journal, etc.
- b. Recognition of professional achievements and activities by peers, as evidenced by awards, fellowships, leadership positions, etc. by academic or professional organizations.
- c. Three (3) years of experience in teaching, clinical supervision, or professional practice in a clinical setting relevant to courses being taught. (appropriate professional licensure required)
- d. Professional certification and state licensure in appropriate clinical area relevant to courses being taught including meeting continuing education requirements for licensure and certification
- e. Membership in a state, regional, or national professional association relevant to courses being taught.
- f. Service to the university/department which may include: graduate program advising, graduate coordinator, advisor for student organization, director of clinical services.

**Qualifications for Faculty Teaching in PhD Program**

- A. Faculty members who are assigned to teach courses in the PhD program are required to hold graduate faculty status within the institution in which the course is offered.
- B. All students participate in one full year (6 semester credit hours) of pre-dissertation research during their first year of enrollment in the program. Although it is likely that the faculty members to whom they have been assigned for the pre-dissertation research may direct their dissertation research, this is not a requirement. Graduate faculty who are tenure track and hold graduate faculty status, therefore, would be able to direct pre-dissertation research projects with the Department Chair's approval.
- C. Faculty who direct dissertation research and who chair students' dissertation committees should demonstrate a record of scholarship within the profession which is appropriate for the direction of dissertations. Considerations for assignments of faculty to chair dissertation committees are listed below:
  - \*A record of scholarship that reflects quality research as judged by a rigorous review by professional peers (peer reviewed journals);
  - \*Ongoing research agendas and/or the ability to direct research of the scope appropriate for doctoral student participation;
  - \*A history of mentoring students' research that has resulted in peer reviewed presentations and/or publications; and
  - \*Experience serving on doctoral dissertation committees.
- D. A minimum of four faculty within the program and one faculty member from outside the program, all who hold graduate faculty status, are required to participate as members of the doctoral students' Dissertation Advisory Committees.