

CSD FACULTY COMPENSATION PLAN

The Department of Communication Sciences and Disorders is comprised of both academic and clinical faculty and the compensation process is inclusive of both groups. However, because clinical and academic faculty members have different roles and responsibilities, each group has a set of criteria for teaching, research and service.

Compensation Committee

The Compensation Committee (CC) will be comprised of a member of each CSD program (speech-language pathology, audiology, and education of the deaf and hard of hearing) as well as a representative from the clinical faculty.

The CC also will include the department representative to the College of Health and Human Service Compensation Committee.

Compensation Documents

For academic faculty, there are guidelines for ratings in the areas of teaching, research and service. Each document explains performance necessary to achieve a rating of three in that area as well as additional activities that may contribute to ratings of four and five.

For the clinical faculty, there also are guidelines for rating in the areas of teaching, research (professional productivity) and service. Again, each document explains performance necessary to achieve ratings of three, four and five in each area. The clinical faculty members also have provided additional text that primarily aligns their criteria with the faculty handbook.

Compensation Process

1. Faculty should use teaching, research and service templates to provide CC with information about their performance in teaching, research and service. Committee members should be provided with a level of effort/quality (1, 2, or 3) and description of meritorious activities. The purpose of the level of effort/quality and description is to help inform the CC of the effort and success associated with a particular activity. Additional documentation may be provided, however, extensive documentation is not required. If the Committee needs additional documentation, they will make that request.

In addition, a faculty member may provide the Committee with his/her self rating for teaching, research, and service.

2. Committee members will review each faculty member's submission and then assign a rating in the area of research, teaching, and service to that faculty member. The ratings provided by CC members will be averaged and provided to the faculty members.
3. Subsequent to receiving their ratings, faculty members will receive written notification of the ratings and will have an opportunity to provide verbal and written feedback to the Committee if they wish to have their assigned ratings reviewed.
4. After any needed meetings with faculty members, the CC will reconvene to determine final ratings. If the department ratings do not seem to align with suggested distributions provided by the University Compensation Committee, the CSD CC will provide a justification of the distribution of ratings. The final ratings will then be submitted to the department head.

Academic Faculty Criteria

Teaching Criteria

A rating of "3" will be considered typical performance by CSD academic faculty. In order to receive a rating of three, academic faculty must achieve the following:

Activity	Description
Meets responsibilities of covering assigned courses	
Student evaluations of 2.5 or better; respond to student feedback as written on the evaluations.	
Course or supervisory documentation that reflects expectations for that faculty member (.e g., student clinic evaluations).	
Course syllabi reflect sufficient depth and breadth of content.	

Individuals who are below or distinctively below the standards above will receive a rating of 2 and 1, respectively.

Additional Performance Items that May Warrant a 4 or 5 Rating

When determining additional performance items for teaching, faculty members may consider activities that support the Public Affairs mission of the University, teaching and/or supervisory activities that support at least one of the University's 11 Futures Initiatives, special efforts to bring diversity to students, facilitation and reinforcement of students' critical thinking and additional evidence of active involvement in the academic and/or clinical learning process

Activity	Suggested level of quality/effort (1, 2, or 3) *	Description
Funding obtained for the support of teaching and/or supervising and learning innovations		
Integration of technology to enhance teaching and/or supervision of student learning		
Within- and/or interdisciplinary collaboration with academic and clinical faculty, administrative personnel, and members of the public to facilitate student learning <i>Documentation to be provided by faculty member.</i>		
Participation in professional development activities specific to improvement of teaching.		
Activities that encourage student engagement in research (<i>activities that are addition to graduate thesis and research project that are part of teaching load</i>)		
Integrated service learning class and or service learning section of a class.		
Invited teaching and/or supervisory activities.		
Teaching overload courses <i>Documented by department head</i>		
Directing overload research students.		
Maintains PEU 5 year plan		
Innovative, supplementary, and superior teaching activities or assignments.		
Student recognition at the university, state,		

national, or international level.		
Master Advisor Status		
New class preparation		
Independent Study		
Development of a new course		
Development of clinical self-learning modules to be utilized in the clinic setting.		
Offsite supervision of students (overload)		
Peer review of teaching		
Peer review of syllabi		
Documented evidence of attention shown to student feedback on teaching evaluations, e.g., through revisions to syllabi. <i>Documentation provided by the faculty member.</i>		
Documentation of student learning and/or increased clinical insight while on campus <i>Documentation to be provided by faculty member.</i>		
Documentation, following students' graduation, of their continued learning and/or clinical insight relative to the courses taken and/or supervision received while on campus. <i>Documentation to be provided by faculty member.</i>		
Written reflection on teaching and/or supervisory effectiveness <i>Documentation to be provided by faculty member.</i>		
Other		

Comments:

CSD Merit in Scholarship for academic faculty

Requirements for Level 3 Rating

<i>2 professional presentations</i>	<i>Description</i>
	(1)
	(2)

OR

<i>1 publication</i>	<i>Description</i>

OR

<i>1 external grant submission</i>	<i>Description</i>

Additional Performance Items that May Warrant a 4 or 5 Rating

Activity	Suggested level of quality/effort (1, 2, 3)	Description
<i>Presentations</i>		
Local/University		
State		
National/International		
<i>Publications</i>		

Manuscript submitted for peer review		
Manuscript accepted in peer-reviewed journal		
Book chapter		
Author/Editor of book		
Other publication		
<i>Creative Works</i>		
Published software		
Published instrumentation		
Other creative work		
<i>Funding (Grants, Contracts)</i>		
Internal proposal submitted (includes student funding)		
Internal proposal funded		
External proposal submitted		
External proposal funded		
Other		

Comments:

CSD Merit in Service for academic faculty

Requirements for Level 3 Rating

Item	Description
Participation in specialization group activities	

Completion of documentation related to accreditation (e.g., entering KASA performances)	
Representation of CSD on the MSU campus via a college or university committee	
Representation of CSD outside the MSU campus (via community, state, national, or international service)	
Participation in the Retention, Tenure and Promotion Committee (RTP)	

Additional Performance Items that May Warrant a 4 or 5 Rating

Activity	Suggested level of quality/effort (1, 2, 3)	Description
<i>Department Activities</i>		
Student Organization Advisor		
Faculty Search Committee		
Clinic patient care, billing, equip. cal, etc. w/o students		
CSD ad-hoc committees		
Accreditation committees		
Faculty Mentor		
Student Organization Advisor		
Other department activity		
<i>College/University Activities</i>		
College Council		
Scholastic Appeals Committee		
Committee appointments by the Dean		

Faculty Senate		
Graduate Council		
Faculty Leave Committee		
Intercollegiate Athletic Committee		
Provost's/President's committee		
Other college/university activity		
<i>Off-Campus Professional Service</i>		
Accreditation Site Visitor		
Consultant		
Grant Reader		
Program Coordinator		
State Convention coordinator		
State Organization Committee Work		
Local or state professional volunteer work		
Reviewer for Books or Journals		
Regional, State or national demonstration projects.		
National Convention coordinator		
National Convention Officer		
State Organization President		
National Organization President		
Editor: National or International Journal		
Other Off-Campus Service		
Other		

Comments:

The following is the compensation document developed by the clinical faculty. This document is followed by templates for teaching, research and service.

CSD CLINICAL FACULTY COMPENSATION PLAN

Introduction

The CSD clinical faculty recognize that a wide variety of activities should be seen as meritorious and therefore adopt a broad view of meritorious achievement. Because the fields in which we work and the kind of work we do shift constantly, the examples of activities listed in the categories below are not to be seen as exclusionary; rather, they should be viewed as strong guidelines for the kind of work expected to achieve each level of merit. We firmly believe that it is necessary to maintain distinctions between exceptional, strong, and satisfactory levels of achievement. However, at the same time, it is also important to recognize that each clinical faculty member has particular strengths and interests, all of which can serve the department's mission. Therefore, at the beginning of every compensation evaluation period, each candidate will determine, in consultation with the Department Head and in keeping with College guidelines, the percentage of teaching and service by which the faculty member will be evaluated. It remains the candidate's responsibility to demonstrate that his/her activity for that period under consideration is worthy of merit at a particular level.

Compensation Committee Composition

Clinical faculty will be considered for compensation based on their meritorious achievements in a manner similar to that of compensation for academic faculty. The compensation committee of the individual department in which the clinical faculty member is employed will evaluate the clinical faculty member for compensation/merit during the same time frame as that for academic faculty. For departments with clinical faculty beyond the rank of clinical instructor, those clinical faculty will participate in compensation/merit decisions regarding clinical faculty. Guidelines for merit rankings for clinical faculty will be separate and distinct from those for academic faculty and will be developed by the individual department and approved by the university administration.

Overall, the supporting documents of clinical faculty members would be evaluated by the following general levels of merit:

FIVE: Demonstrates EXCEPTIONAL achievement during the period under consideration, going well beyond departmental expectations in that area.

FOUR: Demonstrates STRONG achievement during the period under consideration, going beyond departmental expectations in that area.

THREE: Demonstrates SATISFACTORY achievement during the period under consideration, meeting departmental expectations in that area.

TWO: Demonstrates INADEQUATE achievement during the period under consideration, failing to meet department expectations in that area, but demonstrating promise for future achievement.

ONE: Demonstrates UNSATISFACTORY achievement during the period under consideration, failing to meet department expectations in that area and demonstrating little promise for future achievement.

Faculty Handbook 4.3 The University recognizes the need to evaluate faculty members with specialized assignments according to the requirements of their appointment letters. Clinical faculty are vital to the success of certain programs. Areas of performance evaluation and evaluation for promotion specific to clinical faculty are clinical education and service.

Teaching

Faculty Handbook 4.3.2 Goals and Criteria for Evaluating Clinical Educators

Clinical faculty members have responsibilities for didactic and clinical instruction and/or supervision in clinical or field settings. These roles require communicating information and knowledge to students, promoting the acquisition of skills, fostering the development of critical thinking, modeling ethical behavior, and evaluating clinical competencies. Specific responsibilities may include the development of clinical settings, coordination of student field or clinical experiences, instruction, supervision and evaluation of students. Clinical faculty members must maintain appropriate professional credentials and currency in their practice through continuing education and training

The clinical faculty member displays satisfactory (level 3) teaching/clinical education performance by demonstrating components of the following:

Faculty Handbook 4.3.2

(1) *Developing educated persons who are competent clinical professionals.*

- Demonstrate their effectiveness in cultivating students' knowledge and skills.
- Demonstrates competence for clinical practice.
- Maintains appropriate professional credentials and evidence of continuing professional development.

The above competencies may be demonstrated by documenting the following:

- Student evaluations equivalent to department academic criteria for courses and clinical supervision.
- Evidence of utilizing feedback for improved teaching effectiveness
- Peer review of supervision as appropriate to and defined by the department (e.g., session supervision documentation, weekly logs)
- Students are provided clear identification of outcome goals in terms of knowledge and skills
- Evidence of utilization of a variety of teaching methods that promotes an environment conducive to learning,
- Evidence of utilization of educational activities that encourage independent learning, and provide opportunities that promote student creativity,
- Evidence of communication of and consistent implementation of clinic/departmental policies,
- Evidence of provision of ongoing feedback to students
- Course syllabi that reflect sufficient depth and breadth of content and adheres to faculty handbook guidelines

The clinical faculty member displays strong (level 4) and/or exceptional (level 5) teaching/clinical education performance by demonstrating above expectation responsibilities and/or additional skills/expertise in a few of the following areas (this list is not exhaustive).

Faculty Handbook 4.3.2

(2) Exceptional Modes or Qualities of Clinical Education

A. Outstanding Performance as a Clinical Educator 4.3.2.A

Beyond basic effectiveness as a clinical educator, outstanding performance may be evidenced by judgments made by students, peers, administrators, and colleagues with appropriate academic and clinical expertise.

Further evidence may include external recognition for outstanding preparation of students for professional clinical fields, and students receiving external recognition for clinical outcomes or research done with undergraduate and/or

graduate students, noteworthy work in student advisement, and grants to support innovative clinical education.

The above competencies may be demonstrated by documenting the following:

- Evidence of clinical/teaching materials or approaches to expand knowledge and skills
- Evidence of integration of technology to enhance teaching and/or supervision of student learning
- Evidence of participation in invited teaching and/or supervisory activities
- Evidence of revision of course content to reflect current information
- Evidence of a pattern of exemplary student evaluations
- Evidence of quality organization of course
- Evidence of individualized cooperative supervision to maximize student learning
- Evidence of participation in clinical advising teams
- Evidence of Master Advisor Status
- Evidence of participation in professional development activities to enhance teaching,
- Peer review of teaching (didactic presentation) to document a positive learning environment

B. Experiential learning 4.3.2.B

Experiential learning may be demonstrated by documenting the following:

- Evidence of collaboration with faculty and/or clinical faculty within one's specialty area and/or interdisciplinary faculty, administrative personnel, and/or members of the public to facilitate learning
- Evidence of exceptional learning experiences that encourage critical thinking
- Evidence of development of clinical self-learning modules to be utilized in the clinic setting
- Evidence of additional teaching and/or supervisory activities that support the Public Affairs mission of the University,
- Evidence of additional teaching and/or supervisory activities that support at least one of the University's 11 Futures Initiatives,

C. Accessibility 4.3.2.C

Accessibility may be demonstrated by documenting the following:

- Evidence of participation in invited teaching and/or supervisory activities

- Evidence of multiple avenues for student consultation w/ faculty
- Evidence of instruction of independent study course as an overload
- Evidence of development of clinical self-learning modules to be utilized in the clinic setting
- Evidence of presentations at state, regional, and or national conferences to share effective clinical strategies
- Evidence of additional teaching and/or supervisory activities that support the Public Affairs mission of the University,
- Evidence of additional teaching and/or supervisory activities that support at least one of the University's 11 Futures Initiatives,

D. Diversity 4.3.2.D

Demonstration of special efforts to use diversity in broadening students' perspectives and develop cultural sensitivity may include:

- Evidence of including guest speakers who offer different viewpoints
- Establishment of clinical experiences/internships in diverse settings
- Evidence of provision of exposure to clinical populations with special needs

SERVICE

4.2.3.2 Goals and Criteria for Evaluating Service

The following goals and criteria are the basis of evaluating clinical faculty members' service for required performance reviews. Item 1 below is of paramount importance on this list, and any clinical faculty member, in order to succeed in the area of service at Missouri State University, must succeed in item 1. Although items 2, 3, and 4 are not individually prescriptive, they are inclusive of service and may be considered.

Work on departmental committees (for example, researching and writing departmental self-studies, reworking of important departmental documents, etc) may involve in certain years more work and be of greater importance than work on college or university committees, even though the latter may ostensibly involve greater recognition. It should be understood that certain committees require a great deal of time and effort.

The clinical faculty member displays satisfactory (level 3) service by serving on program or department committees and meeting departmental expectations.

University Citizenship

In the interest of maintaining broad participation in the decision-making process at the

University, clinical faculty should recognize their responsibilities to the organization and

contribute fairly to the task of shared-governance. This includes, but is not limited to,

service on:

- program,
- departmental,
- college
- and university committees
- and task forces.

Service activities supporting University citizenship may also include:

- collaborations
- and contributions for the collegiate well-being such as providing professional development,
- participating in campus discussions,
- and expanding opportunities for shaping the learning environment.

To achieve strong (level 4) and/or exceptional (level 5) levels, the clinical faculty member may demonstrate the activities as described in the succeeding paragraphs according to the faculty handbook, although the list is not exhaustive.

Professional Service

The criterion for this goal refers to contributions to professional organizations within the

faculty member's field. Professional association participation may include:

- *serving as a board member, division chair, officer, editor, reviewer, committee member, etc.*
- *Additionally, this may include sponsoring an active student organization, mentoring or advising, or providing opportunities for student experiences outside the expectations of teaching.*

Public Service

Faculty members meet this goal when they provide evidence of using their professional

skills and expertise to serve community, state, national or international public constituents. This may take the form of op eds or other articles in newspapers or other

print media or on television or radio, etc. In this way, Faculty Members not only further

the mission of public outreach, but also serve as models for their students who are encouraged to engage in similar activities.

Professional Consultation

Faculty members may meet this goal by providing evidence of providing professional expertise to business, industry, schools, community organizations, and colleagues in other university programs. Consultation services to external constituents within the faculty member's professional expertise may be included in this area.

PROFESSIONAL PRODUCTIVITY

Areas of performance evaluation and evaluation for promotion specific to clinical faculty are clinical education and service, although clinical faculty may participate in professional productivity. According to the faculty handbook, clinical faculty are not required to be evaluated on efforts with professional productivity, thus when the faculty member does participate, it should be considered above job requirements and be considered to be at the level 4 or level 5. Consideration of activities to be considered strong (level 4) or exceptional (level 5) are listed below, although not an exhaustive list.

4.3.4.1 Professional Productivity

Professional productivity includes translation of new knowledge into measurable improvements in clinical outcomes through practice and communications with peers, as well as original research in any of the five modes identified in Section 4.2.2. Professional productivity/research advances knowledge and practice in clinical professions, promotes development of clinical faculty and enhances the quality of clinical education for students. Although there is inevitable overlap with the clinical education and service criteria, professional productivity/research criteria focus on professional outcomes, recognition, and development.

Contributes knowledge to discipline

Translates new knowledge in their discipline into measurable improvements in clinical practice and outcomes and/or translates clinical practice into new knowledge.

The criterion for this goal requires communication of outcomes to peers through:

- Conference presentations*
- Workshops*
- Peer-reviewed and non-peer reviewed publications or sponsored research/contracts*

- *Participation on masters committees*
- *Selection as a reviewer for a major funding agency*
- *Collaboration on research in clinical settings*
- *Development of nationally recognized clinical service or practice standards*

2. Application of clinical expertise to provide expert service to the local and professional community

Evidence of positive outcomes within the practice setting may be documented through:

- *Field Assessments*
- *Employer surveys*
- *Client/patient surveys*
- *Awards by professional peers*
- *Requests for Service*
- *Commendations*

3. Transmission

Clinical faculty members fulfill the criterion for this goal by documenting special efforts in transmission of clinical expertise or research to a broad audience.

4. Involvement of students

Professional practice and scholarly activities are of added value to the University mission if the work involves students, either undergraduate or graduate, as active participants in the process.

CSD Clinical Faculty Merit in Teaching

Requirements for Level 3 Rating

Item	Description
Student evaluations equivalent to department academic criteria for courses and clinical supervision	
Evidence of using feedback for	

improved teaching	
Peer review of clinical instruction (i.e. session documentation, logs) as defined by the dept	
Clear identification of outcome goals for student learning	
Utilization of variety of teaching methods	
Course syllabi that reflect depth and breadth of content and adheres to faculty handbook	
Demonstrates competence for clinical practice	
Maintains appropriate professional credentials	
Consistent implementation of clinic/dept policies	
Provision of ongoing feedback to students	
Other	

Additional Performance Items that May Warrant a 4 or 5 Rating

Activity	Suggested level of quality/effort (1, 2, 3)	Description **activities may overlap, include in one section only, describe the content
<i>Outstanding performance as clinical educator</i>		
Integration of technology to enhance teaching/supervision		
Participation in invited teaching and/or supervisory activities		

Revision of course content to reflect current information		
Pattern of exemplary student evaluations		
Individualized supervision		
Clinical Advising teams		
Professional development activities to enhance learning		
Master Advisor Status		
Peer review of teaching		
<i>Experiential Learning</i>		
Collaboration with peer faculty and/or interdisciplinary faculty		
Exceptional learning experiences that encourage critical thinking		
Development of clinical self-learning modules		
Evidence of additional teaching and/or supervisory activities that support the Public Affairs and/or 11 Future's initiatives.		
New course or clinical program development		
<i>Accessibility</i>		
Participation in invited teaching/and or supervision		
Evidence of multiple avenues for student consultation		
Evidence of presentations to share effective clinical techniques		
New course or clinical program to provide greater accessibility for		

students and community		
Development of clinical self-learning modules		
<i>Diversity</i>		
Evidence of provision of exposure to clinical populations with special needs		
Establishment of clinical experiences/externships in diverse settings.		
Invited guest speakers offering different viewpoints		
Other		

Comments:

CSD Clinical Faculty Merit in Professional Productivity

Areas of performance and evaluation for compensation and promotion specific to clinical faculty are Clinical Education and Service. When the clinical faculty member does participate in professional productivity it should be considered above job requirements and be considered to be at the level 4 or 5

Performance Items that May Warrant a 4 or 5 Rating

Activity	Suggested level of quality/effort (1, 2, 3)	Description
<i>Contributes knowledge to discipline</i>		

Conference presentations		
Workshops		
Non-peer reviewed and peer-reviewed publications or sponsored research/contracts		
Participation on masters committees		
Selection as a reviewer for a major funding agency		
Collaboration on research in clinical setting		
<i>Application of clinical expertise to provide expert service to the local and professional community</i>		
Evidence of positive outcomes within the practice settings i.e.		
<ul style="list-style-type: none"> • Field assessments 		
<ul style="list-style-type: none"> • Employer Surveys 		
<ul style="list-style-type: none"> • Client/patient surveys 		
<ul style="list-style-type: none"> • Requests for Services 		
<i>Transmission</i>		
Documenting special efforts in transmission of clinical expertise or research to a broad audience		
<i>Involvement of Students</i>		
Professional practice and scholarly activities involving students as active participants in the process		
Other		

Comments:

CHHS/CSD October 2007

CSD Clinical Faculty Merit in Service

Requirements for Level 3 Rating

Item	Description **Work on departmental committees may involve in certain years more work and time than other committees. Please reflect this in the descriptions below in relation to 3, 4, 5)
<i>University Citizenship</i>	
Completion of documentation related to accreditation (e.g., entering KASA performances)	
Representation of CSD on the MSU campus on program, or departmental committees.	
Representation of CSD on the MSU campus on college or university committees.	
Task forces	
Collaborations	

Additional Performance Items that May Warrant a 4 or 5 Rating

Activity	Suggested level of quality/effort (1, 2, 3)	Description
<i>University Service</i>		
Program or Department Committees		
College or University		

Committees		
Ad Hoc committees		
<i>Professional Service</i>		
Professional service in member's field.		
Association board member, division chair, officer, committee member		
Sponsor student organization		
Providing student experiences outside the expectations of teaching		
State/National organization professional volunteerism		
Other Department/university activity		
<i>Public Service</i>		
Evidence of using professional skills and expertise to serve community, state, national constituents. (articles in newspapers, print media, TV, radio)		
<i>Professional Consultation</i>		
Provide professional expertise to schools, community organization, colleagues in other university's programs.		
Other		

Comments:

CHHS/CSD October 2007