

# Department of Communication Sciences and Disorders

## Policies and Procedures for Promotion and Tenure

---

### **I. Purpose**

The Department of Communication Sciences and Disorders at the University of Central Florida must employ and retain faculty members with appropriate academic and experiential backgrounds in order to maintain its current level of excellence as well as promote its continued growth in national prominence. To achieve these ends, faculty members applying for promotion and tenure must demonstrate excellence in three broad categories of academic activity: teaching, research and creative activity, and service. All of a faculty member's activities in teaching, research and creative activity, and service must be considered in support of his/her application for promotion and tenure if s/he has been assigned duties or responsibilities in all areas, no matter how minimal; however, the faculty member need not have achieved an outstanding rating in all areas. Satisfactory performance is necessary, however, in any area in which there has been assignment. The following policies and procedures pertain to the promotion and tenure of tenure track faculty only.

### **II. Background for Evaluation Criteria**

The discipline of Communication Sciences and Disorders is comprised of a range of subspecialty areas relating to the following nine required knowledge and skills areas as identified by the American Speech-Language-Hearing Association: (1) articulation, (2) fluency, (3) voice and resonance, including respiration and phonation, (4) receptive and expressive language, including phonology, morphology, syntax, semantics, and pragmatics in speaking, listening, reading, writing, and manual modalities, (5) hearing, including the impact on speech and language, (6) swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction), (7) cognitive aspects of communication, including attention, memory, sequencing, problem-solving, executive functioning, (8) social aspects of communication, including challenging behavior, ineffective social skills, lack of communication opportunities, and (9) communication modalities, including oral, manual, augmentative and alternative communication techniques and assistive technologies.

As such, scholarship in the discipline relates to a range of clinical and research specialties; thus, publication outlets for these specialties include an array of highly respected journals focused in these areas, some of which may include a limited readership due to the narrow focus of the specialty area. Therefore, it is not possible to interpret such measures as impact factors for these journals in the same manner as it may be possible to interpret them via benchmarks in other fields. Rather, it is necessary to interpret impact and citation metrics within the context of the identified specialty areas, which have more narrowly defined readership and scholarly foci. In accordance with the Faculty Senate Resolution on this matter, "if citation indices are used relative to the faculty or the institution of the University of Central Florida, their limitations will be addressed; for example, books and book chapters from university and reputable commercial presses shall be included along with other indicators of accomplishment."

# Department of Communication Sciences and Disorders

## Policies and Procedures for Promotion and Tenure

---

### **III. Faculty Ranks and Tenure Consideration in the College**

- A. In accordance with University guidelines, the Department of Communication Sciences and Disorders (CSD) uses the following (tenure track) ranks:
  - 1. Assistant Professor
  - 2. Associate Professor
  - 3. Professor
  
- B. Tenure track employees with the rank of Associate Professor and Professor shall be eligible for tenure.

### **IV. General Guidelines:**

- A. The faculty member's assigned areas of responsibility shall be considered in all Annual and Cumulative Progress Reviews.
  
- B. Tenure and/or promotion decisions are not merely a totaling of one's annual performance evaluations. Rather, the University, through its faculty and administrators, assesses the candidate's growth and scholarly contribution.
  
- C. A tenure track faculty member appointed to serve in an academic administrative position may be eligible for tenure in faculty rank based on meeting or exceeding established criteria for that rank.
  
- D. If seeking promotion, the candidate should possess the qualifications required of the rank to which s/he is aspiring.
  
- E. The candidate is responsible for collecting and submitting data for evaluation and review and, retaining it to serve as cumulative data in subsequent reviews.
  
- F. Each performance area in which there has been any assigned time (teaching, research and other creative activity, service, and other duties) must receive comment.

### **V. Promotion in Academic Rank**

- A. Eligibility for promotion to the next academic rank is based upon established criteria for appointment to that rank. Each successive rank subsumes the qualifications of the previous rank.
  
- B. The promotion and tenure process for tenure-earning faculty members in Communication Sciences and Disorders is detailed below and in University policies and procedures.

# Department of Communication Sciences and Disorders

## Policies and Procedures for Promotion and Tenure

---

### **VI. Promotion to Associate Professor and Tenure**

Faculty members in the tenure track are expected to make substantial contributions in teaching and research, as well as appropriate service contributions or other university duties (e.g., Coordinator, Director, or Other Administrative Appointments).

<b>Teaching</b>
<p><b>1. Criteria Statements</b></p> <p>Candidates will:</p> <ol style="list-style-type: none"><li>a. Demonstrate leadership or participate in teaching, developing, revising, implementing, and/or evaluating existing or new courses.</li><li>b. Demonstrate teaching effectiveness in all areas of assignment (e.g., didactic, clinical, advisement).</li><li>c. Develop collaborative external relationships with professionals in the local or global community and at other educational institutions to promote student learning opportunities.</li></ol>
<p><b>2. Examples of Evidence which could be Presented to Document Achievement of above Criteria:</b></p> <ul style="list-style-type: none"><li>• Student perceptions of instruction / advisement</li><li>• Self-evaluations</li><li>• Peer evaluations</li><li>• Administrator evaluations</li><li>• Course materials</li><li>• Curricular development</li><li>• Teaching enhancement activity outcomes (e.g., workshops, conferences)</li><li>• Scholarship of Teaching and Learning (SoTL) outcomes (e.g., evidence-based teaching resources)</li><li>• Affiliations with other UCF units or collaborations with other institutions within the US or abroad (e.g., Thesis or Dissertation Committee Member or Chair, Guest Professorship, Expert Consultation).</li><li>• Documentation of intramural and/or extramural funding to support teaching mission</li><li>• Documentation of internal and/or external teaching awards/appraisal/recognition</li></ul>

# Department of Communication Sciences and Disorders

## Policies and Procedures for Promotion and Tenure

---

### Research and Creative Activity

#### 1. Criteria Statements

Candidates will:

- a. Demonstrate a coherent research agenda.
- b. Demonstrate consistent research/scholarly productivity in journals with a national or international readership.
- c. Assume leadership role on some research projects

#### 2. Examples of Evidence which could be Presented to Document Achievement of above Criteria:

- A consistent and continuing peer-reviewed publication record that fits within a coherent and sustained research agenda to include an average of two peer-reviewed publications per year across a five-year period.
  - Notes: The following may be cited as evidence for this benchmark:
    - “In Press” publications with acceptance documentation.
    - In some instances, authorship of significant grants, evidence-based textbooks, textbook chapters, and standardized test instruments; quality and overall portfolio balance are related key considerations in such instances.
- Record of intramural and/or extramural research funding.
- Documentation of leadership activities focused on research (e.g., editorial review board participation).
- Documentation of other research dissemination activities (books, book chapters, conference presentations, standardized test instruments, clinical tools, non-refereed publications, etc.)
- Documentation of research mentoring of students, faculty, and/or colleagues
- Documentation of internal and/or external research awards/appraisal/recognition

### Service

#### 1. Criteria Statements

Candidates will:

- a. Demonstrate participation on departmental, college and/or university committees.
- b. Demonstrate participation in clinical service-delivery and/or community, state, regional, national, international professional or service organizations.

#### 2. Examples of Evidence which could be Presented to Document Achievement of above Criteria:

- A consistent record of participation in department, college and/or university service activities
- A consistent record of participation in clinical service-delivery and/or community, state, regional, or national professional organizations
- Significant deliverables yielded from service participation (e.g., policies, proceedings, projects, programs, reports, services, conference proceedings)
- Participation on editorial boards for state/national/international peer-reviewed journals
- Documentation of intramural and/or extramural funding to support service mission
- Documentation of internal and/or external service awards/appraisal/recognition

# Department of Communication Sciences and Disorders

## Policies and Procedures for Promotion and Tenure

---

### **VII. Promotion to Professor**

Promotion to Professor reflects not only an individual's contributions within the institution, but also denotes a status and level of significant achievement among one's disciplinary peers on a national or international level. Substantial contributions of a continuing nature beyond that expected of an associate professor are necessary for the achievement of the rank of Professor.

<b>Teaching</b>
<p><b>1. Criteria Statements</b></p> <p>Candidates will:</p> <ol style="list-style-type: none"><li>a. Be recognized nationally and/or internationally as an expert in the field.</li><li>b. Demonstrate teaching excellence in all areas of assignment (e.g., didactic, clinical, advisement).</li><li>c. Provide leadership in developing, implementing and/or evaluating curricula or courses.</li><li>d. Take leadership in developing collaborative external relationships with professionals in the local or global community and at other educational intuitions to promote student learning opportunities.</li><li>e. Mentor colleagues and/or students in the teaching process.</li></ol>
<p><b>2. Examples of Evidence which could be Presented to Document Achievement of above Criteria:</b></p> <ul style="list-style-type: none"><li>• Student perceptions of instruction results</li><li>• Self-evaluations</li><li>• Peer evaluations</li><li>• Administrator evaluations</li><li>• Course materials</li><li>• Curricular development</li><li>• Teaching enhancement activity outcomes (e.g., workshops, conferences)</li><li>• SoTL outcomes (e.g., evidence-based teaching resources)</li><li>• Appointment as site visitor to evaluate educational effectiveness of other institutions.</li><li>• Affiliations with other UCF units or collaborations with other institutions within the US or abroad (e.g., Thesis or Dissertation Committee Member or Chair, Guest Professorship, Expert Consultation). Documentation of intramural and/or extramural funding to support teaching mission</li><li>• Documentation of internal and/or external teaching awards/appraisal/recognition</li></ul>

**Research and Creative Activity**

**1. Criteria Statements**

Candidates will:

- a. Be recognized nationally and/or internationally as an expert in the field.
- b. Demonstrates research excellence.
- c. Demonstrates leadership in promoting research.
- d. Demonstrates excellence in mentoring other professionals and students in the research process.

\* It is the intent of the department that faculty members be given an opportunity to present a wide range of evidence to document meeting the above criteria.

**2. Examples of Evidence which could be Presented to Document Achievement of above Criteria:**

- A consistent and continuing peer-reviewed publication record that fits within a coherent and sustained research agenda to include an average of two peer-reviewed publications per year across the period of evaluation
  - Notes: The following may be cited as evidence for this benchmark:
    - "In Press" publications with acceptance documentation.
    - In some instances, authorship of significant grants, evidence-based textbooks, textbook chapters, and standardized test instruments; quality and overall portfolio balance are related key considerations in such instances
- Record of extramural research funding
- Documentation of a Google Scholar h-index of 10 or greater, or other indices appropriate to the discipline of Communication Sciences and Disorders
- Documentation of research mentoring of students, faculty, and/or colleagues
- Appointment as Editor, editorial board member or reviewer for professional journals
- Appointment to grant review board
- Documentation of leadership activities focused on research
- Documentation of other research dissemination activities (books, book chapters, conference presentations, standardized test instruments, clinical tools, non-refereed publications, etc.)
- Documentation of internal and/or external research awards/appraisal/recognition

# Department of Communication Sciences and Disorders

## Policies and Procedures for Promotion and Tenure

---

### Service

#### 1. Criteria Statements

- 1a. Assumes leadership role in departmental, college and/or university committees.
- 1b. Assumes leadership in clinical service-delivery and/or community, state, regional, national and/or international professional or service organizations.
- 1c. Mentors colleagues and/or students in service activities at the local, state, regional, national and/or international level.

#### 2. Examples of Evidence which could be Presented to Document Achievement of above Criteria

- A consistent record of elected or appointed leadership positions in department, college and/or university
- A consistent record of elected or appointed positions in clinical service-delivery and/or community, state, regional, or national professional organizations
- Significant outcomes or products of service participation (e.g., policies, proceedings, projects, programs, reports, services, conference proceedings)
- Participation on editorial boards for state/national/international peer-reviewed journals
- Documentation of intramural and/or extramural funding to support service mission
- Documentation of internal and/or external service awards/appraisal/recognition