

School of Communication Sciences and Disorders Policies and Procedures for Promotion -Academic Faculty Instructor/Lecturer

School of Communication Sciences and Disorders Policies and Procedures for Promotion of Academic Instructor/Lecturer Faculty

I. Purpose

The School of Communication Sciences and Disorders at the University of Central Florida must employ and retain faculty members with appropriate clinical 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, academic instructor/lecturer faculty members applying for promotion must demonstrate excellence in two broad categories of academic activity: teaching and service. Initiation and/or participation in quality research or creative activity is positively assessed but not required. All of a faculty member's activities in these areas must be considered as support of his/her application for promotion if s/he has been assigned duties or responsibilities in these areas, no matter how minimal; however, the faculty member need not have achieved an outstanding rating in all areas. Satisfactory performance at a minimum is necessary, however, in any area in which there has been assignment. The following policies and procedures pertain to the promotion of academic instructor/lecturer 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) speech sound production , (2) fluency and fluency disorders, (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) feeding and 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) augmentative and alternative communication modalities, including oral, manual, and assistive technologies.

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III. Instructor and Lecturer Faculty Ranks in the College

- A. In accordance with University guidelines, the School of Communication Sciences and Disorders (CSD) uses the following academic instructor/lecturer ranks:
 - 1. Instructor
 - 2. Associate Instructor
 - 3. Senior Instructor

- 1. Lecturer
- 2. Associate Lecturer
- 3. Senior Lecturer

IV. General Guidelines:

- A. The faculty member's assigned areas of responsibility shall be considered in the context of promotion appraisal.
- B. 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 professional growth and contribution to the School, College, University, and Community.
- C. If seeking promotion, the candidate should possess the qualifications required of the rank to which s/he is aspiring.
- D. The candidate is responsible for collecting and submitting data for evaluation and review and, retaining it to serve as cumulative data in subsequent reviews.
- E. Each performance area in which there has been any assigned time (teaching, service, and other research or creative activity) must receive comment.

V. Promotion in Academic Rank

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

University Promotion Regulation 3.0175

Promotion of Full-time Non-tenure-earning, Research, and Clinical Faculty

<https://regulations.ucf.edu/chapter3/documents/3.0175PromotionofResearchClinicalFacultyFINALApril16.pdf>

VI. Promotion to Associate Instructor/Lecturer

Faculty members are expected to make substantial contributions in academic teaching, as well as appropriate service contributions or other university duties. Research and other creative activities can be considered but are not required for consideration.

Teaching
<p>1. Criteria Statements</p> <p>Candidates will accomplish each of the following:</p> <ol style="list-style-type: none">a. Demonstrate active participation and effectiveness in teaching, developing, revising, implementing, and evaluating existing or new courses.b. Demonstrate teaching effectiveness in all areas of assignment (e.g., didactic, digital teaching, clinical teaching (optional), and student advisement.).c. Develop collaborative internal and/or external relationships with professionals in the UCF, local or global communities, and/or at other educational institutions to promote student learning opportunities.
<p>2. Examples of Evidence which could be Presented to Document Achievement of above Criteria:</p> <ul style="list-style-type: none">• Student perceptions of instruction / and other documented forms of student feedback.• Self-evaluations• Peer evaluations• Administrator evaluations• Course materials• Student coursework samples• Institutional Effectiveness survey results (student self-ratings of preparation to practice in a given sub-disciplinary area)• Curricular development• Teaching enhancement activity outcomes (e.g., workshops, conferences)• Development of creative and unique course(s) and/or teaching methodologies• Scholarship of Teaching and Learning (SoTL) outcomes (e.g., evidence-based teaching resources)• Affiliations with other UCF units or collaborations with other institutions within the US or abroad (e.g., Thesis or Dissertation Committee Member, Guest Professorship, Expert Consultation).• Documentation of intramural and/or extramural funding to support teaching mission• Documentation of internal and/or external teaching awards/appraisal/recognition• Number of courses taught• Number of different courses taught• Average class size <p>See AESP for other exemplars</p>

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Service
<p>1. Criteria Statements</p> <p>Candidates will accomplish each of the following:</p> <ol style="list-style-type: none">a. Demonstrate active participation on school, college and/or university committees.b. Demonstrate active participation in service for community, state, regional, national, international professional or other service organizations and/or clinical service-delivery. <p>2. Examples of Evidence which could be Presented to Document Achievement of above Criteria:</p> <ul style="list-style-type: none">• A consistent record of participation in school, college and/or university service activities• A consistent record of participation in community, state, regional, or national professional organizations and/or clinical service-delivery• 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• Performance of assigned school administrative duties <p>See AESP for other exemplars</p>

Optional
For Faculty with FTE Assignment in Research

Research and Creative Activity
<p>1. Criteria Statements</p> <p>If assigned Research FTE, candidates may:</p> <ol style="list-style-type: none">a. Demonstrate contribution in the area of research.b. Demonstrate research/scholarly productivity in journals and/or presentations with a national or international impact.c. Demonstrate scholarly activity in the development of clinical instruments. <p>2. Examples of Evidence which could be Presented to Document Achievement of above Criteria:</p> <ul style="list-style-type: none">• Record of contribution in support of intramural and/or extramural funding.• Record of implementation activities related to research protocols and/or participant data collection.• Documentation of activities focused on research.• Documentation of other research dissemination (e.g., 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• Scholarship of Teaching and Learning (SoTL) outcomes (e.g., evidence-based teaching resources)

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VII. Promotion to Senior Instructor/Lecturer

Promotion to Senior Instructor/Lecturer reflects not only an individual's contributions within the institution, but also denotes a status and level of significant achievement. Substantial contributions of a continuing nature beyond that expected of an associate instructor/lecturer are necessary for the achievement of the rank of Senior Instructor/Lecturer.

Teaching

1. Criteria Statements

Candidates will accomplish each of the following:

- Demonstrate teaching excellence in all areas of assignment (e.g., didactic, digital, clinical (optional), student advisement).
- Provide effective leadership in developing, implementing, and evaluating academic didactic, digital, and/or clinical courses and curricula.
- Demonstrate leadership in developing collaborative internal and external relationships with professionals in the local or global community and at other educational institutions to promote student learning opportunities.
- Mentor colleagues and/or students in the teaching process.

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

- Student perceptions of instruction results and other forms of student feedback
- Self-evaluations
- Peer evaluations
- Strong administrator evaluations
- Innovative course materials
- Significant participation and leadership in curricular development
- Teaching enhancement activity outcomes (e.g., workshops, conferences)
- Development of creative and unique course(s) and/or teaching methodologies
- SoTL outcomes (e.g., evidence-based teaching resources)
- Appointment as site visitor to evaluate educational effectiveness of other institutions.
- Affiliations with other UCF units or collaborations with other institutions within the US or abroad (e.g., Thesis or Dissertation Committee Member, Guest Professorship, Expert Consultation).
Documentation of intramural and/or extramural funding to support teaching mission
- Documentation of intramural and/or extramural funding to support teaching mission
- Documentation of internal and/or external teaching awards/appraisal/recognition
- Number of courses taught
- Number of different courses taught
- Average class size
- Demonstrated ability to teach courses in all appropriate modalities, (i.e., use of various forms of digital and distance learning technology, face-to-face classroom teaching, synchronous and asynchronous video teaching, among others).
- Involvement in Continuing Education: providing CE courses, assist in administrative duties relative to ASHA CE credits, etc)

See AESP for other exemplars

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Service

1. Criteria Statements

- 1a. Assumes multiple leadership roles in school, college and/or university committees.
- 1b. Assumes leadership in community, state, regional, national and/or international professional or other service organizations and/or clinical service-delivery.
- 1c. Mentors colleagues and 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 school, college and/or university
- A consistent record of elected or appointed positions in community, state, regional, or national professional organizations and/or clinical service-delivery.
- Significant outcomes or products of service participation (e.g., policies, proceedings, projects, programs, reports, services, conference proceedings)
- Documentation of intramural and/or extramural funding to support service mission
- Documentation of internal and/or external service awards/appraisal/recognition

See AESP for other exemplars

Optional

For Faculty with FTE Assignment in Research

Research and Creative Activity

1. Criteria Statements

If Candidate will:

- Demonstrate participation in research activity.
- Demonstrate consistent involvement in promoting research to students, faculty, and professionals in the community.
- Demonstrate initiatives in mentoring other professionals and students in the research process.

It is the intent of the school 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:

- Record of contribution and support of extramural research funding and projects.
- Demonstrate scholarly activity in the development of clinical instruments.
- Documentation of research mentoring of students, faculty, and/or colleagues
- Documentation of a significant role for the implementation of activities related to research protocols and/or participant data collection.
- Appointment as Editor, editorial board member or reviewer for professional journals
- Appointment to grant review board
- Documentation of leadership activities focused on research
- SoTL outcomes (e.g., evidence-based teaching resources)
- Documentation of research dissemination activities (articles, books, book chapters, conference presentations, standardized test instruments, clinical tools, non-refereed publications, etc.)
- Documentation of internal and/or external research awards/appraisal/recognition