

# School of Communication Sciences and Disorders

## Policies and Procedures for Promotion– Clinical Instructor and Lecturer Faculty

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### **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, clinical instructor and lecturer faculty members applying for promotion must demonstrate excellence in three broad categories of academic/clinical activity: teaching, service, creative activity and research. All of a faculty member's activities in these areas must be considered in support of his/her application for promotion 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 of clinical 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) swallowing/feeding (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, augmentative and alternative communication techniques and assistive technologies.

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

- A. In accordance with University guidelines, the School of Communication Sciences and Disorders (CSD) uses the following clinical 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 all Annual Reviews.
- 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 growth and contribution to the School and College.
- 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 other creative activity, research, and other duties) must receive comment.

### **V. Promotion in Clinical Rank**

- A. Eligibility for promotion to the next 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 clinical instructor and lecturer faculty members in Communication Sciences and Disorders is detailed below and in University policies and procedures.

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**VI. Promotion to Associate Instructor/Lecturer**

Faculty members are expected to make substantial contributions in clinical teaching, as well as appropriate service contributions or other university duties.

<b>Teaching</b>
<p><b>1. Criteria Statements</b> 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).</li> <li>c. Develop collaborative external relationships with professionals in the local or global community and at other educational intuitions 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 / Qualtrics student feedback surveys</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> <li>• Caseload (size, intensity, specialty)</li> </ul>

<b>Service</b>
<p><b>1. Criteria Statements</b> Candidates will:</p> <ol style="list-style-type: none"> <li>a. Demonstrate participation on school, college and/or university committees.</li> <li>b. Demonstrate participation in clinical service-delivery and/or community, state, regional, national, international professional or service organizations.</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>• A consistent record of participation in school, college and/or university service activities</li> <li>• A consistent record of participation in clinical service-delivery and/or community, state, regional, or national professional organizations</li> <li>• Significant deliverables yielded from service participation (e.g., policies, proceedings, projects, programs, reports, services, conference proceedings)</li> <li>• Participation on editorial boards for state/national/international peer-reviewed journals</li> <li>• Documentation of intramural and/or extramural funding to support service mission</li> <li>• Documentation of internal and/or external service awards/appraisal/recognition</li> </ul>

**For Faculty with FTE Assignment in Research**

**Research and Creative Activity**

**1. Criteria Statements**

Candidates will:

- a. Demonstrate consistent contribution in the area of research.
- b. Demonstrate consistent research/scholarly productivity in journals and/or presentations with a national or international impact.

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

- Record of contribution in support of intramural and/or extramural research 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 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

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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.

<b>Teaching</b>
<ul style="list-style-type: none"> <li>● <b>Criteria Statements</b> <ul style="list-style-type: none"> <li>Candidates will:                             <ul style="list-style-type: none"> <li>● Demonstrate teaching excellence in all areas of assignment (e.g., didactic, clinical),</li> <li>● Provide leadership in developing, implementing and/or evaluating clinical curricula or courses.</li> <li>● Take leadership in developing collaborative external relationships with professionals in the local or global community and at other educational institutions to promote student learning opportunities.</li> <li>● Mentor colleagues and/or students in the teaching process.</li> </ul> </li> </ul> </li>   <li>● <b>Examples of Evidence which could be Presented to Document Achievement of above Criteria:</b> <ul style="list-style-type: none"> <li>● Student perceptions of instruction results/Qualtrics student feedback surveys</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).</li> <li>● Documentation of intramural and/or extramural funding to support teaching mission</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> <li>● Caseload (size, intensity, specialty)</li> </ul> </li> </ul>

<b>Service</b>
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# School of Communication Sciences and Disorders Policies and Procedures for Promotion – Clinical Instructor and Lecturer Faculty

## 1. Criteria Statements

- 1a. Assumes leadership role in school, 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 school, 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

## For Faculty with FTE Assignment in Research

### Research and Creative Activity

## 2. Criteria Statements

Candidates will:

- Demonstrates research excellence.
- Demonstrates leadership in promoting research.
- Demonstrates excellence 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.

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

- Record of contribution and support of extramural research funding
- 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
- 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