

University of Maine
Department of Communication Sciences and Disorders
Criteria for Evaluation and Promotion
for Tenure-line Faculty

GENERAL GUIDELINES

The Department of Communication Sciences and Disorders has as a goal to nurture three areas of faculty development: teaching, scholarship and service. The Department has a fundamental commitment to all three areas, and promotion as well as the granting of tenure is based upon achievements in all three. The academic areas of work to be evaluated within the Department of Communication Sciences and Disorders can include speech-language pathology, speech and hearing science, speech and language development, linguistics, psycholinguistics, and audiology.

Peer Committees for each faculty member will be composed of at least three tenured faculty of the University of Maine with at least two from the College of Liberal Arts and Sciences. Members of Peer Committees for Assistant Professors will hold the rank of Associate Professor or Professor, and members of Peer Committees for Associate Professors will hold the rank of Professor. Peer Committees should include members of the Department of Communication Sciences and Disorders faculty who hold appropriate tenure and rank.

TEACHING

The amount, variety and quality of contacts with students – formal and informal, graduate and undergraduate, in clinical supervision, directed reading and research, and classroom teaching – constitute a fundamental dimension for evaluating suitability for promotion. Among the specifics to be considered in teaching evaluation are the number and diversity of courses taught, involvement in curriculum development and in special workshops and conferences, as well as ratings of teaching by both students and peers.

A. Promotion to Associate Professor with tenure is dependent on demonstrated enthusiasm and capability for promoting learning in the classroom, laboratory or clinic. Annual evaluations of Assistant Professors will be based on progress in the following areas:

1. as a minimum, the faculty member's teaching involvement must include a yearly teaching load of undergraduate and graduate courses consistent with the teaching load of the other tenure-line faculty members in the Department; a faculty member is not penalized for released time assignments;
2. whenever possible the candidate for promotion should show involvement in theses, directed readings, and other directed research activities;
3. the quality of the candidate's teaching will be assessed with attention to the following:

- a. teaching effectiveness at both the graduate and undergraduate level as judged by peer review; peer review of teaching is to be arranged by the candidate in consultation with the Peer Committee;
 - b. course and clinical supervision evaluations (with accompanying written commentary) using standard or customized rating forms by undergraduate and graduate students; the candidate should be rated by his/her students as an effective instructor; and
 - c. in cases where the faculty member is assigned to do undergraduate or graduate advising (in some cases faculty members are not so assigned), effectiveness will be assessed according to current departmental and college standards of advising evaluation; areas of advising performance to be considered include availability for student contact, maintaining of regular office hours, attentiveness to needs of advisees, and participation in advising workshops or other appropriate methods of acquiring requisite knowledge for advising;
4. the following optional items, when applicable, will also be taken into account in the assessment of the candidate's teaching:
- a. innovative teaching, including both new methods of teaching and institution of new courses;
 - b. additional activities toward the enhancement of teaching, such as acquisition of grant funding for new texts, materials, curriculum development, etc.;
 - c. guest lecturing and other forms of teaching collaboration including collaborations with other institutions of learning both with the University of Maine System and elsewhere.

B. The case for promotion to Full Professor is dependent on a continued high level of performance, as evidenced by peer review and positive student ratings. The faculty member should show evidence of continuing participation in student committees where possible, and in working with students in directed reading, research, and practicum courses where applicable. Annual evaluations of Associate Professors will be based on these criteria and those in Section A above.

C. Periodic evaluations of Full Professors will be based on the same criteria as for promotion to that rank.

SCHOLARSHIP

The candidate for promotion to Associate Professor is expected to have made a significant scholarly contribution to any of the fields of inquiry relevant to the Department of Communication Sciences and Disorders: speech-language pathology, speech and hearing science, speech and language development, linguistics, psycholinguistics or audiology. Publications provide a concrete indication of scholarship, in terms of both quantity and quality.

A. The case for promotion to Associate Professor with tenure depends on meeting specific requirements indicative of a high level of scholarly productivity. Annual evaluation of Assistant Professors will be based on progress in the following areas:

1. as a minimum standard of scholarly accomplishment for promotion, the candidate must be the first author of at least four scholarly publications based on research conducted since the beginning of the calendar year of the candidate's appointment as an Assistant Professor; for this purpose, scholarly publications include articles published based on peer review in high quality journals, books, and chapters in edited books; authorship or co-authorship of a book may be counted, at the Peer Committee's discretion, as the equivalent of several articles; articles or books that have been accepted for publication ("in press") are to be counted; the overall quality of these publications must indicate that the candidate has made a significant scholarly contribution to one of the fields of inquiry listed above; the Peer Committee will judge the quality of the publications on the basis of:
 - a. the reputation and editorial standards of the journals in which the articles are published;
 - b. the impact of the publications on the discipline, as judged by researchers at this and other institutions; at least three letters of support for the candidate's promotion must be received from recognized authorities in the candidate's research area or a related field; these letters must be from scholars outside of the University of Maine; at least two of the letters must be from people who were not on the candidate's doctoral committee;
 - c. other evidence of impact of the publications will also be considered where applicable (e.g., as indicated by citations from other authors, collaborative research or development projects at other institutions developing from the candidate's work, replication efforts at other institutions, etc.);
2. besides the minimum of four publications described in A.1., the candidate must submit additional evidence of scholarly accomplishments falling into one or more of the following categories:
 - a. co-authorship of scholarly publications based on research conducted since the candidate's appointment as an Assistant Professor;
 - b. papers, symposia, workshops, or invited addresses presented at professional meetings;
 - c. editing of a scholarly volume;
 - d. scholarly research grant applications approved by or approved and funded by internal or external funding agencies, with special consideration being given to peer-reviewed external proposals.

- B. The case for promotion to Full Professor depends on the demonstration of outstanding scholarship and recognition by peers indicating that the candidate has made a significant contribution to his/her area of expertise. Candidates for promotion to Professor are expected to have made significant additional scholarly contributions since their promotion to Associate Professor. Annual evaluations of Associate Professors will be based on these criteria and those described in Section A above, except that peer letters will not be required.
- C. Periodic evaluations of Full Professors will be based on the same criteria as for promotion to Professor, except that peer letters will not be required.

SERVICE

Service as a category to be considered in promotion includes involvement in community affairs qua speech-language hearing scientist, speech-language pathologist or audiologist. The category includes but is not limited to serving on university and departmental committees, research or clinical consultation to community programs, assistance to state and local agencies which serve the people of Maine, assistance to the national or worldwide professions of speech-language pathology or audiology, participation on public commissions, councils or advisory boards, etc., conducting workshops, providing clinical services, including speech-language-hearing screenings, and collaboration with other professionals on grants, workshops, courses, etc.

- A. The case for promotion to Associate Professor with tenure may be strengthened by a good record of service, particularly if the candidate's work on service tasks has brought credit to the department and the university. Annual evaluations of Assistant Professors will in particular recognize achievement in the areas of service listed below:
 - 1. service in an important administrative capacity (e.g., graduate coordination);
 - 2. service on University committees;
 - 3. service on Department committees;
 - 4. consulting in a professional capacity, including:
 - a. unpaid service to community or more broadly-based organizations;
 - b. paid consultation;
 - 6. lectures, panel discussions, workshop presentations;
 - 7. service to professional or scientific organizations as an office holder or committee member;
 - 8. service as a reviewer, an editor or member of the board of editors of a scholarly journal or book.
- B. The case for promotion to Full Professor is strengthened by the attainment of a national reputation as a leader in advancing the contributions of any of the fields of activity relevant to Communication Sciences and Disorders (speech-language pathology,

speech and hearing science, speech and language development, linguistics, psycholinguistics, or audiology), to the public, the community, or the University. The case for promotion to Full Professor will be enhanced by exceptionally high quality contributions to public/community service. Annual evaluations of Associate Professors will recognize these achievements as well as those outlined in A above.

C. Periodic evaluations of Full Professors will be based on the same criteria as for promotion to that rank.