

**UNIVERSITY OF MAINE SYSTEM**

**Tenure and Promotion Application Form**

**I. FACE DATA**

**A. NAME:** Nancy E. Hall

**B. PRESENT RANK:** Associate Professor with Tenure

**C. COLLEGE/DEPARTMENT:** Natural Sciences, Forestry and Agriculture/  
Communication Sciences and Disorders

**D. PROFESSIONAL EXPERIENCE**

| <b>YEAR(S)</b>    | <b>EMPLOYER(S)</b>  | <b>POSITION(S)</b>  |
|-------------------|---|---|
| 2016-Present      | University of Maine<br>Orono, ME  | Associate Professor, Graduate<br>Coordinator & Department Chair               |
| Jan.-June<br>2016 | University of Maine<br>Orono, ME  | Associate Professor, Co-Graduate<br>Coordinator & Interim<br>Department Chair |
| 2008-2012         | University of Maine<br>Orono, ME  | Director, Center for<br>Undergraduate Research                                |
| 2007-2015         | University of Maine<br>Orono, ME  | Associate Professor   |
| 2002-2007         | University of Maine<br>Orono, ME  | Associate Professor &<br>Department Chair                                     |
| Jan.-Aug.<br>2002 | University of Maine<br>Orono, ME  | Associate Professor & Interim<br>Department Chair                             |
| 1995-2001         | University of Maine<br>Orono, ME  | Graduate Coordinator  |
| 1995-1996         | University of Maine<br>Orono, ME  | Assistant Professor & Interim<br>Department Chair                             |
| 1993-2001         | University of Maine<br>Orono, ME  | Assistant Professor   |
| 1992-1993         | College of Wooster<br>Wooster, OH   | Visiting Assistant Professor  |
| 1992-1993         | Friedlander<br>Speech & Hearing Center<br>College of Wooster<br>Wooster, OH | Director  |

|           |  |   |
|-----------|--|---|
| 1992-1993 | Department of Pediatrics<br>School of Medicine<br>Case Western Reserve University<br>Cleveland, OH                                   | Acting Principal Investigator,<br>NIH Program Project |
| 1988-1989 | Cleveland<br>Hearing & Speech Center<br>Cleveland, OH  | Speech-Language Pathology<br>Consultant               |
| 1985-1993 | Divisions of<br>Pediatric Neurology and<br>Psychology, Speech & Language<br>Rainbow<br>Babies & Children's Hospital<br>Cleveland, OH | Speech-Language Pathologist                           |
| 1985-1992 | Department of Pediatrics<br>School of Medicine<br>Case Western Reserve University<br>Cleveland, OH                                   | Research Assistant                                    |
| 1984-1985 | Shaker Heights City Schools<br>Shaker Heights, OH  | Speech-Language Pathologist                           |

**E. EDUCATIONAL BACKGROUND**

| <b>YEAR(S)</b> | <b>INSTITUTION(S)</b>                            | <b>FIELD</b>                    | <b>DEGREE</b> |
|----------------|--|---------------------------------|---------------|
| 1986-1992      | Case Western Reserve University<br>Cleveland, OH | Communication<br>Sciences       | Ph.D.         |
| 1983-1985      | Case Western Reserve University<br>Cleveland, OH | Communication<br>Sciences       | M.A.          |
| 1982-1983      | Boston University<br>Boston, MA                  | Communication<br>Disorders      |               |
| 1978-1982      | College of Wooster<br>Wooster, OH                | Major: Speech<br>Minor: History | B.A.          |

**II. RECORD OF ACTIONS**

**A. INITIAL PROBATIONARY APPOINTMENT**

1. Date: 9/1/1993
2. Length of Initial Appointment: 1 yr.
3. Prior Experience Credited toward Tenure: 0 yrs.
4. Rank: Assistant Professor

**B. REAPPOINTMENTS**

| DATE(S)           | LENGTH  |
|-------------------|---|
| September 1994    | 1 year  |
| September 1, 1995 | 1 year and 10 month Interim<br>Department Chair appointment             |
| October 30, 1995  | 1 year extension of probationary period                                 |
| September 1, 1996 | 2 years   |
| April 28, 1998    | Memorandum of Understanding, 1 year<br>extension of probationary period |
| September 1, 1998 | 1 year  |
| September 1, 1999 | 1 year  |
| September 1, 2000 | 1 year  |

**C. PROMOTION(S)**

| EFFECTIVE DATE(S) | TO RANK                         |
|-------------------|---------------------------------|
| 9/1/2001          | Associate Professor with Tenure |

**D. RECOMMENDATIONS FOR:**

| RECOMMENDING<br>BODY | RECOMMENDATION<br>(YES/NO/<br>NO ACTION) | SIGNATURE | DATE |
|----------------------|--|-----------|------|
| Peer Committee       |  |           |      |
| Dean                 |  |           |      |
| Provost/VPAA         |  |           |      |
| President            |  |           |      |

**E. EXCEPTIONS TO BOARD OF TRUSTEES POLICY**

**None/Yes**

**F. TRANSMITTAL LETTERS**

1. President
2. Provost/VPAA
3. Dean

### III. CANDIDATE'S PROFILE

#### A. DOCUMENTATION OF TEACHING

Since being promoted in 2001, my appointment has been 50% teaching, 50% research, except during times when I held administrative appointments. The years during which I did NOT hold administrative appointments between 2001-2017 amount to 4 1/2 (one of which was an administrative leave). Thus, my teaching schedule, typically, was one course each semester while I was serving as Department Chair or as Director of the Center for Undergraduate Research.

#### *Major Responsibilities and Philosophy*

My primary teaching responsibilities have been in the undergraduate program, specifically the Senior Capstone courses (CSD 490 & 491) and a course on clinical observation (CSD 300). At the graduate level, I teach CSD 583 Fluency Disorders and a course on Counseling in CSD (CSD 586). The counseling course is an elective, and has been offered only twice because of administrative demands on my time. Most of my time and energy go into teaching and mentoring the undergraduates because the required graduate course I teach is offered only once every two years; whereas I am teaching undergraduates every semester.

A considerable portion of the CSD department's resources are directed to the graduate program, as we must maintain national accreditation. That said, my passion for teaching centers on the undergraduates. They often exhibit a curiosity and enthusiasm about the discipline that is broader and more open-minded than what is observed in graduate students. Mostly, I attribute this difference to the fact that graduate students are doing the serious business of learning how to be practitioners and expect to be taught "how" to do therapy; while undergraduate students frequently ask "why." In the CSD 300 Clinical Observation, CSD 490 Senior Capstone: Research Process and CSD 491 Senior Capstone: Clinical Process courses I aim to support students' "why" inquiries. It is my hope that the students in my classes are pushed to integrate material on their own, rather than simply rely on me for answers or connections.

The assignments in CSD 300 require students to build a model or framework of observation; one that includes more than a diagnosis, therapy setting and goals. I expect students to bring their whole selves to the observation process – what biases they might have, how their own life experiences might help them appreciate the client's or patient's circumstances, and what skills they possess that will aid them in becoming a facilitator of change.

The primary assignment in the CSD 490 course is a written literature review and proposed study. Because the number of majors is well over 100, the Capstone course routinely has 25-35 students in it. Thus, in 2009 I made the decision to change the assignment from an individual project to a group one. Facilitating this type of work in groups can be quite challenging. My approach is one of independence – I expect the students to manage the work without much direction from me. As seniors, I believe they have all of the necessary study skills to tackle the reading, reviewing, synthesizing,

integrating, writing, and social/group dynamics. For years, I have included pre- and post-testing of their skills using a national instrument developed by Professor David Lopato at Grinnell College. Using continuous funding from the Howard Hughes Medical Institute, Dr. Lopato has been instrumental in designing ways to assess undergraduate research experiences. The Classroom Undergraduate Research Experience (CURE) survey assesses a student's perspectives on undergraduate research experiences in the classroom. Data from these surveys are presented in Appendix B. In contrast to the national sample (which includes all classes of university students), the CSD 490 students report substantial gains in understanding the research process, knowledge regarding ethical conduct in research, how to give an oral presentation and how to work in a collaborative group. When I line these data up with the objectives I have outlined for the class, they are a direct match. It is very rewarding to have this type of external validation!

The spring capstone (CSD 491) centers on the process of clinical work. Originally, the course was designed with a clinical faculty member in mind to teach it; however, because of changes in faculty and practicum supervision demands on clinical faculty, I have been called upon to teach it routinely. I've approached this course as an extension of the CSD 300 course on observation – providing students fundamental understanding of the steps involved in providing clinical services along with fostering development of personal skills that support clients and patients and facilitate change. A major task for students in this course is to submit their work from the fall capstone to be presented at the university-wide symposium on student research. The CSD department has required students to present their capstone research since the very first semester it was offered (1999-2000). Initially, the department organized a program for poster presentations and invited the university community. This was modified to require the CSD 491 students to submit their work to the Center for Undergraduate Research's undergraduate showcase (currently named the UMaine Symposium on Student Research). Since 2011, CSD seniors have been presenting their research to the UMaine community. Additionally, all students in the CSD 300 class are required to attend the symposium to expose them to the CSD seniors' work as well as the broader world of undergraduate (and graduate) research at UMaine. I am very proud of this legacy in the CSD department. It is something that has become part of the culture of the department, and provides a wonderful opportunity to “cap” off the undergraduate experience. (A sample list of capstone projects and mentored undergraduate research is included in the “Other Evaluation of Teaching” section below.)

Someone once said to me, “Discover what it is you love, and find ways to do more of it.” My teaching passion is exposing students to the research process and supporting them in their efforts to try their hand at it. This type of teaching – mentoring undergraduates and graduate students in research is not represented in the numerical ratings. Yet, I have spent quality time with many undergraduates fostering their interest in research. During the period of time documented in this application, I have included 27 undergraduates in my research program (approximately 2 per year). When one reviews my CV, the success of this approach becomes apparent – nearly 20 presentations, proceedings and articles with undergraduate authors. Typically, students

approach me about working on my research team because they have heard about it from prior students. The “team” is usually comprised of 2-3 undergraduate research assistants and my Graduate Assistant. Currently, I have a team of 4 students: two undergraduates (a second-year student and a University Top Scholar first-year student) and two graduate students (one of whom is a Master’s student in Early Intervention). All of these students (with the exception of the Top Scholar) worked with me last year. In fact, my G.A. has been working with me since she was a second-year undergraduate (4 years). To me, there is no better validation.

CSD Master’s students are practitioners, clinicians. In large measure, they do not plan to, nor do they have much interest in conducting research. Thus, it is rare for any to undertake a thesis. Still, during the period of this application, I have mentored 8 thesis students, and am currently advising a 9<sup>th</sup>. This represents the vast majority of CSD students who have produced theses successfully (8/9) in the time of this application. Six of these theses have been presented in national or international forums and two are in the process of being written up for publication. One of the Master’s thesis students went on to pursue a Ph.D. at the University of Nebraska and presently is an Assistant Professor at Washington State University.

### ***Courses Taught***

(\*Taught on a regular basis; + Developed; #Restructured)

#### *Undergraduate Courses:*

**CSD 100** Majoring in Communication Sciences and Disorders (1 cr.) This course provides a basic introduction to the CSD major and assists students in transitioning to the university. I taught it once in the Fall 2016 semester (23 enrolled).

\***CSD 291** Scholarship and Inquiry in Communication Sciences and Disorders (1 cr.) This course, no longer offered, was designed to introduce CSD majors to basic elements of scholarship in the CSD discipline. It included fundamentals of library research and scientific writing. It was replaced with LBR 200. I taught it 6 times (including its earlier iteration as CSD 391) with an average enrollment of 33.

\*+**CSD 300** Clinical Observation in Communication Sciences and Disorders (1 cr.) I developed this course in response to growing undergraduate enrollment and the demands of having to deliver 25 hours of clinical observation for all majors. Rather than attempt to meet this demand all in the senior capstone, I developed a junior level course in which students are provided guided observation experiences. Students appreciate the opportunity to observe clinical practice earlier in their academic program, and having an instructor guide them. More recently, students have expressed disappointment about not having the opportunity to observe “live” sessions, something the on-campus clinic does not have the capacity to do given that all seniors are also conducting observations. Over the many years of teaching CSD 300, I developed a passion around helping students gain a broader understanding of clinical observation and these experiences ultimately led me to research and write a book on the topic; something designed to assist instructors and students in developing keen observational skills. I have taught it 7 times, with an average of 31 students.

**CSD 487 Disorders of Speech and Language** (3 cr.) An advanced survey course in which students are exposed to specific disorders selected by the instructor. It is one of the two courses in the undergraduate curriculum that are focused on disorders of communication, rather than processes of normal communication. I chose to use a case study approach in this class, so that students were assigned cases that represented particular disorders in which they were required to complete background review and examine methods of treatments. The students responded positively to the case study approach. I taught it only once with 31 students enrolled.

**\*+CSD 490 Senior Capstone: The Research Process** (4 cr./3 cr.) I consider this class my “signature” course. Early in my career at UMaine, I participated in a workshop on developing departmental capstone courses and, with another CSD faculty member, created a sequence of capstone courses designed to introduce students to processes of research in CSD, and elements of clinical practice (see **CSD 491** below). CSD 490, the fall capstone, introduces students to the processes of library research, requires a significant literature search and written review. As well, students are expected to develop a basic proposal for a research study and present their work to the class. I am passionate about exposing students to the scientific method as it is used in the discipline of CSD – both from a research perspective and from a clinical perspective in which decisions must be evidence-based. The research project was conducted individually until 2009, but revised to be a group project after the enrollment reached 39 students in 2008. I have taught this course every fall semester since before promotion to Associate Professor except when on leave/sabbatical. Average enrollment=27.

**\*+CSD 491 Senior Capstone: The Clinical Process** (3 cr.) This course introduces undergraduates to basic clinical processes and requires continued clinical observations to enhance students’ understanding of the skills needed for delivering high quality clinical services. I’ve taught or co-taught it 8 times since promotion, with an average of 25 students.

**\*+CSD 497 Problems in Communication Sciences and Disorders I/CSD 498 Problems in Communication Sciences and Disorders II** (1-3 cr.) These courses are offered as independent study opportunities. I routinely offer them to a small number of undergraduate students every semester as a way of including them in my research. Over the course of the time since promotion, a total of 27 students have taken advantage of this opportunity.

*Graduate Courses:*

**\*+CSD 583 Fluency Disorders** (3 cr.) This is my primary graduate course offering, focused on theory and practice in stuttering and fluency disorders. It is a required class, typically offered every other spring semester. As a result, it has a very high enrollment as both first- and second-year graduate students take it. The class is demanding because of the extent of dense content and often is considered less important than other classes in the graduate curriculum because stuttering is perceived as a “low frequency” disorder. Research has shown that, not only do graduate students feel discomfort with stuttering and other disorders of fluency, practicing clinicians report this as well. Thus, it can be a challenging course to teach. I’ve taught it 8 times since promotion with an average enrollment of 26.



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**\*+CSD 586 Current Issues in Clinical Practice: Counseling in CSD (3 cr.)**

“Current Issues” (CSD 586) courses are topics classes taught as electives. Because the CSD graduate curriculum is so full and the majority of students’ time is devoted to clinical practicum, it can be difficult to fit these courses in. I was fortunate to be able to develop this course upon returning to the CSD department full time after stepping down as CUGR Director. Counseling in CSD is a topic often identified as critical for the discipline and something students feel a great deal of discomfort about and that is why I developed the course. It covers appropriate counseling theory and fundamentals, but mostly is structured on practicing basic counseling skills. Role play, hands-on learning activities and guest speakers provide the students opportunities for exploring the principles. I’ve only been able to teach it twice (6 students each) because of administrative demands on my time, but have plans to offer it again in the Summer of 2018.

**CSD 686 Clinical Practicum (1 cr.)** Clinical practicum involves direct supervision or the coordination of clinical practicum for graduate students; it is typically not taught by tenure track/research faculty. I ended up overseeing the completion of clinical practicum for 2 graduate students who were finishing an online collaborative graduate program with the University of Cincinnati in which we delivered practicum.

**CSD 690 Directed Research (3 cr.)** I directed independent study/research on language and literacy for a student in the College of Education during the Summer 2013 semester. (Christopher Healy, Ph.D. candidate)

**CSD 699 Graduate Thesis (1-3 cr.)** I have successfully directed 8 Master’s theses, which represents nearly 90% (8/9) of all CSD students conducting thesis research during this period. I am currently advising a 9<sup>th</sup> student.

**HON 498/HON 499 Honors Thesis (3 cr. each)** With a typical enrollment of 25-30 seniors, CSD averages fewer than 1 Honors student enrolled in thesis. I have advised 3 Honors students in thesis research since 2001, two in 2008-2009 and one in 2015-2016. I am currently serving as co-advisor for a 4<sup>th</sup> student.

## **B. DOCUMENTATION OF SCHOLARSHIP AND PROFESSIONAL ACTIVITY**

1. Publications and Creative Works (\*=Peer reviewed, underlined names represent undergraduate students)

### *Articles*

\*Wagovich, S.A. & **Hall, N.E.** (2017). Stuttering frequency in relation to lexical diversity, syntactic complexity and utterance length. *Communication Disorders Quarterly*. DOI: 10.1177/1525740117702454

\***Hall, N.E.** (2016). Mothers with postpartum depression and their infants: Are SLPs involved? *Perspectives of the ASHA Special Interest Groups, SIG 1, 1*, 175-181. DOI:10.1044/persp1.SIG1.175 (Based on Capstone research conducted by Caramihalis, K., Clifford, J., & Miller, E.)

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- \***Hall, N.E.** (2016). The role of observation in clinical practice. *Contemporary Issues in Communication Science and Disorders*, 43, 97-104.
- \*Yaruss, J.S., Coleman, C.E., Quesal, R.W....+ (2012). Stuttering in school-age children: A comprehensive approach to treatment: Letter to the Editor. *Language, Speech and Hearing in Schools*, 43, 536-548. (+Multiple authors listed as cosignatories.)
- \*Bauman, J., **Hall, N.E.**, Wagovich, S., Weber-Fox, C., & Bernstein Ratner, N. (2012). Past tense marking in the spontaneous speech of preschool children who do and do not stutter: A preliminary investigation. *Journal of Fluency Disorders*, 37, 314-324. Available online: <http://dx.doi.org/10.1016/j.jfludis.2012.04.003>
- \***Hall, N.E.** (2011, March). Emergence of stuttering in children with language impairment during the course of language therapy. *Perspectives on School-Based Issues*, 12, 18-25.
- \*Smith, A.B., **Hall, N.E.**, Tan, X., & Farrell, K. (2011). Speech timing and pausing in children with specific language impairment. *Clinical Linguistics and Phonetics*, 25, 145-154.
- \*Wagovich, S.A., **Hall, N.E.**, & Clifford, E. (2009). Speech disruptions in relation to language growth in children who stutter: An exploratory study. *Journal of Fluency Disorders*, 34, 242-256.
- \***Hall, N. E.** (2007). Fluency in childhood apraxia of speech. *Perspectives on Fluency and Fluency Disorders*, 17 (2), 9-14.
- \***Hall, N.E.** & **Segarra, V.R.** (2007). Predicting academic performance in children with language impairment: The role of parent report. *Journal of Communication Disorders*, 40, 82-95.
- \*Anderson, J.D., Wagovich, S.A., & **Hall, N.E.** (2006). Nonword repetition skills in young children who do and do not stutter. *Journal of Fluency Disorders*, 31, 177-199.
- \*Weiss, A.L., **Hall, N.E.**, & Leahy, M.M. (2005). Response to “Clinicians deserve better: Observations on a clinical forum titled: ‘What child language research may contribute to the understanding and treatment of stuttering’” by Ingham (2005). *Language, Speech, Hearing Services in Schools*, 36, 156-157.
- Hall, N.E.** (2005). Evidence-based practice: A primer. *MSLHA Matters*, 40, 8-10.
- \***Hall, N.E.** (2004). Lexical development and retrieval in treating children who stutter. *Language, Speech, and Hearing Services in Schools*, 35, 57-69.
- \*Gottwald, S.R. & **Hall, N.E.** (2003). Stuttering treatment in schools: Developing family and teacher partnerships. *Seminars in Speech and Language*, 24, 41-46.
- \***Hall, N.E.** & Gottwald, SR. (2001). Stuttering treatment in schools: Developing family partnerships. *Newsletter of the ASHA Special Interest Division: Fluency and Fluency Disorders*, 11(2), 4-7.

*Book Chapters*

- Hall, N.E.**, Wagovich, S., & Ratner, N.B. (2007). Language considerations in developmental stuttering. In E.G. Conture & R. Curlee (Eds.), *Stuttering and related disorders of fluency* (3<sup>rd</sup> ed., pp. 153-167). New York: Thieme.
- Hall, N.E.** (2002). Developmental language disorders. In B.L. Maria (Ed.), *Current management in child neurology* (2<sup>nd</sup> ed., pp. 215-219). Hamilton, Ontario: BC Decker, Inc.

*Reports*

- Joint Coordinating Committee on Evidence-Based Practice. (January, 2005). Position Statement: Evidence-Based Practice in Communication Disorders. Rockville, MD: American Speech-Language-Hearing Association.
- Joint Coordinating Committee on Evidence-Based Practice. (October, 2004). Report of the Joint Coordinating Committee on Evidence-Based Practice. Rockville, MD: American Speech-Language-Hearing Association.

*Proceedings*

- \***Hall, N.E.** & Martins, K. (2016). Parent concerns about raising a child who stutters. *Proceedings of the International Fluency Association's 8<sup>th</sup> World Congress*, Lisbon, Portugal. International Fluency Association.  
<http://www.theifa.org/pdf/IFA2015PO10.pdf> (Available to members only.)
- \***Hall, N.E.** & Caggiano, L. (2013). Needs and concerns of parents raising children who stutter: A developmental perspective. *Proceedings of the International Fluency Association's 7<sup>th</sup> World Congress*, Tours, France. International Fluency Association. [http://www.theifa.org/pdf/WCFD2012\\_0096.pdf](http://www.theifa.org/pdf/WCFD2012_0096.pdf) (Available to members only.)
- \***Hall, N.E.**, Higgins, K., Wagovich, S.A., Farkas, L., Cote, E., Russell, L., & Ward, J. (2007). A developmental study of normal fluency and language (pp. 130-135). *Proceedings of the International Fluency Association's Fifth World Congress*, Dublin, Ireland. International Fluency Association.
- \*Wagovich, S.A., & **Hall, N.E.** (2007). Lexical and fluency changes in young children who stutter (pp. 141-147). *Proceedings of the International Fluency Association's Fifth World Congress*, Dublin, Ireland. International Fluency Association.
- \***Hall, N.E.** & Evans, D.L. (2004). Examining adaptation and bilingualism in stuttering (pp. 363-368). *The International Fluency Association's 4<sup>th</sup> World Congress on Fluency Disorders: Proceedings*. Nijmegen, The Netherlands: Nijmegen University Press, International Fluency Association.

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2. Scholarly and Creative Work in Progress

*Book*

\***Hall, N.E.** (In press). *Clinical Observation in Communication Sciences and Disorders*. Plural Publishing.

*Presentation*

\*Pierce, M., Phillappone, M., Hamm, J., & **Hall, N.E.** (Accepted). Early speech and language development: A resource for parents. To be presented to the Annual Convention of the American Speech-Language-Hearing Association (November, 2017), Los Angeles, CA. *National*

2. Professional Presentations (#Invited)

\*+Pierce, M., O'Neil, S., Booth, A., & **Hall, N.E.** (November, 2016). Preferred listening levels of personal listening devices: Gender differences. Presented to the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.

Pierce, M., O'Neil, S., Booth, A., & **Hall, N.E.** (April, 2016). Preferred listening levels of personal listening devices: Gender differences. Poster presented to the University of Maine Research Symposium, Bangor, ME. *Local*

\*+Pierce, M., O'Neil, S., Martins, K., & **Hall, N.E.** (November, 2015). Families raising children with disabilities: Concerns and advice. Presented to the Annual Convention of the American Speech-Language-Hearing Association, Denver, CO. *National*

\*+**Hall, N.E.** & Martins, K. (July, 2015). Perspectives of parents of children who stutter. Presented to the 8<sup>th</sup> World Congress on Fluency Disorders, International Fluency Association, Lisbon, Portugal. *International*

\*Baumann, J., **Hall, N.E.**, Wagovich, S.A., Weber-Fox, C., & Bernstein-Ratner, N. (July, 2015). Comparison of DSS, IPSyn and MLU in preschool-age children who stutter. Presented to the 8<sup>th</sup> World Congress on Fluency Disorders, International Fluency Association, Lisbon, Portugal. *International*

\*+**Hall, N.E.** (November, 2014). Raising children who stutter: Parents' concerns from a developmental perspective. Presented to the Annual Convention of the American Speech-Language-Hearing Association, Orlando, FL. *National*

\*+Pelletier, A. & **Hall, N.E.** (November, 2014). The impact of speaking voice on gender identity among transgender and transsexual individuals: Considerations for the speech-language pathologist. Presented to the Annual Convention of the American Speech-Language-Hearing Association, Orlando, FL. *National*

- \*+**Hall, N.E.** & Caggiano, L. (July, 2012). Concerns of parents raising children who stutter: A developmental perspective. Presented to the 7<sup>th</sup> World Congress on Fluency Disorders, International Fluency Association. Tours, France.  
*International*
- Gibbons, M., Labbe, R., Fahey, K., Beal, H., Fahey, K., Mahan, L., & Hall, N.E. (April, 2011). Social skills development in young children with autism: A pilot study. Poster presented to the 2<sup>nd</sup> Annual Undergraduate Research and Academic Showcase, Center for Undergraduate Research, University of Maine. Orono, ME. *Local*
- \*+**Hall, N.E.** (November, 2010). Speech disruptions in young children with autism. Presented to the Annual Convention of the American Speech-Language-Hearing Association. Philadelphia, PA. *National*
- \*+Plourde, W.E. & **Hall, N.E.** (November, 2010). Syntactic complexity and writing quality: Genre differences in adolescence. Presented to the Annual Convention of the American Speech-Language-Hearing Association. Philadelphia, PA. *National*
- \*Baumann, J., **Hall, N.E.**, Wagovich, S.A., Weber-Fox, C., & Bernstein Ratner, N. (November, 2009). Irregular past tense use in CWS & CWNS: Gender analysis. Presented to the Annual Convention of the American Speech-Language-Hearing Association. New Orleans, LA. *National*
- \*Smith, A.B., **Hall, N.E.**, & Tan, X. (November, 2009). Speech timing and pausing in children with specific language impairment. Presented to the Annual Convention of the American Speech-Language-Hearing Association. New Orleans, LA. *National*
- \*Baumann, J., **Hall, N.E.**, Wagovich, S.A., Weber-Fox, C., & Bernstein Ratner, N. (July, 2009). Presented to the 5<sup>th</sup> World Congress on Fluency Disorders, International Fluency Association. Rio de Janeiro, Brazil. *International*
- \*+**Hall, N.E.** & Mahan, L. (November, 2008). Fluency and language in children with autism. Presented to the Annual Convention of the American Speech-Language-Hearing Association, Chicago, IL. *National*
- \*+#Wagovich, S.A. & **Hall, N.E.** (November, 2008). Correspondence between fluency and language skills in young children. Presented to the Annual Convention of the American Speech-Language-Hearing Association. Chicago, IL. *National*
- \*Plourde, W.E., Hall, N.E., Smith, A.B. (November, 2008). Adolescent language development: A comparison of spoken and written personal narratives. Presented to the Annual Convention of the American Speech-Language-Hearing Association. Chicago, IL. *National*
- \*+#**Hall, N.E.** (June, 2008). Child language development and stuttering: An update. Presented to the American Speech-Language-Hearing Association Special Interest Division 4: Fluency & Fluency Disorders Leadership Conference. Phoenix, AZ. *National*

- \*+**Hall, N.E.**, Bishop, S., Arsenault, J., Davis, K., Plourde, W., & Stickles, J.L.. (November, 2007). Written narrative skills in 9<sup>th</sup> graders: A local norms project. Presented to the Annual Convention of the American Speech-Language-Hearing Association. Boston, MA. *National*
- \*+Thomas, K., **Hall, N.E.**, Smith, A.B., & Hecker, J. (November, 2007). Is there an association between anxiety and stuttering in adults. Presented to the Annual Convention of the American Speech-Language-Hearing Association. Boston, MA. *National*
- \*Howell, D., Wagovich, S., & **Hall, N.E.** (November, 2006). Effect of response time on fluency in children who stutter. Presented to the Annual Convention of the American Speech-Language-Hearing Association. Miami, FL. *National*
- \***Hall, N.E.**, Higgins, K., Wagovich, S.A., Farkas, L., Cote, E., Russell, L., & Ward, J. (August, 2006). A developmental study of normal fluency and language. Presented to the 5<sup>th</sup> World Congress on Fluency Disorders, International Fluency Association. Dublin, Ireland. *International*
- \*Wagovich, S.A. & **Hall, N.E.** (August, 2006). Lexical and fluency changes in young children who stutter. Presented to the 5<sup>th</sup> World Congress on Fluency Disorders, International Fluency Association. Dublin, Ireland. *International*
- +**Hall, N.E.** (April, 2006). A primer on evidence-based practice. Presented to the Spring Conference of the New Hampshire Speech-Language-Hearing Association, Concord, NH. *Regional*
- +**Hall, N.E.** (April, 2006). EBP and stuttering. Presented to the Spring Conference of the New Hampshire Speech-Language-Hearing Association, Concord, NH. *Regional*
- \***Hall, N.E.**, Higgins, K., & Farkas, L. (November, 2005). Speech disruptions in early language acquisition: A developmental study. Presented to the Annual Convention of the American Speech-Language-Hearing Association. San Diego, CA. *National*
- \*Wagovich, S. & **Hall, N.E.** (November, 2005). Relationship between stuttering types and language performance over time. Presented to the Annual Convention of the American Speech-Language-Hearing Association. San Diego, CA. *National*
- \*Wagovich, S. & **Hall, N.E.** (November, 2005). Normal disfluency and language performance in young children who stutter. Presented to the Annual Convention of the American Speech-Language-Hearing Association. San Diego, CA. *National*
- +**Hall, N.E.**, Lambrecht Smith, S., Smith, A.B., & Walker, J.P. (October, 2005). Explorations in research: Evidence-based practice and the clinician-researcher collaborative. Presented to the Fall Conference of the Maine Speech-Language-Hearing Association, Portland, ME. *Regional*
- +**Hall, N.E.** (October, 2005). A primer on evidence-based practice. Presented to the Fall Conference of the Maine Speech-Language-Hearing Association, Portland, ME. *Regional*

- + #**Hall, N.E.** (October, 2005). EBP and stuttering. Presented to the Fall Conference of the Maine Speech-Language-Hearing Association, Portland, ME. *Regional*
- + **Hall, N. E.**, Sawlivich, L., Higgins, K., & Zubik, C. (March, 2005). Children's use of "um" and "uh" in spontaneous speech. Poster presented to the Spring Conference of the Maine Speech-Language-Hearing Association, Rockport, ME. (invited) *Regional*
- Joint Coordinating Committee on Evidence-Based Practice (March, 2005). Evidence-based practice in communication disorders. Poster presented to the Spring Conference of the Maine Speech-Language-Hearing Association, Rockport, ME. (invited) *Regional*
- \*+ **Hall, N.E.**, Sawlivich, L., Higgins, K., & Zubik, C. (November, 2004). Children's use of "uh" and "um" in spontaneous speech. Poster presented to the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA. *National*
- \*+ Sawlivich, L. & **Hall, N.E.** (November, 2004). Phonological neighborhoods of young children's productive vocabularies. Poster presented to the Annual Convention of the American Speech-Language-Hearing Association. Philadelphia, PA. *National*
- \*+ Silverman, S., **Hall, N.E.**, Scheneman, M.A., & Malone, M. (November, 2004). Relationship between language and fluency over time: A case study. Poster presented to the Annual Convention of the American Speech-Language-Hearing Association. Philadelphia, PA. *National*
- Joint Coordinating Committee on Evidence-Based Practice (November, 2004). Evidence-based practice in communication disorders. Poster presented to the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA. *National*
- \*+ **Hall, N.E.** & Giles, J. (November, 2003). Stuttering, phonology, & their interaction: A case study. Poster presented to the Annual Convention of the American Speech-Language-Hearing Association. Chicago, IL. *National*
- \*+ **Hall, N.E.**, Sawlivich, L., Giles, J., Norman, C., & Ricker, E. (November, 2003). Developmental exploration of fluency and language interactions. Poster presented to the Annual Convention of the American Speech-Language-Hearing Association. Chicago, IL. *National*
- \*+ **Hall, N.E.** & Evans, D.L. A methodology for examining adaptation and bilingualism in stuttering. (August, 2003). Poster presented to the 4<sup>th</sup> World Congress on Fluency Disorders, International Fluency Association. Montreal, Quebec. *International*
- \*+ Gottwald, S.R. & **Hall, N.E.** (August, 2003). Stuttering treatment in schools: Developing family partnerships. Seminar presented to the 4<sup>th</sup> World Congress on Fluency Disorders, International Fluency Association. Montreal, Quebec. *International*

- \*+**Hall, N.E.** & Segarra, V.R. (November, 2002). Predicting school performance using preschool language measures. Poster presented to the Annual Convention of the American Speech-Language-Hearing Association. Washington, DC. *National*
- \*+Evans, D.L. & **Hall, N.E.** (November, 2002). The adaptation effect in bilingual people who stutter: An examination of the oral-motor rehearsal theory. Poster presented to the Annual Convention of the American Speech-Language-Hearing Association. Washington, DC. *National*
- \*+**Hall, N.E.**, Logan, K., & Louko, L. (November, 2002). Treating concomitant stuttering, phonology and language disorders. Seminar presented to the Annual Convention of the American Speech-Language-Hearing Association. Washington, DC. *National*
- \*+#Scott-Trautman, L. & **Hall, N.E.** (November, 2002). Office hours: Questions and answers in stuttering treatment. Seminar presented to the Annual Convention of the American Speech-Language-Hearing Association. Washington, DC. *National*
- \***Hall, N.E.**, Pickering, J.E., Stanley, B., Gosselin, A., & Sullivan, M. (November, 2001). Speech disruptions and language behaviors in younger and older speakers. Poster presented to the American Speech-Language-Hearing Association. New Orleans, LA. *National*
- \*Weiss, A., Bernstein Ratner, N., **Hall, N.E.**, Louko, L., & Watkins, R. (November, 2001). What child language research contributes to understanding and treating stuttering. Seminar presented to the Annual Convention of the American Speech-Language-Hearing Association Annual Convention, New Orleans, LA. *National*
- \*Gottwald, S.R. & **Hall, N.E.** (November, 2001). Stuttering treatment in schools: Developing family partnerships. Seminar presented to the Annual Convention of the American Speech-Language-Hearing Association. New Orleans, LA. *National*
- #Bernstein Ratner, N., Bloom, C., Molt, L., Murphy, B., Watson, J., & **Hall, N.E.** (May, 2001). "The syllabus project." Seminar presented to the 8<sup>th</sup> Annual Leadership Conference in Fluency and Fluency Disorders, Toronto, Ontario. *National*
- +#**Hall, N.E.** & Gottwald, S.R. (March, 2001). Stuttering treatment in schools: Developing family partnerships. Workshop presented to the Maine Speech-Language-Hearing Association, Rockland. *Regional*

4. Other Scholarly Activity

5. Statement on the Status of Candidate's Scholarly and Creative Work

At this point, my research involves three primary questions: How does language development and production interact with the fluency with which speech is produced in children? What are parental concerns and advice regarding raising a child



with a disability? And, what is the nature of clinical observation and how can it best be fostered to enhance students' learning of critical thinking and clinical problem solving?

With respect to the first question, my program of research has benefitted from a close collaboration with Dr. Stacy Wagovich at the University of Missouri and a consortium of researchers from the University of Maryland, Purdue University and Indiana University. We have used a data sharing approach, which up until very recently, has been unusual in the world of CSD research. Our work on how language and fluency develop in typical children and children who stutter has been presented at both national and international conferences and published in the world's only journal in the area of fluency and stuttering affiliated with the International Fluency Association, the *Journal of Fluency Disorders* (5-year impact factor of 2.331). Dr. Wagovich and I also were invited to submit a chapter on language and stuttering in one of the top textbooks on stuttering.

My work investigating parental concerns regarding raising a child with a disability is relatively new, and grew out of work I conducted with a parent of a child who stutters. This collaboration involved two national organizations: Friends: The National Association of Young People Who Stutter and the National Stuttering Association. Both of these are self-help organizations, which include people who stutter, family members and professionals. I was provided support by both in the form of email access to survey members regarding their perspectives on what it is like to raise a child who stutters. My colleague, Lee Caggiano, is the Director of the Friends group, a parent of a child who stutters and a speech-language pathologist. We presented our work to both the American Speech-Language Hearing Association and the International Fluency Association, and published it in the IFA Proceedings. More recently, the questions around parental concerns and advice have focused on families in Maine, specifically those who may have had concerns about the development of their young children (<3 years of age), but because the perceived deficits were not severe, the children did not qualify for services. This project, currently, is being supported by a grant from the Maine Developmental Disabilities Council. It will result in a published resource freely available to Maine parents.

The third area is the most recent expansion of my research program. It has been inspired by my teaching of the clinical observation course. As a result of reviewing the literature on, and attempting to educate undergraduates about the characteristics of "master" clinicians, I realized there were virtually no sources in the CSD literature for teaching the important tenets of clinical observation and clinical practice. This prompted me to pull together the research from medical and nursing education, as well as mental health literature to paint a picture of how other disciplines teach their beginning practitioners the "art" of clinical observation. In doing so, I discovered a broader, global outlook on clinical skill development. This work has culminated in a textbook on clinical observation in CSD, with a global, public health perspective, which is in press with Plural Publishing. (See Appendix for page proofs of the book.)

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**C. DOCUMENTATION OF RESEARCH/TRAINING GRANTS**

*“Early Speech and Language Development: A Resource for Parents,”* funding awarded by the Maine Developmental Disabilities Council, 2016-2017. (\$10,000)

*“Identifying the Needs and Concerns of Families Raising Children Who Stutter: Implications for the Speech-Language Pathologist,”* funding awarded by the Faculty Research Funds Committee, 2014. (Summer salary)

*“Enhancing Undergraduate Academic Experiences through Student-Faculty Research Collaborations,”* grant awarded to the Center for Undergraduate Research funded through the Presidential Request for Visions of University Excellence (PRE-VUE), 2012. (\$295,830)

*“Needs & Concerns of Families Raising Children with Developmental Disabilities,”* funding awarded by Maine Department of Health & Human Services, 2011. (\$5,000)

*“Social Skills Training in Children with Autism: A Collaborative Research-Service Project,”* Women in Leadership and Philanthropy Grant awarded by the Women in Leadership and Philanthropy Presidential Challenge Fund Committee, 2010. (\$5,000)

*“Fluency and Language Production in Children with Autism,”* Scholarly Materials and Equipment Grant awarded by the Faculty Research Funds Committee, 2006. (\$3,410)

*“Enhancing Undergraduate Research Experiences in Communication Sciences and Disorders,”* Active Student Learning Micro-Grant Proposal, Center for Teaching Excellence, University of Maine, 2005-2006. (\$750)

*“Evidence-Based Practice in Communication Sciences and Disorders,”* (with CSD faculty) Maine Academic Prominence Initiative pre-proposal, University of Maine Office of the Provost, resubmitted, 2005. (unfunded)

*“Evidence-Based Practice in Communication Sciences and Disorders,”* (with CSD faculty) Maine Academic Prominence Initiative pre-proposal, University of Maine Office of the Provost, 2004. (unfunded)

*“Department Instructional Technologies Proposal,”* (with CSD faculty) Grant funding awarded by the Instructional Technologies Committee, College of Liberal Arts and Sciences, University of Maine, 2003. (\$38,563.00)

**D. DOCUMENTATION OF DEPARTMENT/CAMPUS/COLLEGE SERVICE**

*University*

**Member**, Faculty Senate, 2016-present

**Member**, University Police Safety Committee, 2015-present

**Faculty Liaison**, Women’s Ice Hockey Team, Department of Athletics, 2010-2016

**Member**, Division of Health and Biomedical Sciences Steering Committee, 2010-2011

**Member**, University of Maine Institutional Review Board for the Protection of Human Subjects, 2009-2012

**Member**, Honors Council, 2008-2012

**Founding Director**, Center for Undergraduate Research, 2008-2012

**Member**, President’s Council on Women, 2005-2007

**Member**, Provost's Task Force on the Retention of Women Faculty, 2004-2007

**New Faculty Mentor**, to J. Cheville, Center for Teaching Excellence, 2006-2007

**Presenter**, First Annual Upward Bound Career Fair, 2006

**Faculty Senate**, 2003-2006

**New Faculty Mentor**, to S. MacKenzie, Center for Teaching Excellence, 2003-2004

**Member**, Planning Committee for the Professional Excellence in Geriatric Series, UMaine Center of Aging, 2002, 2003

**Member**, Provost's Commission on Graduate Education, 2001-2002

**Faculty Mentor**, Math-Science Upward Bound, 2001

*College*

**Member**, Search Committee for Associate Dean for Research and Associate Director for Maine Agricultural and Forest Experiment Station. College of Natural Sciences, Forestry and Agriculture, 2017-present

**Participant**, College of Natural Sciences, Forestry and Agriculture Hall of Flags Day, Augusta, ME, Feb. 2017, 2016

**Member**, Dean's Advisory Committee on Health Sciences, College of Natural Sciences, Forestry and Agriculture, 2016-present

**Member**, Peer Committee, School of Nursing, 2015

**Member**, Dean's Advisory Committee on Promotion and Tenure, College of Liberal Arts and Sciences, 2003-2006

**Member**, Committee on Re-Instituting College Awards, College of Liberal Arts and Sciences, 2003

**Member**, Search Committee for Associate Dean, College of Liberal Arts and Sciences, 2003

*Department*

**Department Chair**, Department of Communication Sciences and Disorders, July 2016-present

**ASHA Program Director**, Department of Communication Sciences and Disorders, Jan. 2016-present

**Interim Graduate Coordinator**, Department of Communication Sciences and Disorders, Aug. 2016-present

**Undergraduate Coordinator**, Department of Communication Sciences and Disorders, Jan. 2016-present

**Interim Department Chair**, Department of Communication Sciences and Disorders, Jan.-June 2016

**Member**, Faculty Search Committee, Department of Communication Sciences and Disorders, 2015-2016

**Advisor**, University of Maine NSSLHA Chapter, Department of Communication Sciences and Disorders, 2011-present

**Chair**, Faculty Search Committee, Department of Communication Sciences and Disorders, 2014-2015

**Co-Graduate Coordinator**, Department of Communication Sciences and Disorders, 2014-2015.

**Coordinator**, Graduate Professional Series, Department of Communication Sciences and Disorders, 2015

**Department Chair**, Department of Communication Sciences and Disorders, 2002-2007

**ASHA Program Director**, Department of Communication Sciences and Disorders, 2002-2007

**Acting Graduate Coordinator**, Department of Communication Sciences and Disorders, 2004

**Interim Department Chair**, Department of Communication Sciences and Disorders, 2002

*Professional Service*

**Guest Editor**

*American Journal of Speech-Language Pathology, Fluency & Fluency Disorders.*  
2017

**Trainee**

Leadership Education in Neurodevelopmental and Related Disabilities, UMaine/UNH University Center of Excellence program, 2015 – 2016

**Associate Editor**

*American Journal of Speech-Language Pathology, Fluency & Fluency Disorders.* 2014 – 2016

**Chair**

Fluency & Fluency Disorders Program Committee, 2012 Annual Convention of the American Speech-Language-Hearing Association. 2011 – 2012

**Member**

Joint Coordinating Committee on Evidence-Based Practice, American Speech-Language-Hearing Association, March, 2004 – January, 2005

**Editor**

*Perspectives in Fluency and Fluency Disorders*, peer-reviewed publication of the American Speech-Language-Hearing Association Special Interest Group in Fluency and Fluency Disorders. 2001 – 2003

**Reviewer**

*American Journal of Speech-Language Pathology*, 2017

*Language, Speech, Hearing Services in Schools*, 2011

*Journal of Communication Disorders*, 2010, 2013

*International Journal of Language and Communication Disorders*, 2007

– 2008 *Journal of Fluency Disorders*, 1998 – 1999, 2002, 2005 – 2006, 2007 – 2009

*Journal of Speech, Language and Hearing Research*, 1994, 1997, 2006, 2007 *Pediatrics*, 1999

**Conference Reviewer**

*Fluency and Fluency Disorders Subcommittee* of the Annual Convention Program Committee, American Speech-Language-Hearing Association. 2002, 2006, 2007, 2008, 2010, 2015

**External Letters for Promotion/Tenure**

Department of Communication Sciences and Disorders, Kent State University, 2016

Department of Communication Sciences and Disorders, Emerson College, 2006

Department of Communication Sciences and Disorders, University of Utah, 2005

Department of Communication Disorders, University of Texas at El Paso, 2003

**Letters of Support**

Laurie Cartier, AA Department of Sociology, Classified Employee of the Year awardee, 2012

Michael Kinnison, promotion to Professor, School of Biology & Ecology, University of Maine, 2011

FluencyBank grant application to National Science Foundation by Brian MacWhinney & Nan Bernstein Ratner, 2011

**E. DOCUMENTATION OF PUBLIC SERVICE**

**Collaborator** with the Maine Developmental Disabilities Council on a resource for parents of young children with developmental delays. 2016-present.

**Member & Volunteer**, CISV, a charitable, independent, non-political, volunteer organization promoting peace education and cross-cultural friendship. 2014 – present

**Volunteer**, Orono Public Library, 2011 – 2016.

**Presenter**, “Stuttering,” Pediatric Grand Rounds, Eastern Maine Medical Center, Bangor, Maine, September, 2007

**Participant**, Maine Speech-Language-Hearing Association Annual Retreat, January 2005

**Member**, State of Maine Legislative Task Force to Address Shortage of Speech-Language Pathologists in Schools, 2003 – 2004

**Steering Committee Member**, Spruce Run Association, Penobscot County Domestic Violence Project 2004 – 2012

**Member**, Eastern Maine Chapter, National Stuttering Association, 1997 – present

**Organizer and Presenter**, Workshop for Children & Teens Who Stutter, Orono, ME, February, 2005

**Participant**, Hearing Expo in conjunction with Maine Special Olympics, June, 2003, April, 2005

**Participant**, Legislative Day at the State House, Augusta, ME, May 5, 2003

**F. DOCUMENTATION OF SPECIAL RECOGNITION/AWARDS**

**Mentor Award**, All Maine Women organization, University of Maine, 2016

**IV. EVALUATIONS OF TEACHING**

**A. STUDENT EVALUATIONS OF TEACHING**

This summary has been verified by

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Title \_\_\_\_\_

Date \_\_\_\_\_

1. Summary of quantitative student evaluations

**Undergraduate courses (arranged chronologically beginning with most recent semester)+**

|  | Q#1  |      | Q#3  |      | Q#5  |      | Q#11 |      | Q#13 |      | Q#21 |      | Q#22 |      |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
|  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  |
| <b>Spring '17</b>                                  |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 300<br>(n=40)                                  | 4.42 | 5.00 | 4.62 | 5.00 | 4.12 | 4.00 | 4.56 | 5.00 | 3.95 | 4.00 | 3.45 | 3.50 | 3.70 | 4.00 |
| CSD Dept.  | 4.63 | 5.00 | 4.70 | 5.00 | 4.22 | 4.00 | 4.75 | 5.00 | 4.39 | 5.00 | 3.97 | 4.00 | 4.22 | 4.00 |
| <b>Fall '16</b>                                    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 100<br>(n=20)                                  | 3.80 | 4.00 | 4.35 | 5.00 | 3.80 | 4.00 | 4.40 | 4.50 | 3.95 | 4.00 | 2.05 | 2.00 | 3.40 | 3.00 |
| CSD 490<br>(n=28)                                  | 4.39 | 4.50 | 4.75 | 5.00 | 4.71 | 5.00 | 4.79 | 5.00 | 4.21 | 4.50 | 4.71 | 5.00 | 4.07 | 4.00 |
| CSD Dept.  | 4.57 | 5.00 | 4.64 | 5.00 | 4.29 | 4.00 | 4.76 | 5.00 | 4.41 | 5.00 | 3.97 | 4.00 | 4.23 | 4.00 |
| <b>Spring '16</b>                                  |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 491*<br>(n=27)                                 | 4.07 | 4.00 | 4.46 | 5.00 | 4.56 | 5.00 | 4.59 | 5.00 | 4.00 | 4.00 | 3.93 | 4.00 | 3.74 | 4.00 |
| CSD Dept.  | 4.68 | 5.00 | 4.70 | 5.00 | 4.31 | 5.00 | 4.74 | 5.00 | 4.39 | 5.00 | 3.99 | 4.00 | 4.15 | 4.00 |
| *Co-taught with Clinical faculty member Paige Lane |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| <b>Fall '15</b>                                    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 490<br>(n=26)                                  | 4.60 | 5.00 | 4.69 | 5.00 | 4.77 | 5.00 | 4.81 | 5.00 | 3.96 | 4.00 | 4.50 | 5.00 | 3.81 | 4.00 |
| CSD Dept.  | 4.63 | 5.00 | 4.74 | 5.00 | 4.37 | 5.00 | 4.77 | 5.00 | 4.42 | 5.00 | 4.07 | 4.00 | 4.26 | 4.00 |

**Undergraduate courses (cont'd.)**

|   | Q#1  |      | Q#3  |      | Q#5  |      | Q#11 |      | Q#13 |      | Q#21 |      | Q#22 |      |
|---|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
|   | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  |
| <b>Spring '15</b>                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 300<br>(n=25)                       | 4.00 | 4.00 | 4.92 | 5.00 | 4.60 | 5.00 | 4.92 | 5.00 | 4.40 | 4.00 | 3.64 | 4.00 | 4.36 | 4.00 |
| CSD 487<br>(n=28)                       | 4.11 | 4.00 | 4.71 | 5.00 | 4.50 | 5.00 | 4.68 | 5.00 | 4.25 | 4.00 | 4.22 | 4.00 | 4.19 | 4.00 |
| CSD 491<br>(n=25)                       | 4.96 | 5.00 | 5.00 | 5.00 | 4.92 | 5.00 | 4.96 | 5.00 | 4.92 | 5.00 | 4.52 | 5.00 | 4.88 | 5.00 |
| CSD 498<br>(n=2)                        | 4.00 | 4.00 | 4.50 | 4.50 | 5.00 | 5.00 | 4.50 | 4.50 | 4.50 | 4.50 | 4.50 | 4.50 | 5.00 | 5.00 |
| CSD Dept.                               | 4.54 | 5.00 | 4.85 | 5.00 | 4.35 | 5.00 | 4.80 | 5.00 | 4.35 | 5.00 | 4.09 | 4.09 | 4.21 | 4.00 |
| <b>Fall '14</b>                         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 490<br>(n=24)                       | 4.83 | 5.00 | 4.92 | 5.00 | 4.92 | 5.00 | 4.96 | 5.00 | 4.88 | 5.00 | 4.91 | 5.00 | 4.75 | 5.00 |
| CSD Dept.                               | 4.68 | 5.00 | 4.83 | 5.00 | 4.44 | 5.00 | 4.85 | 5.00 | 4.57 | 5.00 | 4.05 | 4.00 | 4.37 | 5.00 |
| <b>Spring '14</b>                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 300<br>(n=26)                       | 3.80 | 4.00 | 4.73 | 5.00 | 4.00 | 4.00 | 4.83 | 5.00 | 4.23 | 4.00 | 3.50 | 3.00 | 4.27 | 4.00 |
| CSD 491<br>(n=35)                       | 4.03 | 4.00 | 4.30 | 4.00 | 4.30 | 5.00 | 4.46 | 5.00 | 3.97 | 4.00 | 3.76 | 4.00 | 3.97 | 4.00 |
| CSD Dept.                               | 4.47 | 5.00 | 4.63 | 5.00 | 4.18 | 4.00 | 4.71 | 5.00 | 4.20 | 4.00 | 3.88 | 4.00 | 4.00 | 4.00 |
| <b>Fall '13 On Family/Medical Leave</b> |      |      |      |      |      |      |      |      |      |      |      |      |      |      |



**Undergraduate courses (cont'd.)**

|  | Q#1  |      | Q#3  |      | Q#5  |      | Q#11 |      | Q#13 |      | Q#21 |      | Q#22 |      |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
|  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  |
| <b>Spring '13</b>  |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 300<br>(n=38)  | 4.68 | 5.00 | 4.63 | 5.00 | 4.24 | 5.00 | 4.84 | 5.00 | 4.39 | 5.00 | 3.61 | 4.00 | 4.16 | 4.00 |
| CSD 491*<br>(n=12)   | 4.75 | 5.00 | 4.75 | 5.00 | 4.92 | 5.00 | 4.92 | 5.00 | 4.67 | 5.00 | 4.33 | 4.00 | 4.83 | 5.00 |
| CSD Dept.  | 4.69 | 5.00 | 4.71 | 5.00 | 4.27 | 5.00 | 4.80 | 5.00 | 4.41 | 5.00 | 3.97 | 4.00 | 4.25 | 5.00 |
| *Co-taught with Clinical faculty members Lorriann Mahan and Casey Monnier  |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| <b>Fall '12</b>  |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 490<br>(n=17)  | 4.71 | 5.00 | 4.82 | 5.00 | 4.88 | 5.00 | 4.82 | 5.00 | 4.41 | 5.00 | 4.47 | 5.00 | 4.47 | 5.00 |
| CSD Dept.  | 4.45 | 5.00 | 4.62 | 5.00 | 4.19 | 5.00 | 4.72 | 5.00 | 4.29 | 5.00 | 4.03 | 4.00 | 4.20 | 4.00 |
| <b>Spring '12</b>  |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 300<br>(n=15)  | 4.47 | 5.00 | 4.67 | 5.00 | 4.73 | 5.00 | 4.80 | 5.00 | 4.27 | 5.00 | 4.27 | 4.00 | 4.20 | 4.00 |
| CSD 491*<br>(n=24)   | 4.92 | 5.00 | 4.83 | 5.00 | 4.67 | 5.00 | 4.88 | 5.00 | 4.42 | 4.50 | 4.33 | 5.00 | 4.21 | 4.00 |
| *Co-taught with Clinical faculty members Lorriann Mahan and Marybeth Allen |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| <b>Fall '11</b>  |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 490<br>(n=25)  | 4.56 | 5.00 | 4.80 | 5.00 | 4.72 | 5.00 | 4.84 | 5.00 | 4.12 | 4.00 | 4.84 | 5.00 | 4.08 | 4.00 |

**Undergraduate courses (cont'd.)**

|                   | Q#1  |      | Q#3  |      | Q#5  |      | Q#11 |      | Q#13 |      | Q#21 |      | Q#22 |      |
|-------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
|                   | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  |
| <b>Spring '11</b> |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 300<br>(n=28) | 4.96 | 5.00 | 4.74 | 5.00 | 4.46 | 5.00 | 4.89 | 5.00 | 3.57 | 4.00 | 3.89 | 4.00 | 3.86 | 4.00 |
| CSD 491<br>(n=25) | 5.00 | 5.00 | 4.92 | 5.00 | 4.96 | 5.00 | 4.96 | 5.00 | 4.88 | 5.00 | 4.76 | 5.00 | 4.84 | 5.00 |
| CSD Dept.         | 4.64 | 5.00 | 4.76 | 5.00 | 4.26 | 5.00 | 4.76 | 5.00 | 4.30 | 5.00 | 3.85 | 4.00 | 4.04 | 4.00 |
| <b>Fall '10</b>   |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 490<br>(n=27) | 4.81 | 5.00 | 4.89 | 5.00 | 4.96 | 5.00 | 4.93 | 5.00 | 4.56 | 5.00 | 4.85 | 5.00 | 4.26 | 4.00 |
| CSD Dept.         | 4.66 | 5.00 | 4.71 | 5.00 | 4.39 | 5.00 | 4.76 | 5.00 | 4.51 | 5.00 | 3.94 | 4.00 | 4.24 | 4.00 |
| <b>Spring '10</b> |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 300<br>(n=24) | 4.88 | 5.00 | 4.92 | 5.00 | 4.79 | 5.00 | 4.88 | 5.00 | 4.62 | 5.00 | 3.62 | 4.00 | 4.32 | 4.50 |
| CSD Dept.         | 4.66 | 5.00 | 4.80 | 5.00 | 4.37 | 5.00 | 4.73 | 5.00 | 4.48 | 5.00 | 3.88 | 4.00 | 4.22 | 4.00 |
| <b>Fall '09</b>   |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 490<br>(n=22) | 4.55 | 5.00 | 4.41 | 4.00 | 4.55 | 5.00 | 4.36 | 5.00 | 3.59 | 4.00 | 4.68 | 5.00 | 3.27 | 3.00 |
| CSD Dept.         | 4.51 | 5.00 | 4.72 | 5.00 | 4.28 | 5.00 | 4.68 | 5.00 | 4.37 | 5.00 | 3.98 | 4.00 | 4.13 | 4.00 |
| <b>Spring '09</b> |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 291<br>(n=28) | 4.61 | 5.00 | 4.46 | 5.00 | 4.07 | 4.00 | 4.75 | 5.00 | 4.18 | 4.00 | 3.36 | 3.00 | 3.29 | 3.00 |
| CSD Dept.         | 4.58 | 5.00 | 4.72 | 5.00 | 4.31 | 5.00 | 4.75 | 5.00 | 4.41 | 5.00 | 3.95 | 4.00 | 4.19 | 4.00 |

**Undergraduate courses (cont'd.)**

|  | Q#1  |      | Q#3  |      | Q#5  |      | Q#11 |      | Q#13 |      | Q#21 |      | Q#22 |      |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
|  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  |
| <b>Fall '08</b>                          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 490<br>(n=34)                        | 4.74 | 5.00 | 4.65 | 5.00 | 4.76 | 5.00 | 4.82 | 5.00 | 4.29 | 4.00 | 4.53 | 5.00 | 4.12 | 4.00 |
| CSD Dept.                                | 4.61 | 5.00 | 4.81 | 4.00 | 4.37 | 5.00 | 4.82 | 5.00 | 4.51 | 5.00 | 4.08 | 4.00 | 4.23 | 4.00 |
| <b>2007-2008 On Administrative Leave</b> |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| <b>Spring '07</b>                        |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 291<br>(n=35)                        | 4.89 | 4.98 | 4.86 | 4.95 | 4.17 | 4.32 | 4.94 | 4.98 | 4.69 | 4.85 | 2.91 | 2.95 | 4.09 | 4.13 |
| CSD 491<br>(n=23)                        | 4.78 | 4.89 | 4.48 | 4.58 | 4.52 | 4.77 | 4.52 | 4.81 | 4.09 | 4.25 | 2.91 | 4.07 | 3.65 | 3.83 |
| CSD Dept.                                | 4.57 |      | 4.75 |      | 4.43 |      | 4.72 |      | 4.50 |      | 3.88 |      | 4.25 |      |
| <b>Fall '06</b>                          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 490<br>(n=23)                        | 4.74 | 4.85 | 4.35 | 4.58 | 4.70 | 4.85 | 4.65 | 4.85 | 3.96 | 4.12 | 4.45 | 4.65 | 3.74 | 3.83 |
| CSD Dept.                                | 4.57 |      | 4.75 |      | 4.43 |      | 4.72 |      | 4.50 |      | 3.88 |      | 4.25 |      |
| <b>Spring '06 On family leave</b>        |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| <b>Fall '05</b>                          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 490<br>(n=19)                        | 4.48 | 4.90 | 4.95 | 5.00 | 4.95 | 5.00 | 5.00 | 5.00 | 4.63 | 4.81 | 4.67 | 4.90 | 4.42 | 4.60 |
| CSD Dept.                                | 4.55 |      | 4.82 |      | 4.36 |      | 4.82 |      | 4.51 |      | 4.10 |      | 4.26 |      |

**Undergraduate courses (cont'd.)**

|  | Q#1  |      | Q#3  |      | Q#5  |      | Q#11 |      | Q#13 |      | Q#21 |      | Q#22 |      |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
|  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  |
| <b>Spring '05</b> (Items selected from post-tenure review documents) |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 291<br>(n=24)  | 4.67 | 4.83 |      |      |      |      | 4.79 | 4.90 | 4.66 | 4.75 |      |      |      |      |
| CSD 491<br>(n=16)  | 4.94 | 4.97 | 5.00 | 5.00 | 5.00 | 1.00 | 5.00 | 5.00 | 4.94 | 4.97 | 4.87 | 4.93 | 4.95 | 4.83 |
| CSD Dept.<br>College   | 4.55 |      | 4.82 |      | 4.36 |      | 4.82 |      | 4.51 |      | 4.10 |      | 4.26 |      |
| (LAS)  | 4.52 |      | 4.70 |      | 4.41 |      | 4.66 |      | 4.41 |      | 4.07 |      | 4.16 |      |

+Teaching evaluation key (2007-2017):

- Q#1. How prepared was the instructor for class? (5=well prepared, 1=often unprepared)
- Q#3. How enthusiastic was the instructor about the subject? (5=very much, 1=very little)
- Q#5. How much were students encouraged to think for themselves? (5=very much, 1=very little)
- Q#11. Did the instructor inspire confidence in his or her knowledge of the subject? (5=very much, 1=very little)
- Q#13. Overall, how would you rate the instructor? (5=excellent, 1=below average)
- Q#21. How much intellectual discipline was required in this course? (5=very much, 1=very little)
- Q#22. What is your overall rating of this course? (5=excellent, 1=poor)

**Graduate courses** (arranged chronologically beginning with most recent semester)+

|   | Q#1  |      | Q#3  |      | Q#5  |      | Q#11 |      | Q#13 |      | Q#21 |      | Q#22 |      |
|---|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
|   | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  | Mn   | Mdn  |
| <b>Spring '16</b>                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 583<br>(n=30)                       | 4.73 | 5.00 | 4.80 | 5.00 | 4.57 | 5.00 | 4.83 | 5.00 | 4.23 | 4.50 | 4.20 | 4.00 | 4.07 | 4.00 |
| CSD Dept.                               | 4.68 | 5.00 | 4.70 | 5.00 | 4.31 | 5.00 | 4.74 | 5.00 | 4.39 | 5.00 | 3.99 | 4.00 | 4.15 | 4.00 |
| <b>Fall '15</b>                         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 586<br>(n=6)                        | 4.67 | 5.00 | 4.83 | 5.00 | 4.67 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 3.67 | 4.00 | 4.67 | 5.00 |
| CSD De pt.                              | 4.63 | 5.00 | 4.74 | 5.00 | 4.37 | 5.00 | 4.77 | 5.00 | 4.42 | 5.00 | 4.07 | 4.00 | 4.26 | 4.00 |
| <b>Spring '14</b>                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 583<br>(n=28)                       | 4.86 | 5.00 | 4.70 | 5.00 | 4.54 | 5.00 | 4.79 | 5.00 | 4.25 | 4.50 | 4.25 | 4.00 | 4.00 | 4.00 |
| CSD Dept.                               | 4.47 | 5.00 | 4.63 | 5.00 | 4.18 | 4.00 | 4.71 | 5.00 | 4.20 | 4.00 | 3.88 | 4.00 | 4.00 | 4.00 |
| <b>Fall '13 On Family/Medical Leave</b> |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| <b>Spring '12</b>                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 583<br>(n=30)                       | 4.77 | 5.00 | 4.50 | 5.00 | 4.43 | 5.00 | 4.60 | 5.00 | 4.17 | 4.00 | 4.33 | 5.00 | 4.00 | 4.00 |

**Graduate courses (cont'd.)**

| <b>Spring '10</b>                        |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| CSD 583<br>(n=29)                        | 4.79 | 5.00 | 4.86 | 5.00 | 4.21 | 5.00 | 4.83 | 5.00 | 4.31 | 4.00 | 4.34 | 4.00 | 4.03 | 4.00 |
| CSD Dept.                                | 4.66 | 5.00 | 4.80 | 5.00 | 4.37 | 5.00 | 4.73 | 5.00 | 4.48 | 5.00 | 3.88 | 4.00 | 4.22 | 4.00 |
| <b>Fall '09</b>                          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 583<br>(n=10)                        | 4.60 | 5.00 | 4.80 | 5.00 | 4.50 | 5.00 | 5.00 | 5.00 | 4.50 | 4.50 | 4.70 | 5.00 | 4.30 | 4.00 |
| CSD Dept.                                | 4.51 | 5.00 | 4.72 | 5.00 | 4.28 | 5.00 | 4.68 | 5.00 | 4.37 | 5.00 | 3.98 | 4.00 | 4.13 | 4.00 |
| <b>2007-2008 On Administrative Leave</b> |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| <b>Summer '07</b>                        |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| CSD 583<br>(n=14)                        | 4.79 | 4.86 | 4.64 | 4.72 | 4.36 | 4.50 | 4.86 | 4.92 | 4.63 | 4.72 | 3.79 | 3.79 | 4.50 | 4.50 |

+Teaching evaluation key (2007-2017):

- Q#1. How prepared was the instructor for class? (5=well prepared, 1=often unprepared)
- Q#3. How enthusiastic was the instructor about the subject? (5=very much, 1=very little)
- Q#5. How much were students encouraged to think for themselves? (5=very much, 1=very little)
- Q#11. Did the instructor inspire confidence in his or her knowledge of the subject? (5=very much, 1=very little)
- Q#13. Overall, how would you rate the instructor? (5=excellent, 1=below average)
- Q#21. How much intellectual discipline was required in this course? (5=very much, 1=very little)
- Q#22. What is your overall rating of this course? (5=excellent, 1=poor)

## 2. Summary of qualitative student evaluations

### CSD 291

“Prof Hall is a great professor, one of the best I’ve had at UMaine!” (Tom Myers, Spring 2007)

“Very knowledgeable and eager to see students do well.” (Lindsay Libby, Spring 2007)

### CSD 300

“I felt this class was very beneficial and I am so glad it was created!” (Kimberly Bilodeau, Spring 2010)

### CSD 487

“I enjoyed this class as it was always interesting and worth attending class for.” (Deaven Smith, Spring 2015)

“The videos and examples are very helpful in this class.” (Victoria Hildreth, Spring 2015)

### CSD 490

“Gained many skills from this course. The willingness of the instructor to meet and offer guidance allowed me to succeed as a student. (Carolyn Roy, Fall 2008)

“I learned a lot about the field in this class, and the professor always was concerned and understanding.” (Vanessa Vani, Fall 2008)

“This course helped me develop significant skills in collaboration, writing, and research. I appreciated your meeting with the individual groups at different points in the semester to give us advice; it was very helpful!” (Hannah Beal, Fall 2010)

“Capstone is a scary thing and Dr. Hall made me feel great about it and instilled my group with great confidence with her knowledge.” (Mary Jo Sheehan, Fall 2014)

“I think Nancy is a great professor! So enthusiastic about the material!” (Brianna Roy, Fall 2014)

“I think you are a great instructor. I appreciate the time and availability you gave us outside of class.” (Julie Guerrero, Fall 2016)

### CSD 491

“An amazing professor. One of the best I’ve had in all my college years.” (Danielle Steele, Spring 2011)

“Having Dr. Hall has been such a pleasure. I’ve learned more in 491 as a future professional than any class!” (Sydney Trask, Spring 2015)

“Dr. Hall is one of the best capstone professors I could have ever had to inspire me to move forward into a career as an SLP. The knowledge gained is priceless.” (Katherine Caramihalis, Spring 2015)

“Dr. Hall is great. Thank you so much for all you’ve taught and helped me with. I learned so much in this class!” (Heather Gilbert, Spring 2015)

CSD 583

“Nancy did an amazing job teaching this course in 3 weeks. She made it interesting and doable.” (Jillian Arsenault, Summer 2007)

“Nancy did a great job at keeping us engaged for 7 hours a day. Great course!” (Emilie Nichols, Summer 2007)

“Great class!” (Dana Smith, Spring 09)

“I really learned a lot as the result of taking this course. I have not had a fluency client, and I feel well prepared to work with a PWS in the future. This was one of the most informative and clinically relevant classes I took in graduate school.” (Andrea Furlong, Spring 2010)

CSD 586

“Truly a tremendous class. The pace, activities and assignments were perfect. It is very clear that Dr. Hall has considerable expertise in this area of our profession.” (Travis Roberts, Fall 2014)



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**B. OTHER EVALUATIONS OF TEACHING**

1. Peer evaluations of teaching
2. Teaching awards

Mentor Award, All Maine Women organization, University of Maine, 2016

3. Teaching of graduate students in the classroom and thesis advising (see table of graduate course evaluations)

*Master's Theses*

Chair

Margaret Pierce, *Early Intervention Practices: Perspectives of Parents and Speech-Language Pathologists*, in progress.

Kimberly Martins, *Worldwide Speech-Language Pathology Practice: Stuttering and Multilingualism* (successfully defended April, 2016)

Addie J. Pelletier, *The Impact of Speaking Voice on Gender Identity among Transgender and Transsexual Individuals: Considerations for the Speech-Language Pathologist* (successfully defended April, 2014)

Kristen Fahey, *A Comparison of Fathers' and Mothers' Joint Book Reading with their Toddlers and its Effect on Emergent Literacy Development* (successfully defended April, 2012)

Joshua Randazza, *Cochlear Implants: Are Expectations for Outcomes Related to How Parents are Informed?* (successfully defended April, 2012)

Whitney Plourde, *Syntactic Complexity and Writing Quality: Genre Differences in Adolescence* (successfully defended April, 2010)

Kasey Thomas, *Is There an Association Between Anxiety and Stuttering in Adults?* (successfully defended April, 2007)

Lori Sawlivich, *Phonological Neighborhood Analysis of Young Children's Productive Vocabularies* (successfully defended April, 2004)

David Evans, *The Adaptation Effect in Bilingual People Who Stutter: An Examination of the Oral-Motor Rehearsal Theory* (successfully defended May, 2002)

Committee

Kristen Higgins, *The Prevalence of Voice Disorders in University Teaching Faculty* (successfully defended May, 2006)

4. Other

*Undergraduate Presentations* (UMaine Student Symposium, formerly the Undergraduate Research and Academic Showcase)

2017 Posters

Albert, H. & Maxwell, H. (2017) *Dementia of the Alzheimer's type: Encouraging communication and nutrition through animal assisted therapy.*

Church, M., Ciulla, E., Doak, L., & Green, A. (2017) *The effect of nutrition on language development in preterm infants.*

Hamm, J., Leida, C., & Guerrero, J. (2017). *Family centered approach to language therapy: A perspective of families and speech-language pathologists.*

Jalbert, A., Farrington, H., Kalesnick, J., Harvey, R., & Poli, T. (2017). *Picture Exchange Communication System and nonverbal children with autism.*

Lapham, K., Harris, K., & Gannon, A. (2017). *Cerebral palsy and augmentative and alternative communication: Important components and considerations for AAC implementation.*

Martineau, A., Hanson, S., & Roy, J. (2017). *The importance of noise induced hearing loss research in student athlete locker rooms.*

Sanborn, M., Grass, S., Price, K., & Morey, M. (2017). *The effects of a stroke on the brain organization of deaf American Sign Language users.*

Sutton, C., Pike, K., & Blunt, A. *Treatment methods of tinnitus.*

2016 Posters

Dubois, H., Spencer, K., Doody, M., & Robinson, A. (2016). *Cerebral palsy and drooling: Behavioral and medical treatments.*

Eagan, T., Oakes, A., Cormier, K., Smith, D., & Finemore, K. (2016). *Ethical considerations of Meniere's Disease treatments.*

Grant, J., Ruffin, M., Hardy, E., LaBrie, K., & Stasz, L. (2016). *Self-stigma and stuttering in adolescents: The role of support groups in treatment.*

Hoffman, J., Bussell, K., Gibbons, A., Shaw, M., & Shaw, O. (2016). *Ethical considerations in treating primary progressive aphasia.*

McCaslin, C., Barroso, B., Rogers, N., & Hildreth, V. (2016). *Adults with high-functioning autism: What leads to success after high school?*

Rounds, M., Collins, A., Hegarty, H., & Keating, K. (2016). *Providing early language intervention to children in lower socioeconomic households.*

\*Ruffin, M. (2016). *A model for medical voluntourism in speech and hearing sciences.*

2016 Exhibits

O'Neil, S. & Pierce, M. (2016). *Preferred listening levels of personal listening devices: Gender differences.*

### 2016 Presentations

O'Neil, S. & Pierce, M. (2016). *Preferred listening levels of personal listening devices: Gender differences.*

### 2015 Posters

Caramihalis, K., Clifford, J., Gilbert, R., & Miller, E. (2015). *The relationship between postpartum depression and infant language development.*

Collins, K., Davis, K., Miller, K., Sanzaro, K., & Trask, S. (2015). *Ethical issues surrounding non-oral feeding in advanced dementia patients.*

Daneau, A., Jone, E., Patten, J., & Sheehan, M. (2015) *Effects of child-directed speech in children with autism spectrum disorder.*

Gilbert, H., Nazar, M., Rancourt, R., Thurlow, A., & White, C. (2015). *Prevention strategies and education in hearing loss in low socioeconomic families.*

Martin, K., Strain, J., & Donahue, E. (2015). *Perinatal stroke: Motor outcomes and intervention.*

O'Neil, S., Pierce, M., Martins, K., & Hall, N.E. (2015). *Families raising children with disabilities: Concerns and advice.*

Roy, B., Helfen, E., Tibbetts, M., & Martineau, G. (2015). *Word retrieval skills of multilingual adults compared to monolingual adults.*

### 2013 Posters

+Drown, L., Radosti, B., & Landry, M. (2013). *Effects of mild-to-moderate traumatic brain injury on speech in adolescents.*

Fossa, D., Pirruccello, L., & McCann, C. (2013). *Does peer implemented social skill intervention increase generalization of pro-social behavior and language in preschoolers with autism spectrum disorder?*

Ketch, A., LaRose, T., & Williams, J. (2013). *Noise-level exposure in children's toys: Probably causes of noise induced hearing loss.*

Neal, B., McGuire, J., & Monica, J. (2013). *Natural route: Equine assisted activities on the school age child with autism spectrum.*

Peer, L., Lincoln, M., & Thibodeau-Harvey, K. (2013). *Effects of preschool on children's language ability and possible implications for children with a specific language impairment.*

Vigue, R., Marcellina, J., & Valliere, K. (2013). *Childhood apraxia of speech: How do impaired motor and/or phonological representations effect language and literacy acquisition?*

### 2012 Posters

Beaster, M., Michaud, K., Nickerson, M., & Obert, S. (2012). *The factors of intervention that are most influential to the improvement of literacy skills of children with dyslexia.*

Moore, H., Mailhot, K., Colby, J., & Bossie, T. (2012). *The silent disability: Hearing in the army.*

Ranalli, A., Mini, A., Jandreau, J., & Snow, H. (2012). *LI language family influences on phonological production of ESL.*

Rich, K., Sessions, D., Shay, L., & St. Pierre, A. (2012). *Parkinson's Disease: The effects on phonemic intelligibility.*

Schleifer, A., Towle, S., Maxim, H., & Phanor, K. (2012). *Infants and toddlers with autism spectrum disorders: A comparison of early intervention methods and their effects on communication.*

Seymour, K., McIntyre, J., Armstrong, C., & Merrill, M. (2012). *The effects of bullying on the academic performance of adolescents who stutter.*

### 2011 Posters

#### **Example Individual Projects/Posters**

##### 2005

Barboza, S. *Diabetes Mellitus and sensorineural hearing loss: Prevalence within the Native American population.*

Chapman, K. *Effects of Alzheimer's Disease on semantic memory: Change over time.*

Cooper, L. *The risks and benefits of geriatric cochlear implants: A literature review.*

Farkas, L. *How does traumatic brain injury in adulthood impact narrative discourse performance?*

Greim, J. *Prenatal marijuana exposure and its effects on speech and language development.*

Josephson, S. *Examining the effects of child maltreatment on speech and language development.*

Loriganking, A. *Otitis media in relation to language acquisition.*

Lundeen, T. *Working memory and specific language impairment.*

McKay, K. *Generalization across languages and settings, and the need for future research in the area of multilingualism and augmentative and alternative communication.*

Michaud, N. *The most effective early intervention plan for articulation in children with Down Syndrome.*

Teehan, A. *Agenesis of the corpus collosum: Brain function, clinical features and pragmatic deficits.*

Thompson, D. *Phonological awareness training: Is it an effective treatment for preschoolers diagnosed with a phonological disorder?*

**V. DEPARTMENTAL PEER COMMITTEE EVALUATION**

**A. EVALUATION LETTER**

1. Evaluation of Teaching
2. Evaluation of Scholarship
3. Evaluation of Service

**B. RECOMMENDATION/RECOMMENDED ACTION**

**VI. LETTERS OF REVIEW**

**A. LETTERS INTERNAL TO UNIVERSITY OF MAINE**

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**B. LETTERS INTERNAL TO THE UNIVERSITY OF MAINE SYSTEM, BUT EXTERNAL  
TO UNIVERSITY OF MAINE**

**C. LETTERS EXTERNAL TO THE UNIVERSITY OF MAINE SYSTEM AND  
UNIVERSITY OF MAINE**

**APPENDIX:**

- A. CURRICULUM VITAE**
- B. Classroom Undergraduate Research Experience results**
- C. Scholarly Works**
- D. Hall, N.E. (In press). *Clinical Observation in Communication Sciences and Disorders*. San Diego: Plural Publishing. Page Proofs**
- E. Post-tenure Review documents**