

**DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS
DEPARTMENTAL GUIDELINES FOR PROMOTION AND TENURE FOR TENURE AND TENURE-TRACK
FACULTY (November 2017)**

INSTITUTIONAL CONTEXT FOR GUIDELINES

All guidelines and standards for promotion and tenure are in accord with, and are subject to, the guidelines and standards of the [University](#) and [School](#). Candidates can also use “Best Practices” documents such as, [Some Tips for Promotion and Tenure](#), to assist them in aspects of the candidacy process and preparation of dossiers.

CENTRALITY OF SCHOLARSHIP IN FACULTY ROLES AND RESPONSIBILITIES

In accordance with School of Health and Human Sciences (HHS) guidelines, scholarship is characterized by original intellectual work that results in the creation, synthesis, dissemination and/or application of knowledge. It is based on a high level of professional expertise, and its significance can be validated by peers. Avenues of scholarship i.e., ‘academic faculty profiles’ include the Scholarship of Discovery, the Scholarship of Application, and the Scholarship of Teaching. To facilitate the communication of expectations, and to provide for fair and equitable evaluation of faculty performance, the assignments and expectations of faculty will be embodied in an Academic Profile, that specifies teaching and service loads, avenue(s) of scholarship, and benchmarks that will be used to determine progress toward goals in each of these activities. Candidates in HHS will normally submit their Academic Profile to their Department Chair by the end of their first year in the tenure-track. See the [School of Health and Human Sciences Promotion, Tenure and Reappointment: Evaluation Policies, Guidelines, and Procedures](#) document for an expanded description of these faculty profiles. Faculty members whose appointments include directed professional activity (i.e., administrative responsibilities) should have demonstrated administrative competence within the context of those responsibilities. However, directed professional responsibilities and performance cannot be the sole determinant for promotion and tenure decisions.

PROMOTION (FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR) WITH TENURE IN THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS (CSD)

Teaching: The Department of CSD values teaching that promotes critical thinking, knowledge acquisition, and knowledge application by its students. Faculty members not managing a grant, serving in an administrative capacity, or who are not provided a course release for other purposes, are expected to teach a standard load given the University’s status as a Doctoral I University, i.e., five courses (15 hours) per year. The department uses the *HHS Main Course Evaluation* instrument to examine students’ perceptions of the teaching effectiveness of our faculty (see Part B.I.b. of the candidate’s dossier for a copy of the tool). This instrument uses a 4-point scale (‘1’ - Strongly Agree to ‘4’ - Strongly Disagree).

At the time of promotion and tenure a CSD faculty member should demonstrate a record of commitment to excellence in teaching and related activities (for a list of examples of related activities see the School of HHS P&T Guidelines page 8 and 9 ‘Documentation of Teaching Effectiveness’). A record of successful teaching could be demonstrated by the following:

1. A track record of planning for continuous improvement where necessary based on feedback from peer reviews and student evaluations.
2. Student evaluation quantitative scores that at least average out in the acceptable range over the tenure track review period (scores that range between ‘1’ and ‘2’ on the *HHS Main Course Evaluation* instrument).

3. A record of teaching in the graduate and undergraduate programs in a way that contributes to the learning environment, culture, and goals of the Department based on student evaluations; peer review of in-classroom teaching, course syllabi and content; nominations for teaching excellence awards.
4. A record of providing a significant contribution to the development and learning of students in the form of supervising and mentoring students, particularly in graduate education; where appropriate; and expecting and encouraging high levels of scholarly work from students.

The faculty member should provide copies of his or her student teaching evaluations (which include quantitative scores and students' qualitative written evaluations) for all of their courses from the tenure track period. Digital copies of these evaluations are maintained by the Department's Administrative Assistant and are available to faculty upon request.

Research: By the time the faculty member comes up for internal/departmental review, s/he will need to demonstrate that s/he have become an independent scholar and established a program of scholarship that makes a significant contribution to the field of Communication Sciences and Disorders, and to the Department. "Independent" means that the faculty member has established their research interests and reputation in the field beyond the influence of mentors and co-authors. NOTE: "Independent" does not mean that all publications have to be solo-authored. Co-authored publications are acceptable when the authoring relationship is clearly explained by the candidate such that his/her role in the publication was significant.

The Department of Communication Sciences and Disorders recognizes a diversity of forms of discovery, extension, and integration of knowledge, using various methodologies, as research. Research can be conducted individually and/or collaboratively, as well as in interprofessional ways. Research can also include integrative, applied, and pedagogical scholarship when it is based in, informed by, and contributes to, published research. The Department of CSD values scholarly work published by faculty in peer-reviewed journals, book chapters, and text books. Faculty should have produced scholarship that has national and/or international visibility. Data-based research and contribution to practice scholarship (e.g., critical reviews, synthesis of knowledge, 'state of the art' reviews) are valued. CSD faculty members publish in a variety of journals either specific to the discipline or related to it. Within the Department of CSD, manuscripts published in peer reviewed journals represent the most common and recognized outlets for completed research. Faculty may publish in CSD journals or journals in related fields which are in line with their area of study. CSD faculty members also publish in multidisciplinary journals which may reach a wider audience. It is not possible to provide an exhaustive list but a few examples of CSD and related peer reviewed journals are provided in Table 1 as exemplars only. This list does not imply that these journals have more value than other relevant peer reviewed scholarship that has national and/or international visibility. With regard to publications produced in the journals of related disciplines, it will be incumbent upon the faculty member to provide a context for that journal (e.g., impact, prestige) in writing at the time of preparing his or her dossier for promotion and/or tenure. Additionally, faculty in the Department of CSD are expected to seek funding to support their research and in particular, external funds which provide salary savings that can be used to support the research and educational missions of the unit and provide subsidies to graduate students. It is recognized and valued that CSD faculty may seek internal funding mechanisms to serve as 'seed funds' to support their research in its early stages and that these internal monies may serve as a springboard to external sources of funding. A faculty member is encouraged to explain in her/his dossier how internal funds aided in their research and served or will serve as a catalyst for their efforts to secure external sources of funding. Thus, at the time of evaluation for tenure and/or

promotion a faculty member should have established substantial and sustained efforts to seek external funding.

Table 1. Examples of Communication Sciences and Disorders (CSD) and Related Journals.

Topic Area	CSD Journals	Related Journals
Audiology, Speech Science, Hearing Science, and Language Science	<i>American Journal of Audiology; Ear & Hearing; Journal of the Acoustical Society of America; Hearing Research; Audiology & Neuro-Otology; International Journal of Audiology; Journal of the American Academy of Audiology; Hearing Journal; International Tinnitus Journal; Journal of Speech, Language, Hearing Research; Rehabilitative Audiology; Seminars in Hearing</i>	<i>Clinical Linguistics & Phonetics; Otolaryngology--Head & Neck Surgery; Journal of Phonetics</i>
Neurogenic Communication Disorders	<i>Aphasiology; Brain & Language; International Journal of Brain Injury; Journal of Head Trauma Rehabilitation; Journal of Neurolinguistics; Journal of Speech, Language, Hearing Research</i>	<i>Archives of Physical Medicine & Rehabilitation; ASHA Perspectives; Journal of Family Violence; Trauma Violence, & Abuse</i>
Child Communication Disorders	<i>American Journal of Speech-Language Pathology; Autism; Communication Disorders Quarterly; Journal of Child Language; Journal of Communication Disorders; International Journal of Language & Communication Disorders; Journal of Speech, Language, Hearing Research; Language, Speech, and Hearing Services in Schools; Topics in Language Disorders</i>	<i>ASHA Perspectives; AAC: Augmentative and Alternative Communication; Reading and Writing</i>
Speech Sound Disorders, Resonance Disorders, Fluency Disorders, Language Disorders, Voice Disorders, Swallowing Disorders, Professional Issues	<i>American Journal of Speech-Language Pathology; Asian Pacific Journal of Speech, Language and Hearing; Canadian Journal of Speech-Language Pathology & Audiology; Dysphagia; Cleft Palate-Craniofacial Journal; International Journal of Speech-Language Pathology; Journal of Communication Disorders; Journal of Fluency Disorders; Journal of Speech, Language, Hearing Research; Journal of the National Black Association for Speech-Language & Hearing; Journal of Voice; Seminars in Speech-Language Pathology</i>	<i>Archives of Physical Medicine & Rehabilitation; ASHA Leader; ASHA Perspectives; CoDAS (Communication Sciences & Disorders & Associated Areas); Folia Phoniatrica et Logopedia; Otolaryngology--Head & Neck Surgery; Teaching & Learning in Communication Sciences & Disorders</i>

Service: A successful service record may include the following:

1. A record of effectiveness in serving students. This takes the form of advising students and/or supervising/mentoring student research, as well as helping to provide students with learning experiences that focus on the development of CSD majors (honors chapter, NSSHLA group, and so on).
2. A record of effectively serving the Department, School, and/or University. This takes the form of serving on departmental committees; chairing/leading one or two service roles over the tenure track at the Departmental level; participating in Departmental activities such as meetings, curriculum change processes, strategic planning, and colloquia.
3. A record of effectively serving the discipline. This takes the form of participation in professional organizations such as the American Speech-Language-Hearing Association (ASHA), other related national or regional professional associations/organizations, or the North Carolina Speech, Hearing and Language Association. The faculty member may also have involvements in specialty associations linked to their scholarly interests, as well as community agencies and groups that are linked to their scholarly interests.
4. The faculty member should be perceived by senior faculty to be a colleague who is likely to continue to be a valuable member of the Department beyond promotion and tenure. This is evidenced by a reputation of being an effective Department citizen and colleague. This is evidenced by collegiality and respect for others, involvement in departmental activities, professional integrity, and compatibility with Department and School goals.
5. The Department embraces service to the community and community engagement as a form of service when appropriate to a faculty member's scholarship.
6. The Department embraces directed professional activity as a possible additional category of work where appropriate.

PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR IN THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS (CSD)

Promotion to the rank of professor is based upon achievement, distinction, and the impact of their scholarly work normally marked by the establishment of a national scholarly reputation. An individual's record represents a unique balance and combination of teaching, research, and service. The individual is expected to have substantial and sustained achievement in each area. There must be an overall outstanding record of achievement which may be accomplished primarily by the record of contributions in a single area (i.e. one area is outstanding and the other two may be substantial/sustained) or by a more balanced aggregate of contributions across the three areas (for example the substantial/sustained accomplishments across the three areas add up to an outstanding profile as a whole). While recognizing that a faculty member may not have all of the accomplishments listed below in all three areas, University guidelines emphasize that evaluations should be based on the quality and significance of the work.

Teaching: The candidate's record demonstrates continuous commitment to and effectiveness in teaching beyond promotion and tenure. This will normally be established by a continuous record of effectiveness in the classroom, innovation in the practice of pedagogy, as well as achievements that includes some of the following: involvement in research on pedagogy (for example in textbook writing); curriculum development; program design and leadership; participation in institutes and teaching programs; receiving of awards; and testimonials of students and peers that establish teaching excellence.

Research: The candidate's record after promotion to associate professor with tenure includes significant scholarly accomplishments as well as an ongoing and regular program of high quality scholarly productivity post-tenure. This will include regular publications, as well as a commitment to seeking external funding where relevant to their scholarship. The candidate should have a national reputation based on significant body of scholarly work that is published, and well received in the field. Publications can include books, journal articles, and book chapters that establish the candidate as an important figure in a particular scholarly area of communication sciences and disorders. Additionally, faculty in the Department of CSD applying for promotion to professor are expected to have sought external funding to support their research and in particular, funds which provide salary savings that can be used to support the research and teaching missions of the unit and provide subsidies to graduate students. In the past, such external funding has included NIH, NC Department of Public Instruction, the American Speech-Language-Hearing Association and the U.S. Department of Education. Thus, at the time of evaluation for promotion a faculty member should have established substantial and sustained efforts to seek external funding. Again there should be the central consideration of the balance of quality and quantity in evaluating the body of presented and published work and grant activity.

Service: The candidate remains active in high profile service such as departmental leadership, and in making significant contributions to the Department, School, University, community, and discipline. The candidate should normally have a record of both contributing (member) and leadership in service (leading/chairing initiatives, committees, and other major service roles). At the direction of the Department Chair and Dean, a faculty member may also be given a directed professional activity to direct or coordinate. Examples may include serving as Director of Undergraduate and/or Graduate Study; special assignment as coordinator of Department Review or accreditation preparation group; coordination of an international exchange affiliation, or working as the Department liaison to the Honors Program. In this case, these accomplishments will be included in the review for promotion and tenure if the activity is consistent with the *School of Health and Human Sciences Promotion, Tenure and Reappointment Evaluation Policies, Guidelines, and Procedures*.