

Corps of Instructions Guidelines: Promotion Criteria for “Teaching” Positions

Department of Speech and Hearing Sciences

College of Health

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PREFACE

This document addresses criteria for a “Teaching” track faculty member in the Department of Speech and Hearing Sciences to receive promotions. Other details and policies related to promotion are specified in the most recent version of the USM faculty handbook. A Departmental committee (appointed by the Chair from Department faculty members in the corps of instruction) will review an applicant’s dossier and submit a “yes” or “no” recommendation for promotion to the Department Chair who will then submit the Chair’s recommendation along with the Committee’s to the Dean of the College. The time frame and other details for submitting a dossier will be determined at a later date.

There are two levels of non-tenure tracks for faculty members whose primary responsibilities are instruction:

Level I

1. Instructor
2. Lecturer
3. Senior lecturer

Level II

1. Assistant Teaching Professor
2. Associate Teaching Professor
3. Teaching Professor

PROCEDURE

The applicant for promotion will prepare a dossier that may include evidence of credentials, peer reviews, accomplishments, knowledge, skills, and aptitudes. The dossier will be evaluated by the Departmental committee and by the Department Chair. The applicant’s dossier may address six areas:

- I. Teaching:
 - Continuing Education in the professional area
 - Certificates of specialty areas by nationally recognized organizations
 - Quantitative and qualitative standardized student evaluations of teaching
 - Signed written statements from former or current students
 - Student’s nominations of applicant for teaching awards

- Teaching awards
- Peer evaluations of teaching
- Peer approval of new courses added to departmental offerings
- Peer approval of new curriculum added to departmental offerings
- Substantive course/curriculum revisions acknowledged as improvements
- Creative instructional methods, strategies or materials acknowledged as improvements
- Syllabi, bibliographies, textbooks, or evaluative procedures acknowledged as improvements

II. Clinical Expertise

- Clinical certification by national organization
- State Licensure
- Presentations of clinical procedures at national or regional meetings
- Presentations of clinical research at national or regional meetings
- Publications in clinical journals or proceedings
- Invited lectures on/or demonstrations of clinical services at national or regional meetings
- Awards for clinical accomplishments or outstanding recognition
- Awards for clinical teaching
- Correspondence or similar documents from peers that address the applicant's clinical skills
- Clinical teaching evaluations that exceed the University average

III. Research/Scholarship: *Because the "Teaching" track is a non-tenure track, accomplishments in research/scholarly activity are not mandatory but are encouraged and may be included to support the application for promotion. Documentation of scholarly activity may include but is not limited to:*

- Peer-reviewed publications in professional scholarly journals
- Peer-reviewed publications in proceedings of meetings
- Scholarly textbooks in the professional area
- Peer-reviewed and invited chapters in scholarly textbooks
- Peer-reviewed chapters in conference proceedings
- Thesis/dissertation committee member
- Book reviews in discipline-related journals
- Membership on editorial boards
- Service as a journal reviewer
- Invited presentations of papers at professional conventions or conferences.
- Refereeing or reviewing competitive convention papers and programs
- Preparation and submission of applications for internal or external funding
- Securing internal and/or external funding

- Publication in professional and consumer publications that demonstrate high standards of scholarship and do not involve remuneration

IV. Service: Faculty members in the Department of Speech and Hearing Sciences must demonstrate a commitment to quality service to the Department, College and the University. The Department also recognizes the merit of services provided to local, state, regional, national and international organizations. Examples of service activities may include, but are not limited:

A. To the department, college or university:

- Committee
- Task Force
- Council
- Faculty Senate
- Recruitment
- Special presentation
- Academic Advisement
- Advising student groups
- Coordination of on-campus and off-campus practicum
- Curriculum development
- Quality assurance and effectiveness assessment/improvement

B. To the profession:

- Serving as an officer in an association or organization
- Organization program planning
- Committee work
- Serving as a program chair
- Consultant
- Journal editorial service
- Grant review or service to external granting agencies

C. To other constituencies:

- Providing direct clinical services to the community
- Conducting workshops
- Delivering invited lectures
- Providing expert clinical, discipline-related or legal opinions

V. Collegiality

Collegiality is defined as a quality expressed through collaboration and constructive cooperation. Collegiality includes a set of values that are regarded as essential for the success of the university, a diverse composition of students, faculty, staff and constituents; mutual respect for similarities and differences of opinions and points of view; and mutual trust established and reinforced through shared governance procedures in decision-making. Collegiality is manifest by demonstrating an interest in and consideration for the needs of others; seeking to understand the nature and character of others and communicating effectively with them; listening to and recognizing the merit of others' opinions even when in disagreement and willingness to consider engaging in problem-solving and goal achievement; and demonstrating an openness to professional growth. Collegiality should not be assessed independently of teaching, research, and service, but rather taken into consideration in the evaluation of a faculty member's overall performance.

Applicants will submit a statement and/or provide evidence of collegiality.

VI. Special Functions:

The Department recognizes that faculty members perform additional specialized tasks that cannot be categorized into the traditional categories of teaching, research and service, such as advising, administrative duties, or serving as a director or coordinator of clinical or academic programs. These specialized tasks are often essential to meeting the mission of the department and should be recognized as part of the promotion process.

Documentation of special functions should include a description of the responsibilities, activities, and accomplishments associated with the special function.

These guidelines may be modified as deemed necessary by a majority vote of the faculty of the Department of Speech and Hearing Sciences. These guidelines were approved by Department of Speech and Hearing Science's faculty members' majority vote on 04.04.2017.