

UNIVERSITY OF SOUTH FLORIDA

**DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS**

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Governance Rules and Bylaws

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## Department of Communication Sciences & Disorders

### Our Mission

Humans use language to communicate, and this communication can take many forms: speech and hearing, reading and writing, signing, cueing, and augmentative/alternative forms of communication. At the Department of Communication Sciences and Disorders, our mission is to foster human communication by:

- **Conducting research** that increases the scientific understanding of communication in both typically-developing and communication-disordered populations.
- **Educating and mentoring** scientists, clinicians, and interpreters who work according to best practices.
- **Operating teaching clinics** that provide high quality diagnostic and treatment services to diverse populations.
- **Advocating** for and raising awareness of the communication needs and the rights of Deaf people and of those with speech, language, and hearing disorders.

### Core Values

- **Integrity** – ethical conduct in research, teaching and service
- **Respect** – fair and equitable interpersonal relationships among faculty, staff, students, and community members
- **Collaboration** – mutually beneficial (reciprocal) relationships at department, college, university and community levels
- **Scholarship** – knowledge generation, dissemination and application here

### Vision

*Creating pathways to communication by bridging research to practice.*

*The Department of Communication Science & Disorders recognizes the principles of equity of assignment, resources and opportunities of faculty across a multi-campus university.*

## ARTICLE I. Structure of the Department

### Section A. Departmental Membership

- Item 1. Department members shall include all personnel who are paid employees of the University of South Florida and are assigned to the Department of Communication Sciences and Disorders in the College of Behavioral and Community Sciences of the University of South Florida.
- Item 2. Voting faculty members of the Department shall be those instructors holding full-time continuing appointments, those on tenure-track lines, those research professors and visiting faculty who have been given voting rights, and those on phased retirement.
- Item 3. Non-voting members of the Department are those individuals who 1) hold visiting instructor, research professor, emeritus, post-doctoral, courtesy, and adjunct appointments. 2) Other non-voting members are clinical fellows, externs, and graduate assistants.
- Item 4. Voting rights may be afforded to any non-voting faculty member (in particular Visiting Instructors and Research Professors) with approval by two-thirds (2/3) of the voting faculty. At the beginning of the third year of any non-voting faculty member's appointment, the whole faculty will vote on whether to extend voting rights to these faculty. Two-thirds of the faculty must support the extension of voting rights in order for these rights to be extended.

### Section B. The Chair

- Item 1. The Chair is appointed by the Dean. The Dean of the College, after consultation with voting faculty members, shall appoint the Department Chair according to the procedures outlined below.
- Item 2. The Chair is the Chief Executive Officer of the Department and is charged with implementing University and College policies and procedures as delegated by the President, Provost, and Dean.
- Item 3. The Chair shall meet all qualifications to become a voting faculty member and shall have academic as well as administrative responsibilities.
- Item 4. The Chair shall hold a doctoral degree with a major emphasis in speech-language pathology, audiology, Deaf Studies, ASL Interpreting, speech,

language, or hearing science or some closely related field.

- Item 5. The Chair is appointed for a term of three contract years (August to July) with annual performance evaluations on a calendar year basis. The Dean oversees this evaluation with feedback from all voting faculty members. Evaluations will be based upon the judgment of each faculty member regarding the Chair's past willingness to meet the responsibilities and the Chair's past effectiveness in accomplishing the duties described herein.
- Item 6. During the first semester of the third contract year, the Department shall elect a Chair to serve for the following three years. The incumbent Chair and all voting faculty members shall be considered potential nominees. However, a Chair who has been removed from office by the Dean following a faculty vote of "no confidence" shall not be eligible for nomination in subsequent elections of a new Chair. The procedures for the selection of nominees for Chair and the election are delineated below.
- Item 7. A recall petition to the Dean, containing the signatures of no less than one-third of the voting faculty members, may, at any time during a contract year, be sufficient to initiate a vote of confidence in the Chair. This vote of confidence shall be overseen by the Dean's office. Each faculty member shall receive a secret ballot. If at least two-thirds of the faculty members vote no confidence prior to the expiration of a regular term of three contract years, it will be recommended to the Dean that the Chair be relieved of administrative duties at a time not later than the completion of that particular contract year within which the recall petition was initiated. As soon as possible, after the decision to relieve the Chair of administrative duties has been made, the Dean, after consulting with the faculty, shall appoint an Interim Chair.
- Item 8. Providing there is not a willing or acceptable candidate from within the department, an outside search for a new Chair, with permission of the Dean, will be initiated according to procedures described herein. If a vacant line is available and the Dean, in consultation with the Executive Committee, decides that it be used to recruit a new Chair. The initial appointment of the new Chair shall be for a term of three contract years.
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- Item 9. The Chair's administrative responsibilities and duties include:
- a. Department management
    - Prepare, present and implement Department budget.
    - Maintain essential Departmental records.

- Supervise and evaluate Department administrative and clerical staff.
  - Arbitrate and resolve intradepartmental conflicts.
  - Perform personal interactions with all Department members in a respectful and appropriate manner.
  - Maintain communication and participation of all Department constituents across all campuses.
  - Direct and grow the Educational Business Activities of the Department including the Hearing Clinic, the Speech-Language Clinic, and Hands on USF.
- b. Academic program development
- Supervise the updating of Departmental curriculum, courses, and programs.
  - Coordinate each semester's course scheduling according to the guidelines continued herein.
  - Facilitate the preparation of training and research grants that serve to enhance program goals.
  - Prepare documents for all accrediting bodies in coordination with Program Directors.
  - Prepares annual reports of Department activities for the Dean.
- c. Faculty personnel management
- Consult with faculty and Directors regarding annual assignments/duties.
  - Make faculty assignments in consultation with the faculty member and with Directors.
  - Provide resources for effective teaching.
  - Stimulate and support faculty scholarly activities.
  - Evaluate faculty performance in consultation with the Executive Committee and campus leadership on any campuses on which CSD has faculty members.
  - Utilize Merit Raise formula when appropriate according to the standards outlined in this document.
  - Work with college deans and university leaders to assure equity of access to faculty support on all USF campuses.
- d. Faculty meeting coordination
- Chair faculty meetings
  - Appoint ad hoc committees
  - Serve as ex-officio member of committees unless otherwise specified.
  - Inform faculty regarding College and University activities and policies.

- Ensure equal participation of faculty on all campuses on which CSD has a presence with particular sensitivity to providing remote participation options if at all possible.
- e. External activity performance
- Communicate Departmental needs to College Dean.
  - Serve as advocate for the Department by protecting and improving the Departmental image and reputation.
  - Attend extra-Departmental College, University, and civic meetings.
  - Initiate alumni and civic fund-raising activities that serve to enhance scholarship funds and to satisfy other Departmental needs.
- f. Student affairs management
- Coordinate student recruitment and admission activities.
  - Monitor the maintenance of student records.
  - Coordinate student advising activities.
  - Facilitate student organization activities in conjunction with the student organization faculty advisors.
  - Supervise the awarding of student scholarships and the assignment of graduate assistants holding semester-to-semester appointments.

### Section C. The Associate Chair

- Item 1. The Associate Chair shall be appointed by the Chair of the Department after consultation with the Executive Committee and the faculty and shall serve for a term of three years.
- Item 2. The Associate Chair shall meet all qualifications required of a voting faculty member.
- Item 3. The responsibilities and duties of the Associate Chair include, but are not limited to:
- a. Perform administrative duties appropriate to .25 FTE as delegated by the Chair in writing and agreed to by the Associate Chair at the beginning of each academic year.
  - b. Assume responsibilities for the Chair when the Chair is absent.
  - c. Serve on the Executive Committee.
  - d. Assist the Chair in the annual evaluation of the faculty and especially of the Program Directors and of the Clinical/Professional Directors.
  - e. Serve as the backup for the Chair for any role which the Chair cannot assume for ethical reasons (to avoid nepotism, to avoid real or perceived

conflicts of interest).

- f. To serve as the Chair's primary advisor on issues of import especially when the full Executive Committee or the full faculty cannot be consulted.

## Section D. Academic Programs

- Item 1. Administrative units of the Department are structured around its academic programs and the professional/clinical programs of the Department.

The academic programs are:

- a. The Program for the B.A. Major in Language-Speech-Hearing Sciences (aka the LSH Program).
- b. The Program for the B.A. Major in ASL Interpreting and Deaf Studies (aka the Interpreting/DST Program. This program also includes a concentration in ASL Interpreting, a concentration in Deaf Studies, a minor in Deaf Culture, and provision of a variety of ASL courses offered to satisfy foreign language requirements).
- c. Masters' of Science Program in Speech-Language Pathology (aka the MS-SLP Program) (including both an on-campus track and an online "Suncoast" track).
- d. Doctor of Audiology Program (aka the AuD Program)
- e. Doctor of Philosophy Program (aka the PhD Program)

The clinical/training programs are:

- a. The Speech-Language Clinic (which includes the Bolesta Center at USF)
- b. The Hearing Clinic
- c. Hands-on-USF

The structure and administration of each of these academic and professional/clinical programs is described below. The major purposes of these programs and their constituent faculties are to:

- a. Educate undergraduate and graduate students in the areas of communication sciences and disorders.
- b. Contribute to the understanding of socio-communicative processes and disorders through research and other scholarly activities.
- c. Educate the university community and the public concerning socio-communicative processes and disorders through professional, clinical, and outreach activities.

- Item 2. CSD Academic Programs

The constituent membership of each academic program (LSH, Interpreting/DST, MS-SLP, AuD, and PhD) shall be those voting faculty members whose annual assignment reflects teaching of at least one course in that program every two years. Non-voting Department members who teach in the program, and doctoral students who teach in the program, and relevant student-success staff will have non-voting membership in each program unless afforded a vote according to the procedures for extending voting status to others outlined herein. All Tenure-Track Faculty are automatically voting members of the Ph.D. Program regardless of their teaching assignment.

- a. Members of each Academic Program are responsible to:
  - Attend monthly constituency meetings.
  - Communicate issues related to students and curriculum with the program Director.
  - Provide feedback to and support of the academic program director.
  - Assist the program director by regularly assuming instructional and service-related tasks that support the development of the academic program.
  
- b. Each Academic Program Director is appointed by the Department Chair after consultation with the constituent faculty members of that program. This appointment is typically made during the second semester of the first year of the Department Chair's term. Each Academic Program Director shall serve for a term of three years.
  
- c. The responsibilities of each Academic Program Director include:
  - Coordinating the program meetings ordinarily on a monthly basis during the Spring and Fall Semesters.
  - Coordinating the delivery of all in-person and on-campus courses across multiple campuses.
  - Ensuring the inclusion and participation of all constituents across all campuses on which CSD has a presence particularly through the use of video-based technology for remote participation.
  - Serving on the Executive Committee with duties to include participating in the annual evaluation of all faculty who are constituents of their academic program.
  - Assisting the Chair in the assignment of duties within their program.
  - Collaborating with student success personal including undergraduate advisors.
  - Reviewing scholastic performance of students and make recommendations relative to their continuance in each program.

- Monitoring changes in University programs that may affect advising strategies.
- Assisting the Chair in compliance with and reporting to all relevant accrediting bodies.
- Regular communication of programmatic issues with the larger Department.
- Establishing annual and longer-term strategic goals for the Academic Program in consultation with the faculty in that Program.
- Collaborating with all relevant Clinical/Professional Directors in the administration of the Academic Program.
- Reviewing the curriculum regularly and implementing curriculum changes when required.
- Monitoring for compliance with professional standards.
- Monitoring changes in University undergraduate and graduate programs that may affect the Department's curriculum and report these changes to the Department.
- Making recommendations regarding resource needs, program changes, space allocation, and faculty participation in the program.
- Collaborating with the chair in recruiting students to the program as needed.

#### Section E. The Clinical/Professional Enterprises of the Department

- Item 1. The Department's Speech and Language Clinic, Hearing Clinic, and Hands on USF (ASL Interpreting Service) are Educational Business Activities which serve two closely related purposes:
- a. to provide real-world opportunities within which students may gain supervised clinical and/or practical education.
  - b. to provide speech, language, and hearing clinical services and ASL/English interpreting services to the Tampa Bay area.
- Item 2. Speech & Language Clinic
- a. The constituent membership of the Speech and Language Clinic shall be those voting faculty members of the Department whose annual assignment reflects supervision/teaching the Speech & Language Clinic. Visiting, research, emeritus, post-doctoral, courtesy, or adjunct faculty as well as doctoral students supervising practicum in this program will have non-voting membership unless afforded voting status in the procedure outlined in this

document. The MS-SLP Program Director is also an ex officio member of this constituency.

- b. A Director of the Speech & Language Clinic shall be appointed by the Chair in consultation with the faculty. The Speech & Language Clinic Director shall be a voting faculty member. A generous percentage of the Speech & Language Clinic Director's assignment will be devoted to service for the management of the clinic. The remaining assignment will be in supervision and/or teaching. The term of this appointment shall be for three (3) years. The Speech & Language Clinic Director will serve as a member of the Executive Committee and SLP Program Admissions Committee and have one vote on each committee.
- c. The responsibilities of the Speech & Language Clinic Director include, but are not limited to:
  - 1) Speech & Language Clinic Administration
    - Communicate any clinical issue and needs to the Department Chair
    - Assist in planning and implementation of the clinic's operational budget
    - Monitor the budget under the direction of the Department Chair
    - Plan and implement fees and revenue-generating activity under the direction of the Department Chair
    - Administer the clinic schedule
    - Direct the clinic's support staff in conjunction with the Office Manager and the Department Chair
    - Communicate knowledge of the Speech & Language Clinic's services to other professional and service facilities that deal with children and adults with speech, language, and hearing disorders.
    - Oversee the supervision of student practicum activities.
    - Provide collegial support/consultation
    - Communicate with the constituency as it relates to EC information to be relayed
    - In collaboration with the Executive Committee and with constituency members, create annual goals and longer-term strategic plans for the clinic
  - 2) Coordination of Clinical Advising
    - Review scholastic progress of each student (academic and clinical performance of graduate students) and make recommendations relative to their continuance in the designated graduate programs

- Monitor changes in certification requirements that may affect advising strategies and report these changes to the Department
  - Plan and schedule clinical assignments for all SLP students
  - Serve as a member on all CIP committees
  - Plan, facilitate, and/or implement site visits for offsite placements
- 3) Management of the Speech & Language Clinic
- Collaborate with the monitoring of external clinical sites regarding issues dealing with off-campus placements and clinical site memorandum of agreement and other administrative matters necessary for harmonious interactions between the Speech & Language Clinic and clinical sites.
  - Consult with the SLP Program Director and Department Chair regarding clinical faculty assignments.
  - Maintain and update diagnostic and treatment waiting lists.
  - Maintain clinic records (client files, CAA documentation, student clinical records, etc.).
  - Monitor clinical supply and equipment needs.
  - Coordinate the maintenance and purchase of clinical equipment
  - Supervising non-instructional staff who work in the clinic
  - Manage provider team members and complete annual reviews
  - Monitor and/or report clinical productivity and volume
  - Monitor quality and compliance at the provider level
  - Address patient concerns/complaints
- 4) Oversight of the Bolesta Center at USF
- Fulfill all of the duties listed above as they pertain to the Bolesta center
  - Collaborate with the Chair in seeking funding from community partners and other external sources.
  - In concert with administrative team, monitor caseload volume, scheduling, authorizations and other patient needs
  - Manage provider team members and complete annual reviews
  - Prepare and/or monitor preparation of weekly billing packets
  - Address patient concerns/complaints
  - Facilitate community partnerships

#### Item 4. Hearing Clinic

- a. The constituent membership of the Hearing Clinic shall be those voting faculty members of the Department whose annual assignment reflects supervision/teaching the Speech & Language Clinic. Visiting, research, emeritus, post-doctoral, courtesy, or adjunct faculty as well as doctoral students supervising practicum in this program will have non-voting membership unless

afforded voting status in the procedure outlined in this document. The Au.D. Program Director is also an ex officio member of this constituency.

- b. A Director of the Hearing Clinic shall be appointed by the Chair in consultation with the faculty. The Hearing Clinic Director shall be a voting faculty member. A generous percentage of the Hearing Clinic Director's assignment will be devoted to service for the management of the clinic. The remaining assignment will be in supervision and/or teaching. The term of this appointment shall be for three (3) years. The Hearing Clinic Director will serve as a member of the Executive Committee and Au.D. Program Admissions Committee and have one vote on each committee.
- c. The responsibilities of the Hearing Clinic Director include, but are not limited to:
  - 1) Hearing Clinic Administration
    - Communicate any clinical issues and needs to the Department Chair
    - Assist in planning and implementation of the Clinic's operational budget
    - Monitor the budget under the direction of the Department Chair
    - Plan and implement fees and revenue-generating activity under the direction of the Department Chair
    - Administer the clinic schedule
    - Direct the clinic's support staff in conjunction with the Office Manager and the Department Chair
    - Communicate knowledge of the Hearing Clinic's services to other professional and service facilities that deal with children and adults with speech, language, and hearing disorders.
    - Oversee the supervision of student practicum activities.
    - Provide collegial support/consultation
    - Communicate with the constituency as it relates to EC information to be relayed
    - In collaboration with the Executive Committee and with constituency members, create annual goals and longer-term strategic plans for the clinic
  - 2) Coordination of Clinical Advising
    - Review scholastic progress of each student (academic and clinical performance of graduate students) and make recommendations relative to their continuance in the designated graduate programs.
    - Monitor changes in certification requirements that may affect advising strategies and report these changes to the Department.

- Plan and schedule clinical assignments for all Au.D. students.

### 3) Management of the Hearing Clinic

- Collaborate with the monitoring of external clinical sites regarding issues dealing with off-campus placements and clinical site memorandum of agreement and other administrative matters necessary for harmonious interactions between the Hearing Clinic and clinical sites.
- Consult with the Au.D. Program Director and Department Chair regarding clinical faculty assignments.
- Maintain and update diagnostic and treatment waiting lists.
- Maintain clinic records (client files, CAA documentation, student clinical records, etc.).
- Monitor clinical supply and equipment needs.
- Coordinate the maintenance and purchase of clinical equipment
- Supervising non-instructional staff who work in the clinic
- Coordinate the maintenance and purchase of clinical equipment
- Monitor and/or report clinical productivity and volume
- Monitor quality and compliance at the provider level
- Address patient concerns/complaints

d. The responsibilities of the Speech & Language Clinic Director include, but are not limited to:

- Hearing Clinic Administration
- Communicate any clinical issues and needs to the Department Chair
- Assist in planning and implementation of the Clinic's operational budget
- Monitor the budget under the direction of the Department Chair
- Plan and implement fees and revenue-generating activity under the direction of the Department Chair
- Administer the clinic schedule
- Direct the clinic's support staff in conjunction with the Office Manager and the Department Chair
- Communicate knowledge of the Hearing Clinic's services to other professional and service facilities that deal with children and adults with speech, language, and hearing disorders.
- Oversee the supervision of student practicum activities.

- Provide collegial support/consultation
- Communicate with the constituency as it relates to EC information to be relayed
- In collaboration with the Executive Committee and with constituency members, create annual goals and longer-term strategic plans for the clinic
- Coordination of Clinical Advising
- Review scholastic progress of each student (academic and clinical performance of graduate students) and make recommendations relative to their continuance in the designated graduate programs.
- Monitor changes in certification requirements that may affect advising strategies and report these changes to the Department.
- Plan and schedule clinical assignments for all Au.D. students
- Serve as a member on all CIP committees
- Plan, facilitate, and/or implement site visits for offsite placements
- Management of the Hearing Clinic
- Collaborate with the monitoring of external clinical sites regarding issues dealing with off-campus placements and clinical site memorandum of agreement and other administrative matters necessary for harmonious interactions between the Hearing Clinic and clinical sites
- Consult with the Au.D. Program Director and Department Chair regarding clinical faculty assignments.
- Maintain and update diagnostic and treatment waiting lists.
- Maintain clinic records (client files, CAA documentation, student clinical records, etc.).
- Monitor clinical supply and equipment needs.
- Coordinate the maintenance and purchase of clinical equipment
- Supervising non-instructional staff who work in the clinic
- Manage provider team members and complete annual reviews
- Monitor and/or report clinical productivity and volume
- Monitor quality and compliance at the provider level
- Address patient concerns/complaints

Item 5. Hands on USF (HOUSF)

- a. The constituent membership shall be those voting faculty members of the Department whose annual assignment reflects supervision and teaching in the ASL Interpreting and Deaf Studies program. Non-voting Department members and doctoral students who teach in this program will have non-voting membership in this program unless afforded voting rights according to the process outlined in this document.

- b. A Director of Hands on USF shall be appointed by the Chair in consultation with the faculty. The HOUSF Director shall be a voting faculty member. A percentage of the HOUSF Directors' assignment will be in service to this Educational Business Activity. The remaining assignment will be in supervision and/or teaching. The term of this appointment shall be for three (3) years. The HOUSF Director will serve as a member of the Executive Committee. The HOUSF Director may be the same person as the ASL Interpreting and Deaf Studies Program Director but retains only one vote on the Executive Committee.
- c. The responsibilities of the HOUSF Director include, but are not limited to:
- HOUSF Administration
  - Monitor the budget under the direction of the Department Chair
  - Plan and implement fees and revenue generating activity under the direction of the Interpreting/Deaf Studies Program Director and Department Chair
  - Administer the HOUSF schedule
  - Direct the HOUSF staff interpreter(s) and OPS Interpreters
  - Assist in the annual evaluation of staff interpreters
  - Communicate knowledge of HOUSF's services to other professional and service facilities
  - Oversee the supervision of student practicum activities
  - Provide collegial support/consultation
  - In collaboration with the Executive Committee and with constituency members, create annual goals and longer-term strategic plans for HOUSF
- d. Coordination of Clinical Advising
- Review scholastic (academic and practical performance of interpreting students) and make recommendations relative to their continuance in the Interpreting Program.
  - Monitor changes in certification requirements that may affect advising strategies and report these changes to the Department.
  - Plan and schedule internship assignments for all Interpreting students
- e. Management of HOUSF
- Consult with the Interpreting/Deaf Studies Program Director and Department Chair regarding faculty assignments in HOUSF.
  - Maintain and update contracts and memoranda of understanding

- Maintain HOUSF records
- Monitor HOUSF supply and equipment needs.
- Coordinate the maintenance and purchase of equipment and materials.
- Monitor and address customer concerns and complaints

## **ARTICLE II. Standing Committees and Other Elections**

### Section A. Executive Committee

- Item 1. Membership of the Executive Committee will be the Director of each of the academic programs within the Department, the Associate Chair, the Clinical Directors, the Director of Hands on USF, and one representative of faculty from a branch campus. The term of membership is usually three (3) years. The Office Manager is also an ex officio member of this committee.
- Item 2. The CSD faculty on the branch campuses shall vote to appoint one branch campus representative to serve on the Executive Committee. That branch-campus representative shall serve a term of three years.
- Item 3. The Executive Committee will meet at least once a month during the academic year with the Chair of the Department. The responsibilities of this committee will include the following:
- a. Inform the Chair of activities, concerns, or problems within each of the Programs
  - b. Inform members of their constituent faculty about administrative activities and decisions
  - c. Assist others on the Committee in solving problems within their programs
  - d. Evaluate fiscal and space allocations
  - e. Provide feedback and suggestions to the Chair regarding Departmental planning and scheduling of courses
  - f. Assist in long range planning for the Department
  - g. Advise the Chair in the appointment of all search committees
  - h. Advise the chair in Annual Evaluations of faculty in each constituency
- Item 4. The Departmental Chair will serve as the Chair of the Executive Committee.
- Item 5. The Chair and Executive Committee Members may invite additional faculty members and staff members to participate in Executive Committee meetings as non-voting members.
- Item 6. The Executive Committee has the authority to act on behalf of the faculty when

immediate decisions are required. In such instances, the faculty maintains the right to reverse the decision made by the Executive Committee by a two-thirds majority vote at the next scheduled faculty meeting.

- Item 7. The Executive Committee will advise the chair in conducting annual evaluations of each faculty member. Each Director who works with a given faculty member shall have input into the evaluation of that faculty member. Care will be taken to ensure that the research portion of each faculty member's contribution is always evaluated by a tenured faculty member. Care will also be taken to ensure that the branch-campus representative on the EC will have input into the evaluation of all branch-campus faculty members. The Associate Chair will oversee the annual evaluation of each Executive Committee member.

Regional Chancellors or their designee will also provide "formal written input..." into the faculty evaluations of those faculty housed on branch campuses. (See University of South Florida as "One University Geographically Distributed" Document in the Consolidation Handbook).

In this role, the Executive Committee will:

- a. Work with the Chair to assure that all visiting, research, adjunct, and voting faculty members submit their annual Faculty Activities and Evaluation report in a timely manner.
- b. Provide a written annual review of each faculty member and an evaluation of the extent to which his or her yearly achievements are consistent with the assignments given for that year and with Departmental guidelines for tenure and promotion in each career paths.
- c. Draft a statement of progress to tenure and to promotion after a consultation and vote of the full body of tenured professors.
- d. Schedule peer review evaluations of teaching performance as requested by the Chair or faculty.
- e. Update faculty evaluation forms and procedures
- f. Coordinate evaluations for adjunct faculty and make recommendations to the Chair regarding these evaluations.
- g. Provide written feedback of each faculty member based on that faculty member's self-report and on any other available data (publications, CV, teaching evaluations, Director observations, etc.) for the year to be evaluated.

- Item 8. The Chair, in concert with the Associate Chair, will conduct annual evaluations of each Executive Committee member. These evaluations will include a survey of each constituency regarding the effectiveness, leadership, and vision of each constituency Director. Directors who receive less than satisfactory evaluations for

two consecutive years will be relieved of their appointment and a new director will be appointed to finish their term.

## Section B. Tenure and Promotion Committee

- Item 1. The Tenure and Promotion Committee will be composed of all tenured or tenure-earning faculty in the Department at the Associate level or above. These faculty shall function as a committee of the whole body of tenured or tenure-earning faculty.
- Item 2. The Chair of the Tenure and Promotion Committee must be tenured and will be selected annually by members of the Committee.
- Item 3. The Committee will meet as necessary, but no less than annually, to perform the following functions.
  - a. Develop Departmental guidelines for tenure and promotion to Associate Professor (see Appendix C) or promotion to Research Associate Professor consistent with University and College guidelines.
  - b. Develop Departmental guidelines for promotion to Full Professor or Research Full Professor (see Appendix C) consistent with University and Departmental Guidelines.
  - c. Periodically review University, College, and Departmental guidelines for tenure and promotion and communicate this information to the tenure-earning faculty in the Department or to faculty eligible for promotion to Associate or Full Professor or Associate or Full Research Professor in the Department.
  - d. In concert with the Executive Committee, provide annually in writing to faculty working towards tenure and promotion to Associate Professor or promotion to Associate Research Professor, a statement of progress toward tenure. This statement should detail the extent to which his or her yearly goals and achievements are consistent with Departmental guidelines for tenure and promotion to Associate Professor or promotion to Associate Research Professor.
  - e. Provide annually in writing to faculty working towards promotion to Full professor or Full Research Professor, a statement of progress toward promotion. This statement should detail the extent to which his or her yearly goals and achievements are consistent with Departmental guidelines for such promotion.
  - f. Review tenure and promotion applications when submitted and make recommendations to the College Tenure and Promotion Committee.
- Item 4. Regional Chancellors will provide a formal review in promotion and tenure cases

for faculty members on branch campuses “prior to a College Dean completing and forwarding a recommendation to the Provost” see USF Consolidation Handbook.

### Section C. Instructor Promotion Committee

- Item 1. The Department Instructor Promotion Committee will consist of a minimum of three Members to include Senior Instructors and when possible Master Instructors. The membership of the Instructor Promotions Committee should be comprised of members from more than one Department program and from more than one campus whenever possible.
- Item 2. The Department Instructor Promotion Committee will meet as needed to:
  - a. Develop Departmental guidelines for promotion to Senior Instructor and Master Instructor consistent with University and College policy.
  - b. Review applications and make recommendations to the Department Chair, to College Instructor Promotion Committee, and to the Dean.
- Item 3. The Department Instructor Promotion Committee shall select the Chair from its members
- Item 4. Whenever possible, a Departmental Senior or Master Instructor should serve on the College Instructor Promotion Committee. In cases where a faculty member serves on both the Departmental Instructor Promotion Committee and the College Instructor Promotion Committee, the faculty member may vote on an application only once. As per University guidelines, individuals serving on more than one committee should vote at the Departmental level but may participate in the discussion of the candidates from other Departments during the meeting of the College Instructor Promotion Committee.

### Section E. Graduate Admissions Committee

- Item 1. There will be separate Admissions Committees formed for each graduate program. Each committees' Chair will be selected from among the members of each committee by a vote of each committee.
- Item 2. The Admission Committee for the Master's program in Speech-Language Pathology will consist of four elected members and two standing members. The four elected members will be members of the undergraduate and/or Master's programs constituencies. The Speech-Language Clinic Director and the Speech-Language Pathology Graduate Program Director serve as standing

members of this committee.

- Item 3. The Admissions Committee for the professional doctoral program will be comprised of all constituent members of the professional doctoral program. This committee may elect (by majority vote) a subcommittee to review applications and make recommendations to the full committee about admission of students into the Au.D. program.
- Item 4. The Admissions Committee for the research doctoral program will be comprised of all constituent members of the research doctoral program. This committee may elect (by majority vote) a subcommittee to review applications and make recommendations to the full committee about admission of students into the Ph.D. program. The Ph.D. Program Director serves as a standing member of this subcommittee.
- Item 5. The Admissions Committees will meet as required during the Academic Year in order to review the graduate applications for admission. The responsibilities of these committees will include the following:
  - a. Inform the Chair of concerns or problems due to over or under enrollment within each of the programs.
  - b. Make decisions about the number of applicants to be considered for each admission.
  - c. Make recommendations to the Chair about admission of students into the programs.
  - d. Participate in any appeal processes as requested by applicants who are refused admission.
  - e. Propose policy about admission standards and procedures for consideration by the faculty.
- Item 6. The Chairs of the Admissions Committees will report to the faculty concerning the activities of this committee.

## **Section F. The Accessibility Committee**

- Item 1. It is the responsibility of the Department of Communication Sciences and Disorders to model best practices in accessibility and especially accessibility as it relates to communication disorders and differences. To that end, the chair will appoint a committee of at least three faculty members to monitor accessibility concerns within the Department and to craft recommendations for improvement. The committee members will serve a three-year term.

- Item 2. The Accessibility Committee will meet at least once a semester to discuss improving accessibility within the Department. They will bring any recommendations to the chair and to the faculty at regularly scheduled faculty meetings.

### **Section G. Department Senator**

- Item 1. When the departmental faculty senate seat is vacant, the department will hold an election to select a new senator and will notify the Faculty Senate Office,

## **ARTICLE III. Ad Hoc Committees**

### Section A. Search Committees

- Item 1. A Search Committee shall be formed for the purposes of recruitment and selection of Department members. The membership of each search committee should be comprised of members from more than one Department program and from more than one campus whenever possible.
- Item 2. In searches for tenure-earning faculty positions, membership of a Search Committee will consist of at least two tenured ranked or tenure-earning faculty members, one of whom will serve as Chair. The Search Committee members are appointed by the Chair of the Department in consultation with the Executive Committee.
- Item 3. Membership on a Search Committee for the recruitment of outside candidates for Chair shall consist of no fewer than three persons, including a tenured or tenure earning faculty member as appointed by the Dean in consultation with the Executive Committee.
- Item 4. For Instructor positions, the membership of a Search Committee will consist of no fewer than three faculty members, including the Search Committee Chair. Search committee members, including the Chair, will be appointed by the Department Chair in consultation with the Executive Committee.
- Item 5. Search committees may include appointed student representatives. The primary function of the student representative is to coordinate student meetings with candidates and solicit and compile student evaluations.
- Item 6. "Regional Chancellors or their designee will serve as a voting member on all search committees for faculty hiring on branch campuses," see USF

## Section B. Other Ad Hoc Committees

Departmental ad hoc committees shall be formed to conduct the business of the Department as deemed necessary by the Chair or the faculty. Ad hoc committee members may be appointed by the Chair in consultation with the Executive Committee. Normally, membership on Ad Hoc Committees should be comprised of members from more than one Department programs and from more than one campus whenever possible

## **ARTICLE IV. Student Participation in Departmental Governance**

Each of the Undergraduate Concentration areas which are actively accepting students and the three graduate programs (MS-SLP, Doctor of Audiology, and PhD) will be responsible for developing a mechanism for assuring student input and communication between faculty and students. Mechanisms for interaction will be posted on relevant LMS sites for students to access. Summaries of student input and communication will be reported by the appropriate Program Directors at the last regularly scheduled Full Faculty meetings.

## **ARTICLE V. Department Meetings**

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### Section A. Regular Meetings

- Item 1. Regular Department meetings shall be held during the Fall and Spring academic terms. Actual meeting dates shall be scheduled by the Chair and distributed to Department members during the first week of each term. These meetings shall serve as vehicles within which Department, College, and University news and announcements are reported and discussed. In these meetings, faculty members vote on substantive issues. Straw votes are taken on minor issues. New issues are presented, Committees present progress reports, and ad hoc committees are formed. Unless on leave or engaged in unavoidable University business, faculty are expected to attend each faculty meeting.
- Item 2. The Chair of the Department, or the Associate Chair in the Chair's absence, shall preside over each regular faculty meeting.
- Item 3. An agenda for each regular meeting during which no votes will be taken shall be placed in each Department member's mailbox or on e-mail at least one working day before the meeting is to convene. Those meetings during which a planned vote upon substantive issues is to be taken shall be announced with a written agenda disseminated at least five working days before the meeting is to convene.

- Item 4. Voting faculty members as well as visiting, research, emeritus, post-doctoral, courtesy, and adjunct faculty members of the Department (ARTICLE I., Section A, Item 1) and a student representative should attend regular Department meetings. All Department meetings are subject to Florida's Sunshine Law and are thus open to the public.
- Item 5. A quorum for a regular Department meeting is defined as two-thirds of the Department's voting faculty members.
- Item 6. Maximum informality is desired in the conduct of each Department meeting. When unresolved disagreements occur, relative to procedural issues, Robert's Rules of Order shall dictate the proceedings.
- Item 7. During voting upon substantive issues by faculty members, a secret ballot shall be taken if a voting faculty member requests one, either before or during the meeting. According to Florida's Sunshine Law, all decisions relating to hiring must be made publicly and may not be conducted by secret ballot.
- Item 8. Absentee ballots from voting faculty members must be submitted in writing to the Department Chair or the Chair of the appropriate committee no later than 24 hours preceding the faculty secret ballot vote.
- Item 9. All faculty are expected to attend the general faculty meeting. Care should be taken to ensure that department members on all campuses can participate in Department meetings remotely. Faculty on branch campuses should be required to attend Department meetings in person only under special circumstances such as extended meetings and faculty retreats.

#### Section B. Special Meetings

Department meetings other than regular meetings may be called by any member of the Department. The conduct of each special meeting shall parallel that of regular meetings as described in the article above. The purposes of such meetings include but are not limited to:

- Item 1. The presentation of emergency information that is of significance to all Department members.
- Item 2. Issues that were not voted upon during regular meetings, because of time limitations, or issues upon which immediate voting is necessary.

- Item 3. The discussion of details of committees, of constituencies, and/or Department, program proposals, or proposed documents that are not discussed during regular meetings because of time limitations.

## **ARTICLE VI. Recruitment and Selection of Department Members**

### Section A. Chair

- Item 1. Should the Chair's position become vacant for whatever reason, or should an additional line be made available to recruit a Chair, the Search Committee will follow all rules and guidelines for the recruitment of a faculty member, proposed by the College, the Office of Equal Opportunity, and the University, when seeking candidates for Chair from outside of the University.
- Item 2. The selection of a candidate for Chair, from a pool that includes outside candidates, will be initiated by a Department Search Committee. The Search Committee will choose, from the pool of recruited candidates, candidates whose education, experiences and accomplishments are most consistent with those described in the circulated and published position description. Credentials of candidates selected by the Search Committee will be presented to the faculty members at a faculty meeting.
- Item 3. The Executive Committee shall be responsible for initiating the selection of a candidate for Chair from within the Department. Any member of the Executive Committee who either self-nominates or is nominated may not participate in the nomination process. Each faculty member may nominate one's self or another faculty member for the position. A nomination shall be considered official with the permission of the nominated faculty member and the approval of the college Dean. At a meeting of all faculty members, each candidate shall have an opportunity to present views and opinions regarding the present and future directions of Departmental activities and programs as well as the management and development of Department.
- Item 4. The final evaluation of candidates from either an internal or external search will be conducted at a faculty meeting. Each candidate will be deemed acceptable or unacceptable by a vote of the faculty. Absentee ballots from voting faculty members must be submitted in writing no later than 24 hours preceding the faculty secret ballot vote. From those faculty which are deemed acceptable, the Dean will choose a final candidate.

### Section B. Faculty Member Searches

As soon as a faculty member position becomes available and is ready to be filled by the Department, the Department Chair in consultation with the Executive Committee shall appoint a search committee. The search committee shall follow all rules and guidelines for the recruitment of a faculty member proposed by the College, the Office of Equal Opportunity and the University as it conducts the search.

### Section C. Adjunct Faculty Members

Recruitment of adjunct faculty members shall be conducted by the Department Chair in consultation with the Executive Committee.

## **ARTICLE VII. Guidelines for Faculty Assignment**

The following policy is put forth as a step toward assuring equitable assignment of faculty activities. Hard and fast rules will of course be impossible to develop, but this document will set forth general principles utilized in assignments. The general goals of faculty assignment are to assure the overall effectiveness of the Department of Communication Sciences & Disorders and its core missions; to assure that faculty abilities are used in the wisest way possible; and to assure that faculty members are equitably assigned and share appropriately in the many duties of the Department.

Assigned duties assume a 40 hour work week and percentages are based on this assumption. Many faculty members will choose to spend additional time beyond this 40 hour assignment in areas such as service and research. While this additional time will not alter the percent effort shown on assignment, all activities of the faculty member will be included in evaluation of their performance.

- Item 1. Consideration of faculty assignments will utilize an academic year beginning with the Fall semester and ending at the conclusion of the following Summer semester. Assignment of teaching loads for faculty is a duty of the CSD Chair. The directors collaboratively create faculty assignments with final approval from the CSD Chair in accordance with this policy.
- Item 2. Full-time ranked faculty members on a 9-month appointment with active research programs should generally teach a minimum of four courses per academic year. Average teaching loads for full-time ranked faculty members who do not have ongoing productive research programs or exceptionally heavy levels of uncompensated service or administration will be increased by the Chair with maximum teaching loads equal to eight courses per academic year. Teaching responsibilities can be reduced based on participation in funded research or service

projects, unusually high levels of mentorship of doctoral students, or assignment by the Chair to special duties.

- Item 3. Ranked faculty members who do not have a consistent record of an active and highly productive research program, or exceptional uncompensated service, advisement, or administration, will have their teaching loads increased. An evaluation of less than 3.5 for more than 2 consecutive evaluations years shall result in an increased teaching load of one course per year until the maximum annual teaching load (8 courses) is assigned.
- Item 4. Non-tenured faculty on a tenure track will be given a teaching load of no more than four courses per academic year during their first three years to provide the opportunity for development of a productive research program. After the third-year evaluation, this teaching load may be increased if the faculty member has not demonstrated sufficient research productivity.
- Item 5. Full-time Instructors on a 12-month appointment, who have clinical teaching responsibilities, will be assigned to clinical teaching assignments equivalent to approximately 35-hours per week. Clinical teaching responsibilities can be reduced based on assignment to teaching didactic courses, participation in funded research or service projects or assignment by the Chair to special duties (e.g., administration).
- Item 6. Full-time Instructors on a 12-month appointment, who do not have clinical teaching responsibilities, will generally teach four courses per semester in the Fall and Spring terms, and three courses in the Summer term. These teaching responsibilities can be reduced based on participation in funded research or service projects or assignment by the Chair to special duties (e.g. administration). Full time instructors on 9-month appointments who do not have clinical teaching responsibilities will generally teach four courses in the Fall and in Spring terms.
- Item 7. Average teaching loads for a CSD Chair who does not have an ongoing productive research program or high levels of funded research should be three courses per 12 months. Assignment of teaching loads for the CSD Chair should be done in accordance with this policy and with consultation with the Executive Committee. The Chair may further reduce his/her teaching load during periods of special administrative obligation. The Dean maintains the authority to instruct the Chair to increase or decrease contributions toward teaching.
- Item 8. Directors and the Associate Chair shall be assigned .25 FTE in the area of service in order to address the demands of their office. In practice, this generally means that

Directors who are 12-month Instructors will teach a 3/3/3 load. Directors who are research-productive tenured or tenure-earning faculty will teach a 1/1 load.

- Item 9. Faculty may request one-time adjustments to their teaching loads for special circumstances, e.g. to increase their scholarly productivity beyond previous levels. In such cases, the faculty member will be expected to put forth a clear written proposal for how the reduced teaching load will result in enhanced research productivity and must specify grants or publications that they expect to produce as a result of such a one-time adjustment.
- Item 10. Faculty members may also reduce their teaching obligations through funded grants and contracts. As a guideline, 9-month faculty may reduce their teaching obligation by one course by covering 12.5% of their 9-month salary (in addition to summer salary) from grants and contracts. To further reduce their teaching obligations, 9-month faculty may reduce their teaching obligation by two courses by covering 25% of their 9-month salary (in addition to summer salary) from grants and contracts. For faculty members on 12-month appointments, reduction of teaching assignment will be possible through coverage of a similar percentage of their 9-month equivalent salary.
- Item 11. The Chair will consider faculty member requests to distribute their teaching obligations in individualized patterns throughout the academic year. For example, a faculty member may request reduced teaching during the Fall or Spring semester and teach an equivalent course during the summer.
- Item 12. Percentage of Assigned duties
- a. Teaching assignment
    - Can range from 0-100%.
    - Typical assignment for ranked faculty member will be 50% unless the faculty member has unusual administrative or research obligations.
    - Typical assignment for a Instructor will be 90% unless the faculty member has unusual service obligations or an administrative assignment.
    - Clinical activity involving the clinical instruction of students, mentorship, and thesis/dissertation supervision is categorized in this area.
  - b. Research
    - Can vary from 0 - 100%

- This category includes both organized, sponsored research and Departmentally funded research.
  - Research Professors are generally assigned 100% in this area
  - Non-tenured, tenure track faculty members during their first three years of employment are generally assigned 40%-50% in this area.
  - Tenured faculty who are research active but without funded research are often assigned 25-30% in this area.
  - In unusual cases, high research assignments can be used when the Chair regards it as advantageous to assign more research time to a faculty member to assist in the generation of grant proposals or to support a faculty member's research program during transitions between grants.
- c. Service
- Can range from 0-30%.
  - Research faculty typically have no assignment in this area.
  - Program Directors are usually assigned 25-30% in this area.
  - Other faculties assignments usually range from 5-20%.
  - This category includes service at the Department, College, and University levels. Service in professional organizations is also included in this area.
- d. Administration
- Ranges from 0-50%.
  - This is reserved to faculty hired on Administrative lines such as Chairs, Associate Deans, and Deans.
  - The Chair will generally have 40-50% assignment in this area. In some cases, faculty members may have special administrative responsibilities and thus be given an administrative assignment.
- e. Clinical
- May range from 0-15%.  
Assignment is given in this area for work related to clinical operations which cannot be easily identified with the instruction of students.
- f. Other
- This category is used only in unusual circumstances which cannot be easily categorized using the options listed above.

## **ARTICLE VIII. Amendment Procedures**

Amendments to these Governance Rules and Bylaws may be made by circulating proposed changes to faculty members at least two weeks prior to the faculty meeting at which the changes are to be discussed. A vote for acceptance or rejection of the changes will be taken by secret ballot during the week following the faculty meeting. A vote of two-thirds of voting faculty members shall be necessary for either acceptance or rejection of the proposed amendment to the Governance Rules and Bylaws.

#### **ARTICLE IX. Severability**

In the event that any of these Governance Rules and Bylaws is found to be invalid or unenforceable by a final decision of a tribunal of competent jurisdiction, the remainder of these Governance Rules and Bylaws shall continue in full force and effect.

#### **ARTICLE X. Glossary**

“Department member”: A paid employee of the University of South Florida that is assigned to the Department of Communication Sciences and Disorders, in the College of Behavioral and Community Sciences, of the University of South Florida.

“Faculty member”: A Department member who holds a full-time appointment. This includes individuals on continuing appointments, tenure track lines, and phased retirement. A faculty member has voting privileges. Faculty members who hold joint appointments of 50% or higher within CSD are also considered “Faculty members” and hold voting privileges.

“Adjunct faculty member”: A Department member who holds a semester-to-semester appointment to teach courses, supervise practicum, or satisfy some instructional need or needs of the Department on a part-time, or temporary basis. An adjunct faculty member does not have voting privileges.

“The Hearing Clinic”: A clinical facility within which students may gain supervised clinical education and wherein children and adults may obtain audiology services.

“The Speech and Language Clinic”: A clinical facility within which students may gain supervised clinical education and wherein children and adults may obtain the services of speech-language pathologists. “The Bolesta Center,” which provides auditory/verbal therapy for people with hearing loss, is a part of this clinic.

“Visiting faculty member”: A full-time or part-time Department member who does not hold a continuing permanent or visiting appointment or tenure track line and does not have voting privilege unless afforded in accordance with Article I, Section A, Item 4.

“Research faculty member”: A full-time or part-time Department member who does not hold a continuing permanent appointment or tenure track appointment.

“Hands on USF”: An interpreter referral agency that provides internship hours and supervision to students in the ASL Interpreting Program.

## APPENDIX A

### Guidelines for Annual Evaluation of CSD Faculty

Faculty will be evaluated in whatever areas they are assigned effort according to the amount of effort they are assigned in each category. Instructors are typically assigned effort in Teaching and Service. Research Professors are typically assigned effort only in Research. Tenure-earning and Tenured faculty are typically assigned effort in the areas of Research, Teaching, and Service.

Faculty are evaluated on a scale of 1-5:

- Outstanding 5
- Strong 4
- Satisfactory 3
- Unsatisfactory 2
- Very Unsatisfactory 1

The Executive Committee may create a point system and/or rubric to provide increased rigor and consistency to the evaluation. Such a system shall not be used in a manner that alters or supersedes this Appendix. If they do so, this document must be approved by a vote of the faculty before it is used.

#### ***Teaching***

Evaluation of contributions to teaching will be based only on information provided in the faculty self-evaluation, student evaluations, and any other information known to the Executive Committee and to the Chair.

Potential information to include in self-evaluation:

- Narrative self-assessment that discusses teaching philosophy relative to University, College, Department, and individual teaching goals, including setting forth teaching goals for the coming year.
- Documentation of efforts to improve content delivery, to develop curriculum, or to otherwise contribute to student success outside of the typical requirements of one's course load.
- Quality of student evaluations of teaching (in relation to the level and content of the courses taught, the number of students enrolled, and the percent completing the evaluation)
  - Ratings in relation to the size, level, and nature of content of the course taught
  - Percent of students responding to evaluation
  - Summary of and responses to individual student comments
  - Explanations for why particular courses may have received low evaluations with plans for correction
- Peer review or observation of teaching. This could be completed by another faculty member in the Department, or by someone outside the Department (e.g., Center for Teaching Excellence)
- Student mentoring

- Descriptions of all activities should include the depth of involvement (chair, supervisor, committee member, etc.), status of the project, and outcomes including any presentations or publications/submissions.
- Ph.D. dissertations
- Ph.D. student research rotations
- Audiology Doctoral Projects
- Master's theses
- Undergraduate Honors Theses
- Directed research activities
- Training grant or research grant administration that involves mentoring
  - Nature and type of administration, including depth of involvement in post-doc or student mentoring
  - Number of post-docs or students involved, and number directly supervised
  - Outcomes including any presentations or publications/submissions
- For Instructors only, publications and presentations relating to the science of teaching and learning (interpreter training, clinical teaching, teaching ASL, etc.) should be included in this area.

Evaluative criteria:

All evaluative criteria are rough guidelines. Ratings will be based on all of the information provided and will consider the amount of effort assigned to each faculty. The guidelines given assume typical assignments. Higher and lower assignment percentages will result in increased or decreased expectations for each category. See the Governance Document Guidelines on Annual Assignments in order to determine "typical" assignments.

- An Outstanding (5) contribution to teaching is typified by the following types of activities:
  - Outstanding quality student-evaluations of teaching in all courses
  - Extensive student mentoring activities with several students resulting in successful and timely completion of student projects and concrete outcomes (presentations and publications/submissions).
  - Administration of a large training grant reflecting extensive depth of involvement with multiple students, significant support of the Department's teaching mission through support of students, and concrete outcomes (presentations and publications/submissions) by supported students.
  - Evidence of extensive efforts to improve content delivery, to develop curriculum, or to contribute otherwise to student success outside of typical requirements of one's course load.
- A Strong (4) contribution to teaching is typified by the following types of activities:
  - Strong quality (or better) student evaluations of teaching in all courses.

- Considerable student mentoring activities with multiple students resulting in successful and timely completion of student projects and progress toward concrete outcomes (presentations and publications/submissions).
  - Administration of a small training grant with significant support of the Department's teaching mission through support of students, and progress toward concrete outcomes (presentations and publications/submissions) by supported students.
  - Evidence of some successful efforts to improve content delivery, to develop curriculum, or to otherwise contribute to student success outside of the typical requirements of one's course load.
- A Satisfactory (3) contribution to teaching is reflected by the following types of activities:
    - Satisfactory quality (or better) student evaluations of teaching in most courses
    - Student mentoring activities with at least one student resulting in successful and timely completion of student projects and progress toward concrete outcomes (presentations and publications/submissions).
    - Evidence of minimal efforts to improve content delivery, to develop curriculum, or to otherwise contribute to student success outside of typical requirements of one's course load.
- An Unsatisfactory (2) contribution to teaching is typified by the following types of activities:
    - Unsatisfactory quality student evaluations of teaching in most courses
    - Limited student-mentoring activities or failure of successful or timely completion of student projects and/or progress toward concrete outcomes (e.g., presentations and publications/submissions).
    - Demonstration of insufficient effort to introduce needed improvement in content delivery, curriculum development, or to contribute otherwise to student success outside of typical requirements of the assigned teaching load.
  - A Very Unsatisfactory (1) contribution to teaching results from no evidence of satisfactory teaching or mentoring.

### **Research**

Evaluation of contributions to research will be based only on information provided in the faculty self-evaluation and any other information known to the Executive Committee and to the Chair Potential.

Information to include in self-evaluation:

- Narrative self-assessment that discusses the focus of the research program; expresses contribution to university, college, and Department goals; evaluates progress against the goals from the previous year and relative to career status; and sets goals for the coming year.

- Research grants or training grants funded/submitted
  - Nature and extent of the faculty member’s contribution to the research or training program (e.g. role of faculty member as reflected in principle investigator or co-investigator status; extent of research activities involved; mentoring of grant personnel such as post-docs or students).
  - Quality of the funding source (e.g. federal, state, foundation, corporate, university internal; quantity of funds involved)
  
- Description of the quality of peer reviewed articles (journal or book chapter) or books submitted and/or accepted
  - Nature and extent of the faculty member’s contribution to the research (e.g. role of faculty member as reflected in authorship status; extent of research activities involved such as a multiple or single experiments, case study or studies, systematic literature review, narrative review, edited volume, monograph, etc.).
  - Quality of the journals or books according to indicators such as impact factors, acceptance rates, quality of publisher, and/or influence of publication on a particular research community.
  
- Scholarly presentations
  - Proper reference format with full author list.
  - Nature of the presentation (invited/contributed, peer-reviewed/non-peer reviewed), role of faculty member, special status (e.g., won award, keynote, panelist, etc.)
  - Title and scope (e.g., international, national, regional, local)

Evaluative criteria:

All evaluative criteria are rough guidelines. Ratings will be based on all of the information provided and will consider the amount of effort assigned to each faculty. The guidelines given assume typical assignments. Higher and lower assignment percentages will result in increased or decreased expectations for each category. See the Governance Document Guidelines on Annual Assignments in order to determine “typical” assignments.

- An Outstanding (5) contribution to research is typified by the activities described below:
  - Funding or submission of a high impact grant, as determined by the alignment with university, college, and Department goals; funding source; size of grant; and extent of activities to be funded.
  - Publication or submission of multiple high impact articles or book chapters, or a high impact book as determined by the quality of the outlet(s) and the influence of the publication(s) on the field.
  - Several high impact presentations, as evidenced by the quality of the outlet, impact of the presentation, and status of the presenter (e.g. Workshop organizer for major

conference, invited address at a major conference; invited colloquium talk for a highly ranked program or highly respected institute)

- A Strong (4) contribution to research is typified by the activities described below:
  - Funding or submission of a lesser impact grant, as determined by the alignment with university, college, and Department goals; funding source; size of grant; and extent of activities to be funded.
  - Publication or submission of a high impact article or book chapter, or a lesser impact book as determined by the quality of the outlet and the influence of the publication on the field.
  - At least one high impact presentation and multiple additional high or moderate impact presentations, as evidenced by the quality of the outlet, impact of the presentation, and status of the presenter (e.g. Workshop organizer for a major conference, invited address at a major conference; invited colloquium talk to a highly ranked program; peer-reviewed presentation at a major conference; invited presentation in a workshop)
  
- A Satisfactory (3) contribution to research is typified by the activities described below;
  - Documentation of progress on a grant submission.
  - Submission or publication of a lesser-impact article or book chapter. A high impact presentation, as evidenced by the quality of the outlet, impact of the presentation, and status of the presenter (e.g. Workshop organizer at a major conference, invited address at a major conference; invited colloquium talk to a highly ranked program)
  
- An Unsatisfactory (2) contribution to research is characterized by unclear, minimal, or insufficient evidence of research activities, as evidenced by the failure to achieve one or more of the following:
  - Documentation of progress on a grant submission.
  - Publication or submission of a lesser impact article or book chapter, or documentation of progress on a high impact article or book as determined by the quality of the outlet and the influence of the publication on the field.
  - A high impact presentation, as evidenced by the quality of the outlet, impact of the presentation, and status of the presenter (e.g. Workshop organizer at a major conference, invited address at a major conference; invited colloquium talk to a highly ranked program)
  
- A Very Unsatisfactory (1) contribution to research is reflected by insufficient evidence in one or more of the following:
  - Documentation of progress on a grant submission.
  - Publication or submission of a lesser impact article or book chapter, or documentation of progress on a high impact article or book as determined by the quality of the outlet and the influence of the publication on the field.

- A high impact presentation, as evidenced by the quality of the outlet, impact of the presentation, and status of the presenter (e.g. Workshop organizer at a major conference, invited address at a major conference; invited colloquium talk to a highly ranked program)

### **Service**

Evaluation of contributions in the area of service will be based only on information provided in the faculty self-evaluation and any other information known to the Executive Committee and to the Chair.

Potential information to be included in the self-evaluation:

Narrative self-assessment that discusses the nature of the service activities; expresses contribution to university, college, and Department goals; evaluates progress against the goals from the previous year and relative to career status; and sets goals for the coming year

- Service as a Constituency Director
  - Describe how one has fulfilled the Director role as outlined in the governance document.
  - Explain how the amount of work performed is commensurate with the service assignment associated with the Director office.
  - Respond to any concerns that arise from the annual faculty survey of each Director.
- Service on university, college, or Department committees
  - Describe responsibilities, type and degree of involvement
  - Whether elected or appointed
- Service as it relates to mentorship
  - Formal and informal mentoring of faculty relating to teaching and/or research
- Service to the profession
  - Formal activity in societies, organizations, or agencies in the discipline or related to the discipline beyond paid membership
    - Scope and status of society (e.g. international, national, state, local; disciplinary or interdisciplinary membership)
    - Describe responsibilities, type and degree of involvement (e.g. chair, co-chair, fellow, board/senior member, member)
    - Whether elected or appointed
  - Peer-review activities
    - Grant review activity (include funding agency, depth and extent of involvement)
    - Peer reviews for books, articles, or conferences (specify type and number of items reviewed and for which publisher, journal, society, committee, or Department)

- Editorial activity
  - Journal or series editor or associate editor (describe scope and nature of activities, time commitment, quality of outlet)
  - Formal appointment to editorial, review, or advisory boards (describe scope and nature of involvement)
  
- Seminars and workshops primarily oriented to continuing professional education in the discipline or related to the discipline
  - Extent and nature of participation (e.g. organizer, participant, discussant)
  - Status of venue (e.g. international, national, state, or local organization)
  - Whether participation was invited or submitted
  
- Inter-Institutional Invitations
  - Invitations to participate in promotion and tenure process or related academic evaluations, program evaluations, etc.
  - Describe nature and extent of invitation, standing of institution
  
- Service to the community
  - Describe the nature and extent of the activity including:
    - The community involved (e.g. global, national, regional/state, local)
    - Extent of curricular engagement between university and community (e.g. address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrichment to the scholarship of the institution).
    - Outreach activity (i.e. provision of institutional resources for community use with benefits to both campus and community)
    - Partnership activity (e.g. collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources such as research, capacity building, economic development, etc.).

**Evaluative criteria:**

All evaluative criteria are rough guidelines. Ratings will be based on all of the information provided and will consider the amount of effort assigned to each faculty. The guidelines given assume typical assignments. Higher and lower assignment percentages will result in increased or decreased expectations for each category. See the Governance Document Guidelines on Annual Assignments in order to determine "typical" assignments.

Note: In order for a faculty member to earn a Satisfactory, Strong, or Outstanding rating in service, a faculty member must minimally be regularly involved in Departmental and Constituency meetings and must actively contribute to the life of the Department and those Constituencies.

- An Outstanding (5) contribution to service is characterized by the following types of activity:
  - Service beyond the Department in multiple activities (i.e. service to the university or college, profession, or community)
  - A leadership level position in the activities (e.g. committee chair or co-chair, an editorial position, workshop organizer, organization board member)
  - Multiple activities for prestigious societies, organizations, or publishers
  - Note that assistant professors, visiting instructors, and newly hired instructors, who are typically given minimal service assignments, might receive this rating simply through eager engagement in the life of their Department and through active engagement in their constituency with minimal additional responsibilities outside of the Department.
  
- A Strong (4) contribution to service is reflected in participation in at least one high impact service activity relative to rank, and additional lesser impact service activities including:
  - For associate or full professor, at least one service activity beyond the Department is required (i.e. service to the university or college, profession, or community)
  - For associate or full professor, at least one leadership level position in the activity (e.g. committee chair or co-chair, an editorial position, workshop organizer, organization board member)
  - At least one activity for a high-quality society, organization, or publisher
  
- A Satisfactory (3) contribution to service is reflected in participation in at least one service activity relative to rank:
  - For associate or full professor, at least one service activity beyond the Department is required (i.e. service to the university or college, profession, or community)
  
- An Unsatisfactory (2) contribution to service is reflected in any one of the following
  - The faculty member participates in only the faculty meetings and constituency meetings with no other service being evident.
  - The faculty member does not participate in the life of the Department through faculty meetings and constituency meetings
  - The effort reported as service is obviously not commensurate with the assigned effort in that area (i.e. someone is assigned .25 for service but only shows evidence of work that should take 1 hour a month).
  
- A very unsatisfactory (1) contribution to service is reflected because a faculty member shows insufficient evidence of service, not even attending faculty and constituency meetings.

## **APPENDIX B**

### **Policy on Merit Salary ad**

In the event that the current Contract does not specify the means by which merit salaries are calculated, the merit salary money will be distributed on the basis of summary recommendations based on the Chair's and the Faculty Evaluation Committee's assessment of performance on the Annual Faculty Review Summary forms. The amount of each raise is computed as follows:

- The effort in each category of Teaching, Research, and Service is multiplied by the average of the ratings from the Chair and the FEC, to obtain a weighted average (1-5) for each faculty member.
- The weighted ratings are summed for all faculty members

Each individual rating is divided by the sum of the ratings to obtain the "percent" of the Merit Pool to be allocated to the Faculty Member.

As the language in this amendment draws from the current collective bargaining agreement (CBA), future editions of the CBA can and will supersede this amendment.

**APPENDIX C**  
**Faculty Tenure & Promotion Policy**

At the present time, The Department of Communication Sciences & Disorders adheres to the guidelines for Tenure & Promotion specified by the University of South Florida and by the College of Behavioral & Community Sciences

University of South Florida Guidelines: <https://www.usf.edu/provost/faculty/tenure-promotion.aspx>

CBCS Guidelines: <https://intra.cbcs.usf.edu/TenurePromotion/>

UFF CBA: <https://www.usf.edu/hr/documents/employment-resources/employee-labor-relations/uff-collective-bargaining-agreement.pdf>

**APPENDIX D**  
**Instructor Promotion Policy**

The Department of Communication Sciences & Disorders adheres to the guidelines for Promotion to Senior Instructor and Master Instructor that are specified by the College of Behavioral & Community Sciences with no additional criteria specified.

CBCS Guidelines: <http://intra.cbcs.usf.edu/common/file/InstructorPromotionPath.pdf>

## **APPENDIX E**

### **Summer Teaching Policy**

At the present time, the Department of Communication Sciences & Disorders adheres to the guidelines for assigning of Summer Teaching as recommended by the University of South Florida and as agreed to in the current version of the UFF CBA; which (1) acknowledge that the Department Chair is responsible for creating schedules that produce enrollments necessary to achieve college and Departmental SCH targets; (2) request that all reasonable efforts are made to offer courses needed for students to graduate in August; (3) request that all reasonable efforts are made to provide at least one course to nine-month, full-time faculty members who desire to teach in the summer contingent on their courses meeting minimum enrollment levels; and (4) require that course assignments are made in a fair and equitable manner. Additional requirements specific to CSD are (1) that priority be given in scheduling courses that will allow students in the professional degree programs to complete their course of study in published timelines; and (2) that all faculty assignments take into account areas of expertise.