

UNIVERSITY OF SOUTH FLORIDA

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

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Governance Rules and Bylaws

Adopted 3/94  
Revised 1/96  
Revised 11/98  
Revised 10/03  
Revised 1/05  
Revised 9/06  
Revised 9/09  
Revised 1/11  
Revised 5/12  
Revised 11/14  
Revised 5/20  
Revised 4/22  
Revised 2/24



## Our Vision

## 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 and professors of instruction 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 instructional, research professor, emeritus, post-doctoral, courtesy, and adjunct appointments. 2) Other non-voting members are clinical fellows, externs, and graduate assistants.
- Item 4. With approval by two-thirds (2/3) of the voting faculty, voting rights may be afforded on an annual basis to Visiting Instructors and Research Professors holding full-time appointments in the Department. The vote to extend voting rights is held at a full faculty meeting and must occur prior to any other votes for the academic year. The vote automatically includes Visiting Instructors at the beginning of the third year of their appointment as well as any Visiting Instructor or Research Professor who was extended voting rights in the previous year. Upon request, other Visiting Instructors and Research Professors may also be considered, provided that 1) the request is received at least two weeks prior to the meeting date, and 2) they hold full time appointments in the Department. 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

- 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 9.

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.

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.











- a. The constituent membership of the Speech and Language Clinic shall be those voting faculty members of the Department whose annual assignment

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)

a. The constituent membership of the Hearing Clinic shall be those voting faculty members of the Department whose annual assignment reflects supervision/teaching the Hearing 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

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:

Hearing Clinic Administration

Communicate any clinical issues and needs to the Department Chair

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

and the Department Chair

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

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 placement conditions, clinical research, and agreement and other administrative matters

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

the ASL Interpreting and Deaf Studies major. 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









Guidelines.

- c. Periodically review R9I0.824 Tm0 g0 G[Gov)6(ernan)-3(ce Doc)3(um)4(en)-3(t)]TJET60.





- Item 3. The CSD Curriculum Committee shall oversee approve all curriculum changes that are suggested by the individual programs before those changes are advanced to the CBCS Curriculum Committee. The Committee shall promote synergies, collaborations, and efficiencies within the various program curricula and shall advise the chair on issues related to faculty teaching assignments.

### **Section I. CSD Space Allocation Committee**

- Item 1. Membership of the Space Allocation Committee shall include each clinical director, the research director, a representative of each branch campus faculty, and the chair (as an ex officio member).
- Item 2. The Department Chair shall appoint a committee chairperson from among the members of the committee.
- Item 3. The CSD Space Allocation Committee shall advice the chair on issues related to office space, laboratory space, and clinical space assignments. Faculty and programs with space-related needs should make those needs known to the committee.

## **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.





Item 2.  
    preside over each regular faculty meeting.

Item 3.







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 and/or teaching 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 teaching as a



Typical assignments for clinical instructors/professors of instruction are 5%

Typical assignments for pre-tenure, tenure track faculty are 5%

Typical assignments for visiting faculty are 5%

Typical assignments for tenured faculty are 10 - 20%

Research faculty typically have no assignment in this area.

This category includes service at the Department, College, University, Community, and Professional levels.

d. Administration

Typically faculty receive 0% in this area.

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 special 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.

**Sample FTE Assignments (These serve only as guides.)**

**Visiting Instructors/Professors of Instruction**

|                     |     |
|---------------------|-----|
| Teaching (Course 1) | 20% |
| Teaching (Course 2) | 25% |
| Teaching (Course 3) | 25% |
| Teaching (Course 4) | 25% |
| Service             | 5%  |

**Instructor/Professor of Instruction**

|                     |     |
|---------------------|-----|
| Teaching (Course 1) | 20% |
| Teaching (Course 2) | 20% |
| Teaching (Course 3) | 25% |
| Teaching (Course 4) | 25% |
| Service             | 10% |







**APPENDIX A**

**Guidelines for Annual Evaluation of  
CSD Faculty**

A faculty member may provide additional evidence of teaching toward excellence to support a final rating higher than that indicated in the baseline score. Note the faculty member is responsible for providing evidence of Positive Mitigating Factors but is not required to do so. Ratings may be raised no more than 1 point above the Baseline Score. Each activity listed below may be repeated multiples times for additional credit. For instance, a person would receive an additional .4 points for mentoring 2 graduate students.

Activities that provide an additional .2 points to the Baseline Score each:

- Mentoring a graduate student on major projects (doctoral project, thesis, dissertation, etc)
- Developing a course or making major revisions such as putting it online
- Completing a teaching-related training that requires more than 15 hours of time
- Some other instructional related activity that requires more than 15 hours of time
- Completing a teaching observation (by a department or university resource) that is not required for the baseline score above, not required because you are a new faculty member, and are not required because of a previous year's poor evaluation.
- Serving in a teaching-related administrative role and demonstrating effective leadership in that role

Activities that provide an additional .1 point to the Baseline Score each:

- Mentoring an undergraduate student in research or some other area
- Making minor course revisions
- Completing a teaching-related training that requires fewer than 15 hours
- Some other minor instructional activity that requires fewer than 15 hours

The chair (along with program directors) may provide evidence of teaching practices that warrant a reduction to the Baseline Score. Ratings may be reduced no more than 1 point below the Baseline Score.

Evidence that warrants a reduction of .2 below the Baseline Score each:

- Failure to submit grades on time
- Evidence of significant grade inflation
- Failure to undergo a required teaching observation (One observation per year is required for all new faculty and all faculty who have received a 3 or lower in teaching in the previous year's evaluation)
- Failure to participate in teaching-related required committees (program meetings and/or clinic meetings)
- Any other significant teaching issue (missing classes, missing office hours, not responding to student emails, not updating an outdated course, not completing a teaching-related commitment, etc) that has been brought to the faculty member by the chair or program director during the year but has not been satisfactorily resolved by the faculty member

Evidence that warrants a reduction of .1 below the Baseline Score each:

- Failure to comply with a minor departmental, college, or university requirements
  - e.g.
    - o Not submitting your syllabus to the department on time
    - o Not complying with university or department syllabus requirements
    - o Not posting office hours appropriately, etc.



related activities, continuing research did not progress to completion and projects were not submitted for publication in discipline-based peer

Submission of a substantive contribution to a peer-reviewed scholarly monograph, edited volume, book-length critical edition, book-length translation, textbook, or other book\*

Submission of a minor role in a high-impact, peer-reviewed publication

Invited presentation at a national or international refereed conference

Book review or review essay

Peer-reviewed publication in a journal with a poor impact factor (for your field), or without an impact factor at all

Non-peer-reviewed article or essay, media article

Receipt of a federal grant or nationally recognized private sources of funding for mentee that you are

\*Scholarly contributions other than journal articles, for example, scholarly books, monographs, and chapters in scholarly books do not substitute for research in high-quality peer-reviewed refereed journals. For consideration of a Tier 1 categorization, the faculty member must provide evidence of the impact and quality of the scholarly contribution of such works.

A faculty member may provide additional evidence of research toward excellence to support a final rating higher than that indicated in the baseline score. Note the faculty member is responsible for providing evidence of Positive Mitigating Factors but is not required to do so. Ratings may be raised no more than 2.5 points above the Baseline Score. Each activity listed below may be repeated multiples times for additional credit.

Activities that provide an additional .5 points to the Baseline Score each:

- Serving as an invited respondent at a professional conference
- Tier 1 grant submission that was not funded
- Additional Tier 1 contribution that progressed to the (a next round of) R&R status (i.e. not already counted in the baseline score)
- Contributed (non-invited) presentation at a national or international refereed conference
- Poster presentation at a national or international refereed conference
- Continuous funding of a previously awarded grant
- Receipt of a USF internal grant or a competitive regional/local grant
- Receipt of a major award or fellowship



They require a weekly commitments of 1 or more hours for at least 10



- 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, workshops, and community-based training activities primarily oriented to continuing professional education in the discipline or related to the discipline, such as:
  - 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 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

### **Determining a Base Score:**

Tier 1 activities are worth 3 points. Tier 2 activities are worth 1 point. Add up all service activities and

## APPENDIX B

**APPENDIX C**  
**Tenure & Promotion Policy (Tenure Track)**

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.

[https://www.usf.edu/cbcs/about-cbcs/intranet/faculty-resources/tenure\\_promotion/](https://www.usf.edu/cbcs/about-cbcs/intranet/faculty-resources/tenure_promotion/)

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 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.