

UNIVERSITY OF SOUTH FLORIDA

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

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

Vision

Creating pathways to communication by bridging research to practice.

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 individuals holding full-time continuing appointments, those on tenure-track lines, and those on phased retirement
- Item 3. Non-voting members of the department are those individuals who hold visiting, research, emeritus, post-doctoral, courtesy, or adjunct appointments. Other non-voting members are clinical fellows, externs, and graduate assistants.
- Item 4. Voting rights may be afforded to a non-voting faculty member with approval by two-thirds (2/3) of the voting faculty.

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.
- 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 or in speech, language, or hearing science.
- 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 by 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 in Article I, Section B, Item 8.

- 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 or election in subsequent elections of a new Chair. The procedures for the selection of nominees for Chair and the election will be those delineated under ARTICLE VI, Section A of this document.
- 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. 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 voting faculty members shall recommend to the Dean a voting faculty member to serve as Interim Chair until a permanent replacement is authorized according to the procedures set forth in ARTICLE VI, Section A.
- 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 in ARTICLE VI, Section A 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.
- Item 9. The Chair’s administrative responsibilities and duties include, but are not limited to:
- a. Department management
 - Prepare, present and implement Department budget.
 - Maintain essential Departmental records.
 - Supervise and evaluate department administrative and clerical staff.
 - Arbitrate and resolve within-Department conflicts.
 - Perform personal interactions with all Department members in a respectful and appropriate manner.
 - b. Academic program development

- Supervise the updating of Departmental curriculum, courses and programs.
 - Coordinate each semester's course scheduling. (For Summer Teaching, see Appendix F)
 - Facilitate the preparation of training and research grants that serve to enhance program goals.
 - Prepares the ASHA Council on Academic Accreditation annual reports and re-accreditation document.
 - Prepares annual reports of Department activities for the Dean.
- c. Faculty personnel management
- Consult with faculty regarding annual assignments/duties.
 - Make faculty assignments in consultation with the faculty member
 - Provide resources for good teaching.
 - Stimulate and support faculty scholarly activities.
 - Evaluate faculty performance in consultation with the Faculty Evaluation Committee.
 - Utilize Merit Raise formula (Appendix C, as appropriate)
- d. Faculty meeting coordination
- Chair faculty meetings.
 - Appoint ad hoc committees.
 - Serve as ex-officio member of committees, unless otherwise specified.
 - Inform faculty relative to College and University activities and policies.
- 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 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:
 - Assist the Chair with administrative responsibilities and duties, as delegated by the Chair of the Department.
 - Assume responsibilities for the Chair when the Chair is absent.
 - Serve on the Executive Committee.
 - Coordinate SACs assessments

Section D. Academic Programs

- Item 1. Administrative units of the Department are structured around its academic programs and the Speech, Language and Hearing Center, described in Article I, Section D. The academic programs are:
 - a. Undergraduate Program, including:
 - 1) B.A. degree program in Communication Sciences & Disorders with concentrations in:
 - Language-Speech-Hearing Sciences (LSH)
 - Interpreter Training for the Deaf (ITT)
 - Deaf Studies (DST)
 - 2) American Sign Language (ASL) minor and courses
 - b. Masters' of Science Program in Speech-Language Pathology (MS-SLP)
 - c. Doctor of Audiology Program (AuD)
 - d. Doctor of Philosophy Program (PhD)
 - e. CSD Speech, Language, and Hearing Center, including:
 - 1) The Speech-Language Clinic
 - 2) The Hearing Clinic

The structure and administration of each of these academic programs is described in Section D, Items 2-5. The major purposes of these programs and their constituent faculties are to:

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

Item 2. CSD Undergraduate Program

- a. The constituent membership shall be those voting faculty of the Department whose annual assignment reflects teaching of at least one undergraduate course every two years, the three graduate program directors, and the two clinic directors. Visiting, research, emeritus, post-doctoral, courtesy, or adjunct faculty as well as doctoral students who teach undergraduate courses and the Undergraduate Advisor will have non-voting membership in this program unless afforded in accordance with Article I, Section A, Item 4.
- b. The Undergraduate Program Director is appointed by the Department Chair, after consultation with the constituent faculty members of the Undergraduate Program, typically during the second semester in the first year of the Department Chair's term. The Director shall serve for a term of three years. The CSD Undergraduate Program Director shall coordinate the program, serve on the Executive Committee, and assist the Chair in the assignment of duties within this program
- c. The responsibilities of the CSD Undergraduate Program Director and members of the Undergraduate Program Committee include, but are not limited to:
 - 1) Collaboration with Undergraduate Advisor
 - Collaborate in advising activities
 - Review scholastic performance of undergraduate students and make recommendations relative to their continuance in the undergraduate programs.
 - Monitor changes in University undergraduate programs that may affect advising strategies and report these changes to the Department.

- 2) Coordination of undergraduate curriculum development.
 - Review undergraduate curriculum
 - Monitor for compliance with professional standards.
 - Implement curriculum changes when required.
 - Monitor changes in University undergraduate programs that may affect the Department's undergraduate curriculum and report these changes to the Department.

- 3) Undergraduate program development.
 - 1) Make recommendations regarding resource needs, program changes, space allocation, and faculty participation in the program.
 - 2) Members of this program will elect voting members to serve on the Admissions Committees of the Department for a two year term, according to Article II Section D.

Item 3. MS-Speech Language Pathology (MS-SLP) Graduate Program

- a. The constituent membership shall be those voting Department members whose contribute to the MS degree program(s) through the teaching of didactic courses, the mentoring of graduate student research, and/or clinical teaching. Visiting, research, emeritus, post-doctoral, courtesy, or adjunct faculty as well as doctoral students teaching graduate courses in this program will have non-voting membership unless afforded voting privileges in accordance with Article I, Section A, Item 4.

- d. The MS-SLP Graduate Program Director is appointed by the Department Chair, after consultation with the constituent faculty members of the Master's Degree Program, typically during the second semester in the first year of the Department Chair's term. The Director shall serve for a term of three years. The CSD Master's Degree Graduate Program Director shall coordinate the program, serve on the Executive Committee, and assist the Chair in the assignment of duties within this program

- b. The responsibilities of the MS-SLP Graduate Program Director and members of the Graduate Program in Speech-Language Pathology Committee include, but are not limited to:
 - 1) Coordination of graduate advising within the M.S. degree program.
 - Organize and coordinate the faculty graduate advising program.
 - Review scholastic performance of graduate students and make

recommendations relative to their continuance in the designated graduate programs.

- Monitor changes in University graduate programs that may affect advising strategies and report these changes to the Department.

2) Coordination of M.S. curriculum development.

- Review graduate curriculum, monitor for compliance with professional standards, and implement curriculum changes when required.
- Monitor changes in University graduate programs that may affect the Department's graduate curriculum and report these changes to the Department.
- Coordinate curriculum changes with all Departmental and interdisciplinary programs when appropriate.

3) M.S. graduate program development.

- Make recommendations regarding resource needs, program changes, space allocation, and faculty participation in the program.

4) Collaboration with the Speech & Language Clinic Director

- Participate in the management of Speech and Language clinical facilities and equipment
- Assist with clinical personnel issues
- Assist with student issues
- Participate in resource allocation

Item 4. Doctor of Audiology Program

- a. The constituent membership shall be those voting Department members whose contribute to the Doctor of Audiology degree program through the teaching of didactic courses, the mentoring of graduate student research, and/or clinical teaching Visiting, research, emeritus, post-doctoral, courtesy, or adjunct faculty as well as doctoral students teaching graduate courses in this program will have non-voting membership unless afforded voting privileges in accordance with Article I, Section A, Item 4.
- b. The Doctor of Audiology Graduate Program Director is appointed by the Department Chair, after consultation with the constituent faculty members of the Doctor of Audiology program, typically during the second semester in the first year of the Department Chair's term. The Doctor of Audiology Program Director shall serve for a term of three years. The Doctor of Audiology Program Director shall coordinate the program, serve on the Executive

Committee, and assist the Chair in the assignment of duties within this program.

- c. The responsibilities of the Doctor of Audiology Graduate Program Director and members of the Doctor of Audiology Program Committee include, but are not limited to:
 - 1) Coordination of graduate advising within the Doctor of Audiology degree program
 - Organize and coordinate the faculty graduate advising program.
 - Review scholastic performance of graduate students and make recommendations relative to their continuance in the designated graduate programs.
 - Monitor changes in University graduate programs that may affect advising strategies and report these changes to the Department.
 - 2) Coordination of Doctor of Audiology program curriculum development.
 - Review graduate curriculum, monitor for compliance with professional standards, and implement curriculum changes when required.
 - Monitor changes in University graduate programs that may affect the Department's graduate curriculum and report these changes to the Department.
 - Coordinate curriculum changes with all Departmental and interdisciplinary programs when appropriate.
 - 3) Doctor of Audiology program development.
 - Make recommendations regarding resource needs, program changes, space allocation, and faculty participation in the program.
 - 4) Collaboration with the Hearing Clinic Director
 - Participate in the management of audiology clinical facilities and equipment
 - Assist with clinical personnel issues
 - Assist with student issues
 - participate in resource allocation

Item 5. Ph.D. Graduate Program

- a. The constituent membership shall be those voting Department members who are eligible to contribute to the Ph.D. degree program through the teaching of didactic courses and/or the mentoring of student research. Visiting, research, emeritus, post-doctoral, courtesy, or adjunct faculty as well as doctoral

students who teach courses in this program will have non-voting membership in this program unless afforded in accordance with Article I, Section A, Item 4.

- d. The Ph.D. Graduate Program Director is appointed by the Department Chair, after consultation with the constituent faculty members of the Ph.D. program, typically during the second semester in the first year of the Department Chair's term. The Ph.D. Graduate Program Director shall serve for three years. The Director shall serve on the shall coordinate the program, serve on the Executive Committee, and assist the Chair in the assignment of duties within this program.
- b. The responsibilities of the Ph.D. Graduate Program Director and members of the Ph.D. program committee include, but are not limited to:
 - 1) Coordination of graduate advising within the doctoral programs.
 - Organize and coordinate the faculty advising program for doctoral studies.
 - Review scholastic performance of doctoral students and make recommendations relative to their continuance in the designated doctoral programs.
 - Monitor changes in graduate programs of participating departments and University graduate programs that may affect advising strategies and report these changes to the Department.
 - 2) Coordination of Ph.D. curriculum development.
 - Review departmental doctoral curriculum and implement curriculum changes when required.
 - Monitor changes in the curricula of participating department programs that may affect the Department's doctoral curriculum and report these changes to the Department.
 - Monitor changes in University graduate programs that may affect the doctoral programs and report these changes to the Department.
 - Coordinate curriculum changes with participating departments.
 - 3) Ph.D. Program recruitment and admissions
 - Coordinate admissions decisions with the participating departments.
 - Coordinate publicity and recruitment activities with participating departments.
 - 4) Ph.D. program development.
 - Make recommendations regarding resource needs, program changes, space allocation, and faculty participation in the program.

- Develop long range plans for future doctoral programs.
- Engage in other doctoral program development as assigned by the Chair.

Section E. Speech, Language, and Hearing Center

- Item 1. The Department's Speech, Language and Hearing Center shall serve two related purposes. One purpose is to provide a clinical facility within which students may gain supervised clinical education. A second purpose is to provide clinical services to children and adults with speech, language and hearing impairment in the greater Tampa Bay area.
- Item 2. The Speech & Language Clinic and Hearing Clinic Directors shall collaborate in the administration of the Center.
- Item 3. Speech & Language Clinic
- a. The constituent membership 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 in accordance with Article I, Section A, Item 4.
 - 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 percentage of the Speech & Language Clinic Director's assignment will be in administration. 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 the clinic's needs and problems to the SLP Program Director
 - 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 SLP Program Director and Department Chair
- Administer the clinic schedule
- Direct the clinic's support staff
- 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.

2) Coordination of Clinical Advising

- Review scholastic (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.

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

Item 4. Hearing Clinic

- a. The constituent membership 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 in this program unless afforded in accordance with Article I, Section A, Item 4.
- 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 percentage of the Hearing Clinic Director's assignment will be in administration. 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.

c. The responsibilities of the Hearing Clinic Director include, but are not limited to:

1) Hearing Clinic Administration

- Communicate the clinic's needs and problems to the Audiology Program Director
- 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 Audiology Program Director and Department Chair
- Administer the clinic schedule
- Direct the clinic's support staff
- 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.

2) Coordination of Clinical Advising

- Review scholastic (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 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 Audiology 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 and materials.

ARTICLE II. Standing Committees

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, and the Clinical Directors. Term of membership is three (3) years.
- Item 2. 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:
- Inform the Chair of activities, concerns, or problems within each of the Programs.
 - Inform members of their constituent faculty about administrative activities and decisions.
 - Assist others on the Committee in solving problems within their programs.
 - Evaluate fiscal and space allocations.
 - Provide feedback and suggestions to the Chair regarding Departmental planning and scheduling of courses.
 - Assist in long range planning for the Department.
 - Advise the Chair in the appointment of all search committees.
- Item 3. The Departmental Chair will serve as the Chair of the Executive Committee.
- Item 4. The Chair and Executive Committee Members may invite additional faculty members, with special assignments, and staff members to participate in Executive Committee meetings.
- Item 5. 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.

Section B. Faculty Evaluation Committees

- Item 1. There are two Faculty Evaluation Committees: The Tenure-Track Faculty Evaluation Committee (FEC-T) and the Instructor Faculty Evaluation Committee (FEC-I). Each will be comprised of four members. Each member will serve a two year term with two new members elected in the Fall of each Academic Year. Elections will be staggered so that the term of office for two members will overlap with the election of the other two new members.
- Item 2. Members on the FEC-T will be elected from the voting faculty on tenure-track lines. All FEC-T members will hold tenure, unless the number of tenured faculty members is less than four. In years where this occurs, junior faculty will be asked to serve. At least one member of the FEC-T will be at the rank of Full Professor, unless there is not a full professor who is eligible to serve on the committee.
- Item 3. Members on the FEC-I will be elected from the voting faculty on instructor lines.
- Item 4. The FEC-T will evaluate all tenure-track faculty, research faculty, and visiting faculty with research assignments. The FEC-I will evaluate all instructors and visiting faculty without research assignments (i.e., primarily teaching assignments).
- Item 5. The Chairs of the Faculty Evaluation Committees will be selected annually by members of the Committee. The Chair of the FEC-T must be tenured. It will be the responsibility of the Chairs to arrange for meeting times and to oversee the collation of materials from faculty and the reporting of evaluations.
- Item 6. The Faculty Evaluation Committees will meet as necessary during the Fall and Spring Semesters to review individual faculty member's self-evaluations and evaluations of their teaching, research, and service activities. The responsibilities of this committee will include the following:
 - 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.
 - Provide a written annual review of each faculty member, with the FEC-T including its review to faculty working towards tenure and/or promotion, an evaluation of the extent to which his or her yearly goals and achievements are consistent with Departmental guidelines for tenure and promotion to ranks of Associate or Full Professor
 - Schedule peer review evaluations of teaching performance as requested by the Chair or faculty.
 - Update faculty evaluation forms and procedures, included in Appendix A

(Tenured/Tenure-Earning) and Appendix B (Instructors) as needed.

- Item 7. The Chairs of the Faculty Evaluation Committees, in consultation with their constituent members will:
- Coordinate evaluations for adjunct faculty and make recommendations to the Chair.

Section C. Tenure and Promotion Committee

- Item 1. The Tenure and Promotion Committee will be composed of tenured or tenure-earning faculty in the department at the Associate level or above.
- 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.
- 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.
 - Develop departmental guidelines for promotion to Full Professor or Research Full Professor (see Appendix C) consistent with University and Departmental Guidelines.
 - 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.
 - Provide annually in writing to faculty working towards tenure and promotion to Associate Professor or promotion to Associate Research Professor, an evaluation of 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.
 - Provide annually in writing to faculty working towards promotion to Full professor or Full Research Professor, an evaluation of the extent to which his or her yearly goals and achievements are consistent with Departmental guidelines for such promotion.
 - Review tenure and promotion applications when submitted and make recommendations to the College Tenure and Promotion Committee.

Section D. Instructor Promotion Committee

- Item 1. The Department Instructor Promotion Committee will consist of a minimum of three Members to include Instructor Level 2 faculty and when possible Instructor Level 3 faculty.
- Item 2. The Department Instructor Promotion Committee will meet as needed to:
 - Develop departmental guidelines (see Appendix D) for promotion to Instructor Level 2 and Instructor Level 3 consistent with University and College policy
 - Review applications and make recommendations to the Department Chair, College Instructor Promotion Committee and the Dean.
- Item 3. The Department Instructor Promotion Committee shall select the Chair from its members
- Item 4. Whenever possible, a departmental Instructor Level 2 or Level 3 faculty member is to 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. The committee chairs will be selected from its members.
- 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:
- Inform the Chair of concerns or problems due to over or under enrollment within each of the programs.
 - Make decisions about the number of applicants to be considered for each admission.
 - Make recommendations to the Chair about admission of students into the programs.
 - Participate in any appeal processes as requested by applicants who are refused admission.
 - 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.

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 as specified in Article VI, Sections A and B.
- Item 2. For tenure earning faculty positions, membership of a Search Committee will consist of 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. However, membership shall consist of at least one faculty member whose primary responsibility is clinical teaching.
- 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 chair as appointed by the Dean in consultation with the Executive Committee. However, membership shall consist of at least one faculty member whose primary responsibility is clinical teaching.

- 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. However, membership shall consist of at least one tenure ranked or tenure earning faculty member.
- 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.

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.

ARTICLE IV. Student Participation in Departmental Governance

- Item 1. 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 meeting of each semester.

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, 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.

- 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 may attend regular Department meetings.
- Item 5. A quorum for a regular Department meeting is defined as two-thirds of the Department's voting faculty members as described in Article I, Section A, Item 2.
- 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, or if a personnel issue is involved.
- 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.

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 ARTICLE V, Section A, Items 2, 5, 6 and 7. 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, the Center for Speech, Language, &

Hearing, 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. Nominations for final candidates will take place, following discussion.
- Item 3. The Faculty Evaluation Committee shall be responsible for initiating the selection of a candidate for Chair from within the Department. Any member of the Faculty Evaluation 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. A nomination shall be considered official with the permission of the nominated faculty member. 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 recommendation of candidate will be chosen by a secret ballot vote of two-thirds of all voting faculty members at a faculty meeting and presented to the Dean. For the recommendation of a Chair, this secret ballot shall take place no later than one week following the candidates' presentations to the faculty. Absentee ballots from voting faculty members must be submitted in writing to the Chair of the Faculty Evaluation Committee for internal candidates or the Chair of the Search Committee for external candidates, as appropriate, no later than 24 hours preceding the faculty secret ballot vote.

- Item 5 If, for some reason, the recommended candidate decides not to accept the Chair position, or if a two-thirds majority vote for any candidate cannot be achieved, the recommendation for the Chair will be chosen according to whatever plan is devised by the Dean in consultation with the Executive Committee.

Section B. Faculty Members

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 and when appropriate, the Directors of the Speech & Language Clinic or the Hearing Clinic.

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,

but should be done in accordance with this policy, and review of faculty evaluations.

- Item 2. Full-time ranked faculty members on a 9-month appointment 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 can be increased by the Chair, with maximum teaching loads equal to eight courses per academic year. These 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 (e.g. administration).
- Item 3. All ranked faculty are expected to participate in both graduate and undergraduate instruction, within the opportunities or constraints of the Department of Communication Sciences and Disorders
- Item 4. 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, can expect to have their teaching loads increased.
- Item 5. 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 6. Full-time instructors on a 12-month appointment, who have clinical teaching responsibilities, will be assigned to clinical teaching assignments equivalent to 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 7. 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).

- Item 8. The CSD Chair should teach a minimum of two courses per 12-month academic year. 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. Maximum teaching load for a CSD Chair should be three courses per 12-month academic year. Assignment of teaching loads for the CSD Chair should be done in accordance with this policy, with consultation with the Executive Committee. The Chair may further reduce his/her teaching load during periods of special administrative obligation. The Dean has the authority to instruct the Chair to increase contributions toward teaching.
- 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. Instructional 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 an Instructor will be 90% unless the faculty member has unusual service obligations or an administrative assignment.

- b. Other instructional assignment
 - Can range from 0-25%
 - Typical assignment would vary considerably.
 - May be higher for Chair, Associate Chair, Program Directors, Clinic Directors or other faculty heavily involved in curriculum review and revision.

- c. Academic advisement
 - Can range from 5-30%
 - Typical assignment 5-10%.
 - Higher for faculty coordinating a heavily enrolled program or track with related advising responsibilities.

- d. Departmental research
 - Can vary from 5-25%.
 - The upper range will generally be reserved for non-tenured, tenure track faculty members during their first three years. In unusual cases, high 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.

- e. Organized research
 - Can range from 0-80%. High levels of research funding and time in organized research will be offset by decreased duties in other areas.

- f. Service
 - Can range from 5-25%. The upper ranges in this category should be reserved for circumstances when the faculty member is engaged in service that brings national recognition to the faculty member and Department, e.g. service on leading editorial boards or prominent national committees.

- g. Administration
 - Ranges from 0-50%. The Chair will generally have 40-50% in this category, while positions such as Associate Chair, Program Director, or Clinic Director may have 10-25% appointment. In some cases faculty members may have multiple administrative responsibilities and thus have high total administrative assignment.

- h. Governance

- May range from 0-15%. Upper ends of the distribution will be reserved for individuals directing major university committees.

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.

“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.

“Speech, Language and Hearing Center”: A clinical facility within which students may gain supervised clinical education, and wherein children and adults may obtain audiology and speech-language pathology services.

“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 and does not have voting privilege unless afforded in accordance with Article I, Section A, Item 4.

APPENDIX A

Guidelines for Annual Evaluation of Tenured and Tenure-Earning (Academic) Faculty

Teaching

Evaluation of contributions to teaching will be based only on information provided in the faculty self-evaluation. Information to include in self-evaluation includes:

- 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.
- 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
- 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

Evaluative criteria: (All evaluative criteria are rough guidelines, ratings will be based on all of the information provided and will consider the effort assigned)

- An Outstanding contribution to teaching is reflected in one or more of the following 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
- A Strong contribution to teaching is reflected in one or more of the following 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
- A Satisfactory contribution to teaching is reflected in one or more of the following activities:
 - Satisfactory quality (or better) student evaluations of teaching in all 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)

Research

Evaluation of contributions to research will be based only on information provided in the faculty self-evaluation. Information to include in self-evaluation includes:

- 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 (early assistant professor, later assistant professor, associate professor, or full professor); 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

- Type of presentation (e.g. workshop or conference session organizer, research paper or poster presenter)
- Nature and extent of the faculty member's contribution to the presentation (e.g. invited, peer-reviewed, or submitted; 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, commentary/discussant, etc.)
- Quality and scope of the conference, meeting, workshop, or colloquium (e.g. international, national, regional, state, or local; acceptance rate; related publication in proceedings or abstract; influence of presentation on a particular research community)

Evaluative criteria:

- An Outstanding contribution to research is reflected in one or more of the following:
 - 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 contribution to research is reflected in one or more of the following:
 - 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 contribution to research is reflected 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 to service will be based only on information provided in the faculty self-evaluation. Information to include in self-evaluation includes:

- 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 (early assistant professor, later assistant professor, associate professor, or full professor); and sets goals for the coming year
- Service on university, college, or department committees
 - Describe responsibilities, type and degree of involvement
 - Whether elected or appointed
- 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:

- An Outstanding contribution to service is reflected in participation in multiple high impact service activities relative to rank, including:
 - For associate or full professor, service beyond the department in multiple activities is required (i.e. service to the university or college, profession, or community)
 - For associate or full professor, 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
- A Strong 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 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)

Approved by the Ph.D. program faculty, 1/20/2009

APPENDIX B

Principles for Annual Evaluation of Faculty Instructors by the Faculty Evaluation Committee- Instructors (FEC-I) and Chair October 30, 2009

As specified in the CSD Governance Document, annual evaluations are completed for each Instructor by the Faculty Evaluation Committee-Instructors (FEC-I) and the Department Chair. The following principles have been utilized by the FEC-Instructors (FEC-I) and Chair in completing their evaluations. They are written here for the purpose of information and documentation.

1. All CSD instructors' annual assignments include effort in both *Teaching* and *Service*, and thus in the annual evaluation process instructors are evaluated relative to percentage assignment in each area. If an instructor is given assignment in *Administration* then a separate evaluation of performance is made in that area. Traditionally, CSD Instructors have not been given any assignments in *Research*.
2. Faculty members are requested to complete a **narrative self-evaluation** as a part of their **Annual Report** in the **FAIR** system. Evaluation of contributions to teaching and service are based on information provided in the **Annual Report** as documented in the **FAIR** system. **Supplementary materials** (e.g., syllabi, course materials, publications, presentations, peer-reviews) may be submitted by the faculty member and if submitted will be considered in the annual evaluation process.
3. The self-evaluation and any other materials must be submitted prior to the deadlines set forth each year for completion by the Department Chair in conjunction with the FEC-I in order to be considered in the annual evaluation process.
4. The Annual Evaluation in the FAIR system contains pre-populated data regarding (a) courses taught; and (b) numerical student evaluations of teaching. Faculty members are asked to provide student comments sent to them electronically in the Annual Evaluation.
5. In completing the AFD-FAR each semester, faculty members are asked to document activities supporting their assigned effort in *Service*. If a faculty member has done so, this information can be pulled from AFD-FAR into the Annual Report. If, however, a faculty member has not provided documentation to support assignments in *Service* each semester, then this documentation needs to be included in the narrative annual self-evaluation.

Factors considered in the Annual Evaluation

In reviewing the Annual Report, the factors described below for Teaching and Service have traditionally been considered by the members of the FEC-I and the Chair. Faculty members are highly encouraged to reflect information relative to these factors in their Annual Self-Evaluation.

1. *Teaching Philosophy*: What is the faculty member's teaching philosophy? How is it related to university, college and department goals for teaching?

2. *Faculty member's goals for teaching*: Has the faculty member met articulated goals for teaching from previous annual self-evaluation? Has the faculty member specified goals for continuous growth in teaching for the coming year?
3. *Evidence of continuous improvement of teaching*: Does the self-evaluation reflect activities that demonstrate continuous improvement in teaching (e.g., changes were made in courses that are described such as new book used, updated materials, new assignments, etc.; teaching workshops attended; adapting new technologies in teaching, etc)
4. *Student Evaluations*: Consideration is given to the following factors regarding student evaluations:
 - What were the numerical ratings from the students? In examining ratings, consideration is given to the size, level, and nature of the content of the course taught.
 - What percentage of students in the course completed an evaluation?
 - Does the faculty member address the student ratings in the self-assessment?
 - What is the nature of the students' comments? Do any themes arise?
 - Does the faculty member address student comments in the self-assessment?
5. *Student mentoring activities*: Student mentoring activities may be evaluated under Teaching or Service, depending on the faculty member's assignment. If the faculty member is given effort for individual student mentoring, including directed research and independent studies, then the evidence provided will be considered under Teaching. Often, however, instructors are not given effort under individual student mentoring. In the latter case, then effort will be considered under service. In either situation, a thorough description of all activities should be provided including, the depth of involvement (chair, supervisor, committee member, etc), the status of the project, and outcomes including any presentations or publications/submissions. Examples of student mentoring activities include, but may not be limited to:
 - Ph.D. dissertation committee membership
 - Master's theses committee membership
 - Undergraduate Honors Thesis
 - Directed research activities
 - Independent study director
 - Specialty clinic supervision
 - ASHA student mentoring program
6. *Peer review or observation of teaching*. If the faculty member requests peer-evaluation of teaching and the evaluation is submitted with his or her annual self-evaluation, the peer-review assessment will be considered in the annual evaluation. While traditionally, CSD faculty members have not included peer-review assessments, this has always been an option. In order to be eligible for some faculty awards for teaching (e.g., University Undergraduate Teaching Award), peer-review of teaching must be completed.
7. *Scope of service activities*. Does the faculty member describe the scope of service activities? How do the service activities in which the faculty member has engaged contribute to the goals of the university, college and department? Was service provided at the level of the department, college, university, profession, or community?

- i. Service on *university, college or department committees*: What was the type of committee, the degree of involvement and the level of responsibility?
 - ii. Service to the *profession* includes formal activity in societies, organizations, or agencies in the discipline or related to the discipline. To evaluate the service contribution to the profession, information should be provided regarding:
 - 1. Scope and status of society (e.g. international, national, state, local; disciplinary or interdisciplinary membership)
 - 2. Responsibilities, type and degree of involvement (e.g. chair, co-chair, fellow, board/senior member)
 - iii. Service to the *community* is evaluated relative to an understanding of:
 - 1. The community involved (e.g. global, national, regional/state, local)
 - 2. The 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)
 - 3. Articulation of the type of community activity
 - a. Outreach activity (i.e. provision of institutional resources for community use with benefits to both campus and community)
 - b. 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.)
 - c. Community groups/programs in area of professional expertise
8. *Faculty member's goals for service*. How does the service activity described relate to goals developed for service in the previous annual self-evaluation? Does the faculty member describe goals for future service activities?

Please note that *service does not include outside paid work within the instructor's scope of practice (e.g., paid work as a clinician or interpreter).*

Assessment Criteria Guidelines

Per University requirements, each faculty member's performance is rated on a scale of 1-5, using the following descriptors: (1) Unacceptable; (1.5) Unacceptable-Weak; (2) Weak; (2.5) Weak-Satisfactory; (3.0) Satisfactory; (3.5) Satisfactory-Strong; (4) Strong; (4.5) Strong-Outstanding; and (5) Outstanding.

In order to encourage consistency in evaluation, the following were developed and initially adopted by the CSD Instructors on February 3, 2006. Clarification of criteria was completed on 12/11/09. Note that minimal performance benchmarks were delineated for the equivalent of ratings of "*satisfactory*", "*strong*" or "*outstanding*", with the intent being that intermediate evaluative ratings also would be utilized. Further, it is important to note that without evidence of performance of duties provided by the faculty member through the Annual Self-Evaluation process, neither the FEC-I nor the Chair will be

able to determine that performance is anything above *satisfactory*, and may find that there is *weak* or *unacceptable* evidence of performance of assigned duties. Note further, that the criteria described below were set-forth as *guidelines* for minimal benchmarks to be achieved, not absolutes. The final evaluations are based on the totality of the review by the FEC-I and Chair.

Suggested Criteria for Annual Evaluation of the Clinic Faculty in the Department of Communication Sciences and Disorders (adopted 12/11/09)

TEACHING

Satisfactory: To obtain a rating of “Satisfactory,” the instructor would be expected to at least show evidence of the following:

- Successful completion of assigned duties in the areas of:
 - Supervision
 - Teaching
 - Advising
- Receipt of an average student rating of 3.0, with qualitative assessment of student comments consistent with at least a satisfactory level of teaching.
- Self-report of at least one activity to improve teaching

Strong: To obtain a rating of “Strong,” the instructor would be expected to show evidence of the criteria stated under the “Satisfactory” heading, as well as the two criteria listed below:

- Receipt of an average student rating of 3.5, with qualitative assessment of student comments consistent with at least a satisfactory-strong level of teaching
- Self-report of at least 2 activities to improve teaching

Outstanding: To obtain a rating of “Outstanding,” the instructor would be expected to show evidence of the criteria stated under the “Satisfactory” and “Strong” headings and in addition show evidence of at least one of the criteria listed below:

- Receipt of a minimum overall student rating of 4.0, with qualitative assessment of student comments consistent with at least a strong level of teaching.
- Self-report of at least 3 activities to improve teaching

SERVICE

Satisfactory: To obtain a rating of “Satisfactory,” the instructor is expected to at least show evidence of:

- Active participation in constituency and departmental meetings on a regular basis

Strong: To obtain a rating of “Strong,” the instructor is expected to show evidence of the criteria stated under the “Satisfactory” heading and at least two of the criteria listed below:

- Active participation in a minimum of two standing committees at the department, college, local, state, regional, and/or national level
- Active participation or consultation in community groups/programs in area of professional expertise
- Service on a minimum of 1 ad hoc committee
- Direction of a minimum of 1 independent study, directed research activity, or specialty practicum (unless considered under teaching)
- Serve on a minimum of 2 theses, 2 ADPs, or a dissertation committee (unless considered under teaching)
- Another service activity which meets the accepted understanding of service to the department, college, university, profession or community that is not adequately captured in the above listing.
- Student mentoring i.e., ASHA's Steps Mentoring Program

Outstanding: To obtain a rating of "Outstanding," the instructor is expected to have met the criteria described under the "Satisfactory" and "Strong" headings and to obtain at least 3 points from the activities listed below:

- Chair a committee and/or serve on two or more standing committees (2 points)
- Submit grant proposal(s) for external funding (1 point)
- Receive external funding (2 points)
- Direct a minimum of 2 independent studies (2 points)
- Serve on a minimum of 2 theses or 2 ADPs (1 point)
- Serve on a minimum of 2 ad hoc committees (1 point)
- Make one or more presentations at the university, state, regional, or national level (2 points)
- Publish one or more articles, book chapters, or books (2 points)
- Participate in research projects with academic faculty or independently (1 point)
- Receive honors and/or awards related to profession (1 point)
- Develop community groups/programs in area of professional expertise (2 points)
- Mentoring students, i.e., ASHA's Steps Mentoring Program (1 point)

Rev. 2/3/06 Rev. 10/30/09

APPENDIX C

Policy on Merit Salary Increases

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

Rev. 5/01/012

APPENDIX D

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 the College of Arts & Sciences, with no additional criteria specified. At the time that the Tenure & Promotion Guidelines for the College of Behavioral & Community Sciences become effective, they will, as specified according to the phase-in process, become effective for the Tenured and Tenure-Track faculty in CSD.

University of South Florida Guidelines: http://www.cas.usf.edu/tenurePromo/USF_1998_TP.htm

CAS Guidelines: http://www.cas.usf.edu/tenurePromo/CAS_1999_TP.htm

CBCS Guidelines: http://intra.cbcs.usf.edu/common/file/TenurePromotion_CBCS.pdf

Rev: 5/01/12

APPENDIX E

Instructor Promotion Policy

At the present time, the Department of Communication Sciences & Disorders adheres to the guidelines for Promotion to Instructor Levels 2 and 3 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 F
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; 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.

Rev. 11/7/14