

# Communication Sciences and Disorders Workload Policy

Approved by the Communication Sciences and Disorders Faculty on December 4, 2017

\*Throughout the word Program was changed to Department and Director changed to Chair on Nov 7, 2023, consistent with the status of the Department\*

## Introduction

The University of Delaware's Communication Sciences and Disorders department (CSCD) is one of the newest programs in the College and Health Sciences. Our mission is:

- to prepare master's level speech-language pathologists who:
  - use a systematic and logical approach in their assessment and treatment of individuals with communication and swallowing disorders across the lifespan;
  - base their decision making on research evidence; client values and beliefs, clinical expertise, ethical standards, and the constraints of the clinical setting; and
  - possess the skills to deliver services effectively and efficiently.
- To advance the understanding of human communication and related disorders through faculty and student research activities.

All full-time tenured and tenure-track faculty members in the Communication Sciences and Disorders department are expected to engage in teaching, scholarship and service. All courses taught in the department are at the graduate level. The CSCD department operates on a twelve-month basis and requires teaching coverage throughout the year, including all special sessions. Although members of the faculty are normally required to teach only during the fall and spring semesters, there are situations that involve some faculty participation during special sessions because certain required classes are only taught then. For those faculty members who do not teach during special sessions, as described in the Faculty Handbook (III.A.1), it is expected that the summer months will be used "for reading, study, research, and travel related to the professional development of the faculty member as well as for providing a reasonable period for relaxation."

### 1. Standard Expectations.

Based on a maximum of 12 credit contact hours (100% FTE on teaching) per week per semester, the typical workload in the department for the academic year is 25% teaching, 60% scholarship, and 15% service. Instruction in regular academic year courses, supervision of capstone projects/independent studies/thesis/dissertation, and clinical supervision is considered teaching. The balance varies by semester and varies across the department faculty.

#### 1a. Standard Teaching Expectations

The MA in Speech Language Pathology within the CSCD department is a clinical program that requires instruction that prepares students academically as well as to function in the health care environment. Many courses have significant, often integrated, clinical and research components. Courses often require significant oversight because of the required hands-on training. Constant faculty presence, therefore, is required in the teaching clinical research, and didactic sections of courses. Many courses are team-taught and require a great deal of time and effort on the part of the course coordinator for the course to be successful. Regular courses typically have either 1, 2 or 3 credits assigned to them. Selected courses require a year-round commitment. Teaching loads for tenured and tenure track faculty members vary from individual to individual and from

semester to semester.

The Chair may consider requests for assignment of reduced teaching loads when faculty members raise their percentage of time devoted to research.

Each faculty member is expected to advise students, be available for office hours, attend meetings, and participate on committees. Each faculty member is also required to assist in the development and refinement of the CSCD curriculum and to participate in a variety of other department functions, such as student recruitment and selection. The percentage of workload, and how that percentage is calculated is negotiable as consistent with the Collective Bargaining Agreement and University policies and procedures.

Faculty members will be assigned the appropriate teaching credits for each thesis they supervise as per the Collective Bargaining Agreement.

Teaching loads will be raised if research expectations are not met. For example, if a 50% research effort has been assigned and the level of productivity is below the minimum outlined in the table of page 4 (e.g., less than 2 publications in peer reviewed journal per year or less than 50% effort committed to funded research projects), there would be an appropriate increase to the faculty teaching workload.

Due to the nature of CSCD courses and the required constant presence of faculty members in lecture, research and clinical courses, workload assignment is based on lecture or contact hours. The maximum required teaching load is six contact hours each year; with the possibility of a further reduction in the teaching load based on research activity. Adjustments above the maximum required load need the assent of the faculty member and an alteration in the documented work load for that faculty member.

#### 1b. Standard research/scholarship expectations

It is our philosophy that participation in research and scholarly activity not only enhances the professional reputation of the individual and the department, but is critical to maintaining an outstanding faculty that is aware of the most recent advances in the science related to professional practice. Scholarship enhances the teaching mission by exposing students, as well as other faculty and clinical staff to the most recent ongoing research. These findings may be able to be integrated immediately into practice in the University of Delaware Speech-Language-Hearing Clinic.

There are two main measures of research productivity, publications and obtaining extramural funding. It is expected that a faculty member will maintain a productive and nationally recognized scholarly research program as measured by significant and sustained external funding and a publication record commensurate to maintain external funding and stature in the discipline. To protect the faculty from the uncontrollable delays in the publication process, research productivity will be measured based on a 3-year running average. The publication and funding requirements are adjusted according to differences in percent effort in research (see following table).

The following provides an example of effort and minimal scholarly activity expectations for tenured faculty.

Percent Effort Committed	Publication in Peer reviewed Journals		Percent Effort Funded
25	1 or more	OR	25
50	2 or more		50
75	3 or more		75
100	N/A		100

Secondary indicators of research productivity include non-refereed publications (e.g. books, book chapters), symposium presentations, solicited reviews, invited seminars, and presentations at national and international meetings. These will also be considered when evaluating a faculty member's research and scholarly activity.

1c. Standard Service Expectations:

Each member of the faculty will provide professional service. Due to the wide service delivery skills of faculty, service delivery may include clinical, educational, and healthcare or administrative service. Faculty members are encouraged to choose to participate in service activities that best fit their particular talents and the needs of the Department, College, University and broader community. Examples of service activities include, but are not limited to: gratis clinical services and clinical advisement, gratis primary/secondary education and educational advisement and conference organization. Faculty members are also expected to perform the more typical university service such as serving on a variety of Department, College and University committees. All faculty members are also expected to attend department functions such as faculty and committee meetings and participate in the CSCD student recruitment and selection activities. The type of service and percentage of workload, and how that percentage is calculated is negotiable as consistent with the Collective Bargaining Agreement and University policies and procedures. Six hours per week devoted to service activities represents 15% of workload.

2. Modified tenured/tenure track faculty workloads.

a. Emphasis on Teaching. A tenured faculty member may ask to emphasize teaching and de-emphasize research in his or her workload and thereby ask to increase teaching load consistent with the decrease in research during the year. Pending Chair's approval, the faculty member will have teaching workload percentage increased accordingly.

b. Extraordinary Service. The Chair and faculty member may negotiate an increase in the service role with a concurrent decrease in teaching and/or research. This service must be of a substantial value to the department and may consist of service contributions both on and off campus.

c. Low Research Productivity. The Chair may assign additional teaching or

service responsibilities, such as committee work, (that is beyond the typical administered teaching and service loads) to faculty members whose research productivity is below the standard percent effort.

d. Other Modifications. As long as the Chair acts in ways consistent with the Collective Bargaining Agreement and University policies and procedures, he/she retains the flexibility to average workloads over semesters or years, this could occur in a variety of situations including coverage of sabbatical or other leaves, to account for team-taught courses, or to take into consideration courses whose time requirements are substantially more than the 6-10 contact hour standard. The Chair cannot assign a workload that exceeds the limitations specified by the Collective Bargaining Agreement without the informed written consent of the faculty member and Chair. If teaching assignments results in an overload, extra compensation will be given at the prevailing rate.

### 3. Summer Program of Teaching, Scholarship and Research

Faculty members on 9-month academic appointments may elect to include performance on a summer program of teaching, scholarship, and/or research in the annual faculty evaluation. The specifics will be negotiated within the Collective Bargaining Agreement and University policies and procedures.

4. Specify circumstances that will trigger a variation from the standard workload for continuing non-tenure track faculty.

In unusual circumstances, the Chair may approve requests for non-standard workloads that otherwise are consistent with the Collective Bargaining Agreement and University policies and procedures. A continuing non-tenure track faculty member might, for instance, at the Chair's discretion, be granted a course reduction for undertaking additional clinical or service responsibility or as a result of buyout from a grant.

### 5. Reassignment of workload for any faculty member

When any faculty member, tenured, tenure-track, or continuing non-tenure track is unable to perform the work that has been assigned during the annual planning process, the Chair is responsible for assigning alternative work that is appropriate to ensure that the faculty member meets their full obligation. This might occur if a course has been canceled for lack of enrollment. The Chair might, in this example, assign the faculty member to assist with another course being taught in that semester or in a subsequent semester. This should be done in consultation with the faculty member.

### 6. Revisions.

Any modification to this workload policy must be approved by a majority vote of the faculty, in accordance with the departmental Bylaws, and by the Dean, the AAUP and the Provost.

### 7. Dissemination.

The Workload Policy will be provided to new faculty members upon their appointment.