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ARTICLE II. Conducting Departmental

The following document describes the working protocol for the School of Public Affairs. In accordance with the requirement of the College of Arts and Sciences at the University of South Florida, the following provisions represent the Governance Document of the School of Public Affairs. Unless amended, as provided for herein, these provisions shall serve as rule or guidelines for the conduct of the major routine or contingent activities that constitute the normal operation of the School of Public Affairs.

Policies adopted by the University of South Florida and Collective Bargaining Agreements with the Board of Trustees of the University of South Florida, the Board of Governors of the State University System of Florida and the United Faculty of Florida take precedence over this document whenever differences occur.

The School of Public Affairs houses the graduate programs of Public Administration (MPA) and Urban and Regional Planning (MURP). Both programs also offer an undergraduate minor. The Florida Institute of Government (FIOG) is also housed in the School. All references to protocols within the School of Public Affairs throughout this document include only these academic programs except when specifically stated otherwise.

The faculty in the School of Public Affairs is dedicated to providing a vibrant center of learning for students

Collaboration, open and honest communication, and a culture of respect;
Collegiality and interdisciplinary efforts, with both internal and external partners;
Adherence to the philosophy of shared governance between faculty and administration in the leadership of the school;
Student achievement through the development of current and future leaders;
Faculty, staff, students and alumni serve as positive ambassadors of the values espoused by the school.

Section A. Departmental Membership

Item 1. shall include academic personnel who are paid employees of the University of South Florida and are assigned to the School of Public Affairs, in the College of Arts and Sciences. Those faculty who have joint appointments with other

Section B. The Director of the School

Item 1. The School Director is appointed by the Dean of the College of Arts and Sciences after consultation and upon recommendation of the SPA voting faculty. The Director is accountable to the Dean and responsive to the faculty, staff and students in the School.

Item 2. The term for the position of School Director is a 12 month full-time appointment that extends for up to three years. Renewal of the appointment for a second term (up to three years), is determined by the Dean with consultation and recommendation of the SPA voting faculty. A recommendation for renewal will be made in the next-to-last year of the appointed term.

Item 3. The position of School Director

Item 9. The Director will have an appropriate terminal degree and meet all qualifications to become a voting faculty member. The Dean of the College of Arts and Sciences will determine appropriate academic as well as administrative responsibilities.

Item 10. The Director shall be evaluated annually by the faculty and the Dean of the College of Arts and Sciences.

Section C. Academic Program Directors of the School

Item 1. Program Directors are primary lead officers of the academic units within the school. The School Director, with prior consent of the individual and in consultation and recommendation with the respective program faculty, will appoint qualified faculty members to serve in the role of Program Director taking into account the needs of the School and respective programs.

Item 2. Faculty qualified to hold the role of a Program Director must meet the criteria for voting membership in the school as defined in Article 1. Section A. Item 2 of this governance document. Faculty officially on leave, including sabbatical, may not be appointed as a Program Director. The exact working title and responsibilities of Program Directors may change based on the evolving needs of the School and with consultation and concurrence with program faculty.

Item 3. The term of a Program Director is up to three years. A Program Director serves at the pleasure of the School Director. Program Directors are eligible for reappointment and may serve a maximum of two consecutive terms (6 years). A Program Director who has served two consecutive terms will be eligible for reappointment three years after leaving office.

Item 4. Compensation and teaching load for a Program Director is determined by the School Director in consultation with the CAS Dean taking into account equity across the program.

Item 5. Program Directors have direct responsibility and supervisory authority for all aspects of their academic program in accordance with the governance policy of the School and attainment and maintenance of the appropriate disciplinary accreditation standards. Program Directors will assist the School Director in the general administration of SPA in carrying out his or her duties and when called upon, may act for the School Director in his or her absence. Program Directors will be the primary advisor for students in their respective programs.

Item 6. The following tasks are also the responsibility of the Program Director role, in consultation with the School Director:

- (a) To carry out specific tasks the school may at times be required to complete;
- (b) To interview, recommend for hire and biannually assess the performance of adjunct faculty. Whenever possible, the CV for a potential adjunct should be circulated among members of the respective Academic Program Committee for input;
- (c) To allocate and assign graduate

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Item 5. A quorum is defined as a simple majority of the voting faculty not on leave. A quorum is required for a vote on all departmental matters.

Item 6. A simple majority vote of all eligible voting faculty present is required to decide most departmental issues, unless where otherwise stated in this document. Proxy votes are acceptable if submitted in writing (hard copy or email) at the time of the faculty vote. Proxy votes must be forwarded directly to the School Fiscal Business Analyst/Officer Manager who will record and announce the outcome.

Item 7. Votes on most department matters may be conducted by voice, show of hands, or conducted by secret ballot. A secret ballot vote will also be taken if required by this governance document or if requested by a majority vote of Faculty present.

Item 8. In exceptional cases, where it is important to reach a quick decision on an issue, the School Director may request a vote by e-mail. In this case, all email votes must be sent by the eligible faculty members to the School Fiscal and Business Analyst/Office Manager who will record and announce the outcome.

Item 9. Minutes of each faculty meeting will be distributed to all faculty members within one calendar week (7 days) after each meeting. The minutes should include a list of all attendees, a summary of issues discussed and a tally of all votes taken. Minutes from the preceding meeting must be approved by a simple majority vote of the faculty present at the beginning of the next scheduled meeting.

Section B. Special Meetings

Item 1. School meetings other than regular faculty meetings may be called by the School Director as necessary, or by any three (3) members of the voting faculty. The conduct of each special meeting shall be the same as the process for conducting a regular faculty meeting. The purposes of such meetings include, but are not limited to:

- (a) The presentation of emergency information that is of significance to all School faculty and staff;
- (b) Issues that were not voted upon during regular faculty meetings, because of time limitations or issues upon which immediate voting is necessary;
- (c) The discussion of details of committees, the FIOG, program proposals, or proposed documents, that are not discussed during regular faculty meetings, because of time limitations;
- (d) Issues that pertain to general operation of the School and/or issues at the University, College or School level that will impact faculty, staff and/or students in SPA.

Item 2. The purpose of the Special meeting shall be announced to faculty via by means of a written memorandum or e-mail at least 48 hours in advance of the meeting.

Section A. Standing Committees

Item 1. The (1) of the Faculty Advisory Committee will consist of one

Item 1. The _____ of the Faculty Evaluation Committee shall consist of no less than 3 and no more than 5 tenured faculty members of the School of Public Affairs. Every effort will be made to include at least 1 Full Professor from SPA on this committee whenever possible. Membership of this committee should include representation from both programs. All tenured members of the School shall be eligible to serve and will be elected annually by a vote of the faculty no later than the October faculty meeting. In lieu of a sufficient number of tenured faculty members available in the School, the Director, with concurrence of the faculty and the Associate Dean for Faculty Affairs for CAS, will appoint tenured interim Faculty Evaluation Committee members. The Director of SPA shall not serve on this committee. The committee will elect _____ own chairperson at the first meeting.

Item 2. The _____ for service on this committee shall be for one academic year and members can be re-appointed by a vote of the faculty for a consecutive second term. Additional consecutive terms are permitted by a vote of the faculty in the case where there are not enough qualified faculty to fill vacant slots

Item 3. The primary _____ of this committee is to provide a process and procedure, in accordance with University, College and School guidelines, and conduct an annual evaluation of all members of the faculty by their peers. The following duties must be carried out each academic year:

- (a) Prepare and recommend to the faculty the process and procedures to be used for annual evaluation;
- (b) Conduct annual review of individual faculty members and as appropriate, the School Director, based on self-evaluations and evaluations of their teaching, research and service activities
- (c) Provide a written annual evaluation summary of each faculty member based on assignment of duties and materials presented to the committee;
- (d) Enter written summaries from the FEC into the designated University system used by the University for each faculty member;
- (e) Conduct annual review of the School Director in accordance with _____ Office processes and directives. Prepare a written summary to be shared with the Director and Dean;
- (f) Provide annually in writing to faculty working toward tenure and promotion to Associate Professor, an evaluation of the extent to which yearly goals and achievements are consistent with School guidelines for tenure and promotion to Associate Professor;
- (g) Provide annually in writing to faculty working toward promotion to Full Professor, an evaluation of the extent to which yearly goals and

achievements are consistent with School guidelines for promotion to Full Professor;

- (h) Update annual faculty evaluation forms and procedures as needed and in accordance with University and College directives;
- (i) In the event that merit salary increases are available, the FEC will develop guidelines and provide recommendations to the Chair in accordance with guidelines provided by the Collective Bargaining

Item 1. The _____ of the Tenure and Promotion Committee shall consist of all full-time, tenured faculty in the School at the level of A of

(c)

- (d) The School Director will not be a member of this committee. The committee will engage the assistance of the School Business and Fiscal Analyst/Office Manager in following USF HR, College, and University policies and procedures;
- (e) Once convened the committee will appoint one of the SPA faculty members as Chair of the Search Committee;
- (f) The Search Committee meets to write a search plan and job description. The job description and circulates it to the SPA faculty for input. The description may then be revised to accommodate different interests while maintaining focus on the specific line to be filled. The Search Committee will resolve any conflicts in consultation with the School Director;
- (g) The Search Committee will advertise the job description widely, consistent with USF HR, CAS, and University policies and the availability of resources;
- (h) The Search Committee will be responsible for the selection of candidates for interviews and organizing the interview schedules. Candidates will make at least one public presentation and faculty members will be given the opportunity to meet with the candidates;
- (i) The Search Committee will seek input from all SPA faculty members on the acceptability of all candidates. This will be done through an evaluation form distributed to faculty in order to assess each candidate. Completed forms are turned in to the Chair of the Search Committee;
- (j) The Search Committee will meet after all selected candidates have been interviewed and will prepare a formal recommendation that identifies any candidates that are deemed of acceptable candidates. The written recommendation and final report of the committee are provided to the School Director;
- (k) The School Director will then include the recommendation of the committee with his/her recommendation to the Dean;
- (l) All search committee practices must be in accordance with the CAS, USF, State University System guidelines and with specification in the current BOT/UFF contract.

Item 1. Summer teaching and/or overload teaching will be based on academic needs and budgetary constraints as determined by the School Director in consultation with the Program Directors. With respect to summer teaching assignments, the School Director will ask faculty in the fall semester if they are interested in teaching during the following summer sessions. All reasonable efforts will be made to provide faculty wishing to teach with a summer teaching assignment when academically sound and administratively feasible. If faculty cannot be offered a summer employment, a lottery and rotational system will be employed so that the faculty has the opportunity for summer teaching. The rotational model will give the highest priority to faculty not offered employment in the previous summer who had indicated a desire to teach and

progress towards tenure that provides specific recommendations for maintaining excellent progress and/or improving in needed areas.

1.g. The FEC will also meet as a whole to evaluate the administrative performance of the School Director. This includes review of the School Director evaluation results conducted by the College Dean.

1.h. The School Director alone will evaluate the administrative performance of faculty with administrative assignments (e.g., undergraduate coordinator, graduate director, etc.).

1.i. While the FEC will ideally operate by consensus to determine their summary rating and narratives, in cases of irresolvable disagreement they will hold a formal vote and either provide a narrative that accounts for the opposing views or allow for inclusion of a minority report in their final evaluation.

1.j. In accordance with the CBA, the FEC will provide faculty members with copies of their annual evaluations prior to entering them into the official evaluation record. The FEC will provide a scheduled opportunity to meet with individual faculty who request clarification or modification of the annual report. The FEC may consider any requests for revision but are not obligated to modify the evaluation report. The same procedures for appeal will hold for evaluations from the School Director.

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Syllabi for courses the faculty member taught in the calendar year. Include only the most recent syllabus for classes taught multiple times

A formal narrative report covering the preceding year

2.d. The annual report must be submitted into the online Archivum system in a timely manner. Faculty members are encouraged to include a self-reflection of their achievements in teaching, research, and service in their report. In cases of significant disruptions to normal working conditions (illnesses, emergencies, etc.), faculty members will endeavor to provide useful information on the impact of the disruption on their work performance. If either a self-evaluation or explanation of disruption are provided, the FEC and School Director will take

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2.e. For assigned teaching duties, faculty must provide copies of course syllabi for the calendar year. Faculty are strongly encouraged to provide a teaching narrative describing their pedagogical aims and approach and any additional documentation of teaching effectiveness. Faculty are also encouraged to include supporting documents in Archivum as evidence of teaching effectiveness. In accordance with the CBA, teaching evaluations will take into account any relevant materials submitted by the faculty member, including the results of peer

serving as an unpaid consultant for governments/organizations
organizing community events
giving public lectures
engaging in direct service to the community (e.g., volunteer/pro bono work)

2.h. For assigned administrative duties, faculty must provide some evidence of their administrative contributions. Faculty are strongly encouraged to provide additional information regarding the nature, extent, outcomes, and impact of their administrative work.

The FEC and School Director will independently review and assess the annual report submitted by the faculty member, and assign a rating for the categories Teaching, Research and Service. The ratings should be in the range of 5 (Outstanding) to 1 (Unacceptable) for each category according to the USF rating scale (see the Rating Rubric table below). The final scores of the FEC and School Director will be entered into the online Archivum system.

3.a. Assessment of Teaching the FEC and

3.b.1. The FEC and School Director will use the benchmarks in the Rating Rubric (see below) as a general guide to evaluating research but will also consider various circumstances as explained and documented in the faculty member's evaluation.

3.b.2. SPA considers outstanding research to consist of making a substantial contribution to the peer-reviewed literature as measured by both quality and quantity of publications and other research activities.

3.b.3. The FEC and School Director will take into consideration the effort involved in successfully developing a new line of research; successfully completing research that requires unusual effort, expenditure of time, or technical skills; and/or substantial involvement in activities that include elements of teaching or service but also require a significant amount of current scholarly knowledge, such as editing a journal or making substantive decisions about a conference program.

3.b.4. Accomplishments in research will merit the specified evaluations for a standard research assignment of 30-40%. For higher or lower research assignments, expectations will be proportionally higher or lower (e.g., approximately half as much work will merit comparable evaluations for a research assignment of 15-20%).

3.b.5. Given uncertainty with the publication pipeline and delays beyond the control of faculty members, in cases where multiple peer-reviewed works are published in a single year faculty members may instruct the FEC and School Director to defer credit on one or more of them to the following year. Likewise, faculty members may choose to begin claiming their 4 years of credit for an authored book or 3 years of credit for an edited book in the year that the book is officially accepted rather than the year that it is published. Faculty members may also choose to claim their credit for a book chapter or article in the year that it is officially accepted rather than the year that it is published. Each of the above must be clearly communicated in the annual report to the FEC so appropriate consideration may be given by the committee and School Director.

3.c. Assessment of Service – the FEC and School Director will make use of all materials provided in the file in order to evaluate service.

3.c.1. The FEC and School Director will use the benchmarks in the Rating Rubric (see below) as a general guide to evaluating service but will also consider various circumstances as explained and documented in the faculty member's evaluation.

3.c.2. Accomplishments in service will take into consideration of both percentage of assignment and the rank of the faculty member. A standard service assignment of 5-10% for a tenure-track faculty member should reflect responsibility on some school, college, or university committees in addition to some service to the profession. A standard service assignment of 10-15% for a tenured faculty member should reflect significant and/or sustaining involvement in

leadership capacity).

3.c.3. Service in a leadership/director capacity is generally assigned in proportion to course reductions (e.g., if the position comes with a two-course reduction for the academic year, there will be a commensurate service assignment added to the usual service assignment each semester to account specifically for the effort expended in that capacity).

3.c.4. The School Director alone will determine the service assignment associated with holding a directorship position. In such cases, the FEC will only evaluate the remaining portion of the service assignment associated with regular forms of faculty engagement.

The FEC and School Director will use the Rating Rubric to assess and rate the performance of all faculty members (Tenured, Tenure-Track, Continuing Instructor), on each of the following categories: Teaching, Research, and Service as part of the Annual Evaluation process.

4.a. The Rating Rubric provides illustrative examples of the types of activities relevant to the evaluation areas of Teaching, Research and Service. FEC members and the School Director will compare activities to those on the rubric, and will

The criteria below apply to annual evaluations of all tenured/tenure-track faculty and continuing instructors. This Annual Evaluation document and rating criteria pertains only to the activities and achievements of faculty during a specified calendar year and in accordance with their assigned percent of duties for the same calendar year. The Annual Evaluation is NOT a substitute for scholarly expectations required for achieving tenure and/or promotion.

NOTE: Faculty should consult the approved SPA Tenure & Promotion Guidelines document for specific procedures and criteria for earning tenure and/or promotion of tenure-track faculty and instructors.

acceptance.

- * A co-authored publication should specify the role of the faculty member and the scholarly contribution made to the manuscript (only applies if not First or Sole author).
- * Published books receive 4 years of credit. Published edited books receive 3 years of credit.
- * Community engaged impact of scholarship should include products or deliverables produced for community dissemination, evidence of implementation, and/or evidence of research quality.
- * Faculty member is responsible to provide narrative evidence of journal or press quality (e.g., impact factor, circulation, acceptance rate, relevance to core research area, etc.).

First or Sole author of peer reviewed article in high quality academic journal (including high quality online academic journals)

First or Sole author of book or edited volume with high quality academic press

First or Sole author of peer reviewed book chapter with high quality academic press or invited by leading scholar in faculty member core research area

PI or Co-PI on research grant

PI or Co-PI on research grant application/proposal

Research presentation at refereed national or international academic conference in faculty member core research area

Nationally or internationally recognized research award or honor in faculty member core research area

Co-author of peer reviewed article in high quality academic journal (including high quality online academic journals)

Co-author of book or edited volume with high quality academic press

Co-author of peer reviewed book chapter with high quality academic press or invited by leading scholar in faculty member core research area

Author or Co-author of manuscript under revise and resubmit with academic journal or
book press
PI or Co-PI on research grant
PI or Co-PI on research
grant application/proposal
PI or CO-PI on

* Single course with low student response rate should be considered separately and addressed by faculty member in the teaching narrative.

* Course evaluations, including both numeric ratings and written comments, should NOT be used as the primary indicator for teaching effectiveness. Syllabi, assignments, projects, and other factors should also be considered in the assessment process.

* Faculty member is responsible to submit evidence of teaching effectiveness and use of engaged teaching techniques (e.g., service learning, community learning projects, etc.).

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