Governance

UNIVERSITY of SOUTH FLORIDA

Child & Family Studies

CFS Governance

Purpose of this Document

is document describes key governance structures and functions of Child and Family Studies (CFS) in the College of Behavioral and Community Sciences (CBCS). CBCS also has a governance document, and the departmental governance document is not intended to address areas covered within that document. When the CBCS Governance Document is rati ed by the Provost, it will supersede any part of the departmental governance document that is inconsistent or contradictory with the CBCS document.

Consistent with its role as a part of the University community, CFS faculty and sta conduct teaching, research, and service activities. However, CFS is somewhat distinctive from traditional academic departments at USF due to its size, involvement in training and dissemination activities, inclusion of several large centers and consortia, and a diverse constituent base that includes local, state, and federal agencies, service providers, consumers, and legislators, and other policy makers. CFS is also distinctive in that there are many faculty and sta who are supported by outside sources such as contracts and grants.

e governance structure of CFS re ects these di erences, and emphasizes features to enhance exibility and responsiveness in decision-making and policy development, and to provide ongoing sta involvement in key policy decisions. ese policy decisions include those occurring within the Department and those made by CBCS that directly a ect the Department.

It is a goal of the Department to foster an environment in which CFS faculty and sta are comfortable with providing informal and ongoing input to policy decisions through collegial contact with the Chair, Division and Program Directors, other department administrators, and the CBCS Governance Council. is governance document provides guidance regarding structure and process to promote formal ongoing faculty and sta involvement in departmental decision-making and policy development. e document is designed to provide a structured process for advising and providing input to the Chair and other departmental administrators and to ensure that faculty and sta are involved in major decisions and development of policies that a ect the Department. e document provides key governance structures and activities and describes procedures for evaluation, promotion, and tenure of faculty within the Department.

e Department will regularly convene faculty and sta meetings to promote information sharing and discussion of key issues and policy decisions. CFS faculty and sta are also encouraged, as needed, to contact the Chair, Division and Program Directors, other department administrators, and the CBCS Faculty Council to identify issues and problems that need to be addressed at the departmental level. Although CFS faculty and sta are encouraged to address issues with department administrators and the CBCS Faculty Council, they are also able to consult with the CBCS Dean if there are issues of CBCS-wide importance or problems that are not resolved satisfactorily at the department level.

It is recognized that this document may not contravene the constitutions and laws of the state of Florida; rules, regulations, and policies of the Florida Board of Governors; rules, regulations, and policies of the University of South Florida; and any applicable collective bargaining agreement or legislatively mandated management right. e foregoing authorities will govern if any provision of this local governance document is inconsistent with or in con ict with them.

SECTION 1: Department Description and Administrative Structure

A. CFS Vision, Mission and Values

e CFS Vision, Mission, and Values described below were originally drafted as part of a department-wide process facilitated by the CFS Impact Workgroup during 2005-2007 and has continued to be updated as the department as evolved in its activities and functions. It was most recently updated to

c. We should pursue the active participation of stakeholders in the development of research, programs, policy, and the delivery of services.

d. We should be accountable for our work and believe that it should result in outcomes that are valued by our stakeholders.

Regarding CFS activities—

e. Services should have empirical support, represent community collaboration, and be delivered in the most natural environment possible.

f. All services and supports should be provided in an individualized and inclusive manner that is sensitive to the diversity of developmental, social, economic, cultural, and familial circumstances.

All activities of the department will be conducted in accordance with anti-discrimination laws and university policies. In accordance with the departmental values as articulated in this document, the department will actively and intentionally promote in the departmental work environment and in all work, activities respect for human dignity, equal opportunity for all persons, and sensitivity to the diversity of individuals.

B. Definitions of Staff, Faculty and Emeritus/Emerita Faculty

1. Staff

For purposes of CFS Governance, "CFS sta " will include those individuals who are in the USF Administration (formerly Administrative and Professional) and USF Sta (formerly University Support Personnel System – Regular status) personnel categories. All references to "CFS sta " in this document refer to both USF Administration and USF Sta personnel categories.

Hourly and salaried employees who are classi ed as OPS (Other Personnel Services), including people who are classi ed as Graduate Assistants/Associates and other part-time student employees are not eligible to participate in the formal departmental governance activities described in this document. Supervisors are encouraged to support OPS participation in departmental activities and meetings.

2. Faculty

Consistent with the CBCS Governance document, the "faculty" in the Department will include all individuals holding the titles of Professor, Associate Professor, Assistant Professor, or Research Professor, Associate Research Professor, Assistant Research Professor. For instructors with terminal degrees: Assistant Professor of Instruction, Associate Professor of Instruction, and Professor of Instruction. For instructors without terminal degrees: Assistant Instructor, Associate Instructor, and Senior Instructor. Faculty members also include those who hold titles with "Research," "Clinical," and "Visiting" modi ers, and individuals serving as Post-Doctoral Fellows, regardless of their formal appointment title. All employees holding these titles are included as "faculty" regardless of the level of FTE assignment. Individuals with "Courtesy" appointments and Graduate Assistants/Associates are not considered to be "faculty" of the Department.

3. Emeritus/Emerita Faculty

Emeritus/Emerita faculty status may be conferred upon retirement from the University of South Florida to faculty as recognition of honorable service to the university according to the guidelines outlined in the USF Policy on Emeritus Status. Responsibilities and privileges of Child and Family Studies Emeritus/Emerita faculty align with the USF Policy on Emeritus Status.

4. Courtesy Faculty Appointments

Program units may, by majority vote of program faculty, recommend approval courtesy faculty appointments from other departments/schools within CBCS, faculty a liated with other Colleges within USF, and appropriate and quali ed community partners. Courtesy faculty appointments must also be approved by the CFS Department Chair and other leadership (i.e.: Dean, Provost) as deemed appropriate by the CFS Department Chair.

C. CFS Administrative Structure and Roles

1. Department Chair

e Chair is the Executive O cer of the Department and is charged with implementing University, CBCS policies and procedures as delegated by the President, Provost, and CBCS Dean. e Chair will meet all quali cations of a faculty member, and will have academic as well as administrative responsibilities. e Chair will provide leadership and direction to ensure that all department activities are consistent with the vision, mission, and values of the Department. e Chair's administrative responsibilities and duties include, but are not limited to, overall management and administration of the Department including preparation and implementation of the department budget, review and approval of the assigned duties of all faculty in the Department to ensure that they are maximally contributing to the mission of the University, and CBCS, seeking external funding to support CFS programs and encouraging faculty to do likewise, and linking CFS activities to the CBCS, the University, and the community at the local, state, national, and international levels.

2. Associate Chair of Academics

e Associate Chair of Academics provides general oversight of academic programs within CFS. e Associate Chair of Academics will meet with academic program directors to assist them with questions and needs related to recruiting and admissions, program accreditation, course planning, instructor credentialing, faculty evaluations, cost-recovery program development, student issues, and student support. e Associate Chair of Academics serves at the preference of the Chair.

3. Department Structure

CFS is divided into seven units supported by an Administration Director that is focused on human resources, communication, as well as grant and contract administration. e Administration Director manages the Department's human, physical plant, and scal resources as well as Departmental communication and information dissemination. ey are the Department's primary liaison and advocate with central USF units such as Human Resources, Payroll, Purchasing, Accounts Payable, Division of Sponsored Research, the Provost's O ce, and the O ce of the Controller. e Administration Director serves as a knowledge and training resource for the Department on policies, procedures, rules and regulations of USF and external entities that might a ect department business and mission. e Administration Director also engages in marketing, media relations, and department dissemination activities.

e seven units are comprised of three research divisions and four academic programs that promote the CFS vision of improving the well-being of individuals, children, and families within communities across the country through academic pursuit. e three research divisions are the Child and Family Behavioral Health (CFBH), Florida Center for Inclusive Communities (FCIC), Child and Family Behavioral Health (CFBH), and Rightpath Research and Innovation Center (Rightpath). e primary responsibilities of the research divisions are research, dissemination, teaching, and service. e four academic programs are Applied Behavior Analysis (ABA), Child and Adolescent Behavioral Health (CABH), Clinical

Rehabilitation and Mental Health Counseling (CRMHC), and Marriage and Family erapy (MFT).

ese seven units intersect to bring together research, teaching, and service to the three broad disciplinary areas represented in the four academic programs (See Appendix 1 for the CFS organization model).

e Department Chair, in consultation with the CFS Leadership Team, may change the responsibilities of these units as well as the number of units that are part of CFS.

a. Research Divisions

i. **Child and Family Behavioral Health (CFBH).** Child and Family Behavioral Health provides interdisciplinary research, evaluation, policy analysis as well as training and dissemination concerning

iv. **Marriage and Family Therapy (MFT).** Marriage and Family erapy. is academic program trains and educates students to be competent marriage and family therapists who will help to meet the growing job demand for the state of Florida. Graduates of the program will be eligible for licensure in the state of Florida as marriage and family therapists.

4. Coordination of Department Units

a. Division and Program Directors

In consultation with the Divisions and Programs faculty and sta , the Chair will appoint members of the faculty to serve as Division Director or Program Director for each of the research divisions and academic programs. e Division and Program Directors will supervise operations related to research, academics, knowledge dissemination, budgeting, strategic planning, grant and contract support, and other areas within the Division. At the discretion of the Department Chair, a Director may assume any of the Chair's duties. e Division and Program Directors serve at the discretion of the Chair and are evaluated on an annual basis by the Department Chair or Department Associate Chair.

b. Associate Division and Associate Program Directors

Division Directors or Program Directors may appoint a member or members of the faculty to serve as an Associate Division or Associate Program Director(s) in consultation with the Department Chair as well as that Division's faculty and sta . e duties of the Associate Division or Associate Program Director(s) will be de ned by the Division Director or Program Director(s). Associate Division and Associate Program Directors serve at the discretion of the Division Director or Program Directors.

5. CFS Leadership Team

 e Department Chair will convene a CFS Leadership Team at least once each quarter for the purpose of reviewing key policy issues and actively participating in decisions a ecting the Department. e Leadership Team is comprised of the Administration Director, Director and/or Co-Director(s) of each CFS Division, the Director of each Program, the Chair of the CFS Governance Council (CFSGC), and the Department Chair. A key role and responsibility of Division Directors, Division Co-Directors, and Program Directors is to actively communicate issues and actions of the Leadership Team with the faculty and sta of their respective units. Similarly, the CFS Governance Council Chair has the responsibility to communicate issues and actions of the Leadership Team with the CFS Governance Council membership.

6. CFS Administrative Function Workgroup

 e CFS Administrative Function Workgroup is a standing departmental workgroup composed of administrative sta from the CFS Divisions and Programs who have responsibility for human resources and scal issues for their units. is workgroup facilitates the e cient implementation of policies and procedures related to human resources and scal matters.

7. CFS Organizational Model

 e model in Appendix 1 represents the current functional organization of the Department. is gure is intended to capture research, administrative, and academic divisions within CFS. is functional organizational chart will be updated at the same time as the CFS Governance document. Link to full CFS organizational chart: https://www.usf.edu/cbcs/cfs/documents/cfs-org-chart.pdf

SECTION 2: Department Governance Council, Committees, and Meetings

A. CFS Governance Council Structure and Activities

e Department will assemble a CFS Governance Council to review key policy issues, actively participate in decisions a ecting the Department, and provide input and recommendations to the Department Chair and Leadership Team.

Key areas to be addressed by the CFSGC will include the following:

- Strategic planning
- Budget, nancial accounts
- Hiring/layo s
- Functional units or other organizational support structures
- Space allocation, and other matters relevant to faculty and sta

1. Membership

All members of the department faculty and sta (as de ned in Section 1, B.1 and Section 1, B.2 of this document) are eligible to serve on the CFSGC and vote in the CFSGC elections, except for the Department Chair and Division and Program Directors. Emeritus/Emerita faculty can attend and participate in CFSGC meetings in an advisory capacity. Emeritus/Emerita faculty are not eligible for election and do not have voting privileges.

e CFSGC will consist of 13 members. Twelve members will be elected from CFS employment categories as follows: at least 1 representative each from among Tenure-Line Faculty, Research Faculty, and Assistant in/Associate in/Professor of Instruction Faculty groups (a total of 6 faculty representatives), at least 2 representatives each from USF Administration and USF Sta employment categories (a total of 6 sta representatives). In addition, one of the CFS representatives to the CBCS Faculty Council will serve as the 13th member of the CFSGC. e representative serving his or her second year will be the primary member (voting member) and the representative serving his or her rst year will be the secondary member. In the event the primary member is unable to attend a meeting and does not wish to vote, the secondary member will become the voting member. Both members are welcome to attend all meetings.

Elections of the CFSGC will be held in the spring of each academic year. ese elections will be conducted by the CFSGC. At the time of the CFSGC election, the CFSGC chair shall also facilitate the election of the CFS representatives to the CBCS Faculty Council. CFS representatives to the CBCS Faculty Council will have staggered 2-year terms, such that each spring of each academic year, one new representative will be elected. One position will be a Tenure/Tenure-Line Faculty and the other position will be a Research Faculty, or an Assistant in/Associate in, or /Professor of Instruction Faculty.

Invitations for nomination to the CFSGC will be sent to all eligible faculty and sta at least four weeks before the election. Self-nominations will be accepted and individuals within the Department may also make nominations. A representative of CFSGC will contact all nominees to con rm their acceptance of the nomination. Potential candidates will consult with their direct supervisor before self-nominating to ensure that their participation on the CFSGC is consistent with their workload obligations. After serving on the CFSGC, members may self-nominate for additional terms of service.

In the event that fewer representatives than available slots are nominated from any given employment category, the CFSGC Chair in consultation with CFSGC members will actively solicit nominees. Every e ort will be made to ll each position with an employee from the speci c employment category. In the event that a position cannot be lled with an employee from the category, nominations will be solicited for employees from the broader employment category (i.e., Faculty or Sta). is will ensure equal faculty and sta representation and will maintain a 13 member CFSGC.

Faculty and sta supported by contracts or grants will be provided with an appropriate percentage of E&G funding by the Department to cover their time spent on CFSGC service.

CFSGC members will be elected from within employment categories and eligible voters will only be allowed to vote for representatives from within their same employment category. Voting will be conducted by paper ballot or web-based survey and positions will be lled by the individuals within each employment category who receive the highest number of votes from among votes cast. Should candidates in any given employment category receive an equal number of votes in an election, the election will be determined a draw and a runo will be conducted.

 e members of the CFSGC will serve two-year staggered terms. e terms of the initial group will be determined by a draw conducted at the rst meeting with half the members appointed for a one-year term and half for a two-year term. If someone is unable to ful ll their two-year term, the CFSGC Chair, in consultation with CFSGC members, will appoint a representative from that employment category to ll the vacancy.

Following elections of new members, CFSGC members will select a CFSGC Chair who will facilitate meetings, a Vice-Chair, to assist the Chair and substitute for the Chair when necessary, and a Recorder to record and distribute meeting minutes. e CFSGC Chair will hold a faculty position, and the Vice Chair will hold a sta position. e Chair will serve as the CFSGC representative on the CFS Leadership Team and will be responsible for communicating departmental, CBCS, or USF faculty issues to the Council and coordinating any necessary response to these issues.

2. Purpose of the CFS Governance Council

a. Purpose of the CFS Governance Council:

i. **Advocacy and Representation:** CFSGC represents the perspectives of CFS sta and faculty at all levels of the University and serve as a voice/advocate.

ii. **Communication:** CFSGC is responsible for disseminating departmental and CBCS information to CFS sta and faculty; likewise, the CFSGC provides input on behalf of CFS faculty and sta to CFS Leadership Team, CBCS Faculty Council, and CBCS Administration on key topics such

c. Relationship between the CFS Governance Council and the CFS Leadership Team:

i. **Advocacy/Representation:** e CFSGC Chair brings a varied and informed voice to the CFS Leadership Team. e relationship between the CFSGC and the CFS Leadership Team should enable the CFSGC active participation in decisions/procedures put forth to the Leadership Team. Ideally, the two groups would work together to facilitate greater productivity and community impact. e CFSGC utilizes information gathered at the Leadership Team meetings to address issues that impact Faculty and Sta .

ii. **Open Communication and Transparency:** Communication between the CFSGC and the CFS Leadership Team should be open and transparent regarding issues of high importance while respecting the con dentiality of management decisions.

d. Relationship between the CFS Governance Council and CBCS Councils and Committees:

i. e CFSGC may be asked to nominate members for CFS representation on various CBCS councils or committees. Individuals from the CFSGC may be asked to directly serve on committees as a liaison to the CFSGC and CFS employees at large.

e. CFS Governance Council's unique contributions to:

i. **Child and Family Studies**

- CFSGC is a model for inclusive leadership and shared decision making, representing the views of both the CFS faculty and sta
- CFSGC provides a voice for employees in the Department so that all are represented
- CFSGC provides information and guidance to employees on issues that a ect CFS sta and faculty
- CFSGC provides a platform for sharing proactive ideas to improve our overall work within CFS
- CFSGC ensures that feedback and recommendations of CFS faculty and sta are communicated to each division and leaders within CFS

ii. **The College of Behavioral and Community Sciences**

- CBCS is enriched by the uni ed voice of CFSGC, which represents a varied group of individuals that encompass each class of employees within CFS
- CFSGC participates in decisions at the CBCS level that a ect all in CFS
- CFSGC ensures that feedback and recommendations of CFS faculty and sta are communicated to other CBCS departments and leaders
- CFSGC supports the best interests of CBCS, upholding its integrity; maintaining resources and reputation; ensuring that the environment remains stable, friendly, and trusting; ensuring that sta are provided with current information on issues related to CBCS

iii. **The University of South Florida**

- USF is enriched by the example of multiple views for shared decision-making and the value of employee voice at all levels
- CFSGC works to ensure that decisions made at the University level support CFS employees and their work

f. CFS Governance Council's role in University Engagement

i. e CFSGC serves as an impetus for involving faculty and sta not otherwise invested in the governance and operation of CFS, CBCS, and USF

ii. As CFSGC engages sta and faculty, our representation within CFS, CBCS, and USF will be re ective of sta and faculty

3. Role of CFS Governance Council Chair and Members

An important role and responsibility of the CFSGC Chair is to function as liaison between CFSGC membership and the CFS Department Chair. e CFSGC Chair will ensure that CFSGC members are kept informed of current issues and actions at the University, CBCS, and departmental levels that are pertinent to departmental functioning and carrying out of the CFS vision and mission. e CFSGC Chair will also represent the interests and concerns of employees of CFS and the CFSGC to the CFS Department Chair and CBCS Dean.

e Role of the CFSGC Vice-Chair is to provide support to the CFSGC Chair. e CFSGC Vice-Chair

B. Departmental Committees

Departmental committees may be created to provide ongoing oversight of and input into Department-related administrative functions or to assist with large-scale projects or initiatives of the Department.

Committees may be formed as deemed necessary by the Department Chair in consultation with the Leadership Team and CFSGC. Some committees will consist of both CFS sta and faculty members, while others, such as Tenure and Promotion Committees, will consist solely of faculty members.

e Department Chair will appoint committee members in consultation with the Leadership Team and CFSGC. e Department Chair will appoint a chair for each committee. Committees may be either standing or ad hoc (time-limited). As committees are formed, descriptions of their composition and purpose will be distributed to all members of the Department.

Department-level *F* [illegible] will be established as speci ed in CBCS Guidelines for Faculty Appointment, Tenure, and Promotion. Any changes to these guidelines will be automatically adopted as o cial procedure for the purpose of this CFS governance document.

C. Departmental Faculty and Staff Meetings

e date and time of the annual faculty and sta meeting will be announced by the Department Chair or their designee at the beginning of the academic year, and reminders sent via e-mail at least two weeks prior to the meeting. ese meetings will be facilitated by the Department Chair and/or the Chair of the CFSGC. Ad hoc faculty and/or sta meetings may be convened as needed. Standing agenda items will include Department, College, and University news, and updates on departmental policies and procedures. Other key areas to be addressed at the meetings include issues related to strategic planning, review of policy changes, hiring and lay-o s, space allocation, and the departmental budget. During each meeting, time will be reserved for open discussion or new business from the oor.

Sta can request a speci c item of interest to be included in the meeting agenda by contacting the Chair in advance of the meeting. If unresolved issues arise, the latest version of *Robert's Rules of Order* will govern the organization and conduct of the meeting. A member of the faculty and sta will be appointed as Parliamentarian and will be responsible for interpreting procedures according to *Robert's Rules of Order.*

e CFSGC may request that the Department Chair call additional meetings of the Department on special topics, should they deem it necessary. e total number of the faculty and sta attending the meeting will constitute a quorum. Minutes of all Department Faculty and sta meetings will be recorded and distributed following each meeting.

Substantive issues that impact the direction of the Department should be discussed at faculty and sta meetings. In addition, the Department Chair, in consultation with the CFSGC, may request a vote of the faculty and sta on issues related to strategic plans, proposed budgets, or other areas identi ed as of signi cant importance. e CFSGC will establish procedures for purposes of voting at faculty and sta meetings on recommendations, resolutions, or changes. Whether through a poll, survey, or other means, an a rmative decision will be made by a simple majority of those voting.

SECTION 3: Appointment, Hiring, Assignment, Evaluation, Promotion and Tenure

In all matters of appointment, hiring, assignment, evaluation, promotion, and tenure, CFS faculty and

B. Faculty Hiring

Many CFS faculty members are supported fully or in part by grant and contract funds. e availability of these faculty positions is speci ed by the funding contracts and the scope of work of the funded projects. e hiring and continued employment of grant and contract funded faculty is contingent upon the availability of funding through these projects.

Development of faculty lines using E&G rate and the allocation of E&G faculty rate will be identi ed as part of a department strategic planning process and will be addressed at the CFS Leadership Team, CFSGC, and departmental faculty and sta meetings.

Plans for recruitment for tenure track faculty lines must be integrated within CBCS' annual plan for faculty recruitment to meet recruitment goals, budgetary issues, and approval of the CBCS Dean.

For tenure track faculty lines, the Department Chair will appoint a Coordinator/Chair of each search committee. at person will be a faculty member who will work with the Department Chair to determine the remaining committee membership. Whenever possible this person should have expertise in the substantive area related to the position to be hired.

Search procedures will follow CBCS, and USF guidelines for the recruitment and selection of faculty. e Search Committee will screen all candidates and present a short list of the top-rated candidates to the Department Chair.

e Department Chair, in consultation with the CBCS Dean and search committee Coordinator, will arrange for candidate interviews. Following the interviews, the search committee will meet to discuss the candidates and make recommendations to the Department Chair. e Department Chair will submit their nal selection along with information regarding the search committee's recommendations to the CBCS Dean for nal approval.

CFS faculty hiring emphasizes diversity as well as knowledge/skills, not only for a rmative action goals, but also because of our values and our mission. Faculty hiring will re ect these goals in both the membership of the search committee as well as the recruitment process and applicant pool.

C. Assignment of Duties and Responsibilities

Development of position descriptions will follow USF Human Resources policies and procedures and any applicable Collective Bargaining Agreements. Position descriptions for USF Administration and USF sta employees will be developed by the position supervisor in consultation with higher level supervisors or Division and Program Directors, as appropriate. Faculty assigned duties will be developed by the faculty member's supervisor(s) in consultation with the faculty member and any higher-level supervisors or Division and Program Directors, as appropriate. Link to assigned faculty duties document: https://www.usf.edu/cbcs/cfs/documents/2010-06cfs-afd.pdf

D. Performance Evaluation

All faculty and sta within the Department will receive an annual performance evaluation. All evaluations must be signed by the evaluator and the CFS faculty or sta evaluated before submission to the Assistant CBCS Dean, in the case of faculty, and to the Human Resources Director, in the case of sta . Evaluations of CFS faculty and sta will follow USF Human Resources policies and procedures and any applicable Collective Bargaining Agreements. Faculty will be evaluated according to performance of their assigned faculty duties. e procedure for faculty evaluations will include a self-evaluation and an evaluation written by the faculty member's supervisor. Faculty in junior ranks and those seeking tenure or promotion will also receive annual feedback as part of the evaluation regarding their progress toward tenure and/or promotion. Faculty assigned duty forms determine the research, teaching, and service loads of faculty. Annual evaluations will take into account the percentage of

assignment to each of the formal evaluation categories including research, teaching, service and, when appropriate, administration. See Appendix 4 for CFS Evaluation Guidelines.

E. Faculty Tenure and Promotion

All tenure and promotion criteria and review procedures will follow the policies and procedures specified in the most current version of the *Child and Family Studies Tenure and Promotion*[1] document. Any changes to these guidelines will be automatically adopted as official procedure for the purpose of this CFS governance document. Link to CFS Tenure and Promotion document: https://www.usf.edu/cbcs/documents/intranet/faculty/tenure-promotion/tnp-guideline_cfs.pdf?v=1.01

1. Departmental Tenure and Promotion Committee (D-TAP) Committee

Consistent with the most current revision of the CFS Guidelines for Appointment, Tenure, and Promotion, the CFS Chair will establish on an annual basis, or as needed, a Departmental Tenure and Promotion Committee (D-TAP) to review applications for tenure and/or promotion for faculty in tenure-track positions and to make recommendations to the Department Chair and the CBCS Tenure and Promotion (TAP) Committee. When possible, departmental representatives serving on the CBCS TAP Committee should not serve on the D-TAP Committee. In cases where a faculty member serves on both the TAP and D-TAP, the individual may participate in the discussion of the TAP Committee but may not vote on the application at the college level. The D-TAP Committee will consist of no less than three and not more than five tenured faculty members who are at the same rank or higher than the candidate. The size of the committee may be larger at the discretion of the Department Chair and CFSGC. If there is not a sufficient number of eligible faculty to compose the D-TAP, the membership of the committee may be supplemented with tenured faculty from other departments at CBCS or within the University. The Department Chair and the CFSGC will solicit committee nominees from eligible tenured faculty. If more than five people are nominated, the tenured faculty will vote to elect a five-member D-TAP Committee from among those nominated. Nominees to the D-TAP committee must have held a faculty appointment for a minimum of two years. In the case of promotion to full professor, if there are two or less full professors on the T&P Committee, the College Dean shall appoint additional Full professors from the College.

2. Departmental Research Professor Promotion (D-RPP) Committee

CFS decisions about promotion for individuals in the Research Professor path are made in accordance with the CBCS *Research Professor Promotion G same.5are nominated, the tenured iF2 9 SnE2Td( )Tin G .2()9( )TJ1.27*
TAP Committee sh n the D-TTe of t a faculty member seer dep8(v)6(es)-10( )TJ1.273 Td(T)6ai(d)4(T)120(enun the discussion

SECTION 4: Allocation of Resources

e allocation of resources refers to decisions about budget, sta support for faculty, equipment,

SECTION 5: Conflict Resolution and Grievances

A. Relationship to CFS Governance

is section pertains to potential con icts among faculty and sta members, between the Department Chair and faculty and sta , between faculty and students, and in supervisory relationships. e shared governance processes of CFS are intended to maintain a climate in which open communications occur and in which resolution of con icts in the work environment can be resolved without going through formal procedures. Although the collegial resolution of con icts is desired, faculty and sta have the right to follow the formal con ict and grievance procedures set forth in university policy and applicable collective bargaining agreements at any time they feel this is necessary.

B. Informal Conflict Resolution Process

It is important that all faculty and sta strive to make the CFS work environment collaborative and collegial. Should con icts among faculty and/or sta members arise, every e ort should be made to resolve con icts informally and among those directly involved in the con ict.

If a con ict is not resolved informally, it is recommended that attempts at formal resolution of the con ict begin with a meeting of the immediate supervisor and the individual faculty or sta members directly involved for the purpose of discussing and resolving the issues in a collegial manner. If attempts to resolve con icts at this level are unsuccessful, the faculty or sta member may elect to meet with the Division or Program Director or next level supervisor to explore how the con ict can be resolved on an informal basis within the division. If the situation has not been resolved at the division level, the faculty or sta member may elect to meet with the Department Chair to discuss the issue. If the faculty or sta member remains dissatis ed with the attempts at resolution within CFS, they will inform the Department that they wish to meet with the CBCS Dean and discuss the situation.

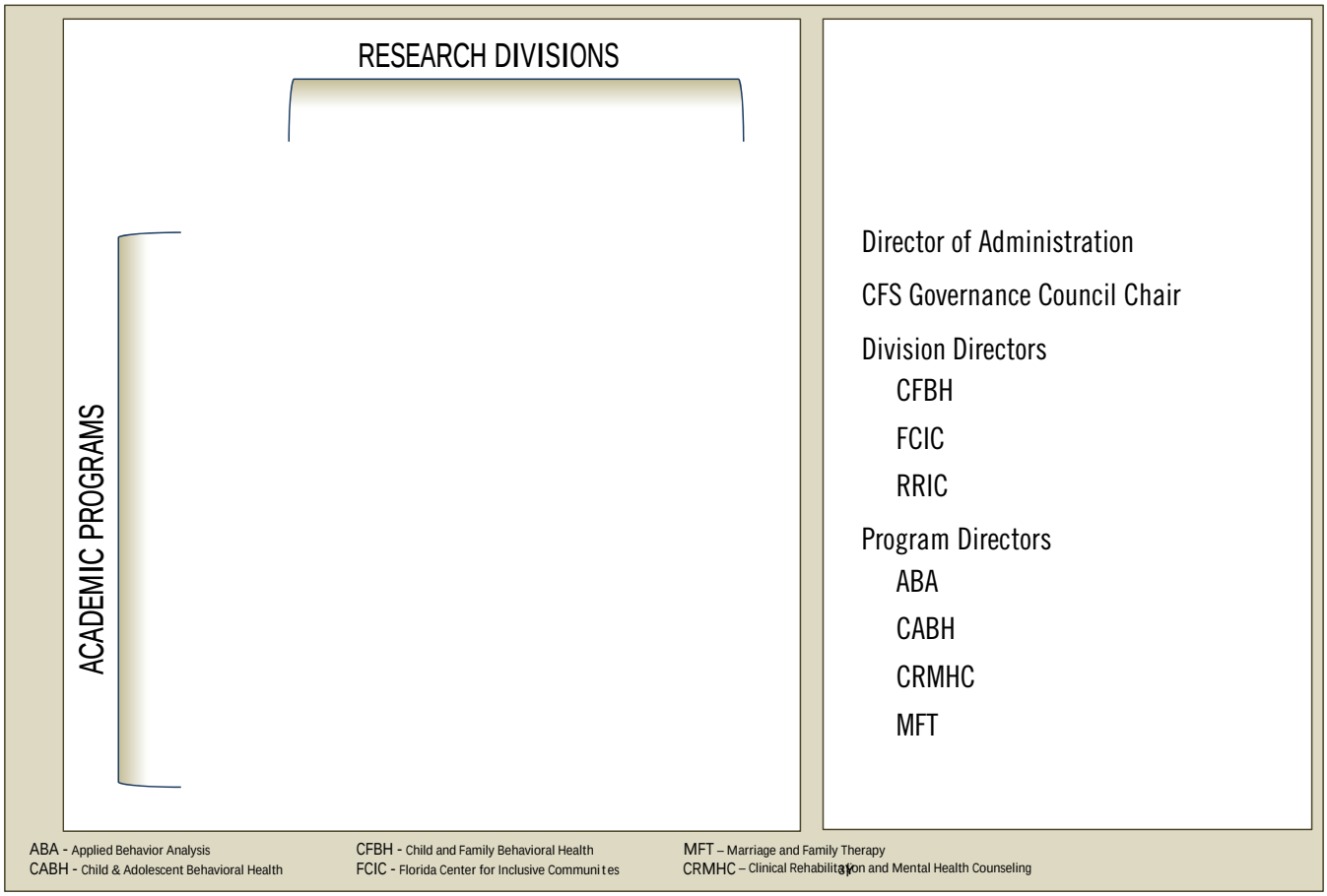
C. Formal Grievance Process

Actions that apply to a “formal grievance process” will be resolved using guidelines established through USF Human Resources and any applicable Collective Bargaining Agreements.

D. Sexual Harassment and Discrimination

In cases of sexual harassment or discrimination, University Guidelines must be followed.

Appendix 1: CFS Organizational Model



Appendix 2: Credentialing

1. Departmental Statement of Teaching Credentials

Behavioral health is de ned as the interdisciplinary scienti c study of healthy and problematic behavior and factors that in uence behavior, and includes content areas such as substance abuse, rehabilitation, mental health, and intellectual and physical disabilities. Child & Family Studies in the College of Behavioral & Community Sciences at the University of South Florida (USF) provides a scienti c, philosophical, applied, and humanistic approach to the understanding of behavioral health and is committed to improving the well-being of individuals, children, adolescents, and families within communities across America as well as globally through promoting respect, inclusion, development, achievement, behavioral health, and an optimum quality of life.

CFS is committed to maintaining the highest standards of academic excellence for its undergraduate, graduate, and certi cate courses. To achieve this goal, CFS carefully reviews and credentials all instructors of record for our academic undergraduate, graduate, and certi cate courses. We follow the USF and SACS requirements for credentialing, while at the same time, recognizing that behavioral health is an interdisciplinary eld of study.

To maintain the breadth and quality of our interdisciplinary eld of study, it is necessary to recruit faculty from a variety of disciplines and backgrounds. us, to be credentialed to teach undergraduate students in a baccalaureate course or undergraduate certi cate, instructors of

CFS faculty/instructors who teach in the Applied Behavior Analysis (ABA) program should be Board Certi ed Behavior Analysts (BCBA) or certi cate eligible. Exceptions can be made based on credentials, clinical and/or research and teaching experiences. In some cases, CFS faculty may be credentialed based upon professional licensure or certi cation, research accomplishments, special training, or other competencies relevant to the course(s) being taught.

2. Graduate Faculty and Affiliate Graduate Faculty

e University of South Florida recognizes Graduate Faculty and A liate Members of Graduate Faculty. Only Graduate Faculty, and A liate Members of Graduate Faculty approved for such purposes, may serve as the Instructor of Record for graduate level courses. For additional information including University policies and procedures, please see https://catalog.usf.edu/content.php?catoid=15&navoid=2103&hl=%22Committee+Approval+policy+and+procedures%22&returnto=search

3. Faculty Credentialing to Teach CFS Courses

e credentialing of CFS faculty to teach CFS courses will be the responsibility of the CFS program directors of degree and certi cate programs for the CFS faculty who teach in those speci c CFS degree and certi cate programs. If a CFS faculty teaches in both CFS degree and certi cate programs, the credentialing will be determined by the academic degree program director. For additional information including University policies and procedures, please see https://www.usf.edu/ods/accreditation/faculty-credentialing.aspx

4. Faculty Credentialing to Serve on Dissertation and Thesis Committees

e established criteria for credentialing a faculty member to serve on a thesis or dissertation committee will follow the University guidelines as established by SACSCOC. For additional information including [(e U)36 (niv)6 (ersity of S)12 (ersiu5)o0 CFS program

Appendix 3: Curriculum Committee (CC)

A. Structure

Appendix 4: CFS Evaluation Guidelines

Purpose of this Document

Child and Family Studies is a department in the College of Behavioral and Community Sciences. CFS has over 275 faculty and sta , four academic programs, and three research divisions. Its research portfolio is approximately $60 million annually. Given its complexity, CFS divided the task of developing its faculty evaluation criteria by academic program, and by faculty career paths. is document and the evaluation guidelines were all created and voted upon by CFS faculty.

e guidelines have all been approved by faculty who voted via a Qualtrics survey method. e guidelines are organized in this document by academic program and by career path. ere is one group of tenured and tenure earning faculty who were not hired to serve in an academic program, so their guidelines were developed to re ect their status and assigned faculty duties.

Applied Behavior Analysis Programs (MA, MS, PhD) – 42.2814

(Approved Unanimously by Faculty 12/10/2021)

All faculty (Tenured faculty, Tenure-earning faculty, and Instructors) will receive an annual evaluation based on their assigned duties. Tenure-line faculty members will have assigned duties in Teaching, Research, and Service. Instructors will have assigned duties in Teaching and may have assigned duties in Research and Service. e procedure for faculty evaluations will include a self-evaluation and an evaluation written by the faculty member's supervisor. Faculty members seeking tenure or promotion will also receive annual feedback as part of the evaluation regarding their progress toward tenure and/or promotion. Annual evaluations will take into account the percentage of assignment to each of the formal evaluation categories: Teaching, Research, and Service. Faculty members who have administrative responsibilities (Program Director and Associate Director, or Program Coordinators) will describe their administrative activities under service. Spouses or partners may not evaluate each other.

Faculty are evaluated on a scale of 1-5 (with 5 being the highest rank and 1 being the lowest) as follows:

Outstanding	5
Strong	4
Satisfactory	3
Weak	2
Unsatisfactory	1

Teaching

Evaluation of contributions to Teaching will be based on information provided in the faculty self-evaluation and student evaluations. It is the responsibility of the faculty member to make certain that their annual self-evaluation includes all necessary information for review by their supervisor. Evidence of teaching contributions provided in the self-evaluation may include, but are not limited to the following:

- Narrative self-assessment that discusses accomplishments in teaching for the year; teaching philosophy relative to the University, College, and Department; and individual teaching goals for the coming year
- Documentation of e orts to improve content delivery, to develop curriculum, or to otherwise contribute to student success
- Quality of student evaluations of teaching (in relation to the level and content of the courses taught, the number of students enrolled, and the percentage completing the evaluation), including the following:
  - Course evaluations relative to College and University means
  - Summary of, and responses, to student comments
  - Plans for course improvements, additional training, mentorship, etc. to address the concerns and comments from students
- Peer review or observation of teaching. is could be completed by another faculty member in the Department or by someone outside the Department (e.g., the Center for Innovative Teaching and Learning, CITL)
- Student mentoring such as the following:
  - Descriptions of all activities including the depth of involvement (supervisor, committee chair, committee member, etc.), status of the project, and outcomes including any presentations, submissions, or publications
  - Doctoral dissertations
  - Master's theses
  - Undergraduate Honors eses
  - Undergraduate research assistantships and scholarships
  - Directed research activities
  - Dissertation committees at other institutions of higher education
  - Other evidence of cont 0 0 1 kTextFEFF00 0 1773 -1.46gs/n69 Td( )lop469 Td( )Tj>BDC of higher e

e ort in advising, course development, teaching, and mentoring. Ratings should also be re ective of access and opportunities provided to the faculty member for teaching and mentoring.

  - Type of funding source (e.g., federal, state, foundation, corporate, university internal; quantity of funds involved)
- Record of competitive honors and awards for research, or mentored student research
- Description of the number and evidence of the quality of peer-reviewed articles; book chapters; or books published, submitted, and/or accepted; including:
  - Nature and extent of the faculty member's contribution to the research
  - Quality of the journals or books according to indicators such as impact factors, acceptance rates, quality of publisher, and/or in uence of publication on a particular research community
  - Citations of the faculty member's work
- Scholarly presentations including:
  - Proper reference format with full author list
  - Nature of the presentation (invited/contributed, peer-reviewed/non-peer reviewed), role of faculty member, special status (e.g., won award, keynote, panelist, etc.)
  - Title and scope (e.g., international, national, regional, local)
- Reviews of books and articles
- Evidence of professional development in research

Evaluative criteria:

e evaluative criteria are provided as guidelines. Ratings will be based on the information provided in the assessment taking into account: 1) the faculty member's rank; 2) the proportion of the faculty member's e ort that is assigned to research in the year under review; and 3) the faculty member's goals for the year from the previous year's self-evaluation. Higher and lower research assignment percentages will result in increased or decreased expectations for each category. Note that promotion to Associate Professor requires at least one submission of a federal grant proposal as Principal Investigator (PI), and promotion to Professor requires receipt of at least one federal grant or other major extramural grant as PI.

[illegible] is typi ed by three or more of the accomplishments listed below.

- Funding of, or submitted application for, federal (or other major extramural) grant
- Carrying out roles and responsibilities in the faculty member's grant-funded research
- Publications with USF student(s) in peer-reviewed journals
- Publication of book chapters
- Publication of a book
- Submission of articles with USF student(s) to peer reviewed journals
- Presentations at regional, national, and international conferences
- Invited conference presentations, seminars, workshops, or other invited talks
- Technical report development related to grants
- Examples of activities/products leading to an outstanding rating may include:
  - Receipt of major extramural grant funding or submission of a high impact extramural grant as a PI, PD, or Co-PI, or ful llment of one of these grant roles and/or responsibilities to the faculty member's funded grant, b) publishing at least one peer-reviewed article or book chapter with USF students, c) submission of at least one article with USF students to a peer reviewed journal, d) presentations (including invited presentations) at regional, national, or international conferences

› Publication of multiple peer reviewed articles or book chapters with USF students, b) submission of peer-review manuscripts with USF students, c) presentations at national or international conferences

([illegible] is typi ed by three or more of the accomplishments listed below:

•

- Service to the profession in the form of engagement and leadership in organizations related to the discipline
- Peer review activities and editorial roles in the publication of scienti c works
- Peer-review activities for conference and scienti c meeting programs
- Peer review in the funding process
- Organization and participation in scienti c meetings, seminars and workshops
- Outreach or service to the community and other institutions, including positive media and social media representations of the eld
- Awards for service-related activities

(is re ected in engagement in several of the following types of activity commensurate with the percentage of duties assigned to Service:

- Substantial Service to the program in a Director or Coordinator role, when applicable
-

Teaching (Tenure Track faculty)

Evaluation of contributions to teaching will be based on information provided in the faculty self-evaluation, student evaluations, peer reviews or observations of teaching, and any other information known to the Directors and to the Department Chair. e number of students in the section and the response rate will be considered when evaluating student evaluations.

- [illegible] is typi ed by at least four (4) of the following types of activities:
    a. Student evaluations above the University average in all courses
    b. An outstanding peer review or observation of teaching by a faculty within or outside of the unit, including the Center for Innovative Teaching & Learning
    c. Evidence of e orts to improve content delivery, to develop curriculum, or contribute otherwise to student success
    d. Evidence of e orts to manage and develop community partnerships for student training and mentoring
    e. Attend at least one training or workshop on teaching or course development through the Academy for Teaching and Learning Excellence (ATLE), which has merger with the Center for Innovative Teaching & Learning (CITL)
    f. Administration of a training grant re ecting extensive depth of involvement with multiple students
    g. Student mentoring activities resulting in student presentations
    h. Student mentoring activities resulting in student publications or submissions
    i. Publication and presentations relating to the science of teaching and learning
    j. Chairing at least one master's thesis or doctoral dissertation committee
    k. Serving as a member on at least two Master's thesis or one Doctoral dissertation committee. Mentoring early career or midcareer faculty (doctoral students at other universities, postdocs, assistant professors, associate professors)
    l. Activities that promote knowledge translation (KT) to the eld. KT is a transformative concept that links the best elements of both broad elds and, in particular, adds educational elements to the work of researchers and others
    m. Supervise at least one independent study
    n. Honors such as awards for teaching, contribution, and mentorship
    o. Development of training materials and direct training related to teaching and training grants
- [illegible] is typi ed by at least three (3) of the types of activities listed above
- [illegible] is typi ed by at least two (2) of the types of activities listed above
- [illegible] is typi ed by at least one (1) of the types of activities listed above
- [illegible] 1 is assigned when none of the types of activities listed above are evidenced

Teaching (Instructor)

Evaluation of contributions to teaching will be based on information provided in the faculty self-evaluation, student evaluations, peer reviews or observations of teaching, and any other information known to the Directors and to the Chair. e number of students in the section and the response rate will be considered when evaluating student evaluations.

- [illegible] is typi ed by an average student teaching evaluation for the year above the college average and at least two of the following types of activities listed below
- [illegible] is typi ed by an average student teaching evaluation for the year above the University average and at least two of the following types of activities listed below
- [illegible] is typi ed by an average student teaching evaluation for the year about the University average and at least one of the following types of activities listed below
- [illegible] is typi ed by an average student teaching evaluation for the year below the University average and at least one of the following types of activities listed below
- [illegible] 1 [illegible] results is typi ed by an average teaching evaluation for the year below the University average with no evidence of teaching improvement related to the below list of activities
    a. A completion of a peer review or observation of teaching by a faculty within or outside of the unit including the Center for Innovative Teaching & Learning with evidence of course improvement based on the review/observation. Categories of peer review of teaching include review of the following: Syllabi, Canvas page, Live observation, student comments from past evaluations of the course, and overall impressions
    b. Evidence of e orts to improve content delivery, to develop curriculum, or contribute otherwise to student success (revision of course content, new course development, curriculum development)
    c. Evidence of e orts to manage and develop community partnerships for student training and mentoring
    d. Administration of a large training grant re ecting extensive depth of involvement with multiple students
    e. Student mentoring activities resulting in student presentations and publications/ submissions
    f. Publications and presentations relating to the science of teaching and learning
    g. Honors such as awards for teaching contribution and mentorship
    h. Attend at least two training or workshops on teaching or course development through the Academy for Teaching and Learning Excellence (ATLE), which has merger with the Center for Innovative Teaching & Learning (CITL)
    i. Supervise at least two independent study

Research

Evaluations at the Clinical Rehabilitation and Mental Health Counseling (CRMHC) Program level will include an assessment of the quality of the faculty's work and consider eld-appropriate evidence

h. Submission or resubmission of one or more peer-reviewed manuscripts co-authored with students

i. Publication or "in press" of one or more peer-reviewed manuscripts co-authored with students.

j. Technical report development (e.g., white paper; grant report; self-study or program evaluation report; intervention training manual/handbook)

k. Honors such as awards for research contribution and scholarship

l. At least two presentations at state, national, or international level, as evidenced by the quality of the outlet, impact of the presentation, and status of the presenter (e.g., Workshop organizer for major conference, special symposium, Keynote, invited address at a major conference; invited colloquium talk for a highly ranked program or highly respected institute)

m. Service on research committees or research conferences

n. News article, interview, or webinar participation, social media highlights related to research activity

- [illegible] is typi ed by achieving at least four (4) of the activities described above
- [illegible] is typi ed at least three (3) of the types of activities listed above
- [illegible] is typi ed at least two (2) of the types of activities listed above
- [illegible] 1 is typi ed at least one of the types of activities listed above

Service

Evaluation of contributions in the area of Service falls into three general categories: 1) to the University, 2) to the profession, and 3) to the community. University service is further broken down into service to the Department, the College, and the University at large. Public/community service activities are de ned as activities that bene t the public and community at large (i.e., local, state, regional, national, international), the profession, and the University. Professional services include service to county, state, and federal agencies, as well as contributions to speci c professional organizations, and can include student engagement.

e evaluation will be based on information provided in the faculty self-evaluation and any other information known to the Director and to the Chair. Note that assistant professors, visiting instructors, and newly hired instructors, who are typically given minimal service assignments, might receive a rating based on the expectation from their direct supervisor simply through regular engagement within the Department and through active engagement in their constituency with minimal additional responsibilities outside of the Department.

Note: In order for a faculty member to earn a Satisfactory, Strong, or Outstanding rating in Service, a faculty member must attend Departmental meetings and must make a meaningful contribution to the Department through participation and service (e.g., committees & councils).

- [illegible] is characterized by participating in at least three types of activities listed below
- [illegible] is characterized by participation in at least two types of activities listed below
- [illegible] is characterized by participation in at least one type of activity listed below

a. At least one service activity beyond the Department (i.e., service to the University or College, profession, or community)

b. At least one leadership level position in the activity (e.g., committee or council Chair or Co-Chair, an editorial position, workshop organizer, organization board member, or senator)

c. Service as a Chair of at least one service activity in the program/department (e.g., admission, recruitment, curriculum, diversity committee, etc.)

d. Service as a member in the program/department in at least two activities (e.g., program admission, recruitment, curriculum, diversity committee, etc.)

e. Service as a member to professional or community committees

f. Presentation to local businesses, agencies, or schools

g. A leadership level position in the Department, College, or University activities

h. At least one leadership level position in a professional and/or community service position (e.g., Committee Chair or Co-Chair, an editorial position, member of editorial board, workshop organizer, or organization board member)

i. Multiple service activities performed for recognized societies, organizations, or publishers as Chairs, Co-chairs or Directors

- [illegible] is re ected in any one (1) of the following:

a. e faculty member participates in only the faculty meetings with no other service being evident

b. e faculty member does not participate in Department faculty meetings

c. e e ort reported as Service is obviously not commensurate with the assigned e ort in that area (i.e., someone is assigned .25 for Service, but only shows evidence of work that should equal one (1) hour vs. 10 hours per month)

- [illegible] 1 [illegible] is re ected because a faculty member shows insu cient Service, evidence by absence from required faculty and constituency meetings or ful lling other assigned service duties. is does not apply to those who are on approved leave, sabbatical, or are on reduced or temporary appointments.

- Support or contribution to the administration of training grants, mentoring programs, or other e orts that signi cantly support of the University's teaching mission through support of students, and progress toward concrete outcomes (presentations, publications/submissions, grant submissions, etc.) by supported students
- Evidence of some successful e orts to engage in professional development, to improve content delivery, to develop curriculum, or to otherwise contribute to student success outside of the typical requirements of one's course load

[illegible] ([illegible] may be re ected in a combination of the following examples of activities:

- Satisfactory quality (or better) student evaluations of teaching in most courses
- Student mentoring activities with at least one student resulting in successful and timely completion of student projects and progress toward concrete outcomes (presentations and publications/submissions)
- Evidence of minimal e orts to improve content delivery, to develop curriculum, or to otherwise contribute to student success outside of typical requirements of one's course load

[illegible] ([illegible] may be typi ed in a combination of the following examples of activities:

- Unsatisfactory quality student evaluations of teaching in most courses
- Limited or absent student-mentoring activities or failure of successful or timely completion of student projects and/or progress toward concrete outcomes (e.g., presentations and publications/submissions)
- Demonstration of insu cient e ort to introduce needed improvement in content delivery, curriculum development, or to contribute otherwise to student success outside of typical requirements of the assigned teaching load

[illegible] (1 [illegible] results from no evidence of satisfactory teaching or mentoring.

Research

Evaluation of contributions to research will be based only on information provided in the faculty self- evaluation. It is the responsibility of the faculty member to make certain that their annual self-assessment includes all necessary information for review by the supervisor or Department Chair.

Information to include in self-evaluation:

- Narrative self-assessment that discusses the focus of the research program; expresses contribution to the faculty member's eld of study and to the University, College, and Department goals; evaluates progress against the goals from the previous year and relative to career status; and sets goals for the coming year. Discussion of FTE contributions to Research, or any related issues, should be clearly delineated
- Research grants or training grants funded/submitted, including:
  - Nature and extent of the faculty member's contribution to the research or training program (e.g., role of faculty member as re ected in Principal Investigator or Co- Investigator status; extent of research activities involved; mentoring of grant personnel such as junior faculty, post-docs, or students)
  - Type of funding source (e.g., federal, state, foundation, corporate, University, internal; quantity of funds involved)

Describe responsibilities, type and degree of involvement (e.g., member, boaad/ senior member, chair, co-chair, fellow)

Grant review activity (include funding agency, depth, and tent of involvement)

Peer reviews for books, articles, or conferee s (specify type and number of items

Evaluative criteria:

All evaluative criteria are rough guidelines. Ratings should be based on the information provided in the assessment taking into account: 1) the faculty member's rank; 2) the proportion of the faculty member's e ort that is devoted to service in the year under review; and 3) the distribution of their e ort to further their service activities. Higher and lower assignment percentages will result in increased or decreased expectations for each category. See the Governance Document Guidelines on Annual Assignments in order to determine "typical" assignments. Ratings should also be re ective of access and opportunities provided to the faculty member for service activities.

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

[illegible] may be re ected in a combination of the following examples of activities:

- Service beyond the Department in multiple activities (i.e., service to the University or College, profession, or community)
- A leadership level position in the activities (e.g., committee chair or co-chair; an editorial position, such as editor intiv:tJ0ru82 -1.46iiMC 0 r or co-chair; an editorial5) contribution to S 0.yrganijtnp l
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Research Professor Ranked Career Path—
Research Professor/Associate Research Professor/Assistant Research Professor *(Approved Unanimously by Faculty 12/06/2021)*

Evaluation of Research, Teaching, and Service

For each area that is part of faculty's assigned duties, faculty are evaluated on a scale of 1-5 (with 5 being the highest rank and 1 being the lowest) as follows:

Outstanding	5
Strong	4
Satisfactory	3
Weak	2
Unsatisfactory	1

Note: In all categories below, Florida Statute 241.731 decrees that in evaluating the competencies of a faculty member, primary assessment shall be in terms of his or her performance of the assigned duties, and such evaluation shall be given adequate consideration for the purpose of salary adjustments, promotions, reemployment, and tenure. In other words, faculty will only be evaluated in e ort areas in which they have an annual assignment of e ort.

Faculty may appeal their annual evaluation score by requesting a review of their curriculum vitavitae and self- assessment by the Dean of the College of Behavioral and Community Sciences.

Evaluative criteria

All evaluative criteria are rough guidelines. Ratings will be based on all the information provided and will consider the amount of e ort assigned to each faculty in each of the categories (e.g., Research, Teaching, Service), and information provided in the faculty self-evaluation. It is the responsibility of the faculty member to make certain that their annual self-evaluation includes all necessary information for review by the supervisor or Chair.

Research Faculty in this Department have varying responsibilities, often determined by grant funding. is might include directing community-based agencies, overseeing research or contractual grant activities, conducting research activities, teaching classes, serving on student thesis and dissertation committees, and/or performing service activities, etc.

Due to the diversity of activities in which faculty engage and the percentage of FTE across categories, the emphasis for the ratings will be on process/e ort toward agreed upon goals and proportion of time. e goals should be selected by the faculty and discussed with their Supervisor at the beginning of each year and should relate to the speci c activities under each category as appropriate (e.g., Research, Teaching, Service) and proportion of FTE devoted to each activity. Annual evaluation criteria should be based on progress and e ort toward these goals.

In order to provide guidance of activities that should be included in the goals, this document provides examples for each of the three areas of Research, Teaching, and Service that re ect the alignment of the evaluation guidelines with the promotion package for the department.

Research

Scholarship takes many forms, including independently conducted as well as collaboratively generated research and scholarly projects, contributions to new knowledge, community improvement, and consensus-driven or evidence-based practice. ese activities in CBCS range from research (creation and attainment of new knowledge, whether basic or applied) to the development and implementation of community-engaged activities/programs and improved standards of practice. e purpose of research and scholarly work is the substantive advancement of a eld of inquiry or practice, whether by the generation of new knowledge and technologies or consensus-driven and evidence-based practices within the discipline.

Examples of research activities may include but are not limited to:

- Preparing, submitting, revising, publishing peer-reviewed articles (accepted or submitted), books, or book chapters
- Writing for submitting, revising/resubmitting, awarded contracts and grants (awarded or submitted)
- Preparing, submitting, editing technical reports/grant-related annual reports
- Directing/conducting/implementing awarded research grant and contact projects
- Preparing, submitting accepted/invited peer-reviewed presentations at conferences (accepted or submitted)
- Demonstrating in uence on policy and practice (e.g., collaborating with leaders of policy and practice)
- Reviewing of books and articles
- Receiving competitive honors, awards, and fellowships
- Reviewing grant applications
- Participating in invited publications

e type of documentation will vary among elds, units, and individuals. Evaluation should not be expected to use forms of documentation that are not typical in their disciplines. Evaluation of applied research should consider potential or actual impact on policies and practices.

It is noted that in some areas of scholarship, publications or other products may appear only after lengthy or extensive e ort, ande ort and may be found in a wide range of venues, both of which can be particularly true of community-engaged and/or interdisciplinary work at the local, national, and/or international levels. Evidence of community-engaged research as well as international/global scholarship may be demonstrated by peer-reviewed publications, as well as by high-pro le products such as non-peer reviewed publications, technical reports, formal presentations to local, national, or international agencies, or other products as designated by the department/school.

For collaborative and co-authored scholarship, the evaluation should include consideration of the candidate's role and contribution to the work, consistent with standards of disciplinary and/or interdisciplinary scholarly practice.

e body of work of a candidate must be judged against the appropriate national and/or international standards within the area of research and scholarly activities, balancing the signi cance and quality of contributions with the quantity of scholarly products, including publications and other scholarly products commensurate with the faculty member's assigned duties.

Teaching/Professional Training/Technical Assistance

roughout this document, the word teaching shall refer to instruction in university classes, professional training, and technical assistance.

If teaching is part of a faculty member's assigned duties, the record of activities must provide evidence of excellence in teaching. is includes a record of e ective, high-quality instruction, as speci ed by the relevant academic unit.

E ective teaching (i.e., teaching that results in learning for those taught) requires a thorough knowledge of the subject; the ability to communicate that knowledge clearly through media appropriate to the subject, discipline, and the needs of learners; and the ability to work with, motivate, and serve as an inspiring role model for learners.

Research Associate Unranked Career Path—
Assistant in Research/Associate in Research/Research Associate
(Approved Unanimously by Faculty 12/10/2021)

- Peer review or observation of teaching
  - is could be completed by another faculty member in the Department, or by someone outside the Department (e.g., Center for Teaching Excellence)
- Student mentoring/Academic Advising
  - Descriptions of all activities should include the depth of involvement (servings as Chair, Supervisor, Committee member, etc.), status of the project, and outcomes, including any presentations or publications/submissions
  - Doctorate (Ph.D.) dissertations
  - Doctorate (Ph.D.) student research rotations
  - Audiology Doctoral Projects
  - Master's degree theses/Applied Field Experience Projects
  - Undergraduate Honors eses
  - Directed research activities
- Training grant or research grant administration that involves mentoring, student support, or personnel preparation
  - 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:

e evaluative criteria are provided as guidelines. Ratings will be based on all of the information provided and will take into account the proportion of the faculty member's e ort that is devoted to teaching in the year under review, the distribution of their e ort in advising, course development, teaching and mentoring. Ratings should also be re ective of access and opportunities to the faculty member for teaching and mentoring. e guidelines given assume typical assignments. Higher and lower assignment percentages will result in increased or decreased expectations for each category. See the Governance Document Guidelines on Annual Assignments in order to determine "typical" assignments.

(is warranted when the faculty member demonstrates quality in teaching. Examples of quality in teaching will be re ected in a combination of the following types of activities:

- Outstanding quality student evaluations of teaching in all courses
- Extensive Student mentoring/Academic Advising activities, with students resulting in successful and timely completion of student projects and concrete outcomes (Applied Field Experience Projects, presentations, and publications/submissions)
- Administration of a training grant re ecting extensive depth of involvement with multiple students, signi cant support of the Department's teaching mission through support of students, and concrete outcomes (presentations and publications/submissions) by supported students
- Evidence of extensive e orts to improve content delivery, to develop curriculum, or to contribute otherwise to student success outside of typical requirements of one's course load

(is re ected in a combination of the following examples of activities:

- Strong quality (or better) student evaluations of teaching in all courses
- Considerable Student mentoring/Academic Advising activities with 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 signi cant support of the Department's teaching mission through support of students, and progress toward concrete outcomes (presentations and publications/submissions) by supported students
- Evidence of some successful e orts to improve content delivery, to develop curriculum, or to contribute otherwise to student success outside of the typical requirements of one's course load

[illegible] ([illegible] s re ected by the following types of activities:

- Satisfactory quality (or better) Student evaluations of teaching in most courses
- Student mentoring activities with at least one student resulting in successful and timely completion of student projects and progress toward concrete outcomes (presentations and publications/submissions)
- Evidence of minimal e orts to improve content delivery, to develop curriculum, or to contribute otherwise to student success outside of the typical requirements of one's course load

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- At least one high-impact presentation, as evidenced by the quality of the outlet, impact of the

Service

Evaluation of contributions in the area of service will be based on the amount of e ort, faculty self-assessment, and any other information known to the Department Chair, and will take into account the proportion of the faculty member's e ort that is devoted to Service in the year under review. It is the faculty member's responsibility to make certain that their annual self-assessment includes all necessary information for review by the supervisor or Chair. Additionally, a meeting between the faculty member and the supervisor may be necessary to ensure they both have the information needed to complete the evaluation and review process fairly and e ectively.

Information to consider including in the self-evaluation:

- Narrative self-assessment that discusses the nature of the service activities; expresses contribution to University, College, and Department goals; evaluates progress against the goals from the previous year and relative to career status; and sets goals for the coming year
- Service on University, College, or Department committees (e.g., Child & Family Studies [CFS] Governance Council, Diversity Committee, etc.)
  - Describe responsibilities, type, and degree of involvement; and
  - Indicate whether position is elected or appointed
- Service as it relates to mentorship
  - Engaged in formal and informal mentoring of sta or graduate students, relating to research
- Service to the profession
  - Engaged in 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)
    - Indicate whether elected or appointed
  - Peer-review activities.
    - Describe grant-review activity (include funding agency, depth, and extent of involvement)
    - Describe 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
    - Describe journal or series editor/associate editor responsibilities (i.e., describe scope and nature of activities, time commitment, and quality of outlet)
    - Describe formal appointment to editorial, review, or advisory boards (describe scope and nature of involvement)
  - Seminars and workshops, primarily oriented to continuing professional education, related to professional organization/agency/society, in or related to the discipline, beyond grant-funded activities and without compensation
    - Describe the extent and nature of participation (e.g., organizer, participant, or discussant)
    - Indicated the status of venue (e.g., international, national, state, or local organization)
    - Indicate whether participation was invited or submitted

    - Inter-Institutional Invitations
        - Describe 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 service activity including:
        - e community involved (e.g., global, national, regional/state, local)
        - e extent of curricular engagement between university and community (e.g., address community-identi ed needs, deepen students' civic and academic learning, enhance community well-being, and enrichment to the scholarship of the institution)
        - e outreach activity (i.e., provision of institutional resources for community use with bene ts to both campus and community)
        - e partnership activity (e.g., collaborative interactions with community and related scholarship for the mutually bene cial exchange, exploration, and application of knowledge, information, and resources such as research, capacity building, economic development, etc.)

Evaluative criteria:

e evaluative criteria are provided as guidelines. Ratings will be based on all of the information provided and will consider the amount of e ort assigned to each faculty. e guidelines given assume

Dispute of Evaluation

If a faculty member is not satis ed with the Evaluation Summary prepared by the evaluator (Department Chair or equivalent), the faculty member may pursue additional review and evaluation per current UFF collective bargaining guidelines.