School of Public Affairs (SPA)

GOVERNANCE DOCUMENT

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PREAMBLE

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 seeking knowledge, values, and skills in public affairs. The education and technical skills offered to students are intended to build strong and sustained professional, managerial, and community-serving abilities as well as to prepare them for leadership roles in an increasingly global society. The faculty is also committed to research and development of applied and relevant knowledge of issues of public policy, urban planning, and public management at all levels of governance: local, state, national, and global. Quality education and scholarship provided by SPA will help students to achieve their professional goals and aspirations as well as serve the strategic mission and objectives of the University of South Florida.

MISSION

The School of Public Affairs provides quality education, research and public service to prepare leaders in public administration, nonprofit management, community development and planning. We engage in public policy, scholarship and outreach activities in an urban region to meet community, nation, and global needs.

VALUES

The USF School of Public Affairs recognizes and commits to the values of the University. In addition, the School of Public Affairs is committed to:
- Public service values, knowledge transfer, and engagement with the community;
- Fostering integrity and upholding professional standards in teaching, scholarship and engagement;

- 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.

ARTICLE I. Structure of the Department

Section A. Departmental Membership

Item 1. ***Faculty membership*** 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 units shall be considered members of the School if more than 50% of their budgeted salary is administered through SPA.

Item 2. ***Voting faculty*** in the School of Public Affairs (hereinafter SPA) shall include full-time tenured and tenure-earning appointed academic ranks of Professor, Associate Professor, and Assistant Professor. The position of School Director, and Instructors on renewable contracts are also considered members of the voting faculty. Faculty on approved leave, phased retirement/DROP and those on sabbatical leave retain full voting rights in all matters. If unable to attend meetings, they may vote by written proxy on tenure and promotion and retention or appointment of the SPA Director.

Item 3. ***Non-voting faculty*** are those individuals who hold Emeritus status, post- doctoral appointments, visiting appointments, courtesy appointments, adjunct appointments, or other titles/ranks.

Item 4. Courtesy Faculty appointments may be recommended by a two-thirds (2/3) approval of the voting faculty of the School in accordance with University procedures. Courtesy faculty do not have voting rights and are not paid by the USF School of Public Affairs.

Item 5. Restricted voting privileges may be afforded to a non-voting faculty member for the purpose of serving on an approved standing or ad hoc committee of the School, in accordance with the guidelines of the committee on which they serve. This privilege does not extend to faculty meetings or any other departmental or personnel decision making. This privilege can be granted by a two-thirds (2/3) approval of the voting faculty.

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. The department's
             recommendation for renewal will be made in the next-to-last year of the
             Director's appointed term.

Item 3. The position of School Director may be filled (a) through a national search, in
             accordance with approved USF procedures, and/or (b) from an internal search
             whereby a senior member of the faculty (tenured Associate or Full professor) is
             recommended. All tenured members of the School faculty are eligible to serve
             as School Director. When the Director position becomes open, all nominees
             including self-nominees will be presented and discussed at a regular or special
             called meeting of the faculty. The meeting is to be chaired by a senior faculty
             member who is not a candidate. The faculty recommendation, including the
             numbers of faculty in support for nominee(s) for School Director, will be
             submitted to the College Dean for consideration.

Item 4. In the absence of an active School Director, the Dean will name an interim or
             acting Director until the position is filled.

Item 5. Teaching responsibilities of the School Director will be determined in consultation
             with the Dean.

Item 6. The Director is charged with implementing University and College policies and
             procedures as delegated by the President, Provost and Dean.

Item 7. The Director, with the assistance of other School administrators and committees,
             directs the administration of the School, supervises and provides annual
             evaluations for all personnel, scheduling of assignments, nomination of
             personnel to college and university-wide committees, and budgets and is
             accountable to the Dean of the College of Arts and Sciences for all
             issues relevant to the School.

Item 8. The School Director meets with other administrative units on and off campus
             acting as the representative of the School faculty, staff and students. In
             counsel with other Directors, Chairs and the Dean, the School Director
             participates in the development and implementation of policy and
             procedures within the college.

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 its'
　　　　　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 assistantships;
- (d) To select and evaluate graduate assistants.

Item 7. Program Directors are responsible to work with their respective community advisory committees/councils and must convene a meeting at least one time each academic year.

Section D. Undergraduate Program Coordinator of the School

Item 1. The School Director, with prior consent of the individual and in consultation and recommendation with the faculty, will appoint a qualified faculty member to serve in the role of Undergraduate Program Coordinator taking into account the needs of the School and its' respective programs.

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

Item 3. The term of Undergraduate Program Coordinator is up to three years. The Undergraduate Program Coordinator serves at the pleasure of the School Director and may be eligible for reappointment to serve a maximum of two consecutive terms (6 years). An Undergraduate Program Coordinator who has served two consecutive terms will be eligible for reappointment three years after leaving office. An alternate succession plan, should it be needed, may be recommended by program faculty .

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

Item 5. The following tasks are the responsibility of the Undergraduate Program Coordinator, in consultation with the School Director:

(a) To manage, maintain and coordinate the School's undergraduate curriculum including course requirements and content;

(b) To manage undergraduate curriculum development and delivery;

(c) To recruit, train, and schedule adjunct faculty; and biannually assess the performance of adjunct faculty teaching undergraduate courses for the School;

(d) To market and promote the program, and recruit and advise undergraduate students;

(e) To coordinate with undergraduate advisors, program directors, and coordinators throughout the University to address student needs and concerns;

(f) To coordinate with the School's graduate program directors as necessary;

(g) To carry out specific administrative tasks associated with the undergraduate program as required by the School, College and University.

ARTICLE II. Conducting Departmental Business

Section A. Faculty Meetings

Item 1. Regular meetings of the School faculty and staff shall be convened once a month during the academic year. Special meetings may be called by the Director as necessary, or by any three (3) members of the voting faculty.

Item 2. The School Director or a person designated by him/her will be responsible for announcing all regular meetings of the School faculty and staff by means of a written memorandum or e-mail at least one week (7 days) in advance of the meeting. The notification should include an agenda. For planning purposes, a list of faculty meeting dates should be generated at the start of the academic year (Fall semester) and should be kept to a regular period to accommodate the teaching schedules of faculty.

Item 3. A standard agenda should be provided for each meeting of the faculty. Prior to submission of an agenda, faculty members should be asked for items to be included. In addition to standard agenda items, several items should appear on the agenda periodically during the academic year including: (a) budget updates, (b) Faculty Advisory committee reports, (c) Ad hoc committee updates, and other items relevant to School, College and University issues. This provision does not preclude faculty from introducing new agenda items at the meetings. Agenda items requiring a vote of the faculty should be clearly identified as "action items".

Item 4. The School Director is responsible for conducting school meetings; however, if circumstances dictate, a Program Director may act for the School Director in his or her absence.

Item 5. Faculty meeting decorum will follow Robert's Rules of Order. 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.

ARTICLE III. Standing and Ad Hoc Committees

Section A. Standing Committees

1. Faculty Advisory Committee

Item 1. The **membership** of the Faculty Advisory Committee will consist of one (1) faculty representative from MPA selected by the MPA faculty, one (1) faculty representative from MURP selected by the MURP faculty, and one (1) at-large faculty member elected by all voting faculty members of the School. All tenured faculty members are eligible for membership on this committee. The committee will elect a chair from its membership at its first meeting each academic year (Fall semester). In situations where there are insufficient members available, willing, or able to serve, the School Director will appoint a replacement to fill an open slot. The School Business and Fiscal Analyst/Office Manager serves as an ex-officio member of this committee.

Item 2. The **term** for service on this committee will be one academic year with eligibility to serve a second consecutive term in accordance with the process outlined in Item 1 above.

Item 3. The primary **charge** of this committee is to serve an advisory and consultative function to the School Director on major activities of the School including policy, personnel, budget issues, and commitment of resources. The Faculty Advisory Committee will also advise the Director on matters that require input from the full faculty membership. The following duties must be carried out each academic semester:

    (a) To help establish and support the implementation of school policies;
    (b) To assist in the development of school plans and budgets;
    (c) To discuss programmatic planning, course offerings, faculty assignments;
    (d) To serve as a mechanism for student, faculty, and staff expression of their views on issues important to school functioning;

Item 4. The committee should meet at least twice per semester with the School Director. The committee chair should seek input from the faculty (voting and non-voting), staff, and Director for any items of importance to be placed on the agenda.

Item 5. The Chair of the committee should provide a report to the faculty at the next upcoming faculty meeting.

2. *Academic Program Committees*

Item 1. The programs in the School will each be guided by an Academic Program Committee. The **membership** of each Academic Program Committee will include all faculty of that program (e.g. Public Administration, Urban and Regional Planning). The committee shall appoint one (1) student majoring in that respective program for discussions on curriculum, policy matters, and program quality improvement. The student representative may not vote on issues related to personnel matters within the School.

Item 2. The **term** for faculty service on this committee is open and continues each academic year. The term for a student representative is one (1) academic year. A student may be re-appointed for one (1) additional term.

Item 3. The primary **charge** of this committee is to serve an advisory and consultative function to the Program Director on policies and procedures and allocation and commitment of Program resources. The following duties must be carried out each academic year:

(a) To review programmatic planning, course offerings, and coverage of courses;
(b) To develop and evaluate the overall educational objectives and plan of instruction for the Program;
(c) To evaluate required and elective courses, and approve proposals for new or modified courses, consistent with the SPA policies and procedures;
(d) To keep abreast of accreditation standards of relevant professional associations (e.g. the Southern Association of Colleges and Schools; the Network of Schools of Public Policy, Affairs and Administration ; or the Planning Accreditation Board or other disciplinary credentialing organizations) and ensure that the Program's curriculum is consistent with those standards;
(e) To serve as an admissions committee, reviewing applications, admitting students, and allocating program-specific graduate assistantships or financial aid;
(f) To review student progress toward graduation as needed;
(g) To provide a process for review of student academic, disciplinary and/or behavioral issues which violate University, College or School policy; disrupt the classroom learning environment; or demonstrate poor professional performance in an internship or other program related placement.

Item 4. Respective Program Directors will provide reports at the next upcoming faculty meeting summarizing relevant votes and highlighting the work of the committee.

3. Faculty Evaluation Committee

Item 1. The **membership** 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 its' own chairperson at the first meeting.

Item 2. The **term** 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 **charge** 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 Dean's 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 Agreement (UFF) and Provost's Office.

4. Tenure and Promotion Committee

Item 1. The **membership** of the Tenure and Promotion Committee shall consist of all full-time, tenured faculty in the School at the level of Associate Professor or higher. In the case of instructor promotion, an Instructor at a higher level may be appointed to serve. The School Director will not be a member of this committee. Voting will be restricted to those members of the committee with tenure at a higher faculty rank than the candidate. In other words, only Full Professors may vote on promotion of Associate Professors. Likewise, in the case of an instructor promotion, only an Instructor at a higher rank than the candidate may vote. In lieu of at least 3 eligible voting members, the School Director will consult with the,
Associate Dean for Faculty Affairs for CAS and recommend qualified individuals from outside the School. The Associate Dean will then appoint -surrogate Tenure and Promotion committee member(s).

Item 2. The full faculty will vote annually to appoint an Instructor to serve should there be a request for review of a career path promotion. The committee will convene as necessary each academic year when there are mid-tenure and/or tenure and promotion cases to review.

Item 3. The primary **charge** of this committee is to act in accordance with University, College and School tenure and promotion procedures, including Instructor career path promotion guidelines, in reviewing and assessing materials submitted by faculty candidates. This committee acts as an independent reviewing body in preparing an evaluation regarding mid-tenure, tenure and promotion, and instructor career path promotion recommendations. The following duties must be carried out each academic year as necessary:

(a) Review School guidelines for tenure and promotion to Associate Professor and Full Professor consistent with University and College guidelines;

(b) Review School guidelines for Instructor career path promotion to Instructor II or III consistent with University and College guidelines;

(c) Bring suggested updates of School Tenure and Promotion and Instructor Career Path guidelines to the full faculty for input and vote;

(d) Provide an extensive review of tenure-track faculty at the mid-point of the probationary period and assess their progress according to mid-point expectations;

(e) Provide an extensive review and make recommendations for the department on candidates for tenure and promotion to the rank of Associate Professor;

(f) Provide an extensive review and make recommendations for the department on candidates for promotion to Full Professor;

(g) Departmental recommendation for or against tenure is the prerogative of the tenured faculty. A vote of the Tenure and Promotion committee will result in a clear and substantive summary report of reasons for both positive and/or negative votes. A split vote of the committee must include a minority report;

(h) Provide an extensive review and make recommendations for the department on candidates for Instructor career path promotion to the ranks of Instructor II or III.

Section B. Ad Hoc Committees

Item 1. Other committees may, from time to time, be created as deemed necessary by the faculty and/or Director to conduct the business of the School. A two-thirds (2/3) vote of the faculty shall be required to create an ad hoc committee, which will include the charge, membership, and term for the committee.

ARTICLE IV. Faculty Search and Hiring Procedures

Item 1. Maintaining a vibrant and active faculty is essential to meeting the goals and aspirations of the School. The search for new faculty is considered an important component of this endeavor. Searches will proceed as follows:

(a) The School Director receives authorization from the Dean for a new faculty search;

(b) All employees associated with the search will follow USF HR guidelines and complete HR testing and certification for their roles.

(c) The School Director forms a search committee of at least four (4) faculty members of the voting faculty of varying ranks from within the School, and at least one member from outside the SPA. The outside member may be a tenured faculty member from another department in the university or may be a member of the professional community with expertise in a similar field as the proposed new faculty hire. The selection of an outside community member to serve on the Search Committee should be made in consultation with the Faculty Advisory Committee;

(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 "unacceptable" for the position, and a ranking 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 2. Refer to Article I, Section B, Item 3 for procedures to search and hire the position of School Director.

ARTICLE V. Grievances

Item 1. SPA grievance procedures function within the context of the College, University and BOT/UFF procedures and policies. Faculty members, students, and staff members who feel they have a grievance should consult the appropriate handbook and guidelines and should conform to all such guidelines and time periods.

ARTICLE VI. Summer and Overload Teaching Policy

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 those that have not had an opportunity for overload teaching within the School during the previous academic year.

ARTICLE VII. Amendments to this Document

Item 1. This Governance Document may be amended at any regular faculty meeting of the School provided the specific amendment shall have been distributed in writing with the agenda of the meeting at least 7 days prior to the meeting. The amendment is to be discussed at that faculty meeting and the vote delayed at least one week later or until the next faculty meeting, whichever the faculty prefers.

Item 2. A two-thirds (2/3) vote of the full voting faculty is required to amend the document.

Item 3. Voting will be by sealed/secret ballot submitted to the Business and Fiscal Analyst/Office Manager. Written proxies will be allowed when amending this document.

<u>Appendix A: School of Public Affairs Annual Faculty Evaluation Procedures and Criteria</u>

The procedures and criteria below apply to annual evaluations of all tenured/tenure-track faculty and continuing instructors. This Annual Evaluation document 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.

<u>Permanent Faculty</u> (Tenure-Earning, Tenured, Continuing Instructors)

1. Annual Evaluation Procedures

1.a. Evaluations will be conducted each Spring semester in accordance with the currently operative college and university guidelines and the USF/UFF Collective Bargaining Agreement (CBA).

1.b. Faculty will ordinarily be evaluated by the Faculty Evaluation Committee (FEC) which is constituted each academic year in accordance with the SPA Governance Document. Early in the spring semester, the Chair of the Faculty Evaluation Committee will notify faculty members of the deadline for submitting annual reports and distribute instructions for their contents and format. The FEC will provide faculty with at least several weeks' notice to submit their reports.

1.c. Faculty members will be responsible for submitting an accurate and complete annual report in the designated format by the designated deadline. The designated format follows the guidance of the university (e.g., Archivum Faculty Information System).

1.d. Materials submitted after the deadline may not be credited for the annual evaluation unless the FEC and School Director agree to accept them. The FEC and/or School Director may require and consider a substantive reason for the delay in submitting. Annual evaluations cannot be conducted past the deadline issued by the College without permission for exception granted by the CAS Dean.

1.e. The FEC and SPA Director will each independently review faculty members' annual reports and evaluate their work. In accordance with USF policies on nepotism, faculty members may not evaluate their spouses/domestic partners. If one spouse/partner is serving on the FEC, they will recuse themselves from any evaluation process of the other. If one spouse/partner is serving as SPA Director, arrangements will be made through the CAS dean's office for the other to be evaluated by an appropriate substitute.

1.f. Annual evaluations will include summary determinations of Outstanding, Strong, Satisfactory, Weak, or Unacceptable for each assigned duty, along with a narrative to substantiate each decision. Determinations may be split between categories (e.g., Strong/Outstanding). Evaluations for tenure-track faculty members will also include a review of

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. At the conclusion of this open meeting period, the Chair of the FEC or designated committee member is responsible to enter the final annual report for each faculty member into the Archivum or other university system.

1.k. In accordance with the CBA, faculty may submit a concise statement commenting on the FEC and/or School Director's annual evaluation for their official file. They may also request in writing a meeting with an administrator at the next higher level to discuss concerns regarding the evaluation that were not resolved in previous discussions.

2. Components of Annual Evaluation and the Annual Report

2.a. Annual evaluations follow a calendar year. This includes Spring, Summer (if applicable), and Fall of the same calendar year.

2.b. Annual evaluations will be based on assigned duties and the materials provided in Annual Reports. Faculty will only be evaluated in areas in which they have an annual assignment of duties (Teaching, Research, Service) and with expectations that are in proportion to the effort assigned. Faculty with an Administration assignment will have that effort evaluated solely by the School Director. All faculty are encouraged to address any discrepancies between assigned and performed duties in their Annual Reports.

2.c. The Annual Report submitted for evaluation will include the materials required for USF's online reporting system (e.g., Archivum). Each year, each faculty member is asked to provide a current progress report covering activities in the preceding calendar year. Annual evaluations are based only on the prior year's performance. The following items are required for the annual report:

- A formal CV, covering the faculty member's career
- 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 them into consideration when evaluating the faculty member's performance.

2.e. ***Assigned Teaching duties:*** 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 evaluations of teaching, and may not be based solely on student assessments when additional information has been made available. Teaching evaluations will also take into account class size, scope, and sequence within the curriculum, as well as format of delivery and the types of instructional media utilized.

Teaching activities include but are not limited to:
- teaching undergraduate and graduate courses
- developing new courses or substantially revising courses
- writing and evaluating student comprehensive examinations
- supervising independent studies or undergraduate student research projects
- supervising or serving on committees for undergraduate honors' theses, master's theses, and dissertations
- organizing community/civic engagement, leadership, or study abroad programs; teaching/working with students engaged in such programs
- submitting grant proposals focused on instruction
- publishing scholarly articles related to education in one's field

2.f. ***Assigned Research duties:*** For assigned research duties, faculty must provide copies of manuscripts and documentation of presentation and/or publication status for their research to be credited. Faculty are strongly encouraged to provide a narrative regarding their research agenda, the relevance and quality of their presentation and publication venues, and the impact of their scholarship. Faculty are also encouraged to include supporting documents in Archivum as evidence of research achievements.

Research activities include but are not limited to:
- publishing scholarly books

- publishing articles in refereed professional journals
- publishing chapters in edited book collections
- publishing textbooks that change the way scholars view the discipline
- publishing scholarly encyclopedia entries
- publishing edited book collections
- engaging in the scholarly activity of editing professional journals
- writing and/or performing creative work that draws on research
- participating in applied or community-engaged research projects
- submitting internal and external grant proposals in support of research projects
- presenting research at conferences, symposia, colloquia, etc.

2.g. ***Assigned Service duties:*** For assigned service duties, faculty must provide evidence of their relevant university, professional, and/or public service contributions. Faculty are strongly encouraged to provide additional information regarding the nature, extent, outcomes, and impact of their service work.

Service activities include but are not limited to:
University Service
- serving on and/or chairing committees in the school, college, or university
- serving on and/or holding an elected or appointed position to promote shared governance (e.g., Faculty Senate; Strategic Planning; Diversity, Equity, Inclusion etc.)
- writing proposals and documents for the school, college, or university
- reviewing proposals for college and university awards
- giving presentations at university events
- serving in a leadership position in the school (as undergraduate or graduate director) or serving as a director of an Institute or Center

Professional Service
- chairing or serving as a discussant for a panel at a conference
- reviewing a manuscript for a refereed journal or academic book publisher
- serving on a journal's editorial board
- handling the administrative components of editing or co-editing a journal
- serving as a book series editor for a publisher
- reviewing paper proposals for a section of a professional conference
- organizing conferences or workshops
- serving on scholarly awards committees
- reviewing grant proposals
- reviewing tenure and promotion applications for candidates at other universities
- reviewing academic programs at other universities
- holding office in a professional association

Public/Community Service (must draw on academic background)
- offering interviews with the media

- 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. ***Assigned Administrative duties:*** 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.

3. Assessment Rating Process for Annual Evaluation Categories

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 School Director will make use of all materials provided in the file in order to evaluate teaching.

3.a.1. Students' assessments of faculty teaching will be taken into consideration, particularly insofar as they can indicate faculty members' dedication and effort in the classroom, respect for students, accessibility to students, and ability to inspire interest in the material. However, given scholarly evidence of validity problems particularly where response rates are low, annual evaluations of teaching will be based primarily on judgments by faculty rather than students. Consideration of student assessments will be context dependent, taking into account the rigor of the class, the size and level of the class, the modality of class delivery, the representativeness of the response rate, the relevance of students' implicit biases, and other factors that are historically associated with lower or higher student assessments. In particular, faculty whose teaching otherwise demonstrates effective course design, rigor, fairness, and respectful treatment of students will not have their annual evaluation lowered because of lower than average student assessments.

3.a.2. The FEC and School Director will use the benchmarks in the Rating Rubric (see below) as a general guide to evaluating teaching but will also consider various circumstances as explained and documented in the faculty member's narrative when determining the final evaluation.

3.a.3. Accomplishments in teaching will merit the specified evaluations for a standard teaching assignment of 50%. For higher or lower teaching assignments, expectations will be proportionally higher or lower (e.g., approximately half as much work will merit comparable evaluations for a teaching assignment of 25%).

3.b. Assessment of Research – the FEC and School Director will make use of all materials provided in the file in order to evaluate research.

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 narrative when determining the final evaluation.

3.b.2. SPA considers outstanding research to consist of making a substantial contribution to the peer-reviewed scholarship in a faculty member's area(s) of specialty, 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 narrative when determining the final 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 school, college, university, professional, and/or public institutions. Serving in all capacities isn't necessary, especially if service in one capacity is particularly significant (e.g., serving in a

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 evaluate any portion of a faculty member's 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.

4. Annual Evaluation Rating Rubric
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 review each faculty member's annual report, compare activities to those on the rubric, and will then assess the quality, quantity, and contribution and assign a final rating score.

4.b. The ratings should be in the range of 5 (Outstanding) to 1 (Unacceptable) for each category according to the rubric. FEC members will leave blank any scales for which a faculty member does not have assigned duties sufficient to be evaluated. The final scores of the FEC and School Director will be entered into the USF Archivum system.

FEC/School Director Final Ratings submitted to FIS	USF Rating Scale
5.0	Outstanding
4.5	Strong to Outstanding
4.0	Strong
3.5	Satisfactory to Strong
3.0	Satisfactory
2.5	Weak to Satisfactory
2.0	Weak
1.5	Unacceptable to Weak

5. SPA Annual Evaluation Rating Criteria

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.

5.a. <u>SPA Annual Evaluation Rating Criteria for RESEARCH</u>

NOTE:
* Publications must be "published" or "accepted/in-press" with documentation of final 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.).

5 = OUTSTANDING (Research)
- First or Sole author of **published** peer reviewed article in high quality academic journal (including high quality online academic journals)
- First or Sole author of **published** book or edited volume with high quality academic press
- First or Sole author of **published** 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 **funded federal, national, or international refereed external** research grant
- PI or Co-PI on **submitted high impact federal, national, or international refereed external** 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

4 = STRONG (Research)
- Co-author of **published** peer reviewed article in high quality academic journal (including high quality online academic journals)
- Co-author of **published** book or edited volume with high quality academic press
- Co-author of **published** 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 **funded local or regional refereed external** research grant
- PI or Co-PI on **submitted high impact local or regional refereed external** research grant application/proposal
- PI or CO-PI on **funded internal competitive** research grant
- Research presentation at refereed regional or disciplinary conference in faulty member core research area
- Regional or disciplinary research award or honor in faculty member core research area
- Demonstration of high quality and impactful community engaged research and scholarship (e.g., needs assessments; research or technical reports or papers for institutes, government agencies, or community groups/organizations; evaluations of public policy impact on communities; analysis of innovative public affairs programs/practices, etc.)

3 = SATISFACTORY (Research)
- Author or Co-author of **published** article in lower tier journal, news report, or research review (including online outlets)
- Author or Co-author of **published** book chapter in non-academic or popular press
- Author or Co-author of **published** academic conference proceedings, encyclopedia article or book review in academic journal
- Author or Co-author of **published** Op-ed article
- Author or Co-author of submitted manuscript under review with academic journal
- PI or Co-PI on **submitted internal competitive** research grant
- Invited research presentation at local conference or community-based organization
- Development and submission of proposal to community partner organization of impactful community engaged research and scholarship project

2 = WEAK (Research)
- Manuscript in progress but not submitted for review
- Research grant application (internal or external) in progress but not submitted for review
- Presentation in progress but not submitted to academic or community engaged outlet for review

1 = NOT ACCEPTABLE (Research)
- Not actively engaged in scholarly research or community engaged scholarship projects

5.b. SPA Annual Evaluation Rating Criteria for TEACHING

NOTE:
* 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.).
* Community engaged impact of scholarship may include products or deliverables produced for community dissemination, evidence of implementation, research quality, etc.

5 = OUTSTANDING (Teaching)
- Chair or Co-Chair of doctoral dissertation
- Serving as doctoral defense chair
- Supervisor or mentor of graduate thesis or capstone project
- Supervisor or mentor of graduate or undergraduate independent study
- Supervisor or mentor of Honors Thesis student in independent research
- Serving on 3 or more thesis (undergraduate/graduate) committees and/or dissertation committees
- Development of a new course to meet school needs and enhance curriculum
- Converting variable title course to new formal course to enhance curriculum
- Overall teaching ratings meet or exceed school and/or college averages for similar courses
- PI or Co-PI on **funded federal or state competitive external grant** to support engaged teaching and learning activities (e.g., service learning, community-based project, classroom techniques/tools, etc.)
- PI or Co-PI on **funded local or regional community partnership grant or contract** to support an engaged teaching and learning project
- PI or Co-PI on **submitted high impact federal or state competitive external** engaged teaching and learning grant application/proposal
- Presentation at refereed national or international academic conference relevant to community engaged teaching or teaching effectiveness
- Nationally or internationally recognized teaching award or honor
- Demonstration of high quality and impactful community engaged teaching and learning practices through course deliverables (e.g., technical reports, project summaries, products produced by the class for use by the community, etc.)

4 = STRONG (Teaching)
- Serving on 1 or 2 thesis (undergraduate/graduate) committees and/or dissertation committees
- Updating existing online course to meet school needs and enhance curriculum
- Preparing an existing course that has been newly assigned or taught for the first time by

faculty member ("new course prep")
- Converting an existing course to a new format (e.g., convert to online or hybrid)
- Overall teaching ratings in range with school and/or college averages for similar courses
- PI or Co-PI on a **submitted high impact local or regional community partnership grant or contract** to support an engaged teaching and learning project
- PI or Co-PI on **funded internal** teaching grant
- Presentation at refereed regional or disciplinary conference relevant to community engaged teaching
- Regional or disciplinary recognized teaching award or honor
- Evidence of the use of high quality and impactful engaged teaching and learning approaches and/or techniques through course assignments listed in the syllabus

3 = SATISFACTORY (Teaching)
- PI or Co-PI on a **submitted internal** teaching grant
- Participation in at least 1 resource through USF CITL or related university source to enhance teaching effectiveness
- Participation in at least 1 resource offered through a recognized disciplinary or national organization to enhance teaching effectiveness
- Overall teaching ratings slightly below range with school and college averages for similar courses
- Invited community engaged teaching presentation at local conference or community-based organization
- Development and submission of proposal to community partner organization for a classroom engaged project assignment

2 = WEAK (Teaching)
- Overall teaching ratings below range with school and/or college averages for similar courses and student comments suggest inconsistent pattern of teaching effectiveness
- Syllabi lack clarity and/or are missing some required elements
- Little or no evidence of supervision of student independent study
- Little or no evidence of participation in teaching resources to enhance teaching effectiveness
- Presentation in progress but not submitted to academic or community engaged outlet for review

1 = NOT ACCEPTABLE (Teaching)
- Syllabi fail to follow required USF and/or school requirements with critical information missing
- Not actively engaged in scholarly teaching and learning practices
- Overall teaching ratings significantly below school and/or college averages for similar courses and student comments suggest serious concerns with teaching effectiveness
- No evidence of effort to improve teaching effectiveness

5.c. SPA Annual Evaluation Rating Criteria for SERVICE

NOTE:
* Faculty member is responsible to provide documentation and/or explanation of type of service and level of engagement to show "significance"

5 = OUTSTANDING (Service)
- Serve in a leadership role (Chair/Co-chair) on school, college, or university committee
- Serve in a leadership role of a professional organization
- Serve in a leadership role of a community organization or group
- Serve as editor or on editorial board of an academic or professional journal
- Serve as an invited grant reviewer for a national or federal funder
- Participation in an accreditation, other educational, or disciplinary review board
- Significant service to profession or disciplinary activities
- Significant service to school, college, or university activities
- Significant service to community-based organization activities

4 = STRONG (Service)
- Serve as an active member on school, college, or university committee
- Serve as an active member of a professional organization
- Serve as an active member of a community organization or group
- Serve as a manuscript reviewer for an academic journal or book press
- Serve as a grant proposal reviewer for external competitive funder
- Serve as a grant proposal reviewer for internal university funds
- Evidence of broad service to profession or disciplinary activities
- Evidence of broad service to school, college, or university activities
- Evidence of broad service to community-based organization activities

3 = SATISFACTORY (Service)
- Participation in some routine activities for school, college, or university
- Participation in some activities for a professional organization
- Participation in some activities for a community organization or group
- Ad hoc reviewer for academic journal or book press
- Ad hoc reviewer for external or internal grant proposals

2 = WEAK (Service)
- Minimal evidence of participation on school, college, or university committee
- Minimal evidence of participation on professional or community committees or activities

1 = NOT ACCEPTABLE (Service)
- No evidence of participation on internal or external committees or activities