

Child & Family Studies

Governance

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SOUTH FLORIDA

Child & Family Studies
College of Behavioral & Community Sciences

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CFS Governance

Purpose of this Document

This 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 ratified 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 staff 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 staff who are supported by outside sources such as contracts and grants. The governance structure of CFS reflects these differences, and emphasizes features to enhance flexibility and responsiveness in decision-making and policy development, and to provide ongoing staff involvement in key policy decisions. These policy decisions include those occurring within the Department and those made by CBCS that directly affect the Department.

It is a goal of the Department to foster an environment in which CFS faculty and staff 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. This governance document provides guidance regarding structure and process to promote formal ongoing faculty and staff involvement in departmental decision-making and policy development. The 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 staff are involved in major decisions and development of policies that affect the Department. The document provides key governance structures and activities and describes procedures for evaluation, promotion, and tenure of faculty within the Department.

The Department will regularly convene faculty and staff meetings to promote information sharing and discussion of key issues and policy decisions. CFS faculty and staff 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 staff 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. The foregoing authorities will govern if any provision of this local governance document is inconsistent with or in conflict with them.

This Department is not currently a multi-campus unit. If departmental faculty are hired at branch campuses, we will modify our governance and T&P documents to ensure that those faculty are included in matters of faculty governance and Tenure & Promotion to ensure they have voice in departmental issues. We recognize the principles of equity of assignment, resources, and opportunities of faculty across a multi-campus university.

SECTION 1: Department Description and Administrative Structure

A. CFS Vision, Mission and Values

The 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 reflect the USF Strategic Plan for 2022-2027 — <https://www.usf.edu/strategic-plan/>

1. Vision

Child and Family Studies is committed to improving the well-being of individuals, children, and families within communities across the country through promoting respect, inclusion, development, achievement, mental and behavioral health, and an optimum quality of life.

2. Mission

- a. Generate hope and solutions for the complex issues confronting individuals, children, families, and communities through leadership in research and evaluation, theory, policy, and practice innovation.
- b. Promote successful, well-educated, highly skilled, and adaptable graduates who contribute to the well-being of individuals, children, and families, and are engaged citizens in a democratic society, functioning in local and global communities.
- c. Support faculty and student excellence conducting high-impact research and developing new knowledge and innovative practices to create positive global impact in the lives of individuals, children, and families.
- d. Advance the effective application of the best available practices in communities and agencies through partnership and engagement including education, training, dissemination, consultation, evaluation, advocacy, and collaboration.
- e. Develop a diverse and inclusive community through demonstrating a sensitivity to and understanding of the cultural, economic, and social diversity of our society through the way we conduct our work and the outcomes of that work.
- f. Engage in visionary planning and sound stewardship to ensure a strong and sustainable financial base that will allow us to continue our activities, improve services, and influence policy-making bodies, funding agencies, communities, and other organizations that support individuals and families while adapting to emerging opportunities.

3. Values

Values are those beliefs essential to reaching the vision, mission, and the purpose of the mission. Our beliefs are demonstrated by the respectful and professional ways in which we conduct research, our efforts at teaching, training, and sharing information, and our partnerships with the individuals and families that we serve.

We believe that:

- a. Families and communities are the foundation for the well-being of their members and of society.

Within the CFS work environment—

- b. Our mission can best be accomplished in a professional and supportive environment that: (a) relies on the contribution of every member of the department and (b) values the diversity of individuals in the department and multi-disciplinary approaches that result from their collaboration.

- 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 staff” will include those individuals who are in the USF Administration (formerly Administrative and Professional) and USF Staff (formerly University Support Personnel System – Regular status) personnel categories. All references to “CFS staff” in this document refer to both USF Administration and USF Staff personnel categories.

Hourly and salaried employees who are classified as OPS (Other Personnel Services), including people who are classified 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” modifiers, 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 of courtesy faculty appointments from other departments/schools within CBCS, faculty affiliated with other Colleges within USF, and appropriate and qualified 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

The Chair is the Executive Officer of the Department and is charged with implementing University, CBCS policies and procedures as delegated by the President, Provost, and CBCS Dean. The Chair will meet all qualifications of a faculty member, and will have academic as well as administrative responsibilities. The Chair will provide leadership and direction to ensure that all department activities are consistent with the vision, mission, and values of the Department. The 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

The Associate Chair of Academics provides general oversight of academic programs within CFS. The 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. The 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. The Administration Director manages the Department's human, physical plant, and fiscal resources as well as Departmental communication and information dissemination. They 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 Office, and the Office of the Controller. The 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 affect department business and mission. The Administration Director also engages in marketing, media relations, and department dissemination activities.

The 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. The 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). The primary responsibilities of the research divisions are research, dissemination, teaching, and service. The 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 Therapy (MFT). These 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).

The 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 children, youth, young adults, and their families with or at-risk of behavioral health challenges across human service sectors including mental health, substance abuse, child welfare, juvenile justice and education. These activities are grounded in system of care values and principles of family-driven, youth – guided, community based and culturally and linguistically competent. Expertise is also brought to bear in system infrastructure including effective leadership, financing and research and evaluation methodology.
- ii. **Florida Center for Inclusive Communities (FCIC).** Florida Center for Inclusive Communities provides interdisciplinary education programs; community services; applied research; evaluation; training and technical assistance; and information dissemination to promote full participation, independence, and productivity of individuals with Intellectual and/or developmental disabilities (I/DD), persons who may be at risk, and their families.
- iii. **Rightpath Research and Innovation Center (Rightpath).** Rightpath Research and Innovation Center employs cutting edge research methods to develop, evaluate, and disseminate tools, strategies, and programs that elevate achievement of vulnerable children. The Rightpath Center, with a focus on prevention, works to improve language, literacy and mathematics development in young children who are at risk of poor outcomes due to limited English language proficiency, low socioeconomic and ethnic minority backgrounds, or those who have communication, learning, behavioral or intellectual disabilities.

b. Academic Programs

- i. **Applied Behavior Analysis (ABA).** The academic program in Applied Behavior Analysis is committed to preparing behavior analysts as scientist practitioners. There are program offerings at the undergraduate, graduate, and doctoral level. The ABA program also offers a fully online master's degree cost recovery program.
- ii. **Child and Adolescent Behavioral Health (CABH).** This academic program offers a Master of Science Degree in Child and Adolescent Behavioral Health and as well as several affiliate graduate certificates to prepare professionals to work in public and non-profit agencies, including schools, addressing the needs of diverse children and adolescents experiencing behavioral health challenges and their families.
- iii. **Clinical Rehabilitation and Mental Health Counseling (CRMHC).** The mission of this academic program is to promote quality behavioral health care for all, particularly people with disabilities, and to help the state and nation meet their human service and workforce needs in rehabilitation and mental health counseling through teaching, research and service. This academic program offers a master's program in Clinical Rehabilitation and Mental Health Counseling and several graduate certificate programs. Students who graduate from the CRMHC program are eligible to apply for licensure in the state of Florida as licensed mental health counselors or as Certified Rehabilitation Counselors (CRCs). The fully online Rehabilitation Counseling and Disability Sciences (RCDS) cost recovery master's degree program is offered through the CRMHC program.

- iv. **Marriage and Family Therapy (MFT).** Marriage and Family Therapy. This 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 staff, 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. The 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. The 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 staff. The duties of the Associate Division or Associate Program Director(s) will be defined 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

The 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 affecting the Department. The 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 staff 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

The CFS Administrative Function Workgroup is a standing departmental workgroup composed of administrative staff from the CFS Divisions and Programs who have responsibility for human resources and fiscal issues for their units. This workgroup facilitates the efficient implementation of policies and procedures related to human resources and fiscal matters.

7. CFS Organizational Model

The model in Appendix 1 represents the current functional organization of the Department. This figure is intended to capture research, administrative, and academic divisions within CFS. This 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

The Department will assemble a CFS Governance Council to review key policy issues, actively participate in decisions affecting 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, financial accounts
- Hiring/layoffs
- Functional units or other organizational support structures
- Space allocation, and other matters relevant to faculty and staff

1. Membership

All members of the department faculty and staff (as defined 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.

The 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 Staff employment categories (a total of 6 staff representatives). In addition, one of the CFS representatives to the CBCS Faculty Council will serve as the 13th member of the CFSGC. The representative serving his or her second year will be the primary member (voting member) and the representative serving his or her first 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. These 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 staff 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 confirm 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 effort will be made to fill each position with an employee from the specific employment category. In the event that a position cannot be filled with an employee from the category, nominations will be solicited for employees from the broader employment category (i.e., Faculty or Staff). This will ensure equal faculty and staff representation and will maintain a 13 member CFSGC.

Faculty and staff 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 filled 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 runoff will be conducted.

The members of the CFSGC will serve two-year staggered terms. The terms of the initial group will be determined by a draw conducted at the first meeting with half the members appointed for a one-year term and half for a two-year term. If someone is unable to fulfill their two-year term, the CFSGC Chair, in consultation with CFSGC members, will appoint a representative from that employment category to fill 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. The CFSGC Chair will hold a faculty position, and the Vice Chair will hold a staff position. The 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 staff 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 staff and faculty; likewise, the CFSGC provides input on behalf of CFS faculty and staff to CFS Leadership Team, CBCS Faculty Council, and CBCS Administration on key topics such as policies, procedures, governance, and other topics affecting CFS and CBCS. The CFSGC relies upon participation of all departmental staff and faculty in the governance process (via personal communication, emails, council meeting participation, etc.) to ensure views are adequately represented.
- iii. **Leadership and Decision-Making:** CFSGC provides multiple perspectives to the CFS administrative decision-making process. Representatives of both staff and faculty discuss policy changes and the effects on varied constituencies, leading to greater understanding and trust between faculty, staff and administration. This also includes making recommendations and decisions that impact CFS, ensuring current policies are being implemented as intended, and promptly addressing critical issues that affect CFS.

b. Relationship between the CFS Governance Council and CBCS Faculty Council (comprised of faculty members from each department in CBCS):

- i. **Communication/Transparency:** The relationship between the CFSGC and the CBCS Faculty Council should be one of transparency and bidirectional openness to serve the interests of Faculty and Staff across departments.
- ii. **Collaboration:** The CFSGC will be responsible for maintaining its own agenda and priorities that fit the unique mission and composition of CFS, while also paying attention to possibilities for engaging in collaborative projects with the CBCS Faculty Council.

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

- i. **Advocacy/Representation:** The CFSGC Chair brings a varied and informed voice to the CFS Leadership Team. The 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. The CFSGC utilizes information gathered at the Leadership Team meetings to address issues that impact Faculty and Staff.
- 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 confidentiality of management decisions.

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

- i. The 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 staff
- CFSGC provides a voice for employees in the Department so that all are represented
- CFSGC provides information and guidance to employees on issues that affect CFS staff 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 staff are communicated to each division and leaders within CFS

ii. The College of Behavioral and Community Sciences

- CBCS is enriched by the unified 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 affect all in CFS
- CFSGC ensures that feedback and recommendations of CFS faculty and staff 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 staff 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. The CFSGC serves as an impetus for involving faculty and staff not otherwise invested in the governance and operation of CFS, CBCS, and USF
- ii. As CFSGC engages staff and faculty, our representation within CFS, CBCS, and USF will be reflective of staff 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. The 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. The CFSGC Chair will also represent the interests and concerns of employees of CFS and the CFSGC to the CFS Department Chair and CBCS Dean.

The Role of the CFSGC Vice-Chair is to provide support to the CFSGC Chair. The CFSGC Vice-Chair will stand in for the CFSGC Chair should the Chair be unable to attend meetings or fulfill their duties.

As noted under Membership, the CFSGC Chair should be a faculty member to ensure communication of and attention to issues specific to Faculty lines (e.g., assigned faculty duties, tenure and promotion, faculty evaluations).

The role of the CFSGC Recorder is the oversight of the recording of the Governance Council meeting minutes and distribution of minutes to the Governance Council for review and approval. The CFSGC Recorder is also responsible for ensuring approved minutes are made available to CFS employees by posting these on the CFSGC webpage.

Similarly, CFSGC members are responsible for actively communicating issues and actions of the CFSGC with the CFS faculty and staff they were elected to represent as well as introducing departmental issues to the Governance Council for possible action.

4. Meetings

The CFSGC will meet at least quarterly. All meetings of the CFSGC will be announced in advance via email and are open to all faculty and staff of CFS as defined in Section 1.B.1 and 1.B.2 of this document. The CFS Department Chair and Associate Chair of Academics maintain a standing invitation to all CFSGC meetings. Minutes will be recorded for all meetings and made available to the Department faculty and staff. Items for the agenda will be solicited from CFSGC Chair at least a week before the scheduled meeting date. Meetings will utilize *Robert's Rules of Order*.

If faculty or staff members identify issues, they feel should be addressed by the CFSGC, these should be brought to the attention of their representatives on the Governance Council as well as the CFSGC Chair. The CFSGC Chair will call meetings of the CFSGC in a timely manner when issues arise that require the attention and input of the CFSGC.

The CFSGC may also identify agenda items for the departmental staff meetings, review nominations for membership on the CFSGC, and in collaboration with the Leadership Team and Department Chair, draft departmental policies and/or operational recommendations. When votes are taken in the CFSGC, a quorum will be defined as half the number of members. An affirmative decision will be made by a simple majority of those voting.

CFSGC meetings can be virtual or face-to-face based on the needs of the committee.

5. CFS Governance Council Committees and Workgroups

The CFSGC will form ad hoc (time-limited) committees as necessary for issues that need to be addressed by the Governance Council. The CFSGC will also have a standing Faculty committee and a standing Staff committee (comprised of members from Administration and Staff employment categories) within the CFSGC to address and vote on issues specific to employees within a particular employment category. Additional CFS employees may be solicited to serve on these committees as deemed appropriate. For issues that need an at-large vote within the department, the CFSGC, as a whole, will determine whether the issue should be voted upon by both staff and faculty or only a specific employment category.

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 staff and faculty members, while others, such as Tenure and Promotion Committees, will consist solely of faculty members.

The Department Chair will appoint committee members in consultation with the Leadership Team and CFSGC. The 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.

Ordinarily, Committee Chairs will serve for a period of two years, and this term may be renewable for additional periods. Each committee may elect additional officers, and may consult with the Department Chair and the CFSGC to determine changes in committee composition or leadership. E-mail solicitations will be sent to all faculty and staff when committee vacancies arise, and members may self-nominate for consecutive terms.

Members of each departmental committee will determine how often the committee will meet. All meetings will be announced within the department via email and are open to all members of the Department. Committee meetings will generally be held at least twice per year. All committees will keep brief minutes that will be made available upon request. Any staff member may suggest an agenda item for the meetings by e-mailing the Committee Coordinator in advance of the meeting. When votes are taken in committees, a quorum will be defined as half the number of committee members and an affirmative decision will be made by a simple majority of those voting.

Search committees are a special type of committee, and the Office of Diversity and Equal Opportunity has rules regarding their composition. The Chair of a faculty search committee will be a faculty member who whenever possible has expertise in the substantive area related to the position to be filled. The Chair of Administration and Staff search committees can be either faculty or staff as defined in this document and should have expertise in the substantive areas related to the position to be filled.

1. Faculty Committees

CFS will have a standing *Curriculum Committee*, for issues related to curriculum, undergraduate and graduate program development, and professional continuing education programs (including graduate certificates). The committee will also be responsible for oversight of CFS faculty credentialing (see Appendix 2).

CFS will have a standing *Admissions Committee* for each academic degree and certificate program within the department. The composition of these committees shall be determined by the Program/Certificate Director in consultation with the Department Chair. Each Admissions Committee will be responsible for issues related to admission of students to a specific CFS program, recommending policies for student recruitment and advisement to the specific program, establishing and monitoring the minimum program admission requirements, discussing admission trends and reviewing special admission requirements for the program, and reviewing program recruitment and retention strategies as well as student diversity issues, consistent with the Department, College, and University goals.

The Department Chair in consultation with the leadership team and the CFS Governance Council will appoint an ad hoc department-wide *Student Affairs Committee* as needed. The Student Affairs Committee shall be composed of at least three faculty members from different degree or certificate programs. The CFS Student Affairs Committee will be responsible for recommending policies and procedures pertaining to maintaining student academic standards and academic integrity and consideration of CFS student grievances and appeals.

Department-level *Faculty Tenure and Promotion Committees* will be established as specified in CBCS Guidelines for Faculty Appointment, Tenure, and Promotion. Any changes to these guidelines will be automatically adopted as official procedure for the purpose of this CFS governance document.

C. Departmental Faculty and Staff Meetings

The date and time of the annual faculty and staff 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. These meetings will be facilitated by the Department Chair and/or the Chair of the CFSGC. Ad hoc faculty and/or staff 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-offs, space allocation, and the departmental budget. During each meeting, time will be reserved for open discussion or new business from the floor.

Staff can request a specific 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 staff will be appointed as Parliamentarian and will be responsible for interpreting procedures according to *Robert's Rules of Order*.

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

Substantive issues that impact the direction of the Department should be discussed at faculty and staff meetings. In addition, the Department Chair, in consultation with the CFSGC, may request a vote of the faculty and staff on issues related to strategic plans, proposed budgets, or other areas identified as of significant importance. The CFSGC will establish procedures for purposes of voting at faculty and staff meetings on recommendations, resolutions, or changes. Whether through a poll, survey, or other means, an affirmative 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 staff will work under the principle that collegiality and teamwork are an integral part of the success in accomplishing the mission of the Department.

A. Appointment, Retention, and Reappointment of the Department Chair

1. Hiring and Appointment of the Department Chair

It is the responsibility of the CBCS Dean to appoint the Department Chair. The CBCS Dean will solicit input from the CFS Leadership Team, CFS Governance Council, and departmental faculty and staff prior to making the appointment. The goal of the appointment process is to promote transparency in the selection of the Department Chair. The Department Chair serves at the discretion of the CBCS Dean.

Upon learning that the Department Chair position is to be vacated, the CBCS Dean will determine if there will be an external or internal search based on input from the CFS Leadership Team, CFSGC, and departmental faculty and staff and other factors such as the strategic direction and mission of the Department, availability of funds, and interest among existing faculty in serving as Department Chair.

In the event of an internal search and/or interim appointment, the CBCS Dean will seek input from the CFS Leadership Team, CFSGC, and departmental faculty and staff through a recommendation process. Self-recommendations will be accepted as will recommendations from other members of CBCS and the University, including the CBCS Dean. Those faculty members who are recommended will be contacted by the CBCS Dean to determine their interest in applying for the position.

In the event that an external search is conducted, members of CFS faculty and staff will comprise the majority of those on the search committee. The search committee will screen candidates and provide feedback on perceived strengths of each finalist as well as areas of concern or those in need of further exploration. All searches will be conducted in accordance with CBCS and University policies, procedures, and regulations.

2. Retention of the Department Chair

The CBCS Dean will conduct a survey of CFS faculty and staff on an annual basis to assess the Chair's performance. During the course of any year, if issues arise between the Chair, CFS Leadership Team, CFSGC, and CFS faculty and staff that are determined to be irresolvable through ordinary channels and through informal and formal processes within the Department, the CFSGC may ask the CBCS Dean to review these issues. At the discretion of the CBCS Dean, a vote of CFS faculty and staff may be called regarding the ongoing status of the Department Chair. Should a decision be made to replace the Chair, the choice of an Interim Chair will be made by the CBCS Dean, in consultation with the department leadership and the CFSGC.

3. Reappointment of the Department Chair

At the conclusion of the Department Chair term, the CBCS Dean will consult with the Department Chair regarding their willingness to seek reappointment. In the event the Department Chair does not wish to be reappointed, the CBCS Dean will follow the guidelines outlined in Section 3, A-1.

If reappointment is sought, the CBCS Dean will solicit input from the CFS Leadership Team, CFSGC, and CFS faculty and staff prior to making the appointment.

B. Faculty Hiring

Many CFS faculty members are supported fully or in part by grant and contract funds. The availability of these faculty positions is specified by the funding contracts and the scope of work of the funded projects. The 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 identified as part of a department strategic planning process and will be addressed at the CFS Leadership Team, CFSGC, and departmental faculty and staff 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. That 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. The Search Committee will screen all candidates and present a short list of the top-rated candidates to the Department Chair.

The 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. The Department Chair will submit their final selection along with information regarding the search committee's recommendations to the CBCS Dean for final approval.

CFS faculty hiring emphasizes diversity as well as knowledge/skills, not only for affirmative action goals, but also because of our values and our mission. Faculty hiring will reflect 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 staff 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 staff within the Department will receive an annual performance evaluation. All evaluations must be signed by the evaluator and the CFS faculty or staff evaluated before submission to the Assistant CBCS Dean, in the case of faculty, and to the Human Resources Director, in the case of staff. Evaluations of CFS faculty and staff 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. The 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 Guidelines*. Consistent with the most current revision of the CBCS *Research Professor Promotion Guidelines*, the Chair of CFS will establish on an annual basis, or as needed, a Departmental Committee for the Research Professor Career path (D-RPP) to review applications of faculty and to make recommendations to the Department Chair and the CBCS RPP Committee. Please refer to the CBCS *Research Professor Promotion Guidelines* for further information. When possible, departmental representatives serving on the CBCS RPP Committee should not serve on the D-RPP. In cases where a faculty member serves on both the CBCS RPP and D-RPP, the individual may participate in the discussion of the CBCS RPP Committee but may not vote on the application at the college level.

The D-RPP Committee will consist of no less than three and not more than five faculty members in the same career path. 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-RPP, the membership of the committee may be supplemented with: (1) individuals from other career path groups within the Department who hold rank higher than that of the candidate, or (2) by eligible faculty in the Research Professor career path from other departments in the College or within the University. The Department Chair and the CFSGC will solicit committee nominees from eligible

faculty. If more than five people are nominated, the tenured faculty will vote to elect a five-member D-RPP Committee from among those nominated. Nominees to the D-RPP committee must have held a faculty appointment for a minimum of two years.

3. Departmental Research Associate Promotion (D-RAP) Committee

CFS decisions about promotion for individuals in the Research Associate path are made in accordance with the CBCS *Research Associate Promotion Guidelines*. Consistent with the most current revision of the Child and Family Studies guidelines for promotion for the Research Associate Career Path, the Chair of CFS will establish on an annual basis, as needed, a Departmental Committee for the Research Associate Career Path (D-RAP) to review applications of faculty and to make recommendations to the Department Chair and the CBCS RAP Committee. Please refer to the CBCS *Research Associate Promotion Guidelines* for further information. When possible, departmental representatives serving on the CBCS RAP Committee should not serve on the D-RAP. In cases where a faculty member serves on both the CBCS RAP and D-RAP, the individual may participate in the discussion of the CBCS RAP Committee but may not vote on the application at the CBCS level.

The D-RAP Committee will consist of no less than three and not more than five faculty members in the same career path. 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-RAP, the membership of the committee may be supplemented with: (1) individuals from other career path groups within the Department who hold rank higher than that of the candidate, or (2) by eligible faculty in the Research Associate career path from other departments in CBCS, or within the University. The Department Chair and the CFSGC will solicit committee nominees from eligible faculty. If more than five people are nominated, the tenured faculty will vote to elect a five-member D-RAP Committee from among those nominated. Nominees to the D-RAP committee must have held a faculty appointment for a minimum of two years.

4. Departmental Instructor Promotion (D-PIP) Committee

CFS decisions about promotion for Instructor are made in accordance with the CBCS *Professor of Instruction Promotion Guidelines*. Consistent with the most current revision of the CBCS guidelines for promotion for the Professor of Instruction Career Path, the Chair of CFS will establish on an annual basis, as needed, a Departmental Committee for the Professor of Instruction Career Path (D-PIP) to review applications of faculty and to make recommendations to the Department Chair and the CBCS PIP Committee. Please refer to the CBCS *Professor of Instruction Promotion* guidelines for further information. When possible, departmental representatives serving on the CBCS PIP Committee should not serve on the D-PIP. In cases where a faculty member serves on both the CBCS PIP and D-PIP, the individual may participate in the discussion of the CBCS PIP Committee but may not vote on the application at the college level.

The D-PIP Committee will consist of no less than three and not more than five faculty members in the same career path. 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-PIP, the membership of the committee may be supplemented with: (1) individuals from other career path groups within the Department who hold rank higher than that of the candidate, or (2) by eligible faculty in the Professor of Instruction career path from other departments in the College, or within the University. The Department Chair and the CFSGC will solicit committee nominees from eligible faculty. If more than five people are nominated, the tenured faculty will vote to elect a five-member D-PIP Committee from among those nominated. Nominees to the D-PIP committee must have held a faculty appointment for a minimum of two years.

¹ The Tenure and Promotion guidelines may vary depending on the date the faculty member was hired. Faculty are advised to consult with the CBCS Associate Dean for Academic Affairs to help them determine which set of guidelines is appropriate for their situation.

SECTION 4: Allocation of Resources

The allocation of resources refers to decisions about budget, staff support for faculty, equipment, utilization of office space/rooms, permission to access data or information, etc. The Department will strive for transparency in all decisions related to the allocation of resources. Department Chair, Leadership Team, and CFS Governance Council will consult with the CBCS Dean on any major decision affecting academic, financial, or material resources.

A. Resource Oversight

All faculty and staff responsible for oversight of CFS resources, which includes Division as well as department-wide resources, must adhere to CBCS and University (USF) procedures. It is the role of the Department Chair, Leadership Team, and CFS Governance Council to ensure that faculty and staff are informed about the availability of resources, the need to cut resources (e.g., due to budget reductions or financial exigency), and the appropriate method by which CFS faculty may access these resources.

It is the role of the Department Chair, Leadership Team, and CFSGC to ensure that resource utilization coordinates with CFS strategic planning. A guiding principle is that department resources should be invested wisely to support fulfilling the CFS vision, mission, and goals.

In order to provide information about CFS budget and resource allocation processes, the CFS Administration Director and/or the CFS Departmental Chair will periodically update members of the Leadership Team and CFSGC with information on the CFS strategic planning, including budget and resource allocations. For the CFSGC, this information will be provided at least once annually in the spring or fall of each year.

Principal Investigators are responsible for the fiscal management of the grants and contracts under their administration. However, the allocation of resources should be executed collaboratively with the CFS Division in which the project is housed and with the Department as a whole.

Each Division and Program Director will provide oversight and approval for their unit-level resources. The CFS Chair will serve as the final level of oversight and approval for the allocation of department resources.

B. Space Allocation

Decisions regarding the allocation of office space will be made within the CFS Divisions for division-specific projects. Requests for new office space or changes in existing office space should be made first to the appropriate Division or Program Director who will work collaboratively with faculty and staff to accommodate space needs. Should a cross-division project occur or projects for which space needs are beyond the resources of an individual division, the allocation of office space will be determined by the CFS Leadership Team in consultation with the Department Chair.

SECTION 5: Conflict Resolution and Grievances

A. Relationship to CFS Governance

This section pertains to potential conflicts among faculty and staff members, between the Department Chair and faculty and staff, between faculty and students, and in supervisory relationships. The shared governance processes of CFS are intended to maintain a climate in which open communications occur and in which resolution of conflicts in the work environment can be resolved without going through formal procedures. Although the collegial resolution of conflicts is desired, faculty and staff have the right to follow the formal conflict 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 staff strive to make the CFS work environment collaborative and collegial. Should conflicts among faculty and/or staff members arise, every effort should be made to resolve conflicts informally and among those directly involved in the conflict.

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

SECTION 6: Amending the CFS Governance Document

This governance document will be reviewed by the CFS Governance Council, in collaboration with the Department Chair and Leadership Team, every two years to determine if there is need for any revisions. Special attention shall be paid to whether the number of faculty in any given category might necessitate change in the number of Council membership slots assigned to that category. If the CFS Governance Council decides that revisions are necessary, the CFS Governance Council Chair and Department Chair will alert faculty and staff to the process for revising the governance document and ensure that faculty and staff are involved in providing input regarding potential revisions. Substantive changes to this governance document will be approved by a majority vote of the CFS faculty and staff voting.

CFS Governance Document Adoption History²

01-05-07	Initial Governance Workgroup Meeting	11-20-15	Revised Teaching Credentials document (Appendix 2 of the CFS Governance document) approved by vote of CFS.
01-26-07	TREaD Review of Governance Process		
06-07-07	CFS Leadership Team Partial Document Draft Review	12-15-16	Revised CFS Governance document approved by vote of CFS.
06-12-07	DARES Leadership Team Partial Document Draft Review	09-01-17	CFS Governance document amended to include Rightpath Research and Innovation Center as a new division
07-03-07	CFS Faculty and Staff Governance Process and Partial Document Draft Review	12-06-17	Approved by CBCS Dean Serovich
07-19-07	S&L Governance Process and Partial Document Draft Review:	05-29-20	CFS Governance document revised to align with CBCS consolidation documents; revised CFSGC membership requirements; revised terms throughout to be consistent with CFS organizational chart; revised section on T&P to reflect changes made to CBCS documents; revised appendix 3 to more clearly reflect CC committee; added updated CFS organizational chart
08-15-07	CFS Leadership Team Partial Document Draft Review		
09-06-07	CFS Faculty and Staff Full Document Draft Review		
09-12-07	DARES Leadership Team Full Document Review		
09-25-07	CFS Leadership Team Full Document Review	07-17-20	CFS Governance document revised to align with CBCS Instructor Promotion Guidelines
10-04-07	FMHI Deans Office Full Document Review		
10-11-07	Final Document Prepared for Ratification	06-03-22	CFS Governance document revised to include CFS Evaluation guidelines
10-24-07	CFS Faculty and Staff Vote for Ratification		
11-02-07	Approved by the Department Faculty and Staff	04-06-23	CFS Governance document revised to align with new CFS leadership, new Associate Chair of Academics position, revised CFS Organization model Appendix 1, changes from Instructor line to Professor of Instruction, and faculty membership for serving on thesis and dissertation committees in Appendix 3.
01-11-08	Approved by the FMHI Dean		
05-13-08	First Council seated		
02-10-10	CFS Governance revised		
04-14-11	CFS Governance revised	08-02-23	CFS Governance document revised to align with new CFS leadership, new Associate Chair of Academics position, revised CFS Organization model Appendix 1, changes from Instructor line to Professor of Instruction, faculty membership for serving on thesis and dissertation committees in Appendix 3, and to align CFS's mission with the USF strategic plan.
12-13-12	CFS Governance revised		
04-09-13	CFS Governance revised		
09-16-13	Appendices 2 and 3 added		
09-21-15	CFS Governance revised (four amendments approved by CFS faculty and staff)		

² Revision history will be added to the above list as changes are made.

Child & Family Studies

Appendices

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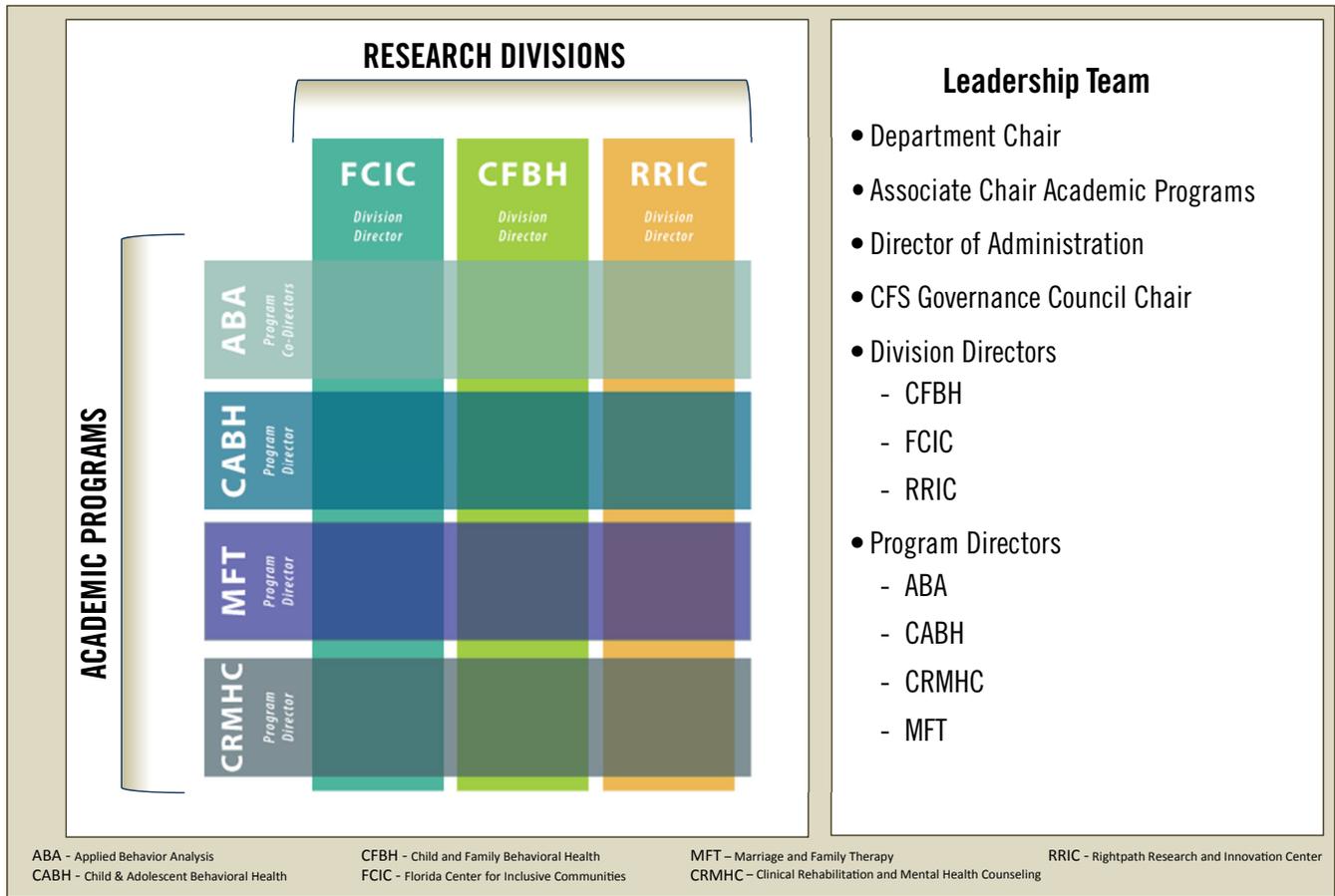
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UNIVERSITY of
SOUTH FLORIDA

Child & Family Studies
College of Behavioral & Community Sciences

Appendix 1: CFS Organizational Model



Appendix 2: Credentialing

1. Departmental Statement of Teaching Credentials

Behavioral health is defined as the interdisciplinary scientific study of healthy and problematic behavior and factors that influence 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 scientific, 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 certificate courses. To achieve this goal, CFS carefully reviews and credentials all instructors of record for our academic undergraduate, graduate, and certificate courses. We follow the USF and SACS requirements for credentialing, while at the same time, recognizing that behavioral health is an interdisciplinary field of study.

To maintain the breadth and quality of our interdisciplinary field of study, it is necessary to recruit faculty from a variety of disciplines and backgrounds. Thus, to be credentialed to teach undergraduate students in a baccalaureate course or undergraduate certificate, instructors of record must have a doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline). Faculty and instructors of record teaching graduate, post-baccalaureate, and/or graduate certificate coursework, must have an earned doctorate/terminal degree in the teaching discipline or a related discipline.

As behavioral health is an interdisciplinary field of study, graduate and doctoral degrees (or a minimum of 18 graduate credits) can be in (including but not limited to) public health, health services research, psychology, sociology, anthropology, education, political science, human development, developmental disabilities, applied behavior analysis, geography, women's and gender studies, medicine, nursing, business, communications, public administration, rehabilitation counseling, mental health counseling, marriage and family therapy, addictions and substance abuse, law, and/or social work.

CFS faculty/instructors who teach in the Clinical Rehabilitation and Mental Health Counseling (CRMHC) CORE/CACREP program should be Certified Rehabilitation Counselors (CRCs) or certificate-eligible, or Licensed Mental Health Counselors (LMHCs) or license-eligible. Faculty/instructors who teach in the Clinical Rehabilitation and Mental Health Counseling Program without an CRC/LMHC or eligibility for either but who hold a Ph.D. or equivalent may be credentialed to teach Research and Evaluation, Legal and Ethical Issues, Human Growth and Development, Diagnosis and Psychopathology, and Individual Evaluation and Assessment courses or others with the approval of the department chair.

CFS faculty/instructors who teach in the Marriage and Family Therapy (MFT) program should be Licensed Marriage and Family Therapist (LMFT) or MFT license-eligible in the state of Florida. Exceptions can be made based on clinical specialties, research focus, or teaching experience. Faculty/instructors who teach a practicum course in the MFT program must be an AAMFT approved supervisor or candidate.

CFS faculty/instructors who teach in the Applied Behavior Analysis (ABA) program should be Board Certified Behavior Analysts (BCBA) or certificate 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 certification, research accomplishments, special training, or other competencies relevant to the course(s) being taught.

2. Graduate Faculty and Affiliate Graduate Faculty

The University of South Florida recognizes Graduate Faculty and Affiliate Members of Graduate Faculty. Only Graduate Faculty, and Affiliate 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

The credentialing of CFS faculty to teach CFS courses will be the responsibility of the CFS program directors of degree and certificate programs for the CFS faculty who teach in those specific CFS degree and certificate programs. If a CFS faculty teaches in both CFS degree and certificate 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

The 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 University policies and procedures for Faculty Credentialing for being on committees, please see <https://www.usf.edu/graduate-studies/faculty-and-staff/faculty-credentialing.aspx>

5. Thesis and Dissertation Requirements

University thesis and dissertation requirements including student responsibilities, graduate faculty, and academic definitions can be found at this link, <https://catalog.usf.edu/content.php?catoid=15&navoid=2108&hl=%22Committee+Approval+%22&returnto=search>

Appendix 3: Curriculum Committee (CC)

A. Structure

The Curriculum Committee (CC) in CFS shall be a standing committee in the department. The CC shall be composed of one CFS faculty member representing each academic degree program, two representatives from any of the five certificate programs within CFS, and an ex-officio member representing the CFS Governance Council. Each faculty member will serve a two-year term on the CFS CC. The CFS CC will meet regularly throughout the academic year, according to a schedule determined by committee members. The CFS CC shall also recommend one graduate student representative to serve as ex-officio non-voting members of the CC for 1-year term only. Each year, members of the CFS CC will elect the CC Chair during the first meeting of the fall semester.

B. Functions and Duties

- Oversee degree programs, certificate programs, and courses offered by CFS and review and approve new degree programs, new certificate programs, new focus/concentration areas within CFS degree programs, and new course proposals which originate in CFS.
- Monitor the curricula, degree, and certificate programs in CFS and periodically review the academic policies in CFS.
- Oversee periodic reviews of CFS academic degree and certificate programs as a means of providing ongoing evaluations to assist in program improvement and meeting the standards set by the Southern Association of Colleges and Schools (SACS).
- Monitor and coordinate academic degree and certificate programs CFS collaborates with other departments and colleges at USF.

Appendix 4: CFS Evaluation Guidelines

Purpose of this Document	25
Applied Behavior Analysis Programs (MA, MS, PhD) – 42.2814 (<i>Approved Unanimously by Faculty 12/10/2021</i>).....	25
Child & Adolescent Behavioral Health Program (MS) – 44.0000 (<i>Approved by Faculty Majority 12/09/2021</i>).....	34
Clinical Rehabilitation & Mental Health Counseling Programs (MA) – 51.1505/ Marriage & Family Therapy (MS) 51.2310 (<i>Approved Unanimously by Faculty 12/15/2021</i>).....	34
Tenure and Tenure Earning Professor Career Path Professor/Associate Professor/Assistant Professor (Faculty not associated with an academic program) (<i>Approved by Faculty Majority 12/16/2021</i>).....	40
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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 staff, 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. This document and the evaluation guidelines were all created and voted upon by CFS faculty.

The guidelines have all been approved by faculty who voted via a Qualtrics survey method. The guidelines are organized in this document by academic program and by career path. There 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 reflect 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. The 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 efforts 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. This 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 Theses
 - » Undergraduate research assistantships and scholarships
 - » Directed research activities
 - » Dissertation committees at other institutions of higher education
 - » Other evidence of contributions to student development (e.g., undergraduate research assistants)
- Training grant or research grant submission or administration that involves mentoring, student support, or personnel preparation
- Evidence of activities resulting in professional growth or development
- Publications and presentations relating to the science of teaching and learning
- Recognition of meritorious teaching
- Training of others in innovative teaching
- Other forms of documentation that indicate the quality of teaching activities

Evaluative criteria:

The 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 effort that is assigned to teaching in the year under review; and 3) the distribution of their

effort in advising, course development, teaching, and mentoring. Ratings should also be reflective of access and opportunities provided to the faculty member for teaching and mentoring.

An Outstanding (5) contribution to Teaching is typified by three or more of the following types of activities (and a mean rating of 3.0 or higher on courses taught during the year):

- Student evaluations above the University average in all courses
- An outstanding peer review or observation of teaching by a faculty in- or out-of- unit, including the Center for Innovative Teaching & Learning (CITL), or an outstanding Teaching evaluation by a Program Coordinator or Director
- Evidence of extensive efforts to improve content delivery, to develop curriculum, or to contribute otherwise to student success (including acceptance to graduate training programs, post-graduate training opportunities, faculty positions, and continued mentorship, as appropriate)
- Attending a number of university-sponsored or external trainings for teaching
- Mentoring doctoral students in college teaching and/or participating in evaluating doctoral student instructors
- Submission of, receipt of funding for, or administration of, a large training grant reflecting extensive depth of involvement with multiple students
- Extensive student mentoring activities resulting in successful theses or dissertations and student presentations, publications, or submissions of manuscripts for publication, student receipt of awards. (This can also include dissertation and thesis committees at other institutions of higher education.)
- Publications, invited presentations, and presentations relating to the science of teaching and learning
- Recognition for teaching and mentoring activities both within and outside of the university, including awards or invited presentations on teaching and mentoring
- Recruitment and mentoring of prestigious or competitive student fellowship recipients
- Successful efforts to recruit and support multiple students from traditionally marginalized groups

A Strong (4) contribution to Teaching is typified by at least three of the following types of activities (and a mean rating of 3.0 or higher on courses taught during the year):

- Student evaluations above the university average in most courses
- Evidence of some successful efforts to improve content delivery, to develop curriculum, or to otherwise contribute to student success (including acceptance into graduate training programs, post-graduate training opportunities, faculty positions, and continued mentorship, as appropriate)
- A strong peer review or observation of teaching by a faculty in- or out-of-unit, including the Center for Innovative Teaching & Learning (CITL)
- Attendance at several trainings or workshops on teaching or course development
- Student mentoring activities resulting in the completion of theses or dissertations or presentations and publications or submissions of manuscripts for publication, including acceptance into graduate training programs, post-graduate training opportunities, faculty positions, and continued mentorship, as appropriate
- Submission of, receipt of funding for, or administration of, a small training grant with significant support of students
- Recruitment and mentoring of student fellowship recipients
- Evidence of efforts to recruit and support multiple at least one student from a traditionally marginalized group

A **Satisfactory (3) contribution to Teaching** is typified by at least three of the following types of activities (and a mean rating of 3.0 or higher on courses taught during the year):

- Student evaluations above the University average in some courses or at the university average in all courses
- Evidence of minimal efforts to improve content delivery, develop curriculum, or otherwise contribute to student success
- Attend at least one training or workshop on teaching or course development
- A satisfactory peer review or observation of teaching by a faculty in- or out-of- unit, including the Center for Innovative Teaching & Learning (CITL)
- Limited student mentoring activities resulting in delayed progress toward the completion of theses or dissertations; progress toward presentations and publications; or submissions of manuscripts for publication
- Submission for a training grant with support of students

A **weak (2) contribution to teaching** is typified by student evaluations below the University averages in most courses and at least one of the following types of activities:

- Evidence of minimal efforts to improve content delivery, develop curriculum, or otherwise contribute to student success
- Attend at one training or workshop on teaching or course development
- Minimal student mentoring activities with at least one student, but not resulting in the successful and timely completion of student projects, presentations, publications, or submissions.
- A peer review or observation of teaching by a faculty member in- or out-of-unit, including the Center for Innovative Teaching & Learning (CITL) that suggests the faculty member needs substantial improvement in teaching

An **Unsatisfactory (1) contribution to Teaching** results is typified by student evaluations below the University averages in all courses and no evidence of other activities.

Research

Evaluation of contributions to research will be based on information provided in the faculty self-evaluation and any other information known to the supervisor, taking into account the proportion of assigned faculty duties in research during the review year. Faculty in tenure lines

will have assigned faculty duties in research and will be expected to engage in a thematic line of research resulting in publications, submission of external grants, and receipt of extramural funding. Instructors will be evaluated on research when they have assigned faculty duties devoted to research. In such cases, instructors will be expected to conduct research resulting in publications and presentations commensurate with the percentage of time assigned to research that year. Information to include in self-evaluation is as follows:

- Narrative self-assessment that discusses the focus of the research program; expresses contribution to the faculty member's field 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 contributed to research or any related issues should be clearly delineated
- Extramural 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 reflected in principal
 - » investigator or co-principal 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)
- 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 influence 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:

The 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 effort 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.

An Outstanding (5) contribution to research is typified 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 fulfillment 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

A Strong (4) contribution to research is typified 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 grant-funded research
- At least one publication with USF student(s) in a peer-reviewed journal
- Publication of a book chapter
- Publication of a book
- Submission of an article with USF student(s) to a peer reviewed journal
- At least one presentation at a regional, national, and international conference
- Invited conference presentations, seminars, workshops, or other invited talks
- Technical report development related to grants
- Examples of activities/products leading to a strong rating may include:
 - » Funding or submission of an extramural grant as PI, PD, or Co-PI, or fulfillment of one of these grant roles and/or responsibilities on the faculty member's funded grant,
 - b) publication or submission of a peer reviewed article or chapter with USF students,
 - c) one or more conference presentations
 - » Publication of one peer-reviewed article or book chapter with USF students, b) submission of at least one article to a peer-reviewed journal with USF students, and c) at least one conference presentation

A Satisfactory (3) contribution to Research is typified by two 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
- At least one publication with USF student(s) in a peer-reviewed journal
- Publication of a book chapter
- Publication of a book
- Submission of an article with USF student(s) to a peer reviewed journal
- At least one presentation at a regional, national, and international conference
- Invited conference presentations, seminars, workshops, or other invited talks
- Technical report development related to grants
- Examples of activities/products leading to a satisfactory rating may include:
 - » Documentation of progress or significant contribution to a grant submission; Fulfillment of grant roles and/or responsibilities and development of grant related technical report
 - » Publication one peer reviewed article or book chapter with USF students, b) submission of a manuscript to a peer reviewed journal or book with USF students, and c) at least one conference presentation

A Weak (2) contribution to research is characterized by unclear, minimal, or insufficient evidence of research activities, as evidenced by one of the accomplishments below:

- Funding of, or submitted application for, federal (or other major extramural) grant
- Carrying out roles and responsibilities in grant-funded research
- A publication in peer-reviewed journal
- Publication of a book chapter

- Submission of an article with USF student(s) to a peer-reviewed journal
- Presentations at regional, national, and international conferences
- Invited conference presentations, seminars, workshops, or other invited talks.
- Technical report development related to grants

An Unsatisfactory (1) contribution to research is reflected by evidence of the following:

- Failure to demonstrate a grant or contract development in progress or submission
- Failure to submit or demonstrate progress of a peer-reviewed journal manuscript or a lesser impact article or book chapter
- Did not present in the evaluation period a high impact research presentation, as evidenced by the quality of the outlet, impact of the presentation, and status of the presenter (e.g., workshop organizer at a major conference, invited address at a major conference; invited colloquium talk to a highly ranked program)

Service

Evaluation of contributions in the area of Service will be based on information provided in the faculty self-evaluation and any other information known to the supervisor. 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. Potential information to be included in the self-evaluation is as follows:

- Narrative self-assessment that completes the following:
 - » Discusses the nature of the Service activities to advance a scholarly discipline, contribute to a profession, and/or impact families, schools, the Department, College, University, and community
 - » Expresses contribution to University, College, and Department goals
 - » Evaluates progress against the goals from the previous year and relative to career status
 - » Sets goals for the coming year
- Service as a Division or Program Director, Associate Director, or Program Coordinator:
 - » Describe how one has fulfilled the role and explain how the amount of work performed is commensurate with the associated service assignment
- Service on University, College, and Department committees:
 - » Describe responsibilities, type, and degree of involvement
 - » Whether membership is elected or appointed
- Service as it relates to mentorship:
 - » Formal and informal mentoring of faculty relating to teaching and/or research
- Service to the profession:
 - » Formal activity in societies, organizations, or agencies in the discipline or related to the discipline beyond paid membership
 - * Scope and status of society (e.g., international, national, state, local; disciplinary or interdisciplinary membership)
 - * Describe responsibilities, type, and degree of involvement (e.g., chair, co-chair, fellow, board/senior member, member)
 - * Indicate whether elected or appointed
 - » Peer-review activities, including:
 - * Grant review activity (such as funding agency, depth and extent of involvement)
 - * Peer reviews for books, articles, or conferences (specify type and number of items reviewed and for which publisher, journal, society, committee, or Department)

- » Editorial activity
 - * Journal or series editor or associate editor (describe scope and nature of activities, time commitment, quality of outlet)
 - * Formal appointment to editorial, review, or advisory boards (describe scope and nature of involvement)
- » Seminars, workshops, and community-based training activities primarily oriented to continuing professional education in the discipline or related to the discipline, such as:
 - * Extent and nature of participation (e.g., organizer, participant, discussant)
 - * Status of venue (e.g., international, national, state, or local organization)
 - * Whether participation was invited or submitted
- » Inter-Institutional Invitations
 - * Invitations to participate in promotion and tenure process or related academic evaluations, program evaluations, etc.
 - * Describe nature and extent of invitation, standing of institution
- Service to the community
 - » Describe the nature and extent of the activity including:
 - * The community involved (e.g., global, national, regional/state, local)
 - * Extent of curricular engagement between university and community (e.g., address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrichment to the scholarship of the institution)
 - * Outreach activity (i.e., provision of institutional resources for community use with benefits to both campus and community)
 - * Partnership activity (e.g., collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources such as research, capacity building, economic development, etc.)

Evaluative Criteria:

Evaluation of contributions in the area of Service falls into three general categories: to the University, to the profession, and to the community. University Service is further broken down into Service to the department, the college, and the university at large. The evaluation will be based on information provided in the faculty self-evaluation and any other information known to the person conducting the evaluation. Evaluation of Service will take into consideration the percentage of faculty duties devoted to Service and stated goals from the previous year.

Note: In order for a faculty member to earn a Satisfactory, Strong, or Outstanding rating in Service, a faculty member must be regularly involved in faculty meetings and must actively contribute to the life of the department/program.

An Outstanding (5) contribution to Service is characterized by engagement in many of the following types of activities, commensurate with the percentage of duties assigned to service:

- Substantial service to the program in a Director, Associate Director, or Coordinator role when applicable
- Active participation in faculty meetings and governance
- Service on University, College, or Department committees
- Service as it relates to mentoring and leadership

- 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 scientific works
- Peer-review activities for conference and scientific meeting programs
- Peer review in the funding process
- Organization and participation in scientific meetings, seminars and workshops
- Outreach or service to the community and other institutions, including positive media and social media representations of the field
- Awards for service-related activities

A Strong (4) contribution to Service is reflected 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
- Active participation in faculty meetings and governance
- Service on University, College, or Department committees
- Service as it relates to mentoring and leadership
- 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 scientific works
- Peer-review activities for conference and scientific meeting programs
- Peer review in the funding process
- Organization and participation in scientific meetings, seminars, and workshops
- Outreach or Service to the community and other institutions
- Awards for service-related activities

A Satisfactory (3) contribution to Service is reflected in participation in two Service activities relative to rank and the percentage of duties assigned to Service:

- Substantial service to the program in a Director or Coordinator role when applicable
- Active participation in faculty meetings and governance
- Service on University, College, or Department committees
- Service as it relates to mentoring and leadership
- 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 scientific works
- Peer review in the funding process
- Organization and participation in scientific meetings, seminars, and workshops
- Outreach or Service to the community and other institutions
- Awards for service-related activities

A Weak (2) contribution to Service is reflected in one of the following:

- The faculty member participates only in faculty meetings with no other Service evident
- The effort reported as Service is obviously not commensurate with the assigned effort in that area (i.e., someone is assigned .25 for Service but only shows evidence of work that should take 1 hour a month)

An Unsatisfactory (1) contribution to Service is reflected because a faculty member shows insufficient evidence of service activities, and does not even attending faculty meetings.

Child & Adolescent Behavioral Health Program (MS) – 44.0000

(Approved by Faculty Majority 12/09/2021)

For all faculty members (Tenured/Tenure-Earning, Research Professors, Research Associates, Instructors) who teach within the CABH Master of Science program, the Program Director will contribute to their annual evaluation in the area of teaching. Teaching is usually not the primary assignment for many of the faculty who teach within the CABH program, and typically, the CABH Program Director is not their supervisor.

Therefore, the CABH Program Director will contribute to the evaluation for the teaching activities (teaching a course, advising, comp exam administration, developing/revising a course), made by the faculty who teach within the CABH master's program if the CABH program director is not the faculty's direct supervisor. The Program Director will utilize the evaluation guidelines that are developed for each of the career paths for providing the contribution to the annual evaluation of the faculty who teach within the CABH program. Spouses or partners may not evaluate each other.

Clinical Rehabilitation & Mental Health Counseling Programs (MA) – 51.1505/ Marriage & Family Therapy (MS) – 51.2310

(Approved Unanimously by Faculty 12/15/2021)

All faculty and staff within the Child & Family Studies Department will receive an annual performance evaluation. All evaluations must be signed by the evaluator and the CFS faculty or staff evaluated before submission to the CBCS Assistant Dean, in the case of faculty, and to the Human Resources Director, in the case of staff. Evaluations of CFS faculty and staff will follow USF Human Resources policies, procedures, and any applicable Collective Bargaining Agreements.

All tenured, tenure-earning, research faculty, and instructors will complete an annual report based on their assigned duties. Faculty will be evaluated according to performance of their assigned faculty duties. The 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. 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

All evaluative criteria are guidelines. Ratings will be based on all information provided and will consider the amount of effort assigned to each faculty. Significantly higher and lower assignment percentages will result in increased or decreased expectations for each category.

If a faculty member is not satisfied 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.

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. The number of students in the section and the response rate will be considered when evaluating student evaluations.

- **An Outstanding (rating = 5) contribution to teaching** is typified 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 efforts to improve content delivery, to develop curriculum, or contribute otherwise to student success
 - d. Evidence of efforts 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 merged with the Center for Innovative Teaching & Learning (CITL)
 - f. Administration of a training grant reflecting 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 field. KT is a transformative concept that links the best elements of both broad fields 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
- **A Strong (rating = 4) contribution to teaching** is typified by at least three (3) of the types of activities listed above
- **A Satisfactory (rating = 3) contribution to teaching** is typified by at least two (2) of the types of activities listed above
- **A Weak (rating = 2) contribution to teaching** is typified by at least one (1) of the types of activities listed above
- **An Unsatisfactory (rating = 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. The number of students in the section and the response rate will be considered when evaluating student evaluations.

- **An Outstanding (rating=5) contribution to teaching** is typified 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
- **A Strong (rating =4) contribution to teaching** is typified 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
- **A Satisfactory (rating=3) contribution to teaching** is typified 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
- **A Weak (rating=2) contribution to teaching** is typified 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
- **An Unsatisfactory (rating=1) contribution to teaching** results is typified 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 efforts 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 efforts to manage and develop community partnerships for student training and mentoring
 - d. Administration of a large training grant reflecting 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 field-appropriate evidence of the significance of research and scholarly work, as well as the faculty's assignments and associated activities within CFS. A faculty member may present the following types of evidence of a significant research program: reviews of books and articles; records of competitive honors and awards, grants, and fellowships; criticism and reviews of creative work; reviews of grant applications; citations of the faculty member's work; evidence of contributions to policy and practice; the quality and significance of journals, series, and presses by which the candidate's work is published or of other venues in which it appears; invited, refereed, or non-refereed status of publications; research awards and acknowledgements; and invitations and commissions.

Evaluation of contributions to Research will be based on information provided in the faculty self-evaluation and any other information known to the Director and to the Chair, taking into account the proportion of faculty devoted to research during the review year and the allocation of their efforts to active and further research activities. Due to the multidisciplinary nature of the Program, scholarship takes many forms and often involves collaboratively generated contributions to new knowledge, as well as improvements in service delivery, practice, education, and training. For example, in some years, faculty may not seem to be productive when grants are active and require significant efforts in report development and research dissemination, or faculty time may focus on development, submission, and conducting pilot studies to further their research activities. During those years, faculty without funding, or with less funding, should not be counted against the faculty's record of scholarly activity and productivity. These guidelines assume typical assignments. Higher and lower assignment allocation percentages will result in increased or decreased expectations for research. Understandably, publications, grants or other products may appear only after lengthy or extensive effort, and this is particularly true of community-engaged and/or interdisciplinary work at the local, national, and/or international levels. As such, research funding, time, and effort may fluctuate annually. Research activity is recognized despite funding outcomes given the fierce competitiveness of grant funding and lengthy resubmission processes. Please refer to the Governance Document Guidelines for Annual assignments to determine "typical" assignments.

- **An Outstanding (rating=5) contribution to research** is typified by achieving at least 5 of the activities described below:
 - a. A minimum of one funded or renewal application from an external funding source as a Principal Investigator (PI), Project Director (PD), or Co-PI
 - b. Submission or resubmission of at least one external funding application as a Principal Investigator PI, PD, or Co-PI
 - c. A minimum of two funded or renewal applications from an external funding source as a Co-Investigator, Consultant, or Key Personnel
 - d. Submission or resubmission of at least two external funding applications as a Co-Investigator, Consultant, or Key Personnel
 - e. Publication or "in press" of at least two peer-reviewed articles, book chapters, and/or books
 - f. Submission and/or resubmission of at least two peer-reviewed articles, book chapters, and/or book prospectus
 - g. Managing of Rehabilitation and Mental Health Counseling Program funded grant activities or fulfillment of roles/responsibilities on a grant as evidenced by the grant report/outcome or a letter from PI indicating time and efforts spent managing a grant

- 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
- **A Strong (rating=4) contribution to research** is typified by achieving at least four (4) of the activities described above
 - **A Satisfactory (rating=3) contribution to research** is typified at least three (3) of the types of activities listed above
 - **A Weak (rating=2) contribution to research** is typified at least two (2) of the types of activities listed above
 - **An Unsatisfactory (rating=1)** is typified 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 defined as activities that benefit 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 specific professional organizations, and can include student engagement.

The 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).

- **An Outstanding (rating=5) contribution to service** is characterized by participating in at least three types of activities listed below
- **A Strong (rating=4) contribution to service** is characterized by participation in at least two types of activities listed below
- **A Satisfactory (rating=3) contribution to service** 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
- **A Weak (rating= 2) contribution to service** is reflected in any one (1) of the following:
 - a. The faculty member participates in only the faculty meetings with no other service being evident
 - b. The faculty member does not participate in Department faculty meetings
 - c. The effort reported as Service is obviously not commensurate with the assigned effort 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)
 - **An Unsatisfactory (rating =1) contribution to Service** is reflected because a faculty member shows insufficient Service, evidence by absence from required faculty and constituency meetings or fulfilling other assigned service duties. This does not apply to those who are on approved leave, sabbatical, or are on reduced or temporary appointments.

Tenure and Tenure Earning Professor Career Path Professor/Associate Professor/Assistant Professor (Faculty not associated with an academic program) *(Approved by Faculty Majority 12/16/2021)*

Draft Guidelines for CFS Tenure-Earning and Tenured Faculty Evaluation:

(Adapted from Guidelines for Annual Evaluation of CSD Faculty)

Faculty will be evaluated in whatever areas they are assigned effort, according to the amount of effort they are assigned in each category. Tenure-earning and tenured faculty are typically assigned effort in the areas of Research, Teaching, and Service, though their assigned effort in each area may vary due to position, rank, or external awards across years.

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

If a faculty member is not satisfied 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. Spouses or partners may not evaluate each other.

Teaching

Evaluation of contributions to Teaching will be based only 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-assessment includes all necessary information for review by the supervisor or Department Chair. Evidence of teaching contributions provided in the self-evaluation may include, but are not limited to, the following:

- Narrative self-assessment that discusses teaching philosophy relative to University, College, Department, and individual teaching goals, including setting forth teaching goals for the coming year
- Documentation of efforts to improve content delivery, to develop curriculum, or to otherwise contribute to student success outside of the typical requirements of one's course load
- Quality of student evaluations of teaching (in relation to the level and content of the courses taught, the number of students enrolled, and the percent completing the evaluation), including:
 - » Ratings in relation to the size, level, and nature of content of the course taught
 - » 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. This could be completed by another faculty member in the Department, or by someone outside the Department (e.g., Center for Innovative Teaching & Learning; CITL)
- Student mentoring, such as:
 - » Descriptions of all activities, including the depth of involvement (supervisor, committee member or chair, etc.), status of the project, and outcomes, including any presentations or publications/submissions

- » Ph.D. dissertations
- » Master's theses
- » Undergraduate Honors Theses
- » Undergraduate research assistantships and scholarships
- » Directed research activities or IDS 4914 (courses with zero credit)
- » Dissertation committees at other institutions of higher education
- » Other evidence of contributions to student development
- Training grant or research grant administration that involves mentoring, student support, or personnel preparation, including:
 - » 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
- Evidence of professional growth or development
- Publications and presentations relating to the science of teaching and learning
- Recognition of meritorious teaching
- Training of others in innovative teaching
- Other forms of documentation that indicate the quality of teaching activities as represented within the CFS Tenure and Promotion Guidelines document

Evaluative criteria:

The evaluative criteria are provided as 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 effort that is devoted to teaching in the year under review; and (3) the distribution of their effort in advising, course development, teaching, and mentoring. Ratings should also be reflective of access and opportunities provided to the faculty member for teaching and mentoring.

A rating of Outstanding (5) contribution to Teaching is warranted when the faculty member demonstrates excellence in teaching. Examples of excellence in teaching may be reflected in a combination of the following examples of activities:

- Outstanding quality student evaluations of teaching in courses
- Extensive student mentoring activities resulting in successful and timely completion of student projects and concrete outcomes (e.g. presentations, publications/submissions, grant proposals, etc.)
- Administration of training grants, mentoring programs, or other efforts reflecting extensive depth of involvement with multiple students; significant support of the University's teaching mission through support of students; and concrete outcomes (presentations, publications/submissions, grant proposals, etc.) by supported students
- Evidence of extensive efforts to improve content delivery, to engage in professional development of teaching, to develop curriculum, or to contribute otherwise to student success outside of typical requirements of one's course load

A rating of Strong (4) contribution to Teaching may be reflected in a combination of the following examples of activities:

- Strong quality (or better) student evaluations of teaching in courses
- Considerable student mentoring activities resulting in successful and timely completion of student projects and progress toward concrete outcomes (presentations and publications/submissions)

- Support or contribution to the administration of training grants, mentoring programs, or other efforts that significantly 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 efforts 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

A Satisfactory (3) contribution to Teaching may be reflected 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 efforts to improve content delivery, to develop curriculum, or to otherwise contribute to student success outside of typical requirements of one’s course load

A Weak (2) contribution to Teaching may be typified 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 insufficient effort 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

An Unsatisfactory (1) contribution to Teaching 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 field 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 reflected 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)

- Records of competitive honors and awards
- Description of the number and evidence of the quality of peer-reviewed articles, book chapters, or books submitted and/or accepted, including:
 - » Nature and extent of the faculty member’s contribution to the Research (e.g., role of faculty member as reflected in authorship status; extent of research activities involved such as multiple or single experiments, case study or studies, systematic literature review, narrative review, edited volume, monograph, etc.)
 - » Quality of the journals or books according to indicators such as impact factors, acceptance rates, quality of publisher, and/or influence of publication on a particular research community
 - » Citations of the faculty member’s work
- Scholarly presentations such as:
 - » 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 contributions to policy and practice, including the public dissemination of white papers, reports, evaluations of programs, etc.
- Evidence of professional development

Evaluative criteria:

The evaluative criteria are provided as 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 effort that is devoted to Research in the year under review; and 3) the distribution of their effort to further their research activities (taking into account years where other activities, such as grants, publications, book chapters and presentations may predominate, and years without funding), grant development and submissions may predominate. The 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.

An Outstanding (5) contribution to Research may be reflected in a combination of the following examples of activities:

- Funding or submission of one or more competitive or external grant or contract proposals, reflecting the faculty member’s research agenda and the alignment with University, College, and/or Department goals; and taking into consideration the nature of the funding source; size of grant; and extent of activities to be funded
- Publication or submission of articles, book chapters, or book(s)
- Publication of a significant contribution to the field of study through white papers, monographs, or in another professional format
- Invited presentation(s) at national/international conferences in the faculty member’s field of study
- Other professional presentations, workshops, and dissemination efforts relevant for the field of study at the local, state, national, or international level
- Significant contribution to the field of science through impact in such areas as legislation, policy, service provision, research, or treatment/clinical practice

A Strong (4) contribution to Research may be reflected in a combination of the following examples of activities:

- Contribution to the funding or submission of grant or proposal, or taking primary responsibility for funding, submission, or execution of one or more small grants, such as internal awards, or pilot/exploratory efforts (including unfunded or self-funded efforts)
- Publication or submission of a single article or book chapter
- Lead or sole presenter for one or more presentations at national/international conferences in the faculty member's field of study
- Support or contribution to efforts in the field of science, in such areas as legislation, policy, behavioral health service provision, research, or treatment/clinical practice

A Satisfactory (3) contribution to Research may be reflected in a combination of the following examples of activities:

- Documentation of progress or significant contribution to a grant submission
- Preparation for publication or submission of one or more articles or book chapters
- Contribution or participation (co-presenter, facilitator, etc.) at local, regional, or national presentations or workshops

A Weak (2) contribution to Research may be characterized by evidence of minimal progress in the faculty member's field of study. This may be reflected in a significant portion of the faculty member's assignment devoted to Research, with concomitant evidence of the failure to achieve the following:

- Documentation of progress on a grant or contract proposal submission
- Publication or submission of an article or book chapter
- Contribution or participation (co-presenter, facilitator, etc.) at local, regional, or national presentations or workshops

An Unsatisfactory (1) contribution to Research may be reflected by evidence of very little or no progress in the field of study, as reflected in the following:

- Failure to make progress on a grant or contract proposal submission
- Failure to make progress in the preparation for publication or submission of any article or book chapter
 - » Failure to participate in presentation or dissemination efforts or to contribute to such efforts of others

Service

Evaluation of contributions in the area of Service will be based only on information provided in the faculty self-evaluation and any other information known to the supervisor or the Department Chair. 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. Potential information to be included in the self-evaluation:

- Narrative self-assessment that discusses the nature of the service activities to advance a scholarly discipline, contribute to a profession, and/or impact families, schools, the Department, College, University, and community; 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 as a Division or Program Director:
 - » Describe how one has fulfilled the Director role. Explain how the amount of work performed is commensurate with the Service assignment associated with the Director office

- Service on University, College, or Department committees, including:
 - » Description of responsibilities, type, and degree of involvement; and
 - » Whether elected or appointed to the role
- Service as it relates to mentorship:
 - » Formal and informal mentoring of faculty relating to teaching and/or research
- Service to the profession:
 - » Formal activity in societies, organizations, or agencies in the discipline, or related to the discipline, beyond paid membership:
 - * Scope and status of society (e.g., international, national, state, local; disciplinary or interdisciplinary membership)
 - * Describe responsibilities, type and degree of involvement (e.g., member, board/senior member, chair, co-chair, fellow)
 - * Whether elected or appointed to position
 - » Peer-review activities, including:
 - * Grant review activity (include funding agency, depth, and extent of involvement)
 - * Peer reviews for books, articles, or conferences (specify type and number of items reviewed and for which publisher, journal, society, committee, or department)
 - » Editorial activity:
 - * Journal or series editor or associate editor (describe scope and nature of activities, time commitment, quality of outlet)
 - * Formal appointment to editorial, review, or advisory boards (describe scope and nature of involvement)
 - » Seminars, workshops, and community-based training activities (not academic preservice), primarily oriented to continuing professional education in the discipline or related to the discipline
 - * Extent and nature of participation (e.g., organizer, participant, discussant).
 - * Status of venue (e.g., international, national, state, or local organization.)
 - * Whether participation was invited or submitted
 - » Inter-Institutional Invitations
 - * Invitations to participate in promotion and tenure process or related academic evaluations, program evaluations, etc
 - * Describe nature and extent of invitation, standing of institution
- Service to the community:
 - » Describe the nature and extent of the activity including:
 - * The community involved (e.g., global, national, regional/state, local)
 - * Extent of curricular engagement between University and community (e.g., address community-identified needs, deepen students' civic and academic learning, and enhance community well-being and enrichment to the scholarship of the institution)
 - * Outreach activity (i.e., provision of institutional resources for community use with benefits to both campus and community)
 - * Partnership activity (e.g., collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources such as research, capacity building, economic development, etc.)

Evaluative criteria:

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 effort that is devoted to service in the year under review; and 3) the distribution of their effort 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 reflective 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.

An Outstanding (5) contribution to Service may be reflected 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, associate editor, or editorial board member; or organization board member/officer)
- Multiple activities for societies, organizations, or publishers
- Note that newly hired assistant professors, who are typically given minimal service assignments, might receive this rating simply through eager engagement in the life of
- their Department and through active engagement in their constituency with minimal additional responsibilities outside of the Department

A Strong (4) contribution to Service may be reflected in a combination of the following examples of activities:

- For associate or full professor, at least one Service activity beyond the Department is required (i.e., service to the University or College, profession, or community)
- For associate or full professor, at least one leadership level position in the activity (e.g., committee chair or co-chair, an editorial position, workshop organizer, organization board member)
- At least one activity for a local, state, national, or global society, organization, or publisher.

A Satisfactory (3) contribution to Service may be reflected in participation in at least one service activity:

- For associate or full professor, at least one service activity beyond the Department is required (i.e., service to the University or College, profession, or community)

A Weak (2) contribution to Service may be reflected in any one of the following:

- The faculty member participates in only the faculty meetings and constituency meetings with no other service being evident
- The faculty member does not participate in the life of the Department through faculty meetings. The effort reported as Service is obviously not commensurate with the assigned effort in that area (i.e., someone is assigned .25 for service but only shows evidence of work that should take one hour per month)

An Unsatisfactory (1) contribution to Service is reflected when a faculty member shows insufficient evidence of Service, not even attending faculty and constituency meetings.

Research Professor Ranked Career Path— Research Professor/Associate Research Professor/Assistant Research Professor *(Approved Unanimously by Faculty 12/06/2021)*

The purpose of this document is to describe the College of Behavioral & Community Sciences guidelines for the annual evaluation of faculty in the Research Professor career path. The Research Professor path includes the ranks of Research Assistant Professor, Research Associate Professor, and Research Professor. Faculty hired in the Research Professor career path are expected to contribute primarily to the research mission of the College and, over time, are expected to develop an independent, coherent research program consistent with the College mission. These guidelines are designed to (a) support high standards in annual evaluation to ensure a comprehensive, rigorous, and fair review of the faculty member's contributions in each area(s) of assigned duties and (b) be in alignment with promotion guidelines for the research professor career path.

Faculty hired in the Research Professor career path are typically supported by contracts and grants with set deliverables which may dictate a faculty member's primary job responsibilities. These responsibilities must be considered when annually evaluating faculty. Research faculty may be given teaching and/or service assignments depending upon their funding source. University teaching is permissible with approval from the chair/director, depending on the source of funding supporting the position. Thus, evaluation for Research Faculty may involve three components as applicable:

- Research/scholarly work (including community-engaged scholarship)
- Teaching or comparable activity (including professional training, technical assistance, advising, student research mentoring, and community-engaged instruction)
- Service to the University, the profession, and the community

Yearly evaluations should be rooted in the mission, goals, and educational needs of the department or school and college as well as the importance of the contributions the candidate has made toward achieving the mission and goals of the unit, college, and university. When applicable, evaluations should also reflect the faculty member's progress toward promotion, consistent with these ideals. Spouses or partners may not evaluate each other.

Community Engagement: Spanning across all possible areas (e.g., research, teaching, and service), community engagement is integral to the mission and vision of USF. As defined by the Carnegie Foundation for the Advancement of Teaching, “community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, [international] global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” While some faculty engagement may come in the form of public service, any of the three categories of faculty activity could entail community engagement, and could in some way “address critical societal issues and contribute to the public good.” Community engagement that is undertaken by faculty to “enhance curriculum, teaching and learning and prepare educated, engaged citizens” may be included and evaluated as part of teaching, and community engagement undertaken to “enrich scholarship, research, and creative activity” may be included and evaluated as part of a research faculty assignment.

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 effort areas in which they have an annual assignment of effort.

Faculty may appeal their annual evaluation score by requesting a review of their curriculum vitae 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 effort 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. This 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/effort toward agreed upon goals and proportion of time. The goals should be selected by the faculty and discussed with their Supervisor at the beginning of each year and should relate to the specific 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 effort 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 reflect 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. These 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. The purpose of research and scholarly work is the substantive advancement of a field 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 influence 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

The type of documentation will vary among fields, 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 effort, and effort 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-profile 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.

The 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 significance 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

Throughout 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. This includes a record of effective, high-quality instruction, as specified by the relevant academic unit.

Effective 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.

Examples of teaching activities include:

- Instructional materials (such as case studies, discussion prompts, group projects), assessment activities and products (such as papers, tests, performances, problem sets), and other material used in connection with courses (course syllabi)
- New curriculum development or course redesign
- Involvement in curriculum development or other collaborative instructional efforts and reflection of new developments in the field in course content
- Implementation of new teaching pedagogies and adaptation to new formats and media through incorporation of emerging technologies
- Professional development activities and efforts at improvement of teaching activities
- Peer and/or expert observations and evaluations; student performance on pre- and post-instruction measures; exemplary student work and outcomes
- Records of advising and mentoring
- Supervision of teaching assistants
- Dissertation and/or thesis director or committee membership

Approaches to teaching and concomitant sources of evidence of teaching/training effectiveness may vary across fields, units, and candidates, and consequently, variance may also be expected.

Evaluation of teaching/training must take into consideration several elements:

- an academic unit's instructional mission
- an instructor's assignment of duties within unit
- class size, scope, and sequence within the curriculum, as well as format of delivery and the types of instructional media utilized

Evaluation of teaching effectiveness should consider the wide range of factors that impact learning and success. Moreover, effective teaching and its impact on learning can take place in a variety of contexts:

- In campus classrooms
- Team teaching
- Online
- In the field
- In clinical settings
- In professional training workshops
- Through service learning activities, community engagement and internships;
- In laboratories
- Within on- and off-campus communities, in organizations, in education abroad settings
- Through mentoring of students, including undergraduate and graduate student research

Evaluation of teaching effectiveness in formats and settings outside the university should include documentation of the impact of participant learning on practice, application, systems, and policy.

Technical assistance is the timely provision of specialized advice and customized support to resolve specific problems and increase individual and organizational capacity (Barton, 2004). Capacity development is the “process by which individuals, organizations, institutions, and societies develop abilities (individually and collectively) to perform functions, solve problems, and set and achieve objectives (Godfrey et al., 2002). Technical Assistance is provided to (1) help individuals and organizations access resources on specific topics and challenges; (2) assist with policy planning and program implementation; and (3) develop capacity and produce demonstrated impacts at multiple levels. Technical Assistance involves multi-level capacity building along four interrelated dimensions:

- The development of individual skills and the conditions to ensure that skills are used productively
- The development of effective organizations within which individuals can work
- The strengthening of interrelationships among entities
- The development of enabling environments for addressing issues across societal sectors

Technical assistance may be conducted through a variety of activities including: professional training, consultation, expert advice, reviews, policy analysis, provision of resources, and other relevant activities.

Service

The evaluation of Service refers to the candidate’s contributions to (1) the University (which could be at the level of Department/school, College, or University), (2) the professional field or discipline, and (3) to the community. If Service is part of a faculty member’s assigned duties, candidates for promotion must have made substantive contributions in one or more of these areas.

Service to the University, such as service on the USF Faculty Senate, College Councils, and committees, should go beyond a simple enumeration of membership and should consider the contributions the faculty member made to the process, and process and include a description of the extent and nature of the services rendered.

Service to the profession may include:

- Service to organizations
- Editorial review boards
- Other forms of contributions

Service to the community may include contributions to local, state, federal or international agencies and institutions.

Service must relate to the basic mission of the University and capitalize on the faculty member’s special professional expertise. The normal service activities associated with good citizenship are not usually evaluated.

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

Faculty will be evaluated in whatever areas they are assigned effort, according to the percentage amount of effort they are assigned in each effort category (Research, Teaching, Service). Assistant In faculty are typically assigned effort only in the Research effort category, but occasionally also engage in the categories of Teaching and Service.

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

The Executive Committee may create a point system and/or rubric to provide increased rigor and consistency to the evaluation. Such a system shall not be used in a manner that alters or supersedes this Appendix. If they do so, this document must be approved by a vote of the faculty before it is used.

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 effort areas in which they have an annual assignment of effort. Spouses or partners may not evaluate each other.

Teaching

Evaluation of contributions to teaching will be based on the amount of effort faculty are assigned to this category; information provided in the faculty self-evaluation; student evaluations; and any other information known to the Department Chair regarding academic advising, course preparation, and teaching of undergraduate or graduate courses. At times, the most appropriate person to evaluate a faculty member's teaching contributions in a specific program (e.g., Child & Adolescent Behavioral Health – CABH) may be faculty within the program rather than their direct supervisor. In such cases, a meeting between the faculty member, the supervisor, and the faculty evaluating the teaching contribution may be necessary to ensure everyone has the information needed to complete the evaluation and review process fairly and effectively.

Information to consider including in the self-evaluation:

- Narrative self-assessment that discusses teaching philosophy relative to University, College, Department, and individual teaching goals, including setting forth teaching goals for the coming year
- Documentation of efforts to improve content delivery, to develop curriculum, or to contribute otherwise to student success outside of the typical requirements of one's course load
- Quality of student evaluations of teaching (in relation to the level and content of the courses taught, the number of students enrolled, and the percent completing the evaluation)
 - » Ratings in relation to the size, level, and nature of content of the course taught
 - » Summary of and responses to individual student comments
 - » Plans for course improvements, additional training, mentorship, etc. to address the concerns and comments from students

- Peer review or observation of teaching
 - » This could be completed by another faculty member in the Department, or by someone outside the Department (e.g., Center for Teaching Excellence)
- Student mentoring/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 Theses
 - » 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:

The 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 effort that is devoted to teaching in the year under review, the distribution of their effort in advising, course development, teaching and mentoring. Ratings should also be reflective of access and opportunities to the faculty member for teaching and mentoring. The 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.

An Outstanding (5) contribution to teaching is warranted when the faculty member demonstrates quality in teaching. Examples of quality in teaching will be reflected 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 reflecting extensive depth of involvement with multiple students, significant support of the Department’s teaching mission through support of students, and concrete outcomes (presentations and publications/submissions) by supported students
- Evidence of extensive efforts to improve content delivery, to develop curriculum, or to contribute otherwise to student success outside of typical requirements of one’s course load

A Strong (4) contribution to teaching is reflected 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 significant 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 efforts to improve content delivery, to develop curriculum, or to contribute otherwise to student success outside of the typical requirements of one's course load

A Satisfactory (3) contribution to teaching is reflected 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 efforts to improve content delivery, to develop curriculum, or to contribute otherwise to student success outside of the typical requirements of one's course load

A Weak (2) contribution to teaching is reflected by the following types 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 insufficient effort to introduce needed improvement in content delivery, curriculum development, or to contribute otherwise to student success outside of the typical requirements of the assigned teaching load

An Unsatisfactory (1) contribution to teaching 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.

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 effectively.

Information to consider including in the self-evaluation:

- Narrative self-assessment that discusses the focus of the research program and dissemination of research; individual contribution to grant implementation including meeting grant goals, expresses contribution to University, College, and Department goals; evaluates progress against the individual professional goals from the previous year and relative to career status; and sets goals for the coming year
- Research grants or training grants funded/submitted (if required as part of the person's job responsibilities and duties)
 - » Nature and extent of the faculty member's contribution to the research or training program (e.g., role of faculty member as reflected in the grant leadership position status; extent of research activities involved; mentoring of grant personnel such as post-docs or students)
 - » Quality of the funding source (e.g., federal, state, foundation, corporate, university internal; quantity of funds involved)
- Description of the quality of peer reviewed articles (journal or book chapter) or books submitted and/or accepted (if required as part of the job responsibilities and duties)

- » Nature and extent of the faculty member’s contribution to the research (e.g., role of faculty member as reflected in authorship status; extent of research activities involved such as a multiple or single experiments, case study or studies, systematic literature review, narrative review, edited volume, monograph, etc.)
- » Quality of the journals or books according to indicators such as impact factors, acceptance rates, quality of publisher, and/or influence of publication on a particular research community
- Scholarly presentations
 - » 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)
- Dissemination
 - » For those whose duties involve research dissemination, documented achievement may include quantitative information such as the number of training activities, number of participants, evaluation data, evidence of impact as well as contributions to the field such as development of new training methods and new training curriculum
- Technical Assistance
 - » For those whose duties involve technical assistance to provide specialized advice and customized support to resolve specific problems and increase individual and organizational capacity, documentation should include activities such as professional training, consultation, expert advice, reviews, policy analysis, provision of resources, and other relevant activities

Evaluative criteria:

The evaluative criteria are provided as guidelines. Ratings will be based on all of the information provided in the assessment, taking into account the proportion of the faculty member’s effort that is devoted to research in the year under review, and the distribution of their effort to further their research activities. For instance, there are years where grants are active and generate dissemination and years without or with less funding where grant development, submissions, and startup may predominate. The 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.

An Outstanding (5) contribution to research is typified by achieving most of the activities described below:

- Expanding activities beyond the standard activities of the Assistant In faculty line, including sustaining or extending funding or submission of a grant; significant contributions to University, College, Department, or Division Goals; expanding partnerships; service to professional organization; etc.
- Fulfillment of grant roles and/or/responsibilities to the grant fulfilled to the highest degree possible
- Met all of the individual professional goals identified in your previous year’s annual evaluation unless extenuating circumstances interfered with ability to do so
- Publication or submission of at least one high-impact article, book chapter, book, or high profile technical publication as determined by the quality of the outlet(s) and the influence that the publication(s) has to the field

- At least one high-impact presentation, as evidenced by the quality of the outlet, impact of the presentation, and status of the presenter (e.g., workshop organizer for major conference, invited address at a major conference, invited colloquium talk for a highly ranked program or highly respected institute)
- Evidence of providing technical assistance/consultation that resulted in substantial advancement of grant implementation or findings. (i.e., recipient evaluation or follow-up emails regarding product, resource, or tool provided)

A Strong (4) contribution to research is typified by achieving most of the activities described below:

- Fulfillment of grant roles and/or responsibilities to a high degree
- Have met most of the individual professional goals identified in the faculty member's previous annual evaluation, unless extenuating circumstances interfered with the ability to do so
- Publication or submission of at least one article, book chapter, book, or technical publication
- At least one high impact presentation, as evidenced by the quality of the outlet, impact of the presentation, and status of the presenter (e.g., workshop organizer for major conference, invited address at a major conference, invited colloquium talk for a highly ranked program or highly respected institute)
- Evidence of providing technical assistance/consultation that resulted in advancement of grant implementation or findings. (i.e., recipient evaluation or follow-up emails regarding product, resource, or tool provided)

A Satisfactory (3) contribution to research is typified by the activities described below:

- Fulfillment of grant roles and/or responsibilities to a moderate degree
- Have met some of the individual professional goals identified in the faculty member's previous annual evaluation, unless extenuating circumstances interfered with the ability to do so
- At least one presentation, (e.g., workshop organizer for conference, presentation at a major conference; colloquium talk for a program or institute)
- Dissemination of a technical assistance document, tool, or other publication
- Evidence of providing technical assistance/consultation that supported grant implementation or findings (i.e., recipient evaluation or follow up emails regarding product, resource, or tool provided)

A Weak (2) contribution to research is characterized by unclear, minimal, or insufficient evidence of research activities, as evidenced by the failure to achieve one or more of the following:

- Fulfillment of roles/responsibilities to the grant to a minimal degree
- Have met one of the individual professional goals identified in the faculty member's previous annual evaluation, unless extenuating circumstances interfered with the ability to do so
- Completed one presentation (e.g., workshop organizer for conference, presentation at a major conference, colloquium talk for a program, or institute)
- Evidence of providing technical assistance/consultation supporting grant needs or findings (i.e., recipient evaluation, follow up emails, product, resource or tool provided)

An Unsatisfactory (1) contribution to research is reflected by insufficient evidence in one or more of the following:

- Failure to fulfill roles/responsibilities to the grant
- Failure to meet the individual professional goals identified in the faculty member's previous annual evaluation, unless extenuating circumstances interfered with the ability to do so
- Failure to provide presentations (e.g., workshop, conference session, institute program)
- Failure to provide technical assistance/consultation support of grant needs or findings (i.e., recipient evaluation or follow up emails or a product, resource or tool provided)

Service

Evaluation of contributions in the area of service will be based on the amount of effort, faculty self-assessment, and any other information known to the Department Chair, and will take into account the proportion of the faculty member's effort 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 effectively.

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

Evaluative criteria:

The evaluative criteria are provided as guidelines. Ratings will be based on all of the information provided and will consider the amount of effort assigned to each faculty. The 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.

Note: In order for a faculty member to earn a Satisfactory, Strong, or Outstanding rating in service, a faculty member must have service as part of their assigned effort and at minimum, be regularly involved in Departmental and Constituency meetings and must actively contribute to the Department and its Constituencies.

An Outstanding (5) contribution to service is characterized by the following:

- Significantly exceeds duties assigned under service

A Strong (4) contribution to service is reflected in participation in at least one high impact service activity relative to rank, and additional lesser impact service activities including:

- Consistently and with excellence meets duties assigned under service

A Satisfactory (3) contribution to service is reflected in participation in at least one service activity relative to rank:

- Meets most duties assigned under service

A Weak (2) contribution to service is reflected in any one of the following:

- Seldom meets duties assigned under service

An Unsatisfactory (1) contribution to service is reflected because a faculty member shows insufficient evidence of service, not even attending faculty and constituency meetings

- Failed to meet duties assigned under service

Dispute of Evaluation

If a faculty member is not satisfied 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.

Child & Family Studies

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