

School of Interdisciplinary Global Studies

Governance Document

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I. Mission Statement

The foundation of the School of Interdisciplinary Global Studies (SIGS) is the idea that understanding a social world that is distinct in its national, regional, and cultural identities, and yet interconnected in its history and interactions, requires conceptual and discursive approaches that go beyond any single social science or humanities discipline. SIGS brings together the disciplines of Africana Studies, International Studies, Latin American & Caribbean Studies, and Political Science to foster an understanding of the world. We are committed to a vision of global studies that is broadly interdisciplinary and that transcends traditional geographical boundaries. Our interpretation of global studies recognizes the linkages between our diverse local communities and the world. Taking SIGS to be part of a large and complex world, our research, teaching, and service works to respect both diversity and commonality within the school and in all of our academic endeavors.

II. Faculty Membership

The SIGS faculty will consist of tenured/tenure-earning faculty, tenured/tenure-earning faculty with joint appointments, professors of instruction, visiting instructors, adjunct faculty, affiliate faculty, courtesy appointments, and emeritus faculty. The rights and responsibilities of SIGS faculty are the same, regardless of a faculty member's home campus. Their rights and responsibilities will be as follows.

A. Tenured/Tenure-Earning Faculty

Tenured and tenure-earning faculty are faculty with full teaching, research, and/or service assignments in SIGS. They will be appointed as either assistant professors, associate professors, or professors through hiring and promotion procedures specified in this document. All tenured and tenure-earning faculty will have the full rights and responsibilities of faculty within the school. They will be evaluated annually and at the appropriate intervals for tenure and/or promotion according to procedures specified in this document.

B. Tenured/Tenure-Earning Faculty with Joint Appointments

Tenured and tenure-earning faculty with joint appointments are faculty with regular appointments and status in more than one department or academic unit. They may or may not be budgeted in more than one department or academic unit. Where a faculty member's line is at least 51% in SIGS, their tenure home will be in SIGS and they will be appointed through hiring procedures specified in this document, with participation by faculty members from the coordinating unit. Where the line is 49% or less in SIGS, they will be appointed through hiring procedures specified in their tenure home unit, with participation by SIGS faculty members. Faculty with joint appointments who have at least a 49% appointment in SIGS will have rights and responsibilities in the school commensurate with at least a half-time appointment. They will be expected to attend SIGS faculty meetings and may vote as regular faculty members. Their teaching, research, and service assignments should include proportionate duties within SIGS. To facilitate a reasonable apportionment of duties, the director of SIGS will maintain regular communication with the chair/director of the coordinating unit. Faculty with joint appointments will be evaluated annually and at the appropriate intervals for tenure and/or promotion by SIGS faculty according to procedures specified in this document. A Memorandum of Understanding (MOU) outlining the obligations of both participating units to specify the percentage of effort expected in each unit will ensure that faculty in both units have a basis for evaluating faculty with joint appointments.

C. Professors of Instruction

Professors of instruction are faculty with terminal degrees relevant to their teaching assignment and ongoing assignments in SIGS in teaching and service but not research. They will be appointed through hiring procedures specified in this document. Professors of instruction will have all of the same rights and responsibilities as tenured and tenure-earning faculty except as noted in this document. They will be expected to attend SIGS faculty meetings and may vote as regular faculty members except on matters of tenure and promotion. They will be evaluated annually and at the appropriate intervals for professor of instruction promotions according to procedures specified in this document.

D. Visiting Instructors

Visiting instructors are faculty with temporary full-time appointments in SIGS in teaching but not research or service. They will be appointed by the SIGS director. Visiting instructors will not have any voting rights within the school. They may be eligible for annual reappointments for up to a total of three years, contingent upon a positive performance evaluation by the SIGS director.

E. Adjunct Faculty

Adjunct faculty are faculty with temporary part-time appointments in SIGS to perform specific teaching, research, or extension functions. Adjunct faculty will be appointed on a semester-by-semester basis by the SIGS director in accordance with university guidelines that specify proper verification of academic qualifications and expertise. They will not have any voting rights within the school. Adjunct faculty who teach will be evaluated regularly by procedures specified in this document.

F. Affiliate Faculty

Affiliate faculty are USF faculty outside of SIGS whose research, teaching, or service is relevant to one or more components of SIGS, including the undergraduate and graduate degree programs and the global focus of the school. Affiliate faculty may be involved in SIGS in a variety of ways, including but not limited to cross-listing their courses with SIGS, serving on graduate thesis committees, and collaborating with individual SIGS faculty on colloquia, events, research working groups, and grants. Affiliate faculty will be appointed at the discretion of the school director.

G. Courtesy Appointments

Courtesy appointments are provided for faculty outside the university who perform specific services for SIGS without compensation or who are visiting scholars with reason to be associated with SIGS. Courtesy faculty will be appointed by a vote of the SIGS faculty upon nomination by a tenured, tenure-earning, or professor of instruction faculty member in SIGS. Courtesy faculty will have the normal rights associated with visiting scholars (e.g. library access) and may be listed on the SIGS website as courtesy faculty with an explanation of their academic connection to SIGS. They will not have any voting rights or responsibilities within the school. Courtesy faculty appointment is for a maximum of five years but may be renewed by another vote.

H. Emeritus Faculty

Emeritus faculty are faculty who are retired from employment at the university but granted some continuing access to school resources, such as office and laboratory space, at the discretion of the director. Emeritus faculty will be appointed by the university president upon the recommendation of the SIGS Director, when approved by the Faculty Executive Committee and endorsed by the college dean and the university provost. Emeritus faculty will not have any voting rights or responsibilities within the school.

III. Faculty Governance

A. Powers and Responsibilities of the Faculty

It is both the power and the responsibility of the faculty to establish and amend policies, procedures, and guidelines for the school in conformity with this governance document and those of the college and university. Such policies, procedures, and guidelines include but are not limited to undergraduate and graduate curricula, faculty evaluation procedures and criteria, hiring priorities and decisions, and strategic goals and visions for the school. Decisions not designated as falling under the authority of the director or another SIGS administrator are reserved to the faculty as a whole.

B. Faculty Meetings

Regular and productive faculty meetings are a critical aspect of the growth and development of the School of Interdisciplinary Global Studies. Such meetings facilitate communication among the faculty and can also contribute to a necessary sense of community. To achieve these goals:

Scheduling of meetings

1. The director will ordinarily call faculty meetings once a month during the fall and spring semesters. In the event that monthly meetings are not feasible during a particular semester, the director will schedule no fewer than two meetings for the semester.
2. The director will endeavor to establish a schedule that maximizes the faculty's ability to attend meetings in person, avoiding conflicts with teaching responsibilities and conference travel as possible as well as including branch campuses in a reasonable rotation for meeting sites. The director will further endeavor to establish the meeting schedule for the entire semester within the first few weeks of that semester but in any case will provide at least two weeks' notice prior to a meeting.
3. Additional meetings may be called as needed to handle special or time-sensitive business, provided the faculty is given at least three working days' notice. Such meetings may be called by the director or through a written petition to the director from either the Faculty Executive Committee (FEC) or at least 20% of the faculty in residence. In all cases the central reason for the meeting will be clearly identified. If the FEC or the faculty petition for a meeting, the director will announce the petition to the full faculty immediately and will schedule the meeting to occur no sooner than three working days and no later than three weeks after receipt of the petition.

Meeting agendas

1. At least one week in advance of a regularly scheduled meeting, the director will email the faculty to solicit input on agenda items for the meeting. The director will include as many suggested agenda items as time permits.
2. At least three working days (72 hours) prior to any meeting, the director (or the body responsible for calling the meeting) will circulate a specific agenda for the meeting by email. The agenda

should include any items to be voted on at the meeting, including the actual proposed motion(s) if possible, and be accompanied by any relevant explanatory materials.

Meeting attendance and procedures

1. Both voting and non-voting members of the faculty may attend any faculty meeting.
2. Attendance by at least 50% of the voting members of the faculty currently in residence (not on leave) will constitute a quorum. Absent a quorum, a meeting may still proceed, but no votes may be taken.
3. Given the challenges involved in conducting fluid, robust, and mutually responsive discussions in a large group when some participants are together in person and others are not, SIGS' aspiration will be for faculty members to attend meetings in person. In support of that aspiration in a geographically dispersed university, there will be a reasonable rotation of meeting sites. Faculty at any given campus are strongly encouraged to attend meetings held at a different campus in person if at all possible. However, if they are unable to do so, they may attend by videoconference insofar as technological and staffing resources permit. Faculty may only attend a meeting held at their own campus by videoconference in unusual circumstances (such as illness). Faculty attending remotely will be counted in a quorum and retain all other rights of meeting participation.
4. The director will ordinarily preside at meetings. If the director is not able to attend, the associate director will preside. If the associate director is not able to attend, the chair of the FEC will preside.
5. The director or a designated substitute will conduct meetings in accordance with the current edition of Robert's Rules of Order. The associate director will serve as parliamentarian to ensure promulgation and adherence to the rules of order.
6. A staff member will take minutes.
7. Minutes will be distributed by email to all faculty members within two calendar weeks after each meeting. The minutes will include a list of all attendees, a summary of issues discussed, and a tally of all votes taken.

C. Voting Procedures

1. Unless otherwise indicated in this document, all tenured, tenure-earning, and professor of instruction faculty with at least a 49% appointment in the school will be eligible to vote on matters of policy internal to the school. Visiting, adjunct, affiliate, courtesy, and emeritus faculty will not be eligible to vote.
2. Unless otherwise indicated in this document, votes will be decided by simple majority rule.
3. Votes on elected representatives, hiring, evaluation criteria and procedures, major policies, amendments to this document, and any other sensitive matters will be conducted by secret ballot.

4. Votes on all other matters will be conducted by show of hands, unless anyone requests a secret ballot. Faculty may petition the director to conduct a vote by secret ballot either in advance of or at a faculty meeting.
5. In cases where a secret ballot is conducted at a meeting and some faculty are participating remotely, votes will be transmitted electronically to a staff member who will convey the votes in a confidential manner.
6. Votes on major policy changes will be conducted by paper/electronic ballot after a meeting (or series of meetings). Major policy changes include but are not limited to: 1) governance document changes, 2) changes or additions to documents in the Policies and Procedures Manual referenced in Section VIII.C below; 3) major changes to the graduate or undergraduate programs, and 4) votes of no confidence of the director.
7. For other votes that arise during meetings, faculty are permitted to vote by proxy only if they miss a meeting for reasons related to assigned duties (e.g., teaching, public service, and attendance at an academic conference), a family emergency, or illness. A faculty member may hold only one proxy per meeting.
8. In cases where it is important to reach a quick decision on an issue, the director may request a vote by e-mail.
9. A permanent written file of motions that pass will be maintained and kept available in the office of the department operations manager and online on the school drive.

D. USF Faculty Senate Representation

1. In accordance with the Constitution of the Faculty of the University of South Florida and its Bylaws, SIGS will elect a faculty member to represent SIGS in the Faculty Senate whenever the senate seat is due to be vacated for any reason.
2. The director will solicit eligible volunteers willing to serve.
3. The director will then conduct a vote to choose or approve a candidate by secret paper/electronic ballot and send the ballot results to the Faculty Senate.

IV. School Administration

A. Director

Charge of the Director

The director is the chief administrator of the School of Interdisciplinary Global Studies. As chief administrator, the director exercises leadership both within the school and in representing the school. The director serves as the primary liaison between the school and other bodies by implementing college and university policies within the school and by advocating for the school's needs and interests within the college, university, and larger public.

Selection/Appointment of the Director

The director will be a tenured faculty member of the school or meet all tenure criteria of the school. The director will be appointed by the CAS Dean, based upon the input of the faculty and the department operations manager. Permanent faculty (tenured/tenure-earning, tenured/tenure-earning with joint appointments, and professors of instruction) who will be members of the school the following year are eligible to recommend candidates to the dean according to the following process:

1. Request for external search
 - a) In the spring semester prior to the final year of the sitting director's term, the faculty will discuss and vote on whether to request that the dean authorize an external search for the next director.
 - b) The chair of the Faculty Executive Committee (FEC) will chair this portion of a meeting, oversee a secret ballot, and, if the results are to request an external search, forward the request to the dean, whereupon the dean will decide on the mode of the search.
2. Internal search
 - a) If the faculty opt for or the dean directs an internal search, the chair of the FEC (or another FEC member, if the FEC chair wishes to be considered for director) will oversee the search process beginning no later than the start of the spring semester of the final year of the sitting director's term.
 - b) All tenured faculty members (except the sitting director if they have just served two consecutive terms) will automatically be nominated for consideration but may withdraw their names if they so choose.
 - c) Faculty members who choose to remain in consideration will provide the faculty with a written statement outlining their administrative philosophy and vision for the school's future at least two weeks prior to the vote.
 - d) Following the distribution of these statements, there will be a special open faculty meeting in which the candidates have the opportunity to make a brief presentation and answer questions.

- e) The dean will meet with the department operations manager to hear her or his views on the various candidates.
- f) At a faculty meeting, the permanent continuing faculty will vote on which candidate(s) to recommend to the dean. Faculty will be provided with separate preprinted or digital ballots for first choice, second choice, etc. as needed. Votes will be taken by secret ballot in individual rounds to determine the first-choice candidate, then the second-choice candidate, and so forth. A majority of the “yes” votes (i.e. 51% or more) is required for any candidate to be recommended to the dean, whether as first choice or back-up choices. If no candidate in the first round of voting receives a majority of “yes” votes, the candidate with the fewest votes will be eliminated and, after discussion, another vote will be taken. If two candidates are tied for fewest votes, the faculty will discuss before taking another vote.
- g) Absentee ballots will be permitted from anyone eligible to vote who cannot make the meeting. No proxy votes will be permitted. Absentee ballots will be cast using the same preprinted or digital ballots. If preprinted, ballots will be delivered by hand or mail in a sealed envelope to the department operations manager (or printed out from email and sealed in an envelope by the department operations manager) at least one day prior to the meeting. The department operations manager will give the ballots to the FEC chair immediately prior to the faculty meeting, and the FEC chair will open the ballots during the voting process, adding the ballots to the appropriate piles before they are counted so as to preserve the anonymity of the votes. If digital, ballots will be cast at least one day prior to the meeting. The department operations manager will register the electronic votes on behalf of the faculty member during the faculty meeting.
- h) If there is only one candidate standing for consideration as director, voting may be conducted by electronic ballot outside of a faculty meeting.
- i) The FEC chair will relay the full tally of the faculty vote to the dean. Bearing in mind this vote and the views of the department operations manager, the dean will appoint a director for the school.

3. External search

- a) If the dean directs an external search, the director will appoint a search committee consisting of at least four tenured/ tenure-earning/ professor of instruction faculty members in the school. The director will appoint one member of the search committee to serve as chair. The department operations manager will serve on the committee as a non-voting member.
- b) Current faculty members in the school will be eligible to apply for the position of director even if the dean directs an external search, but in that case will be ineligible to serve on the search committee.
- c) Wherever possible, the director will appoint a search committee reflecting diversity in rank, home campus, and area of specialty, as well as diversity in race and gender in accordance with Equal Opportunity requirements.

- d) The search committee will establish a search plan, including writing the position description, determining the selection criteria, and identifying venues in which to advertise the position as widely as possible.
- e) The search committee will review the applications and determine semi-finalists to be interviewed by the committee, whether at a national meeting, through tele- or videoconferences, or through other means acceptable to the committee.
- f) After these interviews, the search committee will determine which applicants to bring to campus for interviews by the full faculty and appropriate administrators.
- g) The search committee will solicit input from the faculty after each interview. Based on this input, the candidates' files, and the candidates' initial and final interviews, the committee will prepare a brief report to present to the faculty on the relative strengths and weaknesses of each candidate.
- h) At a faculty meeting, the faculty will discuss the candidates. The rest of the process will follow steps e-h specified above for an internal search.

4. Selection/Appointment of an Interim Director

- a) If the existing director resigns or is removed from office before finishing a regular term, the chair of the FEC (or another FEC member if necessary) will immediately begin an internal search process for an interim director following the steps above, except that presentations of administrative philosophy/vision may be omitted to expedite the process.
- b) If either an internal or external search fails to produce a candidate acceptable to the faculty and/or dean, the faculty will express to the dean their preference for a new internal or external search for a full-term director according to the process specified above. In the meantime, the chair of the FEC will immediately begin the internal search process for an interim director.
- c) An interim director will serve at most two years, and normally only one, until another search process is conducted.
- d) The interim director will perform all the duties of the director specified below.

Position and Term of the Director

1. The position of director is a 12-month appointment, beginning in the fall.
2. The director will serve a three-year term.
3. The director will be limited to serving two three-year terms consecutively but may be re-elected after a full term has been served by another director. The maximum of six consecutive years applies for any combination of interim and regular terms served by one person.

Duties and Responsibilities of the Director

The director will be responsible for administering the affairs of SIGS and implementing the policies and procedures of the college and the university. These administrative duties include but are not limited to:

1. Facilitating faculty governance in the school, college, and university
 - a) Chairing school meetings, including convening meetings, setting meeting agendas, and presiding over meetings.
 - b) Appointing the associate, undergraduate, and graduate directors (subject to approval by the Faculty Executive Committee) and the program curriculum supervisors.
 - c) Appointing or nominating faculty members to school, college, and university committees, except as designated otherwise in this governance document.
2. Managing faculty and staff in the school.
 - a) Hiring visiting and adjunct faculty.
 - b) Assisting search committees and the rest of the faculty in the process of hiring tenured, tenure-earning, and professor of instruction faculty in accordance with the hiring procedures specified in this governance document.
 - c) Assigning faculty duties and discussing them with the faculty as needed.
 - d) Overseeing course scheduling as implemented by the associate, undergraduate, and graduate directors.
 - e) Assigning summer teaching
 - f) Evaluating the faculty, including for annual evaluations and tenure and/or promotion decisions.
 - g) Making recommendations to the dean for discretionary bonuses for faculty, according to criteria distributed to the faculty.
 - h) Hiring the office staff and overseeing their supervision, working conditions, evaluations, and compensation.
3. Managing school resources
 - a) Consulting with the faculty in determining school needs and expenditure of allocated funds.
 - b) Submitting budget requests to the college and overseeing implementation of the budget.
 - c) Regularly reporting on the status of the budget to the faculty (at minimum, once per semester, and more frequently if requested by the faculty).
 - d) Allocating resources, such as for travel funds, office space, and computer equipment.

- e) Fostering ties with alumni to facilitate fundraising for the school.
- 4. Facilitating big-picture planning and assessment of the school
 - a) Proposing school goals and coordinating strategic planning in the school.
 - b) Preparing self-studies and coordinating external reviews of the school.
 - c) In consultation with other chairs and directors and the dean, participating in the development and implementation of policy and procedures within the college.
- 5. Serving as a liaison between the school and other units/people
 - a) Representing and advocating for the school's mission, interests, positions, and programs within and without the university.
 - b) Regularly informing the faculty of relevant university and college developments.
 - c) Ensuring that college and university requirements and policies are met by the school.
- 6. Mentoring and supporting faculty as needed

Removal of the Director

The faculty may recommend to the dean that a director be removed from office. Such an action must be taken according to the following procedure:

1. A motion calling for removal must be introduced by at least one-third of the permanent (tenured/tenure-earning/professor of instruction) faculty. The motion will propose a discussion and vote at either a regularly scheduled or special meeting of the faculty, with notice of the business of the meeting given to the faculty at least two weeks in advance.
2. To be adopted, the motion for removal must be supported by a two-thirds majority of the permanent faculty in a secret ballot. The chair of the FEC will oversee the vote and report the results to the dean.

B. Associate Director

Charge of the Associate Director

The associate director assists and supports the director in the leadership and administration of the school.

Selection/Appointment of the Associate Director

The associate director will be a tenured member of the faculty appointed by the school director and approved by the Faculty Executive Committee. Faculty with joint appointments are eligible to serve.

Position and Term of the Associate Director

1. The position of associate director is a 9-month appointment, beginning in the fall, but with some responsibilities over the summer (presuming a sufficient summer stipend is provided).
2. The associate director will serve up to a three-year term, as negotiated by the school director and the faculty member.
3. The associate director may serve a second term of up to three years, upon agreement of the school director and the faculty member, but the term will not automatically extend beyond the term of the current school director.
4. The associate director will be limited to serving two three-year terms consecutively but may be re-appointed after a full term has been served by another associate director.

Duties and Responsibilities of the Associate Director

Duties and responsibilities of the associate director may vary to some extent depending on the associate director's particular skills and the director and school's current needs, but are ordinarily likely to include:

1. Substituting for the director as necessary, such as in the following cases:
 - a) Presiding over SIGS faculty meetings or attending college-level meetings when the director is unavailable.
 - b) Substituting for the director when the director has a conflict of interest.
2. Facilitating faculty governance
 - a) Serving as parliamentarian in faculty meetings, unless another faculty member takes on this responsibility.
3. Overseeing curriculum instruction
 - a) Scheduling classes in consultation with the director, undergraduate director, and graduate director.
 - b) Evaluating the teaching effectiveness of adjunct faculty in consultation with the relevant program curriculum supervisors and advising the director on their reappointment.
 - c) Handling student appeals and other student procedural problems, except in cases of a conflict of interest.
4. Providing other assistance for the director as mutually agreed upon.
 - a) The director and associate director will write an annual Memorandum of Understanding specifying the responsibilities of the associate director.

Compensation for the Associate Director

Compensation for performing the duties of associate director will include at least one course release per year and financial compensation consistent with college approval.

C. Undergraduate Director

Charge of the Undergraduate Director

The undergraduate director will be responsible for administering the undergraduate programs of the school.

Selection/Appointment of the Undergraduate Director

The undergraduate director will be a permanent (tenured, tenure-earning, or professor of instruction) faculty member appointed by the school director and approved by the Faculty Executive Committee. Faculty with joint appointments are eligible to serve.

Position and Term of the Undergraduate Director

1. The position of undergraduate director is a 9-month appointment, beginning in the fall, but with some responsibilities over the summer (presuming a sufficient summer stipend is provided).
2. The undergraduate director will serve up to a three-year term, as negotiated by the school director and the faculty member.
3. The undergraduate director may serve a second term of up to three years, upon agreement of the school director and the faculty member, but the term will not automatically extend beyond the term of the current school director.
4. The undergraduate director will be limited to serving two three-year terms consecutively but may be re-appointed after a full term has been served by another undergraduate director.

Duties and Responsibilities of the Undergraduate Director

The undergraduate director will oversee and monitor the undergraduate programs by:

1. Overseeing the coherence of the curricula
 - a) Together with the relevant program curriculum supervisors, reviewing the curricula of the various undergraduate programs on an annual basis in order to identify their strengths and weaknesses (such as gaps in course offerings, sequencing problems, etc.).
 - b) Bringing structural weaknesses and proposed solutions to the attention of the faculty for discussion and approval.

- c) Petitioning the Undergraduate School for any changes to the program approved by the faculty.
 - d) Assessing undergraduate programs for SACS and, as necessary, working with the director to revise curriculum assessment tools.
 - e) Overseeing General Education and other certifications.
 - f) Assisting faculty with preparing undergraduate course proposals.
 - g) Together with the relevant program curriculum supervisors, approving course substitutions and electives outside the specified major requirements for students in the undergraduate programs.
2. Overseeing instruction of the curricula and student success in courses
- a) Scheduling undergraduate courses in consultation with the associate director, graduate director, and undergraduate advisors.
 - b) Working with the undergraduate advisors to monitor the performance of undergraduate students and the undergraduate programs.
 - c) Working with the school director and graduate director to monitor and assist the quality of graduate student teaching of undergraduates. Aiding the graduate director in ensuring that graduate student teachers are provided with appropriate mentorship and advice on teaching.
3. Presiding over the Undergraduate Committee
- a) Assisting the director in appointing program curriculum supervisors to form the Undergraduate Committee.
 - b) Chairing the Undergraduate Committee, including convening meetings, setting meeting agendas, presiding over meetings, coordinating the division of labor for committee duties, and communicating with the school director regarding committee business.
4. Serving as a liaison between the school and other units/people with respect to undergraduate education
- a) Regularly reporting to the director and the school on issues pertinent to undergraduate education.
 - b) Serving as a liaison in implementing college policies on undergraduate education.
 - c) Attending relevant SSS (School of Social Sciences) and CAS meetings about undergraduate education, including the SSS Undergraduate Curriculum Committee, the CAS Undergraduate Curriculum Committee, and the CAS Advisory Board of Undergraduate Directors.

- d) Responding to requests to serve on additional college and university committees related to undergraduate education.
- e) Representing the school at college and university events regarding undergraduate education.
- f) Serving as a liaison with the Office of Education Abroad, and, where possible, overseeing approval of education abroad courses.
- g) Handling email related to the undergraduate programs.

Compensation for the Undergraduate Director

Compensation for performing the duties of undergraduate director will include at least one course release per year and financial compensation consistent with college approval.

D. Graduate Director

Charge of the Graduate Director

The graduate director will be responsible for administering the graduate programs (including M.A., Ph.D., and graduate certificate programs) of the school.

Selection/Appointment of the Graduate Director

The graduate director will be a tenured or tenure-earning faculty member appointed by the director and approved by the Faculty Executive Committee. Faculty with joint appointments are eligible to serve.

Position and Term of the Graduate Director

1. The position of graduate director is a 9-month appointment, beginning in the fall, but with some responsibilities over the summer (presuming a sufficient summer stipend is provided).
2. The graduate director will serve up to a three-year term, as negotiated by the school director and the faculty member.
3. The graduate director may serve a second term of up to three years, upon agreement of the school director and the faculty member, but the term will not automatically extend beyond the term of the current school director.
4. The graduate director will be limited to serving two three-year terms consecutively but may be re-appointed after a full term has been served by another graduate director.

Duties and Responsibilities of the Graduate Director

The graduate director will oversee and monitor the graduate programs by:

1. Overseeing the coherence of the curricula

- a) Together with the relevant program curriculum supervisors, reviewing the curricula of the various graduate programs on an annual basis to identify their strengths and weaknesses (such as gaps in course offerings, sequencing problems, etc.).
 - b) Bringing structural weaknesses and proposed solutions to the attention of the faculty for discussion and approval.
 - c) Petitioning the Graduate School for any changes to the program approved by the faculty.
 - d) Assessing the graduate programs for SACS and, as necessary, working with the director to revise curriculum assessment tools.
 - e) Assisting faculty with preparing graduate course proposals.
 - f) Together with the relevant program curriculum supervisors, approving course substitutions and electives outside the specified requirements for students in the graduate programs.
2. Overseeing instruction of the curricula and student success in courses
 - a) Scheduling graduate courses in consultation with the associate director.
 - b) Determining the qualifications of faculty to supervise graduate research in compliance with college and university requirements.
 - c) Administering comprehensive exams, including assembling standing faculty committees for the exam field areas, overseeing the provision of reading lists and exam questions to students, advising students on how to approach the process, and distributing completed exams to the standing committees for assessment.
3. Overseeing the graduate student admissions process
 - a) Preparing recruitment materials and recruiting new graduate students.
 - b) Soliciting faculty input on M.A. program admissions and using that input to make final decisions on those admissions.
 - c) Soliciting faculty input on Ph.D. program admissions and facilitating deliberations of the Graduate Committee to make final decisions on those admissions.
 - d) Corresponding with prospective and actual applicants throughout the application and admission process.
4. Advising graduate students and facilitating their professional development
 - a) Planning and overseeing new student orientation.
 - b) Advising graduate students on course selection and matters related to their success in graduate school.

- c) Coordinating professional development programs for graduate students, overseeing the mentorship program of Ph.D. students, and helping to prepare students for the job market.
 - d) Working with the school director and undergraduate director to monitor and assist the quality of graduate student teaching of undergraduates. Ensuring that graduate student teachers are provided with appropriate mentorship and advice on teaching.
5. Presiding over the Graduate Committee
- a) Assisting the school director in appointing members to the Graduate Committee.
 - b) Chairing the Graduate Committee, including convening meetings, setting meeting agendas, presiding over meetings, coordinating the division of labor for committee duties, and communicating with the director regarding committee business.
6. Serving as a liaison between the school and other units/people with respect to graduate education
- a) Regularly reporting to the director and the school on issues pertinent to graduate education.
 - b) Serving as a liaison in implementing college policies on graduate education.
 - c) Attending relevant SSS and CAS meetings about graduate education.
 - d) Representing the school at college and university events and meetings regarding graduate education.
 - e) Working with the director to ensure the needed allocation of resources to graduate programs and to identify university and college resources for support of graduate students.
 - f) Handling email related to the graduate programs.

Compensation for the Graduate Director

Compensation for performing the duties of graduate director will include at least one course release per year and financial compensation consistent with college approval.

E. Program Curriculum Supervisors

Charge of the Program Curriculum Supervisors

Four program curriculum supervisors will be responsible for overseeing and ensuring the academic strength and coherence of each of the four academic programs housed within SIGS: Africana Studies, International Studies, Latin American & Caribbean Studies, and Political Science.

Selection/Appointment of the Program Curriculum Supervisors

The program curriculum supervisors will be permanent (tenured, tenure-earning, or professor of instruction) faculty members appointed by the director, in consultation with the undergraduate

director, after soliciting volunteers from the faculty. Faculty with joint appointments are eligible to serve.

Position and Term of the Program Curriculum Supervisors

1. The position of program curriculum supervisor is a 9-month appointment, beginning in the fall.
2. Program curriculum supervisors will serve a two-semester term, renewable upon agreement of the director and the faculty member.

Duties and Responsibilities of the Program Curriculum Supervisors

1. Together with the undergraduate and graduate directors, reviewing the curricula of the undergraduate and graduate programs on an annual basis in order to identify their strengths and weaknesses (such as gaps in course offerings, sequencing problems, etc.).
2. Together with the undergraduate and graduate directors, approving course substitutions and electives outside the specified requirements for the undergraduate and graduate programs.
3. Together with the associate director, evaluating the teaching effectiveness of adjunct faculty instructors and advising the director on their reappointment.
4. Together with the undergraduate and graduate directors, working to ensure student success in their respective programs.
5. Serving on the Undergraduate Committee.

V. School Committees

A. Standing Committees

1. *Faculty Executive Committee*

Charge of the Committee

The Faculty Executive Committee (FEC) will act as a whole to advise the director of the school on matters related to the school, advise the college dean on matters related to the school and school director, and oversee the implementation and periodic revision of school procedures and criteria for faculty evaluations. The FEC will have two standing subcommittees, one for faculty in humanities disciplines and one for faculty in social science disciplines. The FEC subcommittees will act independently to conduct annual evaluations for faculty members in their area.

Composition of the Committee and Subcommittees

- a) The committee will be comprised of at least six tenured faculty members in the school, with each subcommittee consisting of at least three tenured faculty members.
- b) In cases where there are significantly more SIGS faculty members in either humanities or social sciences, the membership of either subcommittee may be increased beyond three in proportion to the number of faculty to be evaluated in that area.
- c) Whenever possible, the committee composition will reflect the racial, ethnic, gender, geographic, and methodological diversity of the school as well as a balance between associate and full professors.

Selection/Appointment of the Committee and Subcommittees

- a) The director will determine the selection of committee members in accordance with the principles specified in this document.
- b) All tenured faculty members in the school except the current director will be expected to serve on a rotational basis.
- c) Faculty with joint appointments are eligible but not required to serve.
- d) Faculty who are on leave or sabbatical may have their term deferred until they return from leave, at which point they will be expected to serve.
- e) At the discretion of the director, faculty service on the FEC may be deferred for reasons other than faculty leave or sabbatical.

- f) Faculty members will ordinarily choose for themselves whether to serve on the Humanities or Social Sciences Subcommittee, but the school director may reassign a faculty member to a different subcommittee if the director deems it necessary and appropriate.

Term of Committee Members

- a) Members will serve a one-year term, beginning in the fall.
- b) Members may serve consecutive terms but, in keeping with the principle of rotation, should not serve continuously.
- c) Committee members' terms should be staggered so that the committee will have both continuing membership and new membership each year.

Selection and Term of the FEC and Subcommittee Chairs

- a) Immediately following the annual constitution of the FEC, the FEC as a whole will elect one of its members to serve as chair for the whole committee.
- b) Likewise, each subcommittee will elect one of its members to serve as chair for their subcommittee.
- c) Only faculty who have previously served on the FEC for at least one year will be eligible for election as committee or subcommittee chair.
- d) Members may be re-elected as committee or subcommittee chair in subsequent years.
- e) A faculty member may serve as both chair of the full committee and chair of their subcommittee simultaneously.
- f) Chairs may be removed by their committees for cause.

Duties and Responsibilities of the Full Committee

The FEC will deliberate as a collective body and provide its decisions as a collective body. The chair will not hold any special authority in the committee's decision-making processes. The full FEC will serve by:

- a) Approving administrative appointments
 - 1. Approving by majority rule the director's selection of associate director, undergraduate director, graduate director, and ad-hoc tenure and promotion committees.
- b) Overseeing the implementation and revision of evaluation procedures and criteria
 - 1. Clearly communicating the current procedures and criteria for annual, tenure, and promotion evaluations to the faculty.

2. As needed and/or appropriate, taking the lead in proposing revisions of evaluation procedures and criteria for discussion and approval by the faculty.
- c) Conducting annual evaluations of the director's administrative performance
 - d) Advising the school director and/or college dean
 1. As called upon by the director or dean, providing advice on issues related to the faculty or the school as a whole.
 2. As determined by the committee, initiating consultations with the director on issues related to the faculty or the school as a whole.

Duties and Responsibilities of the FEC Chair

- a) Coordinating and administering the activities of the full committee.
- b) Convening and presiding over committee meetings and coordinating the division of labor for committee duties.
- c) Communicating with the faculty, the director, and the dean regarding committee business.
- d) Presiding over internal searches for the next school director unless they wish to stand for the position.
- e) When necessary, presiding over school meetings in the director and associate director's place.

Duties and Responsibilities of the Subcommittees

The Humanities and Social Sciences Subcommittees of the FEC will deliberate as collective bodies and provide their decisions as collective bodies. Chairs will not hold any special authority in the subcommittees' decision-making processes. Members of the subcommittees will temporarily remove themselves from a meeting when they are being evaluated or are the subject of a matter before the subcommittee. In accordance with the evaluation procedures specified in this document and any procedures and criteria specified in established school, college, and university documents, the FEC subcommittees will serve by:

- a) Conducting annual evaluations of faculty in humanities or social science fields
 1. Independently reviewing and evaluating the annual reports of all tenure-earning, tenured, and professor of instruction faculty members in that field.
 2. Deliberating as a committee to determine an annual evaluation.
 3. Ideally by consensus, but at minimum by majority vote, determining a summary evaluation judgment for each assigned duty.

4. Providing an official judgment and substantive narrative to support that judgment regarding the faculty members' annual performance.
- b) Providing a scheduled opportunity to meet with faculty to discuss the evaluation and consider revisions.

Duties and Responsibilities of the Subcommittee Chairs

- a) Coordinating and administering the activities of the subcommittees.
- b) Convening and presiding over subcommittee meetings and coordinating the division of labor for subcommittee duties.
- c) Overseeing deliberations on annual evaluations.
- d) Insuring the timely and accurate submission of the subcommittee's annual evaluations to the director.
- e) Communicating with the faculty and the director regarding subcommittee business.

2. Undergraduate Committee

Charge of the Committee

The undergraduate committee will be responsible for assisting the undergraduate director in overseeing the undergraduate programs and advising the faculty and director about the current state and future development of undergraduate curricula in the school.

Composition of the Committee

- a) The committee will be comprised of the undergraduate director and those program curriculum supervisors who oversee an undergraduate program.
- b) Whenever possible, the committee composition will reflect the racial, ethnic, gender, geographical, methodological, and rank diversity of the school.
- c) The undergraduate director will serve as the chair of the committee.

Selection/Appointment of the Committee

As program curriculum supervisors, committee members will be permanent (tenured, tenure-earning, or professor of instruction) faculty members appointed by the director, in consultation with the undergraduate director, after soliciting volunteers from the faculty. Faculty with joint appointments are eligible to serve.

Term of Committee Members

- a) Members will serve a two-semester term, beginning in the fall.
- b) Members may serve consecutive terms.

Duties and Responsibilities of the Committee

- a) Assisting the undergraduate director in the execution of his or her duties
- b) Reviewing the curricula of the various undergraduate programs on an annual basis in order to identify their strengths and weaknesses (such as gaps in course offerings, sequencing problems, etc.).
- c) Assisting the undergraduate director in formulating proposals to strengthen the various undergraduate programs.
- d) Reviewing new course proposals and curriculum changes before they are forwarded to the appropriate college and university committees.
- e) Selecting recipients of student awards. The committee may solicit input from the undergraduate advisors and faculty in determining awards recipients.

3. Graduate Committee

Charge of the Committee

The graduate committee will be responsible for assisting the graduate director in overseeing the graduate programs and advising the faculty and director about the current state and future development of graduate curricula in the school.

Composition of the Committee

- a) The committee will be comprised of the graduate director and at least two additional tenured or tenure-earning faculty members.
- b) Whenever possible, the committee will include representatives from each of the various graduate degree programs in the school.
- c) Whenever possible, the committee composition will also reflect the racial, ethnic, gender, geographical, methodological, and rank diversity of the school.
- d) The graduate director will serve as the chair of the committee.

Selection/Appointment of the Committee

Committee members will be appointed by the director, in consultation with the graduate director, after soliciting volunteers from the faculty. Faculty with joint appointments are eligible to serve.

Term of Committee Members

- a) Members will serve one-year terms, beginning in the fall.
- b) Members may serve consecutive terms but, in keeping with the principle of rotation, should not serve continuously.

Duties and Responsibilities of the Committee

- a) Assisting the graduate director in the execution of their duties.
- b) Together with the graduate director and the relevant program curriculum supervisors, monitoring all graduate degree and certificate programs.
- c) Together with the graduate director, determining graduate student admissions and assistantships.
 - 1. For the Ph.D. program: reviewing admissions criteria; reviewing all applications to the program; collectively determining the number of applicants to accept, in what order, and with what amount of funding; and determining the content of letters of acceptance. The Graduate Committee should solicit input from the school director and the faculty at large on general admissions goals and specific admission decisions, but the committee will collectively make the final decision on admissions.
 - 2. For the M.A. programs: reviewing admissions criteria; advising the graduate director on admissions; and collectively determining which students will be awarded graduate assistantships.
- d) Together with the graduate director, overseeing graduate student progress each year.
 - 1. Holding an open faculty meeting each April to solicit input on and discuss the progress of all Ph.D. students.
 - 2. After discussing student progress as a committee, determining strengths and weaknesses to be communicated to Ph.D. students through a standardized form by the end of the spring semester.
 - 3. Based on this process and other relevant indicators of academic progress, determining the continuation of funding support for both Ph.D. and M.A. students.
- e) Establishing procedures and criteria for the appointment of comprehensive examination committees, major professors, and dissertation committee members.

B. Ad-Hoc Committees

1. *Tenure & Promotion Committee*

Charge of the Committee

In any academic year in which there is a mid-tenure, tenure and promotion, and/or promotion case to be reviewed in the school, a Tenure & Promotion Committee will be constituted. The T&P Committee will review candidates' files and evaluate their progress towards, or suitability for, tenure and/or promotion. The committee will deliberate as a collective body and provide its decisions as a collective body, although narratives may reference the committee's official vote on each case before it. Chairs will not hold any special authority in the committee's decision-making processes.

Composition of the Committee

- a) In the case of candidates for mid-tenure review, tenure and promotion, or instructor promotion, the T&P Committee will be comprised of five to seven tenured SIGS faculty members. The size of the committee will, to the extent possible, reflect the number of cases before the committee during an academic year.
- b) In the case of candidates for promotion to full professor, the T&P Committee will be comprised of at least three to five full professors. Full professors from outside of SIGS are eligible to serve if necessary to constitute such committees.
- c) The committee will, to the extent possible, represent the diversity of SIGS disciplines and research foci as well as the diversity of the racial, ethnic, gender and geographical composition of its faculty.
- d) If there is a candidate for tenure and/or promotion from USF-SP or USF-SM, the committee will have one member from the candidate's home campus, if a faculty member from that campus is willing to serve.
- e) In consultation with the committee, the director will appoint one member to serve as chair. Only full-time faculty members in SIGS are eligible to serve as chair.

Selection/Appointment of the Committee

Committee members will be appointed by the director and approved by the Faculty Executive Committee. Faculty with joint appointments are eligible to serve.

Term of Committee Members

Committee members will serve for the duration of the academic year.

Duties and Responsibilities of the Committee

In accordance with the evaluation procedures and criteria specified in the SIGS Tenure and Promotion Criteria document and established school, college, and university documents, the T&P Committee will serve by:

- a) Independently reviewing and evaluating each candidate's entire file and supporting documentation.
- b) Deliberating as a committee to determine each candidate's progress toward tenure or suitability for tenure and/or promotion.
- c) By secret ballot, voting on a judgment.
- d) Providing an official recommendation and substantive narrative regarding each candidate's progress toward tenure or suitability for tenure and/or promotion.

Duties and Responsibilities of the Committee Chair

- a) Coordinating and administering the activities of the committee.
- b) Convening and presiding over committee meetings and coordinating the division of labor for committee duties.
- c) Overseeing deliberations and a vote by secret ballot on whether to recommend tenure and/or promotion.
- d) Insuring the timely and accurate submission of the committee's recommendation and supporting narrative to the director.
- e) Communicating with the faculty member and the director regarding committee business.

2. Other Ad-Hoc Committees

Establishment of Ad-Hoc Committees

- a) From time to time the school will require ad-hoc committees to accomplish particular tasks. Either the school director or faculty members may propose an ad-hoc committee.
- b) The director may establish an ad-hoc committee at any time.
- c) Faculty members may establish an ad-hoc committee by proposing so at a faculty meeting, and having the proposal approved by a simple majority of the faculty.

Charge, Composition, Selection, Term, and Duties of Ad-Hoc Committees

- a) If the committee is proposed by the school director, the charge, composition, selection, term, and duties of the committee will be determined by the director.

- b) If the committee is proposed by faculty members, the charge, composition, selection, term, and duties of the committee will be determined by those faculty, in consultation with the director.

VI. Faculty Acquisition Procedures

A. Procedures for New Hires

1. *Procedure for Developing Hiring Plans*

- a) At least once a year, the director, associate director, graduate director, undergraduate director, and curriculum supervisors will meet to discuss programmatic needs and to draft a proposed hiring plan for permanent and temporary faculty.
- b) The group will endeavor to develop a prioritized plan that meets the curricular needs of all programs in SIGS and, where possible and appropriate, to propose lines that can serve multiple programs as well as areas of scholarly concentration that SIGS has identified for itself.
- c) The draft plan will be presented to the full faculty for discussion before the end of the spring semester. Faculty will vote on a prioritized request for permanent lines that will be presented to the dean's office.
- d) The hiring plan will be updated each year. Positions that were next in line from the previous year's list should be given top priority in subsequent years, unless unforeseen issues arise.

2. *Procedure for Hiring Permanent Faculty (Tenure-Earning, Tenured, and Professors of Instruction)*

- a) Once a permanent line has been approved, the director will appoint a search committee consisting of at least five faculty members in SIGS, at least some of whom have knowledge in the search area, plus a non-voting advanced Ph.D. student. At least one member of the search committee will be from a campus other than the intended home campus of the faculty member being hired. The director may substitute a faculty member from outside SIGS as appropriate to provide knowledge in a particular specialty. The director will appoint one member of the search committee to serve as chair. Regional Chancellors or their designees will serve as a voting member on all search committees for faculty hiring on branch campuses.
- b) The search committee will write the job description, advertise the job, review the applications, conduct preliminary interviews via phone or video conference, and determine which applicants to invite for campus interviews.
- c) SIGS faculty members will be expected to participate in the campus interview process by attending the candidates' formal presentations and meeting with them individually and/or at meals.

- d) After each campus interview, the search committee will solicit anonymous input separately from faculty members and students. Based on this input, the candidates' files, and the candidates' initial and final interviews, the committee will prepare a brief report to present to the faculty on the relative strengths and weaknesses of each candidate. The committee's report will not rank the candidates overall, but individual search committee members will be encouraged to share their views on preferred candidates in the discussion that follows, if they choose.
- e) At a faculty meeting, the faculty will discuss the candidates.
- f) Following the discussion, eligible faculty members will vote on which candidate, if any, to offer the job first and which additional candidates, if any, to offer the job should a preferred candidate reject the offer. Faculty members who have not participated in the campus interview process will be expected to recuse themselves from casting votes.
- g) Voting will be conducted by secret ballot. Faculty will be provided with separate preprinted or digital ballots for first choice, second choice, etc. as needed. A majority of the "yes" votes (i.e. 51% or more) is required for any candidate to be recommended to the dean, whether as first choice or back-up choices. If no candidate in the first round of voting receives a majority of the "yes" votes, the candidate with the fewest votes will be eliminated and, after discussion, another vote will be taken. If two candidates are tied for fewest votes, the faculty will discuss before taking another vote.
- h) Absentee ballots will be permitted from anyone eligible to vote who cannot make the meeting. No proxy votes will be permitted. Absentee ballots will be cast using the same preprinted or digital ballots. If preprinted, ballots will be delivered by hand or mail in a sealed envelope to the department operations manager (or printed out from email and sealed in an envelope by the department operations manager) at least one day prior to the meeting. The department operations manager will give the ballots to the director immediately prior to the faculty meeting, and the director will open the ballots during the voting process, adding the ballots to the appropriate piles before they are counted so as to preserve the anonymity of the votes. If digital, ballots will be cast at least one day prior to the meeting. The department operations manager will register the electronic votes on behalf of the faculty member during the faculty meeting.
- i) In the case of a line for a position with tenure, the process specified above will be followed to determine whom to offer the job. The tenured faculty at large will then vote separately on whether to grant tenure to that candidate.

3. *Procedure for Hiring Temporary Faculty (Visiting Instructors, Adjunct Faculty)*

Visiting Instructors

- a) When the hiring plan calls for a visiting instructor, the director will appoint a search committee to consist of the director and preferably two additional faculty members. The academic services administrator may serve in place of a faculty member if necessary.

- b) The search committee will write the job description, advertise the job, review the applications, conduct interviews via phone or video conference, and identify preferable candidates.
- c) The director will make the final decision on whom to hire.
- d) Visiting instructors must have at least a master's degree; ideally, they will have a doctoral degree.
- e) Renewals for visiting instructors (to the extent allowed by the university) will be dependent on performance evaluations conducted by the director.

Adjunct Faculty

- a) When the hiring plan calls for an adjunct faculty member, the director will conduct the search and decide whom to hire.
- b) Adjunct faculty must have at least a master's degree or have achieved an equivalent level of advanced study.
- c) Renewals for adjunct faculty will be dependent on performance evaluations conducted by the associate director and the relevant program curriculum supervisor.

B. Procedure for Transfers of USF Faculty into SIGS

1. USF faculty members interested in transferring their line to SIGS will meet first with the SIGS director to discuss the potential fit and to identify curricular needs within SIGS that the faculty member could serve.
2. If the faculty member wishes to move forward with the process, the director will consult with the Faculty Executive Committee to tailor a set of questions to ask the faculty member. The set should include some version of the following questions, as well as any others that may be relevant:
 - a) Why does the faculty member envision a (full-time) appointment in SIGS as a better fit for their teaching and scholarship than their current appointment? What isn't working with the current appointment and why would moving to SIGS in particular improve the situation?
 - b) What courses does the faculty member envision teaching for SIGS? What existing or new courses might they offer that would help SIGS meet its curriculum goals and needs? What courses does SIGS need taught that they're willing to teach?
 - c) How will the faculty member's courses contribute to SCH in SIGS? If any courses they currently teach are low-enrolling, are there potential ways to compensate for this?
 - d) In what capacity might the faculty member contribute to graduate education in SIGS, whether in teaching courses, serving on graduate committees, or chairing PhD committees?

3. The faculty member may consult with the director in preparing a response to the questions.
4. The faculty member's CV and written response will be distributed to the SIGS faculty.
5. Opportunities for the USF faculty member and individual SIGS faculty members to meet will be provided upon request by either party.
6. An opportunity for a collective discussion between the USF faculty member and the SIGS faculty will be scheduled for a regular faculty meeting, or, if need be, at a special faculty meeting called for the purpose. Following this discussion, the SIGS faculty will discuss the request amongst themselves.
7. The SIGS faculty will vote on whether to approve the transfer by secret ballot after the meeting.
8. If the transfer is approved, the director and faculty member are encouraged to draft a memorandum of understanding regarding courses the faculty member will be expected to teach regularly.

VII. Faculty Evaluation Procedures and Criteria

The procedures and criteria below apply to annual evaluations of all faculty. Separate documents specify procedures and criteria for tenure and/or promotion of tenure-stream faculty and professors of instruction.

Permanent Faculty (Tenure-Earning, Tenured, and Professors of Instruction)

A. Annual Evaluation Procedures

1. Evaluations will be conducted in accordance with the currently operative college and university guidelines and the USF/UFF Collective Bargaining Agreement (CBA).
2. Faculty will ordinarily be evaluated by the FEC Subcommittee that aligns with their research focus and the CAS School (Humanities or Social Sciences) to which they have submitted or plan to submit their applications for tenure and/or promotion. Prior to the constitution of the Faculty Executive Committee each year, any faculty members who consider a different subcommittee from past years to be more appropriate to evaluate their recent research will have the opportunity to provide the director an explanation to that effect. The director will generally defer to faculty choice of subcommittee but may override requests where there is no reasonable correspondence to the faculty member's research focus.
3. Early in the spring semester, the Chair of the Faculty Executive Committee will notify faculty members of the deadline for submitting annual reports and distribute instructions for their contents and format. The FEC will provide faculty with at least several weeks' notice to submit their reports.
4. At this time, the FEC Chair may also solicit input from the faculty to consider in evaluating the administrative performance of the director. Likewise, the director may solicit input to consider in evaluating the administrative performance of the associate director, undergraduate director, and graduate director.
5. Faculty members will be responsible for submitting an accurate and complete annual report in the designated format by the designated deadline.
6. Materials submitted after the deadline will not be credited for the FEC evaluation unless the subcommittee agrees to accept them. They will not be credited for the director's evaluation unless the director agrees to accept them. The subcommittees and/or director may, however, require prompt provision of reasonable additional documentation if they deem such documentation necessary to properly conduct the evaluation.
7. The FEC subcommittees and SIGS Director will each review faculty members' annual reports and evaluate their work as specified under Section V.A.1 of this document ("Duties and Responsibilities of the Subcommittee").
8. Evaluations will include summary judgments of Outstanding, Strong, Satisfactory, Weak, or Unacceptable for each assigned duty, along with a narrative to substantiate each

judgment. Judgments may be split between categories (e.g. Strong/Outstanding). Evaluations for tenure-track faculty members will also include a review of progress towards tenure that provides specific recommendations for maintaining excellent progress and/or improving in needed areas.

9. The FEC will also meet as a whole to evaluate the administrative performance of the director.
10. The director alone will evaluate the administrative performance of the associate director, undergraduate director, and graduate director.
11. While the FEC subcommittees will ideally operate by consensus to determine their summary judgments and narratives, in cases of irresolvable disagreement they will hold a formal vote and either provide a narrative that accounts for the opposing views or allow for inclusion of a minority report in their final evaluation.
12. In accordance with the CBA, the FEC subcommittees will provide faculty members with copies of their annual evaluations prior to entering them into the official evaluation record. Faculty members will have 10 days to present written materials to the subcommittee to request modification of their evaluation. The FEC subcommittees will also provide a scheduled opportunity to meet with faculty to discuss requests for modification, which faculty members are encouraged to utilize. Subcommittee will review any requests for revision and determine whether to modify evaluations.
13. The same procedures for appeal will hold for the director's annual evaluations.
14. In accordance with the CBA, faculty may submit a concise statement commenting on the subcommittee and/or director's annual evaluation for their official file. They may also request in writing a meeting with an administrator at the next higher level to discuss concerns regarding the evaluation that were not resolved in previous discussions.

B. Basis of Annual Evaluations

1. Annual evaluations will be based on assigned duties and the materials provided in Annual Reports. Faculty will only be evaluated in areas in which they have an annual assignment of duties and with expectations that are in proportion to the effort assigned. Faculty are encouraged to address any discrepancies between assigned and performed duties in their Annual Reports.
2. Annual Reports will include the materials required for USF's online reporting system and any additional materials specified in instructions distributed by the SIGS FEC chair. Faculty members are encouraged to include a self-reflection of their achievements in teaching, research, and service in their report. In cases of significant disruptions to normal working conditions (illnesses, emergencies, etc.), faculty members will endeavor to provide useful information on the impact of the disruption on their work performance. If either a self-evaluation or explanation of disruption are provided, the FEC and director will take them into consideration when evaluating the faculty member's performance.

3. For assigned teaching duties, faculty must provide copies of all course syllabi and student assessments of instruction for the year. Faculty are strongly encouraged to provide a teaching narrative describing their pedagogical aims and approach and additional documentation of teaching effectiveness as described in the annual report instructions. In accordance with the CBA, teaching evaluations will take into account any relevant materials submitted by the faculty member, including the results of peer evaluations of teaching, and may not be based solely on student assessments when additional information has been made available. Teaching evaluations will also take into account class size, scope, and sequence within the curriculum, as well as format of delivery and the types of instructional media utilized.
4. For assigned research duties, faculty must provide copies of manuscripts and documentation of presentation and/or publication status for their research to be credited. Faculty are strongly encouraged to provide additional information regarding their research agenda, the relevance and quality of their presentation and publication venues, and the impact of their scholarship.
5. For assigned service duties, faculty must provide some evidence of their relevant university, professional, and/or public service contributions. Faculty are strongly encouraged to provide additional information regarding the nature, extent, outcomes, and impact of their service work.
6. For assigned administrative duties, faculty must provide some evidence of their administrative contributions. Faculty are strongly encouraged to provide additional information regarding the nature, extent, outcomes, and impact of their administrative work.

C. Annual Evaluation Criteria

Teaching

1. Teaching activities include but are not limited to:
 - teaching undergraduate and graduate courses
 - developing new courses or substantially revising courses
 - writing and evaluating student comprehensive examinations
 - supervising independent studies or undergraduate student research projects
 - supervising or serving on committees for undergraduate honors' theses, master's theses, and dissertations
 - organizing community/civic engagement, leadership, or study abroad programs; teaching/working with students engaged in such programs
 - submitting grant proposals focused on instruction
 - publishing scholarly articles related to education in one's field
2. Guidelines for Outstanding Teaching
 - a) SIGS considers outstanding teaching to consist of highly effective classroom teaching combined with evidence of a commitment to teaching through at least one of the following additional activities (see benchmarks in Section 4 below):
 - Teaching enhancement and innovation
 - Curriculum and program development

- Effective mentoring
 - Contributing to departmental teaching needs
- b) Highly effective classroom teaching consists of teaching that effectively guides students in the acquisition of disciplinary knowledge, fosters students' critical and creative thinking skills, and helps students to develop proficiency in oral and written communication. It includes but is not limited to:
- effective course design (including the selection of relevant and appropriately current course materials)
 - rigorous readings and assignments
 - fair evaluation of, and instructional feedback on, student work
- c) Teaching enhancement and innovation may include:
- incorporating relevant tools from teaching enhancement workshops or trainings into one's courses
 - creating effective new preparations for existing courses
 - incorporating new research findings into course content
 - mastering new instructional technologies
- d) Curriculum and program development may include:
- developing effective new courses in traditional, hybrid, or online formats
 - establishing well-designed study abroad experiences, service-learning opportunities, writing intensive experiences, community engagement opportunities, and so forth
 - collaborating with other faculty to develop new courses or team-teach
 - contributing to program level revisions and assessment
- e) Effective mentoring may include:
- supervising independent student work (independent studies, theses, internships, etc.) with substantive guidance and feedback
 - rigorously evaluating comprehensive exams
 - training Graduate/Teaching Assistants with substantive guidance and feedback
 - presenting/publishing high quality collaborative work with students (where not otherwise counted as a research activity)
- f) Contributing to departmental teaching needs may include:
- teaching any courses particularly important to programmatic needs, especially where doing so requires extra preparation or instructional work and/or sacrifice of one's own teaching preferences
- g) Faculty are not required to participate in all teaching activities identified above to be considered outstanding. In particular, given the significant disparity in specialties of graduate students in SIGS as well as potential disparities in access to graduate teaching depending on campus location, expectations for outstanding teaching will vary accordingly. Outstanding teaching for faculty in subject areas with significant numbers of graduate students and access to graduate teaching will include active participation in the graduate program, including teaching graduate courses and sections, participating in the comprehensive exam process, and serving on thesis

committees. Outstanding teaching for faculty in subject areas with few numbers of graduate students will be focused on their active participation in the undergraduate program.

3. Assessing Teaching

- a) The FEC and director will make use of all materials provided in the file in order to evaluate teaching.
- b) Faculty may request peer observations of their teaching to provide additional documentation for their annual report. Peer observations will be done by an ad-hoc committee consisting of the director and other faculty members in the person's area of specialty. The committee will make use of guidelines provided by USF's institutions that support effective teaching for observing teaching. Peer observations may be useful but are not required to demonstrate outstanding teaching. Peer observations must be scheduled at least two weeks before the observation occurs.
- c) Students' assessments of faculty teaching will be taken into consideration, particularly insofar as they can indicate faculty members' dedication and effort in the classroom, respect for students, accessibility to students, and ability to inspire interest in the material. However, given scholarly evidence of validity problems – especially, but not only, where response rates are low – and potential bias with student assessments, annual evaluations will be based primarily on judgments by faculty rather than students. Consideration of student assessments will be context dependent, taking into account the rigor of the class, the size and level of the class, the modality of class delivery, the representativeness of the response rate, the relevance of students' implicit biases, and other factors that are historically associated with lower or higher student assessments. In particular, faculty whose teaching otherwise demonstrates effective course design, rigor, fairness, and respectful treatment of students will not have their annual evaluation lowered because of lower than average student assessments.
- d) The FEC and director will use the benchmarks below as a general guide to evaluating teaching but will also consider various circumstances as explained and documented in the faculty member's narrative when determining the final evaluation.

4. Teaching Evaluation Benchmarks:

- a) The following accomplishments will merit the specified evaluations for a standard teaching assignment of 50%. For higher or lower teaching assignments, expectations will be proportionally higher or lower (e.g. approximately half as much work will merit comparable evaluations for a teaching assignment of 25%).
- b) Outstanding: evidence of highly effective classroom teaching as well as exceptional contributions in one additional teaching activity from the list of four in Section 2.a above (teaching enhancement and innovation; curriculum and program development; effective mentoring; and contributing to departmental teaching needs), or evidence of reasonably effective classroom teaching as well as reasonable contributions in two additional activities from the list of four.

- c) Strong: evidence of highly effective classroom teaching, or evidence of reasonably effective classroom teaching and reasonable contributions in one additional teaching activity from the list of four above (teaching enhancement and innovation; curriculum and program development; effective mentoring; and contributing to departmental teaching needs).
- d) Satisfactory: evidence of reasonably effective classroom teaching with no additional teaching activities from the list of four above.
- e) Weak: no apparent evidence of the criteria for a “satisfactory” rating.
- f) Unacceptable: no apparent evidence of the criteria for a “satisfactory” rating and student assessments or other evidence also point to problematic teaching.

Research

1. Research activities include but are not limited to:

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

2. Guidelines for Outstanding Research

- a) SIGS considers outstanding research to consist of making a substantial contribution to the peer-reviewed scholarship in a faculty member’s area(s) of specialty, as measured by both quality and quantity of publications and other research activities.

3. Assessing Research

- a) The FEC and Director will use the benchmarks below as a general guide to evaluating research but will also consider various circumstances as explained and documented in the faculty member’s narrative when determining the final evaluation.
- b) The FEC and Director will take into consideration the effort involved in successfully developing a new line of research; successfully completing research that requires unusual effort, expenditure of time, or technical skills; and/or substantial involvement in activities that include elements of teaching or service but also require a significant amount of current scholarly knowledge, such as editing a journal or making substantive decisions about a conference program.

4. Research Quality Evaluation Benchmarks

- a) Indications of quality for “outstanding” research include:
- books and chapters in edited volumes published by university presses or academically-oriented commercial presses relevant for the faculty member’s field
 - most journal articles published in refereed journals, whether top disciplinary journals that reach a broad audience or journals that are focused in particular subfields
 - in the case of textbooks and other reference works, evidence of scholarly impact
 - in the case of editing books or journals, explanation of the contribution
 - in the case of publications in a language other than English and/or in a non-Anglo-American journal, documentation of the peer-review process as well as the impact and prestige of such work
 - in the case of publications in non-refereed outlets, evidence of impact
 - in the case of co-authored publications, explanation of the level of contribution
 - citations and reviews of publications, where available
 - grants, fellowships, and scholarly awards as well as unfunded grant applications that are clearly substantive
- b) In cases where such indications of quality are not present, evaluations may be lower.

5. Research Quantity Evaluation Benchmarks

- a) Presuming sufficient indications of quality, the following accomplishments will generally merit the specified evaluations for a standard research assignment of 45%. For higher or lower research assignments, expectations will be proportionally higher or lower (e.g. approximately half as much work will merit comparable evaluations for a research assignment of 20%).
- b) Outstanding
- Publication of a single-authored or co-authored book (merits an evaluation of “outstanding” in the year of publication and for 3 years thereafter).
 - Publication of an edited or co-edited book with a substantial scholarly contribution by the editor(s) (merits an evaluation of “outstanding” in the year of publication and for 2 years thereafter)
 - Publication of a revised edition of a book (with evidence of substantial revision, merits an evaluation of “outstanding” in the year of publication and for 1-2 years thereafter depending on the extent of revision; without evidence of substantial revision, merits an evaluation of “outstanding” in the year of publication)
 - Publication of a single-authored or co-authored article or book chapter in a peer-reviewed journal or edited volume (with evidence of substantial contribution, if co-authored)
 - Publication of a review essay with substantive length and some original contribution in assessing the state of the field
 - Receipt of a major research-focused award, grant, or fellowship that is nationally competitive
 - 3 or more of the peer-reviewed items from the list that merits a rating of “strong/outstanding”

Given publication pipeline delays, faculty members may choose to begin claiming their 4 years of credit for an authored book or 3 years of credit for an edited book in

the year that the book is officially accepted rather than the year that it is published. Faculty members may also choose to claim their credit for a book chapter or article in the year that it is officially accepted rather than the year that it is published.

c) Strong/outstanding

In general: a) published work that is less substantial or scholarly than an article/book chapter or b) work in progress with indications of positive peer-review or c) submissions of a book-length project.

- Publication of a non-peer reviewed article or essay of substantial length
- Publication of a review essay that is shorter or less substantive than what merits “outstanding”
- Publication of a substantial encyclopedia entry
- Publication of a co-authored article or book chapter without evidence of substantial contribution by the faculty member
- Receipt of an “accept with revisions” or a “revise and resubmit” review for an article or chapter manuscript from a peer-reviewed journal or an editor for a collection
- Significant progress on a book-length manuscript or edited collection, including receipt of a book contract, the submission of a completed manuscript for review, the submission of a completed manuscript with recommended revisions, and the acceptance of a manuscript
- Completion of substantial fieldwork or archival research, or compilation of a novel dataset
- Submission of a major research-focused award, grant, or fellowship that is positively reviewed albeit not awarded
- 3 or more items from the list that merits a rating of “strong”

d) Strong

In general, either a) minor pieces of published work or b) work in progress that is in official circulation with colleagues.

- Publication of a book review or commentary on an article
- Publication of a short encyclopedia entry
- Presentation of a scholarly paper or address or participation in a roundtable at a professional conference
- Submission of an original or substantially revised article or book chapter manuscript for editorial review
- Ongoing progress on a book or edited collection involving circulation of its smaller components, i.e. circulation or presentation of completed chapters but without official assessments from a press
- Evidence of progress on fieldwork for a new project and/or work involved in re-tooling or changing to a new research focus
- Submission of a major research-focused award, grant, or fellowship without evidence of positive reviews
- Delivery of a professional report
- Receipt of a small external grant to support research (i.e. a travel grant)

e) Satisfactory

- Evidence of ongoing research activity, i.e. work in progress but not yet in circulation.
- f) Weak
- Record does not meet the departmental standard for satisfactory
- g) Unacceptable
- Record does not meet the departmental standard for satisfactory for more than one year
 - Or no materials were submitted for evaluation by the deadline

Service

1. Service activities include but are not limited to:

- a) University Service
- serving on and/or chairing committees in the school, college, or university
 - writing proposals and documents for the school, college, or university
 - reviewing proposals for university awards
 - giving presentations at university events
 - serving in a leadership position in the school (as associate, undergraduate, or graduate director) or serving as a director of an Institute or Center (i.e. administrative work that the university no longer allows to be designated as such in Assigned Duties)
- b) Professional Service
- chairing or serving as a discussant for a panel at a conference
 - reviewing a manuscript for a refereed journal or academic book publisher
 - serving on a journal's editorial board
 - handling the administrative components of editing or co-editing journal
 - serving as a book series editor for a publisher
 - reviewing paper proposals for a section of a professional conference
 - organizing conferences or workshops
 - serving on scholarly awards committees
 - reviewing grant proposals
 - reviewing tenure and promotion applications for candidates at other universities
 - reviewing academic programs at other universities
 - holding office in a professional association
- c) Public/Community Service (must draw on academic background)
- offering interviews with the media
 - serving as an unpaid consultant for governments/organizations
 - organizing community events
 - giving public lectures

2. Guidelines for Outstanding Service

- a) For tenure-track faculty, SIGS considers outstanding service to consist of reasonable contributions to the operation of the faculty member's university and professional communities.
- b) For tenured faculty SIGS considers outstanding service to consist of significant contributions to the operation of the faculty member's university and professional communities.
- c) In order for a faculty member to earn an Outstanding, Strong, or Satisfactory rating in service, they must at minimum be regularly involved in Departmental meetings and must actively contribute to the life of the Department and its constituencies.
- d) Service in a leadership/director capacity is generally assigned in proportion to course reductions (e.g., if the position comes with a two-course reduction for the academic year, there will be a 25% service assignment added to the usual service assignment each semester to account specifically for the effort expended in that capacity).

3. Assessing Service

- a) The FEC and director will use the benchmarks below as a general guide to evaluating service but will also consider various circumstances as explained and documented in the faculty member's narrative when determining the final evaluation.

4. Benchmarks for Evaluating Service

Tenure-track faculty

- a) For a standard service assignment of 5%, an evaluation of "outstanding" is generally merited if the faculty member has:
 - served with responsibility on some department, college, or university committees
 - and/or served as a reviewer or discussant for some manuscripts or conference presentations
- b) Although tenure-track faculty need to serve in both university and professional contexts over the course of their tenure period, they need not serve in both contexts every year of their tenure period. Feedback on whether a tenure-track faculty member is meeting the overall standards for service should begin with the mid-tenure review. After mid-tenure, the annual evaluation for service may be lower than "outstanding" if there is a consistent gap in one of the two contexts for service over several years.

Tenured faculty

- a) For a standard service assignment of 10%, an evaluation of "outstanding" is generally merited if the faculty member has:
 - shown significant involvement in developing and/or sustaining departmental, college, university, professional, and/or public institutions

- b) Serving in all capacities isn't necessary, especially if service in one capacity is particularly significant (e.g. serving in a leadership capacity).
- c) For higher or lower research assignments, expectations will be proportionally higher or lower (e.g. approximately half as much work will merit comparable evaluations for a service assignment of 5%)
- d) In accordance with Section VII.A.10 of this document, the director alone will evaluate any portion of a faculty member's service assignment associated with holding a leadership/directorship position. In such cases, the FEC will only evaluate the remaining portion of the assignment associated with regular forms of faculty service.

Temporary Faculty (Visiting Instructors, Adjunct Faculty)

A. Visiting Instructors

- a) Visiting instructors will be evaluated on their teaching effectiveness by the director at least annually, ahead of the deadline for deciding whether to request their reappointment.
- b) The director will notify visiting instructors of the relevant materials required from them for an evaluation and provide a reasonable deadline to submit the materials.
- c) Visiting instructors will ordinarily be required to provide copies of all course syllabi and student assessments of instruction for the year and encouraged to provide additional documentation of teaching effectiveness.
- d) Visiting instructors will be responsible for submitting an accurate and complete package of materials in the designated format by the designated deadline.
- e) The director need not write formal evaluations of visiting instructors but is encouraged to provide them with feedback as relevant and appropriate for both student success and instructors' professional development.

B. Adjunct Faculty

- a) Adjunct faculty will be evaluated at least annually, if not each term, by the associate director and relevant program curriculum supervisor, ahead of the deadline for deciding whether to re-employ them.
- b) The associate director will notify adjunct faculty of the relevant materials required from them for an evaluation and provide a reasonable deadline to submit the materials.
- c) Adjunct faculty will ordinarily be required to provide copies of all course syllabi and student assessments of instruction for the relevant term and encouraged to provide additional documentation of teaching effectiveness.
- d) Adjunct faculty will be responsible for submitting an accurate and complete package

of materials in the designated format by the designated deadline.

- e) The associate director need not write formal evaluations of adjunct faculty but is encouraged to provide them with feedback as relevant and appropriate for both student success and instructors' professional development.

VIII. Miscellaneous Policies and Procedures

A. Grievance Procedures

1. SIGS grievance procedures function within the context of college, university, and USF-UFF procedures and will be conducted in accordance with them.
2. Faculty members who feel they may have a grievance case should consult and follow the appropriate guidelines and timelines.
3. A faculty member with a grievance should first take the matter to the SIGS director. If the grievance is not satisfactorily resolved, or if the grievance involves the director, the faculty member should take the matter to the Faculty Executive Committee. If the grievance is not satisfactorily resolved, the faculty member should take the matter to the CAS dean.

B. Policy on Spouses/Partners

1. In accordance with USF policies on nepotism, faculty members may not supervise their spouses/partners. If one spouse/partner is serving as SIGS director, the other may not serve as associate, undergraduate, or graduate director. However, spouses/partners may serve at the same time as associate director, undergraduate director, graduate director, FEC chair, or other departmental administrative positions where no supervision of the other is involved.
2. In accordance with USF policies on nepotism, faculty members may not evaluate their spouses/domestic partners. If one spouse/partner is serving on the FEC, they will recuse themselves from any evaluation process of the other. If one spouse/partner is serving as SIGS director, arrangements will be made through the CAS dean's office for the other to be evaluated by an appropriate substitute.
3. Spouses/partners may not serve on the same FEC subcommittee or search committee at the same time. However, they may serve on different FEC subcommittees or search committees at the same time.
4. Spouses/partners may serve on any other committee at the same time so long as the two of them do not constitute a potential majority of an administrative or policy-drafting committee.

C. Additional Policies and Procedures

1. The director will maintain a Policies and Procedures Manual that will be available to all SIGS faculty. The Policies and Procedures Manual will incorporate documents adopted by the faculty or promulgated by the director on matters within the director's authority.
2. The manual will include but will not be limited to the following documents:
 - a) Tenure and Promotion Criteria
 - b) Professor of Instruction Promotion Criteria

3. Where feasible, policies and procedures will be adopted by the full voting faculty. In such cases, they may be drafted by either the FEC or an ad-hoc committee established for that purpose. Proposed policies and procedures will be discussed at a faculty meeting and put to a vote by paper/electronic ballot after the meeting(s) as specified in Section III.C of this document (“Voting Procedures”).
4. Documents in the Policies and Procedures Manual will have the same authority as this governance document but may be amended or replaced by paper/electronic ballot after a meeting without revision to this document.
5. Policies and procedures will be in force as of a successful vote, except for policies regarding faculty evaluations, which will be in force as of the start of the next evaluative year.

IX. Procedures for Amending the Governance Document

A. Annual Review of the Document

1. The SIGS director and associate director will review this document annually at the beginning of each academic year to determine if any amendments are appropriate given developments within the university, college, or school.
2. In such cases, depending on the extent of the amendment(s) called for, the director will appoint either the associate director or an ad-hoc committee to draft proposed amendments.

B. Amending the Document

1. Separate from the annual review process, any group of at least 20% of the voting faculty in residence may propose an amendment at any time. Faculty may also propose establishing an ad-hoc committee to draft proposed amendments following the procedures identified in Section V.B.2 of this document (“Other Ad-Hoc Committees”).
2. Proposed amendments will be circulated to the faculty at least 1 week before a faculty meeting.
3. Proposed amendments will be discussed at a faculty meeting and put to a vote by paper/electronic ballot after the meeting(s) as specified in Section III.C of this document (“Voting Procedures”).
4. Amendments may be approved by a two-thirds majority of the voting members of the faculty, as designated in Section II above (“Faculty Membership”). Faculty members on leave or sabbatical are eligible to vote.
5. Unless otherwise specified, the amended document will be in force as of a successful vote.

Approved by the SIGS faculty: February 6, 2023

Approved by the Provost's Office: