

University of South Florida School of Social  
Work Approved Governance Document

**MISSION**

The mission of the University of South Florida, School of Social Work is to prepare graduates to achieve excellence as professionals and leaders in social work practice, research, and education. Our focus is to develop generalist social workers at the bachelor's level, clinical social workers at the master's level and social work scholars at the doctoral level and to encourage students to embrace social work knowledge, ethics, skills, and values. Beginning in our own diverse region, and extending nationally and globally, we are committed to graduating students who reflect the School's commitment to promoting social and economic justice, human rights, human dignity, scientific inquiry, and sustainable human and community well-being for all. The School of Social Work recognizes the principles of equity of assignment, resources and opportunities of faculty across a multi-campus university.

These guidelines shall apply within the context of relevant Florida Statutes, College, University and Board of Trustees guidelines, contracts and regulations.

**II. Faculty Membership**

- A. Faculty member is defined as a person appointed at least half-time on a social work education and general faculty line and home based in the school on the Tampa, Sarasota-Manatee or St. Petersburg campus. This includes tenure-track faculty positions, non-tenure track faculty positions and visiting Faculty. Faculty members, excluding visiting Faculty, as defined above have voting rights in the School. Unless otherwise specified, the terms "Faculty" and "Faculty member" mean persons above described.
- B. Members on official leave from the School shall retain voting privileges in decisions on the retention or appointment of School Director; on amendments to this governance document; and if tenured, on tenure decisions, and on other issues if present at a meeting at which these issues are discussed. Members on leave shall be provided timely information about School affairs and when possible shall be provided opportunities to respond and make recommendations regarding them.
- C. Appointment to the Faculty requires a majority vote of the School of Social Work Faculty members who are eligible to vote. Only those members having substantive contact with candidates being interviewed for a specific vacancy may vote on filling that vacancy. "Substantive contact" is defined as attendance at the candidate's colloquium, meeting with the candidate or a comparable contact with the candidate. Faculty members unable to be present for the vote may express their views in a confidential vote provided that the substantive contact requirement has been met.
- D. Regional Chancellors or their designee will serve as a voting member on all search committees for faculty hiring on branch campuses.

- E. It is required that all faculty members who are appointed on a social work education and general faculty line must, at a minimum, possess a Master's degree in Social Work from a CSWE accredited graduate program or a DSW or PhD in Social Work. All faculty members eligible for appointment to a tenure earning or tenured line must possess a DSW or PhD in Social Work/Social Welfare or a related field such as Psychology, Public Health, Anthropology, Gerontology, Education or Human Development.
- F. Courtesy Faculty appointments may be recommended by a majority vote of the Faculty of the School in accordance with University procedures. Courtesy Faculty do not have voting rights and are not paid by the USF School of Social Work.
- G. Visiting Faculty appointments require a majority vote of the Faculty of the School. Ordinarily, candidacy for such appointment will be evaluated by the Faculty and recommended by majority vote of the Faculty of the School. It may be necessary in extraordinary circumstances (e.g., during the summer) for an appointment to be made without prior Faculty approval. In such cases, the Director should consult with available Faculty. Currently enrolled doctoral students in the School of Social Work are not eligible for appointment as Visiting Faculty.
- H. Adjunct Faculty are appointed on a term-by-term basis as needed. Appointments are made by the Director following review and approval of credentials by the Faculty members associated with the course and in consultation with the Program Directors. It may be necessary for an appointment to be made without prior Faculty approval. In such cases, the Director should consult with the Program Directors and available Faculty.
- I. After contractual obligations have been met, summer teaching assignments and overload assignments will be made on the basis of student learning needs, program/school needs, availability of classes and faculty. No faculty member will be given a second course assignment until all faculty requesting to teach have been given an assignment, if possible and consistent with student needs.

### III. Faculty Meetings

- A. The Director will convene the Faculty at least three times during each of the Fall and Spring semesters. Other meetings may be called by the Director or at the written request of a majority of the Faculty during the semester. To the extent possible, meetings will be scheduled at a regular day and time that maximizes the number of Faculty who can attend. All meetings will be announced in a timely fashion.
- B. The Director will convene two additional Faculty meetings for the purpose of planning retreats, one as early as practical in the academic year and the other as

late as practical in the academic year. The purpose of these meetings is to discuss and determine long-term goals and priorities for the School and to act on other business relevant to the operations of the School.

- C. A simple quorum is defined as the presence (face-to-face or remotely) of a majority of the School of Social Work Faculty for the semester during which the meeting is called
- D. In the case of regular meetings and for special non-emergency meetings the Director shall announce the meeting with a written request for any items to be put on the agenda. A written agenda shall be provided to faculty via e-mail at least 48 hours before the meeting. This provision does not preclude Faculty or the Director from introducing new agenda items at the meetings.
- E. The Director may make proposals and suggestions, participate actively or lead discussions, but shall not make formal motions. The Director is a voting member of the School and their right to vote is not confined to the case of breaking a tie.
- F. Informality is encouraged in the conduct of the faculty meetings: however, in cases of formal actions, Robert's Rules of Order shall apply except as otherwise specified in this governance document.
- G. A secret ballot will be taken if the Director believes the issue demands one, if required by this governance document, or if requested by a majority vote of Faculty present. Faculty who attend remotely will be included in the vote. Proxy votes are not permitted except as otherwise specified in this governance document.
- H. The School will hold elections whenever the Faculty senate seat for the School is vacant and the results will be sent to the Senate.
- I. Minutes of all faculty meetings will be kept as a permanent record on the share drive of the School.

#### IV. Administrative Officers

##### A. Director

1. Appointment. The Director is appointed by the Dean of the College of Behavioral and Community Sciences upon recommendation of the faculty of the School of Social Work.
2. Selection. The Director may be recommended to the Dean of the CBCS from a national search in accordance with standard USF procedures and/or from an internal search whereby a senior faculty member of the

School may be recommended. The Faculty may decide to recommend a Director from among current Faculty or to recruit from outside the School (with the approval of the Dean). All candidates for the Director should meet the standards set by the Council on Social Work Education.

a. Internal Search. Only tenured Faculty are eligible for consideration.

3. Term of office. A Director is eligible to succeed themselves for an additional term if they desires and the Dean concurs after consultation with the faculty. The Director shall be reviewed by the faculty annually in accordance with the CBCS procedures.

4. Responsibilities. The Director is the chief academic officer of the School and is responsible to the Dean and the Faculty of the School for the administration of School affairs. Specific responsibilities include directing and facilitating the effective administration and operation of the School and its activities as required.

5. Duties. The Director's specific duties include but are not limited to the following:

a. Administration of policies established by the University, College and School faculty members;

b. Representation of the faculty and students to higher administrative officers;

c. Liaison between higher levels of University administration and faculty;

d. Oversight of the budget;

e. Nomination of ad hoc committees;

f. Supervision of all personnel;

g. Evaluation of Faculty and Staff; including review of Faculty seeking tenure and/or promotion;

h. Recommendation of salary increases of existing Faculty and salaries for newly appointed Faculty;

i. Direction of course scheduling and faculty assignments.

j. Ex-officio member of all departmental committees.

B. Associate Director

1. Appointment. The Associate Director is appointed by the Director in

consultation with the faculty and consent of the appointee. Term is three years with possible renewal by Director in consultation with the faculty for an additional three year period. The renewal decision will be made at the end of the Associate Director's third year.

2. Responsibilities. The Associate Director assists the Director in administration of the School and is responsible to the Director. Specific responsibilities include assisting in implementation of University and College policies and procedures, initiation and implementation of internal policies and procedures, management of the academic and program operations of the School, and acting as representative for the Director and the school, faculty, students, and staff at meetings when the Director is unable to attend.
3. Duties. The Associate Director's duties include the following:
  - a. Assistance with the operations of the School including course scheduling, orientation for adjunct faculty;
  - b. Support of coordination of off-campus programs;
  - c. Support of marketing, recruitment, and strategic planning
  - d. Oversight of office operations in consultation with the Director
  - e. Oversight of all program assessment requirements by CSWE, SACS and program reviews.
  - f. Represent the Director at meetings.
  - g. Other duties as assigned by Director.

C. Director of Field Education

1. Selection. The Director of Field Education is a full-time, instructional faculty position. The Director of Field Instruction is appointed by the Director in consultation with the faculty and consent of the appointee. Term is three years with possibility of renewal by the Director at the end of the third year.
2. Responsibilities. The Director of Field Education has overall responsibility for the administrative supervision of the field program (BSW and MSW) and is responsible to the Director of the School. Specific responsibilities include the following:
  - a. Coordination and oversight of all BSW and MSW student placements in field practicum;

- b. Administrative supervision of all students enrolled in field practicum;
- c. Evaluation of field faculty/staff in performance areas specific to field program responsibilities;
- d. Monitor of overall field program and performance of students and field instructors;
- e. Development, recruitment, and monitoring of field sites and field instructors;
- f. Recruitment/screening of potential adjunct field liaisons for recommendation to School Director;
- g. Recommendation of faculty field liaison assignments to Director;
- h. Coordination of orientation and training of students and faculty field liaison;
- i. Representative of the field programs on both Graduate and Undergraduate programs; and,
- j. Coordination of field professional advisory committee.

## II. Program Roles

### A. Chair of the Ph.D. Program

1. The Chair of the Doctoral Program is a tenured or tenure earning faculty member within one year of a tenure review appointed by the Director. In order to promote equity and fairness in the assignment process, the Director considers previous administrative service, the organizational and administrative abilities of the individual, and the operational needs of the School as well as the particular interests of the Faculty member. The normal term of office is three years and is renewable by Director.
2. The Chair of the Doctoral Program is responsible for the administration of the Ph.D. program. Specific responsibilities include the following:
  - a. Oversight of the Ph.D. student admission process.
  - b. Maintenance of an accurate and reliable record and report system.
  - c. Representation of the School, College, and University meetings of councils, committees and other entities as necessary and appropriate to include attendance at the Group for Advancement of Doctoral Education (GADE) meetings.
  - d. Coordination of activities to assure the effective operation of the doctoral

program. Direction of program assessment and review to assure program quality and determine outcome effectiveness.

#### B. Chairs of the MSW Program

1. The Chairs of the MSW Program are Faculty members who meets Council of Social Work Education Standards and are appointed by the Director. In order to promote equity and fairness in the assignment process, the Director considers tenure and promotion status, previous administrative service, the organizational and administrative abilities of the individual, and the operational needs of the School as well as the particular interests of the Faculty member. The normal term of office is three years, with possibility of renewal by Director.
2. The Chairs of the MSW Program (Tampa and online programs) are responsible for the administration of the Master of Social Work Program. Specific responsibilities include the following:
  - a. Oversight of the MSW student admission process.
  - b. Maintenance of an accurate and reliable record and report system.
  - c. Represents the MSW program at School, College, and University meetings of councils, committees and other entities as necessary and appropriate.
  - d. Coordination of activities to assure the effective operation of the MSW program. Direction of program assessment and review to ensure program quality and determine outcome effectiveness.
  - e. Coordination of all MSW policies and practices among MSW Chairs and Coordinating Program Chairs.
  - f. Attendance at appropriate social work education conferences including the Annual Program Meeting of the Council on Social Work Education.
  - g. Decision regarding appropriateness of electives allowed outside the School for MSW students
  - h. Decision, with Director, about which student applicants will receive Graduate Assistantships if available.

#### C. Chair of the BSW Program

1. The Chair of the BSW program is a faculty member who meets Council of Social Work Education standards and is appointed by the Director. In

order to promote equity and fairness in the assignment process, the Director considers tenure and promotion status, previous administrative service, organizational and administrative abilities of the individual, and the operational needs of the School as well as the particular interests of the faculty member. The normal term of office is three years with possibility of renewal by Director.

2. The Chair of the BSW Program is responsible for the administration of the Bachelor of Social Work Program. Specific responsibilities include:
  - a. Oversight of the BSW admissions process.
  - b. Oversight of the advising process.
  - c. Maintenance of an accurate and reliable record and report system.
  - d. Representative of the undergraduate program at School, college and university meetings of councils, committees and other entities as necessary and appropriate.
  - e. Direction and coordination of activities to assure the effective operation of the undergraduate program. Direction of program review to ensure program quality and determine outcome effectiveness.
  - f. Coordination of all BSW policies and practices among Coordinating Program Chairs.
  - g. Attend or designate an alternate to attend the national Baccalaureate Program Directors (BPD) meeting

D. Coordinating Program Chairs on Sarasota-Manatee and St. Petersburg campuses

1. Coordinating Program Chairs are Faculty members who meets Council of Social Work Education Standards and are appointed by the Director. In order to promote equity and fairness in the assignment process, the Director considers tenure and promotion status, previous administrative service, the organizational and administrative abilities of the individual, and the operational needs of the School as well as the particular interests of the Faculty member. The normal term of office is three years, with possibility of renewal by Director.
2. Coordinating Program Chairs are responsible for coordinating with the MSW, BSW Chairs and Director of Field Education to ensure the effective delivery of programs on their campus.

III. Programs

A. Doctoral Committee

1. Composition: The committee will be comprised of at least three full-time tenured or tenure earning Faculty members to be identified at the first faculty meeting in the fall. Faculty may volunteer or be nominated by their peers. Appointment will follow by the Director of the School. Students will select a doctoral student representative to serve on the committee as a non-voting member. Additional members may be appointed by the Director. The Director of the School or designee is an ex-officio member.
2. Responsibilities: The Doctoral Committee is responsible for all policy and procedural matters related to the Ph.D. program including curriculum, research and student affairs. The scope of this responsibility involves:
  - a. Compliance with University and College curricula to determine impact on the doctoral curriculum. Recommendations regarding action are made to the Faculty in consultation with the Curriculum Committee when appropriate
  - b. Review of course syllabi (but not texts), faculty proposed changes, and periodic review as appropriate. This activity is in consultation with the Curriculum Committee.
  - c. Review of proposals for new required and elective courses, proposed changes in course sequence within the curriculum, and proposals/curriculum changes from the Curriculum Committee. Recommend appropriate action to the Faculty.
  - d. Development and regulation of admission and degree requirements for the doctoral program.
  - e. Development of criteria, policies and procedures for reviewing and recommending applicants for admission, which will be recommended to the faculty for a vote.
  - f. Responsibility for monitoring doctoral student performance and progress in meeting program requirements.
  - g. Recommendation of awards of stipends, scholarships, fellowships, loans or any financial assistance under School control or requiring the recommendation of the School, and nomination of students for honors and awards made by external organizations which require the School's nomination. This does not preclude individual faculty members from writing letters of recommendation for doctoral students applying independently for such awards

through outside sources.

- h. Review of doctoral program to assure program quality and outcomes, in consultation with the curriculum committee.
- i. Consideration of and action on all matters of policy and procedure regarding the doctoral program that are referred to the Doctoral Committee by the Director or the Faculty, or which come to its attention through other means, including its own initiative; and review of grievances per guidelines established by faculty.

B. MSW Committee

1. Composition: The committee will be comprised of at least one tenured or tenured earning faculty member. Faculty members to be identified at the first faculty meeting in the fall. Faculty may volunteer or be nominated by their peers. Appointment will follow by the Director of the School.

Students will select a MSW student representative for each cohort to serve on the committee as a non-voting member. Additional members may be appointed by the Director. The Director of the School or designee is an ex-officio member.

2. Responsibilities: The MSW Committee is responsible for all policy and procedural matters related to the Graduate program including curriculum, research and student affairs. The scope of this responsibility involves:

- a. Compliance with Council on Social Work Education (CSWE) standards and policies and review of proposed changes in University and College curricula to determine impact on MSW curriculum. Recommendations regarding action are made to the Faculty in coordination with the Curriculum Committee
- b. Review of MSW curriculum and course syllabi proposed to be taught in the School for compliance with CSWE standards, faculty proposed changes, and periodic review as appropriate. This activity is coordinated with the Curriculum Committee and is voted on by the faculty.
- c. Development and regulation of admission and degree requirements for the MSW program.
- d. Development of criteria, policies and procedures for reviewing and recommending applicants for admission with recommended changes referred to the faculty for a vote.

- e. Responsibility for monitoring MSW student performance and progress in meeting program requirements.
- f. Recommendation of awards of stipends, scholarships, fellowships, loans or any financial assistance under School control or requiring the recommendation of the School, and nomination of students for honors and awards granted by external organizations which require the School's nomination. This does not preclude individual faculty members from writing letters of recommendation for MSW students who apply independently for such awards through outside sources.
- g. Review of program to assure program quality and outcomes.
- h. Consideration and action on all matters of policy and procedure regarding the graduate program that are referred to it by the Director or the Faculty, or which come to its attention through other means, including its own initiative, and review grievances per guidelines established by faculty.
- i. Applications for admission to the School of Social Work MSW Program will be screened and prioritized by the MSW Academic Specialist or designee and by the relevant Chair of the MSW Program or designee. Each application will first be reviewed by a faculty reviewer and then forwarded to the relevant MSW Program Chair or designee for the final admission decision.

C. BSW Committee

- 1. Composition: The committee will be comprised of at least one tenured or tenure earning Faculty member to be identified at the first faculty meeting in the fall. Faculty may volunteer or be nominated by their peers. Appointment will follow by the Director of the School. Students will select a BSW student representative from each cohort to serve on the committee as a non-voting member. Additional members may be appointed by the Director. The Director of the School or designee is an ex-officio member.
- 2. Responsibilities: The BSW Committee is responsible for all policy and procedural matters related to the undergraduate program, curriculum, and student affairs. The scope of this responsibility includes:
  - a. Compliance with Council on Social Work Education standards and review of proposed changes in University

and College curricula to determine impact on the BSW curriculum. Recommendations regarding action are made to the Faculty in collaboration with the Curriculum Committee as needed.

- b. Development and regulation of admission requirements, policies and procedures, and degree requirements for the BSW program. These recommendations shall go to the full faculty for a vote.
  - c. Responsibility for monitoring BSW students' performance and progress in meeting program requirements. Recommend disposition of students not meeting program requirements.
  - d. Recommendation of awards of stipends, scholarships, fellowships, loans, or any financial assistance under School control or requiring the recommendation of the School, and nomination of students for honors and awards made by external organizations which request the School's nomination. This does not preclude individual faculty members from writing letters of recommendation for BSW students who apply for such awards through outside sources.
  - e. Consideration and action on all matters of policy and procedure regarding the undergraduate program that are referred to it by the Director or the Faculty, or which come to its attention through other means, including its own initiative, and grievance review per guidelines established by faculty.
3. The BSW Committee may delegate an Admissions Subcommittee to screen and prioritize applications for admission. The Chair of the Committee shall be the Chair of the BSW Program. Composition of the Admissions Subcommittee shall include the BSW program Chair, and two other Faculty members to be appointed by the Director of the School of Social Work. The BSW advisor serves as a non-voting liaison to the committee.

#### IV. Standing Committees

##### A. Faculty Advisory Committee

1. Purpose: The purpose of this committee is to communicate with the

Director of the School on matters pertaining to faculty. The Committee will meet once during each semester and may be convened more frequently by the Director or at the written request of a majority of the Faculty Advisory Committee.

2. Chair: The Director of the School of Social Work is the Chair of the Committee.
3. Composition: This committee shall consist of one tenured faculty members, one tenure-earning faculty, and one non-tenure earning faculty. Faculty with administrative responsibilities (e.g. Field Director, MSW Chair) are not eligible to serve on this committee. Term of appointment is for one academic year. Elections by faculty are held at the first fall faculty meeting.
4. Responsibilities:
  - a. Discuss matters pertaining to faculty affairs.
  - b. Nominate faculty for honors and awards.
  - c. Review the Faculty Governance Document annually and make recommendations for modifications to the Faculty.

B. Curriculum and Quality Enhancement Committee

1. Charge and Responsibilities: The Curriculum Committee (CC) and Quality Enhancement Committee hereafter known as the Curriculum Committee (CC) establishes direction, provides oversight for the curriculum, and approves modifications and new courses in consultation with the Office of the Director. The CC also develops and conducts continuous assessment activities that lead to the enhancement of curriculum, student learning outcomes, and other program activities for the school in compliance with SACS and CSWE. The CC will also receive and review recommendations from the faculty regarding BSW and MSW curriculum changes. In order to fulfill this charge the Committee shall have the following responsibilities:
  - a. Develop and evaluate the overall educational objectives and plan of instruction for the School.
  - b. Evaluate SOK elective courses as to their relevance and congruence with the overall educational objectives and plan of instruction. The Committee shall as part of this responsibility maintain a database of all currently approved courses, the date of approval, and monitor to ensure that a master syllabus which is

not more than two years old is also available.

- c. Determine that the requirements and standards of the Council of Social Work Education Curriculum Statement concerning curricula are fully met.
- d. Support the Director and Program Chairs, in determining that the curriculum components related to the mission and goals of the School are met.
- e. Formulate policies and procedures to evaluate student qualifications for waiver of courses and recommend them to the appropriate Program Committee.
- f. Plan and implement curriculum workshops for full-time and adjunct faculty, as appropriate.
- g. Review and approve proposals by faculty for new MSW and BSW courses or modifications in current courses relevant to their content in all curriculum areas. Once reviewed and approved, these new courses or modifications will, in turn, be submitted to the appropriate program committee for approval and then to the voting faculty for approval.
- h. Develop and implement a plan for overall continuous assessment.
- i. Administer assessment measures according to an established schedule, manage data input, facilitate analyses, report results to designated committees, and monitor program improvement activities that result from assessment findings.
- j. Develop a communications plan for information sharing that includes annual reports on curriculum matters to the Faculty at faculty meeting and summary reports to key constituents.
- k. Changes made to syllabi that are related to the Nature of the Course, Course Rationale, Theoretical Perspective, or Objectives must be reviewed by the appropriate program committee, curriculum committee, and faculty.

Changes to method of instruction and assessment, assignments, readings and the course calendar that are “substantial” must also be reviewed by the curriculum committee and appropriate program committee. Substantial is to be defined by the faculty member making the change and either the BSW or MSW chair, depending on the course. If either party views the change as substantial, the

change should follow procedures for review. The faculty member involved in determining if substantial changes need to be reviewed must be a full-time School of Social Work faculty member. If an adjunct faculty member would like to make a change to any master syllabi, the adjunct faculty member should consult with his or her Social Work faculty liaison who will determine if the change warrants a review with the BSW or MSW chair (depending on the course) to determine if the change is substantial.

2. Committee Structure: The committee will have the following structure:
  - a. Such ad hoc sub-committees as necessary to the achievement of its objectives.
3. Membership:
  - a. The committee will be comprised of the following members:
    - i. Chairperson
    - ii. At least one tenured or tenure earning faculty with teaching assignments in the School of Social Work.
    - iii. The Field Director or representative of the field faculty
    - IV Additional faculty with expertise in specific competencies will be invited for consultation as needed.
  - b. The Chairperson of the Curriculum Committee shall be a senior member of the tenured faculty. The Chairperson will be elected by the voting faculty at the first faculty meeting of the academic year (including the faculty retreat if this falls before the first regularly scheduled faculty meeting). The Chairperson will serve a term of two academic years. If a vacancy should occur, a new chairperson will be elected by the voting faculty at the next regularly scheduled faculty meeting to serve the remainder of the term.
- C. Tenure and Promotion Committee
  1. The Tenure and Promotion committee will serve as the elected Peer Review committee as defined by the College for purposes of Tenure and Promotion evaluation. In accordance with University governance procedures, only tenured faculty may vote on tenure and promotion of tenured and tenure-earning faculty. As an independent reviewing body, the Committee is responsible for all faculty evaluations regarding

mid-tenure, tenure, and promotion. Promotion opportunities are available for faculty in the Lecturer, Research Professor, and Research Associate career paths. Faculty who are interested in applying for promotion should review the criteria and guidelines specific to their career path. The documents may be found on the CBCS intranet in the section entitled "Faculty Tenure & Promotion."

2. Composition: This committee shall be comprised of all full-time faculty of equal or higher rank than the position being sought.
3. The Committee shall be formed in the Fall semester and will serve for one academic year. Committee members will elect a Chair from within the tenured faculty group.
4. Regional Chancellors will provide a formal review in promotion and tenure cases for faculty members on branch campuses prior to a College Dean completing and forwarding a recommendation to the Provost

D. Faculty Evaluation Committee

1. Purpose: To provide a process and procedure for the annual evaluation of all members of the faculty by their peers. The Faculty Evaluation Committee is charged with responsibility for oversight of conducting annual faculty evaluations. Faculty evaluations are forwarded to the Director for their review; departmental evaluation including those of the Faculty Evaluation committee and Director are then sent to the Dean, College of Behavioral and Community Sciences (CBCS). Regional Chancellors or their designee will provide formal written input prior to a College Dean or Vice President completing the appraisal.
2. Composition: The Committee will be comprised of six members elected by the faculty during the first meeting of the academic year. Two members will be tenured, two tenure-earning, and two will have a permanent non-tenure faculty appointment in the School.
3. Chair Responsibilities: The Chair must be tenured and will be elected by members of the Committee. The Chair will coordinate the evaluation process.
4. Committee Responsibilities:
  - a. Review individual faculty members' self-evaluations and evaluation of their teaching, research and service activities

and other related assignments. Instructors will abstain from evaluating the research activities of tenured and tenure-earning faculty members.

- b. Provide a written annual evaluation of each faculty member including the director. The director will be evaluated by the committee on teaching and research only.
- c. When needed, update faculty evaluation forms and procedures and make recommendations to the faculty for approval and a vote.

E. Racial Justice, Diversity and Inclusion

- 1. Purpose: To lead the School of Social Work in the continuous efforts to provide a learning environment that models affirmation and respect for diversity and difference, and supports persons with diverse identities. The committee will provide opportunities for the School of Social Work to engage collectively in opportunities to make anti-Black racism work a priority.
- 2. Composition: The Committee will be comprised of eight members elected by the faculty during the first meeting of the academic year. Two members will be tenured, two tenure-earning, and four will have a permanent non-tenure faculty appointment in the School. Every year, one member within each rank will rotate off the committee to allow some members to remain on the committee for continuity and allow new members to join. For example, one tenured faculty would serve for two years and the other faculty member for one year. The Committee will invite two staff, two student representatives, and two alumni.
- 3. Chair and Vice-Chair Responsibilities: The Chair and Vice-Chair will be elected by members of the Committee. The Vice-Chair will serve as the Chair the following year with a new Vice-Chair elected by the members of the Committee.
- 4. Committee Responsibilities:
  - a. Host a listening session with faculty (staff, students and alumni will be invited) at the beginning of each

academic year to review previous year objectives, gather ideas and to prioritize action plans for implementation for the academic year in order to fulfil the purpose of the committee.

- b. Implement an action plan to include at least two activities a year to address racial justice, diversity and inclusion with one of these actions specifically addressing anti-Black racism. The activities will vary based on the current need and may include, students, faculty, adjunct faculty, staff, field agencies, and the community at large. Activities may consist of hosting listening sessions with students, organizing a symposium, developing a campaign to address implicit bias and related strategies.
- c. Review policies and procedures within the School of Social Work to ensure that such policies, procedures and practices within the School of Social Work are inclusive and free from racial discrimination. The committee will send such recommendations to the Director for review and to the committee Chair that may be responsible for implementation of the policy and procedure.
- d. Document all Committee activities in School of Social Work Archives.

V. Affiliated Committees

A. Professional Field Advisory Committee

- 1. Purpose: Advise the School of Social Work regarding issues of curriculum and field-based learning. The Field Advisory Committee meets once in Fall and Spring semesters.
- 2. Duties:
  - a. Provide feedback regarding curricula and student learning.
  - b. Provide updates on current practices and trends in the professional field of social work.
  - c. Support identified projects determined by the Director (i.e. licensing seminars, continued education offerings, etc.

B. Professional Advisory Council (PAC)

1. The purpose of the PAC is to advise the Director and faculty of trends in social work practice regionally and nationally and to help ensure that the School's programs are responsive to the needs of the profession. The PAC also works to broaden and strengthen the relationships between the school and the public, private and non-profit sectors of social work practice to enhance the School's reputation and visibility. The PAC also assists in supporting external relations programs that sustain and enrich USF's School of Social Work alumnae.

2. Chair: The Chair of the Professional Advisory Council is the Director of the School.

Composition: The PAC is comprised of no fewer than 12 leaders in the social service/social work community in the Tampa Bay region. Generally, members of the PAC hold executive leadership positions within their agencies. Members of the PAC are selected to ensure diversity of practice domains and diversity of opinion and perspective. The President of the School of Social Work Alumni Society is a standing member of the PAC. Appointments to the PAC are recommended by the Professional Advisory Council and considered by the Director for follow-up action.

3. Duties:

- a. Provide feedback to the School regarding ongoing curriculum development and evaluation;
- b. Discuss regional and national trends in social work practice and ensure that the School's program reflect these trends;
- c. Review program assessment data and suggest areas needing improvement;
- d. Assist the Director in fundraising and securing resources that will enrich the learning environment of the School.

VI. Awarding Emeritus Status (please refer to latest version of USF Guidelines on Emeritus Status). The School of Social Work will follow the university guidelines on Emeritus Status. In addition to the process outlined in the guidelines, the School of Social Work Director will conduct a vote of the School of Social Work Faculty prior to writing the recommendation letter. The faculty vote is advisory to the Director of the School of Social Work.

VII. Sexual Harassment, Diversity, and Equal Opportunity

- A. The School of Social Work fully concurs with the University policies regarding Sexual Harassment. Sexual harassment and discrimination are prohibited at the University of South Florida and behavior which constitutes sexual harassment and discrimination is unacceptable. (USF Policy 0-007).
- VIII. Amendment Procedure:
- A. Amendments to this document may be made by circulating proposed changes at least one week in advance of a meeting at which the amendment is to be discussed. The vote must be delayed until the next Faculty meeting at least one week later with opportunity for further discussion at the second meeting. The vote may be by secret ballot if the Director believes the issue demands it, the governance document requires it, or if requested by the majority of the faculty present. A two-thirds vote of all Faculty members (not merely a quorum) is necessary to pass such amendments. Faculty not in residence may participate by mail ballot.
- IX. Ratification Procedure:
- A. This governance document takes effect upon approval by a majority of the Faculty, subject to any administrative procedures. This document can be revised or revoked in the same manner.

X. Annual Faculty Evaluation Guidelines

***These Guidelines, if approved by the faculty as required by Article 10 of the Collective Bargaining Agreement (CBA), shall become effective immediately and be utilized to evaluate faculty performance.***

## INTRODUCTION

This document sets forth the procedures and standards to be used in the annual faculty evaluation process in the University of South Florida (USF) School of Social Work. The composition of the Annual Faculty Evaluation Committee (AFEC) and method of selection is detailed herein. This document stipulates the criteria utilized to determine ratings in assigned areas of responsibility. Finally, this document describes the procedures employed in translating the outcomes of the evaluation process into the distribution of merit salary increases. The contents of this document are in compliance with the provisions of Article 10 of the USF/United Faculty of Florida (UFF) Collective Bargaining Agreement (CBA) currently in force. Please note – faculty may

only be evaluated in categories with assigned FTE. The Archivum system provides much of the data needed for annual evaluation purposes. If the Archivum system is employed to produce those data, it must be recognized that additional information can be provided by the individual faculty member through updating the Archivum supplemental document site, or if necessary with documentation directly to the AFEC.

Certain principles have guided the construction of this document. They are as follows:

- (1) Social Work is a professional degree-granting program and as such places significant emphasis on instruction. In the evaluation of teaching, attention is directed beyond the University's standard student evaluation of instruction and includes consideration of other indicators of excellence in teaching.
- (2) In the evaluation of research/scholarship, equal credit is given to securing external and internal competitive research grants as is given to peer-reviewed publication.
- (3) Social Work values the contributions of non-tenure earning faculty in the same manner as it values the contributions of tenure-earning faculty. Thus, non-tenure-earning faculty participate in the faculty governance mechanisms of the School, including participation in the Annual Faculty Evaluation Committee.
- (4) While this document provides specific criteria for the evaluation of the performance of assigned duties, it is recognized that deriving specific ratings is not totally formulaic and that the judgments of the evaluators are a key ingredient in the evaluation process.
- (5) Social Work is a professional discipline that places importance on public/community service. Thus, most Social Work faculty will carry assignments in this area.

## **PROCEDURES**

### Timeline

The annual evaluation of faculty shall occur in the Spring term of each academic year and shall cover the calendar year immediately preceding it (for example: the annual evaluation conducted in Spring 2021 covers Spring, Summer and Fall terms of 2020). Materials shall be entered into the Archivum system by the deadline provided by AFEC. (Or earlier if announced at a faculty meeting

by the Director). The evaluation committee will only review material that is submitted by that date.

### Annual Faculty Evaluation Committee

The Annual Faculty Evaluation Committee (AFEC) shall consist of six (6) faculty members (defined as anyone home-based in Social Work and occupying an E & G faculty line on at least a .50 FTE appointment, excluding visiting faculty) two of which must be tenured, two of which must be tenure-earning and two of which must have a permanent non-tenured faculty appointment in the school. The AFEC will be elected by the faculty during the first meeting of the academic year. One faculty member in each of the above-referenced groups will serve for two years and one faculty member in each group will serve for one year. In cases where faculty may not be available with the rank required as stated, faculty will vote on an alternative composition (majority vote). The Director and the Associate Director of the School are not eligible to serve on the AFEC. Non-tenure-earning faculty will participate fully in the evaluation process with the exception of the evaluation of performance in research/scholarship. At the first meeting of the AFEC, a chair shall be elected (must be a tenured faculty member) and operating procedures established by the committee. Operating procedures shall not be in conflict with any provision of this document, with any provision of the Collective Bargaining Agreement (CBA) or with any provision of University Rules, policies or procedures. The AFEC shall be responsible, working in conjunction with the Director, for any classroom observations occurring during its term of service.

All faculty shall be subject to review by the AFEC. Committee members or faculty members with evaluation responsibilities should take into account the resources that each faculty member has available to them (ex. startup packages, campus resources). Committee or faculty members with evaluation responsibilities should abstain from evaluating a colleague with whom there is a significant working collaboration or when there is any business or financial arrangements between the committee member and faculty. Related persons (see [USF System Policy 0-027](#) for definition of related persons, <https://www.usf.edu/regulations-policies/>) may not engage in evaluating each other. Regional Chancellors or their designated alternate may provide input into their campus faculty member's evaluation. The results of the AFEC evaluation will be

given equal weight with the Director's evaluation in the determination of merit salary increases.

### Submission of Evaluation Materials

The AFEC may develop specific guidelines for how submission of evaluation narratives and material are presented. These guidelines will be distributed to faculty no later than the last day of Fall exam finals. Narratives should be written in a concise manner. Although the word limits are approximately 10,000 characters, please note that most narratives are well under that number. Do not include quotes from students in the narrative section. Do not repeat information in the narrative if it is readily apparent in the tables/forms. Do not include self-assessment or self-congratulatory statements in the narratives or final products submitted in the prior year.

A failure to prepare and submit evaluation materials as described will result in a default rating of "unsatisfactory" by both the AFEC and the Director. Any assignment areas lacking substantial data in the materials submitted will receive a default rating of "unsatisfactory" unless the faculty member immediately provides requested information to the AFEC and/or Director. Under certain circumstances (such as illness of the faculty member or other serious unforeseen circumstances, the Director shall have the ability to grant an extension of time to faculty for the evaluation. However, for the AFEC to conduct the annual review of such a faculty member, the evaluation materials for the previous calendar year must be submitted to the committee no later than the announced deadline so that the AFEC can complete its work by the College deadline.

When the Archivum system is utilized, much of the information below will be provided electronically. However, it may be necessary to supplement the information in Archivum. Examples of information to be included in the Archivum system are:

#### **Instruction Category:**

- A list of all courses taught along with student quantitative and qualitative evaluation data
- A list of thesis/dissertation committees on which faculty members served and contributions made plus contributions made in doctoral directive assignments
- A list of directed student courses

- A description of recognition of teaching (for example teaching awards), course development and course-innovation initiatives
- Teaching/training grants submitted and awarded as well as information on any funding received
- A full description of other instructional activities such as program development, syllabi-updates and reviews, serving as a faculty lead or faculty semester contact and other curriculum work related to the Council for social Work Education (CSWE) accreditation.
- If faculty attended workshops to enhance their teaching such as those provided through CITL, documentation of attendance/completion if available, should be included, for example, a certificate of attendance, email confirmation of enrollment, etc. and uploaded in the supplemental documentation section.

Other items for consideration in the Instruction category that that are not included in the Archivum system that faculty may want to include in their narrative are:

- Peer observations
- Student mentoring/individual advising
- Assisting adjunct professors with their teaching assignment (not in the role as a faculty lead or faculty semester contact).
- Teaching publications that are not listed as articles or scholarly work.
- Presentations about teaching/recruiting that are not listed as articles or scholarly work

### **Academic Advising: Instruction Category**

Academic Advising refers to those activities specifically related to advising students on matters pertaining to career choices, program choices, course selection, and scheduling. Advising specific to a course in which a student is enrolled is the duty of the instructor of record and is considered as part of instruction. Faculty are expected to hold at least one group advising session per semester. Faculty should provide a description of their advising duties, number of students served, and special accomplishments/recognition of their advising work in their narrative section.

### **Administration Category: Non-Instruction category under Instruction**

Administration refers to those duties which carry programmatic planning, management and evaluative responsibilities. Administrative duties will be assigned in a limited number of circumstances. Normally within the School of Social Work, the Director, Associate Director, Director of Field, BSW Program Chair, MSW Program Chair, PhD Program Chair, Online MSW Program Chair, and principle program coordinators or center directors will carry administrative assignments. With regard to the Director of the School of Social Work, annual evaluation for his or her performance by the AFEC will be restricted to teaching and research performance, as the Dean of the College conducts an annual evaluation of Chairs/Directors.

- List any administrative positions held, the duties of position, individual assessment of performance of those duties, particular contributions/accomplishments.

**Research/Scholarship Category:**

- A list of all materials developed for publication (articles, books, book chapters), where submitted, current status, information on publisher or potential publishers. A list of all materials published during the evaluation period and any work on revisions and galley proofs, information about the publisher.
- A list of presentations at professional meetings/conferences with information about the sponsoring organization and manner of selection of papers/posters presented (for example by invitation, via peer review selection).
- A list of all research grant proposals developed for submission, with information about agency/ foundation to which submitted, funding amount sought, brief description of the work plan (Note: teaching/training grants should be submitted under "Instruction").
- A list of grants/contracts approved for funding during the evaluation period and information about the funding agency and method of selection of your proposal. A list of unfunded research projects engaged or completed and future plans pertaining thereto.
- Other items: Progress on current research studies (e.g., data collection activities, research-based community engagement, management of research lab, progress on written materials including community education), manuscripts underway, and other substantive activities

**Service Category:**

A: University Level Committee/Councils Governance:

- A list of all college and university committees on which you served along with your role.,

B: School of Social Work Committees

- A list of department committees on which you served along with your role.

C: Public/Professional Service:

- A list of all service activities external to the University that directly benefit the profession/practice of Social Work, include service on boards, councils, commissions, leadership positions, editorial boards, peer-reviewed activities, and note of specific accomplishments.

**RECOMMENDED RATINGS**

**Instruction**

Instruction refers to classroom teaching (both undergraduate and graduate), online and/or hybrid, instruction, directed studies, service on thesis/dissertation committees, course development, program initiatives (for example development of continuing credit courses or certificate programs for approval) development/management of teaching/training grants, program administration, and associate director duties. Some of these categories may appear in Archivum under Other Instructional Effort.

Instructional ratings must be based on more than student evaluation scores. The teaching evaluation must take into account any relevant materials submitted by the employee including the results of peer evaluations of teaching and may not be based solely on student evaluations when

this additional information has been made available to the evaluator. For example, a mid-semester assessment could allow the instructor to make improvements for the current class (although this cannot take the place of the official evaluation data). It is recognized that the number of completed student evaluations may not be sufficient to determine overall course instruction experience. Examples of other methods to assess teaching effectiveness such as class notes, syllabi, student exams and assignments, peer observations, student mentoring/advising and any other materials relevant to the employee's teaching assignment may also be submitted. Faculty may provide an explanation for low student evaluation ratings when circumstances beyond the control of the instructor may be responsible for the low student rating. In such cases faculty evaluation shall consider the additional information.

- In order to receive an "outstanding" rating in Instruction, a faculty member should attain a mean **rating of 4.0 or higher** on submitted student evaluation of instructor items and have some positive comments supplied in the narratives by students. It is recognized that the number of completed student evaluations may not be sufficient to determine overall course instruction experience. Rating score alone, therefore, is not sufficient to determine an outstanding rating. It is also important to demonstrate additional instructional activities that took place during the course(s) to improve student learning of course objectives beyond improving a singular lecture content. For example, this can be evidenced through the development of teaching/learning materials and sharing it with all other instructors teaching sections and obtaining feedback of content for submission to the curriculum committee, securing teaching/training grants, the development of new course preparations, special recognition of teaching excellence via teaching awards, or through classroom observation or attendance/completion of education focused trainings. Engaging students in research activities through a lab or in other research or policy projects or serving as a course lead with evidence of regular engagement with adjuncts; including problem solving activities, are to be considered as well. To be rated outstanding, there must be unusually compelling evidence of excellence through mechanisms that are geared toward improving the curriculum, improving instruction of self, adjuncts or others, providing opportunities for students to engage in activities beyond coursework

assignments that lead to professional recognition or preparation as a future scholar, as well as outstanding student evaluations.

- In order to receive a "strong" rating in Instruction, a faculty member should attain a mean rating of between **3.5 and 3.9** on the student evaluation of instructor items and have some positive comments supplied in the narratives by students. It is recognized that the number of completed student evaluations may not be sufficient to determine overall course instruction experience. Therefore, it is also important to demonstrate additional activities in instructional assignments as evidenced by demonstrated performance in development of teaching/learning materials for a single course, sharing teaching ideas with other sections of the same course, securing teaching/training grants, or special recognition of teaching excellence via teaching awards, through classroom observation, or attendance/completion of education focused trainings. Engaging students in research activities through a lab or in other research or policy projects or serving as a course lead with evidence of some engagement with adjuncts; are to be considered as well. If the student evaluation mean is less than 3.5, there must be unusually compelling evidence of excellence through the other mechanisms referenced.
- In order to achieve a "satisfactory" rating in Instruction, a faculty member should attain a mean rating of at least 3.0 on the student evaluation of instructor items. It is recognized that the number of completed student evaluations may not be sufficient to determine overall course instruction experience. Therefore, it is also important to demonstrate sound achievement in instructional assignments as evidenced by demonstrated performance of at least a satisfactory nature in development of teaching/learning materials, securing teaching/training grants, or special recognition of teaching contributions via teaching awards, or through classroom observation, or attendance/completion of education focused trainings. If the student evaluation mean is less than 3.0 there must be unusually compelling evidence of performance that is at least satisfactory through the other mechanisms referenced.

- If a faculty member obtains a student evaluation mean below 3.0 on instructor items, and in the absence of overwhelming information to legitimate a higher rating, the Instruction rating shall be "weak" or "unsatisfactory" as the performance merits at the discretion of the AFEC and the Director. It is recognized that the number of completed student evaluations may not be sufficient to determine overall course instruction experience, therefore supplemental material to support instructional effort will be important to consider in this case.

### **Research/Scholarship**

Research/Scholarship refers to all forms of creative activity, both funded and unfunded, related to the creation and dissemination of new knowledge. It includes research related exploration, publication, and evaluation activities. Emphasis is placed on peer-reviewed publications and securing of competitive external/internal grants/contracts. In order to categorize various areas of activity and provide a relative weighting to gauge accomplishment, the following schema shall be employed

**Level One Activities** would include publication involving peer review and resulting in publication in respected media (for example, mainstream journals, respected publishers, proceedings of prestigious organizations and scholarly books). This category would also include securing of significant competitive grants and/or contracts. Teaching/training grants would be considered in the Instruction category.

**Level Two Activities** would include book chapters, technical reports and non-refereed publication by a credible publisher or refereed publication in other than mainstream media. Professional papers would be included in this category and if later developed to refereed publication status meeting the standards of a Level One activity could be so considered in a subsequent evaluation period. Tangible research efforts toward future level-one activities (e.g. new data collection efforts) may be reported here. Research grants/contracts of a less competitive nature or renewals not requiring major work would be considered in this category. Peer-reviewed and invited presentations shall be considered as level-two activities.

The evaluators may also take in consideration the following or other activities provided in

the faculty narrative to determine their contributions to the above level activities:

- Extra required effort for international work and community-engaged scholarship.
- Local, regional, national, and international recognition of research output
- Progress which is commensurate with the faculty person's effort assigned for research, their rank, and other roles held (e.g., Program Chair)
- Effort to assist doctoral students with research projects or manuscripts
- New research collaborations within and external to USF

The following evaluation ratings are recommended based on activities in the research category:

In order to achieve an **Outstanding**, the faculty member should demonstrate:

- At least 3 level 1 or level 2 activities (at least one should be from level 1)

In order to achieve a **Strong** the faculty member should demonstrate

- At least 1 Level 1 activity or several Level 2 activities

In order to achieve a **Satisfactory** the faculty member should demonstrate

- Three or less level two activities

In order to achieve a **Weak** the faculty member should demonstrate

- Progress on one level one or level two activities without completion of activities

In order to achieve an **Unacceptable** the faculty member should demonstrate

- Progress on level one or level two activities is not evident

### Service

Faculty are expected to attend all assigned outside service committee meetings as a representative of the School of Social Work. University Governance refers to contributions made to the University through service on department, college, university or university system bodies or other activities that provide advisory support to general governance of said bodies. Such bodies would include but not necessarily be limited to, department, college and university councils or committees (standing or *ad hoc*) or to elective bodies such as college councils or the Faculty Senate.

Public/Professional Service refers to contributions made to the profession of Social Work or to its practice in the community at no charge to the recipient. Such service would include, but not necessarily be limited to, service on social service planning bodies, fundraising bodies, program evaluation bodies, service on editorial/agency/organization boards, service on government appointed councils and committees, service on professional education or professional practice organizations, (for example, CSWE, NASW, or other social service related professional bodies), service to publishers/professional bodies via peer reviewer/book/abstract reviews, or work with international colleagues/universities. Service on behalf of organizations not specifically related to professional practice service or education (for example, service on partisan political bodies or church bodies) will not be considered in this category. Neither shall compensated services be considered in this category.

In order to achieve an "outstanding" rating in this category, a faculty member must have made significant documented contribution to at least one major university governance endeavor or served as a significant contributing member to several university bodies (including department committees) and be engaged in public/professional activities.

In order to achieve a "strong" rating in this category, a faculty member served as a significant contributing member to an university bodies (including department committees) or be engaged in public/professional activities.

In order to achieve a "satisfactory" rating in this category, a faculty member must have discharged all governance duties at an acceptable level (i.e., attended meetings on a regular basis, participated in the deliberations of the body on which the individual served).

Performance that falls below "satisfactory" in governance assignments shall be rated as "weak" or "unacceptable" depending upon the extent of the shortcomings in one's performance. For example, less than regular attendance and minimum participation might be considered "weak" while excessive absences and no participation might be considered "unsatisfactory."

### Leave of Absence with Pay

Leave of Absence with Pay refers to sabbatical and other supported leaves where specific products are required or expected. (The exception is faculty on leave of absence with pay for disability, FMLA, using his/her accumulated leave. Leave of this nature of course is not subject to evaluation.) Faculty on Leave of Absence with Pay shall submit full accounts of their activities for the supported period including the nature of the leave, intended accomplishments, work plan and accomplishments. Ratings shall be based on matching intended accomplishments with products/outcomes.

### **OUTCOME**

Applying the rating schema defined in the preceding section the AFEC and the Director, independent of each other, will evaluate each faculty member and assign a rating of "outstanding," (5) "strong, (4)" "satisfactory, (3)" "weak, (2)" or "unacceptable (1)" in each category of assigned duties. No half points are to be assigned.

### **Appeals Process**

Every member of the School of Social Work considered in the annual evaluation process has the option to appeal a rating and/or commentary provided by the Annual Faculty Evaluation Committee (AFEC) or the Director of the School of Social Work.

1: The following outlines the process of appeal for annual evaluation decisions made by the **AFEC**.

- i. After all the evaluations are completed by the EC and Director, the faculty will be notified to review their annual evaluation.

- ii. If a faculty member disputes a score(s) and/or commentary, the faculty member can email the Chair of the AFEC asking for the committee to reconsider the issue(s)
  - a. The email should include a brief statement concerning why they think the score was incorrect.
  - b. The email should include a brief statement concerning why they think the commentary was incorrect
  - c. The email should be sent within 14 days of receiving notice of their completed evaluation.
  
- iii. The AFEC will meet within 14 days of receipt of the faculty email to consider the additional information provided by the faculty member.
  
- iv. The AFEC chair will notify the faculty member of the committee decision.

2: The following outlines the process of appeal for annual evaluation decisions made by the **Director**

- i. After all the evaluations are completed by the EC and Director, the faculty will be notified to review their annual evaluation.
  
- ii. If a faculty member determines that there was an error in a score(s) and/or commentary the faculty member can email the Director asking to reconsider the issue(s)
  - a. The email should include a brief statement concerning why they think the score was incorrect.
  - b. The email should include a brief statement concerning why they think the commentary was incorrect
  - c. The email should be sent within 14 days of receiving notice of their completed evaluation.
  
- iii. The Director will review within 14 days of receipt of the email to consider the additional information provided by the faculty member.

- iv. The Director will notify the faculty member of the committee decision.

### **Approval History of Annual Evaluation Guidelines**

*Approved by Dean Julianne Serovich, May 24, 2017*

*Reviewed by Vice Provost Glover, August 14, 2017, accepted with recommendation to become effective after faculty vote on November 27, 2017.*

Revised EC 11.15.21/draft 1.13.22/1.15.22/approved by faculty January 26, 2022

Reviewed by Vice-provost Garey with recommendations.

### **Approval History of Governance Document**

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Faculty Evaluation Guidelines added as recommended by Vice Provost Garey and approved by faculty, January 26, 2022

Approved by the Provost's Office on 6/14/2022