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DEPARTMENT OF SOCIAL WORK
GOVERNANCE BYLAWS

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Article I.   Name:

The name shall be the Department of Social Work.

Article II.   Location:

The unit is housed in the College of Education and Professional Studies of the University of West Florida.

Article III. Mission Statements:

The mission of the social work program is to prepare social work practitioners who demonstrate and practice the critical thinking skills, values, ethics, and knowledge delineated by the CSWE guidelines and the NASW Code of Ethics.

The department of social work draws upon the University of West Florida's mission, "To empower each student with knowledge and opportunity to contribute responsibly and creatively to a complex world" through the promotion of social justice, guided by a global prospective, dedicated to a diverse student body and a commitment to the dignity of all people; the department seeks through education, research, and service to produce students of competence and commitment, reflecting excellence in social work practice and demonstrating professional skills, values, and knowledge delineated by CSWE guidelines and the NASW Code of Ethics. We intend our graduates to carry out the University of West Florida's value of integrity: Doing the right thing for the right reason.

The mission of the Department of Social Work is highly congruent with the mission of the University and the College of Professional Studies. In preparing graduates to assume professional positions of leadership, dedicated to working for social justice, and committed to the need to advocate for vulnerable populations puts into practice the University mission of contributing responsibly to a complex world.

Section 3.1. Goals and Objectives

1. Maintain excellent BSW and MSW programs that provide an educational program which prepares generalist practitioners at the BSW level and advanced clinical-community social work practitioners at the graduate level who are prepared with an understanding of the profession's history, purpose and philosophy and committed to the profession and to working with systems of various sizes including individuals, families, and groups.

2. Continue to promote a culturally diverse, student-centered, learning environment devoted to the needs and interests of our student body where students can integrate the knowledge, values, ethics and skills of the profession into their practice and to assume positions of leadership.

3. Collaborate with and serve the region, the university, the public, voluntary agencies, and the global community as a resource for current, relevant and quality social work education.

4. Contribute to the development and application of knowledge in social work practice by supporting the teaching, scholarship and community service of the faculty

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Article IV.   Department Governance:

Section 4.1. In instances where the collective bargaining agreement between the UWF chapter of United Faculty of Florida and the UWF Board of Trustees authorizes departments/units to define and/or clarify terms and conditions of employment related specifically to the department, these bylaws constitute the sole and exclusive document wherein those department-specific terms and conditions reside.

Section 4.2 By-laws. If any provision of this document shall be declared by any entity with valid jurisdiction to be illegal, void, or unenforceable, the other provisions shall not be affected but shall remain in full force and effect.

Further, this document is considered an extension of the UFF Collective Bargaining Agreement as stated in Section 4.1. (CBA)(https://uwf.edu/media/university-of-west-florida/offices/division-of-academic-affairs/collective-bargaining-cba/UWF_UFF_CBA_2017-2020_FINAL.pdf)..

Section 4.2. Voting Membership: Unless otherwise stated in the bylaws, the department voting membership shall consist of all social work staff and tenured and non-tenured faculty in a permanent or recurring line employed in the Department of Social Work. This includes instructors and visiting professors.

Section 4.3. Tenure-track faculty in administrative positions and are not considered "in-unit" are not eligible to vote on issues that involve the Collective Bargaining Agreement (e.g. bylaws) as this would constitute a conflict of interest. The exception is the Director of Field Education who is only considered out-of-unit due to bureaucratic reasons. The Director of Field Education is considered eligible to vote on issues that involve the CBA.

Section 4.4. Curriculum issues: Faculty members in permanent tenured and non-tenured lines (including instructors and visiting faculty) may vote on issues pertaining to the social work curriculum.

Section 4.5. Tenure and Promotion issues: All tenured faculty members and the Chair of the department shall vote by secret ballot in accordance with the most recent United Faculty of Florida Collective Bargaining Agreement. Per the CBA, other full-time faculty may provide the Chair with opinions on the candidate's dossier.

According to the CBA, in regards to promotion, the Chair will request all full-time (excluding visiting faculty) in the department or unit to submit an evaluation on promotion for the promotion candidate. The evaluation shall be submitted to the Chair, who will keep the sources of evaluation confidential. Promotion decisions do not require a formal vote; however, eligible faculty members should provide input on this important decision.

Section 4.5. Faculty Additions: In the event that a faculty position becomes open and permission is granted by the University to conduct a search, the department faculty shall have input regarding the type of applicant to be sought. A faculty search committee shall be formed consisting of members appointed by the chair from the Department of Social Work with one member from another department in the college.

The committee's duties include following the procedures outlined for faculty hiring by the Office of Academic Affairs. The committee drafts search materials including advertisements and selection criteria and submits these to the chair prior to publication. The committee reviews applications and forwards to the faculty a pool of top candidates. The faculty will assess the strengths and limitations of the candidates. The faculty may also provide additional input regarding candidate invitations and the selection of finalists by the hiring official(s). The faculty will approve three candidates to invite for a campus visit to the hiring official(s).

Section 4.6 Changes in Curricula or Policy: All proposed changes in programming, academic policies and curricula must be approved by the majority vote of eligible faculty. Such proposed changes must be included in the circulated agenda at least one week prior to the scheduled faculty meeting when this will be addressed. As a general rule, the implementation of any significant programmatic or policy changes shall occur in the following academic year.

Article V.   Department Roles and Policies

Section 5.1. Role of the Chair. The chair will fulfill a "traditional" role, acting primarily as a facilitator and spokesperson on behalf of the Department of Social Work faculty, staff and students. This includes advocating for the department with the Dean of the College of Education and Professional Studies and university administration. The chair is expected to provide leadership and vision in all matters pertaining to the departmental "good," such as excellence of programs, visibility and growth. The chair will administer the routine functioning of the Department of Social Work. All issues beyond the routine, such as changes in policy or curricula that might affect the Department, must be brought before the entire faculty for discussion and vote. Any decisions by the chair that would commit the faculty's time or talents also must be brought forward. The chair must consult with a faculty member before committing that individual to any new duty (CBA p.16-17).

Section 5.2. Changes in Curricula or Policy: All proposed changes in academic policies and curricula must be approved by the majority vote of eligible faculty. Such proposed changes in policy must be included in the circulated agenda at least one week prior to the scheduled faculty meeting. As a general rule, the implementation of any significant policy changes shall occur in the following academic year.

Section 5.3. The Right of Faculty in Governance. The chair is required to give full consideration to the consensus of opinion from the faculty in all matters. Decisions by the chair which run counter to the will of the faculty must be brought to the faculty at the earliest opportunity, along with the chair's reasons. In addition, the chair must be willing to fully discuss the decisions with the entire faculty, provide documentation and defer to the consensus of the faculty. The use of this authority is intended for the protection of individuals in the department and for the preservation of the department's mission, goals, and development.

Section 5.4. Chair's Budgetary Responsibilities. The chair, with assistance from the office manager, is responsible for managing the department's annual budget allocation, and other accounts, including foundation accounts. Funding priorities are generally determined by the will

of the faculty, with preferential treatment granted to areas of critical need and/or potential growth. It is also the role of the chair to advocate effectively with the administration for the resources to support of the goals of the department. The use of department funds to promote a chair's personal agenda is strictly prohibited.

Section 5.5 Summer Schedules. Summer schedules and the assignment of summer teaching lines will be built on consideration of three factors: (1) courses which fulfill the greatest programmatic need; (2) courses which are likely to produce high student credit hours; and (3) courses which guarantee the fair distribution of summer teaching lines. Adjunct faculty will be given consideration for summer employment on a secondary priority basis. Further, each academic year, the chair will request summer course teaching preferences from full-time faculty.

Assignment of summer courses will use the following guidelines:

1. Full-time faculty members shall receive priority for supplemental summer teaching assignments.
2. Following the initial allocation of supplemental summer teaching assignments, no summer course or courses of a full-time faculty member will be reallocated to another faculty member without the consent of the full-time faculty member to whom the course or courses were initially assigned.
3. Courses will be assigned to full-time faculty based on the experience of the faculty with that course.
4. The salary amount a faculty member receives for teaching a summer course or courses shall not be a consideration in the prioritization or allocation of supplemental summer teaching assignments.

Article VI.   Committee Structure

Section 6.1. Standing Committees: Committee chairs and members are *identified* in August (annually) by the Department chair. The department chair does not decide committee membership. Committee membership will be decided by the faculty and the committee chair will be determined by the members of the committee. Once these decisions are made, the committees will inform the chair so the chair may provide this information to the full faculty and staff at the beginning of the fall semester. The committees meet at least once per semester and include:

> *Curriculum Committee*
> The curriculum committee oversees CCRs and syllabi, course sequences for both the Bachelor and Master level programs, and various other issues related to curriculum.

> *Bylaws Committee*
> The bylaws committee is responsible for maintaining the bylaws that govern all departmental interactions. This committee meets regularly to modify and/or revise the document as needed.

Admission and Retention Committee
The admission and retention committee oversees the Master of Social Work Program (MSW) admission process, develops and revises graduate admission policies and procedures, and deliberates on retention issues at the undergraduate and graduate level.

The committee (a) hear student appeals of decisions related to their respective programs' requirements and considers requests for exceptions to these requirements, and (b) evaluates referrals from faculty members regarding the admission, probation, suspension, reinstatement or retention of specific students in Social Work. The committee will maintain contact with the Dean of Students Office. If the student issue meets the criteria of the Dean of Students Office, the student will be referred to the Dean of Students Office.

International Committee
The international committee supports student's global learning through various activities. The committee facilitates annual events such as the U.S/Japan Social Welfare symposium and related events that broader student knowledge through study away initiatives.

Faculty Development Committee
The faculty development committee serves as an advisory/supportive committee to help mentor non-tenured faculty succeed in the tenure and promotion process. The faculty mentor's responsibilities may include giving professional advice, assistance with goal setting, role modeling, teaching observations, and engaging in other supportive behaviors as necessary with the mentee.

Professional Advisory Board
The professional advisory board serves as an advisory committee to the social work department. This committee is comprised of individuals from the local community that are committed to ensuring the success of our social work program and students.

Scholarship Committee
The scholarship committee disseminates scholarships to students who meet the scholarship's criteria. These scholarships include, but are not limited to: Pace scholarship, merit scholarship, Wolff scholarship and fellowships funds.

Section 6.2. Ad-Hoc Committees: As circumstance may require, the chair is empowered to constitute ad hoc committees that will be subject to ratification by the faculty.

Article VI.   Departmental Meetings

Section 7.1. The chair will convene departmental meetings at least once (1) each fall and spring semester. The chair will inform faculty of the date(s) of the meetings at the beginning of the fall and spring semesters. In addition, the chair will provide at least one month notice prior to any departmental meeting faculty and staff are expected to attend (including ad hoc). The chair will provide an agenda at least 5 business days prior to the meeting and give a chance for faculty and

staff to make additions to the agenda prior to the meeting. The chair will consult with faculty to ensure maximum attendance before scheduling a departmental meeting.

Section 7.2. A majority (50% +1) of the voting membership (See Article 4) may direct the Chair to convene a department meeting at times other than the fall and spring semester in a timely and efficient manner.

Section 7.3. An agenda will be distributed to all in attendance. Although most of the work can be accomplished in an informal manner, when necessary Robert's Rule of Order will prevail.

Section 7.4. A majority of the voting members will constitute a quorum.

Section 7.4. Voting membership shall notify the Departmental Chair within two (2) days of the scheduled meeting if they are unable to attend a scheduled meeting. The member may give a written proxy via email.

Section 7.5. Voting will normally be by "voice" or show of hands. If any member requests a secret ballot on any issue, a secret ballot will be conducted.

Section 7.6. Unless otherwise specified in the bylaws, the chair will vote as any other faculty member. In the event of a tie, the chair will serve as the tiebreaker.

Section 7.7. Minutes of each meeting will be recorded and distributed by the Office Administrator or other designee.

Article VIII: Annual Evaluation, Tenure, and Promotion:

Section 8.1. Annual evaluations shall follow the policies from the UFF Collective Bargaining Agreement Section 11.3. In particular, "The proposed written annual evaluation, including the faculty member's annual assignment which was furnished pursuant to section 10.3 (Annual Assignment) will be provided to the faculty member within forty-five (45) days after the end of the academic term during which such evaluation was made. The faculty member will be offered the opportunity to discuss the evaluation with the evaluator prior to its being finalized and placed in the faculty member's evaluation file" (p.23).

Section 8.2. Evaluations shall evolve through consultation between the chair and the individual faculty member. The UWF "model" for the evaluation process shall be the norm. (See the document on Promotion, Tenure, Annual Evaluation, and Performance Evaluation, under Faculty Resources on the webpage of the Division of Academic Affairs).

Section 8.3. Teaching, research and scholarly activity, and service are interdependent. As social work is a practice-based discipline as defined by the Council on Social Work Education (CSWE) and the National Association of Social Workers (NASW) we value all three areas equally. Our service extends beyond the university into the community setting. The quality of performance in teaching and service is shaped to a large degree by the research and scholarly activity of our faculty.

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Section 8.5. Candidates submitting their portfolios are encouraged to include as many of the indicators as possible to strengthen the quality of their submission. It is the responsibility of the candidate to describe the scope and impact of their teaching, service and research.

Section 8.6. If either the Chair of the Department of Social Work or the Dean of the College of Education and Professional Studies does not agree with the assessment of the faculty self-assessment, the Chair and/or Dean shall provide a written explanation using the Department of Social Work by-laws to justify the decision.

Instructors and visiting faculty need not present evidence of scholarly or creative activity and will be evaluated in accord with the guidelines for Teaching and Service only. Voluntary research activity shall be considered evidence for distinguished teaching and/or service.

Article IX. Criteria for Evaluation

Department Statement on Teaching:
The Department encourages excellence in teaching that may be demonstrated by evidence through a combination of any of the following:

- Teaching materials including course syllabi, handouts, reading materials, tests, etc., student evaluations of course content and presentations.
- Quality of directed studies, theses, and supervision of interns.
- Quality of tests and other assignments.
- Appropriate use of multiple methods of assessment in the assessment of student learning and assignment of course grades.
- Evidence of course revisions to reflect current knowledge in area.
- Observations from other faculty, inside and outside the Department.
- Self-evaluation.
- Professional activities related to enhancement of teaching.
- Demonstration of high-impact learning practices.
- Development of curriculum.

Department Statement on Scholarly and Creative Activity:
Consistent with the University mission, vision and resources in combination with the values of the social work profession, the Department recognizes and promotes collaborative research and scholarly activity towards that objective. Each faculty member is expected to provide evidence of scholarly and creative work **every year** and use the following recommendations as a guideline.

The Department encourages the expression of creative and scholarly activity in venues such as

- peer-refereed journal articles
- authorship or co-authorship of submitted peer-refereed journal articles;
- authorship or co-authorship of academic peer-reviewed conference proceeding;

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- authorship or co-authorship of academic conference peer-reviewed presentations (oral, poster, roundtables, workshops & electronic formats)
- authorship or co-authorship of academic conference proceeding;
- authorship or co-authorship of academic conference oral or poster presentations
- authorship or co-authorship in whole or in part of books whose primary audience is composed of academics;
- authorship or co-authorship in whole or in part of books or journals whose primary audience is composed of practitioners;
- authorship or co-authorship in whole or in part of work relevant to the candidate's field disseminated via film or electronic media;
- principal Investigator or Co-PI of awarded external grants for projects that will advance knowledge in the candidate's field;
- principal Investigator or Co-PI of submitted external grants for projects that will advance knowledge in the candidate's field;
- principal Investigator or Co-PI of awarded internal grants for projects that will advance knowledge in the candidate's field;
- principal Investigator or Co-PI of submitted internal grants for projects that will advance knowledge in the candidate's field;
- refereeing or reviewing articles, books and/or grants whose primary audience is composed of academics;
- refereeing or reviewing articles, books and/or grants whose primary audience is composed of practitioners;

Department Statement on Service
Social workers are active in communities, working with individuals, families, groups and organizations. As social workers we must adhere to our Code of Ethics and our ethical responsibilities to the broader society. We are also expected to empower and encourage our students to engage and serve their communities.

The Department of Social Work encourages the following service activities be considered in the evaluation of service efforts:

Department

- Curriculum development
- Accreditation/reaffirmation
- Advising/Mentoring
- Development of Departmental materials/facilities
- Serving on Departmental committees
- Serving on special Departmental assignments/projects
- Assuming temporary administrative assignments
- Attend assigned University functions
- Administration of student clubs/organizations
- Maintaining a professional presence in professional organizations
- Recruitment of students in professional organizations

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- Serving on committees
- Curriculum development
- Serving on special School/University assignments/projects
- Assuming administrative assignments
- Attending assigned functions/events

Professional/Local/State/Regional/National/International

- Active participation in professional organizations
- Serving in an administrative role on committees, boards, workshops, etc.,
- Serving as a consultant
- Serving as a liaison for the Department/School/University
- Presenting papers, or other public presentations, not based on original research
- Attending assigned functions/events
- Sponsoring/developing University events
- Assigned student recruitment at events/organizations
- Active volunteer in community service organizations/events and/or community service opportunities
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Annual Evaluation

The following sections provide guidelines for department of Social Work annual evaluation.

The Social Work Department will evaluate based on the following guidelines. Faculty are to electronically route their statement of contribution to the chair annually based on the guidelines described below.

Faculty members are responsible for completing a statement of contribution that reflects their work assignments of teaching, research and service. Teaching and service faculty should prepare a statement that demonstrates their contribution in both of those areas. Adjuncts with teaching only course loads should demonstrate quality teaching. This will be evaluated on a semester-to-semester basis, by the department chair, using a variety of evaluative methods.

TEACHING
Distinguished Performance
Distinguished performance demonstrates that the weight of evidence supports an unusually high degree of quality in teaching as shown by the following indicators that build upon performance indicators for excellence.

Performance indicators that may be used to support distinguished ratings:

a. Numerical student evaluation data document clear statistical exceptionality

b. Narrative statements emphasize powerful impact on learner or transformative learning experiences

c. Teaching awards honor high caliber of performance

d. Leadership evident in the promotion of high quality teaching and curriculum development in the department

Excellent Performance

Excellent performance represents consistent high quality teaching with positive outcomes for students as reflected by the performance indicators below.

Performance indicators that may be used to support excellent ratings:

a. Student evaluations document consistently positive impact on learning (above average)

b. Teaching philosophy provides foundation for coherent course planning and activities

c. Syllabi outlines comprehensive, clear, and appropriate performance expectations

d. Assessment practices enhance student learning and contribute to department needs

e. Goals and course content routinely provide evidence of successful continuous improvement effort

f. Pedagogical practices facilitate optimal learning conditions

g. Student support practices facilitate optimal student development

h. Advising, mentoring, and student supervision practices receive consistent favorable review

i. Special teaching assignments (e.g., honors, capstone, General Studies) executed with expert skill

j. Appropriate standards of academic integrity promoted, including respect for students and their rights

k. Participates voluntarily in professional development activities to improve teaching quality and flexibility

Good performance

Good performance demonstrates overall teaching effectiveness but some minor areas for concern. In general, the weight of evidence suggests that teaching performance is below what is required for tenure and promotion decisions.

Performance indicators that may be used to support good ratings:

Updated on 12/6/2018

a. Student evaluations data document adequate impact on learning

b. Teaching philosophy expressed in course planning and activities

c. Syllabi provide reasonably clear and appropriate expectations

d. Assessment practices support student learning and contribute to department needs

e. Goals and course content give evidence of continuous improvement effort

f. Majority of pedagogical practices are appropriate and effective

g. Majority of student support practices are appropriate and effective

h. Advising, mentoring, and student supervision practices are appropriate and effective

i. Special teaching assignments (e.g., honors, capstone, General Studies) executed with reasonable skill

j. Maintains appropriate standards of academic integrity, including respect for students and their rights

k. Participates in teaching development activities when directed to do so

Fair performance
Fair performance demonstrates some positive teaching outcomes but produces major areas for concern for the department. The weight of evidence suggests that teaching performance in this performance category is below what is required for tenure and promotion decisions.

Performance indicators that may be used to support fair ratings:

a. Student evaluations data document areas of moderate concern (ratings below the department average)

b. Teaching philosophy may not be clearly expressed in course planning and activities

c. Syllabi need to provide clearer and more appropriate expectations

d. Assessment practices show some difficulty in supporting student learning and meeting department needs

e. Goals and course content reflect limited continuous improvement effort

f. Some pedagogical practices need attention

g. Some student support practices need improvement

h. Advising, mentoring, and student supervision practices need improvement

i. Special teaching assignments (e.g., honors, capstone, General Studies) could be executed with greater competence

j. Occasional challenges related to academic integrity.

k. Some indications of disrespect for students and their rights

l. Does not typically participate in teaching development activity

Poor performance
Poor performance demonstrates serious problems in attaining success in teaching role as reflected either by (1) a combination of many negative indications, or (2) fewer but more extreme behaviors that produce substantial negative outcomes on students and their learning. In general, the weight of evidence suggests teaching performance is well below the department norms. Because of the high priority placed on teaching at UWF, this level of performance requires major remedial work.

Performance indicators that may be used to support poor ratings:

a. Student evaluations data document consistent and substantive problems (ratings well below the department average)

b. Teaching philosophy missing, poorly articulated or poorly expressed in course activities and planning

c. Syllabi fail to establish clear and relevant expectations

d. Assessment practices are inadequate to support student learning and department needs (e.g., learning outcomes are inadequate, inappropriate, or missing; testing strategies are not effective or fair)

e. Goals and course content reflect no continuous improvement efforts

f. no assistance rendered for department assessment plan

g. Pedagogical practices are unsound (e.g., disorganization; late, missing, unhelpful feedback; standards too lax or too challenging; routinely poor preparation; disengaging, chaotic, or hostile classroom environment)

h. Student support practices are unsound (e.g., late or absent for class, not responding to email, not keeping keep office hours, showing favoritism)

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i. Consistent and very negative ratings in advising, mentoring, and supervision of students scholarly or creative activities

j. Special teaching assignments (e.g., honors, capstone, General Studies) avoided or poorly executed

k. Chronic academic integrity concerns identified including evidence of disrespect for students and their rights

SERVICE

The Department of Social Work and the social work profession strongly value service. In accordance with our NASW Code of Ethics, this service includes service to the university with a strong emphasis on service to the community and profession. The department uses the following guidelines for rating service.

Distinguished Performance

Distinguished performance demonstrates a high degree of skill in service contributions as shown by the performance indicators below that build upon excellent performance. In general, the weight of evidence in the faculty service contributions exceeds the criteria for excellent.

Performance indicators that may be used to support distinguished ratings

a. Leadership demonstrated in targeted arenas of service (e.g., holds elected office)

b. Collaboration is skillful and innovative

c. Problems solved proactively through vigorous contributions

d. Wide external recognition (local, national or international audiences) or awards achieved for quality of service contributions

e. Community service that provides significant and measurable impact; service provides excellent synergy between the faculty member's area of expertise and the service function.

Excellent Performance

Excellent performance demonstrates satisfactory execution of service contributions as shown by the performance indicators below.

Performance indicators that may be used to support excellent ratings:

a. Scope and effort level meet department criteria

b. Colleagues view contributions to department as effective

c. Service agenda well suited to regional comprehensive university mission

Updated on 12/6/2018

d. Service contributions represent strategic decisions that balance demands from the discipline, department, campus, and community

e. Potential shown for wide recognition inside and outside of the university

Good Performance

Good performance demonstrates moderate tangible progress in service contributions but may reflect some minor challenges that interfere with excellent performance. The weight of evidence suggests that work falls mildly below department criteria of excellent.

Performance indicators that may be used to support good ratings:

a. Emerging service agenda reflects reasonable expectation for rank

b. Selection of service activity expresses understanding of faculty service role in regional comprehensive university

c. Usually participates actively and constructively in service activity

d. Usually effective in service as citizen of department

e. Balance across service obligations may be a struggle

f. Community service provides reasonable synergy between the faculty member's area of expertise and the service function.

Fair Performance

Fair performance demonstrates only minor tangible progress in service contributions that can be the result of many factors, including limited pursuit of service, passive participation, or inability to manage obligations. In general, the weight of evidence suggests that service is moderately below department norms. Remediation is recommended to assist the faculty member to come to terms with the service obligations and appropriate behaviors to achieve positive outcomes in the regional comprehensive university context.

Performance indicators that may be used to support fair ratings:

a. Appropriate arenas for service identified and explored

b. Minimal contributions made in service role (e.g., "sits" on committees as compared to active participation)

c. Recognition of service obligation in faculty role shapes consideration

d. Over-commitment to service spreads faculty time and energy too thinly to facilitate effectiveness

Poor Performance
Poor performance demonstrates serious problems in fulfilling appropriate service role for faculty. In general, the weight of evidence suggests that service is well below the department norms. Remediation is required to help the faculty member develop an appropriate orientation to service in a regional comprehensive university context and strategic plan to accomplish that objective.

Performance indicators that may be used to support poor ratings:

    a. Service activity nonexistent or very poor in quality, producing a potentially adverse impact on the goals of the relevant organization

    b. Significance of the obligation of service in the faculty role in a regional comprehensive university not apparent (e.g., faculty seems resistant or oblivious to service needs)

    c. Community service does not in any way provide synergy between the faculty member's area of expertise and the service function

SCHOLARSHIP AND CREATIVE PROJECTS
The Department of Social Work uses the following guidelines for annual evaluation of scholarship and creative activity.

Distinguished Performance
Distinguished performance demonstrates unusually high degree of skill in design and execution of scholarly and creativity projects as shown by the performance indicators below that build upon the performance indicators for excellence. In general, the weight of evidence in this performance exceeds department criteria for excellence.

Performance indicators that may be used to support distinguished ratings:

    a. The publication of an article in a refereed journal, monograph or chapter in a book

    b. Wide national or international audience

    c. National or international recognition earned for quality

    d. Awards received for scholarly or creative projects

    e. Achievements in continuing professional training show unusual merit

    f. Strong record of external grant pursuit, grant awards, successful completion, and dissemination of results

Excellent performance
Excellent performance demonstrates satisfactory execution of scholarship or creative activity agenda as shown by the performance indicators below.

Performance indicators that may be used to support excellent ratings:

    a. Refined scholarly agenda or creative plan well suited to regional comprehensive university context
    b. The submission of an article in a refereed journal, monograph or chapter in a book
    c. Meets department production targets for both quantity and quality of scholarship
    d. Favorable review by and respect from majority of colleagues in the department for scholarly and creative works
    e. Potential for wide recognition of quality outside of the University
    f. Completes appropriate schedule of professional educational opportunities (e.g., licensure, technology training, etc.) in a timely fashion
    g. External support captured to facilitate scholarship or creative activities agenda

    h. Adheres to relevant ethics conventions for scholarly and creative projects

    i. Skilled time management facilitates success of scholarly agenda or creative plan

    j. Skilled use of collaboration as demonstrated by the commitments proposed, accepted, and fulfilled (e.g., group projects, creative activities, and grants)

Good Performance
Good performance demonstrates moderate tangible progress in scholarship or creative activity agenda as shown by the performance indicators below but the weight of evidence suggests that work falls mildly below department standard of excellent.

Performance indicators that may be used to support good ratings:

    a. Specific scholarly agenda or creative plan identified, including appropriate timelines and preferred dissemination or display venues

    b. Scholarly and creative projects completed but falls short of department criteria related to the rate of completion or quality of dissemination venue.

    c. Appropriate professional educational opportunities pursued

    d. Involvement with professional organizations that will support scholarly or creative goals

    e. Grants developed and submitted to capture external support

    f. Adheres to relevant ethics conventions for scholarly and creative projects

    g. Reasonably effective time management strategies contribute to success

    h. Commitments made and reasonably fulfilled in collaborative activity (e.g., group projects, creative performances, and grants)

Fair performance
Fair performance demonstrates only minor tangible progress toward executing a scholarly and creative agenda. In general, the weight of evidence suggests that scholarly and creative projects are moderately below the department norms. This level of performance offers no immediate support for tenure or promotion decisions but provides evidence of some promise for future productivity. Remediation is recommended.

Performance indicators that may be used to support fair ratings:

a. General focus of interest identified, but falls short of rate of production required for promotion and tenure decisions.

b. Evidence of some completion of beginning stages of scholarly or artistic process, (e.g., data collection, manuscript outline, artistic plan), but falls short of the production required for tenure and promotion decisions.

c. Exploration of possible scholarly collaboration or resource network to help with specific plan

d. Identification of professional organizations that will support scholarly and creative goals, but not actively involved at this time

e. Appropriate professional educational opportunities (e.g., licensure, technology training, special educational opportunities) identified

f. Sources of external support for scholarship or creative activities agenda identified and explored

g. Judgment about ethical standards for scholarly and artistic production may be problematic at times

h. Questionable time management strategies limit production

i. Erratic performance in collaborative activities (e.g., grants, research collaborations, creative performance) negatively influences project quality

Poor performance
Poor performance demonstrates serious problems in developing a scholarship or creative agenda. In general, the weight of evidence suggests that scholarly and creative production is well below the department norms attributed to inactivity or avoidance, absence of planning, poor time management, problematic collaborative behavior, or ethical challenges. In such circumstances, major remediation efforts may be identified and pursued.

Performance indicators that may be used to support poor ratings:

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a. Scholarly agenda or creative plan has not been identified (e.g., central focus of career interest has not materialized)

b. Minimal pursuit of scholarly and creative projects

c. Avoidance of professional organization involvement that could help disseminate or display faculty work

d. Failure to pursue expected professional enhancement activities (e.g., licensure, continuing education, technology training)

e. Avoidance of grant exploration or pursuit

f. Ethical regulations violated regarding scholarly or artistic production

g. Poor time management strategies work output handicap

h. Unreliability and problematic collaborative skills harm project completion and quality

CRITERIA FOR PROMOTION AND TENURE

Candidates for tenure and promotion will submit evidence of teaching, scholarly activity and service for midpoint review by the Faculty Development Committee. The department chair in accordance with the offer letter and/or date of hire will schedule the review.

The decision to recommend tenure is a vote of confidence in the candidate's demonstrated capacity for scholarly and professional growth. Thus, the department will not ordinarily recommend an assistant professor for tenure unless the candidate holds the appropriate terminal degree and has accomplishments in teaching, scholarship, and service, which warrant a simultaneous recommendation of promotion. Candidates considering a submission for tenure and promotion should submit in accordance with the university guidelines.

Tenure
The decision to recommend tenure is based upon sustained performance indicated by a minimum of annual evaluation ratings of excellent in teaching, scholarship and creative activity, and service.

Recommendations for Tenure (Tenure Only, No Promotion)
   a. At least three (3) peer reviewed journal articles in respected academic journals, book chapters, books, or monographs in the candidate's discipline (broadly defined by research interests).
   b. At least two (2) of these must carry progressive publication dates of after the candidate joined The University of West Florida
   c. At least one (1) of these must be first author publications.
   d. Tangible evidence of the expression of creative and scholarly activity in other venues.

Promotion to Associate
Promotion to associate professor is justified by a strong positive reputation within the university in teaching, service, and scholarship. Significant tangible and public scholarship recognized as such by peers is always a criterion. This scholarship should have earned acknowledgment in the discipline outside the university.

Recommendations for Promotion to Associate Professor (Includes Tenure Requirements)
  a. At least five (5) peer reviewed journal articles in respected academic journals, book chapters, books, or monographs in the candidate's discipline (broadly defined by research interests).
  b. At least three (3) of these must carry progressive publication dates after the candidate joined The University of West Florida.
  c. At least two (2) of these must be first author publications.
  d. Tangible evidence of the expression of creative and scholarly activity in other venues.

The decision to recommend promotion to associate professor is based upon sustained performance indicated by a minimum of annual evaluation ratings of excellent in teaching, scholarship and creative activity, and service.

Promotion to Full
Promotion to the rank of professor is justified by excellent teaching, excellent service, and by very substantial tangible and public contributions to scholarship measured by favorable recognition in the discipline outside the university.

The decision to recommend promotion to the rank of professor is based upon sustained performance indicated by a minimum of annual evaluation ratings of distinguished in one category and excellent in the other two categories.

Recommendations for Promotion to Full Professor
  a. A cumulative total of at least twelve (12) peer reviewed journal articles in respected academic journals, book chapters, books, or monographs in the candidate's discipline (broadly defined by research interests).
  b. At least six (6) of these must carry publication dates after the award of the candidate's current rank, and during his/her tenure at The University of West Florida.
  c. At least six (6) of the twelve peer reviewed journal articles in respected academic journals, book chapters, books, or monographs in the candidate's discipline (broadly defined by research interests) should be first author publications.
  d. Tangible evidence of the expression of creative and scholarly activity in other venues.

  These are the minimum publication recommendations that do not guarantee support at the Department, College and/or University level, quality and rigor will also be assessed in the evaluation of submitted materials. It is recommended that Department of Social Work faculty exceed these recommendations to help facilitate a successful Tenure and Promotion package at the Department, College and University level.

  Additional considerations:

Except in unusual circumstances, faculty members lacking an acceptable degree defined as the highest degree one can normally receive in a given field, may not be tenured, and may be appointed only at the rank of instructor or Lecturer. The letter of appointment and the promotion and/or tenure files shall include such a statement as approved by the Provost.

A.B.D. candidates hired with the intention of obtaining a tenure track position would hold the title "instructor" until such time that an official transcript is received from the degree-granting university stating that all criteria for the acceptable degree, as defined herein, have been satisfied. At that time, the title is automatically changed to that of Assistant Professor. This procedure, as well as any difference in salary arising as a result of an appointment to Assistant Professor, should be clearly stated in the letter of appointment.

Procedure For Applying for Promotion And Tenure
In addition to meeting the guidelines outlined herein, the department will follow the promotion and tenure application procedures and calendars as outlined in the "Annual Evaluation, Tenure, and Promotion Policy" packet provided annually by the Office of the Provost/Vice President of Academic Affairs.

The information details submission and review dates, assembly and order of materials, and the content included in Tenure and Promotion (T&P) notebooks and file boxes (buckets).

Candidates are encouraged to meet with the department chair early in the process to coordinate selection of internal and external reviewers. Candidates will include all solicited external letters of review.

Faculty Development Committee
The Faculty Development Committee will meet annually with all non-tenured faculty during the first week after Spring Break. A faculty member may petition the Committee for a special meeting at any time, however, and the Committee will convene to assist this faculty member if a majority of the Committee support this petition. All non-tenured faculty should submit an up-dated vita, copies of their recent publications, and any other supportive materials they wish the Committee to consider to the Committee Chair at least two weeks prior to the scheduled meeting of the Committee. Non-tenured faculty may request teaching observation/evaluations from any Department faculty member, but teaching observation/evaluation will not be considered a formal Committee function. The Faculty Development Committee will conduct the midpoint review. Recommendations from the committee will be forwarded to the Chair for review and possible action.

Committee Membership: Only tenured faculty members from the Department will form the Faculty Development Committee. One will serve as chair. In some cases, it might be appropriate to add a committee member from outside the Department.

Article X.   Amendments:

These bylaws may be changed or amended at any regular faculty meeting by a two-thirds vote of the members present, provided that proposed change(s) have been submitted in writing to the Departmental chair and distributed to the voting membership at least seven business days prior to the meeting at which the proposed change(s) are to be considered. The exception to this is changes to the bylaws which can only be voted on by in-unit faculty and the Director of Field Education.

Bylaws adopted on _____
                             (Month)   (Date)   (Year)