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## **DEPARTMENT OF SOCIAL WORK GOVERNANCE BYLAWS**

**Introduction:**

If there is a conflict between the language of these bylaws and Florida Statutes, the UFF-UWF Collective Bargaining Agreement or any UWF Policies, then the language of Florida Statutes, the UFF-UWF Collective Bargaining Agreement or UWF Policy shall prevail and all other portions of departmental bylaws remain intact.

**Documents:**

Current UFF-UWF Collective Bargaining Agreement.

UWF Division of Academic Affairs Policies and Procedures / Annual Evaluation, Tenure and Promotion/Post-Tenure Review.

**Article I. Name:**

The name shall be the Department of Social Work.

**Article II. Location:**

The unit is housed in the Usha Kundu, MD College of Health (UKCOH) of the University of West Florida.

**Article III. Mission & Goal Statements:****Section 3.1. Mission of the Department of Social Work**

The Social Work Department draws upon the University of West Florida's vision, mission, values, and the institutional strategic plan. 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 Council on Social Work Education (CSWE) guidelines and the National Association of Social Workers (NASW) Code of Ethics.

**Section 3.2. MSW Mission Statement**

The Mission of the MSW program is to prepare graduates to work with individuals, families, groups, communities, and organizations within medical and behavioral health settings. Our goal is to develop advanced practitioners who can demonstrate clinical and critical thinking skills necessary to assist clients in a broad range of dilemmas and settings. Guided by a diversely trained faculty, the department is committed to promoting human rights, social and economic justice, and respect for diversity to improve the lives of the individuals and communities we serve.

**Section 3.3. BSW Mission Statement**

The mission of the BSW program is to prepare graduates for effective multi-level assessment, engagement, intervention, and evaluation of multiple systems in many fields of practice. Guided by a diverse faculty, the department is committed to promoting human rights, social and economic justice, and respect for diversity to improve the quality of life for those we serve.

Social Work values and competency based education practice drive the program's mission. This mission aligns with the profession's purpose or quest to prevent "conditions that limit human rights, the elimination of poverty and the enhancement of the quality of life for all persons locally and globally." Implied within the mission of the program is student acquisition of knowledge,

skills and values necessary to apply critical thinking to practice situations and standards of professional behavior.

### **Section 3.4. Goals of the Department of Social Work**

1. Maintain excellent BSW and MSW programs that provide an educational program which prepares generalist practitioners at the BSW level and prepares MSW graduates to work with individuals, families, groups, communities, and organizations within medical and behavioral health settings.
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.
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.

## **Article IV. Department Governance:**

### **Section 4.1. Voting Membership**

For general departmental matters, excluding tenure & promotion, and bylaws, voting membership shall consist of all full time, tenured, tenure-seeking, and non-tenure seeking faculty including clinical professors, visiting professors, instructors, and staff/faculty of the field office in the Department of Social Work.

### **Section 4.2. Curriculum Issues**

On issues pertaining to the social work curriculum and bylaws, the department voting membership shall consist of all full-time, tenured, tenure-seeking, and non-tenure seeking faculty, including clinical professors, visiting professors, instructors, and staff/faculty of the field office in the Department of Social Work. Adjuncts present shall be invited to participate in discussion and excused from voting.

### **Section 4.3. Tenure and Promotion Issues**

Consistent with UWF Academic Affairs Tenure and Promotion guidelines and the United Faculty of Florida Collective Bargaining Agreement (UFF CBA), the department Chair will request all full-time faculty members complete an evaluation on the candidate's eligibility for tenure and/or promotion. Tenured faculty and the Chair of the department shall vote for tenure by secret ballot.

### **Section 4.4 Office Hours**

Full-time faculty office hours are clearly stated on each course syllabus describing office location with the days and times faculty will be available to meet with students to discuss the course or provide professional mentoring activities. The Department of Social Work faculty shall observe a minimum of 2 regularly scheduled office hours per course per week during the academic year when classes are in session, either online or face-to-face based on course mode. Program coordinators shall be present on-campus per the needs of the program and under the administrative direction of the Chair.

### **Section 4.5 Graduate Assistants**

Graduate Assistants (GAs) will be assigned with a faculty member(s) to assist with course preparation, grading and research. Assignments will be made based on availability of funding. Attempts will be made to match students to faculty member's areas of expertise. To qualify as a GA, students must be fully admitted to the Department of Social Work graduate program and registered for at least 6 semester hours. "A Graduate Assistant (GA) appointed under the 9186 designation is an admitted master's-level, specialist-level, or doctoral-level student providing support for academic departments, programs, faculty, or personnel. Compensation for a student employed under this designation is **hourly**, so an electronic timesheet (in MyUWF) reporting the hours of work completed must be submitted on a biweekly basis. This timesheet is reviewed and approved by the supervisor, who maintains regular supervision of the GA. A GA may be employed in a college or department office that performs professional or service duties outside of teaching or research. In the case that a GA is assigned to a nonacademic university office, the student's duties are not required to correspond directly to her/his graduate program. Department heads and supervising faculty are responsible for assuring that a Graduate Assistant receives ample opportunities to make continuing progress toward her/his degree completion" ([UWF Graduate Assistant Handbook](#)).

## **Article V. Committee Structure**

### **Section 5.1. Standing Committees**

Committee service is self-selected and committee chairs are elected at the first meeting each Fall Term. Faculty members self-select for committee service at the start of every academic year. Student representation is invited and encouraged as appropriate and consistent with FERPA guidelines. Standing departmental committee meeting minutes shall be shared on the shared electronic drive for the Department of Social Work. Quorum is achieved when (>50%) of committee members are present. Committees will meet at least once per semester and include:

#### **Section 5.1.1. Admissions Committee**

The Admissions Committee oversees the Master of Social Work (MSW) Program admission process, policies, and procedures. This committee works closely with the UWF Graduate Admissions Office to ensure alignment with university and graduate school policy.

#### **Section 5.1.2. Curriculum Committee**

The Curriculum Committee discusses and proposes the Curriculum Change Requests (CCRs), syllabi, course sequences for both the Bachelor and Master level programs, and various other issues related to curriculum.

#### **Section 5.1.3. Assessment Committee**

Assessment matters are program specific and the Assessment Committee examines program data and proposes changes designed to improve program outcomes in accordance with CSWE accreditation standards and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

#### **Section 5.1.4. Bylaws Committee**

The Bylaws Committee is responsible for all matters of departmental administration. This committee maintains the formal policies that govern all departmental processes. This committee meets regularly to review and revise the document as needed. All changes to the bylaws must go

before the full faculty for vote and require a two-thirds ( $\frac{2}{3}$ ) majority consensus (> 66.7%) for instatement.

**Section 5.2. Faculty Development Committee**

Tenured faculty serve as an advisory/supportive group to help mentor tenure-seeking faculty for success in the tenure and promotion process. The Faculty Development Committee will meet once a semester with tenure-seeking faculty in the Department. Faculty mentor 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. The Mid-Point Review is a function of members from the Faculty Development Committee.

**Section 5.3. Professional Advisory Board**

The Professional Advisory Board serves as an advisory group to the Social Work Department. This group is comprised of individuals from the local community who are committed to ensuring the success of our social work programs and students. The Professional Advisory Board is a requirement of the Florida State Board of Governors (BOG).

**Section 5.4. Ad-Hoc Committees**

As circumstances may require, the chair is empowered to constitute ad-hoc committees that will be subject to ratification by the faculty. Examples include, but are not limited to, *High Impact Practice Committee and Student Success Committee*.

**Article VI. Departmental Meetings:**

The Chair will convene departmental meetings at least three (3) times each Fall and Spring semester and conduct the meetings in accordance with Robert's Rules of Order.

A majority (> 50%) of the voting membership (See Article IV: 4.1) may direct the Chair to convene a department meeting at times other than the regularly scheduled departmental meetings in a timely and efficient manner. An agenda will be distributed to all in attendance at least one (1) day in advance of the scheduled meeting.

A voting member shall notify the Departmental Chair if they are unable to attend a scheduled meeting. The member may provide a written or verbal proxy within-one (1) day of the scheduled meeting. Proxies shall be in-unit faculty and shall announce their proxy role prior to any vote.

A majority(> 50%) of the voting members will constitute a quorum at any faculty meeting. A quorum is required for any vote (in-person and proxy voters).

Voting will normally be conducted by "voice" or show of hands. If any member requests a secret ballot on any issue, a secret ballot will be conducted and counted by two (2) in-unit voting members present. In the event of a tie, the vote shall be retaken. In the event of a second tie on revote, the matter shall be tabled until the next faculty meeting.

For departmental and curriculum matters, excluding bylaws, majority vote (>50%) shall prevail. Departmental Bylaws alterations or amendment(s) require two-thirds ( $\frac{2}{3}$ ) majority vote, with proper notice and distribution of proposed bylaws changes, according to Article IX.

Minutes of each meeting will be recorded and distributed by the Administrative Specialist or other designee and will be made accessible to all full-time department faculty via the department shared drive.

Student organization representation at departmental meetings is invited and encouraged as appropriate and consistent with FERPA guidelines. Students are non-voting participants. Student participants will be the first item on the agenda.

**Article VII. Summer Appointments:**

Available supplemental appointments will be offered equitably as appropriate to qualified faculty, in accordance with written criteria (Collective Bargaining Agreement, Article 9.4b).

Summer schedules and the assignment of summer teaching lines will be built with consideration of three (3) factors: (1) courses that fulfill the greatest programmatic need; (2) courses that are likely to produce high student credit hours; and (3) courses that guarantee the fair distribution of summer teaching lines. Each academic year, the Chair will request summer course teaching preferences from full-time faculty. Assignment of summer courses will use the following guidelines:

- Full-time in-unit faculty members shall receive priority for supplemental summer teaching assignments. Summer appointments must be offered to full-time faculty prior to adjuncts.
- Full-time faculty members have the right of first refusal for any courses offered by the Department. If there are an inadequate number of courses to provide one course to all faculty desiring to teach in the summer, then rotation will be allocated based on faculty expertise on the course subject to allocate the first course assigned with subsequent rolling assignment.
- 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.
- Faculty should be assigned courses matching the faculty member's content expertise and qualifications.
- 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 VIII. Annual Evaluation, Promotion, Tenure, and Post-Tenure Review:**

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.

It is the responsibility of the candidate to describe the scope and impact of their teaching, service and research. Candidates are encouraged to include as many of the indicators as possible to strengthen the quality of their submission. Inclusion of Student Assessment of Instruction (SAI) is required.

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. Adjuncts should be hired in consultation with full-time faculty.

**Section 8.1. Four-Point Performance Scale**

The following sections provide guidelines for Department of Social Work annual evaluations. Annual evaluations pertain to full active semesters taught as consistent with the current Collective Bargaining Agreement (CBA).

Faculty are to submit their statement of contribution and supporting documentation to the Chair annually based on the guidelines described below. A rating of “Meets Expectations” is the expected standard for annual evaluations.

Faculty members are responsible for completing a statement of contribution that reflects their work assignments of teaching, research and service. Reporting of faculty contributions should reflect their contracts and work assignment as stated in the CBA.

The following categories shall be used in evaluating faculty efforts in teaching, scholarly and creative activities, and service for the purposes of Annual Evaluation.

**Table 8.1. Four-Point Performance Scale**

<b>Performance Rating</b>	<b>Description</b>
Exceeds Expectations	<i>A clear and significant level of accomplishment beyond the Department standards for professional performance (i.e., Sections 8.2.1.b, 8.2.2.b, and 8.2.3.b).</i>
Meets Expectations	<i>Expected level of accomplishment in accord with Department standards for professional performance (i.e., Sections 8.2.1.b, 8.2.2.b, and 8.2.3.b).</i>
Does Not Meet Expectations	<i>Performance falls below the Department standards for professional performance (i.e., Sections 8.2.1.b, 8.2.2.b, and 8.2.3.b).</i>
Unsatisfactory	<i>Disregard or failure to address remediation efforts by the university to provide correction or assistance for performance that does not meet expectations per Sections 8.2.1.b, 8.2.2.b, and 8.2.3.b, or performance involving incompetence or misconduct as defined in the Collective Bargaining Agreement (CBA) and applicable university regulations and policies.</i>

## **Section 8.2. Annual Evaluation Performance Standards: Teaching, Scholarship, and Service**

### **Section 8.2.1. Teaching**

#### **Section 8.2.1.a. Department Statement on Teaching**

The Department encourages excellence in teaching that may be demonstrated or evidenced through a combination of any of the following:

1. Teaching materials including course syllabi, handouts, reading materials, tests, course preparation/adaptation, and alteration of medium of instruction (i.e. face-to-face to online);
2. Quality of directed studies, theses, and supervision of interns;
3. Quality of tests and other assignments;
4. Appropriate use of multiple methods of assessment in the assessment of student learning and assignment of course grades;
5. Evidence of course revisions to reflect current knowledge in an academic area;
6. Peer observation from other faculty, inside and outside the Department;
7. Self-evaluation;
8. Professional activities related to enhancement of teaching;
9. Demonstration of high-impact learning practices; and/or,
10. New course development.

#### **Section 8.2.1.b. Annual Evaluation Performance Standards for Teaching**

##### **Meets Expectations**

A rating of “Meets Expectations” represents consistent, high-quality teaching with positive outcomes for students represents consistent, high-quality teaching with positive outcomes for students as reflected by any combination of the performance indicators below with special note that this list is not exhaustive and that faculty may make the case for additional measures/artifacts to illustrate performance. Any concerns related to teaching are minor in nature and easily resolved.

1. Student evaluations document consistent and positive impact on learning (above average). SAI data for "overall instruction" and "overall course organization" of 70% rating of "good" or better averaged for all courses taught as demonstrated and contextualized in the faculty annual statement of contribution. For example, context considerations are taken for SAI ratings in courses which require extensive writing, perceived difficult content on the part of the students enrolled, or external factors. In accordance with the current CBA, SAI data cannot be the sole determination for evaluation of performance;
2. In accordance with the current CBA, “faculty are required to submit at least one exemplar of teaching quality in addition to the standard university teaching assessment material. Exemplars should be consistent with indicators identified in the Tenure and Promotion guidelines, such as outcome assessment data, peer review observations, syllabi, assessment samples, etc.” In the Department of Social Work, acceptable supplemental exemplars may include but are not limited to: Creative quality student assignments; high impact practice (HIP) student learning experiences; new course development strategy/assignment examples; changes in teaching delivery platform and/or course teaching strategies; assignment expectations; exams & quizzes; class exercises; assignment rubrics; homework examples; examples of lecture content and student integration of knowledge; student feedback provided; online content examples; creative online projects, impromptu student learning experiences, etc.;



3. Teaching philosophy provides foundation for coherent course planning and activities;
4. Syllabi outlines comprehensive, clear, and appropriate performance expectations;
5. Assessment practices enhance student learning and contribute to department needs;
6. Goals and course content routinely provide evidence of successful continuous improvement effort;
7. Pedagogical practices facilitate optimal learning conditions;
8. Student support practices facilitate optimal student development;
9. Appropriate standards of academic integrity promoted, including respect for students and their rights as demonstrated by diversity of course assessment measures, content including evidence-based practice approaches to social work practice, accommodations for special needs, and abiding by the NASW Code of Ethics; and/or,
10. Completes appropriate schedule of professional educational opportunities in a timely fashion (e.g., licensure & continuing education experiences, technology training, special educational opportunities, etc.).

### **Exceeds Expectations**

A rating of “Exceeds Expectations” reflects a high degree of skill in design and execution of teaching as shown by any combination of the performance indicators below with special note that this list is not exhaustive and that faculty may make the case for additional measures/artifacts to illustrate performance.

1. Numerical student evaluation data document clear statistical exceptionality. Exceptionality is partially reflected in SAI data for "overall instruction" and "overall course organization" with greater than or equal to 80% rating of "good" or better averaged for all courses taught as demonstrated and contextualized in the faculty annual statement of contribution. For example, context considerations may be taken for SAI ratings in courses which require extensive writing, perceived difficult content on the part of students enrolled, or external factors beyond faculty control. In accordance with the current CBA, SAI data cannot be the sole determination for evaluation of performance;
2. Narrative SAI statements, students’ reflection papers, or other supporting documentation emphasize powerful impact on learner or transformative learning experiences;
3. In accordance with the current CBA, “faculty are required to submit at least one exemplar of teaching quality in addition to the standard university teaching assessment material. Exemplars should be consistent with indicators identified in the Tenure and Promotion guidelines, such as outcome assessment data, peer review observations, syllabi, assessment samples, etc.” In the Department of Social Work, acceptable supplemental high quality exemplars may include, but are not limited to: Creative quality student assignments; high impact practice (HIP) student learning experiences; curriculum development; new course development; enhanced teaching strategies; assignment examples; changes in teaching delivery platform; assignment expectations; quality exams & quizzes; creative class exercises; assignment rubrics; homework examples; examples of lecture content and student integration of knowledge; student feedback provided; online content examples; creative online projects, impromptu student learning experiences, etc.;
4. Recognition/Award earned at the local, regional, state, national or international level;
5. Appropriate professional educational advancement opportunities identified, sought and completed in a timely fashion (e.g., licensure & continuing education experiences,

- technology training, special educational opportunities, etc.); and/or,
6. Collaborative partnerships with internal or external colleagues that are skillful and innovative.

### **Section 8.2.2. Scholarship/Creative Activity**

#### **Section 8.2.2.a. Department Statement on Scholarship/ Creative Activity**

Consistent with the University's 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 evidenced through the following items ranked by order of importance:

1. Authorship or co-authorship of accepted or published peer-refereed journal articles;
2. Authorship or co-authorship of submitted peer-refereed journal articles under review;
3. Authorship or co-authorship in whole or in part of accepted or published books whose primary audience is composed of academics or practitioners;
4. Authorship or co-authorship in whole or in part of submitted books under review whose primary audience is composed of academics or practitioners;
5. Authorship or co-authorship of academic accepted or published peer-reviewed conference proceeding(s);
6. Authorship or co-authorship of academic conference peer-reviewed presentations (oral, poster, roundtables, workshops or electronic formats);
7. Principal Investigator (PI) or Co-PI of awarded external grants for projects that will advance knowledge in the candidate's field;
8. PI or Co-PI of submitted external grants for projects that will advance knowledge in the candidate's field;
9. PI or Co-PI of awarded internal grants for projects that will advance knowledge in the candidate's field;
10. PI or Co-PI of submitted internal grants for projects that will advance knowledge in the candidate's field; and/or,
11. Authorship or co-authorship in whole or in part of work relevant to the candidate's field disseminated via film or electronic media.

#### **Section 8.2.2.b. Annual Evaluation Performance Standards for Scholarship/Creative Activity**

The Department of Social Work uses the following guidelines for annual evaluation of scholarship and creative activity. Tenure track faculty should also review departmental tenure and promotion criteria to ensure progress and contract faculty may elect to include scholarly and creative activities in either Teaching or Service performance categories in order to receive "Exceeds Expectations" on their annual performance rating.

#### **Meets Expectations**

A rating of "Meets Expectations" reflects a satisfactory execution of scholarship or creative activity agenda as reflected by any combination of the performance indicators below with special note that this list is not exhaustive and that faculty may make the case for additional measures/artifacts to illustrate performance.

1. Refined scholarly agenda or creative plan well suited to regional comprehensive university context;
2. The submission of an article in a refereed journal;
3. Published complete paper in refereed conference proceeding;
4. Refereed conference paper, workshop, or poster presentation;
5. Strong record of internal grant pursuit;
6. Strong record of external grant pursuit;
7. External collaboration efforts to facilitate scholarship or creative activities agenda;
8. Internal collaboration efforts within the University to facilitate scholarship or creative activities agenda; and/or,
9. Potential for wide recognition of quality beyond the University.

### **Exceeds Expectations**

A rating of “Exceeds Expectations” performance reflects a high degree of skill in design and execution of scholarly and creative activities as shown by any combination of the performance indicators below with special note that this list is not exhaustive and that faculty may make the case for additional measures/artifacts to illustrate performance.

1. The publication of one article in a refereed journal;
2. The publication of a peer reviewed book(s) or edited book(s);
3. Authorship or co-authorship of a chapter(s) in a peer reviewed book(s);
4. Recognition/Award earned at the local, regional, state, national or international level;
5. Strong record of external grant awards, successful completion, and dissemination of results; and/or,
6. Collaborative partnerships with internal or external colleagues in scholarship and creative activities which are skillful and innovative.

### **Section 8.2.3. Service**

#### **Section 8.2.3.a. Department Statement on Service**

Social workers are expected to be active in communities, working with individuals, families, groups and organizations to advance access to resources. 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 through a combination of any of the following:

#### **Department**

1. Accreditation/reaffirmation;
2. Mentoring activities with students, faculty or community members consistent with furthering the profession;
3. Development of Departmental materials/facilities;
4. Active service on Departmental committees;
5. Active service on special Departmental assignments/projects;
6. Assuming temporary administrative assignments;
7. Attending assigned University functions;
8. Administration of student clubs/organizations;

9. Professional presence in professional organizations; and/or,
10. Recruitment, liaison activities, or advising of students in professional and pre-professional organizations.

#### School/University

1. Serving on committees;
2. Serving on special School/University assignments/projects;
3. Assuming administrative assignments;
4. Attending assigned functions/events; and/or,
5. Representing the department, college and/or university in professional activities, outreach endeavors and events inside or outside the university.

#### Professional/Local/State/Regional/National/International

1. Professional presence in professional organizations;
2. Serving in an administrative role on committees, boards, workshops, etc.;
3. Serving as a consultant to a social services organization or entity relating to area of research, practice or expertise;
4. Serving as a liaison for the Department/School/University;
5. Presenting papers, or other public presentations, not based on original research;
6. Attending assigned functions/events;
7. Sponsoring/developing University events;
8. Assigned student recruitment at events/organizations;
9. Active volunteer in community service organizations/events and/or community service opportunities; and/or,
10. Refereeing or reviewing peer-refereed articles, books and/or grants whose primary audience is composed of academics or practitioners.

#### **Section 8.2.3.b. Annual Evaluation Performance Standards for Service**

In accordance with the NASW Code of Ethics, the Department of Social Work strongly values service. Service contributions will be highlighted to describe and enhance the interactive nature between policy and practice reinforcing CSWE EPAS. Service includes contributions at all levels of the university, the community, and the profession. The department uses the following guidelines for rating service in annual evaluations.

#### **Meets Expectations**

A rating of “Meets Expectations” represents satisfactory execution of service contributions in accord with performance indicators below, which may include, but are not limited to, the departmental level, college level, university level, professional level, or community level. This list is not exhaustive and faculty may make the case for additional measures/artifacts to illustrate performance.

1. Service agenda well suited to university mission; and,
2. Service contributions represent strategic decisions that balance demands from the discipline, department, campus, and community.

#### **Exceeds Expectations**

A rating of “Exceeds Expectations” reflects an unusually high degree of skill in design

and execution of service activities as shown by the performance indicators below, This list is not exhaustive and faculty may make the case for additional measures/artifacts to illustrate performance.

1. Collaborative partnerships in service endeavors with internal or external colleagues that are skillful and innovative;
2. Needs addressed through active contributions in the areas of engagement, assessment, intervention, and/or evaluation;
3. Recognition/Award earned at the local, regional, state, national or international level;
4. Community service that provides significant and measurable impact; service provides excellent synergy between the faculty member's area of expertise and the service function; and/or,
5. Mentoring activities and practices receive consistent favorable review. Examples may include, but are not limited to, peers, students, and/or administrators.

### **Section 8.3. Midpoint Review Process**

All tenure-track faculty shall undergo a midpoint review of their progress toward promotion and tenure during the fall semester of the third (3rd) year toward tenure at UWF. The Chair will select three (3) faculty members from the Faculty Development Committee, with possibly one tenured faculty member from an outside department when necessary, to perform the midpoint review.

The Chair shall inform the midpoint candidate of UWF Academic Affairs calendar for tenure and promotion dates for the review no later than ten (10) business days after the Dean provides the list of those faculty scheduled for midpoint review. The candidate shall then prepare and submit a midpoint review dossier to the Chair that parallels the format required by the University's application for tenure/promotion, excluding letters of recommendation. The Chair and/or Developmental Committee may provide guidance to the candidate in the preparation of the dossier.

Following submission of the dossier, the candidate will meet with the selected members of the Faculty Development Committee, within one (1) month, for midpoint review and recommendations. The Committee will then provide its review in writing within ten (10) business days to the midpoint candidate and to the Chair. The Chair will then review the dossier and Committee's letter and prepare a written review of the candidate's progress, which will be provided to the candidate and forwarded to the Dean of the College according to the Division of Academic Affairs Tenure, Promotion, Annual Evaluation, and Post Tenure Review Guidelines calendar. The final step in this process is the Dean's review and written letter of the candidate's progress toward tenure. Candidates have the option of incorporating midpoint review materials into their promotion and tenure dossier.

### **Section 8.4. Promotion Process**

***Table 8.4. Promotion Standards for Full-Time, Tenure-Track & Non-Tenure Track Faculty***

	<b>Teaching</b>	<b>Service</b>	<b>Scholarship</b>
<b>Tenure-Track</b>			
<b>Associate</b>	70% SAI Exemplar Evidence in support of Section 8.2.1.a	Substantial service to Department and College	5 peer-reviewed publications, at least 1 as lead author
<b>Full</b>	70% SAI Exemplar Evidence in support of Section 8.2.1.a	Substantial service to Department and/or College and/or University and/or community	12 peer-reviewed publications, at least 1 as lead author since Associate
<b>Clinical</b>			
<b>Associate</b>	70% SAI Exemplar Evidence in support of Section 8.2.1.a	Substantial service to Department and College	
<b>Full</b>	70% SAI Exemplar Evidence in support of Section 8.2.1.a	Substantial service to Department and/or College and/or University and/or community	
<b>Instructor</b>			
<b>Senior</b>	70% SAI Exemplar Evidence in support of Section 8.2.1.a)	Substantial service to Department and/or College and/or University and/or community	

***Section 8.4.1. Promotion of Tenure-Track Faculty***

Candidates for Promotion are assessed in Teaching, Scholarly/Creative Activity, and Service consistent with the terms of the individual contract. The Chair and the candidate shall ensure that these terms are clearly stated and consistent in the promotion application process.

Process for promotion shall abide by the Division of Academic Affairs Tenure, Promotion, Annual Evaluation, and Post Tenure Review (PTR) calendar for midpoint review, promotion, and tenure within the Department of Social Work. Tenure-track candidates for 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.

Candidates considering a submission for promotion should submit in accordance with the university guidelines.

Criteria at all levels are considered the minimum publication recommendations and 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 promotion package at the Department, College and University levels.

**Section 8.4.1.a. Scholarship Recommendations for Promotion to Associate Professor (Includes Tenure Requirements)**

1. At least five (5) total scholarly, peer-reviewed academic non-predatory journal articles in the candidate's discipline (broadly defined by research interests);
2. A book chapter, or book published through a reputable non-predatory publisher in the candidate's discipline (broadly defined by research interests) may be substituted for one of the five (5) scholarly, peer-reviewed academic journal publications;
3. At least three (3) of the five (5) must carry progressive publication dates after the candidate joined The University of West Florida;
4. At least two (2) of the five (5) must be first author publications; and/or,
5. Tangible evidence of additional creative and scholarly activity in other venues (oral, poster conference presentations, roundtables, workshops and electronic formats).

**Section 8.4.1.b. Scholarship Recommendations for Promotion to Full Professor**

1. A cumulative total of at least twelve (12) scholarly, peer-reviewed academic non-predatory journal articles in the candidate's discipline (broadly defined by research interests);
2. A book chapter, or book published through a reputable non-predatory publisher in the candidate's discipline (broadly defined by research interests) may be substituted for one of the six (6) scholarly, peer-reviewed academic journal publications;
3. At least six (6) of the twelve (12) must carry progressive publication dates after the candidate's promotion to Associate Professor rank. A candidate hired at Associate Professor rank, must have six (6) progressive publication dates after the candidate joined the University of West Florida;
4. At least five (5) of the twelve (12) total must be first author publications, three (3) of which must be at Associate Professor rank; and/or,
5. Tangible evidence of additional creative and scholarly activity in other venues (oral, poster conference presentations, roundtables, workshops and electronic formats).

**Section 8.4.2. Promotion of Non-Tenure Track, Full-Time Faculty**

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.

“All but Dissertation” (ABD) candidates hired for a tenure track position will 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.

Non-tenure track, full-time faculty appointments shall include Clinical and Instructor lines. These lines differ in service and research expectations from one another, as well as from the tenure-track line (Table 8.4.).

Clinical lines are appropriate for the BSW and MSW programs. Clinical professors contribute to the work of the department and faculty vis-a-vis teaching (i.e., 12 credit hours) and service (two [2] or more appointments to department committees), with no expectation of scholarship. Clinical lines promote from Assistant to Associate to Full.

Instructor lines are appropriate for the BSW program and must contribute to the work of the department and faculty vis-a-vis teaching (i.e., 12 credit hours) and service to the department Curriculum Committee, with no expectation of scholarship. Instructor lines promote from Junior to Senior. Though there is no requirement for scholarship, non-tenure track faculty may relate their scholarly contributions to their teaching and service as appropriate for the purposes of evaluation and promotion. It is the non-tenure track faculty member’s responsibility to make these connections explicit in their evaluation and promotion materials, and it is at the chair's discretion to approve.

#### **Section 8.4.3. Procedure for Applying for Promotion**

In addition to meeting the guidelines outlined herein, the department will follow the promotion 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, and assembly and order of materials.

#### **Section 8.5. Tenure Process**

Candidates for Tenure are assessed in Teaching, Scholarly/Creative Activity, and Service consistent with the terms of the individual contract. The Chair and the candidate shall ensure that these terms are clearly stated and consistent in the tenure application process.

Process for tenure shall abide by the Division of Academic Affairs Tenure, Promotion, Annual Evaluation, and Post Tenure Review (PTR) calendar for midpoint review, promotion and tenure within the Department of Social Work. Candidates for tenure 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. Candidates are encouraged to pursue promotion and tenure at the same time. 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.

Criteria at all levels are considered the minimum publication recommendations and 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.

#### **Section 8.5.1. Scholarship Recommendations for Tenure (Tenure Only, No Promotion)**

1. At least three (3) scholarly, peer-reviewed academic non-predatory journal articles in the candidate's discipline (broadly defined by research interests);
2. A book chapter, or book published through a reputable non-predatory publisher in the candidate's discipline (broadly defined by research interests) may be substituted for one of the three (3) scholarly, peer-reviewed academic journal articles;
3. At least two (2) of the three (3) total publications must carry progressive publication dates after the candidate joined The University of West Florida;
4. At least one (1) of the three (3) must be a first author publication; and/or,
5. Tangible evidence of additional creative and scholarly activity in other venues (oral, poster conference presentations, roundtables, workshops and electronic formats).

#### **Section 8.5.2. Procedure for Applying for Tenure**

In addition to meeting the guidelines outlined herein, the department will follow the 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, and assembly and order of materials. 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.

#### **Section 8.6. Post-Tenure Review Process**

The University of West Florida adheres to Florida Board of Governors' Regulation 10.003, as well as Article 11 of the Collective Bargaining Agreement, in all matters relating to Post-Tenure Review (PTR). Additionally, the Department of Social Work endorses the University standard that PTR criteria should consider the faculty member's performance holistically over the five (5)-year review period and not solely over the period of a single annual assignment or evaluation. In order to "meet expectations" for PTR, the candidate should meet expectations with regard to service (i.e., substantial service to college and university), teaching (i.e., 70% SAI and sufficient evidence of items in Section 8.2.1.a.), and publish three (3) or more peer-reviewed articles during the period of review, or demonstrate commensurate scholarly activity (e.g., external funding awards).

#### **Article IX. Amendments:**

Departmental Bylaws may be altered or amended by a two-thirds majority of the in-unit faculty present at any meeting, at which there is a quorum. Any member wishing to propose alteration, amendment, or adoption of Bylaws must provide written notice to the Department chair and Bylaws Committee chair detailing proposed changes at least one month prior to the meeting at which such changes are to be considered. The Departmental chair or Bylaws Committee chair shall distribute proposed changes to the voting membership at least ten (10) business days prior to the meeting at which the proposed change(s) are to be considered.

Bylaws initially adopted on ~~October 20, 2020~~ with CEPSDean Recommendations  
(Month) (Date) (Year)

Approved on March 22, 2024  
(Month) (Date) (Year)

### **Appendix A: Change Index**

- Bylaws initially adopted by the Social Work Faculty on October 20, 2020 and submitted to CEPSDean in October, 2020.
- CEPSDean Recommendations for Bylaws Revisions Received (verbal feedback only) on October 28, 2021 & November 12, 2021.
- Recommendations Addressed per Bylaws Committee from October 28, 2021 - March 24, 2022 and Approved by Unanimous Vote of Social Work Faculty on April 15, 2022:
  - Article III – Mission & Goals 04/15/2022
  - Article V – Committee Structure 04/15/2022
  - Article VI – Departmental Meetings 04/15/2022
  - Article VII – Summer Appointments 04/15/2022
  - Article VIII – Annual Evaluations, Tenure & Promotion 04/15/2022
- Articles I–VIII Revised per Board of Governors (BOG) Regs with Provost Guidelines on 02/19/2024.
- Articles I–VIII Revised per Board of Governors Regs with Provost Guidelines on 03/14/2024.
- Articles I-VIII Discussed in Departmental Bylaws Meeting on March 22, 2024 and revised accordingly.
- Approved as revised by 100% of Social Work Faculty vote on March 22, 2024.
- Revisions added on April 4, 2024 per faculty input received March 22, 2024.