

**DEPARTMENT OF  
SOCIOLOGY  
AND  
INTERDISCIPLINARY  
SOCIAL SCIENCES**

**GOVERNANCE DOCUMENT**

**APPROVED BY VOTING MEMBERS OF THE DEPARTMENT ON  
FEBRUARY 19, 2025**

**APPROVED BY THE CAS DEAN'S OFFICE & PROVOST'S OFFICE ON  
FEBRUARY 19, 2025**

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# UNIVERSITY OF SOUTH FLORIDA DEPARTMENT OF SOCIOLOGY & INTERDISCIPLINARY SOCIAL SCIENCES DEPARTMENTAL GOVERNANCE

The following document describes the working protocol for the Department of Sociology & Interdisciplinary Social Sciences (SIS). Sociology & Interdisciplinary Social Sciences is a multi-campus academic unit and recognizes the principles of equity of assignment, resources, and opportunities of faculty across a multi-campus university. Policies adopted by the University of South Florida, and Collective Bargaining Agreements with the Board of Trustees of the University of South Florida and the United Faculty of Florida always take precedence over this document whenever differences occur.

## **Mission Statement:**

The mission of the Department is threefold: 1) to provide exceptional, high-quality education and professional development opportunities to undergraduate and graduate students; 2) to conduct innovative basic and applied research; and 3) to serve the university, community, and region. In carrying out this mission, the Department aims to support the broad mission and strategic goals of the University of South Florida, and to maintain and improve the Department's reputation among other social science departments throughout the country and the world.

The Department offers four degree programs: BA degrees in both Sociology and Interdisciplinary Social Sciences, an MA in Sociology, and a Ph.D. in Sociology. The undergraduate programs provide students with the theoretical and methodological foundation in the social sciences to intelligently consume knowledge and undertake basic research, opening the door to a range of employment opportunities (e.g., social service, criminal justice, urban planning, community organizing, etc.) and graduate degree programs (e.g., sociology, law, education, business, medicine, etc.). The master's and doctoral degree programs offer students opportunities to develop their teaching and research skills through professional development seminars, course offerings, and independent empirical research projects designed and conducted under the supervision of faculty mentors. The doctoral program's integrated series of advanced graduate courses encourage students to engage in inter- and multi-disciplinary research, teaching, and scholarship related to the teaching and research themes of the Department.

## **Diversity and Inclusion Values Statement:**

The Department of Sociology & Interdisciplinary Social Sciences is committed to academic freedom, constructive discourse, and the cultivation of a diverse and inclusive scholarly community where the dignity and value of all persons are respected. We strive to live this commitment and display it in our interactions with one another. We acknowledge that discrimination disadvantages some groups while advantaging others in academia as well as society. We value research that seeks to understand and address barriers faced by underrepresented groups, teaching that promotes the development and success of all students, service that builds inclusive communities, and efforts to recruit and retain diverse students, faculty, and staff (as allowed by law and USF regulations and policies).

## **DEPARTMENTAL GOVERNANCE**

### **I. VOTING MEMBERSHIP**

- A. Voting membership in the Department shall include faculty with the following classifications: Assistant Professor, Associate Professor, Professor, Distinguished University Professor, Assistant Professor of Instruction, Associate Professor of Instruction, and Professor of Instruction.
- B. Faculty in the above categories who have joint appointments with other units shall be considered voting members of the Department if more than 50 percent of their budgeted salary is administered through the Department.
- C. Faculty members who hold temporary administrative positions outside of the Department shall retain their full voting rights.
- D. Faculty members on leave from the Department shall retain their full voting rights.
- E. To ensure full participation in voting, faculty may arrange to submit their votes electronically.

### **II. AFFILIATE AND COURTESY FACULTY**

- A. Affiliate faculty are faculty outside of the Department whose research, teaching, or service is relevant to one or more components of the Department.
- B. Affiliate faculty may be nominated by any voting member of the Department by submitting their curriculum vitae to the Executive Committee for their review and approval. Affiliate faculty have neither official recognition by USF nor voting rights within the Department.
- C. Courtesy faculty are Affiliate faculty who are not employed by USF and who wish to gain access to USF resources by applying for official Courtesy faculty status by USF. Affiliate faculty seeking this status must contact the Chair of the Department, who after consulting with the Executive Committee, will initiate the application for

Courtesy faculty status. Although officially recognized by USF, Courtesy faculty do not have voting rights within the Department.

### **III. MEETINGS**

- A. Regular meetings of the Department shall be held at least at the beginning of each semester.
- B. In addition, meetings may be called at other times by the Chair, the Executive Committee, or by a majority\* of the members of the faculty.
- C. If face-to-face meetings are scheduled, faculty may make arrangements to attend virtually.
- D. Notification of all regular meetings shall be by written memorandum distributed to all members of the Department at least 5 working days prior to the meeting. Special meetings may be called with less notice in the case of emergency. An agenda of the meeting shall be provided before the meeting.
- E. Minutes of each department meeting shall be available for faculty review within one week after each meeting and be on the consent agenda for the following faculty meeting.
- F. The department will hold elections whenever the Faculty Senate seat for the department is vacant; the result will be forwarded to the Faculty Senate Office.

\*Throughout this document, the term “majority” means “simple majority” (51% or more of the votes of those eligible to vote)

### **IV. LEADERSHIP TEAM:**

The leadership of the Department shall be comprised of: Chair, Associate Chair of Sociology, Associate Chair of Interdisciplinary Social Sciences (ISS), Directors of the Interdisciplinary Social Sciences (ISS) Undergraduate Programs on each of the campuses, Director of the Sociology Undergraduate Program, and Director of the Graduate Programs. The Associate Chair of ISS shall also serve as the ISS Undergraduate Program Director on the home campus of that Associate Chair.

#### **A. CHAIR**

There shall be a Chair of the Department who is also a voting member of the Department faculty.

- 1. **Selection:** The Chair shall be recommended to the Dean of the College: a. from an external search, in accordance with standard USF procedures; or b. from an internal search whereby a full-time, tenured faculty member of the Department may be recommended. All tenured, senior faculty members (Associate and Full Professor)

are automatically nominated but may withdraw their names from consideration. The Chair will distribute a list of these names and during an open faculty meeting a vote will be taken with Department members voting for up to three of those eligible. The three receiving the most votes will have their names submitted, along with the vote count, to the College Dean. The College Dean will then choose from among these candidates or refer the list back to the faculty.

**2. Terms of Appointment:**

- a. The term of office for a Chair is negotiated with the College Dean and will usually be between 3 and 5 years.
- b. A Chair may serve multiple terms if the faculty agrees by majority vote and the College Dean concurs.

**3. Evaluation:**

- a. The Chair shall be reviewed annually by the faculty and the College Dean in accordance with the USF-UFF agreement procedures and more frequently if circumstances so indicate.
- b. The Executive Committee shall conduct the annual evaluation of the Chair based on materials submitted with the Annual Report and the ratings and comments provided by the faculty to the College Dean and the Executive Committee.

**4. Duties:** The duties of Chair include, but are not limited to, the following:

- a. To serve as the chief administrative officer of the Department. The Chair shall administer the operation of the Department by implementing the policies established by the University, the College, and Department faculty members.
- b. To be the official representative of the faculty. The Chair shall forward the decisions made by the faculty to higher administrative officers.
- c. To be the liaison between higher levels of university administration and the faculty.
- d. To report to the Department each semester, summarizing the business of his/her office and the business of Department members. The Chair shall make available on a regular basis any information which he/she and/or the faculty deems appropriate to the efficient operation of the department.
- e. To oversee the budget.
- f. To nominate *ad hoc* committees.
- g. To assign course offerings and faculty assignments after consulting with faculty.
- h. To prepare budget requests and propose distribution of allocations.
- i. To provide annual written evaluations of faculty members.
- j. To provide annual written evaluations of staff for which the Chair is the direct supervisor.

## B. ASSOCIATE CHAIRS

There shall be an Associate Chair of Sociology and an Associate Chair of Interdisciplinary Social Sciences (ISS) who are also voting members of the Department faculty. These Associate Chairs will report to the Chair and will assist the Chair in routine tasks related to three broad areas of departmental business: 1. Departmental Governance; 2. Curriculum Development and Course Scheduling; and 3. Program Assessment. The Associate Chairs may also: represent the department at College and University functions when the Chair is unavailable; sign official documents (with the approval of the Chair) in the Chair's absence; and be available to perform other duties and meet regularly with the Chair to discuss departmental business.

1. **Selection:** The Associate Chairs shall be selected by the Chair from among tenured members of the department faculty who have maintained *strong* overall performance records. Selection will be approved by majority vote of the faculty.
2. **Terms of Appointment:**
  - a. The usual term of appointment will be three years.
  - b. Associate Chairs may serve multiple terms if the faculty agrees by majority vote and the Chair concurs.
3. **Compensation:**
  - a. In accordance with college guidelines, the Associate Chairs will remain on a 9-month contract and will receive a stipend in the amount specified by the College at the time of appointment.
  - b. The Associate Chairs will remain at the top of the Department's summer teaching rotation for the duration of their term of appointment and for the summer semester immediately following the end of this term. If all faculty who wish to teach during the summer have been assigned a course and there is money available, the Associate Chairs will be given first option for a second summer course during his/her term of appointment and for the summer term immediately following this term.
  - c. During the term of appointment, assigned faculty duties will include an appointment of 25% per year (25% each in the fall and spring semesters) for "other instructional effort" under the Teaching category to cover activities associated with the Associate Chair position. Duties assigned to the Associate Chairs will not exceed what can be reasonably accomplished within 25% of a full time load. This entails a one course release per semester from each Associate Chair's normal teaching load (i.e., the teaching assignment they held prior to the term of appointment).

4. **Evaluation:** The Associate Chairs' performance shall be evaluated annually by the Chair and the Executive Committee.
5. **Duties:** The duties of the Associate Chairs include, but are not limited to, the following:
  - a. Departmental Governance:
    1. Share responsibility in reviewing written minutes of each departmental faculty meeting.
    2. Assist the Chair in resolving disputes that could lead to grievances.
    3. Serve as ex officio members of the graduate and undergraduate committees.
    4. Keep track of faculty positions on the approved departmental summer course rotation plan in consultation with the Chair and individual faculty members.
    5. Assist the Chair in completing the annual "Visiting Faculty and Adjunct Request Form."
  - b. Curriculum Development and Course Scheduling
    1. Develop course schedules in consultation with the undergraduate and graduate program directors, the Chair, and the faculty. (For the Associate Chair of ISS, this will entail consulting also with the campus deans and various departments which deliver courses in the ISS concentrations.)
    2. Coordinate course changes and new course approvals.
    3. Annually review and update the programs' listings in the USF Catalog.
    4. Maintain data allowing the department to forecast student demand for key courses.
    5. Make decisions about undergraduate course substitutions when the program directors are not available.
  - c. Assessment
    1. Serve as the department's SAC's liaisons.
    2. Coordinate compliance with state-mandated accountability measures such as the Academic Learning Compact.
    3. Oversee the Annual Undergraduate and Graduate Program Assessment process and work with the Chair, the Executive Committee, and the program directors to institute recommended program changes consistent with the program assessment outcomes.
  - d. The Associate Chair of Interdisciplinary Social Sciences shall also serve as the Chair of the Interdisciplinary Social Sciences (ISS) Undergraduate Curriculum Committee and the Undergraduate Program Director of Interdisciplinary Social Sciences on that Associate Chair's home campus (see duties below).



## C. DIRECTORS OF THE UNDERGRADUATE PROGRAMS

There shall be an Undergraduate Program Director on each campus to oversee the management of the Interdisciplinary Social Sciences undergraduate program on that campus, and an Undergraduate Program Director to oversee the management of the Sociology undergraduate program on the Tampa campus.

1. **Selection:** Directors shall be recommended by the Chair from among the voting faculty and approved by a majority vote of the faculty.
2. **Terms of Appointment:**
  - a. The usual term of appointment will be three years.
  - b. The Directors may serve multiple terms if the faculty agrees by majority vote and the Chair concurs.
3. **Compensation:**
  - a. In accordance with college guidelines, Directors will remain on a 9-month contract and will receive a stipend in the amount specified by the college at the time of appointment.
  - b. During the term of appointment, assigned faculty duties will include an appointment of 12.5% per year (may be allocated as 25% in one semester and 0% in the other) for “other instructional effort” under the Teaching category to cover activities associated with the director position. Duties assigned to the Directors will not exceed what can be reasonably accomplished within 12.5% of a full time load. This entails a one course release per year from each Director’s normal teaching load (i.e., the teaching assignment they held prior to the term of appointment).
4. **Evaluation:** The Directors’ performance shall be evaluated annually by the Chair, in consultation with the Associate Chairs, and by the Executive Committee.
5. **Duties of ISS Undergraduate Program Directors on Each Campus:**
  - a. Serve as members of the Interdisciplinary Social Sciences (ISS) Undergraduate Curriculum Committee.
  - b. Serve as the faculty representative to the honor society.
  - c. Coordinate the Interdisciplinary Social Sciences (ISS) Undergraduate Honors Program and assist honors students in finding suitable faculty mentors.
  - d. Assist students seeking to do internships in finding suitable internship sites and suitable faculty mentors.
  - e. Coordinate annual awards competitions (e.g., Outstanding Senior in ISS).
  - f. Coordinate regular reviews of the curriculum, including participation in the General Education curriculum.

- g. Make decisions about undergraduate course substitutions when such decisions are requested by an advisor.
- h. Conduct the annual Undergraduate Program Assessment and communicate results to faculty.
- i. Coordinate compliance with the department's "plan of action" based on the annual Undergraduate Program Assessment.
- j. Coordinate the State University System Articulation Process for ISS.
- k. Develop and implement undergraduate recruitment activities.
- l. Serve as "content contributors" to the Undergraduate Program section of the Department's website.

**6. Duties of Sociology Undergraduate Program Director:**

- a. Serve as the Chair of the Sociology Undergraduate Curriculum Committee.
- b. Serve as the Faculty Representative to the honor society.
- c. Coordinate the Sociology Undergraduate Honors Program and assist honors students in finding suitable faculty mentors.
- d. Assist students seeking to do internships in finding suitable internship sites and suitable faculty mentors.
- e. Coordinate annual awards competitions (e.g., Outstanding Senior in Sociology).
- f. Coordinate regular reviews of the curriculum, including participation in the General Education curriculum.
- g. Make decisions about undergraduate course substitutions when such decisions are requested by an advisor.
- h. Conduct the Annual Undergraduate Program Assessment and communicate results to faculty.
- i. Coordinate compliance with the department's "plan of action" based on the annual Undergraduate Program Assessment.
- j. Coordinate the State University System Articulation Process for Sociology.
- k. Develop and implement undergraduate recruitment activities.
- l. Serve as a "content contributor" to the Undergraduate Program section of the Department's website.

**D. DIRECTOR OF THE GRADUATE PROGRAMS IN SOCIOLOGY**

- 1. **Selection:** The Graduate Program Director shall be recommended by the Chair from among the voting faculty and approved by a majority vote of the faculty.
- 2. **Terms of Appointment:**
  - a. The usual term of appointment will be three years.

- b. The Director may serve multiple terms if the faculty agrees by majority vote and the Chair concurs.

**3. Compensation:**

- a. In accordance with college guidelines, the Director will remain on a 9-month contract and will receive a stipend in the amount specified by the college at the time of appointment.
- b. During the term of appointment, assigned faculty duties will include an appointment of 25% per year (25% each in the fall and spring semesters) for “other instructional effort” under the Teaching category to cover activities associated with the the director position. Duties assigned to the Directors will not exceed what can be reasonably accomplished within 25% of a full time load. This entails a one course release per semester from the Director’s normal teaching load (i.e., the teach assignment they held prior to the term of appointment).

- 4. Evaluation:** The Directors’ performance shall be evaluated annually by the Chair and by the Executive Committee.

**5. Duties:**

- a. Serve as Chair of the Graduate Committee.
- b. Recruit new students to the M.A. and Ph.D. programs.
- c. Annually update recruitment materials, including the Department’s listing in the ASA Guide to Graduate Programs in Sociology, the Graduate Program section of the Department’s website, etc.
- d. Oversee the admissions and funding decisions of applicants to the graduate programs.
- e. Annually update the department’s “Guide to Sociology Graduate Programs.”
- f. Oversee the orientation of incoming graduate students.
- g. Monitor graduate students’ progress.
- h. Oversee the annual evaluation process of all doctoral students.
- i. Advise the Chair and the Associate Chair of Sociology on the continuing appointments of graduate students.
- j. Coordinate annual award competitions (e.g., the Cahill and Loseke Outstanding Dissertation Proposal Award).
- k. Coordinate regular reviews of the curriculum and graduate course schedules.
- l. Annually review and update the program’s listing in the USF Catalog.
- m. Advise the Associate Chair of Sociology on the scheduling of graduate courses.
- n. Advertise our graduate course offerings to graduate students in other programs here at USF.
- o.

- p. Conduct the Annual Graduate Program Assessment and communicate results to faculty.
- q. Coordinate the Professional Development series for graduate students.
- r. Serve as a “content contributor” to the Graduate Program section of the Department’s website.

## **V. STANDING COMMITTEES**

The Department of Sociology has the following standing committees: the ISS Undergraduate Curriculum Committee; the Sociology Undergraduate Curriculum Committee; the Graduate Committee; and the Executive Committee. Because the committee structure is important in a large and diverse unit, participation by faculty members on these committees is considered critical to the smooth operation and development of the Department. It is expected that committee members will take their responsibilities seriously, provide timely reports, and make recommendations for subsequent discussion and approval by the faculty at large. Faculty serving on these committees shall usually serve three-year, staggered terms. Students serving on these committees (as applicable) shall usually serve one-year terms.

### **A. INTERDISCIPLINARY SOCIAL SCIENCES (ISS) UNDERGRADUATE CURRICULUM COMMITTEE**

#### **1. Composition:**

- a. The ISS Undergraduate Curriculum Committee shall consist of the Associate Chair of Interdisciplinary Social Sciences, the Directors of Interdisciplinary Social Sciences on each of the campuses, and at least one additional member of the Department. The Committee may also include faculty affiliates of the Department who regularly teach ISS courses.
- b. The Associate Chair of ISS shall serve as the chair of the Committee and coordinate the activities of the Committee.
- c. All members of the Department shall be eligible to serve, with new members appointed by the Chair of the Department before or during the first department meeting of the fall semester. Appointment of new members shall be done in consultation with the Committee chair.
- d. The Committee may appoint one or two undergraduate majors to the Committee for discussions on curriculum and policy matters.
- e. The Committee shall meet during the semester as needed with meetings announced to Department members.

## **2. Duties:**

- a. Assist and advise the Associate Chair of Interdisciplinary Social Sciences.
- b. Serve as the evaluation committee for annual awards competitions (e.g., Outstanding Senior in ISS).
- c. Conduct regular reviews of the curriculum, including participation in the General Education curriculum.
- d. Assist in the annual Undergraduate Program Assessment.
- e. Assist with compliance with the department's "plan of action" based on the annual Undergraduate Program Assessment.
- f. Participate in undergraduate recruitment activities.

## **B. SOCIOLOGY UNDERGRADUATE CURRICULUM COMMITTEE**

### **1. Composition**

- a. The Sociology Undergraduate Curriculum Committee shall consist of the Sociology Undergraduate Program Director and at least three members of the Department.
- b. The Sociology Undergraduate Program Director shall serve as chair of the Committee and coordinate the activities of the Committee.
- c. All members of the Department shall be eligible to serve, with new members appointed by the Chair of the Department before or during the first department meeting of the fall semester. Appointment of new members shall be done in consultation with the Committee chair.
- d. The Committee may appoint one or two undergraduate majors to the Committee for discussions on curriculum and policy matters.
- e. The Committee shall meet during the semester as needed with meetings announced to Department members.

### **2. Duties**

- a. Assist and advise the Sociology Undergraduate Program Director.
- b. Serve as the evaluation committee for annual awards competitions (e.g., Outstanding Senior in Sociology).
- c. Conduct regular reviews of the curriculum, including participation in the General Education curriculum.
- d. Assist in the annual Undergraduate Program Assessment.
- e. Assist with compliance with the department's "plan of action" based on the annual Undergraduate Program Assessment.
- f. Participate in undergraduate recruitment activities.

## **C. GRADUATE COMMITTEE**

### **1. Composition**

- a. The Graduate Committee shall consist of the Director of the Graduate Programs and at least three members of the Department.
- b. The Director of the Graduate Programs shall serve as chair of the Committee and coordinate the activities of the Committee.
- c. All members of the Department shall be eligible to serve, with new members appointed by the Chair of the Department before or during the first department meeting of the fall semester. Appointment of new members shall be done in consultation with the Committee chair.
- d. The Committee shall appoint one or two graduate students to the Committee for discussions on curriculum and policy matters.
- e. The Committee shall meet during the semester as needed with meetings announced to Department members.

### **2. Duties**

- a. Assist and advise the Director of Graduate Programs.
- b. Serve as the evaluation committee for graduate admissions, the annual evaluations of doctoral students, and annual awards competitions (e.g., the Cahill and Loseke Outstanding Dissertation Proposal Award).
- c. Make recommendations for the awarding of graduate assistantships and college and university fellowships.
- d. Conduct regular reviews of the curriculum, including reviewing new graduate course proposals.
- e. Assist in the annual Graduate Program Assessment.
- f. Assist with compliance with the department's "plan of action" based on the annual Graduate Program Assessment.
- g. Participate in graduate recruitment activities.

## **D. EXECUTIVE COMMITTEE**

### **1. Composition**

- a. The Executive Committee shall consist of six members of the Department.
- b. All members of the Department who have achieved the ranks of associate professor or higher or associate professor of instruction or higher, and who have maintained *strong* overall performance records, shall be eligible to serve. The committee should include members of branch campuses.
- c. New nominees for the Committee will be presented to the Department and elected by the faculty before or during the first department meeting of the fall semester. Nominations of new members shall be done in consultation with the Associate Chairs.

- d. The Committee shall elect its own chairperson before or during its first meeting of the fall semester. The chair of the Committee shall serve a one-year term as chair, and coordinate the activities of the Committee.
- e. The Chair of the Department shall not serve on this Committee.
- f. The Committee shall meet during the semester as needed.
- g. Committee members will serve three-year staggered terms with two members rotating off and two new members rotating on each year.

## 2. Duties

- a. Advise the Chair of the Department and complete special assignments requested by the Chair of the Department.
- b. Recommend procedures and practices for departmental management.
- c. Serve as the evaluation committee and complete annual written evaluations for all faculty – including visiting faculty.
- d. Review and evaluate mid-tenure review packets, tenure and promotion applications, post-tenure review packets, and promotion applications submitted by assistant and associate professors of instruction.
- e. Submit their recommendations for tenure and promotion to the faculty who are eligible to vote on tenure and promotion cases.
- f. Members of the Executive Committee with the rank of Full Professor will evaluate applications for promotion to Full Professor.
- g. Make recommendations to the Chair for nominating faculty for various college and university awards, for affiliate and courtesy faculty appointments, and for granting emeritus status to retiring faculty.

## **E. PROVISION FOR THE FORMATION OF ADDITIONAL STANDING COMMITTEES OR AD HOC COMMITTEES**

Additional Standing Committees or *Ad Hoc* Committees shall be created and appointed by the Chair, and approved by the Executive Committee, as need arises.

## **VI. HIRING PROCEDURES**

Maintaining a vibrant and active faculty within the Department is essential to meeting our goals and aspirations. The search for new faculty is considered an important component of this endeavor. Faculty searches (except for visiting and part-time instructors) will proceed as follows:

- A. The Department faculty members meet to discuss departmental goals and new directions as well as immediate needs to maintain its programs.
- B. A preliminary hiring proposal(s) and job description(s) are drafted and presented to the faculty for their input.

- C. The Chair presents the hiring proposal(s) to the Dean of the College and requests authorization to hire.
- D. After the College Dean authorizes a search, the Chair forms a Search Committee(s) of at least four faculty members from within the department and one graduate student. The Search Committee(s) may include one faculty member from outside the department.<sup>1</sup>
- E. The Chair appoints one of the four faculty members from within the department as Chair of the Search Committee(s).
- F. The Search Committee(s) finalizes the search plan(s) and job description(s) and circulates to the department for additional input. The description is revised to accommodate different interests while maintaining the focus on the specific line. The Department Chair will resolve any differences of opinion.
- G. The Search Committee(s) advertises the job description(s) widely, reviews applications, and proposes a short list of interview candidates to the faculty for their approval.
- H. The Search Committee Chair organizes the interview itineraries, during which candidates will make at least one public presentation and faculty will be given the opportunity to meet the candidates.
- I. The Search Committee will meet after all selected candidates have been interviewed and make a formal recommendation to the faculty regarding the acceptability of the candidates.
- J. A department meeting is called, and after discussion, a vote is taken on the acceptability of each candidate. Only those faculty who listened to the candidates' presentations and the faculty's discussion about the candidates (either in person or via digital technology) are eligible to vote. No candidate shall go forward without a majority of acceptable votes.
- K. The result of the vote will be presented to the Chair of the Department, who will, in turn, present it to the Dean of the College.

## **VII. AMENDMENTS TO THIS DOCUMENT**

This Governance Document may be amended at any regular meeting of the Department provided that the specific proposed amendment(s) is distributed to the faculty in writing with the agenda of the meeting at least fourteen days prior to the meeting. A majority vote of the total voting faculty is required to amend this document.

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<sup>1</sup> Regional Chancellors or their designee will serve as a voting member on all search committees for faculty hiring on branch campuses.



## VIII. FACULTY ANNUAL EVALUATION CRITERIA (Approved by Faculty Vote 8/18/21 and Amended by Faculty Vote on 1/19/22)

The Department of Sociology & Interdisciplinary Social Sciences recognizes each faculty member's contributions to the department in their teaching, research, and service. These Annual Report Criteria seek to establish a baseline rubric to connect teaching accomplishments, research productivity, and service to the department, college, university, discipline, and community with specific ratings; however, all ratings are at the discretion of the Executive Committee (EC) and Department Chair.

The EC and Chair each will evaluate each faculty member on their **Teaching, Research, and Service**. The EC will also evaluate the Chair on **Administration**. The EC and Chair will use one the following ratings for each category: Outstanding (5.0), Strong (4.0), Satisfactory (3.0), Weak (2.0), Unsatisfactory (1.0).

If accomplishments warrant a rating that is above expectations for one rating, but below those of the next highest category, a rating such as “Strong-Outstanding” (4.5) may be given. In accordance with university policy, domestic partners and spouses do not evaluate each other in either annual evaluation or tenure and promotion.

### Teaching

Historically teaching ratings have been primarily based on course documents and student evaluation of teaching. The Executive Committee and Chair recognize the problematic nature of teaching evaluations based on the specific course being taught<sup>1</sup>, the size and modality of the classes being taught<sup>2</sup>, and other factors that influence student ratings such as the physical embodiment of the instructor<sup>3</sup>. For those reasons, we encourage instructors to provide evidence of successful teaching that captures engagement in and commitment to undergraduate and/or graduate programs in a variety of ways.

The teaching narrative should begin with a brief summary of courses taught and other primary teaching activity during the calendar year followed by descriptions of teaching activity within each of the categories below as applicable.

- **Outstanding** (5.0) teaching includes evidence of success in three categories.. Alternatively, the committee may assign a rating of Outstanding on the basis of exceptional performance in a single category - such as the receipt of a teaching, mentoring, or advising award during the evaluation year; leadership role in department, college, university-wide curriculum development during the evaluation year; service on a number of undergraduate honors, MA thesis, or PhD dissertation committees in the evaluation year that is unusually large in comparison with other department members and is not otherwise recognized; or another accomplishment deemed extraordinary by a majority of committee members. Evidence of such exemplary accomplishments must be included in the annual report for consideration.
- **Strong** (4.0) teaching includes evidence of success in two categories.
- **Satisfactory** (3.0) teaching includes evidence of success in one category.

- **Weak** (2.0) teaching means the Executive Committee did not find evidence of any of the items listed in the criteria for a “satisfactory” rating, but student evaluations are not generally problematic.
- **Unsatisfactory** (1.0) teaching means the Executive Committee did not find evidence of any of the items listed in the criteria for a “satisfactory” rating. Additionally, the Executive Committee found that peer or student evaluation(s) that generally rate the candidate's teaching as ineffective or problematic.

Criteria for each of the following ratings are listed below, but we recognize that the list provided is illustrative rather than exhaustive, so we encourage you to describe teaching activities that are not specifically noted or adequately captured in these categories.

### **Classroom Effectiveness**

- peer or student evaluation(s) that generally rate the candidate's teaching as effective
- syllabus and course materials showing evidence of activities that encourage critical thinking, inquiry-based learning, written and oral communication, community engagement, or other high impact practices

### **Innovation and Teaching Enhancement**

- engagement in instructional innovation through such activities as the incorporation of new research findings into course content, the creation of new courses and new preparations for existing courses, and/or interest in and exploration of advanced instructional technologies
- engagement in teaching enhancement activities of colleagues or peers in and outside of the department

### **Curriculum and Program Development**

- participation in curriculum development, for example, establishing study abroad experiences, service-learning opportunities, writing intensive experiences, community engagement opportunities, and so forth
- development of new courses in traditional, hybrid, or online formats
- participation in collaborative course development and team-teaching
- participation in program level revisions and assessment

### **Mentoring**

- advising and mentorship of undergraduate and graduate students in independent research, acting as assigned advisor to first-year students, serving as honors' theses chair, master's theses chair or committee member, serving on portfolio committees, serving on dissertation committees
- mentoring of, through the training of, Teaching Assistants
- supervising student internships, advisement, or counseling
- publishing and presenting collaborative work with students (particularly as part of a class, with undergraduate students, or otherwise not recognized or counted as a research activity)

### **Contributing to Departmental Teaching Needs**

- teaching required courses
- teaching General Education courses
- teaching large courses (capped at 90+ students)
- other contributions not otherwise listed in these categories (please elaborate in teaching narrative)

**NOTE: If a faculty member has a teaching appointment of less than 10% in a particular year due to a heavy research or administrative load, the executive committee may assign a rating that is one category higher than would be warranted by the teaching activity and productivity in the annual report.**

## **Research**

The Executive Committee and Chair recognize that a calendar year is an arbitrary unit of time for measuring research productivity due to the time it takes to complete, submit, review, and publish scholarly works. We also recognize, however, that the collective bargaining agreement requires us to base annual evaluations on a single year's accomplishments, and we consequently do not average productivity across years to assign annual ratings. For this reason, we encourage faculty to provide evidence of all research activity and productivity during the evaluation year including scholarly publications that appear in and/or are copyrighted during the evaluation year, conference papers submitted and presented during the evaluation year, and grant proposals submitted and grants awarded during the evaluation year. In recognition of the fact that books require more than a single year's work, authored and edited books are given credit for three separate years. Credit starts with year of publication unless other arrangements have been approved by the Executive Committee.

The EC and Chair give consideration to manuscripts in progress as well as other research activities described below. While the Executive Committee reviews all publications and manuscripts in the file, only the most notable may be mentioned in the written evaluation. Faculty must submit a current curriculum vitae and each scholarly product they wish to be counted in the review. **Outstanding** research should be in line with department and college criteria for tenure and promotion to full professor.

- **Outstanding** (5.0) research includes:
  - At least one Published Work with Significant Contributions as well as evidence of ongoing research; or
  - External Funding and four types of Other Published Work, Works in Progress, or Research Participation; or
  - Six or more types of Other Published Work, Works in Progress, or Research Participation
- **Strong** (4.0) research includes at least two types of Other Published Work, Works in Progress, or Research Participation.
- **Satisfactory** (3.0) includes at least two of the following:
  - Progress toward an article or chapter as evidenced by a draft
  - Presentation accepted for regional, national, or international referred conferences or invited presentations
- **Weak** (2.0) includes one of the above criteria for Satisfactory
- **Unsatisfactory** (1.0) includes no reported research effort

Criteria for each of the following ratings are listed below, but we recognize that the list provided is illustrative rather than exhaustive, so we encourage you to describe research activities that are not specifically noted or adequately captured in these categories.

## **Published Work with Significant Contributions**

- Peer-reviewed book published by a respected press for which the faculty member is the sole author, corresponding author, or co-author with substantive contribution over the past three calendar years
- An edited collection published by a respected press for which the faculty member is the sole editor, corresponding editor, or co-editor with substantive contributions over the past three calendar years
- Published peer-reviewed journal article or book chapter for which the faculty member is the sole author, corresponding author, or co-author with substantive contributions

### **External Funding**

- Active funded external grant as a Principal Investigator or Co-Principal Investigator (include any reporting to the funding agency)

### **Other Published Work**

- Published article/chapter as a co-author without a substantial contribution
- Editorship of a journal special issue
- Published other type of work (e.g., encyclopedia entry, book review, conference proceedings)

### **Works Under Review**

- Submitted journal article or revise & resubmit (if reviewed, include reviews)
- Submitted grant proposal to an external funding agency as a Principal Investigator or Co-Principal Investigator (if reviewed, include reviews)

### **Research Participation**

- Funded external grant as senior personnel or social researcher
- Evidence of active participation in community-engaged research
- Evidence of meaningful progress toward a book (i.e. chapter drafts)
- Evidence of other significant scholarly work
- Two presentations at regional, national, or international refereed conferences or invited presentations in the calendar year

**NOTE: If a faculty member has a research appointment of less than 10% in a particular year due to a heavy teaching or administrative load, the executive committee may assign a rating that is one category higher than would be warranted by the research activity and productivity in the annual report.**

### **Service**

Service ratings are based on membership on department, college, or university level committees, membership or leadership of regional, national, or international organizations, or service to the discipline as evidenced as participation on journal editorial boards, journal peer review, external grant review panels, or other activities that promote research and scholarship. Community service is included as well.

- **Outstanding** (5.0) service includes active membership on two department, college, or university level committee and evidence of service to the discipline or community and at least one of the following:
  - Leadership of at least one department, college, or university level committee

- Leadership or active membership in regional, national, or international organizations
- Evidence of other significant contributions to the department, college, university, discipline, or community
- Evidence of service to the discipline
- **Strong** (4.0) service includes active membership on two department, college, or university level committee and evidence of service to the discipline or community
- **Satisfactory** (3.0) service includes active membership on two department, college, or university level committees
- **Weak** (2.0) includes minimal service
- **Unsatisfactory** (1.0) includes no reported service

#### Footnotes:

1. Uttl and Smibert (2017) found that class subject (specifically courses with a qualitative vs. quantitative nature) is strongly associated with student evaluation ratings, has a substantial impact on professors being labeled satisfactory vs. unsatisfactory and excellent vs. non-excellent, and the impact varies substantially depending on the criteria used to classify professors as satisfactory vs. unsatisfactory. Professors teaching quantitative courses are far more likely not to receive tenure, promotion, and/or merit pay when their performance is evaluated against common standards.  
Uttl B, Smibert D. (2017). Student evaluations of teaching: teaching quantitative courses can be hazardous to one's career. *PeerJ* 5:e3299 <https://doi.org/10.7717/peerj.3299>
2. In 2003, Liaw and Goh found that a bias exists whereby courses with small enrolment receive good overall teaching ratings, whereas larger classes have produced poor evaluations. Further, statistical reliability cannot be achieved in very small classes, or classes with very poor response rates.  
Liaw, S. H., & Goh, K. L. (2003). Evidence and control of biases in student evaluations of teaching. *International Journal of Educational Management*.
3. In their 2019 publication, Chávez and Mitchell note that “research continues to accumulate” showing bias by students in the evaluations they give to their instructors. Their findings demonstrate that instructors who are female and persons of color receive lower scores on ordinal student evaluations than those who are white males. Russ, Simonds, and Hunt (2010) also found that students perceive a gay teacher as significantly less credible than a straight teacher. This study also found that students of a gay teacher perceive that they learn considerably less than students of a straight teacher. Other examples of embodiment such as perceived nationality, ethnicity, ability/disability status, etc. have been explored with similar findings indicating that student bias exists and when other controls are imposed, these biases exist as statistically significant predicting variables of student evaluation of instructor performance.  
Chávez, K., & Mitchell, K. (2020). Exploring Bias in Student Evaluations: Gender, Race, and Ethnicity. *PS: Political Science & Politics*, 53(2), 270-274.  
doi:10.1017/S1049096519001744  
Travis Russ, Cheri Simonds & Stephen Hunt (2002) Coming Out in the Classroom... An Occupational Hazard?: The Influence of Sexual Orientation on Teacher Credibility and

#### APPEAL PROCESS:

The executive committee will inform faculty of their ratings in teaching, research, and service. Faculty who disagree with the ratings assigned are encouraged to submit their complaint, in writing, along with evidence that the documentation was included in the original annual evaluation file, to the EC chair so that the committee can review the complaint. Any adjustment to the prior rating must be approved by the entire Executive Committee.

#### IX. GRIEVANCES

Departmental grievance procedures function within the context of the College, University, and USF–United Faculty of Florida procedures. Faculty members who feel they have a grievance case should consult the appropriate handbook and/or the USF-UFF Collective Bargaining Agreement, and should conform to all such guidelines and related time periods.

#### X. SUMMER TEACHING POLICY

A. **Philosophy:** In developing its course offerings for summer sessions, the Department will strive to meet two goals, in order of importance:

1. curriculum needs of our students; and
2. equality of opportunity for faculty to teach.

B. **Constraints:** These goals must be addressed within the following constraints:

1. University policy prohibits using summer teaching assignments as a method of increasing faculty salaries;
2. Summer funding requires that specific SCH requirements be met;
3. It is the Chair’s responsibility to balance the amount of summer funding received with the need to meet SCH requirements.

C. **Procedural Guidelines:** To accomplish this, the Chair in consultation with the Associate Chair(s) will compose a schedule based on the following guidelines:

1. Compose a schedule for A, B, and C sessions based on courses which are “curriculum critical” (defined as those which are required for graduation or are pre-requisites for other courses), and those which are likely to have considerable student demand\*.

\*Note: Schedules are not written in stone. The Chair has the power to change this schedule based on the results of steps #2, #3, #4 (below). Any changes will be responsive to the two goals of the summer teaching policy.

2. Query all faculty about their interest in teaching specific courses contained in the schedule.

3. Faculty must be appropriately credentialed and have previously demonstrated competence in teaching the course they request to teach.
4. After meeting the requests of all eligible faculty members, graduate students can receive summer teaching assignments. Adjuncts can receive summer teaching assignments if all eligible faculty and graduate student requests have been met.
5. If there are not enough courses to meet faculty requests, decisions on who will teach will be made by the following criteria: consideration of constraints (see above); ability to teach the course (#3 above); and faculty rotation (see below).

*Faculty rotation: An alphabetical list of all faculty will be compiled. Faculty who actually teach in one year will be placed at the bottom of the list for the next summer session.*

### **IX. FACULTY COURSE LOAD GUIDELINES** (Approved by Faculty Vote on 8/18/21)

The Department of Sociology & Interdisciplinary Social Sciences recognizes each faculty member's contributions to the department in their teaching, research, and service. This Course Load Guideline seeks to create an equitable framework for acknowledging productivity to reduce bias toward any faculty member or any type of teaching, research, and service. These guidelines recognize the breadth of flexible opportunities, which allows each of us to set goals based on our own strengths and desired scholarly activities. Through this guideline, we seek to maintain individual excellence, serve our undergraduate and graduate students, respect each other's time and effort, and sustain this department's stellar reputation.

Faculty members may complete a course load request by demonstrating how their productivity matches the desired course load category below. For example, faculty seeking a change to their course loads for Spring 2022 or Fall 2022 would submit a request in February 2021 with their 2020 Annual Report. Requests should include dates of publications, grant submission or grant duration, and any special circumstances that warrant a different load than would be consistent with these guidelines. Any course loads are dependent on institutional teaching needs and available funding. Each faculty member must teach a minimum 2/2 teaching load except for contractual course reductions specified below.

#### **Course Load Categories**

Course loads fall into the following categories:

- **Instructors** (Assistant Professors of Instruction, Associate Professors of Instruction, and Professors of Instruction) teach a 4/4 load or the equivalent, depending on program needs and chair approval. The teaching load should be consistent with requirements for promotion and the continued success of faculty members who have already achieved the highest level of promotion.

- **Tenure Earning** faculty will receive a 2/1 load for their first three years or until successful completion of their mid-tenure review and subsequently will comply with the established categories for any further reductions.
- **Teaching Focused** tenured faculty teach a 3/3 load. Faculty may request to teach an additional course beyond the 3/3 load to reduce their research appointment to less than 10%.
- **Research Active** tenured faculty teach a 3/2 load. “Research Active” faculty have maintained **substantive** scholarly activity over the past three calendar years exhibited in the following ways:
  - at least one published peer-reviewed journal articles or book chapters for which the faculty member is the sole author, corresponding author, or co-author with substantive contributions; evidence of meaningful progress toward a book (i.e. chapter drafts); or the equivalent,
  - and at least two of the following:
    - additional peer-reviewed journal articles or book chapters as described above
    - editorship of an edited journal special issue
    - submitted external grant proposals (with at least one funded)
    - small grant on which the faculty member is the PI or co-PI
    - active funded external grant as senior personnel or social researcher
    - non-refereed publications like book reviews, encyclopedia entries, white papers, and technical reports
  - activity not otherwise listed but approved by review of the Executive Committee and Chair of the Department.
- **Research Productive** tenured faculty teach a 2/2 load. “Research Productive” faculty have maintained **substantive** scholarly activity over the past three calendar years exhibited in at least one of the following ways:
  - at least one peer-reviewed book published by a respected press for which the faculty member is the sole author, corresponding author, or co-author with substantive contribution over the past three calendar years as well as evidence of ongoing research,
  - an edited collection published by a respected press for which the faculty member is the sole editor, corresponding editor, or co-editor with substantive contribution over the past three calendar years as well as evidence of ongoing research
  - at least one external major active grant (“major” within the context of the field of study) on which the faculty member is the PI or co-PI (if co-PI, the contribution must be on par with PI) that generates research expenditures each year for at least three years or a combination of active major shorter-term grants that add up to three years,
  - a minimum of two published peer-reviewed journal articles or book chapters for which the faculty member is the sole author, corresponding author, or co-author with substantive contributions, an edited journal special issue; evidence of meaningful progress toward a book; or the equivalent, AND, three of the following:
    - additional peer-reviewed journal articles or book chapters as described above
    - editorship of an edited journal special issue
    - submitted grant proposal to an external funding agency as a Principal Investigator or Co-Principal Investigator (if reviewed, include reviews)
    - active small grant on which the faculty member is the PI or co-PI
    - active funded external grant as senior personnel or social researcher
    - non-refereed publications like book reviews, encyclopedia entries, white papers, and technical reports



- activity not otherwise listed but approved by review of the Executive Committee and Chair of the Department.

#### **Advising and Mentor Course Reduction:**

- Faculty members can apply for a one semester course reduction based on their advising and mentors of undergraduate and graduate students. A faculty member who officially (with a signed contract) mentors at least twelve students in total outside of an established course over the course of a full calendar year (spring, summer, fall). Examples of advising and mentorship include independent research, internships, assigned advisor to first year students, honors' theses chair, master's theses chair or committee, portfolio committees, dissertation committees including students in the department, outside of Sociology & Interdisciplinary Social Sciences, and outside of USF.

#### **Large Course Size, TA Training, and Other Instructional Activity Course Reduction:**

- Faculty members can apply for a one semester course reduction for teaching large courses, to provide training to graduate teaching assistants, or for providing substantial curriculum development activities that meet the needs of the department. Faculty members should discuss their interest in meeting these curricular needs with the department chairperson.

#### **Contractual Course Reductions:**

- Course reductions based on substantive administrative or service responsibilities will be considered if warranted and negotiated by department chairs with the dean.
- Course reductions for Distinguished University Professors will be considered if warranted and negotiated by department chairs with the dean.
- Course buyouts from research grants/external funding will be considered if warranted and negotiated by department chairs with the dean and are subject to approval from the funding agency.

#### **Additional Notes:**

- Research Active and Research Productive faculty meet the requirements to chair a dissertation committee.
- Research Productive criteria are associated with the quantity of productivity required to make progress toward promotion to Full Professor. Please review department governance document for criteria for promotion to Full Professor.