



Department Bylaws

DEPARTMENT OF SOCIAL WORK within the Usha Kundu, MD College of Health

I. Introduction

If there is a conflict between the language of these bylaws and Florida statutes, the United Faculty of Florida (UFF)-University of West Florida (UWF) Collective Bargaining Agreement, or any UWF policies, then the language of Florida statutes, or the UFF-UWF Collective Bargaining Agreement, or UWF policy shall prevail and all other portions of departmental bylaws shall remain intact. Relevant documents shall include the current UFF-UWF Collective Bargaining Agreement and the UWF Division of Academic Affairs Policies and Procedures / Annual Evaluation, Tenure and Promotion/Post-Tenure Review.

II. Definitions

A. Name

The name shall be the Department of Social Work.

B. Location

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

C. Mission of the Department of Social Work

The Department of Social Work draws upon the University of West Florida's vision, mission, values, and the institutional strategic plan. The mission of the Department of Social Work is to prepare BSW and MSW program graduates for competent and integrous social work practice at the generalist and advanced generalist levels as evidenced by demonstrated knowledge and critical thinking skills that are in alignment with the standards and ethics of the social work profession as articulated in the Council on Social Work Education/ Educational Policy and Accreditation Standards (CSWE/EPAS) and the National Association of Social Workers (NASW) Code of Ethics. Consistent with social work professional standards and ethics, the department honors and respects multiple perspectives and seeks to foster an environment of learning, curiosity, and belonging.

D. MSW Program Mission Statement

In alignment with the UWF Department of Social Work mission statement, the mission of the MSW program is to prepare graduates to work with individuals, families, groups, communities, and organizations across a broad range of settings in medical and behavioral health among others. Consistent with CSWE/EPAS and guided by a broadly trained faculty, the MSW program is committed to preparing graduates for advanced generalist and clinical social work practice that enhances the well-being and functioning of micro-, mezzo-, and macro- systems through evidence- informed practice in accord with the ethics and standards of the profession.

E. BSW Program Mission Statement

In alignment with the UWF Department of Social Work 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. Consistent with CSWE/EPAS, the mission of the program is student acquisition of knowledge, skills, and understanding of social work professional standards and ethics necessary to practice at the generalist level.

F. Department of Social Work Goals

1. Maintain accredited and competitive social work degree programs that prepare BSW graduates as generalist practitioners and MSW graduates as advanced generalist practitioners in clinical practice settings such as medical and behavioral health.
2. Continue to promote a student-centered learning environment reflective of all communities and populations served, and devoted to the needs and interests of our student body where students can integrate professional knowledge, skills, standards, and ethics into their future social work 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.

G. Department of Social Work Statement on Academic Freedom

The Department of Social Work adheres to the principles of Academic Freedom as articulated in Article 5 of the UWF Board of Trustees and United Faculty of Florida University of West Florida Chapter Collective Bargaining Agreement (CBA).

H. Department of Social Work Program Review

The Department understands that Program Review is a necessary part of the accreditation process and of gauging the status of the program. As professionally accredited BSW and MSW programs, the Department of Social Work is held to the accreditation standards set forth by the CSWE and shall not be subject to university program review. CSWE accreditation is achieved in lieu of the formal university program review process.

III. Criteria for Tenure

A. 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 to 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 that warrant a simultaneous recommendation of promotion. Candidates considering a submission for tenure and promotion should submit in accordance with the university guidelines.

B. 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.

C. Scholarship Recommendations for Tenure and Promotion to Associate

- At least five (5) total peer-reviewed articles in scholastically reputable, non-predatory journals within the candidate’s discipline as broadly defined by research interests;
- A refereed book chapter authored or co-authored through a reputable, non-predatory publisher in the candidate’s discipline as broadly defined by research interests; may be substituted for one (1) of the five (5) peer-reviewed article publications;
- A refereed book authored, co-authored, edited, or co-edited through a reputable, non-predatory publisher in the candidate’s discipline as broadly defined by research interests; may be substituted for two (2) of the (5) peer-reviewed article publications;
- At least three (3) of the five (5) must carry progressive publication dates after the candidate joined UWF;
- At least two (2) of the five (5) must be first author publications;
- Tangible evidence of additional creative and scholarly activity in other venues (e.g., oral, poster conference presentations, roundtables, workshops and electronic formats).

D. Scholarship Recommendations for Tenure Only

- At least three (3) total peer-reviewed articles in scholastically reputable, non-predatory journals within the candidate’s discipline as broadly defined by research interests;
- A refereed book chapter authored or co-authored through a reputable, non-predatory publisher in the candidate’s discipline as broadly defined by research interests; may be substituted for one (1) of the three (3) peer-reviewed article publications;
- A refereed book authored, co-authored, edited, or co-edited through a reputable, non-predatory publisher in the candidate’s discipline as broadly defined by research interests; may be substituted for two (2) of the (3) peer-reviewed article publications;
- At least two (2) of the three (3) total publications must carry progressive publication dates

- after the candidate joined UWF;
- At least one (1) of the three (3) must be a first author publication; and/or,
- Tangible evidence of additional creative and scholarly activity in other venues (e.g., oral, poster conference presentations, roundtables, workshops, and electronic formats).

IV. Criteria for Promotion

A. Promotion Process

Consistent with UWF 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. In regard to promotion, the Chair will request all full-time (excluding visiting faculty) in the department or unit to submit input on promotion for the candidate. The input shall be submitted to the Chair and shall be kept confidential.

Table 1. Promotion Standards for Full-Time, Tenure-Track & Non-Tenure Track Faculty

	Teaching	Service	Scholarship
Tenure-Track			
Associate	70% SAI	Membership on 2 department committees and participation in the department’s student mentorship program	5 peer-reviewed publications, at least 2 as lead author
Full	70% SAI	2 committees OR serving as Faculty Senate President/Vice President OR serving as Union Chapter President AND Participation in the department mentorship program AND Membership on 1 additional committee or service at the dept., college, or university level OR service to profession or community	12 peer-reviewed publications, at least 3 as lead author since promotion to associate (see Table 2)
Clinical			
Associate	70% SAI	Membership on 2 dept. committees and participation in the department’s student mentorship program	
Full	70% SAI	2 committees OR serving as Faculty Senate President/Vice President OR serving as Union Chapter President AND Participation in the department mentorship program AND Membership on 1 additional committee or service at the dept., college, or university level OR service to	

		profession or community	
Instructor			
Senior	70% SAI	2 committees OR serving as Faculty Senate President/Vice President OR serving as Union Chapter President AND Participation in the department mentorship program AND Membership on 1 additional committee or service at the dept., college, or university level OR service to profession or community	

B. 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.

C. 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.

D. Scholarship Recommendations for Promotion to Associate Professor (Includes Tenure Requirements)

- At least five (5) total peer-reviewed articles in scholastically reputable, non-predatory journals within the candidate’s discipline as broadly defined by research interests;
- A refereed book chapter authored or co-authored through a reputable, non-predatory publisher in the candidate’s discipline as broadly defined by research interests; may be substituted for one (1) of the five (5) peer-reviewed article publications;
- A refereed book authored, co-authored, edited, or co-edited through a reputable, non-predatory publisher in the candidate’s discipline as broadly defined by research interests; may be substituted for two (2) of the (5) peer-reviewed article publications;
- At least three (3) of the five (5) total publications must carry progressive publication dates after the candidate joined UWF;
- At least one (1) of the five (5) must be first author publications; and/or,

- Tangible evidence of additional creative and scholarly activity in other venues (e.g., oral, poster conference presentations, roundtables, workshops, and electronic formats).

E. Scholarship Recommendations for Promotion to Full Professor

- At least twelve (12) total peer-reviewed articles in scholastically reputable, non-predatory journals within the candidate’s discipline as broadly defined by research interests;
- A refereed book chapter authored or co-authored through a reputable, non-predatory publisher in the candidate’s discipline as broadly defined by research interests; may be substituted for one (1) of the five (5) peer-reviewed article publications;
- A refereed book authored, co-authored, edited, or co-edited through a reputable, non-predatory publisher in the candidate’s discipline as broadly defined by research interests; may be substituted for two (2) of the (6) peer-reviewed article publications;
- At least six (6) of the twelve (12) must carry progressive publication dates after the candidate’s promotion application to Associate Professor rank to include items that are not part of the dossier for promotion from Assistant to Associate professor;
- 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,
- Tangible evidence of additional creative and scholarly activity in other venues (e.g., oral, poster conference presentations, roundtables, workshops, and electronic formats).

Table 2. Minimum Publication Requirements for Promotion from Associate to Full Professor

Criteria	# Needed
Minimum total pubs	12
Minimum 1 st author total	4
Minimum post-Associate pubs	6
Minimum post-Associate 1 st author pubs	3

F. 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 Clinical Professor or Instructor. The letter of appointment and the promotion and/or tenure files shall include such a statement as approved by the Provost.

Clinical Professor Lines

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., twelve [12] credit hours) and service (e.g., two [2] or more appointments to department committees), with no expectation of scholarship. Clinical lines promote from Assistant to Associate to Full. Though there is no requirement for scholarship, non clinical faculty may relate their scholarly contributions to their teaching and service as appropriate for the purposes of evaluation and promotion. It is the clinical 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.

Instructor Lines

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., twelve [12] credit hours) and service (e.g., two [2] or more appointments to department committees), with no expectation of scholarship. Instructor lines promote from Junior to Senior. Though there is no requirement for scholarship, instructors may relate their scholarly contributions to their teaching and service as appropriate for the purposes of evaluation and promotion. It is the instructor's responsibility to make these connections explicit in their evaluation and promotion materials, and it is at the chair's discretion to approve.

G. All But Dissertation (ABD) Hires

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.

V. Criteria for Annual Evaluations

The criteria set forth in the Department of Social Work Bylaws are objective measures and shall be the sole determination for the process of faculty annual evaluation, promotion, tenure, and post-tenure review. Teaching, research and scholarly activity, and service are interdependent. Social work is a practice-based profession as defined by the Council on Social Work Education (CSWE) and the National Association of Social Workers (NASW). As such, the Department of Social Work values teaching, scholarship, and service equally, recognizing that social work professional service extends beyond the university and 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 the faculty.

It is the responsibility of the candidate to describe the scope and impact of their teaching, service, and research. Candidates for promotion and/or tenure 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 that include SAI scores and other student feedback; program coordinator, field director,

and faculty input; and, conduct in alignment with the standards of the profession and professional accreditation, and instruction in alignment with university policy.

A. 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, scholarship, and service. Reporting of faculty contributions should reflect their contracts and work assignment as stated in the CBA.

Faculty on leave are only responsible and evaluated on activities included in their leave agreement in accord with the Collective Bargaining Agreement.

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 3. Four-Point Performance Scale

Performance Rating	Description
Exceeds Expectations	<i>A clear and significant level of accomplishment beyond the Department standards for professional performance.</i>
Meets Expectations	<i>Expected level of accomplishment in accord with Department standards for professional performance.</i>
Does Not Meet Expectations	<i>Performance falls below the Department standards for professional performance.</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 or performance involving incompetence or misconduct as defined in the Collective Bargaining Agreement (CBA) and applicable university regulations and policies.</i>
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B. Department Statement on Teaching

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

- 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);
- Quality of directed studies, theses, and supervision of interns;
- Quality of tests and other assignments;
- Appropriate use of multiple methods of assessment in the assessment of student learning and assignment of course grades;
- Evidence of course revisions to reflect current knowledge in an academic area;
- Peer observation from other faculty, inside and outside the Department;
- Self-evaluation;
- Professional activities related to enhancement of teaching;
- Demonstration of high-impact learning practices;
- New course development;
- Student assessments of instruction (SAI) scores, noting that when the student SAI response rate per an individual course falls below 50% of the final course official attendance number, and, as such, is not statistically representative of the course population, the faculty member may elect not to include the SAI numbers for the individual class in the mathematical calculation of “adjusted ratings inclusive of all instruction and course-related categories of all academic courses a faculty member teaches during the academic year.” However, the SAIs shall still be included in evaluation submission files where required and still may be utilized in the evaluation of the faculty member.

Meets Expectations

A rating of “Meets Expectations” 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. Performance indicators include, but are not limited to:

- Student evaluations document consistent and positive impact on learning (above average). Meeting expectations is partially reflected in SAI data greater than or equal to a 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;

- 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.;
- Teaching philosophy provides foundation for coherent course planning and activities;
- Syllabi outlines comprehensive, clear, and appropriate performance expectations;
- Assessment practices enhance student learning and contribute to department needs;
- Goals and course content routinely provide evidence of successful continuous improvement effort;
- Pedagogical practices facilitate optimal learning conditions;
- Student support practices facilitate optimal student development;
- 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,
- Completes appropriate schedule of professional educational opportunities in a timely fashion (e.g., licensure & continuing education experiences, technology training, special educational opportunities, etc.).
- ADA accessibility improvements efforts made by faculty to existing and new courses shall meet expectations within the department of social work annual review.

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:

- Numerical student evaluation data document clear statistical exceptionality. Exceptionality is partially reflected in SAI data greater than or equal to an 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;
- Narrative SAI statements, students’ reflection papers, or other supporting documentation emphasize powerful impact on learner or transformative learning experiences;
- 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.;

- Recognition/award earned at the local, regional, state, national or international level;
- 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,
- Collaborative partnerships with internal or external colleagues that are skillful and innovative.

C. 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.

Tenure track faculty should also review departmental tenure and promotion criteria to ensure progress. Non-tenure track faculty (e.g., clinical professors and instructors) may elect to include scholarly and creative activities in either the teaching or service performance categories in order to receive a rating of “Exceeds Expectations” on their annual performance evaluation.

The Department encourages the expression of creative and scholarly activity evidenced through the following items, with recognition that this list is not exhaustive:

- Authorship or co-authorship of accepted or published peer-refereed journal articles;
- Authorship or co-authorship of submitted peer-refereed journal articles under review;
- Authorship or co-authorship in whole or in part of accepted or published books whose primary audience is composed of academics or practitioners;
- Authorship or co-authorship in whole or in part of submitted books under review whose primary audience is composed of academics or practitioners;
- Authorship or co-authorship of academic accepted or published peer-reviewed conference proceeding(s);
- Authorship or co-authorship of accepted academic conference peer-reviewed presentations (oral, poster, roundtables, workshops or electronic formats);
- Principal Investigator (PI) or Co-PI of awarded external grants for projects that will advance knowledge in the candidate’s field;
- PI or Co-PI of submitted external grants for projects that will advance knowledge in the candidate’s field;
- PI or Co-PI of awarded internal grants for projects that will advance knowledge in the candidate’s field;
- PI or Co-PI of submitted internal grants for projects that will advance knowledge in the candidate’s field; and/or,

- Authorship or co-authorship in whole or in part of work relevant to the candidate's field disseminated via film or electronic media.

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.

- Clearly articulated scholarship agenda aligned with the mission, values, and standards of the social work profession;
- The submission of an article in a refereed journal;
- Published complete paper in refereed conference proceeding;
- Accepted proposal, to a refereed conference, including but not limited to poster, oral, roundtable, workshops, and proceedings;
- External and/ or interdisciplinary collaborations that advance the faculty member's scholarship or creative activities agenda;
- Internal collaboration efforts within the University to facilitate scholarship or creative activities agenda; and/or,
- 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.

- The publication of one (1) article in a scholastically reputable, peer-reviewed journal;
- The publication of peer-reviewed book(s) or edited book(s);
- Authorship or co-authorship of a chapter(s) in a peer-reviewed book(s);
- Recognition/award earned at the local, regional, state, national or international level;
- Demonstrated record of competitive external grant awards or other merit-based, peer-reviewed funding awards external to the university (e.g., those provided by government agencies, private foundations, and non-profits);
- Collaborative partnerships with internal and/or external colleagues in scholarship and creative activities which are skillful and innovative; and/or
- Presentation at a refereed conference including but not limited to poster, oral, roundtable, workshops, and proceedings.

D. 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. Social workers must adhere to the professional Code of Ethics, including the profession's ethical responsibilities to the broader society. Social work faculty are expected to empower and encourage students to engage and serve their communities.

Service includes contributions at the department, college, university, social work profession, and community levels. The lists provided in the tables that follow are not exhaustive and faculty may make the case for additional measures/artifacts to illustrate performance. The Department of Social Work encourages the following service activities through a combination of any of the following:

Table 4. Examples of Department, College, University- Level Services

Department	College	University
<ul style="list-style-type: none"> ● Department committees, standing and ad hoc ● Participation in professional program accreditation ● Mentoring social work students ● Assuming temporary or long-term administrative assignments in the department ● Attending assigned department functions/events ● Participating in department outreach ● Serving as a department representative to the college or university ● Attending department-level professional development trainings ● Serving as a faculty advisor for a social work student organization 	<ul style="list-style-type: none"> ● College committees, standing and ad hoc ● Participation in program reviews external to the department ● Mentoring students who are enrolled in college programs external to the department ● Assuming temporary or long-term administrative assignments in the college ● Attending assigned college functions/events ● Participating in college outreach ● Serving as a college representative to the university ● Attending college-level professional development trainings ● Serving as a faculty advisor for a student organization in the college, external to the department ● Serving on a doctoral dissertation committee in the college 	<ul style="list-style-type: none"> ● University committees, standing and ad hoc ● Participation in regional accreditation processes ● Participation in program reviews external to the college ● Mentoring students who are enrolled in university programs external to the college ● Assuming temporary or long-term administrative assignments in the university ● Attending assigned university functions/events ● Participating in university outreach ● Attending university-level professional development trainings ● Serving as a faculty advisor for a student organization in the university, external to the department and college ● Serving on a doctoral dissertation committee in the university, external to the college

Table 5. Examples of Meeting and Exceeding Expectations for Professional- Level Service

Meets (i.e., “standard”)	Exceeds (i.e., “substantial”)
<ul style="list-style-type: none"> ● Active membership in a social work or social work adjacent professional organization ● Serving on a review board for a peer-reviewed journal in social work, or adjacent profession or academic area of study ● Participating in continuing education events or professional workshops separate from those counting toward research/ scholarship ● Serving as a representative of the department/ college/ university at local, state, regional, national, or international events/ functions 	<ul style="list-style-type: none"> ● Holding an elected or appointed office with a social work or social work adjacent professional organization ● Serving as a guest editor for a special issue in a peer-reviewed journal in social work, or adjacent profession or academic area of study ● Serving as the editor of a peer-reviewed journal in social work, or adjacent profession or academic area of study ● Coordinating and/or presenting at and/or creating content for continuing education events or professional workshops separate from those counting toward research/ scholarship

Table 6. Examples of Meeting and Exceeding Expectations for Community- Level Service

Meets (i.e., “standard”)	Exceeds (i.e., “substantial”)
<ul style="list-style-type: none"> ● Consulting informally with a community agency or organization or professional/ association ● Serving on a community advisory board ● Participating in a community workshop ● Active participant in community volunteer opportunities ● Participating in community volunteer opportunities 	<ul style="list-style-type: none"> ● Conducting a formal community needs assessment or program evaluation for a community agency or organization or professional association ● Chairing a community advisory board ● Facilitating a community workshop ● Coordinating and participating in community volunteer opportunities ● Holding public office ● Clinical social work practice

Annual Evaluation Requirements for Meets and Exceeds Service Expectations

A rating of “Meets Expectations” represents standard execution of service contributions in accord with performance indicators at the department, college, university, social work profession, and community levels.

A rating of “Exceeds Expectations” reflects substantial degree of skill in design and execution of service contributions in accord with performance indicators at the department, college,

university, social work profession, and community levels.

Table 7. Meets and Exceeds Service Expectations for All Hiring Lines⁴

Hiring Line	Meets Expectations	Exceeds Expectations
Chair (50%)	<ul style="list-style-type: none"> · Coordinates the department advisory board · Participates in the student mentorship program · Writes professional accreditation self-study · Participates in college meetings as the lead representative of the department · Participates in university meetings as the lead representative of the department · Participates in university events, or community events, or professional functions as the lead representative of the department 	<ul style="list-style-type: none"> · Coordinates the department advisory board · Participates in the student mentorship program · Writes professional accreditation self-study · Participates in college meetings as the lead representative of the department · Participates in university meetings as the lead representative of the department · Facilitates/coordinates in university events, or community events, or professional functions as the lead representative of the department
Assistant Chair (25%)	<ul style="list-style-type: none"> · Non-officer on Bylaws Committee · Non-officer on Curriculum & Assessment Committee · Writes professional accreditation self-study · Participates in the student mentorship program 	<ul style="list-style-type: none"> · Non-officer on Bylaws Committee · Non-officer on Curriculum & Assessment Committee · Writes professional accreditation self-study · Participates in the student mentorship program · 1 service at the dept., college, university, professional, or community-level
MSW Program Coordinator (50%)	<ul style="list-style-type: none"> · Curriculum & Assessment Committee · Writes professional accreditation self-study · Participates in the student mentorship program 	<ul style="list-style-type: none"> · Curriculum & Assessment Committee · Writes professional accreditation self-study · 1 service at the dept., college, university, professional, or community-level · Participates in the student mentorship program
BSW Program Coordinator (25%)	<ul style="list-style-type: none"> · Curriculum & Assessment Committee · Writes professional accreditation self-study · Participates in the student mentorship program 	<ul style="list-style-type: none"> · Curriculum & Assessment Committee · Writes professional accreditation self-study · Participates in the student mentorship program · 1 service at the dept., college, university, professional, or community-level
Field Director (25%)	<ul style="list-style-type: none"> · 1 service at the dept., college, university, professional, or community-level · Writes professional accreditation self-study · Participates in the student mentorship program 	<ul style="list-style-type: none"> · 2 services at the dept., college, university, professional, or community-level · Writes professional accreditation self-study · Participates in the student mentorship program

<p><i>Assistant TT Professor</i></p> <p><i>Assistant Clinical Professor</i></p> <p><i>Junior Instructor</i></p>	<ul style="list-style-type: none"> · 2 dept. committees · Participates in the student mentorship program 	<ul style="list-style-type: none"> · 2 dept. committees · Participates in the student mentorship program <p>AND</p> <ul style="list-style-type: none"> · Membership on 1 additional committee or service at the dept., college, or university level OR · Advising a student organization OR · Substantial service to profession or community OR · Holding an elected or appointed office on a committee at the dept., college, or university level
<p><i>Associate & Full TT Professor</i></p> <p><i>Associate & Full Clinical Professor</i></p> <p><i>Senior Instructor</i></p>	<ul style="list-style-type: none"> · 2 committees OR · Serving as Faculty Senate President/ Vice President OR · Serving as Union Chapter President <p>AND</p> <ul style="list-style-type: none"> · Participates in the student mentorship program <p>AND</p> <ul style="list-style-type: none"> · Membership on 1 additional committee or service at the dept., college, or university level OR · Service to profession or community 	<ul style="list-style-type: none"> · 2 committees OR · Serving as Faculty Senate President/ Vice President OR · Serving as Union Chapter President <p>AND</p> <ul style="list-style-type: none"> · Participates in the student mentorship program <p>AND</p> <ul style="list-style-type: none"> · Membership on 1 additional committee or service at the dept., college, or university level <p>AND</p> <ul style="list-style-type: none"> · Advising a student organization OR · Substantial service to profession or community OR · Holding an elected or appointed office on a committee at the dept., college, or university level

Requirements for Meets Expectations in Service for Assistant Tenure-Track Professors, Assistant Clinical Professors, and Junior Instructors

- Membership on 2 department committees
- Participation in the department mentorship program

Figure 1. Meets Expectations Requirements for Assistant Tenure-Track Professors, Assistant Clinical Professors, and Junior Instructors

Membership on
2 dept. committees

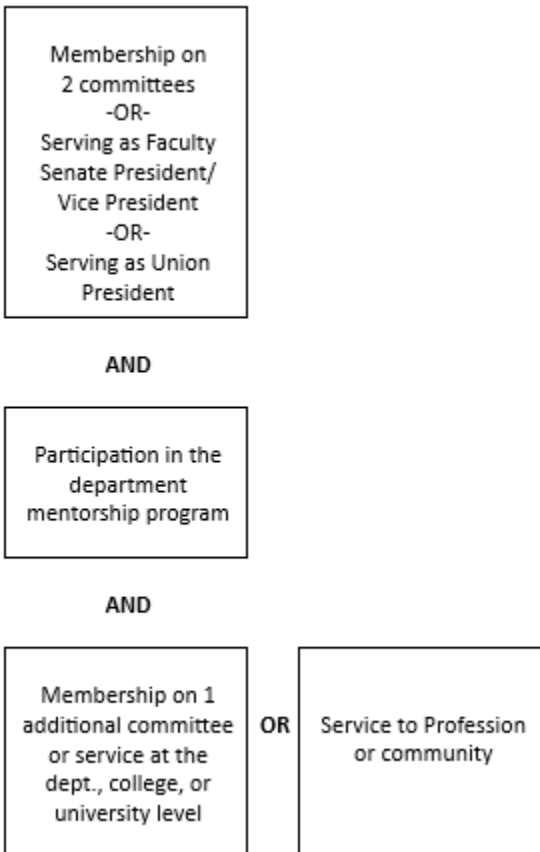
AND

Participation in the
department
mentorship program

Requirements for Meets Expectations in Service for Associate and Full Tenure-Track Professors, Associate and Full Clinical Professors, and Senior Instructors

- 2 committees OR
- Serving as Faculty Senate President/Vice President OR as Union Chapter President AND
- Participation in the department mentorship program AND
- Membership on 1 additional committee or service at the dept., college, or university level
- OR Service to profession or community

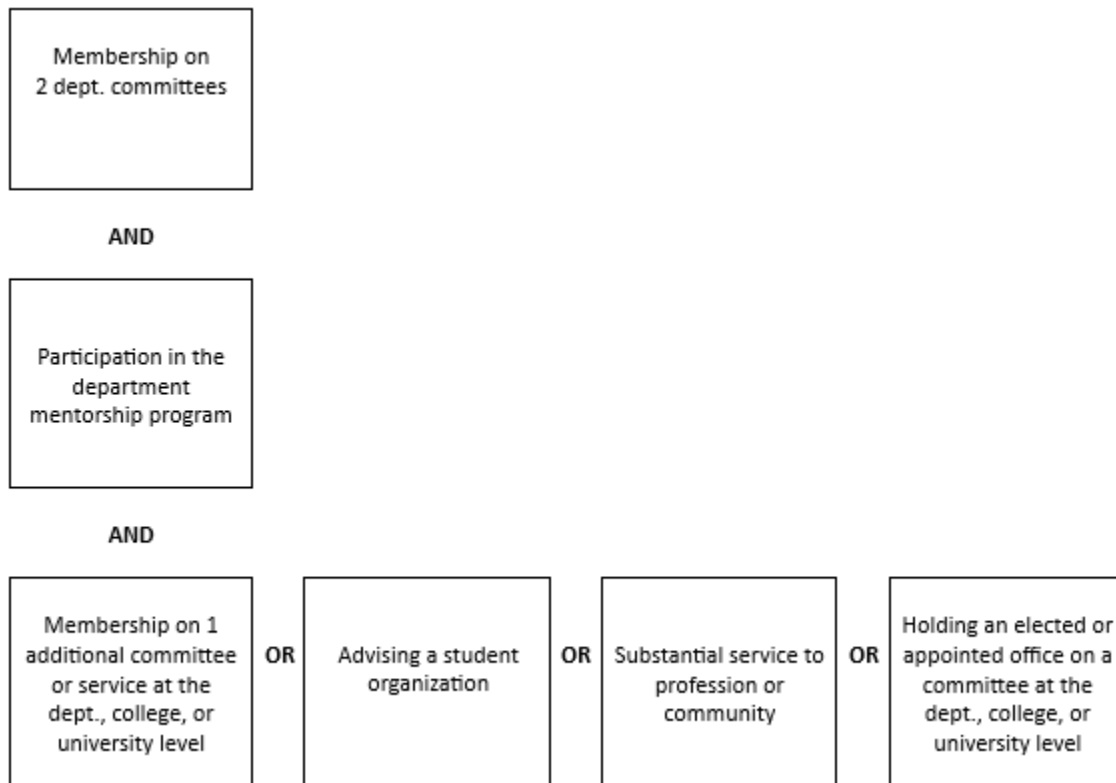
Figure 2. Meets Expectations Requirements for Associate and Full Tenure-Track Professors, Associate and Full Clinical Professors, and Senior Instructors



Requirements for Exceeds Expectations in Service for Assistant Tenure-Track Professors, Assistant Clinical Professors, and Junior Instructors

- Membership on 2 department committees
- Participation in the department mentorship program AND
- Membership on 1 additional committee or service the dept., college, or university level OR
- Advising a student organization OR
- Substantial service to profession or community as articulated in Table 6 OR
- Holding an elected or appointed office on a committee at the dept., college, or university level

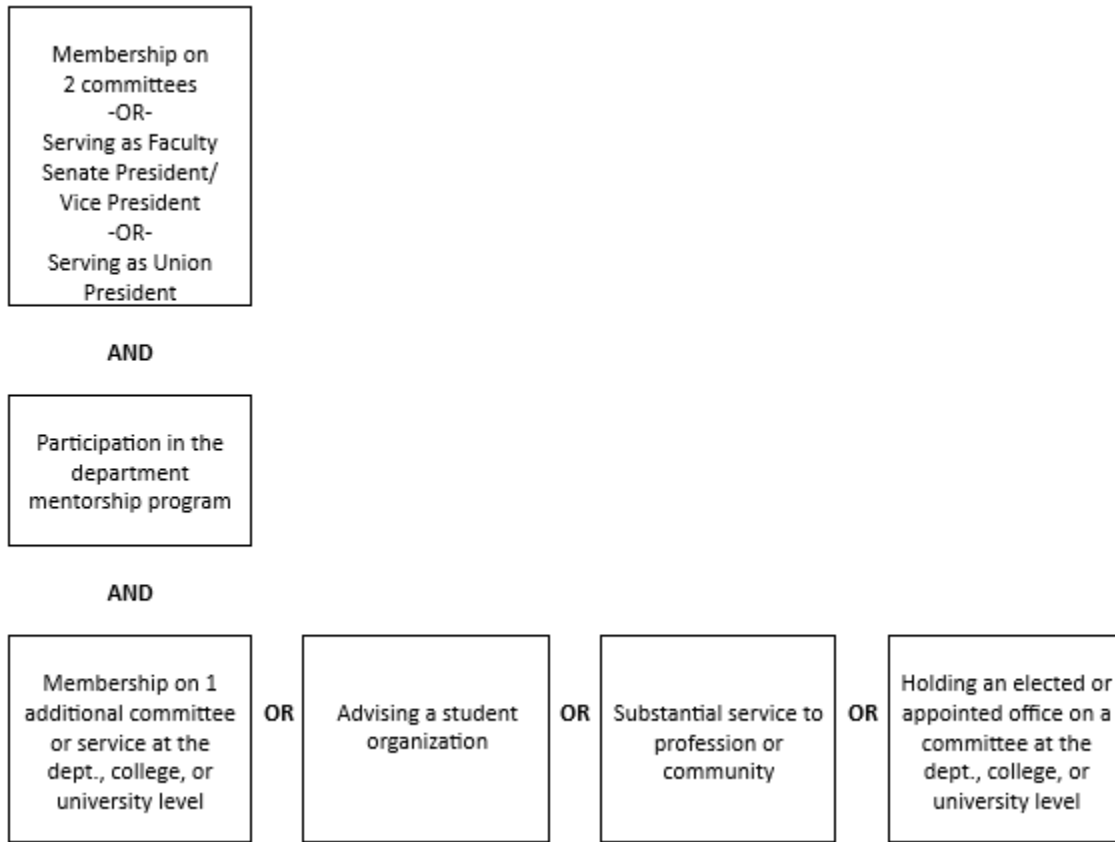
Figure 3. Exceeds Expectations Requirements for Assistant Tenure-Track Professors, Assistant Clinical Professors, and Junior Instructors



Requirements for Exceeds Expectations in Service for Associate and Full Tenure-Track Professors, Associate and Full Clinical Professors, and Senior Instructors

- 2 committees OR
- Serving as Faculty Senate President/Vice President OR as Union Chapter President AND
- Participation in the department mentorship program AND
- Membership on 1 additional committee or service at the dept., college, or university level AND
- Advising a student organization OR
- Substantial service to profession or community OR
- Holding an elected or appointed office on a committee at the dept., college, or university level

Figure 4. Exceeds Expectations Requirements for Associate and Full Tenure-Track Professors, Associate and Full Clinical Professors, and Senior Instructors



V. Criteria for Midpoint Reviews

A. Midpoint Review Process

All tenure-track faculty shall undergo a midpoint review of their progress toward promotion and tenure during the spring semester of the third (3rd) year toward tenure at UWF. Members of the Faculty Development Committee will perform the midpoint review. Committee members will complete the review and forward their recommendations to the Chair, who will then forward the recommendation of the committee to the Dean. The Dean will conduct the final 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 Faculty 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 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.

VI. Criteria for Post-Tenure Review

A. 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 publish three (3) or more peer-reviewed articles during the period of review, or demonstrate commensurate scholarly activity (e.g., external funding awards).

VII. Mentoring Activities

A. Faculty Mentorship

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

VIII. Departmental Governance

A. 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 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.

B. 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 shall 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.

C. Curriculum Issues

On issues pertaining to the social work curriculum, 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.

D. 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.

E. 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 six (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" ([GA handbook.pdf](#)).

F. Professional Advisory Board

The Professional Advisory Board serves as an advisory group to the Department of Social Work. This group is composed of social work practitioners, social work community members, and social work researchers with a connection to UWF Department of Social Work. All members are invited at the discretion of the Chair of the Department of Social Work, with input and a vote for inclusion on the board from voting membership of the Department of Social Work at the University of West Florida. Term limits and details of the vote: Two (2) years with an opportunity for departmental reappointment, and 50% plus one (1) majority for advisory board membership vote. The Professional Advisory Board is a requirement of the Florida State Board of Governors (BOG).

IX. Committee Duties, Voting Memberships, and Structures

A. Duties of Standing Committees

Committee service is self-selected and committee chairs are elected at the 1st meeting each fall semester. 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 (1) per semester and include:

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.

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 (2/3) majority consensus (> 66.7%) for instatement.

Curriculum & Assessment Committee

The Curriculum & Assessment Committee fulfills two interrelated and mutually affective charges: (1) 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; and (2) examines program data and proposes changes designed to improve program outcomes in accordance with CSWE accreditation standards and the higher education accrediting body.

Implicit Curriculum Committee

The Implicit Curriculum Committee is responsible for facilitating learning experiences outside the classroom environment in accordance with CSWE EPAS. Examples include, but are not limited to, the student professional development series on licensure and career planning; the annual student needs assessment; special topics/ speaker events; program orientations; faculty/student mentorship communities; and collaborations with the NASW-FL Chapter. The Morale Committee, henceforth, Morale Subcommittee, shall function as a subcommittee of the Implicit Curriculum Committee. Service on the Morale Subcommittee shall count as service toward the broader Implicit Curriculum Committee.

B. Duties of Non-Standing Committees

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.

Faculty Development Committee

Promoted faculty serve as an advisory/supportive group to help mentor faculty for success in the tenure and promotion process. The Faculty Development Committee will meet once a semester with tenure and promotion-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 midpoint review is a function of members from the Faculty Development Committee in coordination with the department Chair.

Search Committees

Search committees shall be convened as needed and are charged with finding and hiring suitable candidates for faculty and administrative vacancies in the Department of Social Work in accord with UWF policies and Florida statutes. The search committee coordinates related activities and serves as liaison between the candidate, full-time faculty, department Chair, and college Dean.

C. Committee Voting Memberships and Structures

For general departmental matters, excluding tenure and 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.

The optimal range of committee member positions is determined by the function of the committee. The ranges indicated in the table below are suggestions and faculty distributions across the committees may vary each academic year according to the available resources (e.g., number of faculty) and needs of the department (e.g., special projects tasked to *ad hoc* committees).

Table 8. Suggested Committee Structures

Committee	Optimal Range of Members
Admissions Committee	<u>3-4</u> Full-Time Faculty
Bylaws Committee	<u>5-7</u> Assistant Chair -AND- Up to 6 Full-Time Faculty
Curriculum & Assessment Committee	<u>5-7</u> Assistant Chair BSW Program Coordinator MSW Program Coordinator -AND- Up to 4 Full-Time Faculty

Implicit Curriculum Committee <ul style="list-style-type: none"> • <i>Morale Subcommittee</i> 	<u>4-6</u> Full-Time Faculty
Faculty Development Committee	<u>3-5</u> Promoted Faculty
Non-Standing/ Ad Hoc Committees	As Needed Respective of the Charge

X. Revisions to Bylaws

A. Amending Departmental Bylaws

Departmental Bylaws may be altered or amended by a two-thirds (2/3) 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 (1) month prior to the meeting at which such changes are to be considered. The Department 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.

XI. Office Hours Requirements

A. 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 two (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.

XII. History

- Most recent Department ratification vote - March 3, 2025
- Most recent approval by the College and Provost's Office - October 11, 2024

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.
- Proposed revisions added to Sections 5.3, 8.2, 8.2.1, & 8.4 during Bylaws Committee meeting on Oct 6, 2024.
- Approved as revised by 100% of Social Work Department voting membership on October 11, 2024.
- Approved as revised by 100% of Social Work Department voting membership on March 27, 2025.