

Department of Molecular Biosciences

Departmental Governance
Version 3.1

Approved by:
Members of the Department of Molecular Biosciences
December 19, 2022

Approved by:
Provost's Office
13th December 2022

1. PREAMBLE

The Department of Molecular Biosciences (MBS), as an independent department of the College of Arts and Sciences of the University of South Florida, will be governed by the following by-laws that do not supersede the Policy statements of the University of South Florida or the by-laws of the College of Arts and Sciences and the Board of Trustees Agreement.

This Department is not currently a multi-campus unit. If departmental faculty are hired at branch campuses, we will modify our governance and T&P documents to ensure that those

Professor of Instruction, Associate Professor of Instruction, and Professor of Instruction Research Professor (Assistant, Associate or, ~~Full~~) Lecturer.

- B. Non-tenure earning faculty shall be appointed with the advice and consent of a majority vote of MBS faculty.
- C. Non-tenure earning faculty shall be appointed on the basis of criteria established by MBS faculty and function according to regulations established by MBS Continuing (permanent) Instructors shall have the same voting rights as tenured/tenure track faculty. Other ~~non~~ tenure earning faculty shall vote in an advisory role only.
- D. The primary responsibility and function of instructors and lecturers within MBS shall be teaching.
- E. The performance of ~~non~~ tenure earning faculty shall be reviewed annually as specified in section 5.2.

2.3 Adjunct Faculty

- A. Temporary faculty may be appointed by the Chair of MBS ~~on~~ required for teaching responsibilities for a limited period of time.
- B. The MBS faculty shall be advised of the appointment and its basis as soon as it is made.
- C. All appointments of adjunct faculty shall be made in accordance with the University guidelines that specif (i)-2 (t)-2 (h)-10 (t)-2 (he)44opl(ul)-2 (x(f)5 (o)m4 t(he) (t)

3.1 Selection

A.

- G. The Chair of MBS shall meet with MBS faculty individually on an annual basis to assess performance and evaluate assignments.
- H. The Chair of MBS shall appoint a tenured representative from the MBS faculty to serve as acting Chair in situations where he/she is on leave.

4 OTHER ADMINISTRATIVE POSITIONS

4.1 Director of Undergraduate Programs

- A. The Chair of MBS shall appoint a tenured/tenure track faculty member or Assistant Professor of Instruction, Associate Professor of Instruction, and Professor of Instruction to serve as the Director of Undergraduate Programs.
- B. The Director of Undergraduate Programs will report to the Chair of MBS and be responsible for organizing the undergraduate programs within MBS, making recommendations to the Chair for teaching assignments, and coordinating activities of the MBS Undergraduate Program Committee.
- C. The Director of Undergraduate Programs shall maintain open communications with the Director of Undergraduate Programs of the IB Department on issues related to revisions and policies of degree programs shared with IB.
- D. The Director of Undergraduate Programs shall be evaluated annually by the MBS faculty and the results compiled by the MBS Faculty Advisory Committee (section 6.2).
- E. The Director of Undergraduate Programs will serve a term of 3 years and can be retained in the position for additional terms following a simple majority vote by the MBS faculty in an open faculty meeting.

4.2 Director of Graduate Programs

- A. The Chair of MBS shall appoint a tenured/tenure track faculty member to serve as the Director of MBS Graduate Programs excluding the Moffitt Cancer Biology Ph.D. Program.
- B. The Director of Graduate Programs will report to the Chair of MBS and be responsible for organizing the graduate programs within MBS (except the Moffitt Cancer Biology Ph.D. Program), advertising and recruiting efforts, making recommendations to the Chair of MBS.

E. The Director of Graduate Programs shall be evaluated annually by ~~MBS~~

- B. All tenured/tenure track faculty and continuing (permanent) instructors within MBS are eligible to be elected to the FAC (except those that have just finished their term). Election to the FAC will be through majority vote by MBS faculty. In the event that a faculty member does not receive a majority of the votes cast, a runoff election will be held.
- C. The term of service on the FAC shall be a maximum of three years. Terms shall begin at the start of the academic year and shall be staggered. The FAC shall elect a chair by a majority vote of the committee. The FAC chairs shall preside over the FAC meetings and shall serve as the liaison between the FAC committee and the Chair of MBS
- D. No MBS faculty may serve successive terms on the FAC. Exceptions can be made if there are not sufficient tenured associate/full professors in MBS to serve on the FAC
- E. All FAC members have one vote.
- F. The duties of the FAC are as follows.
 - a. . The FAC shall conduct the annual evaluation of faculty in consultation with the Chair of MBS and make recommendations for salary increases as required by University procedures. The FAC shall draft in consultation with the Chair of MBS guidelines that will be used in the review process and distribute such guidelines to the MBS faculty. The FAC shall review the MBS faculty for performance in graduate and undergraduate teaching, research/scholarship, service and administration (where applicable). The FAC shall submit scores for each MBS faculty member in each review category as well as an overall score to the Chair of MBS. The review period will consist of the spring, summer and fall semesters of the calendar year, except for scholarly publications that will be evaluated on a three year window.
 - b. . The FAC shall counsel the Chair of MBS with regard to implementation of departmental policy and make recommendations on any matters of departmental governance it wishes to bring to the attention of the Chair.

5.3 Tenure and Promotion Committees

- A. A Tenure and Promotion Committee for tenure review and review of applications for tenure and promotion to the rank of Associate Professor will be composed of all tenured faculty in MBS
- B. A Promotion Committee to review applications for advancement to Full Professor will be composed of all Full Professors in MBS
- C. For Instructor Promotion, the Committee will be composed of all tenured MBS faculty members and all MBS instructors at a higher level than the applicant.
- D. The Chair of MBS may not serve on any of the MBS Tenure and Promotion Committees.

5.7 Diversity, Equity, and Inclusion Committee

- A. The MBS Diversity, Equity, and Inclusion (DEI) Committee shall consist of at least three members of the faculty, two graduate students, two undergraduate students, and a staff member. The DEI Committee chair will be appointed by the members of the committee.
- B. The term of service on this committee shall be three years. Terms shall begin at the start of the academic year and shall be staggered to allow for continuity.
- C. Meetings shall be called as needed to deal with the assigned duties.
- D. The duties of the MBS DEI (on)-4 (d)-4 (l)152 (m)-1e shareer (e)6ll Te)w004)004sg04:tv

A. Purpose of Annual Evaluations:

The performance of (Tenure track, Tenured, Assistant/Associate/Full Professors of Instruction, and Non-Tenure Track (i.e., Research Professors)) will be evaluated each calendar year. These evaluations will be utilized for providing constructive feedback to the faculty member including (a) progress toward prior year's goals, (b) goal setting for the upcoming year, and (c) progress toward tenure and promotion, when appropriate. These evaluative reports will also be utilized for purposes of recognition of special achievement and allocation of merit raises. These reports contain ratings that are based on specific criteria described below.

B. Procedures of Annual Evaluations:

1. Evaluations will be conducted in accordance with the University of South Florida, College of Arts and Sciences guidelines and the USF/UFF Collective Bargaining Agreement (CBA).
2. The annual evaluation timeline is enforced by the College of Arts and Sciences; however, internal departmental deadlines for completion of the submission on Archivum and the evaluative reports will be set forth by the . These internal deadlines will be communicated to the via email and/or in a Departmental Faculty meeting early in the Spring semester. Several weeks will be provided to to assemble and submit their reports by the internal departmental deadline.
3. The MBSChair may, at this time, also solicit input from the to consider in the evaluation of the performance of the Associate Chair, Graduate Director, Undergraduate Director, and Research Director.
4. It is the ' responsibility to provide an accurate and complete evaluation package towards their annual activities by the departmental deadlines using Archivum, accessible via my.usf.edu. Materials submitted after the deadline may not be credited for annual evaluation. However, the may communicate with the faculty member to obtain clarification regarding specific elements in the annual report, if they deem such documentation necessary to properly conduct the evaluation. If a fails to complete an annual activity report and will annotate this occurrence on the Archivum online report.
5. The () will review these documents and prepare narratives based on the information provided by the in Archivum, as specified under Section D of this document. Members of the

(and) will coordinate with the () and () to ensure that all reports are submitted by the deadline.

independently provided for Teaching, Research, and Services (i.e., 3.5, 4.5, etc.) will be assigned when exceeding expectations for a specific category rating. Criteria for these scores are specified under Section D allowance for flexibility. The evaluations are based on accomplishments of the academic year being assessed, with the recognition that all scholarly activity (e.g., research publications) are rarely generated every year. Evaluations for tenure track will also include a review of progress towards tenure with recommendation for maintaining excellent progress and/or improving in needed areas.

7. These evaluative documents are next submitted to the Departmental

8. The will then receive notification of their completed annual evaluative report and scores. In accordance with the CBA, they will have the opportunity to appeal their evaluation report/ratings as well as provide a response on the Archivum report within a 1 day period. If believe that they are in a position of inequity, they can initiate communication via email to the chair and the department. The and will consider these requests independently, as the may have issues with one or both evaluations.

9. will be required to review and sign off on the and the narrative reports with their associated ratings; signing does not mean agreement with the evaluation.

10. The and evaluation ratings and narratives are then submitted to the Dean in the College of Arts and Sciences, who will complete the performance assessment.

11. If a 's effort-specific rating (i.e., in any category of teaching, research, and/or service) evaluation is below 3, the , in consultation with the , will develop a plan to remediate the deficiencies.

12. The , in consultation with non-tenure and tenure track faculty and tenured Associate Professors, will develop a plan with expectations towards tenure and/or promotion; such discussions will take place annually to ensure appropriate progress is being made towards these career goals.

C. Basis of Annual Evaluations:

1. The annual evaluation will be based on assigned and the materials provided in the annual evaluation package. The criteria will accommodate faculty with different assignments (i.e., those with a 40% research assignment will have had m.3 (s)-6.y</MC\phend ttstolto1.9o1.F (a)1.7(s)9 (a)-1ffereo1.9o218(de)1.7 (

of significant disruptions to normal working conditions (documented illnesses, emergencies, etc.), faculty members will endeavor to provide useful information on the impact of the documented disruption on their work performance. If either a self evaluation and/or explanation of disruption are provided, the FAC Committee will take these into consideration when evaluating the performance.

3. For assigned teaching duties, _____ must provide (a) copies of all course syllabi and student assessments, (b) grade distributions of courses taught and supervised, and (c) peer-reviewed courses received and conducted for other faculty, if any. Faculty are encouraged to describe their pedagogical aims and approaches with additional documentation of teaching effectiveness. Teaching evaluations will consider any material submitted including peer reviews and thus may not be solely based on student scores, when such information has been made available. _____ should also include graduate and undergraduate students mentored, teaching awards received, participation in teaching workshops, and efforts in curriculum development.

4. For assigned research duties, _____ must provide their roles and contributions to grants with the total amount allocated (active and submitted grants along with their disposition). Tenure-track members are encouraged to provide copies of their grant reviews. _____ must also provide copies of published manuscripts. Their role and contributions to these and to manuscripts submitted/under review must also be provided. Faculty members must also provide documentation of their contributions to presentations in conferences (international, national, regional) and disposition of any patents. Faculty members are also encouraged to provide information regarding their research agenda, publication venues, and impact of their scholarship.

5. For assigned service duties, _____ must provide evidence of departmental, college, university and/or public service contributions. Faculty are encouraged to provide information regarding the nature, extent, outcomes, and impact of their service work.

6. For _____ with other duties (i.e., Gohair, Graduate Director, Undergraduate Director, Research Director, etc.), evidence of these contributions must be provided through the _____ narrative in terms of the nature, extent, outcomes, and impact of their effort under Other Instructional Effort (see Section D.4).

D. Assessment of Quality of Efforts in Teaching, Research, and Service:

D.1. Teaching

The _____ may be involved in teaching undergraduate classes, graduate classes, laboratory classes, teaching lab supervision, and/or curriculum development. Evaluation of the _____ effort in this category will be commensurate with the teaching assignment of the _____

_____ may include consideration to the following factors, supported with faculty documentation: (a) student course evaluations (noting the percent of students providing evaluations, class size, summary of comments, and faculty response), (b) peer faculty teaching evaluations and faculty response if conducted, (c) plans for correction for classes with low student and peer (nt)-2 ()Tva4 (hi)4 (hi)

extensive time and effort that _____ may need to engage in to resolve dishonesty issues in the classroom. Highly effective classroom teaching refers to teaching which guides students in the acquisition of knowledge, in the fostering of critical and creative thinking skills, and in the development of communication skills. Highly effective teachers use effective course design, rigorous course assessments, and fair evaluation of student work. Enhancement of teaching and innovation may include use of tools from workshops/trainings, course modifications, and new instructional technologies. Contributions to departmental teaching needs refers to doing extra preparation or work with respect to programmatic needs with sacrifices to one's own teaching preferences. Extra preparation/work also refers to teaching large enrollment classes in the absence of teaching assistants.

_____ may include consideration to the following factors, supported by faculty documentation of: (a) mentoring of undergraduate students includes but is not limited to honors thesis, independent study students (i.e., _____ need to provide a list of undergraduate students assisting with research projects and any publications or presentations for which these students are authors), (b) mentoring of graduate students and postdoctoral scholars (i.e., _____

(4) Evidence of sustained use and content updates consistent with best pedagogical practices.

(5) Supervising undergraduate and graduate students (and doctoral fellows) in the research lab.

(6) Supervising lecture teaching assistants, lab teaching assistants, and adjunct instructors.

*Teaching related awards can also be considered in the annual assessment of teaching.

Score of 5= the evaluative year included activities that show the following effort in at least two of the above categories. There needs to be evidence of _____ classroom teaching and _____ to one other teaching activity (teaching innovation/enhancement, curricular development, effective student mentoring, etc.).

Score of 4 = the evaluative year included activities that show the following effort in at least two of the above categories. There needs to be evidence of _____ classroom teaching with _____ to one other teaching activity (teaching innovation/enhancement, curricular development, effective student mentoring, etc.).

Score of 3= the evaluative year demonstrates _____ classroom teaching in the absence of other activities.

Score of 2= the evaluative year includes consistently poor teaching evaluations.

Score of 1= the evaluative year demonstrates evidence of efforts (or improvement) in any of the above categories. This category also indicates serious issues with fulfilling teaching responsibilities (lack of attendance, lack of communication with students, lack of grade submission)

D.2 Research

Evaluation of research and scholarship efforts of _____ will be based on activities described in the following three categories including, but not limited to

(1) Proposals, Grants, and Fellowships:

a.

Score of 4 = the evaluative year included achievement in ~~two~~ **five** of the above categories of products described above including ~~one~~ **two** -year grant(s) along with publishing a paper or a presentation (can be either a student or a faculty presentation).

Score of 3 = the evaluative year included achievement in ~~two~~ **three** categories of products described above including submission of a grant proposal with efforts in manuscript preparation.

Score of 2 = the evaluative year included achievement in ~~one~~ **one** category described above

Score of 5= the evaluative year included contributions activities from at least two of the above (out of the above four) categories which must include _____ the University and Professional Community. Please see above for differences between Tenure-track and Tenured For Professors of Instruction, the diversity in service duties will vary and may include a heavier commitment to service to students and the community. The FAC will be cognizant of these variations in service duties and will take these into consideration.

Score of 4= the evaluative year included activities from two of the above four (out of the above four) categories.

The overall final ratings

- K. Minutes of general faculty meetings shall be recorded and distributed to the faculty in a timely manner. All minutes shall be archived.

8 FACULTY CONCERNS

- A. Nothing in this document shall be construed as preventing a tenured/tenure track faculty, nontenure earning faculty or adjunct faculty member or group of faculty members from approaching the Chair of MBS or Chairperson of a departmental committee with concerns or matters requesting consideration.

9 AMENDMENTS

- A. The Statement of Departmental Governance may be amended at any regular meeting of MBS provided that the specific amendment has been submitted in writing with the meeting agenda at least three days prior to the meeting.
- B. A 2/3-majority vote of total voting MBS faculty is required to amend this document.
- C. Written proxies, sealed and delivered to the Chair of MBS to the meeting will be allowed when amending this document.