

# Child & Family Studies

## Governance

May 15, 2023:

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UNIVERSITY of  
**SO**

**RIDA**

College of Behavioral & Community Sciences

Child & Family Studies

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# CFS Governance

## Purpose of this Document

The purpose of this document is to provide a clear and concise overview of the CFS Governance structure and processes. This document is intended to serve as a reference for all CFS staff and to ensure that all staff are aware of the CFS Governance structure and processes. The CFS Governance structure is designed to ensure that the CFS is able to effectively manage its operations and to provide high-quality services to its clients. The CFS Governance structure is based on the following principles:

- **Transparency:** All CFS Governance decisions and processes are transparent and open to all staff.
- **Accountability:** All CFS Governance decisions and processes are accountable to the staff.
- **Efficiency:** All CFS Governance decisions and processes are efficient and effective.
- **Flexibility:** All CFS Governance decisions and processes are flexible and adaptable to changing circumstances.

The CFS Governance structure is designed to ensure that the CFS is able to effectively manage its operations and to provide high-quality services to its clients. The CFS Governance structure is based on the following principles:

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- **Efficiency:** All CFS Governance decisions and processes are efficient and effective.
- **Flexibility:** All CFS Governance decisions and processes are flexible and adaptable to changing circumstances.

# SECTION 1: Department Description and Administrative Structure

## A. CFS Vision, Mission and Values

The CFS vision, mission and values are defined in the CFS Strategic Plan 2005-2007. The CFS vision is to be a leading provider of financial services to the community. The CFS mission is to provide high quality financial services to the community. The CFS values are integrity, honesty, and respect.

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The University of Saskatchewan (U.S.) is committed to providing a high-quality education for all students. This commitment is reflected in the University's policies and procedures, which are designed to ensure that all students have access to the same level of education and support. The University's policies and procedures are based on the principles of equity, inclusion, and respect for all individuals. The University's policies and procedures are designed to ensure that all students have access to the same level of education and support. The University's policies and procedures are based on the principles of equity, inclusion, and respect for all individuals.

## B. Definitions of Staff, Faculty and Emeritus/Emerita Faculty

### 1. Staff

Full-time staff are those employees who are employed on a full-time basis. Part-time staff are those employees who are employed on a part-time basis. Seasonal staff are those employees who are employed on a seasonal basis. Temporary staff are those employees who are employed on a temporary basis. The University's policies and procedures are designed to ensure that all staff have access to the same level of education and support. The University's policies and procedures are based on the principles of equity, inclusion, and respect for all individuals.

### 2. Faculty

Faculty members are those individuals who are employed by the University and who are responsible for the teaching and supervision of students. Full-time faculty members are those individuals who are employed on a full-time basis. Part-time faculty members are those individuals who are employed on a part-time basis. The University's policies and procedures are designed to ensure that all faculty members have access to the same level of education and support. The University's policies and procedures are based on the principles of equity, inclusion, and respect for all individuals.

### 3. Emeritus/Emerita Faculty

Emeritus faculty members are those individuals who have previously been full-time faculty members and who have been granted emeritus status. Emerita faculty members are those individuals who have previously been full-time faculty members and who have been granted emerita status. The University's policies and procedures are designed to ensure that all emeritus/emmerita faculty members have access to the same level of education and support. The University's policies and procedures are based on the principles of equity, inclusion, and respect for all individuals.

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... D ... C ... CF ...

a. Research Divisions

Child and Family Behavioral Health (CFBH). C ... F ... B ...  
... CF ...

3. Marriage and Family Therapy (MFT). The MFT program is a graduate-level program that provides students with the knowledge and skills necessary to work with couples and families. The program is housed within the Department of Psychology and is led by the MFT Director.

## 4. Coordination of Department Units

### a. Division and Program Directors

The Department of Psychology is organized into several divisions and programs, each with its own Director. The Division of Applied Behavior Analysis (ABA) is led by the ABA Director, and the Division of Clinical Psychology (CPS) is led by the CPS Director. The Division of Experimental Psychology (EP) is led by the EP Director, and the Division of Psychological Science (PS) is led by the PS Director. The Division of Teaching and Learning (TL) is led by the TL Director. The Division of Research (R) is led by the R Director. The Division of Assessment and Evaluation (AE) is led by the AE Director. The Division of Community Outreach (CO) is led by the CO Director. The Division of Professional Development (PD) is led by the PD Director. The Division of Student Services (SS) is led by the SS Director. The Division of Diversity and Inclusion (DI) is led by the DI Director. The Division of Career and Technical Education (CTE) is led by the CTE Director. The Division of International Studies (IS) is led by the IS Director. The Division of Environmental Studies (ES) is led by the ES Director. The Division of Global Studies (GS) is led by the GS Director. The Division of Health, Behavior, and Society (HBS) is led by the HBS Director. The Division of Neuroscience (NS) is led by the NS Director. The Division of Systems Neuroscience (SN) is led by the SN Director. The Division of Behavioral Neuroscience (BN) is led by the BN Director. The Division of Developmental Psychology (DP) is led by the DP Director. The Division of Educational Psychology (EPs) is led by the EPs Director. The Division of Industrial-Organizational Psychology (IOP) is led by the IOP Director. The Division of Health Services Research (HSR) is led by the HSR Director. The Division of Health Services Research (HSR) is led by the HSR Director. The Division of Health Services Research (HSR) is led by the HSR Director. The Division of Health Services Research (HSR) is led by the HSR Director. The Division of Health Services Research (HSR) is led by the HSR Director.

### b. Associate Division and Associate Program Directors

The Department of Psychology also has several Associate Division and Associate Program Directors. The Associate ABA Director is responsible for the day-to-day operations of the ABA program. The Associate CPS Director is responsible for the day-to-day operations of the CPS program. The Associate EP Director is responsible for the day-to-day operations of the EP program. The Associate PS Director is responsible for the day-to-day operations of the PS program. The Associate TL Director is responsible for the day-to-day operations of the TL program. The Associate R Director is responsible for the day-to-day operations of the R program. The Associate AE Director is responsible for the day-to-day operations of the AE program. The Associate CO Director is responsible for the day-to-day operations of the CO program. The Associate PD Director is responsible for the day-to-day operations of the PD program. The Associate SS Director is responsible for the day-to-day operations of the SS program. The Associate DI Director is responsible for the day-to-day operations of the DI program. The Associate CTE Director is responsible for the day-to-day operations of the CTE program. The Associate IS Director is responsible for the day-to-day operations of the IS program. The Associate ES Director is responsible for the day-to-day operations of the ES program. The Associate GS Director is responsible for the day-to-day operations of the GS program. The Associate HBS Director is responsible for the day-to-day operations of the HBS program. The Associate NS Director is responsible for the day-to-day operations of the NS program. The Associate SN Director is responsible for the day-to-day operations of the SN program. The Associate BN Director is responsible for the day-to-day operations of the BN program. The Associate DP Director is responsible for the day-to-day operations of the DP program. The Associate EPs Director is responsible for the day-to-day operations of the EPs program. The Associate IOP Director is responsible for the day-to-day operations of the IOP program. The Associate HSR Director is responsible for the day-to-day operations of the HSR program. The Associate HSR Director is responsible for the day-to-day operations of the HSR program. The Associate HSR Director is responsible for the day-to-day operations of the HSR program. The Associate HSR Director is responsible for the day-to-day operations of the HSR program. The Associate HSR Director is responsible for the day-to-day operations of the HSR program.

## 5. CFS Leadership Team

The CFS Leadership Team is composed of the following members: The CFS Director, the CFS Associate Director, the CFS Deputy Director, the CFS Assistant Director, the CFS Senior Advisor, the CFS Senior Manager, the CFS Senior Analyst, the CFS Senior Specialist, the CFS Senior Coordinator, the CFS Senior Support Staff, the CFS Senior Administrative Staff, the CFS Senior Technical Staff, the CFS Senior Information Systems Staff, the CFS Senior Facilities Staff, the CFS Senior Safety and Security Staff, the CFS Senior Environmental Health and Safety Staff, the CFS Senior Compliance Staff, the CFS Senior Legal Staff, the CFS Senior Human Resources Staff, the CFS Senior Financial Staff, the CFS Senior Information Management Staff, the CFS Senior Quality Management Staff, the CFS Senior Risk Management Staff, the CFS Senior Strategic Planning Staff, the CFS Senior Policy Development Staff, the CFS Senior Program Development Staff, the CFS Senior Evaluation and Assessment Staff, the CFS Senior Research and Innovation Staff, the CFS Senior Outreach and Engagement Staff, the CFS Senior Public Affairs Staff, the CFS Senior External Relations Staff, the CFS Senior Internal Communications Staff, the CFS Senior Employee Relations Staff, the CFS Senior Labor Relations Staff, the CFS Senior Union Relations Staff, the CFS Senior Contract Administration Staff, the CFS Senior Grievance Administration Staff, the CFS Senior Arbitration Staff, the CFS Senior Mediation Staff, the CFS Senior Conflict Resolution Staff, the CFS Senior Dispute Resolution Staff, the CFS Senior Restorative Justice Staff, the CFS Senior Restorative Justice Staff, the CFS Senior Restorative Justice Staff. The CFS Leadership Team is responsible for the overall management and oversight of the CFS program.

## 6. CFS Administrative Function Workgroup

The CFS Administrative Function Workgroup is composed of the following members: The CFS Administrative Function Workgroup Director, the CFS Administrative Function Workgroup Associate Director, the CFS Administrative Function Workgroup Deputy Director, the CFS Administrative Function Workgroup Assistant Director, the CFS Administrative Function Workgroup Senior Advisor, the CFS Administrative Function Workgroup Senior Manager, the CFS Administrative Function Workgroup Senior Analyst, the CFS Administrative Function Workgroup Senior Specialist, the CFS Administrative Function Workgroup Senior Coordinator, the CFS Administrative Function Workgroup Senior Support Staff, the CFS Administrative Function Workgroup Senior Administrative Staff, the CFS Administrative Function Workgroup Senior Technical Staff, the CFS Administrative Function Workgroup Senior Information Systems Staff, the CFS Administrative Function Workgroup Senior Facilities Staff, the CFS Administrative Function Workgroup Senior Safety and Security Staff, the CFS Administrative Function Workgroup Senior Environmental Health and Safety Staff, the CFS Administrative Function Workgroup Senior Compliance Staff, the CFS Administrative Function Workgroup Senior Legal Staff, the CFS Administrative Function Workgroup Senior Human Resources Staff, the CFS Administrative Function Workgroup Senior Financial Staff, the CFS Administrative Function Workgroup Senior Information Management Staff, the CFS Administrative Function Workgroup Senior Quality Management Staff, the CFS Administrative Function Workgroup Senior Risk Management Staff, the CFS Administrative Function Workgroup Senior Strategic Planning Staff, the CFS Administrative Function Workgroup Senior Policy Development Staff, the CFS Administrative Function Workgroup Senior Program Development Staff, the CFS Administrative Function Workgroup Senior Evaluation and Assessment Staff, the CFS Administrative Function Workgroup Senior Research and Innovation Staff, the CFS Administrative Function Workgroup Senior Outreach and Engagement Staff, the CFS Administrative Function Workgroup Senior Public Affairs Staff, the CFS Administrative Function Workgroup Senior External Relations Staff, the CFS Administrative Function Workgroup Senior Internal Communications Staff, the CFS Administrative Function Workgroup Senior Employee Relations Staff, the CFS Administrative Function Workgroup Senior Labor Relations Staff, the CFS Administrative Function Workgroup Senior Union Relations Staff, the CFS Administrative Function Workgroup Senior Contract Administration Staff, the CFS Administrative Function Workgroup Senior Grievance Administration Staff, the CFS Administrative Function Workgroup Senior Arbitration Staff, the CFS Administrative Function Workgroup Senior Mediation Staff, the CFS Administrative Function Workgroup Senior Conflict Resolution Staff, the CFS Administrative Function Workgroup Senior Dispute Resolution Staff, the CFS Administrative Function Workgroup Senior Restorative Justice Staff, the CFS Administrative Function Workgroup Senior Restorative Justice Staff, the CFS Administrative Function Workgroup Senior Restorative Justice Staff. The CFS Administrative Function Workgroup is responsible for the day-to-day administrative operations of the CFS program.

## 7. CFS Organizational Model

The CFS Organizational Model is a hierarchical structure that defines the reporting relationships between the various units of the CFS program. The CFS Director is at the top of the hierarchy, followed by the CFS Associate Director, the CFS Deputy Director, the CFS Assistant Director, the CFS Senior Advisor, the CFS Senior Manager, the CFS Senior Analyst, the CFS Senior Specialist, the CFS Senior Coordinator, the CFS Senior Support Staff, the CFS Senior Administrative Staff, the CFS Senior Technical Staff, the CFS Senior Information Systems Staff, the CFS Senior Facilities Staff, the CFS Senior Safety and Security Staff, the CFS Senior Environmental Health and Safety Staff, the CFS Senior Compliance Staff, the CFS Senior Legal Staff, the CFS Senior Human Resources Staff, the CFS Senior Financial Staff, the CFS Senior Information Management Staff, the CFS Senior Quality Management Staff, the CFS Senior Risk Management Staff, the CFS Senior Strategic Planning Staff, the CFS Senior Policy Development Staff, the CFS Senior Program Development Staff, the CFS Senior Evaluation and Assessment Staff, the CFS Senior Research and Innovation Staff, the CFS Senior Outreach and Engagement Staff, the CFS Senior Public Affairs Staff, the CFS Senior External Relations Staff, the CFS Senior Internal Communications Staff, the CFS Senior Employee Relations Staff, the CFS Senior Labor Relations Staff, the CFS Senior Union Relations Staff, the CFS Senior Contract Administration Staff, the CFS Senior Grievance Administration Staff, the CFS Senior Arbitration Staff, the CFS Senior Mediation Staff, the CFS Senior Conflict Resolution Staff, the CFS Senior Dispute Resolution Staff, the CFS Senior Restorative Justice Staff, the CFS Senior Restorative Justice Staff, the CFS Senior Restorative Justice Staff. The CFS Organizational Model is a key component of the CFS program's governance structure.



# SECTION 2: Department Governance Council, Committees, and Meetings

## A. CFS Governance Council Structure and Activities

The Department's CF C... ( )... 1, B.1... 1, B.2... ( )... CF C... CF C... D... C... D... E... /E... CF C... E... /E... 13... CF C... 1... F... A... /A... F... ( -6... 2... FA... F... ( -6... )... CF... CBC F... C... 13... CF C... ( )... B... CF C... CF C... CF C... CF C... CBC F... C... CF... 2-... F... A... /A... F... CF C... D... A... CF C... CF C... A... CF C... CF C... E... F... ( , F... )... 13... CF C...

### 1. Membership

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CF C... 13... CF... 1... F... A... /A... F... ( -6... 2... FA... F... ( -6... )... CF... CBC F... C... 13... CF C... ( )... B... CF C... CF C... CF C... CF C... CBC F... C... CF... 2-... F... A... /A... F... CF C... D... A... CF C... CF C... A... CF C... CF C... E... F... ( , F... )... 13... CF C...

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c. Relationship between the CFS Governance Council and the CFS Leadership Team:

- Advocacy/Representation: The CFS Governance Council (CFCG) serves as the primary voice for the CFS community, representing its interests to the University and external stakeholders. It provides input on CFS-related matters and ensures the University is aware of the needs and concerns of the CFS community. The CFCG also works to promote the CFS mission and vision across the University.
- Open Communication and Transparency: The CFCG maintains open lines of communication with the CFS Leadership Team and the University. It provides regular reports on its activities and the status of CFS-related issues. The CFCG also ensures that the CFS community is kept informed of its work and decisions.

d. Relationship between the CFS Governance Council and CBCS Councils and Committees:

- The CFCG works closely with the CBCS Councils and Committees to ensure that CFS-related issues are properly addressed and that the CFS community's needs are met. The CFCG provides input on CFS-related matters and ensures that the CBCS Councils and Committees are aware of the CFS community's needs and concerns.

e. CFS Governance Council's unique contributions to:

Child and Family Studies

- The CFCG provides leadership and oversight for the CFS community, ensuring that the CFS mission and vision are upheld. It also provides support and resources to the CFS community and works to promote the CFS mission and vision across the University.
- The CFCG provides input on CFS-related matters and ensures that the University is aware of the needs and concerns of the CFS community. It also works to promote the CFS mission and vision across the University.
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College of Behavioral and Community Sciences

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University of South Florida

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f. CFS Governance Council's role in University Engagement

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### 3. Role of CFS Governance Council Chair and Members

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 C   . . . . .  . . . . .  . . . . . CF . . . . . CF C . . . . . CF  
 D . . . . . C  . . . . . CBC D . . . . .  
 . . . . .  . . . . . CF C  -C  . . . . .  . . . . . CF CC  . . . . . CF C  -C

## B. Departmental Committees

The Departmental Committee on Finance, Revenue and Administration, the Departmental Committee on  
 Planning, and the Departmental Committee on Human Resources Management. The Departmental  
 Committee on Information Management. The Departmental Committee on Legal Affairs. The Departmental  
 Committee on Procurement. The Departmental Committee on the Environment. The Departmental  
 Committee on External Relations. The Departmental Committee on Gender Equality and  
 Social Inclusion. The Departmental Committee on Health, Education and Youth Services.  
 The Departmental Committee on Infrastructure. The Departmental Committee on Labour  
 Relations. The Departmental Committee on Migration, Refugees and Citizenship. The Departmental  
 Committee on Natural Resources. The Departmental Committee on Science, Technology and  
 Innovation. The Departmental Committee on Statistics. The Departmental Committee on  
 Trade and Economic Development. The Departmental Committee on Transport and  
 Communication. The Departmental Committee on the Environment and Heritage. The  
 Departmental Committee on the Environment and Heritage. The Departmental Committee on  
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F A...  
CF

### C. Departmental Faculty and Staff Meetings

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CF C.A  
D... C  
D

C... Robert's Rules of Order  
Robert's Rules of Order.

CF C... D... C  
D... F

D... C  
CF C  
C

# SECTION 3: Appointment, Hiring, Assignment, Evaluation, Promotion and Tenure

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## B. Faculty Hiring

CF ... E& ... E& ... CF ... CF C ... CBC ... CBC D ... F ... D ... C ... /C ... D ... C ... CBC ... F ... C ... D ... C ... D ... C ... CBC D ... CF ... F ... F ...

## C. Assignment of Duties and Responsibilities

D ... F ... C ... B ... A ... FA ... F ... D ... D ... F ... ( ) ... D ... D ... /2010-06

## D. Performance Evaluation

A ... D ... CF ... A ... CBC D ... D ... E ... CF ... F ... C ... B ... A ... F ... F ... F ... A ...



... A ... 4. CF E ...

## E. Faculty Tenure and Promotion

A ... Child and Family Studies Tenure and Promotion ... CF ... =1.01

### 1. Departmental Tenure and Promotion Committee (D-TAP) Committee

C ... A ... D ... CBC ... D- A ...

### 2. Departmental Research Professor Promotion (D-RPP) Committee

CF ... CBC Research Professor Promotion ... TAP Committee sh n the D-TTe of t a faculty member seer dep8 (v)6 (es)-10 ( )JTJ 0 -1.273 Td(T)62e



# SECTION 4: Allocation of Resources

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# SECTION 5: Conflict Resolution and Grievances

## A. Relationship to CFS Governance

The CFS Governance Framework is the foundation for the CFS's operations and is designed to ensure the organization's mission and vision are achieved. The CFS Governance Framework is a set of principles and practices that guide the organization's decision-making and actions. The CFS Governance Framework is a set of principles and practices that guide the organization's decision-making and actions. The CFS Governance Framework is a set of principles and practices that guide the organization's decision-making and actions.

## B. Informal Conflict Resolution Process

The CFS's informal conflict resolution process is designed to resolve conflicts in a timely and effective manner. The process begins with a meeting between the parties involved in the conflict. The meeting is facilitated by a neutral third party. The goal of the meeting is to identify the underlying issues and to reach a mutually agreeable resolution. If the parties are unable to reach a resolution, the conflict may be referred to the CFS's formal grievance process. The CFS's informal conflict resolution process is designed to resolve conflicts in a timely and effective manner. The process begins with a meeting between the parties involved in the conflict. The meeting is facilitated by a neutral third party. The goal of the meeting is to identify the underlying issues and to reach a mutually agreeable resolution. If the parties are unable to reach a resolution, the conflict may be referred to the CFS's formal grievance process.

## C. Formal Grievance Process

The CFS's formal grievance process is designed to resolve conflicts in a timely and effective manner. The process begins with a meeting between the parties involved in the conflict. The meeting is facilitated by a neutral third party. The goal of the meeting is to identify the underlying issues and to reach a mutually agreeable resolution. If the parties are unable to reach a resolution, the conflict may be referred to the CFS's formal grievance process. The CFS's formal grievance process is designed to resolve conflicts in a timely and effective manner. The process begins with a meeting between the parties involved in the conflict. The meeting is facilitated by a neutral third party. The goal of the meeting is to identify the underlying issues and to reach a mutually agreeable resolution. If the parties are unable to reach a resolution, the conflict may be referred to the CFS's formal grievance process.

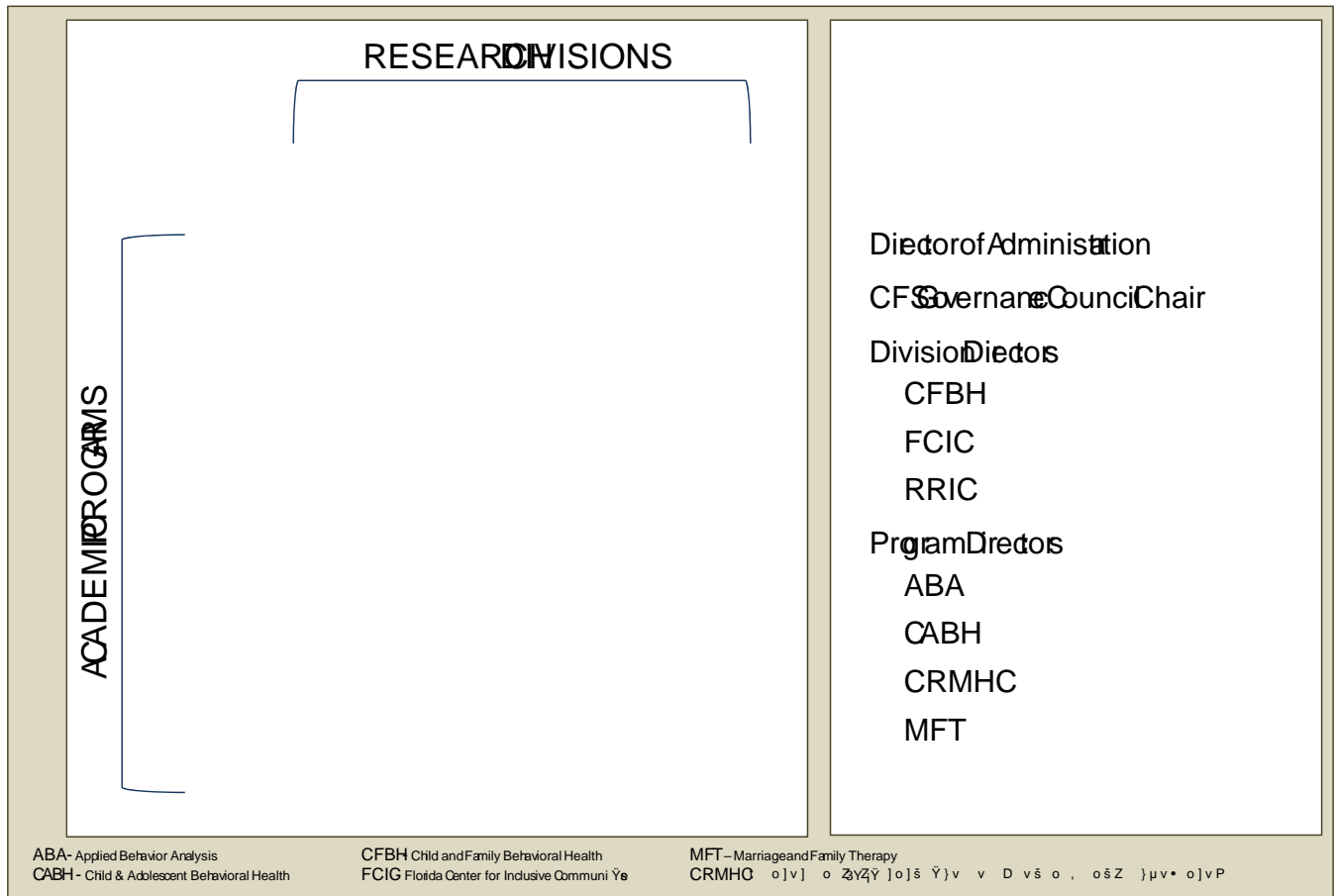
## D. Sexual Harassment and Discrimination

The CFS is committed to creating a safe and inclusive work environment for all employees. The CFS has a zero-tolerance policy for sexual harassment and discrimination. The CFS's policy is designed to prevent and address sexual harassment and discrimination. The CFS's policy is designed to prevent and address sexual harassment and discrimination. The CFS's policy is designed to prevent and address sexual harassment and discrimination.





# Appendix 1: CFS Organizational Model



# Appendix 2: Credentialing

## 1. Departmental Statement of Teaching Credentials

Board of Education of the City of New York  
Department of Education  
Office of Professional Standards  
100 South Street, 10th Floor  
New York, NY 10038  
Tel: (212) 312-2000  
www.nyc.gov

CFR 200.103

FAC

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AC



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B \_ G B A (BCBA). E e .  
/ e \_ \_ A e e . , CF \_ .  
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## 2. Graduate Faculty and Affiliate Graduate Faculty

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## 3. Faculty Credentialing to Teach CFS Courses

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## 4. Faculty Credentialing to Serve on Dissertation and Thesis Committees

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# Appendix 3: Curriculum Committee (CC)

## A. Structure

# Appendix 4: CFS Evaluation Guidelines

Purpose of this Document ..... 25

Applied Behavior Analysis Programs (MA, MS, PhD) – 42.2814 (Approved Unanimously by Faculty 12/10/2021) ..... 25

Child & Adolescent Behavioral Health Program (MS) – 44.0000 (Approved by Faculty Majority 12/09/2021) ..... 34

Clinical Rehabilitation & Mental Health Counseling Programs (MA) – 51.1505/ Marriage & Family Therapy (MS) 51.2310 (Approved Unanimously by Faculty 12/15/2021) ..... 34

Tenure and Tenure Earning Professor Career Path Professor/Associate Professor/Assistant Professor (Faculty not associated with an academic program) (Approved by Faculty Majority 12/16/2021) ..... 40

Research Professor Ranked Career Path—Research Professor/Associate Research Professor/Assistant Research Professor (Approved Unanimously by Faculty 12/06/2021) ..... 47

Research Associate Unranked Career Path—Assistant in Research/Associate in Research/Research Associate (Approved Unanimously by Faculty 12/10/2021) ..... 52

## Purpose of this Document

The purpose of this document is to provide the evaluation guidelines for the Applied Behavior Analysis Programs (MA, MS, PhD) – 42.2814. This document is intended for use by the faculty and administrators of the university. The document outlines the evaluation process, including the criteria for evaluation and the roles of the faculty and administrators. The document is intended to provide a clear and consistent framework for the evaluation of faculty members in the Applied Behavior Analysis Programs. The document is intended to be used as a reference for the faculty and administrators of the university. The document is intended to provide a clear and consistent framework for the evaluation of faculty members in the Applied Behavior Analysis Programs. The document is intended to be used as a reference for the faculty and administrators of the university.

## Applied Behavior Analysis Programs (MA, MS, PhD) – 42.2814 (Approved Unanimously by Faculty 12/10/2021)

Applied Behavior Analysis Programs (MA, MS, PhD) – 42.2814 (Approved Unanimously by Faculty 12/10/2021)

The purpose of this document is to provide the evaluation guidelines for the Applied Behavior Analysis Programs (MA, MS, PhD) – 42.2814. This document is intended for use by the faculty and administrators of the university. The document outlines the evaluation process, including the criteria for evaluation and the roles of the faculty and administrators. The document is intended to provide a clear and consistent framework for the evaluation of faculty members in the Applied Behavior Analysis Programs. The document is intended to be used as a reference for the faculty and administrators of the university.

Faculty members are evaluated on a scale of 1 to 5, with 5 being the highest rating and 1 being the lowest rating. The evaluation process is intended to provide a clear and consistent framework for the evaluation of faculty members in the Applied Behavior Analysis Programs. The document is intended to be used as a reference for the faculty and administrators of the university.



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An Outstanding (5) contribution to Teaching ... ..  
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A ... ..  
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... .. C ... .. D ... ..

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A Strong (4) contribution to Teaching ... ..  
(... .. 3.0 ... ..):

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G ... .. & J ... .. (C ... ..)

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- » ... ( ) ...
- E ...

Evaluative criteria:

... 1) ... ; 2) ... ; 3) ... A ... ( ) , ...

An Outstanding (5) contribution to research ...

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- C ... F ... ( ) ...
- » ... D, C ... / ...
- » ... F ... ( ) ... F ... ( ) ... ( ) ...

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)  $\int_{-\infty}^{\infty} x \delta(x) dx = 0$  and  $\int_{-\infty}^{\infty} x^2 \delta(x) dx = 0$ . For example,  $\int_{-\infty}^{\infty} x^2 \delta(x) dx = 0$   
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A Strong (4) contribution to research  $\int_{-\infty}^{\infty} \delta(x) dx = 1$  and  $\int_{-\infty}^{\infty} x^n \delta(x) dx = 0$  for  $n \geq 1$ .







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A ... ..

A Strong (4) contribution to Service ... ..

... .. C. ... ..





## Teaching (Instructor)

Exceeds expectations, demonstrating exceptional teaching skills and knowledge, consistently receiving outstanding student feedback, and contributing significantly to the department's teaching excellence. (D) & (C)

An Outstanding (rating=5) contribution to teaching

A Strong (rating =4) contribution to teaching

A Satisfactory (rating=3) contribution to teaching

A Weak (rating=2) contribution to teaching

An Unsatisfactory (rating=1) contribution to teaching

A ... & (E) ... (C)

E ... (E) ... (C)

E ...

A ...

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As ... (A-E), ... (C)

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## Research

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A Strong (rating=4) contribution to research ... .. (4) ... ..

A Satisfactory (rating=3) contribution to research ... .. (3) ... ..

A Weak (rating=2) contribution to research ... .. (2) ... ..

An Unsatisfactory (rating=1) ... ..

Service

E ... .. (1) ... ..  
2) ... .. 3) ... ..  
D ... .. C ... ..  
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D ... .. C ... ..  
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Note: In order for a faculty member to earn a Satisfactory, Strong, or Outstanding rating in Service, a faculty member must attend Departmental meetings and must make a meaningful contribution to the Department through participation and service (e.g., committees & councils).

An Outstanding (rating=5) contribution to service ... ..

A Strong (rating=4) contribution to service ... ..

A Satisfactory (rating=3) contribution to service ... ..



As a result of the evaluation, the D... (C...)

As a result of the evaluation, the C... (C...)

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As a result of the evaluation, the C... (C...)

As a result of the evaluation, the C... (C...)

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As a result of the evaluation, the C... (C...)

As a result of the evaluation, the C... (C...)

A Weak (rating= 2) contribution to service... (1)...

As a result of the evaluation, the C... (C...)

As a result of the evaluation, the D... (C...)

As a result of the evaluation, the C... (C...)

An Unsatisfactory (rating=1) contribution to Service... (1)...

As a result of the evaluation, the C... (C...)





... ( ) ...  
E ...

A Satisfactory (3) contribution to Teaching ...

... ( ) ...  
E ...

A Weak (2) contribution to Teaching ...

... ( ) ...  
D ...

An Unsatisfactory (1) contribution to Teaching ...

### Research

E ...  
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... C ... D ...;  
... D ... F E ...;  
» ... C ...;  
» ...





0531 Responsibilities, type 2023 degree of involvement (e.g., member, board/  
senior member, chair, co-chair, fellow)

Grant review activity (include funding agency, depth, and extent of involvement)

Peer reviews for books, articles, or conference s (specify type and number of items)

## Evaluative criteria:

A satisfactory rating is given to a faculty member who meets the following criteria: 1) is a regular member of the Department and Constituency meetings; 2) is a regular member of the Department and Constituency meetings; 3) is a regular member of the Department and Constituency meetings. An Outstanding (5) contribution to Service is given to a faculty member who meets the following criteria: 1) is a regular member of the Department and Constituency meetings; 2) is a regular member of the Department and Constituency meetings; 3) is a regular member of the Department and Constituency meetings.

Note: In order for a faculty member to earn a Satisfactory, Strong, or Outstanding rating in Service, a faculty member must minimally be regularly involved in Departmental and Constituency meetings, and must actively contribute to the life of the Department and those Constituencies.

An Outstanding (5) contribution to Service is given to a faculty member who meets the following criteria:

1) is a regular member of the Department and Constituency meetings (as defined in the Faculty Handbook, C. 1.1.1);

2) is a regular member of the Department and Constituency meetings (as defined in the Faculty Handbook, C. 1.1.1);

3) is a regular member of the Department and Constituency meetings (as defined in the Faculty Handbook, C. 1.1.1).





## Evaluation of Research, Teaching, and Service

Florida Statute 241.731(5) states that in evaluating the competencies of a faculty member, primary assessment shall be in terms of his or her performance of the assigned duties. Such evaluation shall be given adequate consideration for the purpose of salary adjustments, promotion, reemployment, and tenure. In other words, faculty will only be evaluated in the areas in which they have an annual assignment of effort.

- 5 Excellent
- 4 Very Good
- 3 Good
- 2 Fair
- 1 Poor

Note: In all categories below, Florida Statute 241.731 decrees that in evaluating the competencies of a faculty member, primary assessment shall be in terms of his or her performance of the assigned duties. Such evaluation shall be given adequate consideration for the purpose of salary adjustments, promotion, reemployment, and tenure. In other words, faculty will only be evaluated in the areas in which they have an annual assignment of effort.

Florida Statute 241.731(5) states that in evaluating the competencies of a faculty member, primary assessment shall be in terms of his or her performance of the assigned duties. Such evaluation shall be given adequate consideration for the purpose of salary adjustments, promotion, reemployment, and tenure. In other words, faculty will only be evaluated in the areas in which they have an annual assignment of effort.

### Evaluative criteria

A. The faculty member has demonstrated exceptional performance in the area of research, teaching, and service. The faculty member has made significant contributions to the field and has been recognized by peers and the community. The faculty member has consistently exceeded expectations and has been a role model for other faculty members.

B. The faculty member has demonstrated excellent performance in the area of research, teaching, and service. The faculty member has made significant contributions to the field and has been recognized by peers and the community. The faculty member has consistently met or exceeded expectations and has been a role model for other faculty members.

C. The faculty member has demonstrated good performance in the area of research, teaching, and service. The faculty member has made significant contributions to the field and has been recognized by peers and the community. The faculty member has consistently met expectations and has been a role model for other faculty members.

D. The faculty member has demonstrated fair performance in the area of research, teaching, and service. The faculty member has made significant contributions to the field and has been recognized by peers and the community. The faculty member has consistently met expectations and has been a role model for other faculty members.

### Research

The faculty member has demonstrated exceptional performance in the area of research. The faculty member has made significant contributions to the field and has been recognized by peers and the community. The faculty member has consistently exceeded expectations and has been a role model for other faculty members.







Research Associate Unranked Career Path—  
Assistant in Research/Associate in Research/Research Associate  
(Approved Unanimously by Faculty 12/10/2021)



E.  $\frac{1}{2}$  of the total number of students who were assessed on the test were female.

A.  $\frac{1}{2}$  of the total number of students who were assessed on the test were female.

D.  $\frac{1}{2}$  of the total number of students who were assessed on the test were female.

E.  $\frac{1}{2}$  of the total number of students who were assessed on the test were female.

A Satisfactory (3) contribution to teaching is

A.  $\frac{1}{2}$  of the total number of students who were assessed on the test were female.

D.  $\frac{1}{2}$  of the total number of students who were assessed on the test were female.

E.  $\frac{1}{2}$  of the total number of students who were assessed on the test were female.



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## Service

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Evaluative criteria:

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## Dispute of Evaluation

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