

Child & Family Studies

Governance

May 15, 2023:

WWW.USF.EDU/CBCS/CFS



UNIVERSITY of
SO

RIDA

College of Behavioral & Community Sciences

Child & Family Studies

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 - 2. [redacted] 2
 - 3. [redacted] 2
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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 Framework (CF) and its components. The CF is a set of principles and practices that guide the work of the CFS. It is designed to ensure that the CFS is able to deliver high-quality services to its clients. The CF is based on the following principles:

- Client-Centric: The CFS is committed to providing high-quality services to its clients. It is designed to ensure that the CFS is able to deliver high-quality services to its clients.
- Transparency: The CFS is committed to being transparent in its operations. It is designed to ensure that the CFS is able to deliver high-quality services to its clients.
- Accountability: The CFS is committed to being accountable to its clients. It is designed to ensure that the CFS is able to deliver high-quality services to its clients.
- Collaboration: The CFS is committed to working in partnership with its clients. It is designed to ensure that the CFS is able to deliver high-quality services to its clients.

The CF is a living document that is subject to regular review and update. It is designed to ensure that the CFS is able to deliver high-quality services to its clients. The CF is based on the following principles:

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- Collaboration: The CFS is committed to working in partnership with its clients. It is designed to ensure that the CFS is able to deliver high-quality services to its clients.

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 vision is to be a leading provider of financial services to our customers. The mission is to provide high quality financial services to our customers. The values are integrity, respect, and excellence.

4.

... C ... (C ... C), ... F ... (F).
... A ... 1 ... CF ...
... D ... C ... CF ...

a. Research Divisions

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

SECTION 2: Department Governance Council, Committees, and Meetings

A. CFS Governance Council Structure and Activities

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1. Membership

A... ()... 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... 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...).

3. Role of CFS Governance Council Chair and Members

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

D... CBC
F A ... A ... CF

C. Departmental Faculty and Staff Meetings

D... C
CF C.A ... / ... C
D... C ... / ... D

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

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

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

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

... [illegible] ... CF ...

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 ...

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 ... A ...

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

E. Faculty Tenure and Promotion

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

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

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... (A) C ... CBC ...
A C ... D- A C ...
... A ... D- A ... A C ...
... D- A C ...
... D ... C ...
CF C ... D- A ...
... CBC ...
... D ... C ... CF C ...
... D- A C ... D- A ...
... & C ... C ... D ...
... F ... C ...

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

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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 5: Conflict Resolution and Grievances

A. Relationship to CFS Governance

The CFS Governance Framework is a set of principles and standards that guide the work of the CFS. It is a living document that evolves over time as the CFS's work and the global context change. The CFS Governance Framework is a key component of the CFS's overall strategy and is essential for ensuring the CFS's effectiveness and accountability. The CFS Governance Framework is a set of principles and standards that guide the work of the CFS. It is a living document that evolves over time as the CFS's work and the global context change. The CFS Governance Framework is a key component of the CFS's overall strategy and is essential for ensuring the CFS's effectiveness and accountability.

B. Informal Conflict Resolution Process

The informal conflict resolution process is a set of procedures that allow parties to resolve their disputes without the need for formal mediation or arbitration. This process is typically used for minor disputes and is designed to be quick, flexible, and cost-effective. The informal conflict resolution process is a set of procedures that allow parties to resolve their disputes without the need for formal mediation or arbitration. This process is typically used for minor disputes and is designed to be quick, flexible, and cost-effective. The informal conflict resolution process is a set of procedures that allow parties to resolve their disputes without the need for formal mediation or arbitration. This process is typically used for minor disputes and is designed to be quick, flexible, and cost-effective.

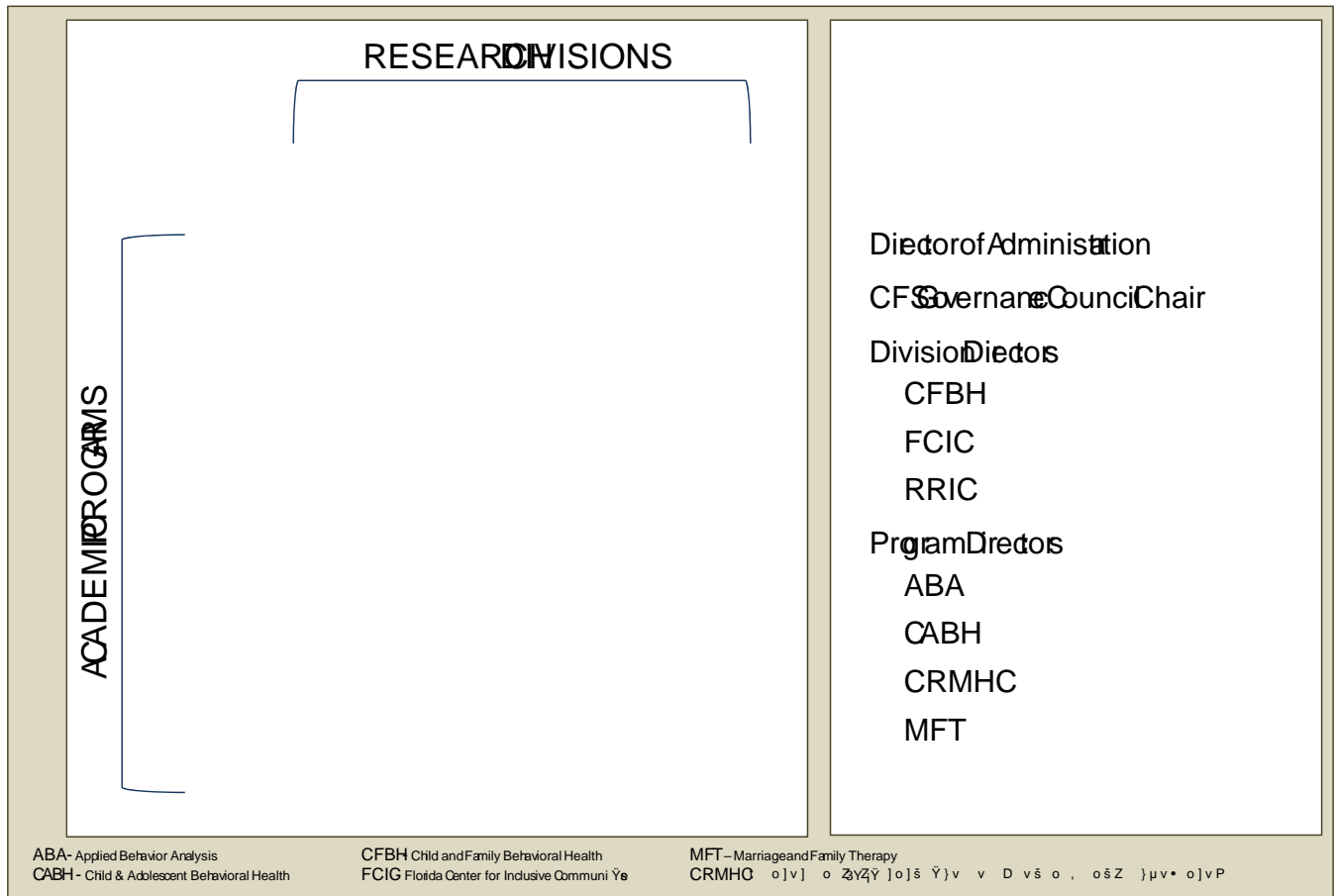
C. Formal Grievance Process

The formal grievance process is a set of procedures that allow parties to resolve their disputes through a formal mediation or arbitration process. This process is typically used for more serious disputes and is designed to be thorough and fair. The formal grievance process is a set of procedures that allow parties to resolve their disputes through a formal mediation or arbitration process. This process is typically used for more serious disputes and is designed to be thorough and fair.

D. Sexual Harassment and Discrimination

The CFS has a zero-tolerance policy for sexual harassment and discrimination. Any allegations of sexual harassment or discrimination will be investigated promptly and thoroughly. The CFS has a zero-tolerance policy for sexual harassment and discrimination. Any allegations of sexual harassment or discrimination will be investigated promptly and thoroughly.

Appendix 1: CFS Organizational Model



Appendix 3: Curriculum Committee (CC)

A. Structure

Appendix 4: CFS Evaluation Guidelines

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Purpose of this Document

The purpose of this document is to provide a clear and concise overview of the evaluation process for the Applied Behavior Analysis Programs (MA, MS, PhD) – 42.2814. This document is intended to serve as a guide for faculty members who are involved in the evaluation process, as well as for students and other stakeholders who are interested in the program. The document outlines the evaluation criteria, the evaluation process, and the roles and responsibilities of the various stakeholders involved. The document is intended to be a living document that will be updated as needed to reflect changes in the program or in the evaluation process.

Applied Behavior Analysis Programs (MA, MS, PhD) – 42.2814

(Approved Unanimously by Faculty 12/10/2021)

The Applied Behavior Analysis Programs (MA, MS, PhD) – 42.2814 are designed to provide students with the knowledge and skills necessary to work in the field of applied behavior analysis. The programs are designed to be rigorous and challenging, and to provide students with a strong foundation in the field. The programs are designed to be flexible and to allow students to tailor their education to their interests and career goals. The programs are designed to be accessible and to provide students with the support and resources they need to succeed. The programs are designed to be a part of a larger effort to improve the quality of education and to provide students with the best possible learning experience.

The evaluation process for the Applied Behavior Analysis Programs (MA, MS, PhD) – 42.2814 is designed to be fair and equitable, and to provide a clear and consistent process for evaluating the performance of faculty members. The evaluation process is designed to be a part of a larger effort to improve the quality of education and to provide students with the best possible learning experience. The evaluation process is designed to be a part of a larger effort to improve the quality of education and to provide students with the best possible learning experience.

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... ..

An Outstanding (5) contribution to Teaching

- A.
- B.
- C.
- D.
- E.
- F.
- G.
- H.
- I.
- J.
- K.
- L.
- M.
- N.
- O.
- P.
- Q.
- R.
- S.
- T.
- U.
- V.
- W.
- X.
- Y.
- Z.

A Strong (4) contribution to Teaching

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- D ... ; ... ; ... / ... ; ... :
- » ...
- » ... / ...
- » C ...
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Evaluative criteria:

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An Outstanding (5) contribution to research ...

- F ... (...)
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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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D
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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...)

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

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

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...)

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...)

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. 1.1.1.1);

2) is a regular member of the Department and Constituency meetings (as defined in the Faculty Handbook, C. 1.1.1.1);

3) is a regular member of the Department and Constituency meetings (as defined in the Faculty Handbook, C. 1.1.1.1).

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
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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.

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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 exceeded expectations in all areas of performance.

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 met or exceeded expectations in all areas of performance.

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 met expectations in all areas of performance.

D. The faculty member has demonstrated satisfactory 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 met expectations in all areas of performance.

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 exceeded expectations in all areas of performance.

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 in the class are female.

 A. $\frac{1}{2}$ of the total number of students in the class are female.

 D. $\frac{1}{2}$ of the total number of students in the class are female.

 E. $\frac{1}{2}$ of the total number of students in the class are female.

A Satisfactory (3) contribution to teaching is

A. $\frac{1}{2}$ of the total number of students in the class are female.

 D. $\frac{1}{2}$ of the total number of students in the class are female.

 E. $\frac{1}{2}$ of the total number of students in the class are female.

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Evaluative criteria:

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