



DEPARTMENTAL BYLAWS

DEPARTMENT OF CIVIL ENGINEERING AND CONSTRUCTION MANAGEMENT



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UNIVERSITY OF WEST FLORIDA

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Departmental Bylaws

Department of Civil Engineering and Construction Management

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Departmental Bylaws

Department of Civil Engineering and Construction Management

1. Name of Department

Department of Civil Engineering and Construction Management, abbreviated as DCECM or Dept. of CECM under the Hal Marcus College of Science and Engineering (HMCSE).

2. Vision

The vision of the Department of Civil Engineering and Construction Management (CECM) is to be recognized in the state of Florida and the nation for its outstanding undergraduate teaching and outreach programs, and for the quality, character, and integrity of its graduates and faculty.

3. Mission and Purpose

The mission of the Department of CECM is to offer baccalaureate degree programs of excellence in Civil Engineering and Construction Management that serve the needs of the West Florida region, the state, and the nation.

The goal of the baccalaureate degree programs is to prepare students to embark on a professional career in Civil Engineering and Construction Management or to pursue graduate study. The Bachelor of Science program in Civil Engineering (BSCVE) program will be accredited by ABET and the Bachelor of Science in Construction Management (BSCM) program will be accredited by ACCE in the future. The programs shall be revised continuously to meet the criteria for ABET and ACCE accreditation. The goal of the BSCVE program is to prepare students for all technical areas of civil engineering. The goal of the BSCM program is to prepare students for management careers in the Architecture, Engineering, and Construction (AEC) industry.

4. Departmental Meetings

The department Chair serves *ex officio* as presiding officer at department meetings. The Chair votes only in case of a tie among the voting faculty.

- (a) The department will hold faculty/staff meetings only during the regular academic year as requested by the Chair or by a majority of the faculty. All academic and student-related matters requiring departmental action shall be discussed at the faculty meetings. During the summer, the Chair and the faculty present may make decisions and take action on an emergency basis; such decisions and such actions will not be binding until approved by the faculty during the next academic year.
- (b) The agenda for each meeting will be included in the meeting announcement in hard copy and/or through e-mail. The agenda for meetings will be distributed two working days in advance, when practical. Any faculty may request that an agenda item be added.
- (c) As far as practicable, department faculty on sabbatical or other authorized paid leave shall be informed of faculty meetings and shall be given the opportunity to participate in discussions and votes.
- (d) For all faculty meetings, a simple majority of the eligible voting faculty members shall constitute a quorum.
- (e) All full-time faculty (including instructors, lecturers, and visiting people) may participate in departmental discussions. Staff members may be invited by the Chair or a majority of the faculty.

- (f) All full-time faculty members may vote on non-personnel matters.
- (g) The faculty will follow university guidelines regarding voting and evaluation of tenure and promotion cases.
- (h) All votes will be by show of hands. In items relating to personnel matters, or when requested by at least one-third of the faculty present, the voting shall be by secret ballot. The Chair shall tally the votes for recording in the minutes.
- (i) Committee recommendations and/or decisions shall be based on simple majority rule. If a committee recommendation or decision has a broader impact on the department, it should come for a vote from all faculty.
- (j) Different opinions and views are encouraged. All members shall have equal opportunity to participate in discussions and to express their views and opinions. Members may need to agree on how to share the floor to ensure broad input.
- (k) If requested by any faculty member, the minutes of the faculty meeting shall be tape-recorded, typed, and circulated (in hard copy or through e-mail). The minutes must be approved by a two-thirds majority at the next faculty meeting. The tape may be used only for verification of the minutes; it must be erased after the minutes have been approved.
- (l) Robert's Rules of Order will be followed when requested by half of the faculty present.
- (m) All faculty will be given a minimum of one-week notice before regularly scheduled department meetings.

5. Collegiality

Collegiality, in the sense of collaboration and constructive cooperation between academic colleagues, identifies important aspects of a faculty member's overall performance. A collegial atmosphere is essential in a department environment. Such an atmosphere makes both faculty members as well as students feel more welcome and helps them better achieve their academic objectives. Therefore, regarding collegiality at the department level, a faculty member is expected to:

- (a) Treat colleagues with respect in all dealings, being verbal or written,
- (b) Undertake all activities with openness and fairness, and respond to concerns raised by colleagues with respect,
- (c) Deal with conflicts and disagreements among colleagues in a professional manner and bring unresolved conflicts/disagreements to the attention of the Chair. The Chair shall attempt to resolve the conflict with the parties involved.
- (d) All faculty members shall also abide by the university guidelines related to collegiality and faculty cooperation.

6. Professional Integrity

Faculty members commit to observing the highest standards of ethical and professional conduct. They must adhere to university and state guidelines related to this area.

7. Faculty Mentoring

The Chair will consult with the new tenure-earning faculty member to select a mentoring committee during the first two years of appointment to that rank. Generally, two tenured engineering faculty members will be appointed to each committee, and ideally a third member from outside the CECM department or from outside the HMCSE, as necessary. At the request of the tenure-earning faculty member, the committee will be enlarged to include another tenured faculty member of his/her choice. The committee will designate one member who will be responsible for convening meetings.

The committee will annually confer with the Chair, prior to annual evaluations, for the purpose of advising the Chair of the candidate's "progress toward tenure."

8. Committee Structure

Ad hoc committees will be appointed by the Chair as needed, and membership shall be shared fairly by all faculty members. The scope and composition of departmental committees are determined by the Chair in consultation with the faculty members.

9. Policies and Procedures

(a) Annual Faculty Evaluation

The criteria for tenure and promotion specified in Appendix I shall be used in the annual evaluations of tenure-track faculty. Lecturers and instructors shall be evaluated based on the assignments made by the Chair in teaching and service. The criteria of evaluation in these two areas shall be the same as those used to evaluate tenure-track faculty. If, in the opinion of the Chair, a faculty member's performance is lacking in any area, the Chair should promptly discuss the matter with the faculty member and offer an action plan for improvement.

(b) Tenure and Promotion

The department will follow the university guidelines and procedures. See department tenure and promotion guidelines in Appendix I.

(c) Salary and Merit Pay Distribution

Distribution of merit pay should be based on annual evaluations of each faculty member and should take into consideration the salary level, compression, and inversion.

(d) Allocation of Summer Supplemental Lines

The Chair will endeavor to balance FTE assignments among faculty.

(e) Allocation of Paid Overload Appointments

Each opportunity will be reviewed by the Chair on its merit and subject to state regulations.

(f) Requests for Use of Departmental Resources

Requests for use of departmental resources must be made with proper justification to the Chair/committee. Each request will be reviewed by the Chair/committee on its merit and subject to state regulations. Disputes will be resolved by the faculty.

(g) Allocation of Departmental Travel Resources

Travel resources will be fairly distributed among faculty and staff as available.

(h) Requests for Release Time

Un-sponsored professional development opportunities will be shared equally over time. Requests for additional release time must be made as far as possible before the end of the previous semester. Release time for sponsored service and scholarly and creative activity will be consistent with contract or grant funds. The faculty requesting the release time must teach at least one three-credit hour course or its FTE equivalent per semester.

(i) **Office Hours**

Each faculty will maintain a minimum of two (2) office hours for every three teaching contact hours. When practicable, office hours should be offered on multiple days and/or at different times of the day. Up to half of the office hours may be virtual.

(j) **Cancellation of Classes**

In the event of an illness or emergency, the instructor must contact the Chair at the earliest possible time. The Chair will attempt to arrange for a suitable substitute. If one cannot be found, the instructor should hold one or more make-up sessions (or pre-recorded lectures) as needed to bring the class in line with the course schedule. In the event that a make-up session cannot be held, the instructor should formulate a revision statement to the syllabus to be approved by the Chair. In the event of a planned absence, such as for a conference, the instructor must either arrange for a substitute or provide make-up classes. The instructor can provide a pre-recorded lecture in place of a face-to-face. This should be done in consultation with the Chair. If the course has a facilitator, the instructor should also notify them.

(k) **Curricular Review and Assessment Protocols**

All faculty members are expected to participate in outcome assessment and accreditation activities as assigned by the Chair.

(l) **Student Advising**

The department shall provide two types of advising for its students: career advising (performed by a career advisor, usually the faculty), and curriculum advising (performed by an academic advisor). The purpose of career advising is to answer general questions concerning the profession of engineering or construction management, to serve as a mentor, and to assist students in selecting specific technical elective courses that will meet the student's professional goals and interests. All teaching faculty members will serve as career advisors. The Chair will assign advising duties equally among faculty. The purpose of curriculum advising is to provide program planning, course selection, and to ensure that all degree requirements are met. Curriculum advising shall be under the supervision of the Chair, who may assign advising-related duties to non-tenure-earning departmental faculty or staff. A curriculum advisor will be assigned to the department from the Hal Marcus College of Science and Engineering.

(m) **Annual Work Assignments**

The work assignment will be made in consultation with the Chair and subject to UWF guidelines.

(n) **Mid-Point Review Procedure**

The mid-point review will be done by the Mentoring Committee during the third year of appointment, and it is intended to provide formative feedback to optimize faculty success in the tenure decision. The mid-point review should address the performance of annual assignments including teaching, scholarship, and service occurring during the preceding tenure-earning years of employment. In addition, the review should assess overall performance and contributions critically in light of midpoint expectations. The mid-point review will not be as extensive as the formal tenure review that occurs toward the end of the probation period, but should be based on a set of documents, including a current vita; annual evaluations; student/peer evaluation of teaching; selected examples of teaching materials and scholarship; and a self-evaluation by the faculty member in the form of a Statement of Contributions. The mid-point dossier should be in a similar format as the tenure dossier, and it will be reviewed as such in order to optimize faculty success in the future tenure decision. The Mentoring Committee shall report the outcome of this evaluation by means of a letter to the candidate and the Chair within two weeks after the end of the spring semester of the evaluation year. The Chair shall submit a written summary to the Dean with the annual evaluation of the faculty.

(o) **Post-Tenure Review**

The Post-Tenure Review shall be conducted in accordance with the University procedure. 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. Criteria and expectations for Post-Tenure Review can be found in Appendix II.

(p) **Grade Appeal Procedure**

The department will follow the university guidelines and procedures.

(q) **Others**

- All departmental matters that need to be addressed to the college's Dean shall be routed through the Chair.
- The request for university support shall be prepared by the Chair in consultation with the faculty.
- Program revisions, course development, and curriculum design for new tracks shall be done by the faculty by consultation with the Department Chair.

10. Administrative Positions in the Department

(a) **Department Chair**

The department Chair is the administrative and executive officer of the department and its spokesperson to the university administration and communities outside the university.

- **Term of Office:**

The term of office of the department Chair shall be three (3) years. There is no limit to the number of terms that a faculty member may serve as Chair. An election is to be conducted at the end of each 3-year term.

- **Eligibility**

Any full-time tenured faculty member can be nominated (including self-nomination) for the position. If there are no tenured faculty willing or able to serve as Chair, the faculty can request that the Dean allows an external search.

- **Voting Procedure**

- *Voting eligibility:* All full-time faculty members (excluding visiting) may vote in the Chair election.
- *Proxy voting:* Qualified faculty who are unable to attend the election meeting may vote by proxy. The method will be determined on a case-by-case basis.
- *Ballots:* Voting will be done by secret ballot.
- *Election:* The nominee who receives a simple majority of votes will win the election. In the case of a tie, both names will be submitted to the Dean for him/her to choose.

(b) **Assistant/Associate Department Chair**

The appointment of an Assistant/Associate Chair may be recommended to the Dean by the Chair. The term of office of the Assistant/Associate Chair shall be three (3) years, renewable at the discretion of the Chair and the Dean. The position is open to all full-time faculty (excluding visiting). The Assistant/Associate Chair will be based on the campus on which the Chair is not located.

11. Amendment

These bylaws will be reviewed and updated as needed.

Date of Initial Adoption: October 29, 2025

APPENDIX I - PROMOTION AND TENURE CRITERIA

UWF has adopted a set of criteria and standards for the assessment of a faculty member's performance of assigned duties and responsibilities. There are three performance categories: teaching; scholarship and creative activity; and service. These assessment criteria form the basis for promotion and tenure decisions.

The following criteria categories will be used in evaluating faculty quality of performance:

- **Unsatisfactory:** Performance fails to meet expectations that reflect disregard or failure to follow previous advice or other efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable university regulations and policies.
- **Does Not Meet Expectations:** Performance falls below the normal range of annual variation in performance compared to faculty across the faculty member's discipline and unit but is capable of improvement.
- **Meets Expectations:** Performance meets Department expectations; no major areas of weakness exist.
- **Exceeds Expectations:** Performance clearly exceeds Department expectations in quantity and/or quality.

1. Minimum Expectations

The minimum expectations for tenure and promotion are as follows.

(a) **Tenure**

To be granted tenure,

- A faculty member should have a rating of "Meets Expectations" in all areas (teaching, scholarly activity, and service) in at least three of the previous five years. The candidate should also average a rating of Meets Expectations in teaching.
- Candidates for tenure must submit for tenure review no later than the fall of the 6th year of employment. Candidates for tenure with unusually strong performance records may submit for review no earlier than the fall of the 5th year. In general, candidates should only go up early when the history of work supports a favorable and easy decision at all levels of review.
- For faculty members transferring to UWF, they may negotiate up to two years of credit toward tenure based on past performance. The initial appointment letter must clearly identify the number of years of credit toward tenure.

(b) **Promotion to Associate Professor**

To be promoted to Associate Professor, a faculty member must:

- Earn at least a Meets Expectations rating in all areas of review (teaching, scholarly and creative projects, and service) for three out of the last five years at UWF.
- Have at least three (3) scholarship items of weight three (3) or more as listed in Table 1, at least one of which must be a refereed journal article during the last five years at UWF. An unfunded grant proposal that receives a "very good" or "excellent" review may only be used once.
- For faculty members receiving up to two years of credit toward tenure, only one scholarship item of weight three (3) or more will be counted, and the item must be within the last one (if granted one year of credit) or two years (if granted two years of credit) at the previous institution.

(c) **Promotion to Professor**

To be promoted to Professor, a faculty member must:

- Complete at least five years of employment at the Associate Professor level, at least three of which should transpire at UWF. In exceptional cases where annual evaluations point to success in meeting performance expectations, a candidate may submit for review after the completion of only four years of employment at the Associate Professor level, at least three of which should transpire at UWF.
- Earn at least a Meets Expectations rating in all areas of review (teaching, scholarly and creative projects, and service) and at least one area should be rated as Exceeds Expectations in the three years immediately preceding submission of the promotion dossier. The Exceeds Expectations rating can be in different areas

over the course of the three years but a minimum of one Exceeds expectations rating each year must be reflected in the evaluation.

- Have at least four (4) scholarship items of weight three (3) or more as listed in Table 1, at least one of which must be a refereed journal article during the last five years at UWF. An unfunded grant proposal that receives a “very good” or “excellent” review may only be used once.

2. Criteria for Evaluation

It is expected that all faculty will conduct themselves in accordance with the policies outlined in UWF Professional Standards and the UFF Collective Bargaining Agreement. Criteria evaluating teaching, scholarly and creative activity, and service include but are not limited to the following: (The order of the listing does not reflect relative importance.)

2.1. Teaching

Teaching effectiveness can be demonstrated with, but not limited to:

- Satisfactory student evaluations.
- Peer evaluations of teaching.
- Organization and planning of courses.
- Clear and definitive explanation of assignments.
- Engaging students in research projects.
- Scholarship in teaching areas.
- Updating course material to reflect advancements in the field.
- Design of new courses and/or programs.
- Conference, workshop, or seminar participation related to specialized area.
- Teaching awards.
- Participation in teaching development programs.
- Outcome based teaching.
- Teaching specialty topics in seminars, discussion groups, and other student-centric delivery forums.
- Mentoring of capstone projects, honors projects, student competitions, and/or independent studies.
- Invite external guest speakers for the classroom who are practitioners/experts in the course subject matter.
- Other teaching activities.

2.2. Scholarly and Creative Activity

Scholarly and creative activity can be demonstrated with, but not limited to:

- Peer reviewed journal publications.
- Peer reviewed conference publications.
- Externally sponsored research.
- Internally sponsored research.
- Submission of proposals to funding agencies.
- Invited talks on research areas.
- Chapters or books on specialized subjects.
- Presentations resulting in peer review of research.
- Poster sessions resulting in peer review of research.
- Writing of technical reports.
- Research awards.
- Mentoring of capstone projects, honors projects, student competitions, and/or independent studies.
- Other scholarly and creative activities.

Table 1 lists the weights for various scholarly and creative activities. For annual evaluations, faculty members are responsible for justifying their proposed ranking including addition of activities not listed above.

Table 1. Scholarly activity types and weights

Scholarly Activity Type	Weight
Committee member graduate project/thesis/dissertation	0.5
Attending a professional development event	0.5
Submitting a UWF grant proposal	1
Giving an invited lecture	1
Mentoring a capstone project	1
Publishing a non-refereed conference paper	1
Filing for a patent	1
Securing UWF funding < \$10K	1
Securing UWF funding ≥ \$10K and < \$50K	2
Mentoring a Master's/PhD thesis/dissertation/Project	2
Submitting an external grant proposal < \$100K (as PI or co-PI)	2
Publishing a refereed conference paper	2
Securing UWF funding ≥ \$50K	3
Publishing an edited book	3
Submitting an external grant proposal ≥ \$100K (as PI or co-PI) with Very Good or Excellent reviewer feedback. It is up to the faculty member to justify the proposal reviews as "Very Good" or "Excellent"*	3
Publishing a refereed conference paper in proceedings with acceptance rate < 35%	3
Publishing a refereed journal paper	3
Publishing a referred or invited book chapter	3
Securing external funding < \$50K	3
Securing external funding ≥ \$50K and < \$100K	4
Securing a US patent	5
Securing external funding ≥ \$100K	6
Publishing a book	6

*Another means of justifying a proposal as competitive is having participated in the Competitive Grants Program.

2.3. Service

Service is broadly defined and includes a wide range of activities including, but not limited to:

- Service on university, college, and department committees.
- Service as Department Chair, Associate Chair, Program Director, or Program Coordinator.
- Community service related to one's discipline.
- Service to the university in the form of delivering courses to remote locations.
- Advising student organizations.
- Advising student curricula.
- Service to professional and student organizations.
- Services related to recruitment and retention of students.
- Service on editorial review boards.
- Service on conference committees.
- Articulation efforts at various levels.
- Outreach activities that promote the department and/or university.
- Participation with the local professional organizations.
- Assisting in organizing district-wide activities such as robotics competitions and science fairs.
- Textbook, manuscript and grant reviewing activity.
- Curriculum development to meet the needs of the community and to keep abreast of the rapidly evolving Civil Engineering and Construction Management or Construction Management field.
- ABET accreditation activity.
- SACSCOC accreditation activity.
- Program evaluation.

- Mentoring and assisting new faculty.
- Student advising.
- Obtaining/maintaining professional licenses in one's discipline.

3. Departmental Criteria for Evaluation

The criteria categories Unsatisfactory, Does Not Meet Expectations, Meets Expectations, Exceeds Expectations will be used in evaluating faculty efforts in teaching, scholarly and creative activities, and service.

3.1. Teaching

In this performance area, the ratings in the first two performance categories (Unsatisfactory, Does Not Meet Expectations) do not facilitate favorable tenure and promotion decisions.

3.1.1. Meets Expectations

This performance level demonstrates consistent high-quality teaching with positive outcomes for students. At least four (4) of the indicators below must be satisfied in order to qualify for this rating.

Indicators:

- Student and peer evaluations document consistently effective teaching.
- Mentoring capstone and/or thesis projects (when available).
- Syllabi are comprehensive, clear, and include appropriate performance expectations.
- Providing data and evaluation of student learning outcomes for ABET accreditation/Institutional Effectiveness.
- Assessment practices enhance student learning.
- Course content provides evidence of continuous improvement effort.
- Pedagogical practices facilitate optimal learning environments.
- Maintains appropriate office hours and is responsive to student communications.
- Student support practices facilitate optimal student development.
- Appropriate standards of academic integrity promoted, including respect for students and their rights.
- Participates in professional teaching development activities (when available).

Performance average at this level over three out of the last five years period of employment at UWF justifies favorable promotion/tenure decision.

All other performance levels are measured relative to the Department standard for the Meets Expectations ranking. These relative levels are described below.

3.1.2. Exceeds Expectations

This performance level demonstrates a high degree of quality teaching that exceeds the Department standard for the Meets Expectations ranking. At least six (6) of the indicators above must be satisfied in order to qualify for this rating.

3.1.3. Does Not Meet Expectations

This performance level produces major areas for concern that have a negative impact on students and their learning typically as reflected by a combination of several indicators. In general, teaching performance is below the Department standard for the Meets Expectations ranking.

3.1.4. Unsatisfactory

This performance level demonstrates serious problems in attaining success in the teaching role as reflected either by (1) a combination of many negative indicators, or (2) fewer but more extreme behaviors that produce substantial negative outcomes on students and their learning. In general, teaching performance is well below the Department standard for the Meets Expectations ranking.

3.2. Scholarship and Creative Activity

In this performance area, the ratings in the first two performance categories (Unsatisfactory, Does Not Meet Expectations) do not facilitate favorable tenure and promotion decisions.

3.2.1. Meets Expectations

This performance level demonstrates performance in scholarly and creative activities suited to regional comprehensive universities as shown by the indicators below.

Indicators:

- Minimum of two (2) points earned from activities shown in Table 1.
- Evidence of continued work towards publication of research or securing grants.

All other performance levels are measured relative to the Department standard for the Meets Expectations ranking. These relative levels are described below.

3.2.2. Exceeds Expectations

This performance level demonstrates a high degree of skill in design and execution of scholarly and creative activities. In general, this performance exceeds Department standard for the Meets Expectations ranking in both quality and quantity, indicated by a total of four (4) points earned from the activities shown in Table 1 in addition to evidence of continued work towards publication of research and/or securing grants.

3.2.3. Does Not Meet Expectations

This performance level demonstrates only minor tangible progress toward executing a scholarly and creative agenda. In general, scholarly and creative activities are moderately below the Department standard for the Meets Expectations ranking. An inability to produce one (1) scholarship activity item of weight 1 (Table 1) or higher will result in this ranking.

3.2.4. Unsatisfactory

This performance level demonstrates serious problems in developing scholarship and creative activities. In general, scholarly and creative production is well below the Department standard for the Meets Expectations ranking. An inability to produce any item in Table 1 will result in this ranking.

3.3. Service

In this performance area, the ratings in the first two performance categories (Unsatisfactory, Does Not Meet Expectations) do not facilitate favorable decisions for tenure or promotion to Associate Professor or Professor.

3.3.1. Meets Expectations

This performance level demonstrates satisfactory execution of service contributions as shown by the indicators below.

Indicators:

- Participates effectively in at least four (4) of the service activities listed in section 2.3 of this appendix
- Scope and effort level meet department standards.
- Colleagues view contributions to the Department as effective.
- Service agenda well suited to regional comprehensive university mission.
- Service contributions represent strategic decisions that balance demands from the discipline, Department, College, University, and community.
- Community service provides excellent synergy between the faculty member's area of expertise and the service functions.

Performance at this level qualifies for favorable promotion/tenure decisions. All other performance levels are measured relative to the Department standard for the Meets Expectations ranking. These relative levels are described below.

3.3.2. Exceeds Expectations

This performance level demonstrates high service contributions that are built upon indicators for Meets Expectations with at least six (6) service activities from the categories above. In general, service contributions exceed the Department standard for the Meets Expectations ranking.

3.3.3. Does Not Meet Expectations

This performance level demonstrates only minor service contributions. In general, service is moderately below the Department standard for the Meets Expectations ranking with a total of one (1) service activity but less than four (4) will be considered as a Does Not Meet Expectations ranking.

3.3.4. Unsatisfactory

This performance level demonstrates serious problems in fulfilling appropriate service role for faculty. In general, service is well below the Department standard for the Meets Expectations ranking.

APPENDIX II - POST-TENURE REVIEW CRITERIA

The Department will follow the University guidelines for post-tenure review. The purpose of the Post-Tenure Review is to ensure high standards of quality and productivity among the tenured faculty in the State University System. Post-tenure review is intended to recognize and honor exceptional achievement, affirm continued academic professional development, enable a faculty member who has fallen below performance norms to pursue a performance improvement plan and return to expected levels of productivity, and identify faculty members whose pattern of performance is unacceptable and inconsistent with professional standards. BOG Reg. 10.003 (1)

Each tenured faculty member shall have a comprehensive post-tenure review of five years of performance in the fifth year following the last promotion or the last comprehensive review, whichever is later. For faculty hired with tenure, the hire date shall constitute the date of the last promotion. A faculty member may not elect a deferral apart from extenuating or unforeseen circumstances without approval of the Provost prior to the submission date. BOG Reg. 10.003 (2.c)

Post-tenure review (PTR) criteria should consider the faculty member's performance holistically over the five-year post-tenure review period and not solely over the period of a single annual assignment or evaluation. With this standard in mind, the department endorses the following post-tenure review criteria for teaching, service, and scholarship/creative activity:

1. Scholarship and Creative Activity

A faculty member's comprehensive post-tenure review rating in scholarship and creative activity shall reflect the annual evaluation ratings and contributions over the five-year period. Scholarship and creative activity will be based on cumulative contributions over the five-year period and will be ranked according to Table 2.

Table 2. Total Scholarship and Creative Activity Points Required to Determine PTR level

Ranking	Total point as defined in Table 1 over 5 years period
Exceeds Expectations	13 and above points
Meets Expectations	10 to < 13 points
Does Not Meet Expectations	6 to < 10 points
Unsatisfactory	Less than 6 points

In order to be ranked Exceeds Expectations, at least one of the scholarly activities over the five years must have a weight of three (3) or more.

2. Teaching

A faculty member's comprehensive post-tenure review rating in teaching shall reflect the annual evaluation ratings and contributions over the five-year period. Teaching will be based on cumulative contributions over the five-year period and will utilize the total points received in the annual evaluation. Weight for calculating total points is based on weight given for each annual evaluation ranking as shown in Table 3. Teaching ranking will be based on Table 4.

Table 3. Annual Evaluation Weights

Category Based on Annual Evaluation	Points
Exceeds Expectations (Distinguished)	4
Meets Expectations (Good or Excellent)	3
Does Not Meet Expectations	2
Unsatisfactory	1

Table 4. Total Teaching Points Required to Determine PTR level

Ranking	Total point over 5 years period
Exceeds Expectations	16 and above points
Meets Expectations	Between 13 and 15
Does Not Meet Expectations	Between 8 and 12
Unsatisfactory	Less than 8 points

3. Service

A faculty member’s comprehensive post-tenure review rating in service shall reflect the annual evaluation ratings and contributions over the five-year period. Service will be based on cumulative contributions over the five-year period and will utilize the total points received in the annual evaluation. Service will be ranked according to Table 5 based on weights given in Table 3.

Table 5. Total Service Points Required to Determine PTR level

Ranking	Total point over 5 years period
Exceeds Expectations	16 and above points
Meets Expectations	Between 13 and 15
Does Not Meet Expectations	Between 8 and 12
Unsatisfactory	Less than 8 points