



UNIVERSITY *of* WEST FLORIDA

DEPARTMENT BYLAWS

Spring, 2024

Department of Cybersecurity and
Information Technology



UNIVERSITY *of* WEST FLORIDA

1. Department Name, Vision, and Mission

Department Name

The name of the department is the Department of Cybersecurity and Information Technology at the University of West Florida, Hal Marcus College of Science and Engineering.

Vision

The vision of the Department of Cybersecurity and Information Technology is to be recognized in the state of Florida and the nation for its excellence in teaching, applied research and accessible outreach programs, and for the quality, character, and integrity of its graduates and faculty.

Mission

The mission of the Department is to offer degree programs of excellence in cybersecurity and information technology that serve a diverse student population and meet the needs of the West Florida region, the state, and the nation.

The goal of the degree programs is to prepare students to embark upon a professional career in Cybersecurity and information technology through a hands-on curriculum or to pursue graduate study. The department will ensure the Bachelor of Science in cybersecurity and information technology programs meet the quality standards and requirements specified for accreditation.

2. Professional Requirements to Department Members

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:

Treat colleagues with respect in all dealings, being verbal or written,

Undertake all activities with openness and fairness, and respond to concerns raised by colleagues with respect,

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.

All faculty members shall also abide by the university guidelines related to collegiality and faculty cooperation.

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.

3. Policies and Procedures

● The Faculty

The Department shall be administered by the Department Chair with advice from the Faculty. Subject to the Board of Trustees regulations and the bylaws of the University Faculty Senate and the College of Science and Engineering Council, the Faculty shall develop the policies and procedures of the Department. The Faculty shall provide advice and recommendations to the Department Chair in matters of (1) educational policy, (2) promotion and tenure, (3) resource allocation priorities for equipment, personnel, and physical plant, and (4) student affairs.

● Voting Membership

Members of the Faculty (including phased retirees during the term in which they teach) who hold the rank of professor, associate professor, assistant professor, instructor, or lecturer are voting members of the Department.

All other persons affiliated with the Department (faculty associates, adjuncts, emeritus professors, and visiting faculty of any designation) are encouraged to attend and participate in faculty meetings, but are not extended voting privileges.

A majority vote shall be defined as greater than half of the eligible voters within the Department.

Committee Structure

The committee structure aims to ensure the Cybersecurity and Information Technology Department's responsiveness to evolving educational needs and maintains the high quality of its academic programs.

A. Ad Hoc Committees

The department chair has the authority to form ad hoc committees as needed. These committees, such as "search committees" for staffing positions and "tenure mentoring committees," are proposed to the faculty for ratification. While primarily composed of tenured faculty within the department, tenure mentoring committees can include a tenured faculty member from outside the department.

1. Faculty advisory committee (ad hoc committee):
 - Responsibility: When requested by a newly hired tenure-track faculty member, the department chair can help to assign a mentoring committee for three years. and

for the first three years. The committee should meet with the new faculty annually to discuss the progress towards tenure and promotion.

- Membership: two faculty members and a committee chair, and one external member from the HMCSE. The new faculty may nominate a committee member. In cases of a faculty member requiring guidance to improve performance, the ad hoc committee will be formed with two faculty members and the chair. The faculty member in question may choose one of the committee members.

B. Standing Committees

The Cybersecurity and Information Technology Department shall have the following standing committees to ensure effective governance and program development:

1. Undergraduate Committee:
 - Responsibility: Curriculum development and review, and assessment, accreditation, and addressing academic concerns.
 - Membership: Coordinated by the department chair and a minimum of four faculty members.
2. Graduate Program Committee:
 - Responsibility: Curriculum development and review, degree requirements, and admissions. Membership: Coordinated by one selected faculty and a minimum of three faculty members.
3. Staffing and Procedures
 - Committees are staffed similarly to ad hoc committees, with appointments announced by the department chair annually.
 - Committee chairs are nominated by the department chair and ratified by committee members, with the option for committees to elect their chair.

● Department Meetings

- Faculty meetings will be held at least twice during the Fall/Spring academic year.
- Special meetings may be called during the Fall/Spring academic year by the Department Chair or upon written request by three or more members of the Faculty.
- A Zoom link will be provided for each meeting to accommodate remote participation.

Annual Faculty Evaluation

The criteria for tenure, promotion, and post-tenure review 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.

Tenure, Promotion, and Post-Tenure Review

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

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.

Allocation of Summer Supplemental Lines

The Chair will endeavor to balance FTE assignments among faculty.

Allocation of Paid Overload Appointments

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

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.

Allocation of Departmental Travel Resources

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

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.

Office Hours

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

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.

Curricular Review and Assessment Protocols

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

Student Advising

The department shall provide two types of advising for its students: faculty advising (performed by a faculty advisor), and academic advising (performed by an academic advisor). The purpose of the faculty advisors is to answer general questions concerning the professions of cybersecurity or information technology, 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 faculty advisors. The Chair will assign advising duties equally among faculty. The purpose of the academic advisor is to provide academic advising, curriculum planning, and to ensure that all degree requirements are met. Academic advising shall be under the supervision of the Chair, who may assign advising related duties to non-tenure-earning departmental faculty or staff.

Annual Work Assignments

The work assignment will be made in consultation with the Chair and subject to UWF and Florida Board of Governors' guidelines.

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 mid-point 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 dossier containing the documents listed in the next paragraph. 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.

The faculty member shall prepare a dossier for review summarizing activities during the probationary period, as defined in UWF's Tenure & Promotion guidelines, containing at least the following items:

1. Department promotion and tenure criteria (bylaws)
2. Statement of Contributions (self-evaluation concerning teaching, creative and scholarly activities, and service)
3. Current CV.
4. Letter of Initial Appointment.
5. Annual work assignments and Chair's evaluations of the candidate's performance since joining UWF.
6. Student/Peer Evaluations of Teaching.
7. Examples of Teaching Materials.
8. Evidence of Scholarship.
9. Examples of Service.

Grade Appeal Procedure

The department will follow the university guidelines and procedures.

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.

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.

i) Term of Office

The term of office of the department Chair shall be four (4) 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 4-year term.

ii) Eligibility

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

iii) Voting Procedure

- Voting eligibility: All full-time faculty members in the department (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 a 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.
- iv) Timing of Election
 - The election will be conducted during the spring or summer semester before the end of each 4 years.

3. Amendments

These bylaws will be reviewed and updated as needed.

4. History

April, 10th, 2024 Adopted by unanimous vote of the Faculty
May 17th, 2024 A revision was unanimously approved by faculty. The revision was requested by the provost office to follow the state guidelines.

APPENDIX I

PROMOTION, TENURE, AND POST-TENURE REVIEW 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 tenure, promotion, and post-tenure review decisions.

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

- **Unsatisfactory:** Failure to meet expectations that reflect disregard or failure to follow previous advice or other efforts to provide correction or assistance **Does Not Meet Expectations:** Overall performance needs improvement. The faculty member will be provided guidance on performance improvement measures .
- **Meets Expectations:** Meets department standards for professional performance.

- **Exceeds Expectations:** Exceeds department standards for professional performance. Exceeds the standards for excellence in quality, quantity or both.

1. Minimum Expectations

The minimum expectations for tenure, promotion, and post-tenure review are as follows.

Tenure

To be granted tenure, a faculty member must earn at least a rating of Meets Expectations in all areas of review (teaching, scholarly and creative projects, and service) during at least three out of the last five years at UWF. In addition, the faculty must have at least three (3) scholarship items of weight 3 or more as listed in Table 1.

Promotion to Associate Professor

To be promoted to associate professor, a faculty member must:

A faculty member should demonstrate no less than a majority of "Meets Expectations"/"Excellent" annual evaluation ratings in teaching, scholarly/creative projects, and service over the pre-tenure/promotion window. In addition, the faculty member must have at least three (3) scholarship items of weight 3 or more as listed in Table 1.

Promotion to Professor

To be promoted to Professor, a faculty member will typically 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. A candidate being reviewed for promotion to Professor should demonstrate ratings of at least Meets Expectations 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. In addition, the faculty must have at least four (4) scholarship items of weight 3 or more as listed in Table 1, at least one of which must be a peer-reviewed journal article during the last five years at UWF.

Post-Tenure Review

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.

- To qualify for Meets Expectations in the post-tenure review, the faculty member must meet the requirements for tenure or promotion to associate professor earned at UWF..
- To qualify for Exceeds Expectations in the post-tenure review, the faculty member must meet the requirements for promotion to Professor.

2. Criteria

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

For tenure, promotion, and post-tenure review, a record of excellent teaching is required. 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 internships, capstone projects, honors projects, student competitions, and/or independent studies.
- Other teaching activities.
- Obtaining/maintaining professional licenses in one's discipline.

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 as a principal investigator, co-principal investigator, or key personnel.
- Internally sponsored research as a principal investigator, co-principal investigator, or key personnel.

- Contracts administered through the UWF Office of Research Administration & Engagement.
- Submission of proposals to funding agencies
- Invited talks on a research area.
- Chapters or books on specialized subjects.
- Presentations resulting in peer review of research.
- Poster sessions resulting in peer review of research.
- Writing technical reports.
- Research awards.
- Mentoring capstone projects, honors projects, student competitions, and/or independent studies.
- Participate in peer review processes while serving as a member of an editorial board for scholarly journals
- Other scholarly and creative activities.

Other considerations:

- Due to the interdisciplinary nature of research involving Information Technology, author order on publications will **NOT** be taken into consideration for annual evaluations, and for tenure, promotion, or post-tenure review decisions.
- Publications on research in information technology education will be considered for annual evaluations, and for tenure, promotion, or post-tenure review decisions.
- Faculty will need to clearly state their contributions for every scholarly and creative activity in their annual evaluations and dossiers for tenure, promotion, or post-tenure review.

2.3. Service

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

- Service on the university level committee
- Service on the college level committee
- Service on the department level committee. Service as Department Chair, Associate Chair, Program Director, or Program Coordinator.
- Community service related to one's discipline.
- Directly providing, or actively facilitating, activities leading to student professional development with internal or external partners
- Activities that identify and expand internship and practicum opportunities for students and nurture those industry relationships.
- Advising student organizations.
- Advising student curricula.
- Mentoring students for Capstone Projects

- Service to professional and student organizations.
- Services related to recruitment and retention of students.
- Service on editorial review boards.
- Service on conference committees as a technical program committee member
- Service on reviewing thesis or dissertation as an external evaluator.
- Service in administering competitions or events for the department.
- Articulation efforts at various levels.
- Directed Research Graduate / Undergraduate

- Outreach activities that promote the department and/or university.
- Creating specialized sections for international students to accommodate their residency requirements.
- Participation with local professional organizations.
- Assisting in organizing activities such as 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 Information Technology field.
- Program accreditation activity.
- University accreditation activity.
- Program evaluation
- Mentoring and assisting new faculty
- Mentoring and Student advising.

3. Departmental Criteria for Evaluation

The criteria categories Unsatisfactory, Does Not Meet Expectations, Meets Expectations, and 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, promotion, or post-tenure review decisions.

3.1.1. 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 standards of excellence.

Indicators:

- An "Unsatisfactory" annual evaluation in Teaching is justified if a faculty member overlooks or neglects the university's efforts to correct or support performances that do not meet required standards. .
- Serious violations of university policies and applicable laws, which have led to legal concerns for the department and the university.

Implication: The faculty disregarded or failed the remediation plan. Serious violations of university policies and applicable laws, which have led to legal concerns for the department and the university.

3.1.2. Does Not Meet Expectations

Demonstrates some positive teaching outcomes but produces major areas for concern that have a moderately negative impact on students and their learning typically as reflected by a combination of several of the indicators below. In general, teaching performance is moderately below the department standards of excellence.

Indicators:

- Student evaluations document areas of moderate concern.
- Syllabi need to provide clearer and more appropriate expectations.
- Assessment practices show some difficulty in supporting student learning and meeting department needs.
- Goals and course content reflect limited continuous improvement effort.
- Some pedagogical practices need attention.
- Some student support practices need improvement.
- Advising, mentoring, and student supervision practices need improvement.
- Special teaching assignments (e.g., honors, capstone, internship) could be executed with greater competence.
- Occasional challenges related to academic integrity, including disrespect for students and their rights.
- Does not typically participate in teaching development activity.

Implication: Some remediation is necessary. Change will need to be substantial to qualify for tenure, promotion, or post-tenure review.

3.1.3. Meets Expectations

At least four (4) of the indicators below must be satisfied in order to qualify for this rating.

Indicators:

- A minimum of 2.8 yearly average of all reported sections taught on each of the following assessment criteria: Overall Assessment of Instructor, Instructor's Command of the Subject, and Overall Assessment of Course Organization) on the Student Assessment of Instruction. The instructor can also choose from other assessment criteria if needed to justify performance. If an instructor teaches more than one section of the same course in a semester, the instructor may choose to report only one of those sections.
- Mentoring internship, capstone, directed undergraduate / graduate research and/or honors projects. Each full-time faculty member should have the opportunity for mentoring at least one internship, capstone or honors project per year.
- Successful completion of an internal Quality Matters review.
- Syllabi outline comprehensive, clear, and appropriate performance expectations.
- Documented course folders to demonstrate the achievement of student learning outcomes and student outcomes for program accreditation.
- Assessment practices enhance student learning and contribute to department needs.
- Goals and course content provide evidence of continuous improvement effort.
- Pedagogical practices facilitate optimal learning conditions.
- Student support practices facilitate optimal student development.
- Appropriate standards of academic integrity promoted, including respect for students and their rights.
- Participates voluntarily in professional development activities to improve teaching quality and flexibility.

Implication: Performance average at this level over three out of the last five years period of employment at UWF justifies favorable tenure, promotion, or post-tenure review decisions.

3.1.4. Exceeds Expectations

At least six (3) of the indicators below must be satisfied in order to qualify for this rating.

Indicators:

- A minimum of 3.2 yearly average of all reported sections taught on each of the following assessment criteria: Overall Assessment of Instructor, Instructor's Command of the Subject, and Overall Assessment of Course Organization) on the Student Assessment of Instruction. The instructor can also choose from other assessment criteria if needed to justify performance. If an instructor teaches more than one section of the same course in a semester, the instructor may choose to report only one of those sections.
- Numerical student evaluation data document clear statistical exceptionality
 - Narrative SAI comments emphasize powerful impact on learner or transformative learning experiences
- Mentoring internship, capstone, student thesis, undergraduate/graduate projects, and/or honors projects. Each full-time faculty member should have the opportunity for mentoring at least one capstone, internship, directed study, or honors project per year.
- Undergraduate or graduate new course development.
- Successful completion of an external Quality Matters review.
- Syllabi outline comprehensive, clear, and appropriate performance expectations.
- Documented course folders to demonstrate the achievement of student learning outcomes and student outcomes for program accreditation.
- Assessment practices enhance student learning and contribute to department needs.
- Goals and course content provide evidence of continuous improvement effort.
- Pedagogical practices facilitate optimal learning conditions.
- Student support practices facilitate optimal student development.
- Appropriate standards of academic integrity promoted, including respect for students and their rights.
- Participates voluntarily in professional development activities to improve teaching quality and flexibility.
- Teaching awards honor high caliber of performance.
- Leadership evident in the promotion of high-quality teaching and course improvement/development in the department.

Implication: Performance average at this level over three out of the last five years period of employment at UWF justifies favorable tenure, promotion, or post-tenure review decisions.

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, promotion, or post-tenure review decisions.

3.2.1. Unsatisfactory

Demonstrates serious problems in developing scholarship and creative projects as reflected by the indicators below.

In general, scholarly and creative production is well below the department standards of excellence.

Indicators:

- An "Unsatisfactory" annual evaluation in Scholarship/Creative Activity is warranted if a faculty member neglects or fails to engage with the university's remediation efforts aimed at improving or assisting with substandard performance.

- No research efforts have been made in the past 3 years.

Implication: The faculty disregarded or failed the remediation plan. Serious violations of university policies and applicable laws, which have led to legal concerns for the department and the university.

3.2.2. Does Not Meet Expectations

Demonstrates only minor tangible progress toward executing a scholarly and creative agenda as shown by the indicators below. In general, scholarly and creative projects are moderately below the department's standards of excellence.

Indicators:

- Minimum of one (1) scholarship activity item of weight 1 in the current academic year OR a three-year total weight of 3 as listed in Table 1.

Implication: No support for tenure, promotion, or post-tenure review, but shows future productivity promise.

Scholarly Activity Type	Weight
PI or Co-PI of a UWF research funding proposal	0.5
Submission of external research proposal less than \$10K	0.5
PI or Co-PI of a UWF funded research project of \$2K-\$20K	1

Published research abstract	1
Mentoring two semester-sequence capstone project/internship	1
Submission of external research funding proposal of \$10K or more	1
Invited lecture, seminar or colloquium	1
Key personnel on a funded research project	1
Published technical report required for grant funding	1
PI or Co-PI of an external funded research project between \$10K and \$25K	2
PI or Co-PI of a contract administered through the UWF Office of Research Administration & Engagement between \$10K and \$100K	2
PI or Co-PI of a UWF funded research project of \$20K or more	2
Edited book	2
Peer-reviewed conference publication	3
Peer-reviewed journal paper	3
Peer-reviewed or invited book chapter	3
PI or Co-PI of an external funded research project between \$25K and \$250K	3
PI or Co-PI of a contract administered through the UWF Office of Research Administration & Engagement of \$100K or more	3
Peer-reviewed conference publication indexed by competitive venues such as IEEE, ACM, Springer, Elsevier, etc. or indexed in Google Scholar, Scopus, etc.	4

Peer-reviewed journal paper published in competitive venues such as IEEE, ACM, Springer, Elsevier, etc. or indexed in Google Scholar, Scopus, etc.	4
Authored chapter in a research book published by a respectable publisher such as Springer, Elsevier, Taylor & Francis, etc. or indexed in Google Scholar, Scopus, etc.	4
PI or Co-PI of an external funded research project over \$250K	5
Published book	5

3.2.3. Meets Expectations

Demonstrates satisfactory execution of scholarship or creative activity agenda well suited to regional comprehensive university context as shown by the indicators below. In general, scholarly and creative projects meet the department standards for excellence in both quality and quantity.

Indicators:

- Minimum of three (3) scholarship activity items of weight 1 in the current academic year OR a three-year total weight of 9 as listed in Table 1.

Implication: Performance average at this level over three out of the last five years period of employment at UWF justifies favorable tenure, promotion, or post-tenure review decisions.

3.2.4. Exceeds Expectations

Demonstrates unusually high degree of skill in design and execution of scholarly and creative projects as shown by the indicators below that build upon the indicators for excellence. In general, this performance exceeds department standards for excellence in both quality and quantity.

Indicators:

- Minimum of four (4) scholarship activity items of weight 1 in the current academic year OR a three-year total weight of 12 as listed in Table 1.

Implication: Performance average at this level over three out of the last five years period of employment at UWF justifies favorable tenure, promotion, or post-tenure review decisions.

3.3. Service

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

3.3.1. Unsatisfactory

Demonstrates serious problems in fulfilling appropriate service role for faculty as shown by the indicators below. In general, service is well below the department standards for excellence.

Indicators:

- An "Unsatisfactory" annual evaluation in Service is appropriate if a faculty member ignores or does not address the remediation actions designed to correct or aid performance that falls below expected standards.

Implication: The faculty disregarded or failed the remediation plan. Serious violations of university policies and applicable laws, which have led to legal concerns for the department and the university.

3.3.2. Does Not Meet Expectations

Demonstrates only minor tangible progress in service contributions as shown by the indicators below. In general, service is moderately below department standards for excellence.

Indicators:

- Minimal contributions made in service role (e.g., "sits" on committees as compared to active participation).
- Over-commitment to service spreads faculty time and energy too thinly to facilitate effectiveness.
- Community service, if applicable, provides limited, tangential synergy between the faculty member's area of expertise and service functions.

Implication: No support for tenure, promotion, and post-tenure review.

3.3.3. Meets Expectations

Demonstrates satisfactory execution of service contributions as shown by the indicators below. In general, service contributions meet the department standards for excellence.

Indicators:

- Participates effectively in at least 2 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, campus, and community.
- Community service provides excellent synergy between the faculty member's area of expertise and the service functions. For example, serving as a judge in a science competition.

Implication: Performance at this level qualifies for favorable tenure, promotion, or post-tenure review decisions.

3.3.4. Exceeds Expectations

Demonstrates high degree of skill in service contributions as shown by the indicators below that build upon indicators for excellence. In general, service contributions exceed the department standards for excellence.

Indicators:

- Participates effectively in at least 3 of the service activities listed in Section 2.3 of this appendix.
- Leadership demonstrated in targeted arenas of service (e.g., holds elected office; collaborates skillfully and innovatively).
- Problems solved proactively through vigorous contributions.
- Wide external recognition (local, national or international audiences) or awards achieved for quality-of-service contributions.
- Community service provided significant and measurable impact; service provides excellent synergy between the faculty member's area of expertise and the service functions.

Implication: Performance easily qualifies for favorable tenure, promotion, or post-tenure review decisions.

4. Departmental Criteria for Promotion to the Ranks of Senior Instructor or Senior Lecturer

To be promoted to Senior Lecturer, a candidate must meet expectations in teaching and service in three of the five-year evaluation period. An unsatisfactory evaluation in the evaluation period does not facilitate a favorable promotion decision.