UWF Usha Kundu, MD College of Health
Department of Psychology By-Laws
Approved by Department of Psychology Faculty, April 2025

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DEPARTMENTAL OPERATIONS AND FACULTY EXPECTATIONS

Mission

Through innovative teaching and research, the Department of Psychology challenges and inspires undergraduate and graduate students to apply psychological science to everyday life and the pursuit of a healthier society. We are also committed to evidence-based practice and service through the development of knowledge of human behavior and enhancement of quality of life, not only for our students, but also for the profession and broader communities at the local, state, regional, and global levels.

Ethics

One theme that unites faculty of the department beyond individual discipline or licensure is that we are all faculty members. Thus, the <u>Statement on Professional Ethics</u> by the American Association of University Professors is adopted as our ethical guidelines. Those who are members of other professional organizations will be held to those standards as well. These standards apply to the use of technology and social media. Faculty are advised to exercise discretion in the use of technology and social media, as well as in their decisions to provide students access to their professional and private social media. Faculty are cautioned to avoid unprofessional communication with and/or discussion of colleagues and students through technology and social media. Furthermore, it is expected and required that all faculty members adhere to university regulations, State laws, Federal laws and other required guidelines and regulations required by the State University System and the Southern Association of Colleges and Schools Commission on Colleges. Adherence to ethical standards does not supplant any obligation to comply with relevant legal regulations.

Department Citizenship

To promote the optimal functioning of the department, faculty members are expected to participate in a professional and collegial manner in professional activities that help the department achieve its goals. These obligations include committee work within the department, but also extend to other activities that strengthen the presence of the department on campus. Attendance and collegial participation in department meetings, assistance in outreach activities on behalf of the department, participation in campus events sponsored by the department, and presence at college and university functions (e.g., campus and community-based colloquia and talks; award ceremonies;

college-wide meetings; graduation) represent effective and meaningful citizen contributions.

Faculty Meetings

Faculty shall meet at least 3 times during both the Fall and Spring semesters. Additional meetings may be called on an "as needed" basis as determined by the Chairperson. The Chairperson can cancel up to 1 meeting a semester if no critical agenda items are up for discussion. Any faculty member can request a meeting, but the final decision to hold one is that of the Chairperson, unless requested by a majority of the voting faculty. The Chairperson or Chairperson's designee shall be present at all official department-wide meetings. The Chairperson shall make a reasonable effort to conduct the meeting in an effective and timely manner. Faculty shall make a reasonable effort to maintain a collegial and constructive atmosphere in all deliberations.

An agenda will be provided to the faculty at least one week prior to the meeting. Items to be placed on the agenda, and sufficient information about any items requiring a vote, must be submitted to the Chairperson at least 6 business days prior to the meeting. Any items submitted after the deadline will be included at the discretion of the Chairperson and identified as such. An item may be added to the agenda at the beginning of a faculty meeting with a majority vote of the present voting members. If an item is added to the agenda due to urgent circumstances, absent faculty will be notified and given an opportunity to cast a ballot if possible.

Faculty Voting Protocol

If a faculty member is unable to attend a meeting, that member may grant a written or electronic proxy to another member for the purpose of voting on specified items from the prepared agenda.

Also:
- A simple majority of the voting members in the department shall constitute a quorum.
- Any voting member may make a motion and all motions must be seconded.
- Votes may be cast by hand or voice.
- A secret ballot shall be used if requested by any 2 or more voting members.
- Electronic, telephone, or mail balloting may be conducted as appropriate.

Voting Members
Members of the faculty who are tenured, on tenure-track, or have a nontenure permanent appointment are voting members. Voting members in phased retirement shall retain voting privileges until completion of the phased retirement period. Retired faculty members, including those with emeritus status, do not have voting privileges.

Non-Voting Members
The UWF Faculty Handbook defines ranked faculty, Adjunct Faculty Members and Faculty Associates. Faculty Associates are appointments that do not include

compensation, but that may include special privileges and responsibilities. Persons with this status may or may not be otherwise affiliated with the University. Adjunct Faculty Members and Faculty Associates may participate in faculty meetings and discussions of key department issues.

Selection of Department Chair

The College Dean, with consideration of department faculty recommendation, officially appoints the Chairperson. The Chairperson shall ordinarily serve a three-year term, which can be extended by the Dean upon consideration of the recommendation by the faculty. The faculty recommendation to the Dean shall be generated as follows:

- During the fall semester of the third year of an incumbent's tenure as Chairperson, the Executive Committee (EC) shall meet with the incumbent to determine that individual's preference for remaining Chairperson for another term. The EC will consult with the Dean regarding the viability of a 2nd term for the incumbent and/or the viability of other potential candidates. The EC will then seek input from the faculty regarding:
- whether there is any tenured member at or above the rank of associate professor to be considered for the Chairperson position for the next term.
- the general level of satisfaction with the incumbent.
- whether a search should be conducted for a candidate outside the department.

If there is a member of the faculty who wishes to be considered as Chairperson, the EC will advise that person to meet with the Dean to discuss the viability of his/her candidacy. If the incumbent wishes to be considered for a second term and there is one or more other potential candidates, the EC will conduct an election to determine the faculty's preference. Each candidate, including the incumbent, will be asked to provide a written statement to the faculty describing:

- a vision for the department over the next 3 years,

- a description of areas in need of change, and

- potential strategies for accomplishing the changes and achieving the vision.

Voting members will review these statements and each candidate will be afforded an opportunity to meet with the voting members as a whole for open discussion of key issues. Following these steps, voting members will vote by secret ballot. The candidate who receives over 50% of the votes will be recommended to the Dean as Chairperson for the subsequent three-year term. For selection of the Chairperson, two-thirds of the eligible voting members must cast a non-abstaining ballot for the election to be valid. If no candidate receives over 50% of the votes, a second election will be held one week later. If no candidate receives over 50% of the vote at that time, all candidate names will be forwarded to the Dean for consideration.

If the incumbent expresses a preference for remaining in the Chairperson position for an additional three-year term, and if no faculty member wishes to be considered in an

election, the EC will provide feedback to the incumbent based on their survey of the faculty.

The EC will communicate the faculty's preference to the Dean. If the Dean concurs with the faculty's decision, the individual will be named Chairperson. If the Dean does not concur, the EC will request a meeting between the Dean and the faculty to address the issue and seek resolution prior to formalizing any appointment.

Committee Service

Standing Committees

There is one standing committee in the department as described below. The Chairperson appoints members annually before the beginning of the Fall term.

Executive Committee: The Executive Committee serves as representatives of the faculty to the Chairperson to address and resolve issues deemed important for deliberation by the Chairperson. EC members will consult with the Chairperson upon request or may receive specific assignments from the Chairperson to help the department achieve its goals. The EC shall be comprised of at least three faculty members who hold rank in the department. The Chairperson shall make a concerted effort to appoint members to the Executive Committee to form a representative sample of the faculty while meeting the specific needs of the Chairperson and the department.

Ad Hoc Committees

The Chairperson appoints ad hoc committees as the need arises. Examples and their respective objectives include:

- *Graduate Admissions*: To evaluate and approve all students admitted, adhering to current UWF graduate admissions policies, ethical standards, and other university guidelines for fair practices. This committee may also evaluate applications for financial assistance and departmental assistantships.

- *Graduate Education and Learning Committee*: To evaluate, develop, and enhance Psychology graduate programs at the University of West Florida.

- *Undergraduate Education and Learning Committee*: To evaluate, develop, and enhance the Psychology undergraduate programs at the University of West Florida.

- *Faculty and Staff Enhancement Committee:* To examine, develop, and recommend policies and procedures that foster a positive and supportive culture of work-life effectiveness.

- *Community Outreach Committee:* To facilitate departmental capacity to create sustainable community outreach endeavors.

Search Committees

In the event a vacant or new faculty position is approved to be filled, the faculty shall have input regarding the type of applicant to be sought. The process for forming a search committee, conducting a search, and providing faculty input to be used to determine the ultimate hiring decision shall conform to the UWF policy and other regulations. Consideration will be given to recruiting individuals with needed expertise in content areas and abilities that will help the department achieve its goals. The department will also use the hiring process to achieve an optimal balance of representatives from diverse backgrounds as well as maintain appropriate generational cohorts of faculty within the department.

A faculty search committee shall be formed consisting of members appointed by the Chairperson. In appointing members, the Chairperson shall strive for diverse representation across seniority, ethnicity, gender, etc. and knowledge of the field in which the search is being conducted. A member from outside the department is appointed as appropriate. The Committee Chairperson must be a tenured faculty member of the department (of any rank). The committee may include a graduate or advanced undergraduate student to represent the student perspective and also provide some professional experience to the student. The search committee responds and reports to the hiring official, who can be the College Dean or department Chairperson. The committee will adhere to all UWF policy and other pertinent regulations regarding the conduct of searches. For example, the committee's duties include following the procedures outlined for faculty hiring by the Office of Academic Affairs and shall be consistent with Sunshine Law. They will draft search materials, including advertisements and selection criteria, and submit these to faculty for approval prior to publication. The department faculty values diversity in hiring and emphasizes the recruitment of minority members as a critical component of establishing an optimal candidate pool. The committee typically will conduct phone/video interviews to identify finalists for the position. In ideal circumstances, up to three candidates will be invited for an on-campus interview. All candidates, regardless of prior history with department, will complete the same protocol for the campus visit.

Department members shall participate in the on-campus interview by making reasonable efforts to attend the candidate's formal presentation, which allows department members to assess the candidate's teaching and research potential. The search committee will also ask some department members to participate more directly in interview groups or serve as escorts/participants during meals. The faculty will assess the strengths and limitations of all candidates and send their feedback to the search committee. At the conclusion of the review process, the search committee will forward a comprehensive list of strengths and weaknesses to the hiring official for final determination. The hiring official or designee (such as the Chairperson) will enter negotiations with the preferred candidate. The hiring official or designee will notify the department members when a candidate has accepted or rejected the department's offer.

Mentoring Committees

The mentoring process is focused on both the *career/instrumental* functions and the *psychosocial* functions that have been identified as part of successful mentoring. Career functions involve such activities as coaching, sponsoring, giving professional advice, introducing to others in the organization who can be of career assistance, explaining the typical routes to advancement, increasing positive exposure in work-related settings, and guiding the mentee through the process of annual evaluations, mid-point review, and preparation of the dossier to submit for tenure and promotion. Psychosocial functions include provision of friendship, role-modeling, confirmation and acceptance, and other supportive behaviors.

Guidelines for Mentoring:

- All faculty at the rank of assistant professor (including clinical practice lines) should be assigned a minimum of two mentors from among the faculty in the department. Visiting faculty and post-tenure Associate Professors may also be assigned a mentor from among senior faculty, if requested.

- Mentor-mentee assignments continue at the discretion of the involved faculty members and Chairperson. The assignment can be extended by mutual agreement, but it should be recognized that over time a mentee's needs may change and therefore various senior faculty may be more helpful from one year to the next.

- The mentors shall be appointed by the department Chairperson, in consultation with the junior and senior faculty members, taking into consideration the unique needs of junior faculty, the other assignments of senior faculty, and other relevant factors.

- Mentors' work assignments shall include the mentoring assignment as department service.

- Mentor-mentee pairs should agree to meet at regular intervals during the academic year for the purpose of discussing factors that will affect the professional growth and adaptation to the University of the junior faculty. Both partners should take the initiative in arranging these interactions. Although this is a formal mentoring program, it would be desirable for participants to try to develop the types of informal interactions that would occur had they chosen one another spontaneously.

- At the end of the academic year (or other period of assignment) the Chairperson should solicit feedback from all participants about the perceived effectiveness of the relationship and areas in which further support would be useful.

- Because the Chairperson is responsible for career development and evaluation for all faculty, she or he should not be assigned as a mentor during the Chairperson's term of service.

Office Hours

During the fall and spring semesters, each faculty member shall hold four (4) physical office hours per week spread across at least two days and be available at other times by appointment. In addition, it is expected that faculty will respond to student electronic contact (e.g. email, phone) generally within two (2) business days.

Summer Teaching Opportunities

The department's priority for summer teaching is to the students. Therefore, courses will be assigned to those faculty who have the expertise to teach those courses most needed by students. If funding permits, all faculty members who want to teach during the summer will be assigned to teach one course. If funding does not permit each faculty member to teach one course, priority for assigning courses shall be as follows:

- First, newly hired full-time faculty members (within 2 years of hiring).
- Second, provided faculty have the expertise to teach the courses required that term, the remaining tenured and tenure-track faculty members will be given priority.

If funding is still available after all faculty who wish to teach have been assigned to teach one course, the assignment of a second course will be based on student needs and at the discretion of the Chairperson. Full-time faculty requests shall be given priority over adjuncts whenever possible.

Faculty are not contractually obligated to supervise students in unscheduled teaching (thesis, internship, directed studies) without compensation during the summer. When funding is available, such unscheduled teaching can be included in the summer work assignment for compensation. A faculty member may independently and voluntarily elect to engage in such activity without compensation. In such cases, the Chairperson will consider and include this activity in the annual evaluation.

Overload Assignments

The department typically does not encourage overload assignments to protect faculty time to ensure the fulfillment of teaching, research, and service obligations. However, when departmental needs dictate, faculty members may be asked to accept an additional, voluntary teaching assignment for overload compensation or future release time. Special care should be taken by the department Chairperson and the mentoring committee of untenured faculty to protect the faculty member from pressure to seek or accept an overload assignment that will interfere with the faculty member's progress toward tenure and promotion.

Mid-Point Review for Tenure Track Appointments

The Departmental Mid-Point Review (MPR) process conforms to the UWF policy. The tenure-track faculty member will be informed of the time at which the MPR will take place at the time of initial appointment. The tenured faculty members who are currently serving as the junior faculty members' mentors at the time of his or her MPR will coordinate the process. Tenure-track faculty are required to complete a MPR, but Clinical line faculty can request a mid-point review if desired. When requested, clinical faculty will follow the same process.

Materials
The mentors are responsible for guiding the candidate in preparing the MPR dossier, which will include the following materials:
- Statement of Contributions
- Current CV
- Letter of Initial Appointment
- Chairperson's and Dean's Annual Evaluations for previous 2 years
- Student Assessment of Instruction (SAI) data as required for annual evaluations.
- Peer Evaluations of Teaching
  - The mentee may elect which peer evaluations are most advantageous to use rather than including all peer reviews conducted during the probationary period.
- Examples of teaching materials, service activities, and scholarly contributions

Optional: If they believe their work is insufficiently known in the department, the probationary faculty member may request to deliver a colloquium to present his/her dossier to available department members, who can provide feedback and support.

Reviewers
All tenured faculty members will be required to review the dossier. The mentors shall facilitate a meeting with all tenured faculty members to discuss strengths and weaknesses. The mentors will provide the feedback to the probationary faculty member with the Chairperson, including a performance improvement plan, if deemed necessary. The probationary faculty member may request to meet with the entire faculty for feedback.

The Chairperson will prepare a written summary of the evaluation for the personnel file and for the Dean's review and response to the probationary faculty member, as currently outlined in the UWF guidelines.

Use of Materials
Further use of MPR materials is at the discretion of the probationary faculty member. Inclusion of MPR materials in the tenure portfolio is not a requirement. The probationary faculty member may wish to include the Chairperson's MPR summary if the candidate earned a laudatory review or if the candidate can demonstrate successful efforts in remediating any deficiencies noted in the summary.

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Timeline
The original letter of appointment identifies when the MPR is to take place. In that year, the probationary faculty member will submit the MPR dossier at the beginning of the Spring Semester. The faculty will review the dossier during Spring semester. The mentors shall facilitate a meeting with the faculty for feedback in cases where additional group review will be helpful to the committee in completing their evaluation. Then, the mentors will meet with the probationary faculty member, and provide their feedback to the Chairperson. The Chairperson will submit a written evaluation along with the annual evaluation, which will be submitted to the College Dean.

Timeline for the Mid-Point Review
Fall Semester:
      Week 1-4   Mentors meet with probationary faculty member to guide preparation of the dossier.
Spring Semester:
      Week 1: Probationary faculty member submits final dossier to mentors to assure it is in order.
      Week 3:   Mentors inform tenured faculty that dossier is available for review.
      Week 4-6:   Tenured faculty review dossier and complete tenure evaluation form presented in the Annual Evaluation, Tenure, and Promotion Policy. The optional colloquium, if requested, can be scheduled during this time.
      Week 7-8:   Mentors shall facilitate a meeting with all tenured faculty to gather feedback.
      Week 9-10: Mentors meet with Chairperson to discuss feedback and prepare a performance improvement plan, if deemed necessary.
      Week 11-12: Mentors and Chairperson meet with probationary faculty member to give feedback.
      Week 15:   Chairperson prepares written summary and submits to mentors to review. Written report is submitted to the candidate.

    Post-Spring Semester: Chairperson submits written summary to the Dean with the annual evaluation.

Revision of Department By-Laws

Amendments to department by-laws may be proposed and voted on during any spring or fall semester faculty meeting. Approval of any amendment or revision requires a two-thirds majority of the voting members. The text and rationale of the proposed amendment must be submitted to the Chairperson and distributed to the voting membership at least 10 work days prior to the meeting at which the change is to be considered. Full-time faculty members who are on sabbatical retain voting rights on by-laws change. However, the burden of staying current with the status of by-laws voting falls to the faculty member. The Chairperson shall not be obligated to provide special notice to those on sabbatical of potential changes beyond regular updates and notices forwarded to all faculty members. The current version of the by-laws will be

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distributed to all faculty and staff of the department and posted for public access on the department, college, and university websites.

ANNUAL EVALUATION

In accordance with UWF and BOT policy, evaluations of all tenured, tenure-track, and nontenure permanent positions shall be conducted by the Chairperson annually at the end of the Spring term for all tenured, tenure earning, and nontenure faculty. Annual evaluation procedures must be consistent with the UWF-UFF Collective Bargaining Agreement and the University of West Florida Annual Evaluation, Tenure, & Promotion Guidelines.

The purpose of the annual evaluation is to document and provide feedback as to the progress the individual is making toward meeting the expectations the department has established for multi-year reviews (i.e., tenure, promotion, and successful post-tenure review). While annual evaluation reviews may not, in of themselves, guarantee a positive multi-year review decision, they are intended to provide evidence regarding the likelihood that such decisions will be positive.

Tenured and Tenure-track faculty will be evaluated annually in three areas: Teaching, Scholarship, and Service. Non-tenure faculty (i.e., Clinical Professors and Instructors) will be evaluated in two areas: Teaching and Service.

These evaluations will be made using the following four-point scale:
- Exceeds Expectations: Current productivity is far beyond departmental expectations for the next multi-year review. This rating is based upon significant achievements beyond meeting expectations and should be exceptional.
- Meets Expectations: Current productivity is likely to meet departmental expectations for the next multi-year review.
- Does Not Meet Expectations: Current productivity is not likely to meet departmental expectations for the next multi-year review. Future improvements in efforts and productivity are necessary.
- Unsatisfactory: Failure 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.

NOTE: For untenured faculty, "multi-year review" refers to when one is to apply for tenure and promotion. For tenured faculty, "multi-year review" refers to the next post-tenure review. For nontenure faculty, "multi-year review" refers to the expectations for the next promotion opportunity or the expectations for the highest promotion possibility if already at that rank for that position.

Categorization of Efforts

The following section provides guidance on ways in which activities in scholarship, teaching, and service can be categorized at different levels. Each promotion/review point specifies guidelines on the intensity of involvement in each level that is appropriate for each multi-year review. These are not exhaustive lists, but merely examples of caliber for each level. Lower-level activities may rise to an additional level with appropriate justification. Conversely, listed upper-level activities may be seen as a lower level without appropriate justification. It is up to the faculty member to provide such justification and contextualize their activities in their narratives, with particular emphasis on their progress towards meeting the expectations for their next multi-year review.

Scholarship

The department recognizes that some scholarly endeavors are more extensive than others. The following categorization is meant to reflect differences in the extensiveness and impact that various scholarly endeavors may represent. It is the responsibility of the faculty member to make the case why their efforts should be categorized under a specific level.

Level 1: Major Works
Major, multi-year or longitudinal projects. These works represent substantial commitments of time that once completed results in a major advancement of the research agenda of the faculty member. These works should be far beyond what can be expected within the scope of a normal year. Engagement in time or labor-intensive data collection efforts may be considered as a major work during an annual review period but in of themselves would not be considered as meeting expectations for the next multi-year review.

Examples of major works might include, but are not limited to:
- Author or editor of a disciplinary-related scholarly book
- Author of a disciplinary-related textbook
  - Revisions can be level 1 if justified based on scope of revisions (e.g., reorganization, adding content, etc.)
- Principal Investigator on a competitive federal or national foundation grant
- Peer-reviewed journal article based on intensive or complex data collection efforts or published in a high-impact journal based subdiscipline standards
- Keynote or invited presentation at a national or international conference

Level 2: Substantial Works
Impactful scholarly works that reflect a cohesive research agenda over time.

Examples of substantial works might include, but are not limited to:
- Peer-reviewed journal article published in recognized (i.e., non-predatory*, reputable, recognized in disciplinary rankings) journals
- Co-Investigator on submitted or funded competitive federal or large foundation grants
- PI or Co-I on industry sponsored research contract
- Peer reviewed conference proceedings paper

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- Author/co-author of an edited disciplinary-related book chapter
- Minor revisions of a disciplinary-related book or textbook
- National or international conference presentation

For the purposes of this document, the UWF Library will provide guidance as to what is a "predatory" journal.

Level 3: Additional Works
Smaller, scholarly projects with more limited audience or impact that contribute towards building the faculty member's research agenda or reflect their established research. This level can help provide evidence of a clear or evolving disciplinary agenda underlying one's scholarly efforts.

Examples of additional works <u>might</u> include, but are not limited to:
- Regional or local conference presentations
- Dissemination of research through popular outlets

Teaching

Given the importance of providing a quality education to our students, the Department expects its faculty to not only be effective instructors but also continually strive to become even better. It is the <u>responsibility</u> of the faculty member to make the case why their efforts should be categorized under a specific level. In making the case for any level of activity, faculty are encouraged to use student assessments of instruction (SAI) results as supporting evidence.

Level 1: Major Indicators of Teaching Effectiveness and Continual Improvement

Significant teaching-related indicators that demonstrate effectiveness or significant continual improvement efforts that have a high impact or transformative experience on students or the Department.

Examples of major indicators <u>might</u> include, but are not limited to:
- Integration of high-impact practices (HIP), that align with university-approved HIP guidelines, into courses
- Course-Based Undergraduate Research Experience (CURE) development/implementation
- Award (or significant nomination) for instructional excellence
- New course preparation based upon department needs
- Quality Matters (QM) certification
- Significant course redesign
- Leading professional development in instruction
- Grant funding to enhance instruction
- Mentoring students to significant achievement in external competitions or recognition (e.g., SHRM competitions, OUR Summer Undergraduate Research Program)
- Implementation of innovative teaching practices

- Evidence of transformative educational experiences as evidenced by student feedback (e.g., SAI comments, impactful student emails, etc.)
- Effective engagement of large enrollment sections of courses (75 or more students)

Level 2: Substantial Indicators of Teaching Effectiveness and Continual Improvement

Teaching and mentoring activities that provide an impactful and engaging experience for students.

Indicators might include, but are not limited to:
- Themes in student feedback indicate an appropriate level of student ratings/comments in line with the challenge of the course, which still indicates high academic rigor and challenge in the course
- Evidence of reflective teaching practices using student feedback or student assessment data
- Evidence of continuous course improvement
- Engaging in professional development for instruction (e.g., attending teaching-related conferences, workshops, webinars)
- Evidence of creative instructional design
- Participation in departmental assessment efforts
- Mentoring students who present at local, regional, national, or international conferences(e.g., Student Scholars Symposium, SEPA, NCUR)

Level 3: Additional Teaching Indicators

Indicators that indirectly demonstrate teaching effectiveness and continual improvement endeavors.

Indicators might include, but are not limited to:
- Revision of syllabi to improve their effectiveness
- Assists other faculty in the department with instruction
- Incorporating guest lecturers to enrich course content

Service

As citizens of the department, college, university, and our profession, the Department expects each faculty to contribute to the success of these entities. It is the responsibility of the faculty member to make the case why their efforts should be categorized under a specific level.

Level 1: Major Contributions

Contributions demonstrating meaningful and impactful service to the department and college, university, or professional organization.

Examples might include, but are not limited to:
- Elected officer of regional or national organization

- Chair or leadership role on a University or College Committee
- Program Coordinator or similar administrative load
- Chair of a major committee for national, regional, or local organization
- Editor of a recognized scholarly journal (i.e., non-predatory)
- Leadership in programmatic accreditation
- Departmental assessment coordinator
- Substantial leadership role on departmental committee

Level 2: Substantial Contributions

Contributions demonstrating meaningful service to the department, and college, university, or professional organization.

Examples might include, but are not limited to:
- Service on a University, College or Departmental committee
- Member of a committee for a national, regional or local organization
- Lectures provided to the community
- Abstract reviewer at a major conference
- Editorial Board member of a recognized scholarly journal (i.e., non-predatory)
- Work on programmatic reviews or accreditation reports, as needed (e.g., data analysis, writing)
- Service on ad-hoc committees
- Advising student organizations

Level 3: Additional Contributions

Contributions reflecting shorter-term or more time limited service to the department, and college, university, or community.

Examples might include, but are not limited to:
- Participation in one day service events
- Judge for local event
- Session moderator at a conference
- Community volunteerism using their disciplinary expertise
- Ad-hoc reviewer for academic journal

EVALUATION AND PROMOTION CRITERIA

Promotion to the Rank of Associate Professor (with Tenure)

It is up to the faculty member to build the case for tenure and promotion by contextualizing their work and overall contributions.

Scholarship Expectations
To be successful for tenure and promotion to associate professor, faculty should have 4 peer-reviewed publications. For the purposes of getting tenure and promotion to

associate professor, peer-reviewed publications include peer-reviewed journal articles, peer-reviewed proceedings papers, chapters in edited books, authoring a book in an academic press, or authoring a textbook. As evidence of a clear research agenda, we expect faculty to be engaged in mentorship and dissemination of research through appropriate disciplinary channels (e.g., conference presentations) reflecting level 1, level 2, and/or level 3 activities. A portfolio consisting solely of conference presentations will not be successful for tenure and promotion.

Teaching Expectations

For promotion and tenure, faculty are expected to have evidence of teaching effectiveness and efforts pursuing continual improvement. Three outcomes reflecting Level 1 or five outcomes reflecting Level 2 would be examples demonstrating teaching effectiveness and continual improvement that would be likely to garner tenure and promotion. Level 3 activities can be added to provide further support of teaching effectiveness and engagement in continual improvement of teaching.

Service Expectations

For promotion and tenure, faculty are expected to engage in regular and effective service at the department level and at the college, university, or professional level. Two contributions reflecting Level 1 or four contributions reflecting Level 2 would be examples of regular and effective service that would be likely to garner tenure and promotion. Level 3 service contributions can be added to provide further support of one's commitment to providing regular and effective service.

Post-Tenure Review (PTR)

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.

It is up to the faculty member to build the case for a successful PTR review by contextualizing their work and overall contributions.

Scholarship Expectations

Given the shorter time frame as compared to initial tenure and promotion, and different career stages represented by post-tenure review, faculty should have 3 peer-reviewed publications that reflect activity from Level 1 and/or Level 2 in order to be successful in the PTR process. Level 1 activities are weighted more heavily. Level 3 items may still be used to contextualize the impact of the scholarly efforts. There must be clear evidence of a disciplinary research agenda that drives scholarly efforts.

Teaching Expectations

For post-tenure review, faculty are expected to have evidence of teaching effectiveness and efforts pursuing continual improvement. Two indicators reflecting Level 1 or four indicators reflecting Level 2 would be examples demonstrating teaching effectiveness and continual improvement that would be likely to garner 'meets expectations.' Level 3

indicators can be added to provide further support for teaching effectiveness and engagement in continual improvement of teaching.

Service Expectations
For post-tenure review, faculty are expected to provide evidence of regular and effective service within the department and beyond. As tenured faculty, there is an expectation that one should assume more leadership roles in their service, when available or appropriate. Two contributions reflecting Level 1 or four contributions reflecting Level 2 would be examples of regular and effective service that would be likely to garner 'meets expectations'. Level 3 service contributions can be added to provide further support of one's commitment to providing regular and effective service.

Promotion from Associate Professor to Full Professor

The Department views promotion to the rank of full professor as the highest recognition of the impact that a faculty member has had on their discipline (through their scholarship), on students (through their teaching), and on the department and college, university, or profession (through their service). As such, promotion to full professor represents more than a series of successful PTR decisions. It is expected that a faculty member will have at least five years at their current rank before applying for promotion. It is up to the faculty member to build the case for promotion by contextualizing their work and overall contributions.

Scholarship Expectations
To be successful for promotion to professor, faculty should have 6 peer-reviewed publications while at the associate rank. For the purposes of getting tenure and promotion to professor, peer-reviewed publications include peer-reviewed journal articles, peer-reviewed proceedings papers, chapters in edited books, authoring a book in an academic press, or authoring a textbook. A portfolio consisting solely of conference presentations will not be successful for promotion to professor. Candidates should offer additional evidence of the impact or the prominence of their work throughout their career, demonstrating consistent level 1, level 2, and/or level 3 activities. This could include items such as fellowships, awards, citation counts, invited editorial positions, and invited lectures.

Teaching Expectations
For promotion to Full Professor, it is expected that the level of impact in teaching/mentoring and the overall teaching practice of the faculty member has evolved since being granted tenure. This may be evidenced by greater intensity in Level 1 and 2 indicators efforts compared to their pre-tenure indicators. Three indicators reflecting Level 1 or five indicators reflecting Level 2 would be examples demonstrating teaching effectiveness and continual improvement that would be likely to garner promotion. Level 3 indicators can be added to provide further support for teaching effectiveness and engagement in continual improvement of teaching.

Service Expectations

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For promotion to full professor, faculty are expected to provide evidence of regular and effective service contributions within the department and beyond. As tenured faculty, there is an expectation that one should assume more leadership roles in their service, when available and appropriate. Four contributions reflecting Level 1 or eight contributions reflecting Level 2 would be examples of regular and effective service that would be likely to garner promotion. Level 3 service contributions can be added to provide further support of one's commitment to providing regular and effective service.

Promotion from Assistant Clinical Professor of Practice to Associate Clinical Professor of Practice

Clinical Practice faculty ordinarily have a terminal degree, current certification and/or licensure, experience in clinical or professional practice, regional-specific qualifications, and disciplinary-specific qualifications. They are expected to stay current in their field, either through continuing education or clinical practice. Clinical faculty are not eligible for tenure and typically do not receive course reassignments to engage in scholarship. Clinical faculty are assigned duties in two areas: teaching and professional service. It is expected that a faculty member will have at least five years at their current rank before applying for promotion. It is up to the faculty member to build the case for promotion by contextualizing their work and overall contributions.

Teaching Expectations

For promotion to Associate Professor of Clinical Practice, faculty are expected to have evidence of teaching effectiveness and efforts pursuing continual improvement. It is expected that clinical faculty are incorporating their clinical experience in the classroom and clinical supervision/direction. Three indicators reflecting Level 1 or five indicators reflecting Level 2 would be examples demonstrating teaching effectiveness and continual improvement that would be likely to garner promotion. Level 3 indicators can be added to provide further support for teaching effectiveness and engagement in continual improvement of teaching. It is expected that clinical faculty are to maintain currency in their field of clinical practice to support their teaching activities.

Service Expectations

For promotion to Associate Professor of Clinical Practice faculty are expected to engage in regular and effective service at the department level and at the college, university, or professional level. Two contributions reflecting Level 1 or four contributions reflecting Level 2 would be examples of regular and effective service that would be likely to garner promotion. Level 3 service contributions can be added to provide further support of one's commitment to providing regular and effective service.

Promotion from Associate Clinical Professor of Practice to Full Clinical Professor of Practice

The Department views promotion to the rank of full clinical professor of practice as the highest recognition of the impact that a faculty member has had on students (through their teaching), and on the department and college, university, or profession (through

their service). It is expected that a faculty member will have at least five years at their current rank before applying for promotion. It is up to the faculty member to build the case for promotion by contextualizing their work and overall contributions.

Teaching Expectations

For promotion to Full Clinical Professor of Practice, it is expected that the level of impact in teaching/mentoring and the overall teaching practice of the faculty member has evolved since being promoted to Associate Clinical Professor of Practice. For promotion to full clinical professor of practice, faculty are expected to have evidence of teaching effectiveness and efforts pursuing continual improvement. It is expected that clinical faculty are incorporating their clinical experience in the classroom and in clinical supervision/direction. Three indicators reflecting Level 1 or five indicators reflecting Level 2 would be examples demonstrating teaching effectiveness and continual improvement that would be likely to garner promotion. Level 3 indicators can be added to provide further support for teaching effectiveness and engagement in continual improvement of teaching. It is expected that clinical faculty are to maintain currency in their field of clinical practice to support their teaching activities.

Service Expectations

For promotion to Full Clinical Professor of Practice, faculty are expected to provide evidence of regular and effective service within the department and beyond. As previously promoted faculty, there should be evidence of more leadership roles in their service. Four contributions reflecting Level 1 or eight contributions reflecting Level 2 would be examples of regular and effective service that would be likely to garner a successful promotion decision'. Level 3 service contributions can be added to provide further support of one's commitment to providing regular and effective service.

Promotion From Instructor to Senior Instructor

Instructors are not eligible for tenure and typically do not receive course reassignments to engage in scholarship. Instructors are assigned duties in two areas: teaching and professional service. The Department views promotion to the rank of Senior Instructor as the highest recognition of the impact that a faculty member has had on students (through their teaching), and on the department and college, university, or profession (through their service). It is expected that a faculty member will have at least five years at their current rank before applying for promotion. It is up to the faculty member to build the case for promotion by contextualizing their work and overall contributions.

Teaching Expectations

For promotion to the rank of Senior Instructor, faculty are expected to have evidence of teaching effectiveness and efforts pursuing continual improvement. Three indicators reflecting Level 1 or five indicators reflecting Level 2 would be examples demonstrating teaching effectiveness and continual improvement that would be likely to a positive decision. Level 3 indicators can be added to provide further support for teaching effectiveness and engagement in continual improvement of teaching.

Service Expectations

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For promotion to the rank of Senior Instructor, faculty are expected to engage in regular and effective service at the department level and at the college, university, or professional level. Two contributions reflecting Level 1 or four contributions reflecting Level 2 would be examples of regular and effective service that would be likely to garner a successful promotion decision. Level 3 service contributions can be added to provide further support of one's commitment to providing regular and effective service.