

Bylaws for the Department of Teaching, Leadership, and Research The University of West Florida

If there is a conflict between the language of these Bylaws and Florida Statutes, the UFF-UWF Collective Bargaining Agreement or any UWF Policies, then the language of Florida Statutes, the UFF-UWF Collective Bargaining Agreement or UWF Policy shall prevail and all other portions of departmental Bylaws remain intact.

UFF-UWF Collective Bargaining Agreement:

<https://uwf.edu/academic-affairs/resources/collective-bargaining/>

UWF Policies:

<https://uwf.edu/academic-affairs/resources/policies-procedures-resources/>

1. Governance:

a. *Department Chair* will:

1. Oversee Academic Learning Compacts and/or Academic Learning Plans, including curriculum maps and 5-year assessment plan in consultation with program coordinators;
2. Coordinate data analysis for completion of all annual reports (Institutional Effectiveness, Community Engagement, FDOE, CAEP, etc.);
3. Oversee the department's CCRs submissions;
4. Approve program admissions recommendations from program coordinators and monitor department enrollment;
5. Implement strategies to improve retention and graduation rates;
6. Promote department research opportunities (HIPs, ITEP, grants, website, newsletter, etc.);
7. Manage departmental budgets;
8. Oversee the hiring of new faculty;
9. Manage department committee assignments;
10. Conduct regular curriculum reviews for programs and courses for continuous improvement;
11. Prepare schedules in coordination with program coordinators, advising and other chairs (faculty load, course demand, enrollment, etc.);
12. Oversee department staff and write staff evaluations;
13. Complete faculty annual evaluations and department chair letters for T & P and PTR; and
14. Other duties as assigned by the SOE Dean.

b. *Program Coordinators* will:

1. Maintain and update Academic Learning Compacts and Academic Learning Plans, including curriculum maps and 5-year assessment plans, and complete Institutional Effectiveness Reports;
2. Serve as liaison between faculty and SOE administration to prepare designated CCRs for program changes as needed for continuous improvement and
3. Provide recommendations for program admissions.

c. *Lead Instructors*: Lead instructors will be assigned to every TLR course and, when possible, will be full-time TLR faculty with appropriate subject matter expertise. Lead instructors will be responsible for the following:

1. Offer support to other assigned instructors with the organization, content, and delivery of courses;
 2. Assure instructors attend to course assessment points (e.g., make instructors aware of program-level assignments and/or program assessment criteria captured in courses and EXXAT as needed);
 3. Initiate course CCRs as needed for continuous improvement;
 4. Maintain syllabus of record and program assessment assignments/rubrics and share with other instructors/adjuncts assigned to teach the course;
 5. May share instructional materials (i.e., Canvas shell) with other instructors/adjuncts as needed/requested; and
 6. May recruit, secure recommendations, and/or recommend potential adjunct instructors to the department chair.
- d. Department meetings will be scheduled by the TLR chair at least once a month.
- e. **Committees:** The Chair will appoint members to all department-related committees as needed. Committees will serve in an advisory capacity to the TLR chair. Each committee will nominate a chairperson by majority vote and have a volunteer to record the minutes.
1. Bylaws Review Committee: The committee is composed of nine full-time faculty members. The purpose of this committee will be to review and revise the Bylaws at a minimum every three years. The chair will present the revised Bylaws to the full faculty for input and a vote by the end of the spring semester. The committee meetings will be open to all faculty members who want to attend.
 2. Department Committees: The goal is to allow for full and robust participation by all faculty members in the decision-making process. The departments serve as the starting point for discussing any proposed program or curricular changes, with updates shared at TLR faculty meetings. Proposals may arise from advisory councils, faculty ad-hoc committees or individual faculty.
 3. Advisory Councils: These councils are made up of appointed faculty and approved external stakeholders by the TLR chair. The purpose of these mutually beneficial partnerships is to develop a collaborative vision to support the development of highly qualified educational professionals. These councils serve to involve diverse stakeholders in decision-making, conducting program evaluations, and providing recommendations for improvement initiatives.
 4. Ad hoc committees: These committees will be formed at the beginning of each academic year in the various program areas to meet the needs of the department at that time. These committees will be formed in consultation with the SOE Dean, department chair, and faculty and are dissolved at the completion of the assigned task.
 5. University committees: Representatives to elected university committees (e.g., Faculty Senate) will be responsible for providing committee meeting summaries to the faculty.
- g. **Department Program Review:** The Department understands that Program Review is a necessary part of the accreditation process and of gauging the status of the program. The Department relies upon the policy and guidelines for Program Review supplied by Academic Affairs. Additionally, the faculty will identify appropriate reviewers in consultation with the Chair and the Dean of the School of Education. The Department Chair will undertake initial

communication with external reviews. The final decision of reviewers is made by the Department Chair and Dean, from the list provided by the department and after consultation with the Chair.

h. *Policies and Procedures*

1. Academic Policies and Procedures

- a. Curriculum changes: Curriculum changes will follow the SOE Decision-Making Process (see Appendix A). Curriculum Change Requests (CCRs) will be completed by Lead Instructors, Program Coordinators and TLR Department Chair, approved by the TLR department, TLR chair, SOE Dean, and the Faculty Senate for final approval.
- b. Grading policies: Grading and examination policies are left to the professional judgment of the instructor. These policies must be made clear to the students at the beginning of classes and printed in the course syllabi. Student concerns about the fairness or appropriateness of an examination should follow the grievance process outlined by the university. SOE adheres to the grading policies published in the UWF Catalog.
- c. Examination policies: The university final examination schedule is to be maintained. Necessary exceptions policy may be applied for through the TLR chair
- d. Dissertation committees: The assignment of all dissertation committee members will be reviewed and approved by the Doctoral Oversight Committee following University Guidelines.

2. Personnel Policies and Procedures

- a. Recruitment and selection of faculty: Permission to recruit/search for new faculty members is derived from the Provost to the SOE Dean. University search procedures are to be utilized (i.e., Guidebook for Hiring Faculty). The hiring official, in consultation with the TLR faculty, will organize the search committees with appropriate representation.
- b. Adjunct faculty: Adjuncts will be reviewed and hired on an ongoing and regular basis by TLR chair with SOE Dean approval.
- c. Annual work assignments: Annual work assignments will be made by the TLR chair in consultation with the SOE Dean.
- d. Summer appointments: The TLR chair works with the Dean to determine summer contract opportunities for faculty based on enrollment demands and faculty qualifications, consistent with the Collective Bargaining Agreement (CBA).
- e. Office hours: Each semester, each faculty member will post a schedule of a minimum of six on campus office hours during normal business hours on two or more days per week for fall and spring semesters. Office hours are intended to support faculty collaboration and student access.
- f. Resources: Requests for SOE or TLR resources should be submitted following established protocols.
- g. Extra state compensation: Extra state compensation will be requested by the SOE Dean according to SOE needs following University guidelines and in consultation with

the individual TLR department chair.

- h. Conflict resolution: TLR assignments, responsibilities, and conflicts will be discussed between the TLR chair, the SOE Dean and the individual faculty member as appropriate. If a resolution to a conflict is not reached, it is recommended that the university faculty ombudsperson be engaged, and thereafter procedures from the established CBA shall be utilized.

2. **Mentoring:** The TLR Chair will assign a mentor(s) for each new full-time faculty member during the first term to serve as a guide for the faculty member. The mentor(s) will help the new faculty member become familiar with University expectations (teaching, research, and service), culture, and resources. The mentor will treat all interactions and discussions in confidence. The mentee will keep the mentor informed of any problems or concerns as they arise. The mentor for tenure-track faculty will be tenured and serve as the chair of their midpoint review committee.

3. **Annual evaluation for tenured, tenure-earning, and non-tenured faculty:** Annual evaluations should provide evidence of progress towards tenure and promotion, identifying successes and critical areas of concern. The annual evaluation process for TLR faculty will adhere to the current approved Collective Bargaining Agreement (CBA). All faculty will refer to the current *UWF Policies and Procedures for Promotion, Tenure, Annual Evaluation, and Post-Tenure Review*.

- a. **Annual Evaluation Process.** All departments will follow the university procedures and timeline for annual evaluations.

Faculty will submit evaluation materials to their department chair electronically (ACRES).

Submissions in ACRES will detail the faculty member's performance over the annual evaluation period in relation to teaching, service, and scholarship (if applicable) and should provide compelling evidence of the quantity, quality, and impact of the faculty member's performance and progress toward tenure and/or promotion (if applicable) and progress on established goals. Materials to be submitted include: (1) a statement of contributions with appendices detailing productivity in designated areas; (2) a current curriculum vitae with those items added since the last evaluation highlighted; and (3) accompanying materials supporting claims made in the statement of contributions (e.g., student assessment of instruction, published works).

It is the responsibility of the faculty member to present supporting materials that provide compelling and convincing evidence of having met the specified criteria for the self-rating in each of the designated areas of responsibility for the respective faculty member (i.e., teaching, service, and scholarship when included in an assignment). Note that the performance indicators listed below are intended to be illustrative and not exhaustive. The process of assessing productivity and the relative value of individual products should be attentive to discipline specifics, emerging trends, and new technologies. Instructors and clinical professors should reference the criteria for teaching and service found in the TLR Statement on Teaching and Statement on Service. Instructors and Clinical faculty should reference the criteria for teaching and service found in the SOE TLR Statement on Teaching and Statement on Service. Although not required, Instructors and Clinical faculty may include scholarship and creative activities as evidence of "exceptional" work in teaching and service. Tenure-earning faculty should also reference the criteria for teaching, scholarship, and service found in the TLR Statement on Teaching, Creative and Scholarly Projects, and Service.

It is the responsibility of the individual faculty member to provide sufficient data and/or explanation of qualitative and/or quantitative evidence to clarify and warrant the weight/impact

that should be afforded to a particular piece of evidence. Faculty should refer to the key indicators for a performance rating of “Meets Expectations” listed below to determine evidence to present. The decision to recommend tenure/promotion is based upon a pattern of sustained performance of “Meets Expectations” as indicated by annual evaluations. Faculty are expected to provide evidence for a rating of “Meets Expectations,” and only those with exemplary performance in a given year should expect to “Exceed Expectations.” Any faculty member who is “Below Expectations” will collaborate with the Chair to create an improvement plan for the following year.

Key Indicators for a Performance Rating of ‘Meets Expectations’

Teaching includes all teaching and learning activities in and out of the classroom that result in relevant, appropriate course learning outcomes.

Meets Expectations: Demonstrates consistent high-quality teaching with positive outcomes for students. The indicators below will help faculty build a case for Teaching that Meets Expectations include:

- Student evaluations document consistent positive impacts on learning;
- Syllabi outlines comprehensive, clear, and appropriate performance expectations;
- Implementation of assessment and feedback practices;
- Pedagogical and quality enhancement activities that improve learning (e.g., active learning, student engagement techniques, high-impact practices);
- Evidence of reflective teaching practices for continuous course/program improvement (e.g., accreditation, UWF best practices for course instruction, peer review, and curriculum planning activities);
- Mentoring students in unscheduled teaching activities (e.g., the dissertation process, student research, high-impact practice activities, student support activities, etc.) ;
- Appropriate standards of academic integrity promoted, including respect for students and their rights (e.g., modeling and practicing professional communication, promoting civil discourse in class and online discussions, etc.);
- Effective and timely communication practices with the students inside and outside the classroom;
- Peer observations or course reviews that focus on constructive feedback for instructional strategies and/or course design;
- Participation in professional development activities that improve teaching; and
- Teaching awards and other accomplishments related to teaching.

Evidence of Scholarly and Creative Products

Scholarship within the Department of Teaching, Learning, and Research includes a wide variety of research and scholarly activity within each discipline. For purposes of annual evaluations, tenure, promotion, and post-tenure review, faculty should produce high-quality, externally reviewed, and publicly available scholarship and creative projects related to their particular research agenda. The quality and impact of scholarly and creative publications, products, and activities is established by evidence provided by the faculty member, including but not limited to acceptance rate, rejection rate, impact factor, readership, the review process, or other indications of quality commonly used in the discipline.

Meets Expectations: Demonstrates satisfactory execution of scholarship or creative activity agenda. The

indicators below will help faculty build a case for Scholarly and Creative Activities that meet expectations, include the following:

- Refined scholarly agenda or creative plan well-suited to regional comprehensive university context;
- Meets department production targets for both quantity and quality of scholarly and creative products;
- Examples of evidence include:
 - Peer-reviewed publications (i.e., journal articles);
 - Editorially reviewed publications (i.e., journal articles, book chapters);
 - Book(s) or book chapters;
 - Book reviews;
 - Convention and conference contributions (e.g. conference presentations, workshops, and proceedings);
 - Synopses of grants or contracts and the outcome of such applications (funded and non-funded);
 - Electronic outlets (e.g., blogs, vlogs);
 - Invited talks and conference special sessions;
 - Developing and field-testing educational programs and products such as program guides, technical products, educational software, curricula, instructional materials guides, and others; and
 - Originating and conducting basic and applied research or technological research.
- Evidence of recognition and/or references to research outside of the University (editorship, citation counts, press releases, etc.);
- Involvement of students in scholarly and creative activities; and
- Awards received for scholarly or creative activities.

Evidence of Service Activities:

Service is broadly defined and should include a wide range of activities. Service is most valued when there is a relationship between the activity and the faculty member's area of expertise. The Department of Teaching, Learning, and Research strongly supports faculty service related to their area of expertise and in accordance with rank.

Meets Expectations: Demonstrates satisfactory execution of service contributions. The indicators below will help faculty build a case for Service that Meets Expectations include:

- Service to department, university and/or SOE (i.e., committee participation and leadership);
- Discipline-related service to the community (i.e., grant development, teaching K-12 students, board member, workshops, student organizations, advisory councils);
- Service to academic or professional organizations (e.g., conference proposal reviewer, editorial review boards, organization leadership; conference organizer); and
- Accreditation and continuous improvement activities (program-level).

While evidence is a required element of the evaluation materials, it is not sufficient in and of itself. It is imperative that the faculty member demonstrate the impact of professional activities and products by elaborating on and contextualizing activities and productivity within the narrative statement of contributions. The evaluation materials will be examined by the SOE Dean and used to develop an annual evaluation and, when appropriate, assess progress toward tenure and promotion.

Mid-Point Review: The purpose of the Mid-Point Review is to provide support and guidance in the areas of teaching, research, and service for tenure-track faculty in a timely fashion so that faculty can continue or modify progress for a successful candidacy.

The Mid-Point Review for candidates on a standard six-year tenure clock will occur mid-semester spring of the third year. Candidates should submit a completed portfolio by March 1st. The Department Chair will determine the appropriate term for candidates arriving with time towards tenure and promotion credit.

The Mid-Point Review Committee should include at least three tenured faculty who are familiar with university expectations for Tenure and Promotion. The faculty mentor for the candidate will serve on this committee as the chair. The department chair selects the additional committee members from the tenured faculty.

The committee will evaluate the candidate using the standards for Tenure and Promotion in the Bylaws under which the candidate was hired. Candidate strengths and weaknesses should be identified in this process, and after conferencing with the department chair, the candidate should develop a plan to address any deficiencies. If deficiencies exist, the committee will provide specific recommendations for successful tenure and promotion. If the committee affirms the candidate's progress, the committee will provide specific rationale for affirmation.

The committee will provide feedback to the candidate and copy the TLR chair, describing the candidate's progress towards promotion and tenure with advice and recommendations. Further use of these materials is at the discretion of the faculty member. The chair will provide a summary to the Dean.

Tenure, Promotion, and Evaluations:

<https://uwf.edu/academic-affairs/resources/promotion-tenure/>

Criteria for Promotion and Tenure

The decision to recommend tenure is a vote of confidence in the candidate's demonstrated capacity for scholarly and professional growth consistently over time. Thus, the school will not ordinarily recommend an assistant professor for tenure unless the candidate holds the appropriate terminal degree and has accomplishments in teaching, scholarship, and service, which warrant a simultaneous recommendation of promotion. Candidates considering a submission for tenure and promotion should submit in accordance with the university guidelines.

Tenure

The decision to recommend tenure is based upon a pattern of sustained performance of "Meets Expectations" as indicated by annual evaluations. The numbers that follow represent a minimum for consideration. It is the responsibility of the individual faculty member to provide sufficient context and/or explanation to clarify and justify the qualitative weight/impact that should be afforded to a particular piece of evidence.

Recommendations for Tenure (Tenure Only, No Promotion)

1. At least three scholarly works to include various evidence (see Bylaws for performance indicators for ratings). At least two of these scholarly works must be peer-reviewed journal articles. 2. At least two (2) of these must carry progressive publication dates subsequent to the candidate having joined The University of West Florida.

Promotion to Associate Professor

Promotion to associate professor is justified by a strong, consistent, and positive reputation within the university in teaching, service, and scholarship. A consistent record of significant tangible and public scholarship over time and recognized as such by peers is always a criterion. This scholarship should have earned acknowledgment in the discipline outside the university. The numbers that follow represent a minimum for consideration. It is the responsibility of the individual faculty member to provide sufficient context and/or explanation to clarify and justify the qualitative weight/impact that should be afforded to a particular piece of evidence.

Recommendations for Promotion to Associate Professor (Includes Tenure Requirements)

1. A total of at least five (5) scholarly works to include various evidence (see performance indicators for ratings within Bylaws). At least three (3) of these scholarly works must be peer-reviewed journal articles. Additionally, tangible evidence of the expression of creative and scholarly activity in other venues is required (see performance indicators for ratings within Bylaws). The decision to recommend promotion to associate professor is based upon sustained performance indicated by a minimum of annual evaluation ratings of “Meets Expectations” in teaching, scholarship and creative activity, and service.
2. At least three (3) of these must carry progressive publication dates subsequent to the candidate having joined The University of West Florida.

Promotion to Full Professor

Promotion to the rank of professor is justified by superlative and consistent teaching, service, and scholarship, as measured by favorable recognition in the discipline outside the university. The numbers that follow represent a minimum for consideration. It is the responsibility of the individual faculty member to provide sufficient context and/or explanation to clarify and justify the qualitative weight/impact that should be afforded to a particular piece of evidence.

Recommendations for Promotion to Full Professor

1. A cumulative total of at least twelve (12) scholarly works to include various evidence (see performance indicators for ratings within Bylaws). At least six (6) of these scholarly works are peer-reviewed journal articles.
2. At least six (6) of these scholarly works must carry publication dates subsequent to the award of the candidate’s current rank and during his/her tenure at The University of West Florida.

These are the minimum publication recommendations and do not guarantee support at the School and/or University level; quality, rigor, and impact will also be assessed in the evaluation of submitted materials. It is recommended that faculty exceed these recommendations to help facilitate a successful Tenure and Promotion package at the SOE and University level.

Recommendations for Lecturers/Instructors

Candidates for Senior Lecturer/Instructor will complete at least 5 years of employment at the

lecturer/instructor level before submitting a dossier for review in the fall of the 6th year. The faculty member and the Chair shall confer about the readiness of the faculty member as a candidate for promotion. The process of submitting a dossier for consideration for promotion shall be initiated upon request of the faculty member or upon agreement between the faculty member and Chair. The Chair will forward the request to the Dean. Eligibility for promotion involves both quality of performance and time served in their existing rank. Candidates will typically be considered worthy of promotion consideration when their annual evaluations demonstrate quality in performance consistent with the expected level of performance for the rank to which the candidate aspires. The same key indicators used for tenure-track faculty for teaching and service will be used for lecturers/instructors for annual evaluation and promotion.

Recommendations for Clinical Professors

For Assistant Professors of Professional/Clinical Practice seeking promotion to the rank of Associate Professor of Professional/Clinical Practice, the minimum time in rank is five (5) years prior to making application for consideration for promotion. For Associate Professors of Professional/Clinical Practice seeking promotion to the rank of Professor of Professional/Clinical Practice, the minimum time in rank is five (5) years prior to application for consideration for promotion. The promotion application should begin after five years in the current position and rank. Time spent in previous faculty positions or rank (e.g., Visiting Professional/Clinical Professor) will not count toward promotion in current rank.

The Professional/Clinical faculty member and the Chair shall confer about the readiness of the faculty member as a candidate for promotion. Promotion within the Professional/Clinical ranks is elective (not mandatory). The process of submitting a dossier for consideration for promotion shall be initiated upon request of the faculty member or upon agreement between the faculty member and Chair. The Chair will forward the request to the Dean.

Eligibility for promotion involves both quality of performance and time served in their existing rank. Candidates will typically be considered worthy of promotion consideration when their annual evaluations demonstrate quality in performance consistent with the expected level of performance for the rank to which the candidate aspires. The same key indicators used for tenure-track faculty for teaching and service will be used for Clinical Professors for annual evaluation and promotion.

Process for all Promotions (Tenure, Clinical, and Instructor):

Before the President makes a final decision on the status of the application, the candidate's dossier will undergo sequential review by the following entities:

- the department chair;
- the School Faculty Personnel Committee (SFPC);
- the Dean;
- the University Faculty Personnel Committee (UFPC); and
- the Provost.

Each review judgment should be regarded as independent and advisory

A review by the UFPC will be required if there are any negative reviews from any prior reviewing bodies. Additionally, the Provost may request a UFPC review if they believe that further deliberation and input will facilitate the most defensible decision. Any candidate may also request a review by the UFPC.

A review by the UFPC will not be required under the following conditions:

- a) The Chair agrees with the majority (or breaks the tie) in favor of the candidate; and

- b) The SFPC agrees in favor of the candidate, with no negative opinions; and
- c) The Dean agrees in favor of the candidate.

In summary, a candidate whose dossier produces no negative feedback through the Dean's level of review should not expect to be reviewed by the UFPC unless extenuating circumstances prompt the Provost to ask for additional assistance from the UFPC.

The President is the final authority in promotion decisions.

Procedure for Applying for Promotion and Tenure

In addition to meeting the guidelines outlined herein, the department will follow the promotion and tenure application procedures and calendars as outlined in the "Annual Evaluation, Tenure, and Promotion Policy" packet provided annually by the Office of the Provost/Vice President of Academic Affairs.

The information details submission and review dates, assembly and order of materials, and the content included in a Tenure and Promotion (T&P) electronic binder (Interfolio).

Candidates are encouraged to meet with their department chair early in the process to coordinate the selection of external reviewers. The department chair will include all solicited external letters of review.

Tenure and Promotion Process - The annual evaluation process for faculty will adhere to the current approved CBA. All faculty will refer to the *UWF Policies and Procedures for Promotion, Tenure, and Annual Evaluation*. As stated in the SOE Bylaws, teaching effectiveness, service efforts, and scholarly activities are evaluated in terms of both quantity and quality. These individual accomplishments are intended to demonstrate high impact and quality, as well as quantity consistent with discipline standards. This approach necessitates that the applicant for tenure and promotion develop a well-crafted narrative statement with accompanying evidence to effectively make the case for the substantive effect of his or her efforts in teaching, scholarship, creative projects, and service. This electronic binder (Interfolio), taken as a whole, should provide a compelling case that would be judged by professionals aligned to the candidate's discipline from a variety of academic institutions that include comprehensive regional universities as indicative of the candidate's competence.

Candidates are expected to use data and evaluative criteria identified in the *UWF Promotion and Tenure Guidelines* to support the case for tenure and promotion. It is the candidate's responsibility to prepare a credential file that provides compelling and convincing evidence to external reviewers of professional competence. This process recognizes that professional activities, such as journal articles, conference presentations, and grants, may differ significantly in elements, such as scholarly content, length, and research effort. It is the applicant's responsibility to review *UWF Promotion and Tenure Guidelines* and to build a credential file that meets or exceeds those criteria.

Statement on Teaching

Teaching is both a science and an art. A faculty member is expected to have knowledge of his or her content area and an understanding of how best to share this information. Thorough preparation for each course is expected as well as the incorporation of the latest information on the subject matter. A range of innovative teaching strategies and high-impact practices should be employed in the learning process. Additionally, faculty should be readily available to provide feedback and guidance to students related to their courses or programs of study. A skilled faculty member should seek to guide students' inquiry about the past, present, and future of their disciplines. Please note that teaching evidence must include regular term student assessment of instruction (SAI) feedback as well as additional measures of teaching effectiveness.

Key Indicators for a Performance Rating of “Meets Expectations”

Meets Expectations: Demonstrates consistent high-quality teaching with positive outcomes for students. The indicators below will help faculty build a case for Teaching that Meets Expectations.

- Student evaluations document consistent positive impacts on learning
- Syllabi outlines comprehensive, clear, and appropriate performance expectations
- Effectiveness of assessment and feedback practices
- Pedagogical and quality enhancement activities that improve learning (e.g., active learning, student engagement techniques, high-impact practices)
- Evidence of reflective teaching practices for continuous course/program improvement (e.g., accreditation, Quality Matters, peer review, and curriculum planning activities)
- Mentoring students in unscheduled teaching activities (e.g., the dissertation process, student research, high-impact practice activities, student support activities, etc.)
- Appropriate standards of academic integrity promoted, including respect for students and their rights (e.g., modeling and practicing professional communication, promoting civil discourse in class and online discussions, etc.)
- Effective and timely communication practices with the students inside and outside the classroom
- Peer observations or course reviews that focus on constructive feedback for instructional strategies and/or course design.
- Participation in professional development activities that improve teaching
- Teaching awards and other accomplishments related to teaching

Teaching Performance Ratings:

Exceeds Expectations

An “Exceeds Expectations” rating demonstrates a high degree of quality in teaching.

Performance indicators that may be used to support Exceeds Expectations ratings include:

- Leadership evident in the promotion of high-quality teaching and curriculum development;
- Teaching awards document high caliber of performance;
- Pedagogical and student support practices are innovative; and
- Demonstrates adherence to the needs of all students toward the goal of individual achievement.

Meets Expectations

A “Meets Expectations” rating reflects appropriate quality in teaching. Performance indicators that may be used to support Meets Expectations ratings:

- Peer evaluations indicate sound pedagogical practices;
- Syllabi outlines comprehensive, clear, and appropriate performance expectations;
- Goals and course content routinely provide evidence of successful continuous improvement efforts;
- Pedagogical and student support practices are effective; and
- Applies learning from professional development activities to improve teaching;
- Student evaluations consistently document a positive impact on learning.

Does Not Meet Expectations

A “Does not Meet Expectations” performance rating demonstrates some positive teaching outcomes but minor areas for concern are evident that may have a negative impact on students and their learning as reflected by a combination of indicators. Teaching performance is somewhat below the department norms. Performance indicators that may be used to support “Does not Meet Expectations” ratings include:

- Student evaluations document some consistent areas of concern;
- Syllabi do not provide clear and appropriate expectations;
- Assessment practices show some difficulty in supporting student learning and meeting school needs;
- Pedagogical and student support practices need improvement, and
- Rarely participates in professional development activities to improve teaching.

Unsatisfactory

An “Unsatisfactory” performance rating demonstrates failure to meet expectations that reflect disregard or failure to follow previous advice or other efforts to provide correction or assistance or performance involving incompetence or misconduct as defined in applicable university regulations and policies. Performance indicators that may be used to support Unsatisfactory ratings include:

- Student evaluations document multiple consistent problems;
- Syllabi are not current and/or fail to establish clear and relevant expectations;
- Assessment practices are inadequate to support student learning and school needs (e.g., learning outcomes are inadequate, inappropriate, or missing; testing strategies are not effective or fair);
- Pedagogical and student support practices are unsound (e.g., disrespectful, unorganized, unresponsive); and
- Lack of effort to improve quality of teaching (e.g., avoids professional development experiences).

Statement on Scholarship and Creative Projects

Scholarship within the Department of Teaching, Learning, and Research includes a wide variety of research and scholarly activity within each discipline. For purposes of annual evaluations, tenure, promotion, and post-tenure review, faculty should produce high-quality, externally reviewed, and publicly available scholarship and creative projects related to their particular research agenda. “Research is complete only when scholars share their results and findings with the scientific community” (APA, 2019, p. 3). The quality and impact of scholarly and creative publications, products, and activities is established by evidence provided by the faculty member, including but not limited to acceptance rate, rejection rate, impact factor, readership, the review process or other indications of quality commonly used in the discipline.

Key Indicators for a Performance Rating of ‘Meets Expectations’

Meets Expectations: Demonstrates satisfactory execution of scholarship or creative activity agenda. The indicators below will help faculty build a case for Scholarly and Creative Activities that Meets Expectations.

- Refined scholarly agenda or creative plan well suited to regional comprehensive university context
- Meets department production targets for both quantity and quality of scholarly and creative products.
- Examples of evidence:

- Peer-reviewed publications (i.e., journal articles)
- Editorially reviewed publications (i.e., journal articles, book chapters)
- Book(s) or book chapters
- Book reviews
- Convention and conference contributions (e.g. conference presentations, workshops, and proceedings)
- Synopses of grants or contracts and the outcome of such applications (funded and non-funded)
- Electronic outlets (e.g., blogs, vlogs)
- Invited talks and conference special sessions
- Developing and field-testing educational programs and products such as program guides, technical products, educational software, curricula, instructional materials guides, and others
- Originating and conducting basic and applied research or technological research
- Evidence of recognition and/or references to research outside of the University (editorship, citation counts, press releases, etc.)
- Involvement of students in scholarly and creative activities
- Awards received for scholarly or creative activities

Research and Scholarly Activities Performance Ratings:

Exceeds Expectations

An “Exceeds Expectations” performance rating demonstrates a consistently high degree of skill in design and execution of scholarly and creative projects. In general, the weight of evidence in this performance *exceeds school criteria for excellence*.

Performance indicators that may be used to support Exceeds Expectations ratings:

- Established scholarly agenda or creative projects toward publications with national or international recognition;
- Exceeds expectations for quality and quantity in discipline-specific scholarship;
- Provides significant data or evidence of scholarly influence of research and creative projects;
- Achieved multiple funded grant proposal(s);
- Achieved high-caliber or significant scholarly activity awards, recognitions, etc.; and
- Demonstrated continuous collaboration with colleagues or student scholars (presentations, publications, etc.).

Meets Expectations

A “Meets Expectations” performance rating demonstrates well-developed execution of a scholarly or creative activity agenda as shown by the performance indicators below.

Performance indicators that may be used to support “Meets Expectations” ratings:

- Refined and advancing scholarly agenda or creative projects toward publication(s);
- Demonstrated quality and quantity in discipline-specific scholarship;
- Provides data or evidence of some scholarly significance of research and creative projects;
- Funded grant proposals; and
- Demonstrated collaboration with colleagues or student scholars (presentations, publications, etc.).

Does Not Meet Expectations

Scholarly and creative projects are somewhat below the norms or expectations, and do not demonstrate adequate progress toward executing a scholarly or creative agenda as shown by the performance indicators below.

Performance indicators that may be used to support “Does Not Meet Expectations” ratings:

- Scholarly agenda or creative plan is somewhat developed, but lacks a clear focus or connection to the subject area leading to publications;
- Limited or lack of completion of scholarly or creative projects;
- Limited pursuit of grant proposals or funding opportunities; and
- Limited collaboration with colleagues or student scholars.

Unsatisfactory

An “Unsatisfactory” performance rating demonstrates 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.”

Performance indicators that may be used to support “Unsatisfactory” ratings include:

- Scholarly agenda or creative plan has not been developed with a clear focus or connection to a discipline;
- Minimal pursuit of scholarly and creative projects;
- Lack of grant proposals or funding opportunities; and
- Lack of collaboration with colleagues or student scholars.

Statement on Service

Service is broadly defined and should include a wide range of activities. Service is most valued when there is a relationship between the activity and the faculty member’s area of expertise. The Department of Teaching, Learning, and Research strongly supports faculty service related to their area of expertise and in accordance with rank. The service aspect of a faculty member's responsibilities is multifaceted, encompassing the department, university, community, and professional discipline.

Key Indicators for a Performance Rating of ‘Meets Expectations’

Meets Expectations: Demonstrates satisfactory execution of service contributions. The indicators below will help faculty build a case for Service that Meets Expectations.

- Service to university, SOE and/or department (i.e., committee participation and leadership)

- Discipline-related service to the community (i.e., grant development, teaching K-12 students, board member, workshops, student organizations, advisory councils)
- Service to academic or professional organizations (e.g., conference proposal reviewer, editorial review boards, organization leadership; conference organizer)
- Accreditation and continuous improvement activities (program-level)

Service Performance Ratings:

Exceeds Expectations

An “Exceeds Expectations” performance rating demonstrates a consistently high degree of skill and leadership in service contributions to the field, the community, the university, the school, professional organizations, colleagues, and UWF students.

Performance indicators that may be used to support Exceeds Expectations ratings:

- Demonstrated leadership and participation in department, SOE, university, and community committees;
- Demonstrated leadership and participation in discipline-specific professional organizations;
- Leading professional development or continuing education; and
- Demonstrated leadership in support of accreditation and continuous improvement activities.

Meets Expectations

A “Meets Expectations” performance rating demonstrates well developed execution of service contributions as shown by the performance indicators below.

Performance indicators that may be used to support Meets Expectations ratings:

- Consistent active and constructive participation in department, SOE, university, and community committees;
- Demonstrated involvement in discipline-specific professional organizations;
- Facilitating professional development or continuing education; and
- Active participation in accreditation and continuous improvement activities.

Does Not Meet Expectations

A “Does Not Meet Expectations” performance rating demonstrates some positive, yet inconsistent, service contributions as shown by the performance indicators below.

Performance indicators that may be used to support Does Not Meet Expectations ratings:

- Limited participation in department, SOE, university, or community committees;
- Limited involvement in discipline-specific professional organizations;
- Limited participation in delivering professional development or continuing education; and
- Limited participation in accreditation and continuous improvement activities.

Unsatisfactory

An “Unsatisfactory” performance rating demonstrates 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."

Performance indicators that may be used to support Unsatisfactory ratings:

- Lack of participation in department, SOE, university, and community committees;
- Lack of involvement in discipline-specific professional organizations;
- Lack of participation in delivering professional development or continuing education; and
- Lack of participation in accreditation and continuous improvement activities.

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

Each PTR packet submitted for review shall contain the following:

- A. Last five years of Chair and Dean Annual Performance Evaluation Letters and any and all faculty rebuttals;
- B. Last five years of Faculty Assignment Letters;
- C. Current Curriculum Vitae;
- D. Copy of Current Department Bylaws.
- E. A five-page statement of contributions provided by the faculty member, with the statement confined to the previous five years of work.
 1. The statement should build a case for the final rating based primarily upon the overall rating from annual evaluations in the previous five years and the annual performance expectations in the bylaws. It is expected that some fluctuations in rating are normal, and that the evaluation should be based upon the modal value, rather than on individual ratings.
 2. Annual performance ratings for individual categories (i.e. Instruction) can be used to further contextualize the statement. However, the overall ratings and bylaws should be the primary focus.
 3. Additional evidence of the quality or impact of efforts beyond that requested in the bylaws can be offered.

UWF Website - [UWF Post-Tenure Review Guidelines Website](#)

Tenure, Promotion, and Evaluations - <https://uwf.edu/academic-affairs/resources/promotion-tenure/>

Appendix A: SOE Organizational Structure

