BY-LAWS OF
THE DEPARTMENT OF MATHEMATICS/STATISTICS
(March, 2024)

Mission/Vision

The Department of Mathematics and Statistics is committed to delivering a high-quality liberal arts education to students in the context of a regional comprehensive institution. The Department significantly contributes to the vision and mission of the University through engagement of students in high impact practices, scholarly endeavors, and outreach to the community and profession. We aspire to be known for our distinctive programs at the undergraduate and graduate levels. The vision of the Department of Mathematics and Statistics is to provide quality undergraduate and graduate education in Mathematics, Statistics, Data Science and applications via in-class and online instructional platforms, be known as a leader in faculty-led and student-led research, and to contribute to the community and profession through service.

I. General

A. Introduction

1. The Chair shall serve as the presiding officer at departmental meetings. The presiding officer shall vote only to break a tie.

2. The Chair shall call for meetings at least one week in advance. An agenda shall be distributed at least three working days before the meeting. Faculty may submit agenda items up to one day prior to distribution of the agenda item.

3. A majority of the regular voting faculty [(1)] shall constitute a quorum. Non-regular faculty [(2)] shall be ex-officio, non-voting members and may serve the Department in an advisory capacity.

4. A faculty member may add an issue to the agenda at the department meeting before the agenda is adopted, provided the motion to add an issue (in the form of a request to the presiding officer) receives a majority of votes. Issues not listed on the adopted agenda may not be voted upon in the same meeting. Such issues can be brought up and discussed.

5. Issues brought to departmental meetings become policy only by receiving a majority vote of the regular faculty.

6. With the exception of the meetings of the Personnel Committee involving promotion and/or tenure, all Department committee meetings shall be open to all faculty. Committees shall distribute their meeting agenda to all faculty at least two working days prior to the meeting and, if possible, distribute written reports to the faculty prior to a departmental meeting.

7. Line-item proxies are permitted. A written proxy must be presented to the Chair prior to the meeting.

8. The Department shall have the following committees:
    i. Graduate Committee
    ii. Undergraduate Committee
    iii. Personnel Committee
    iv. Colloquium Committee
    v. General Education Committee

vi. Proseminar Committee

9. There will be at least two faculty meetings each semester of the academic year. At least one meeting per semester shall be devoted to academic planning.

10. The graduate programs shall be coordinated by the Chair of Department with the help of the Graduate Committee. The Chair shall determine aspects of the Graduate Program for which the Graduate Committee shall handle.

11. Canceling of Classes: In the event of an illness or emergency, the instructor must contact the Chair at the earliest possible time. The Chair shall attempt to arrange for a suitable substitute. If one cannot be found, the instructor shall hold make-up sessions as needed to bring the class in line with the course schedule. In the event that make-up sessions cannot be held, the instructor shall formulate an addendum (to be approved by the chair) to the syllabus.

    In the event of a planned absence such as for a conference, the instructor must either arrange for a substitute or provide make-up classes. Here, digital lectures may be used in lieu of face-to-face instruction. These arrangements shall be made in consultation with the Chair.

12. Collegiality: Collaboration and constructive cooperation between academic colleagues helps others to identify important aspects of a faculty member's overall performance. A collegial atmosphere is essential in a department environment. Such an atmosphere makes both students and faculty members feel more welcome so they may better achieve their academic objectives. Therefore, regarding collegiality at the department level, a faculty member is expected to:
    - Treat colleagues with respect in all interactions;
    - Undertake all activities with openness and fairness, and respond to concerns raised by colleagues with respect;
    - Deal with conflicts and disagreements among colleagues in a professional manner; and
    - Bring unresolved conflicts/disagreements to the attention of the Chairperson. The Chairperson shall attempt to resolve the conflict with the parties involved.

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

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(1) Regular voting faculty members include: instructors, lecturers, assistant professors, associate professors and professors who are not on leave outside the Pensacola area.

(2) Ex-officio faculty members include: visiting faculty, faculty on phased retirement or Emeritus status.

II. Committees & Representatives

1. **Personnel Committee**: Shall deliberate all faculty personnel matters, including promotion and tenure, and make recommendations to the Chair. Three tenured faculty members shall constitute the Personnel Committee. The Committee must include persons with primary interest in each of mathematics and statistics. Members shall serve staggered three-year terms.

    If a candidate for promotion to full Professor is brought before the personnel committee, only full professors may consider the case. If there are less than three full professors on the personnel committee, the Department shall elect the needed number to the committee to consider the case(s).

2. **Undergraduate Committee**: Shall oversee all undergraduate programs. Up to five faculty members may constitute the committee and must include persons with primary interest in each of mathematics and statistics. Members serve staggered three-year terms.

3. **Graduate Committee**: Shall oversee all graduate programs. The Committee shall recommend candidates for admission. Membership shall be up to five faculty. The membership must include persons with primary interest in each of mathematics and statistics. Members serve staggered three-year terms.

4. **Mentoring Committees**: As part of the tenure process, a mentoring committee for each person for whom tenure is expected will be selected by the Department Chair in consultation with the faculty member at the beginning of employment. The mentoring committee will have 3 members from Mathematics and Statistics and one member from another discipline. The committee shall monitor the prospective candidate's progress and report to the Chair periodically.

5. **Proseminar Committee**: Shall oversee the proseminar for the Department. For the main purpose of maintaining acceptable standards, the Committee shall weigh both oral and written students' reports to make recommendations to the Department through the department Chair. The membership must include persons with primary interest in each of mathematics and statistics. Members serve staggered three-year terms.

6. **Colloquium Committee**: Two members, one with primary interest in mathematics, the other with primary interest in statistics, serving staggered two-year terms.

7. **General Education Committee:** All faculty who teach General Education courses shall serve as committee members while they continue to teach those courses. The Committee shall oversee all aspects of general education courses to include course content, teaching, and assessment. The Committee shall liaise with the Undergraduate Committee on issues as determined by the Department Chair.

8. **Departmental Liaison with Education**: One person serving a three-year term.

9. **Math Club Faculty Advisor**: A faculty member shall be the Advisor of the Math Club. The Advisor shall be appointed by the Department Chair and shall oversee all operations of the student association. The appointment shall be reviewed and affirmed every three years.

Notes:

a. Committee Chairs shall call and preside over committee meetings. They shall deliver committee reports at Department Meetings. Committee reports/recommendations shall be taken as recommendations to the department faculty.

b. The Chair shall make Committee assignments except when the regular faculty request for an election. In particular, the Graduate Committee and the Undergraduate Committee shall review and assess curricula at the various levels per Chair's assignment.

c. All committee members are eligible for re-election.

d. The Department Chair shall publicize vacancies on committees at the beginning of each school year, to replace faculty who are rotating off the various committees.

e. The Department Chair shall form ad-hoc committees as needed.

III. Policies & Criteria

A. Summer Term Rotation Policy

The Departmental Cumulative-Point system for distribution of summer courses began in 1989. The Department Chair shall follow the list ordered according to point totals, to assign summer courses. Each summer, each faculty member shall accrue 1 point. For each course taught, the faculty member shall be charged 0.5 against his/her total. If a faculty member is appointed Department Chair, his/her position on the Summer Rotation list shall be frozen. The Chair, on returning to regular faculty status, shall assume that frozen position with a total equal to the person directly above him/her. New faculty shall be placed on the list according to their contract-signing date and shall each be awarded the least total points for any returning faculty.

B. Promotion and Tenure Criteria

Introduction: A candidate for tenure and/or promotion should have demonstrated collegiality and a willingness to work with colleagues in supporting the goals and mission of the Department, college, and university. The Department has a set of criteria and standards for the assessment of a faculty member's performance of assigned duties and responsibilities. The assessment shall form a basis for tenure and promotion decisions. There are three performance categories: teaching; scholarship and creative activity; and service.

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

- **Unsatisfactory:** Unacceptable level of performance. Major areas of weakness require remediation.
- **Does Not Meet Expectations:** Overall performance includes some strengths, but one or more major weaknesses exist.
- **Meets Expectations:** Meets department standards for professional performance. No areas of weakness exist.
- **Exceeds Expectations**: Exceeds department standards for professional performance. Exceeds the standards for excellence in quality and/or quantity.

The performance levels are expected as an average with sustained effort throughout the decision period.

A candidate must have served at least five years at UWF in order to be eligible to apply for tenure (University requirements), unless credit was given at the time of employment by the University for work done at other institutions prior to the UWF employment.

Mid-Term Review: The Department shall do a third-year tenure review of each tenure candidate. At the end of Year 3, within 45 days of receiving the Dean's faculty evaluation, the Personnel Committee shall review the candidate's updated list of publications, other research and creative activities, courses taught and teaching-related engagements, evidence of service, and the three annual evaluations (of the Chair and the Dean). The goal of this more extensive evaluation is to identify and address any problem areas. The Committee shall report the outcome of this evaluation by means of a letter to the candidate and the Chair

For persons who are awarded credit towards tenure at the point of employment, the Chair shall draw up an appropriate evaluation schedule during his/her first semester at UWF, to include an appropriate mid-point evaluation.

Minimum Expectations:

1. **The minimum Research expectations for tenure and/or promotion are**:

a) At least FOUR research articles published in refereed journals shall be considered the minimum expectation for tenure. Of these, at least THREE must be published while the candidate is at UWF, unless credit was given by the UWF Department of Mathematics & Statistics at the time of hiring, for research work done prior to UWF employment.
b) At least FOUR research articles published in refereed journals shall be considered minimum expectation for promotion from the rank of assistant Professor to the rank of associate Professor. Of these FOUR, at least THREE must be published while the candidate is at UWF, unless credit was given by the Department at the time of hiring for research work done prior to UWF employment.
c) At least FIVE research articles published in refereed journals after the first promotion (i.e. the promotion to the rank of associate Professor) shall be considered the minimum expectation for promotion from the rank of associate Professor to Professor.

In addition to publishing in refereed journals, the following activities shall enhance an applicant's candidacy for promotion and/or tenure

- Writing chapters or books on specialized subjects.
- Presenting papers at regional, national, or international meetings; serving as a speaker or discussant at conferences, symposiums, seminars or workshops; publishing in conference proceedings
- Consulting of a non-routine nature resulting in new methodology or application of existing methods to new situations.
- Writing and securing grants and contracts.
- Reviewing and refereeing technical papers and editing journals.
- Producing tangible evidence of research and creative activities which have not resulted in formal publications.

NOTE:

A. In order to count for the minimum number of publications, the quality of the works must be evaluated by external reviewers chosen by the chairperson of the Department.
B. The minimum-number requirement may be waived if the candidate has published important works, the importance of such works to be determined by no fewer than three distinguished external reviewers chosen by the chairperson of the Department.
C. Maturity: The minimum expectations in scholarly activities stated above may be sufficient for tenure especially if these are enhanced with additional activities (named above). However, these minimum expectations are necessary but may not be sufficient for promotion: from assistant to associate professor; or from associate to full Professor. A candidate for promotion to associate professor must show a POTENTIAL for research maturity. A candidate for promotion to full Professor must exhibit research maturity. For this purpose, research maturity shall be assessed in terms such as:
    - Having a well-articulated research agenda. The candidate should have tangible results from the agenda as well as suggestions for future work within the agenda.

- Being the FIRST author or CORRESPONDING author in co-authored publications on material that is mainstream in the Department; and/or
- Having a solo-authored publication in an area mainstream to the Department.

2. Minimum Teaching and Service expectation for promotion and/or tenure:

A record of excellent teaching is required for tenure and promotion. Thus, the rating of meets expectations in teaching shall be required for tenure. Excellence in teaching and a strong positive reputation within the University as a teacher are required for promotion to associate Professor or Professor. In this performance area, the ratings in the first two performance categories (Unsatisfactory, Does not meet expectations) shall not facilitate favorable tenure and promotion decisions.

In the performance area of service, the ratings in the first two performance categories (Unsatisfactory, Does not meet expectations) shall not facilitate favorable tenure decisions. Similarly, the ratings in the first two performance categories (Unsatisfactory, Does not meet expectations) shall not facilitate favorable promotion decisions to Associate Professor, and the ratings in the first two performance categories (Unsatisfactory, Does not meet expectations) shall not facilitate favorable promotion decisions to Professor. A candidate for tenure and/or promotion should show evidence of at least FOUR years of service to the Department, college, university and the professional community while in rank.

Note: Statements in this document are the minimum expectations for tenure and/or promotion considerations and are intended to be used as guidelines. Meeting the minimum expectations does not guarantee tenure or promotion.

C. Evaluation Criteria

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

1. Teaching

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

- Satisfactory student evaluations, to be collected every semester included in the period of evaluation.
- Peer evaluations of teaching.
- Organization and planning of courses.
- Clear and definitive explanation of assignments.
- Scholarship in teaching areas
- Engaging students in research projects.
- Updating course material to reflect advancements in the field.
- Design of new courses and/or programs.
- Teaching awards.
- Participation in teaching development programs.
- Teaching specialty topics in seminars, discussion groups, and other student-centric delivery forums.
- Mentoring students in directed studies, capstone or honors projects or theses

1.1. Unsatisfactory.

This performance level demonstrates serious problems in attaining success in the teaching role as reflected by teaching performance that is well below the department standards of excellence.

Indicators:

- Student evaluations document consistent and substantive problems (ratings well below the department average).
- Syllabi fail to establish clear and relevant expectations.
- Assessment practices are inadequate to support student learning and department needs (e.g., learning outcomes are inadequate, inappropriate, or missing; testing strategies are not effective or fair).
- Pedagogical practices are unsound (e.g., disorganization; late, missing, unhelpful feedback; standards too lax; routinely poor preparation; disengaging, chaotic, or hostile classroom environment).
- Student support practices are unsound (e.g., late or absent for class, not responding to email, not keeping office hours, showing favoritism).
- Consistent and very negative ratings in advising, mentoring, and supervision of students' scholarly or creative activities.
- Special teaching assignments (e.g., honors, capstone) avoided or poorly executed.
- Chronic academic integrity concerns identified including evidence of disrespect for students and their rights.

1.2. Does Not Meet Expectations

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

Indicators:

- Student evaluations document areas of moderate concern.
- Syllabi need to provide clearer and more appropriate expectations.
- Assessment practices show some difficulty in supporting student learning and meeting department needs.
- Some pedagogical practices need attention.
- Some student support practices need improvement.
- Special teaching assignments (e.g., honors, capstone) could be executed with greater competence.
- Occasional challenges related to academic integrity, including disrespect for students and their rights.

1.3. Meets Expectations

Demonstrates consistent high-quality teaching with positive outcomes for students. Performance at this level meets all or almost all department standards of excellence.

Indicators:

- Student evaluations document consistently positive impact on learning as indicated by a minimum of 2.8 average of all reported sections taught on each of items 8 (overall assessment of instructor), 17 (instructor's command of the subject), and 18 (overall course organization) on the Student Assessment of Instruction.
- Syllabi outline comprehensive, clear, and appropriate performance expectations.

- Pedagogical practices facilitate optimal learning conditions.
- Student support practices facilitate optimal student development.
- Mentoring of capstone and honors projects.
- Appropriate standards of academic integrity promoted, including respect for students and their rights.

1. 4. Exceeds Expectations.

Demonstrates unusually high degree of quality in teaching. The performance at this level exceeds department standards of excellence.

Indicators:

- Numerical student evaluation data document clear statistical exceptionality as indicated by a minimum of 3.3 yearly average of all reported sections taught on each of items 8 (overall assessment of instructor), 17 (instructor's command of the subject), and 18 (overall course organization) on the Student Assessment of Instruction.
- Syllabi outline comprehensive, clear, and appropriate performance expectations.
- Pedagogical practices facilitate optimal learning conditions.
- Student support practices facilitate optimal student development.
- Mentoring of capstone and honors projects.
- Appropriate standards of academic integrity promoted, including respect for students and their rights.
- Leadership evident in the promotion of high-quality teaching and curriculum development in the Department.

NOTE: For the purpose of assigning a numerical value to rating in teaching evaluation

- Numerical student evaluation data is compiled on items 8 (overall assessment of instructor), 17 (instructor's command of the subject) and 18 (overall course organization) of the Student Assessment of Instruction.
- A POOR is assigned 0 points, FAIR is 1 point, GOOD is 2 points, VERY GOOD is 3 points, EXCELLENT is 4 points.

2. Scholarship and Creative Activity

The Department recognizes research and creative activities to include, but not limited to:

1. Publishing original manuscripts in refereed journals.
2. Writing chapters or books on specialized subjects.
3. Presenting papers at regional, national, or international meetings; serving as a speaker or discussant at conferences, symposiums, seminars or workshops; publishing in conference proceedings.
4. Consulting of a non-routine nature resulting in new methodology or application of existing methods to new situations.
5. Writing and securing grants and contracts.
6. Reviewing and refereeing technical papers and editing journals.
7. Tangible evidence of research and creative activities which have not resulted in formal publications.

While all forms of research and creative activities shall be recognized, publishing original manuscripts in refereed journals shall be considered to be the strongest evidence of scholarship. Tenure-track faculty should note that: The minimum expectations in the area of scholarly activities stated above may be sufficient for tenure especially if these are enhanced with additional activities (named above). However, these minimum expectations are necessary but may not be sufficient for promotion: from assistant to associate professor; or from associate to full Professor. A candidate for promotion to associate professor must show a POTENTIAL for research maturity. A candidate for promotion to full Professor must exhibit research maturity. For this purpose, research maturity shall be assessed in terms such as:

- Having a well-articulated research agenda. The candidate should have tangible results from the agenda as well as suggestions for future work within the agenda.
- Being the FIRST author in co-authored publications on material that is mainstream in the Department; and/or
- Having a solo-authored publication in an area mainstream to the Department.

For each Annual Evaluation of a tenure-track faculty whose rank is below Professor, the Chair shall include a statement on "research maturity". When the need arises, the Department Chair shall confer with the Personnel Committee regarding the execution of evaluation of faculty research and creative activities.

3. Service

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

- Service on university, college, and department governance.
- Community service related to one's discipline.
- Advising student organizations.
- Service to professional and student organizations.
- Services related to recruitment and retention of students.
- Service on editorial review boards.
- Service on conference committees.
- Articulation efforts at various levels.
- Outreach activities that promote the Department.
- Participation in the activities of local or national professional organizations.
- Assisting in organizing district wide activities such as science fairs, and mathematics competitions.
- Textbook, manuscript and grant reviewing activity.
- Mentoring and assisting new faculty.
- Student advising.

3.1. Unsatisfactory.

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

Indicators:

- Service activity nonexistent or very poor in quality, producing a potentially adverse impact on the goals of the relevant organization.
- Significance of the obligation of service in the faculty role in a regional comprehensive university not apparent (e.g., faculty seems resistant or oblivious to service needs).
- Community service, if applicable, does not in any way provide synergy between the faculty member's area of expertise and the service functions, for example, serving as the director of a local church choir.

3.2. Does Not Meet Expectations

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

Indicators:

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

3.3. Meets Expectations

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

Indicators:

- Participates actively and constructively in service activity.
- Effective in service as citizen of department.
- Demonstrates leadership in departmental, college or university committees.
- Community service, if applicable, provides excellent synergy between the faculty member's area of expertise and the service functions. For example, serving as a judge in a science competition or in a mathematics competition.

3.4. Exceeds Expectations.

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

Indicators:

- Participates actively and constructively in service activity.
- Effective in service as citizen of department.
- Leadership demonstrated in key college or university committees.
- Community service, if applicable, provided significant and measurable impact; service provides excellent synergy between the faculty member's area of expertise and the service functions.

IV. Promotion for Instructors and Lecturers

The Department will adopt and apply university guidelines to evaluate promotion for Instructors and Lecturers. In the evaluation process, the departmental personnel committee will review all dossiers before the Chair's evaluations.

V. Post-Tenure Review

The purpose of the Post-Tenure Review (PTR) is to ensure high standards of quality and productivity among the tenured faculty members. Each tenured faculty member shall have a comprehensive post-tenure review of five years of performance in the fifth year following the last promotion or the last comprehensive review, whichever is later. For faculty hired with tenure, the hire date shall constitute the date of the last promotion. A faculty member may not elect a deferral apart from extenuating or unforeseen circumstances without the approval of the Provost prior to the submission date (BOG Reg. 10.003(2.c).
The University of West Florida adheres to the Florida Board of Governors' Regulation 10.003 and Article 11 of the Collective Bargaining Agreement in all matters relating to post-tenure review.

Performance Rating Scale.

There are four Post-Tenure Review Performance Ratings.

- **Exceeds expectations** – a clear and significant level of accomplishment beyond the average performance of faculty across the faculty member's discipline and unit.

- **Meets expectations** – expected level of accomplishment compared to faculty across the faculty member's discipline and unit.

- **Does not meet expectations** – performance falls below the normal range of annual variation in performance compared to faculty across the faculty member's discipline and unit but is capable of improvement.

- **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.

Minimum Expectations for PTR.

1. The minimum Research expectations.

(a) At least FOUR research articles published in refereed journals shall be considered the minimum expectation for a successful Post-Tenure Review.

2. The minimum Teaching expectations.

(a) A record of excellent teaching is required. Thus, at least the 'Meets Expectations' rating in the area of teaching category shall be considered the minimum expectation for a successful Post-Tenure Review.

3. The minimum Service expectations.

(a) A record of excellent service is required. Thus, at least the 'Meets Expectations' rating in the area of service category shall be considered the minimum expectation for a successful Post-Tenure Review.

Review/Revision of these bylaws:

- The Personnel Committee shall review these bylaws at least once every two years. Proposed amendments will be posted to the faculty at least two weeks before the recommendations are brought to a vote.
- Dates of approval of each current version of this document shall be appended below the document title and annotated at the end.
- A candidate for tenure/promotion shall elect the set of bylaws in use at the point of employment offer or any set of a later year.

August 21, 2009 – The Bylaws document was adopted.
February 21 2014 – Revisions discussed in draft form at departmental meeting;
March 6, 2014 – Revised and adopted by departmental email vote.
April10, 2015 – Revisions discussed at departmental meeting.
May 5, 2015 – Revised and adopted by departmental email vote.
Oct 23, 2015 – Revised and adopted by departmental vote.
April 05, 2024 – Revised
April 05, 2024 – Revised and adopted by departmental vote.
April 29, 2024 -Revised and adopted by departmental email vote.