

THE UNIVERSITY OF WEST FLORIDA

DEPARTMENT OF EARTH AND ENVIRONMENTAL SCIENCES

BYLAWS AND STANDING RULES

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## **DEPARTMENT OF EARTH AND ENVIRONMENTAL SCIENCES**

### **BYLAWS AND STANDING RULES**

#### **1. Name of the Department**

The Department of Earth and Environmental Sciences, hereafter referred to as the Department, is a unit of the Hal Marcus College of Science and Engineering at The University of West Florida.

#### **2. Mission**

The Department of Earth and Environmental Sciences is committed to educating and training students in such a manner that they will be equipped to function in the world of today, and be able to adapt to and perform in the world of tomorrow. Students are stimulated to think independently while obtaining intellectual breadth that will forge them into future leaders. The Department contributes to the University's mission by preparing students to think critically, communicate effectively, and act ethically.

The Department promotes high quality research by faculty in collaboration with colleagues, students, and staff. The Department seeks truth in science and encourages science-based engagement of the regional community and dissemination of noteworthy results to the scientific community. The Department strongly encourages faculty to seek external support (facilities, equipment, release time, and funding). The Department endorses service activities in all arenas, including service to the college, university, professional organizations, and community.

The Department sanctions and fully accepts the mission statement of the University, especially as it pertains to providing: "...students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences".

#### **3. Members of the Department**

The Department shall be composed of faculty members, lecturers, instructors, adjunct instructors, faculty associates, visiting instructors/professors, and staff. One of the faculty of the Department shall serve as the Department Chair.

Faculty holding the rank of permanent lecturer, instructor, assistant professor, associate professor, or professor are eligible to participate in Departmental governance activities and to vote on non-personnel matters. The eligibility to vote on faculty personnel matters is restricted to full-time tenured/tenure-earning faculty in a manner consistent with university guidelines. All other persons affiliated with the Department (faculty associates, adjuncts, emeritus professors, and visiting faculty of any designation) are encouraged to attend and participate in faculty meetings, but are not extended voting privileges.

#### 4. Officers

##### A. The Chair

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

It is expected that the chair will perform all responsibilities in the best interests of the Department by considering the wisdom and advice of faculty colleagues.

The Dean of the College of Science and Engineering shall select the Chairperson of the Department in consultation with the faculty of the Department. The Chairperson must be tenured in the Department of Earth and Environmental Sciences and hold the rank of associate professor or professor. The Department Chair shall serve for a period of up to four years. With approval from the Dean and consent of the faculty, the Chair may serve additional four-year terms. If a Chair takes a sabbatical or other leave, that interlude shall be considered part of the chair's elected term. A retiring Chair shall advise and assist the elected successor at least through the term prior to the commencement of the succeeding chair.

##### B. The Associate Chair

The Department Chair may appoint an Associate Chair, subject to confirmation by the Dean. The Associate Chair will be a tenured or tenure-track faculty member of the Department. The tenure of the Associate Chair shall be for one academic year. With approval from the Dean and consent of the faculty, the Associate Chair may serve any number of consecutive terms.

The Associate Chair will aid the Chair with regard to managing administrative duties and decision-making. The Associate Chair will represent the Department Chair in his or her absence and will serve as Acting Chair if the office of the Chair is temporarily vacant. The Associate Chair will carry out assignments designated to him/her by the Chair and agreed upon at the beginning of each semester.

##### C. The Graduate Coordinator

The Department Chair may appoint a Graduate Coordinator, subject to confirmation by the Dean. The Graduate Coordinator will be a tenured or tenure-track faculty member of the Department. The tenure of the Graduate Coordinator shall be for two academic years. With faculty approval, the Graduate coordinator may serve additional two-year terms.

The Graduate Coordinator acts as the liaison between the Graduate School and the Department and its graduate students. The Graduate Coordinator ensures that the Department conforms to Graduate School regulations and communicates Graduate

School regulations to faculty and graduate students. The Graduate Coordinator advises the Graduate School about matters of concern to faculty and students and will represent the Department at Graduate Council Meetings when possible.

The Graduate Coordinator advises entering graduate students of Departmental and Graduate School programs, policies, and regulations and offers initial advice about courses. The Graduate Coordinator monitors graduate student progress and consults with students about any deficiencies in academic achievement or violations of Departmental or Graduate School regulation. The Graduate Coordinator annually evaluates the records of students approaching graduation to be sure that they have met Department and Graduate School degree requirements.

The Graduate Coordinator oversees the management of a database on graduate students maintained by the Department, including such information as date of initial enrollment, entering GPA and GRE score, track (thesis vs. non-thesis), financial aid received, and degree progress.

#### 5. Departmental Meetings

There shall be at least one faculty meeting per semester during the Fall and Spring academic terms. A simple majority of eligible faculty must be present to carry out official Departmental business. Parliamentary procedures, order of business and voting procedures, etc. will be carried out according to Robert's Rules of Order. Issues carried to the Faculty for resolution by vote require a simple majority for passage. Eligible voters are those faculty identified in section 3 above. Absent members may vote by means of a signed proxy.

At least one week's notice shall be given for departmental meetings, except in emergency situations. Faculty may place items on the agenda via the Department Chair. The agenda will circulate at least two days prior to the meeting.

#### 6. Committee Structure

Ad hoc committees may be formed by the Chair as the need develops to carry out specific responsibilities. In memoranda or agenda, the Chair shall propose committee memberships to the faculty as a whole for ratification. Committees will consist of at least three regular faculty. These Ad hoc committees are disbanded following completion of assigned duties. Specific Ad Hoc committees that may be formed by the Chair include:

##### A. Planning and Governance Committee

Charge: To consult with the Chair in matters respecting the Department's internal governance, its response to changes in college and university policy, and its long-term prospects and needs. To advise the Chair in awarding financial support to students.

##### B. Curriculum Committee

Charge: To review the nature and the sequencing of courses, Departmental degree requirements and advisement policies. To research and propose new programs, tracks, and options, and to review and approve new course proposals and changes of current

course descriptions. Adjunct faculty will be invited to participate in discussions if relevant.

C. Assessment Committee

Charge: To design tools and implement procedures to gather adequate, proper and usable data to ensure that intended pedagogical goals are being met in all courses graduate and undergraduate; to evaluate/assess gathered data and report results to the Department faculty, suggesting changes whenever necessary.

7. Department Performance Standards for Evaluation

A. Performance Ratings

The following criteria represent guidelines to make appropriate judgments on quality of performance for annual evaluations. Performance is rated on a four-step scale:

- a. 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
- b. Does not meet expectations: Moderate progress toward long-term professional goals, but one or more minor weaknesses exist.
- c. Meets expectations: Meets Department standards for professional performance. No areas of weakness exist.
- d. Exceeds expectations: Exceeds Department standards for professional performance in both quality and quantity.

B. Criteria

a. Teaching:

i. Unsatisfactory:

- Refusal to comply with syllabi requirements
- Inadequate classroom conduct/professionalism (e.g., late or absent for class, not responding to email, not keeping office hours, showing favoritism)

ii. Does not Meet Expectations:

- Chronic academic integrity concerns identified including evidence of disrespect for students and their rights
- Syllabi and course outlines submitted after the deadline(s)
- Multiple SAI indicators below departmental standards
- Unavailable to help students and colleagues
- Deficient pedagogical practices (e.g., disorganization; late, missing class, unhelpful feedback; standards too lax or too challenging; routinely poor preparation; disengaging, chaotic, or hostile classroom environment)

iii. Meets Expectations:



Faculty must complete all 3 indicators during the academic year.

- Student evaluation data meets departmental norms. The annual average score of all reported sections taught for items 1 (communication of ideas), 8 (facilitation of learning), 10 (instructor's command of the subject), 11 (overall assessment of instructor) and 12 (overall course organization) on the Student Assessment of Instruction is above 2.8.
  - A POOR is assigned 0 points, FAIR is 1 point, GOOD is 2 points, VERY GOOD is 3 points, EXCELLENT is 4 points.
  - To account for differences in SAI results between courses of different level (undergraduate, graduate, general education) scores for graduate level courses will be multiplied by 0.97 and scores for general education courses will be multiplied by 1.10.
- Provide evidence of consistent attention to course content update and/or revision to reflect changes in the field and pedagogy.
- Integrate essential elements of High Impact Practices (HIPs) into course curriculum.

iv. Exceeds Expectations:

Faculty must complete the Meets Expectation criteria plus one (1) additional indicator below during the academic year.

- Design and testing of new courses or laboratories, or substantive and productive revision/re-design of established courses or laboratories to reflect changes in the field, content, and/or pedagogy
  - Faculty members are required to exhibit a discernible degree of revision to meet the criteria for substantial qualification
- Receive High Impact Practice (HIP) course designation (only in the year the designation is earned. Cannot be counted in the years the designation is in operation).
- Nomination for, or winning, awards (external or internal) related to teaching.
- Completion of formal professional development activities (e.g., workshop, course, or similar) to enhance the instructor's effectiveness as a teacher.
- Publication of peer-reviewed articles on the scholarship of teaching and learning.
- Publication of a new textbook, open educational resource, or laboratory/exercise manual.

b. Scholarship:

i. Unsatisfactory:

Faculty members do not meet the standards outlined within the Meets Expectations criteria and/or demonstrate one of the following indicators.

- Demonstrates serious problems in developing scholarship. In general, scholarly production is well below the Department norms.

- Ethical regulations violated regarding scholarly production
- ii. Does not Meet Expectations:  
 Faculty members do not meet the standards outlined within the Meets Expectations criteria and/or demonstrate one of the following indicators.
- Demonstrates lack of tangible progress toward executing a scholarly agenda
  - Does not serve as committee member on graduate thesis or mentor undergraduate students in research.
  - Ethical standards for scholarly production problematic or questionable at times
- iii. Meets Expectations:  
 Faculty must complete all three criteria in the Meets Expectation criteria during the academic year.
- Serves as graduate thesis director for at least one (1) student per year
    - Faculty may use other one-on-one graduate student research experiences (i.e., directed study, capstone) in lieu of theses but it is incumbent upon the faculty to demonstrate that the totality of the experiences is equivalent to a graduate thesis.
  - Project director for undergraduate research student(s) (e.g., SURP, Directed Study, etc.)
  - Obtain one (1) Very Significant indicator or a combination of at least three (3) Significant indicators. Each significant indicator can be used more than once.
- iv. Exceeds Expectations:  
 Faculty must complete the Meets Expectation criteria plus one (1) additional *Very Significant* indicator during the academic year.

*Very Significant Indicators:*

- Publication of book or monograph.
- Publication of book chapter(s) on a specialized subject.
- Invited lecture to international, national, or regional meetings.
- Peer-reviewed publication, conference proceeding, or invited review article on a research related topic
  - Must be able to demonstrate a rigorous peer-review process (e.g., editorial and independent reviewers providing feedback on required manuscript revisions)
- Grant or Contracts received, competitive external.
- Editor for a journal or book.
- Regional, national, or international awards recognition
- Primary organizer of scientific conferences or workshops
- Editor or co-editor for journal special edition

*Significant Indicators:*

- Primary/lead or significant contributing co-author on a presentation at regional, national, or international meeting.
  - Faculty members are required to adeptly document significant scholarly contributions.
- Primary or faculty author with student co-authors on a presentation at university, regional, national, or international meeting
- Publication of technical report(s) for an external agency or University administration.
- Published paper(s) of a non-research or non-peer-reviewed type (e.g., policy papers, case studies, reviews/critiques, etc.)
- Secure internal or external non-competitive grants or contract funding
- Technical reviewer for a peer-reviewed journal.
- Submission of competitive proposal for extramural funding support.
- Submission of peer-reviewed publication, conference proceeding, or invited review article on a research related topic.
- Organize and/or lead panel or special session at professional conference.

c. Service:

i. Unsatisfactory:

- Refusal to serve on any committees or other service positions.

ii. Does not Meet Expectations:

- Service activity very poor in quality, producing a potentially adverse impact on the goals of the relevant organization.

iii. Meets Expectation:

- Early career (first 3 years) faculty need only participate in one (1) committee or other service position during the academic year.
  - During year 1 faculty will participate in service at the chair's guidance
- 'Senior' faculty must participate in at least two (2) committees or other service positions during the academic year.
  - Faculty without a research assignment may utilize the *Significant* indicators from the Scholarship criteria which do not involve students as a substitute for a committee or other service position.

iv. Exceeds Expectations:

Faculty must have met expectations along with one (1) of the indicators from the list below during the academic year.

Indicators:

- Actively leads committee(s) or other service position(s) associated with either the department, college, university, community, or discipline
  - Can utilize indicator more than once if faculty member leads multiple committees or other service positions
- Awards (university, discipline, or community) achieved for quality-of-service contributions
- Reports, upon request/invitation, to the media about teaching and/or research engagement.
- *Very Significant* indicators from the Scholarship criteria which do not involve students (only faculty without a research assignment)

8. Mid-Point Review

A. Background: UWF 2023-2024 Guidelines for Annual Evaluations, Tenure, and Promotion

“It is also the responsibility of the Department to conduct a review during the mid-point of the probationary period. The Dean must identify the approximate date of the mid-point review in the initial appointment letter. The Chair shall take responsibility for ensuring that the Department completes the review, whether the Chair provides the evaluation or delegates the responsibility (e.g., mentoring committee).” (Annual Evaluation, Tenure, & Promotion Policy, 2014-2015).

“The mid-point review is intended to provide formative feedback to optimize faculty success in the tenure decision. The review should corroborate success and encourage faculty who are making solid progress toward tenure, inform faculty who may need to improve in selected areas of performance, and warn faculty where lack of progress could jeopardize a favorable outcome. Faculty members may elect to include a copy of the mid-point review in the tenure portfolio; however, inclusion is not required.” (Annual Evaluation, Tenure, & Promotion Policy, 2014-2015).

“All mid-point reviews should address the performance of annual assignments, including teaching, scholarly and creative projects, and service occurring during the preceding tenure-earning years of employment. In addition, all reviews should assess overall performance and contributions critically in light of mid-point expectations.” (Annual Evaluation, Tenure, & Promotion Policy, 2014-2015).

B. Content

In addition to the preceding information, the mid-point review should include a:

- Statement of Contributions (self-evaluation).
- Current CV.
- Annual Evaluations.

- Student/Peer Evaluation of teaching.
- Select Examples of Teaching Materials.
- Select Examples of Scholarship.
- Select Examples of Service.
- Letter of Initial Appointment.
- Letter of Evaluation by the Chair.

#### C. Preparation

- It is the responsibility of the faculty member's mentors to guide the faculty member in preparing the mid-point review.
- The mentors will provide feedback to the faculty member, which will include a performance improvement plan, if necessary.
- The Chair will prepare a written summary of the evaluation that will go in the faculty member's personnel file and for the Dean's review.
- The Dean will review the Department's written mid-point review and respond to the Department and the faculty member in writing.
- Faculty members may elect to include a copy of the mid-point review in the tenure portfolio; however, inclusion is not required.

#### D. Timeline

- The faculty member will submit the mid-point review at the beginning of the Spring semester during the third year, unless otherwise indicated in the faculty's appointment letter.
- The mentors will review the dossier during the Spring semester and provide written feedback to the faculty member.
- The mentors will have a meeting with the faculty member before the end of the Spring semester and provide feedback to the faculty member as well as the Chair.
- The Chair will submit a written evaluation along with the annual evaluation, to be submitted to the College Dean.

### 9. Tenure and Promotion

#### A. Background: UWF 2023-2024 Guidelines for Annual Evaluations, Tenure, and Promotion

##### a. Faculty beginning careers at UWF.

Candidates for tenure must submit for tenure review no later than the fall of the 6th year of employment. Candidates for tenure with unusually strong performance records may submit for review no earlier than the fall of the 5th year. (UWF Guidelines for Annual Evaluations, Tenure, and Promotion 2023-2024).

##### b. Faculty transferring to UWF.

Faculty members may negotiate up to 2 years of credit toward tenure based on past performance. The initial appointment letter must clearly identify the number of years of credit toward tenure. When the Dean grants 2 years of credit toward tenure, regular consideration for tenure will transpire in the fall of the 4th year of

employment. Early consideration for tenure, in cases where candidates demonstrate unusually strong performance, will initiate tenure review in the fall of the 3rd year. In cases for which service outside UWF produced credit toward tenure, a copy of the initial appointment letter documenting this credit must be included in the portfolio. Any subsequent changes to years of credit toward tenure also must be documented and included in the portfolio.” (UWF Guidelines for Annual Evaluations, Tenure, and Promotion 2023-2024).

c. Promotion to Associate.

Candidates for Associate Professor will typically complete 5 years of employment at the assistant professor level before submitting a dossier for review in the fall of the 6th year. Candidates may submit for review after the completion of 4 years of employment in exceptional cases where annual evaluations point to success in meeting performance expectations.” (UWF Guidelines for Annual Evaluations, Tenure, and Promotion 2023-2024).

d. Promotion to Professor.

Candidates for Professor will typically complete at least 5 years of employment at the associate level, 3 of which should transpire at UWF. Candidates may submit for review after the completion of 4 years of employment at the associate level, at least 3 years of which have transpired at UWF, in exceptional cases where annual evaluations point to success in meeting performance expectations.” (UWF Guidelines for Annual Evaluations, Tenure, and Promotion 2023-2024).

e. Promotion to Senior Research Associate.

Candidates for Senior Research Associate will complete 5 years of employment at the research associate level before submitting a dossier for review in the fall of the 6th year.” (UWF Guidelines for Annual Evaluations, Tenure, and Promotion 2023-2024).

B. Criteria

a. University Criteria for Tenure and Promotion.

“The University extends the annual evaluation criteria defined in Department/Unit bylaws for a faculty member’s teaching, scholarly/creative projects, and service, to the evaluation of a faculty member’s teaching, scholarly/creative projects, and service for consideration of tenure and promotion. A faculty member’s eligibility for tenure or promotion in teaching, scholarly/creative projects, and service shall reflect the annual evaluation ratings (inclusive of both the Dean and Chair ratings) received by the faculty member in each category of teaching, scholarly/creative projects, and service over the evaluation window. To meet the University criteria minimum standard for tenure or promotion, a faculty member should demonstrate no less than a majority of "Meets Expectations"/"Excellent" annual evaluation ratings in teaching, scholarly/creative projects, and service over the pre-tenure/promotion window.” (UWF Guidelines for Annual Evaluations, Tenure, and Promotion 2023-2024).

- C. Performance based criteria.
- a. To be granted tenure, a faculty member must demonstrate a continuous record of meeting expectations in teaching, scholarship, and service.
  - b. To be promoted to associate professor, a faculty member must demonstrate continuous record of meeting (and/or exceeding) expectations in teaching, scholarship, service.
  - c. To be promoted to professor, a faculty member must demonstrate a distinguished performance record in the teaching or research category with a continuous record of exceeding expectations and at least meeting expectations in each of the other two categories.

D. Department Criteria for Tenure and Promotion

The Department of Earth and Environmental Sciences supports the university position that a candidate for tenure and promotion must show expertise in the areas of teaching, scholarly/creative projects, and service. The performance standards for tenure and promotion in these three areas are based on annual performance evaluations and additional criteria, as outlined below.

a. Teaching criteria

i. Very Significant

- External Honors, awards and other accomplishments related to teaching.
- Design and testing of new courses or laboratories, or major revision of established courses or laboratories.
- Directing students in undergraduate and graduate (non-thesis) research: five research products (e.g., papers, presentations, or posters).
- Directing graduate students in formal research: three theses.
- The faculty may use other one-on-one graduate student research experiences in lieu of one or more theses but it is incumbent upon the faculty to demonstrate that the totality of all experiences (thesis and/or other) is equivalent to three graduate theses.
- Nomination for, or winning, SGA teaching award.
- Publication of peer-reviewed articles on the scholarship of teaching and learning.
- Peer evaluations of teaching or other evidence documenting outstanding teaching performance.
- Documented record of incorporating High Impact Practices into curriculum

ii. Significant

- Clear and effective communication in the classroom or online environment.
- Design and implementation of new assessment procedures, protocols, and instruments that measure student learning outcomes and program effectiveness.
- Unsolicited student comments/feedback.
- Innovation and introduction of new teaching techniques.
- Internal publication of new laboratory manual.
- Satisfactory student evaluations.
- Activity undertaken for professional growth that will enhance the instructor's effectiveness as a teacher.
- Obtaining Quality Matters Certification for online courses.
- Clear and definitive explanation of assignments.

b. Scholarship criteria

i. Very significant

- Publication of book or monograph.
- Publication of book chapter(s) on a specialized subject.
- Invited lecture to international, national, or regional meetings.
- Peer-reviewed publication, conference proceeding, or invited review article on a research related topic.
  - Must be able to demonstrate a rigorous peer-review process (e.g., editorial and independent reviewers providing feedback on required manuscript revisions)
- Grant or Contracts received, competitive external.
- Editor for a journal or book.
- Regional, national, or international awards recognition
- Primary organizer of scientific conferences or workshops
- Editor or co-editor for journal special edition

ii. Significant

- Primary/lead or significant contributing co-author on a presentation at regional, national, or international meeting.
  - Faculty members are required to adeptly document significant scholarly contributions.
- Primary or faculty author with student co-authors on a presentation at university, regional, national, or international meeting
- Publication of technical report(s) for an external agency or University administration.
- Published paper(s) of a non-research type (e.g., policy papers, case studies, reviews/critiques, etc.)
- Secure internal or external non-competitive grants or contract funding
- Technical reviewer for a peer-reviewed journal.
- Submission of competitive proposal for extramural funding support.



- Submission of peer-reviewed publication, conference proceeding, or invited review article on a research related topic.
  - Organize and/or lead panel or special session at professional conference.
- c. Service criteria
- i. *Service to the Department*
    - Serving on Department committees, such as search committees or ad hoc committees.
    - Providing service to student organizations related to the Department.
    - Promoting the Department and recruiting students through outreach opportunities, such as Community College or High School articulation, Phone-a-thons, Open Houses, and Orientations.
    - Other services related to recruitment and retention of students.
    - Mentoring untenured faculty.
    - Serving as Associate Chair, Graduate Coordinator, or in similar positions.
    - Preparing students for professional conferences or publication.
    - Advising and mentoring students.
  - ii. *Service to the College and University*
    - Active participation in college and university councils and committees.
    - Providing service to university wide student organizations, such as honor societies, fraternities, or sororities.
    - Reporting to the media about a research related topic.
  - iii. *Service to the Community*
    - Involvement in faculty development programs for community college and high school faculty.
    - Assisting in organizing district wide activities such as mathematics or science contests, science fairs (as judges, etc.) and other science education activities.
    - Delivering public presentations to local organizations, schools, or businesses.
    - Providing information when requested by the public or middle or high school students.
    - Demonstrating exceptional impact to community in publicity, public recognition, etc.
  - iv. *Service to the Discipline*
    - Serving on editorial review boards.
    - Organize national-level conferences or workshops
    - Editing a scholarly journal.
    - Serving as a reviewer/referee on textbooks, monographs, or grants.
    - Serving on the boards of professional organizations or providing executive services to organizations.

- Serving on conference committees, such as program committee or award committee.
- Participating in roundtable or panel discussions, special sessions at professional meetings.
- Providing keynote addresses.

#### Additional tenure and promotion criteria

- a. It is expected that all faculty will conduct themselves in accordance with the policies outlined in UWF Professional Standards and the UWF-UFF Collective Bargaining Agreement. Collegiality may be considered in the evaluation. The additional criteria evaluating teaching, scholarly and creative projects, and service include, but are not limited to, the following:

#### E. Department Expectations

- a. The candidate for tenure must:
  - i. Demonstrate a high level of competence in teaching while contributing to the instructional needs of Departmental programs. The faculty member will develop and instruct lecture/laboratory course(s) in area(s) of expertise and assist at all levels of instruction in a collegial atmosphere. The candidate must have met a total of at least three items from the “Very Significant” list of teaching criteria while employed at the University of West Florida. Each criterion can be used multiple times. The candidate may utilize a collection of items from the “Significant” list of teaching criteria as a substitute for a single “Very Significant” item. A strong and compelling case must be made within the tenure packet regarding the impact of the “Significant” criteria.
  - ii. Establish an area of research specialty in the discipline. The candidate's scholarly activity must be recognized by peers external to the University and must have met a total of at least five items from any combination of criteria in the “Very Significant” list of scholarship criteria while employed at the University of West Florida. Each criterion can be used multiple times. The candidate may utilize a collection of items from the “Significant” list of scholarship criteria as a substitute for a single “Very Significant” item. A strong and compelling case must be made within the tenure packet regarding the impact of the “Significant” criteria.
  - iii. Show tangible evidence of service to the University, community and profession. The candidate must have met multiple indicators in at least three of the service criteria categories while employed at the University of West Florida.
- b. The candidate for promotion to associate professor must:
  - i. Demonstrate a high level of competence in teaching while contributing to the instructional needs of Departmental programs. The faculty member will develop and instruct lecture/laboratory course(s) in area(s) of expertise and

assist at all levels of instruction in a collegial atmosphere. The candidate must have met a total of at least three criteria from the “Very Significant” list of teaching criteria while employed at the University of West Florida. Each criterion can be used multiple times. The candidate may utilize a collection of items from the “Significant” list of teaching criteria as a substitute for a single “Very Significant” item. A strong and compelling case must be made within the tenure packet regarding the impact of the “Significant” criteria.

- ii. Establish significant and tangible scholarship in the area of expertise. The candidate’s scholarly activity must be recognized by peers external to the university. The candidate must have met a total of at least five items from any combination of criteria in the “Very Significant” list of scholarship criteria while employed at the University of West Florida. Each criterion can be used multiple times. The candidate may utilize a collection of items from the “Significant” list of scholarship criteria as a substitute for a single “Very Significant” item. A strong and compelling case must be made within the tenure packet regarding the impact of the “Significant” criteria.
- iii. Show tangible evidence of service to the University, community and profession. The candidate must have met multiple criteria in at least three of the service criteria categories while employed at the University of West Florida.

Note that the products and activities used to address these criteria may be the same items used in the application for tenure.

- c. The candidate for promotion to professor or senior research associate must:
  - i. Demonstrate a high level of competence in teaching while contributing to the instructional needs of Departmental programs. The faculty member will develop and instruct lecture/laboratory course(s) in area(s) of expertise and assist at all levels of instruction in a collegial atmosphere. The candidate must have met a total of at least three criteria from the “Very Significant” list of teaching criteria since the last promotion. Each criterion can be used multiple times. The candidate may utilize a collection of items from the “Significant” list of teaching criteria as a substitute for a single “Very Significant” item. A strong and compelling case must be made within the tenure packet regarding the impact of the “Significant” criteria.
  - ii. Show substantial and highly tangible efforts in scholarship, as recognized by peers external to the university. The candidate’s scholarly activity must have met a total of at least six items from any combination of criteria in the “Very Significant” list of scholarship criteria while employed at the University of West Florida. Each criterion can be used multiple times. The candidate may utilize a collection of items from the “Significant” list of scholarship criteria as a substitute for a single “Very Significant” item. A strong and compelling

case must be made within the tenure packet regarding the impact of the “Significant” criteria.

- iii. Demonstrate the ability to shoulder major responsibilities in service within and/or beyond the University. The candidate must have met multiple criteria in all four of the service criteria categories since the last promotion.

A candidate may be considered for tenure or promotion without having met all the criteria shown above. For example, the Department of Earth and Environmental Sciences recognizes that "significant and/or substantial contributions" in the area of expertise can result from one finding derived from many years of study, culminating in a single publication.

#### F. Procedures

For tenure, the Chair will request all tenured full-time faculty in the Department to submit a formal, signed, evaluation on tenure for each eligible faculty member. A Department member may decline to submit such an evaluation. Evaluations shall be submitted to the Chair, who is obligated to maintain confidentiality about the evaluation. Other full-time (non-tenured) faculty may provide the Chair with opinions of the candidate’s dossier.

For promotion, the Chair will request all full-time faculty (excluding visiting faculty) in the Department to submit a formal, signed, evaluation on promotion for the promotion candidate. A Department member may decline to submit such an evaluation. Evaluations shall be submitted to the Chair, who is obligated to maintain confidentiality about the evaluation.

### 10. Post-tenure Review

- A. 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.
  - a. Criteria
    - i. A candidate for post-tenure review must first attain or exceed the Meets Expectations rating established for each of Teaching, Scholarship, and Service as described in 7.B.a, b, and c. for annual evaluations, respectively.
    - ii. Separately, the candidate for post-tenure review is expected to meet the following performance criteria in Teaching, Scholarship, and Service as defined in 9.E.b.i, ii, and iii:
      - The candidate must have met a total of at least three (3) criteria from the “Very Significant” list of Teaching criteria since the last review. Each criterion can be used multiple times. The candidate may utilize a collection of items from the “Significant” list of teaching criteria as a substitute for a single “Very Significant” item. A strong and compelling case must be made within the post-tenure review packet regarding the impact of the “Significant” criteria.

- The candidate's scholarly activity must have met a total of at least five (5) items from any combination of criteria in the “Very Significant” list of Scholarship criteria since the last review. Each criterion can be used multiple times. The candidate may utilize a collection of items from the “Significant” list of scholarship criteria as a substitute for a single “Very Significant” item. A strong and compelling case must be made within the post-tenure review packet regarding the impact of the “Significant” criteria.
- Demonstrated Service to department, university, discipline, and community.

b. Procedure

- i. The faculty candidate for post-tenure review will submit to the department chair a dossier consistent with Florida Board of Governors’ Regulation 10.003 and associated UWF guidance, including a 1-4-page statement of contributions provided by the faculty member, with the statement confined to the previous five (5) years of work.
- ii. The department chair shall review the submitted dossier, the faculty candidate’s personnel file, and other records related to professional conduct, academic responsibilities, and performance.
- iii. The department chair shall add to the dossier the following.
  - Additional records related to professional conduct, academic responsibilities, and performance concerns.
  - A letter assessing the level of achievement and certification that the letter includes, if applicable, any concerns regarding professional conduct, academic responsibilities, and performance during the period under review.
  - The department chair shall forward the dossier, including all records and the chair’s letter, to the appropriate college dean for review.

11. Annual Evaluations and Promotion for Instructors and Lecturers

A. Background: UWF 2023-2024 Guidelines for Annual Evaluations and Promotion for Instructors and Lecturers

a. University Criteria

- i. The University extends the annual evaluation criteria defined in Department/Unit bylaws for a faculty member’s teaching and service to the evaluation of a faculty member’s teaching and service for consideration of promotion to Senior Instructor or Senior Lecturer. A faculty member’s eligibility for promotion to the Senior Instructor or Senior Lecturer rank in teaching and service shall reflect the annual evaluation ratings (inclusive of both the Dean and Chair ratings) received by the faculty member in each category of teaching and service over the pre-promotion window. To meet the University criteria minimum standard for promotion consideration, a faculty member shall demonstrate no less than a majority of "Meets

Expectations"/"Excellent" annual evaluation ratings in teaching and service over the pre-promotion window.

b. Departmental Criteria

- i. In addition to the University Criteria for promotion, departments should adopt additional departmental criteria for promotion. Departments should strive to create promotion evaluation criteria that are as straightforward and transparent as possible. Department promotion criteria must clearly state how ordinal annual evaluation rankings (along with other factors the department determines are important) translate to the conclusions drawn in promotion decisions. Candidates for promotion are responsible for assembling portfolios in which the weight of evidence documents sustained performance at the appropriate levels required for favorable decisions. Departments should provide guidance to faculty on what constitutes acceptable sustained performance. For example, departments may require a specific level of achievement for two or three years as evidence of readiness for promotion.

B. Additional Department Criteria

In addition to the minimum University criteria for promotion to these positions, successful candidates for promotion to the ranks of Senior Instructor or Senior Lecturer in the Department of Earth and Environmental Sciences must also meet at least one of the following additional departmental criteria:

- a. The candidate has an established record of annual evaluation ratings where a majority of the ratings (inclusive of all Dean and Chair annual ratings) are at the level of "Exceeds Expectations/Distinguished." This level of evaluation is an enhancement of the University standard for promotion; *or*
- b. The candidate has an established and documented record of incorporating high impact practices into their teaching and service. Examples include:
  - Capstone Project Courses
  - Collaborative Projects
  - Diversity and Global Learning (e.g., study abroad)
  - ePortfolios
  - Internships and Field Experiences
  - Intensive Written and Oral Communications Experiences
  - Research w/ Faculty
  - Service and Community Based Learning

This list should not be seen as an exhaustive list of HIPs. However, the scope and spirit of the activities identified by the University should guide an understanding of what constitutes a HIP; *or*

- c. The candidate has an established and documented record of service that clearly extends service initiatives and impacts beyond the Department and College level to

initiatives that impact the University, community, and/or the faculty member's academic and scholarly discipline(s); *or*

- d. The candidate has an established and documented record of administrative work at the "Meets" or "Exceeds Expectations" level at UWF (in addition to the candidate's teaching and service expectations). These administrative activities may be in a formalized role such as Coordinator, Director, or Assistant/Associate Chair, or in another recognized administrative role that emphasizes the oversight, direction/coordination, and/or mentorship of faculty peers or students. These types of administrative duties should be reflected in the candidate's work assignments and annual evaluations during some or all the pre-promotion window of employment. These activities should contribute to the functional success of the Department, College, and/or University.

## 12. Policies and Procedures

### A. Annual Salary Increment Increases

Annual salary increments are made by the college and university administration per guidelines negotiated with the United Faculty of Florida (UFF) union. Only merit distributions are normally determined within the Department, and the merit pay policy is described in the appendix.

### B. Summer Supplemental Contract Opportunities

All regular full-time faculty are given the opportunity to teach during the summer term, contingent upon the allocation of sufficient lines and programmatic needs. Visiting instructors/professors and adjunct faculty will be given consideration for summer employment on a second priority basis.

### C. Allocation of Paid Overload Appointments

Paid overload appointment—if available--will be granted contingent upon rotation through a list showing faculty expertise in the area of need.

### D. Departmental Resources

At the end of Spring semester, each faculty member will submit anticipated teaching, research and administrative needs for the following academic year. These data will be used by the chair to prioritize items for procurement, as allowed by other needs and commitments of the Department. The chair will provide information on budgetary allocations and report timely updates to the faculty.

Any request to use equipment and other Departmental resources for purposes external to the academic/scholarly mission of the Department must be submitted in written form to the chair for review and decision.

E. Requests for Release Time

The Department is committed to assisting faculty development in ways that will not adversely affect instructional programs. Faculty requesting release time for curriculum and/or research development should present the plan to the chair for review and recommendation by an ad hoc committee. (Note: it is extremely rare that unfunded release requests will be granted.)

F. Seed Account

Both Departmental and individual seed accounts are normally generated (and replenished) via the redistribution of research project overhead funds. These funds provide partial financial support to full-time faculty for the purpose of carrying out new research projects. Use of individual seed accounts are quite flexible and left to the professional discretion of the individual faculty member. The Department seed account may be tapped for special needs, and written requests should be submitted to the Chair well in advance.

G. Mentor Committee

The Chairperson will appoint a committee consisting of three members, at least two of whom are members of the Department, to mentor new faculty in tenure earning positions. The Mentor Committee is expected to meet with the new faculty member and to review progress toward tenure and promotion annually until the new faculty member applies for tenure or promotion. The new faculty member and the Mentor Committee should review all material in the annual file, including the Dean's and Provost's response to the previous year's evaluation by the Department. Copies of the Mentor Committee Review Report are to go directly to the reviewed faculty member. A second copy of the committee report will go to the Chair for inclusion in the overall new faculty member's annual evaluation. The reviewed faculty member must review and sign the Mentor Committee Review Report, which will be kept in the faculty member's personnel file.

H. Procedures for Annual Work Assignments

All assignments will be made in consonance with the collective bargaining agreement. The written document will specify class assignments and address research projects and service functions. The work assignment is the joint product of the Chair and the individual faculty member.

13. Academic Policies

A. Changes in Policies

All changes to academic and curricular policies must be approved by simple majority vote of eligible faculty and forwarded by the Chair through the Dean to appropriate review committees.

B. Grading and Examination Policies

Grading and examination policies are made at the discretion of the instructor. These policies are to be published in class syllabi. Controversy over grading practices should



begin with the concerned parties and follow the grievance process outlined by the university.

C. Office Hours

All full-time faculty and graduate teaching assistants are required to meet a posted schedule of two (2) office hours per week per 3-ch course distributed over at least two days and several time blocks. Other instructors and lecturers will hold two (2) office hours per week on the campus where they teach. The office hours will be consistent with the mode of delivery of the courses taught.

14. Amendment

Any amendment to this document must come through a petition of a faculty member and subsequent discussion and approval by two-thirds of the voting members of the Department (see Section 3). The text of the proposed amendment must be submitted to the Department Chair and distributed to the voting membership at least thirty days before the meeting at which the amendment is to be considered.

15. Date of Adoption/Revisions

- Adopted January 30, 2001
- Revised December 17, 2003
- Revised October 30, 2015
- Dean's comments received March 2, 2016
- Revised April 18, 2016
- Accepted by Hal Marcus College of Science and Engineering April 28, 2016
- Revised and approved by EES faculty October 19, 2018
- Accepted by Hal Marcus College of Science and Engineering February, 2020
- Revised and approved by EES faculty January 29, 2021
- Revised and approved by EES faculty April 12, 2024

## APPENDIX: DEPARTMENT MERIT SALARY CRITERIA

The following merit criteria are used by the Chair to determine Department merit salary increments for faculty. The criteria are consistent with the ideals stated in the Mission Statement and reflect the philosophy that faculty responsibilities involve research, teaching, and service. Teaching has been assigned the highest priority (50%), but research is also highly weighted (35%). Service (15%) involves work on behalf of professional organizations, the University, and its mission within the public domain. Outreach is rewarded in all three categories.

### CRITERIA

#### Teaching

Teaching is primarily judged by the quality of instructional performance and includes formal course instruction and educational outreach activities.

Rating for teaching on the previous two annual evaluations:

- Unsatisfactory: no points
- Does not meet expectations: 1 point
- Meets expectations: 2 points
- Exceeds expectations: 3 points

#### Research

Research is creative scholarly work that contributes to the advancement of knowledge; it is generally evaluated on the basis of a product and includes both theoretical and applied or outreach activities.

Rating for research on the previous two annual evaluations:

- Unsatisfactory: no points
- Does not meet expectations: 1 point
- Meets expectations: 2 points
- Exceeds expectations: 3 points

#### Service

Meritorious service involves the application of knowledge and skill to the discipline, the University, and its outreach mission.

Rating for service on the previous two annual evaluations:

- Unsatisfactory: no points
- Does not meet expectations: 1 point
- Meets expectations: 2 points
- Exceeds expectations: 3 points

## PROCEDURES

- A. The Chair determines the funds available for Department merit salary increments by subtracting guaranteed minimum salary increments from the total salary increment funds allotted to the Department.
- B. The Chair divides the funds available for Department merit salary increments into three (3) categories: 50% to teaching, 35% to research, and 15% to service.
- C. The Chair determines the merit salary value of one point in each of the three categories by dividing the total funds in a category by the total number of points obtained in that category by the faculty.
- D. A faculty's merit salary increment for each category is determined by multiplying his/her points in a category by the merit salary value of one point in that category.
- E. The Department merit salary increment for a faculty is determined by adding his/her increment from each category.
- F. Minor adjustments by the Chair may be necessary to equate raises to available dollars.
- G. The Chair recommends Department merit salary increments to the Dean, College of Science and Engineering.