

**UNIVERSITY OF WEST
FLORIDA DEPARTMENT OF
INTELLIGENT SYSTEMS AND
ROBOTICS**

**DEPARTMENTAL
BYLAWS**

Approved by the Provost's Office – April 21, 2024

1. Name of Department

Department of Intelligent Systems and Robotics (ISR).

1.1 Vision

The vision of the Department of ISR is to be recognized in the state of Florida, nationally and internationally for its leading-edge research in intelligent systems and robotics, outstanding graduate teaching, outreach programs, and for the quality, character, and integrity of its students, graduates, staff and faculty.

1.2 Mission and Purpose

The mission of the Department of ISR is to offer a Doctor of Philosophy (Ph.D.) degree program of excellence in the field of intelligent systems and robotics that serve the needs of the West Florida region, the state, the nation and beyond. The ISR program will ensure that Florida trains and retains a workforce ideally suited to current and future challenges in the field of intelligent systems and robotics.

The PhD program is designed to be unique in fostering early integration into research and a personalized curriculum design. The PhD program is a joint project with the Florida Institute of Human and Machine Cognition (IHMC) and supporting this collaboration is a fundamental component of the program.

The goal of the Ph.D. degree program is to prepare the next generation of researchers and scholars to develop advanced technologies combining human and machine elements. The goal is to have a well-educated workforce who will work in diverse fields of intelligent systems and robotics, strengthen UWF's research and scholarly activities, and create regional economic and social impacts. ISR will strengthen the quality and reputation of scholarship, research and innovation in the state and nation.

2. Departmental Meetings

The department Director serves *ex officio* as presiding officer at department meetings. The

Director votes only in case of a tie among the voting faculty.

- (a) The department will hold faculty/staff meetings at least once per semester during the regular academic year as requested by the Director or by a majority of the faculty. All academic and student-related matters requiring departmental action shall be discussed at the faculty meetings. During the summer, the Director and the faculty present may make decisions and take action on an emergency basis; such decisions and such action will not be binding until approved by the faculty during the next academic year.
- (b) The agenda for each meeting will be included in the meeting announcement in hard-copy and/or through e-mail. The agenda for meetings will be distributed two working days in advance, when practical. Any faculty may request that an agenda item be added.
- (c) As far as practicable, department faculty on sabbatical or other authorized paid leave shall be informed of faculty meetings and shall be given opportunity to participate in discussions and votes.
- (d) For all faculty meetings, a simple majority of the eligible voting faculty members shall constitute a quorum.
- (e) All full-time faculty (including instructors, lecturers, and visiting) may participate in departmental discussions. Staff members may be invited by the Director or a majority of the faculty.
- (f) All full-time faculty members may vote on non-personnel matters.
- (g) The faculty will follow university guidelines regarding voting and evaluation of tenure and promotion cases.
- (h) All votes will be by show of hands. In items relating to personnel matters, or when requested by at least one-third of the faculty present, the voting shall be by secret ballot. The Director shall tally the votes for recording in the minutes.
- (i) Committee recommendations and/or decisions shall be based on simple majority rule. If a committee recommendation or decision has a broader impact on the department, it should come for a vote from all faculty.
- (j) Different opinions and views are encouraged. All members shall have equal opportunity to participate in discussions and to express their views and opinions. Members may need to agree on how to share the floor to ensure broad input.
- (k) If requested by any faculty member, the minutes of the faculty meeting shall be recorded, and/or typed, and circulated (in hard-copy or through e-mail). The minutes must be approved by a two-thirds majority at the next faculty meeting. The recording may be used only for verification of the minutes; it must be erased after the minutes have been approved.

3. Collegiality

Collegiality, in the sense of collaboration and constructive cooperation between academic colleagues at UWF and IHMC, identifies important aspects of a faculty member's overall performance. A collegial atmosphere is essential in a department environment. Such an atmosphere makes both faculty members as well as students feel more welcome, and helps

them better achieve their academic objectives. Therefore, regarding collegiality at the department level, a faculty member is expected to:

- (a) Treat colleagues with respect in all dealings, being verbal or written,
- (b) Undertake all activities with openness and fairness, and respond to concerns raised by colleagues with respect,
- (c) Deal with conflicts and disagreements among colleagues in a professional manner, and bring unresolved conflicts/disagreements to the attention of the Director. The Director shall attempt to resolve the conflict with the parties involved.
- (d) All faculty members shall also abide by the university guidelines related to collegiality and faculty cooperation¹.

4. Professional Integrity

Faculty members commit to observing the highest standards of ethical and professional conduct. They must adhere to university and state guidelines related to this area².

5. Faculty Mentoring

The Director will consult with the new tenure-earning faculty member to select a mentoring committee within the first three years of appointment to that rank. Generally, two tenured UWF HMCSE faculty members will be appointed to each committee, and ideally a third member from outside UWF HMCSE who must be tenured if from academia. At the request of the tenure-earning faculty member, the committee will be enlarged to include another tenured faculty member of his/her choice. The committee will designate one member who will be responsible for convening meetings. The committee shall monitor the prospective candidate's progress according to the detailed criteria listed below and report on this progress to the Director each year before annual evaluations are prepared. In addition, the Committee will do an elaborate mid-term review as described in Section 9 (n).

6. Committee Structure

Ad hoc committees will be appointed by the Director as needed and membership shall be shared fairly by all faculty members. The scope and composition of departmental committees are determined by the Director in consultation with the faculty members.

7. Policies and Procedures

(a) Annual Faculty Evaluation

The criteria for tenure and promotion specified in Appendix I shall be used in the annual evaluations of tenure-track faculty. Lecturers and instructors shall be evaluated based on the assignments made by the Director in teaching and service. The criteria of evaluation in these two areas shall be the same as those used to evaluate tenure-track faculty. If, in the

¹ <https://uwf.edu/academic-affairs/resources/promotion-tenure/>

² <https://uwf.edu/academic-affairs/resources/policies-procedures-resources/>

opinion of the Director, a faculty member's performance is lacking in any area, the Director should promptly discuss the matter with the faculty member and offer an action plan for improvement.

(b) Tenure, Promotion, and Post-Tenure Review

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

(c) Allocation of Summer Supplemental Lines

The Director will endeavor to balance FTE assignments among faculty.

(d) Allocation of Paid Overload Appointments

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

(e) Requests for Use of Departmental Resources

Requests for use of departmental resources must be made with proper justification to the Director/committee. Each request will be reviewed by the Director/committee on its merit and subject to state regulations. Disputes will be resolved by the faculty.

(f) Allocation of Departmental Travel Resources

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

(g) Requests for Release Time

Un-sponsored professional development opportunities will be shared equally over time. Requests for additional release time must be made as far as possible before the end of the previous semester. Release time for sponsored service and scholarly and creative activity will be consistent with contract or grant funds.

(h) Office Hours

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

(i) Cancellation of Classes

In the event of an illness or emergency, the instructor must contact the Director at the earliest possible time. The instructor should hold one or more make-up sessions (or pre-recorded lectures) as needed to bring the class in line with the course schedule. In the event that a make-up session cannot be held, the instructor should formulate a revision statement to the syllabus to be approved by the Director. In the event of a planned absence, such as for a conference, the instructor must either arrange for a substitute or provide make-up classes. The instructor can provide a pre-recorded lecture in place of a face-to-face.

(j) Curricular Review and Assessment Protocols

All faculty members are expected to participate in program outcome assessment and program curricular review as assigned by the Director.

(k) Student Advising

The department shall provide two types of advising for its students: thesis/dissertation/research advising (performed by a faculty advisor/supervisor), and academic advising (performed by an academic advisor or a faculty advisor). The purpose of the thesis advisors is to maintain regular communication with the students, discuss not only teaching courses, research and scholarly activities, but also the full ranges of issues related to the program of study of the students. Thesis advisors are responsible to organize student's

coursework and dissertation efforts, and prepare students for qualifying exam and dissertation defense. All ISR faculty members can serve as thesis advisors. The purpose of the academic advisor is to provide academic advising, curriculum planning, and to ensure that all degree requirements are met. Academic advising shall be under the supervision of the Director, who may assign advising related duties to departmental faculty and/or staff.

(l) Annual Work Assignments

The work assignment will be made in consultation with the Director and subject to UWF guidelines

(m) Mid-Point Review Procedure

The mid-point review will be done by the Mentoring Committee no later than the third year of appointment and it is intended to provide formative feedback to optimize faculty success in the tenure decision. The mid-point review should address the performance on teaching and/or advising, scholarly and creative activities, and professional service occurring during the preceding tenure-earning years of employment. In addition, the review should assess overall performance and contributions critically in light of mid-point expectations. The mid-point review will not be as extensive as the formal tenure review that occurs toward the end of the probation period, but should be based on a set of documents, including a current vita; annual evaluations; student and/or peer evaluation of teaching; selected examples of teaching materials and scholarship; and a self-evaluation by the faculty member in the form of a Statement of Contributions. The Mentoring Committee shall report the outcome of this evaluation by means of a letter to the candidate and the Director within 4 weeks of receiving the material. The Director shall submit a written summary to the Dean with the annual evaluation of the faculty.

(n) Grade Appeal Procedure

The department will follow the university guidelines and procedures.

(o) Others

- All departmental matters that need to be addressed to the college's Dean shall be routed through the Director.
- The request for university support shall be prepared by the Director in consultation with the faculty.
- Program revisions, course development, and curriculum design for new tracks shall be done by the faculty, according to university guidelines and through the university's CCR process.

8. Department Director

The department Director is the administrative and executive officer of the department and its spokesperson to the university administration, IHMC and communities outside the university.

9. Associate Department Director

The appointment of an Associate Director may be recommended to the Dean by the Director. The term of office of the Associate Director shall be three (3) years, renewable at the discretion of the Director and the Dean. The position is open to all full-time faculty (excluding visiting). The Associate Director will be based preferably at the campus at which the Director is not located.

10. Amendment

These bylaws will be reviewed and updated as needed. A complete review is scheduled by the end of 2028.

Date of Adoption: April 20, 2024

APPENDIX I

TENURE, PROMOTION, AND POST-TENURE REVIEW CRITERIA

UWF has adopted a set of criteria and standards for the assessment of a faculty member's performance of assigned duties and responsibilities. There are three performance categories: teaching, scholarship and creative projects, and service. These assessment criteria from each of the performance categories shall form the basis for promotion, tenure and post-tenure review decisions. The following performance levels will be used in evaluating faculty efforts in teaching, scholarly and creative activities, and service.

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.

Does not Meet Expectation – Overall performance includes some strengths, but one or more major weaknesses exist requiring remediation.

Meets Expectation – Meets department standards for professional performance, and no areas of weakness exist.

Exceeds Expectation – Exceeds department standards for professional performance, and exceeds the standards for excellence in quality, quantity, or both.

We furthermore note that:

- Unsatisfactory should only be used in the most egregious situations (failure to teach, serious violations of policies or laws, harassment) or failure to complete a performance improvement plan created when one Does Not Meet Expectations.
- Does Not Meet Expectations should be used to make corrective actions instead of Unsatisfactory.

1. Minimum Expectations

1.1. Tenure and Promotion

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

- a) At least TEN research articles published in refereed journals or top tier conferences shall be considered the **minimum expectation for tenure**. Of these, at least THREE must be refereed journals. At least EIGHT must be published while the candidate is at UWF, unless credit was given by the UWF ISR Department at the time of hiring, for

- research work done prior to UWF employment. In addition, the candidate must serve or have served as PI, co-PI, senior personnel, or equivalent in externally funded research for a total of \$100K or more, or equivalent value.
- b) At least TEN research articles published in refereed journals or top tier conferences shall be considered **minimum expectation for promotion from the rank of assistant professor to the rank of associate professor**. Of these, at least THREE must be refereed journals. Of these TEN, at least EIGHT 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. In addition, the candidate must serve or have served as PI, co-PI, senior personnel, or equivalent in externally funded research for a total of \$100K or more, or equivalent value.
 - c) At least TWELVE research articles published in refereed journals or top tier conferences published 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**. Of these, at least THREE must be refereed journals. In addition, the candidate must serve or have served as PI, co-PI, senior personnel, or equivalent in externally funded research for a total of \$200K or more.

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

- (a) Writing chapters or books on specialized subjects.
- (b) Presenting papers at regional, national, or international meetings; serving as a speaker or discussant at conferences, symposiums, seminars or workshops; publishing in non-top tier conference proceedings.
- (c) Consulting of a non-routine nature resulting in new methodology or application of existing methods to new situations.
- (d) Writing and securing grants and contracts.
- (e) Reviewing and refereeing technical papers and editing journals.
- (f) 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 with the approval of 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 with the approval of the chairperson of the department.

1.1.2 The minimum Teaching and Service expectation for promotion and/or tenure

A record of meeting expectations in teaching is required for tenure and promotion. Thus, the rating of *meets expectations* in teaching shall be required for tenure. Meeting expectations 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.

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

1.2 Post Tenure Review (PTR)

The University of West Florida adheres to Florida Board of Governors' Regulation 10.003, as well as Article 11 of the Collective Bargaining Agreement, in all matters relating to post-tenure review. Accordingly, all full-time faculty beyond the rank of assistant professor are evaluated for post-tenure review (PTR) every five years. Faculty are evaluated on the criteria of unsatisfactory, does not meet expectation, meets expectation, and exceeds expectation. Additionally, the Department of Intelligent Systems and Robotics endorses the University standard that post-tenure review criteria should consider the faculty member's performance holistically over the five-year post-tenure review period and not solely over the period of a single annual assignment or evaluation. With this standard in mind, the department endorses the following post-tenure review criteria:

Exceeds Expectations:

The faculty member must exceed expectations in three of the five-year evaluation period in teaching, scholarly & creative activities, or service.

Meets Expectations:

The faculty member must meet expectations in teaching, scholarly & creative activities, and service in the annual evaluation for three of the five years of the evaluation period.

Does not Meet Expectations:

The faculty member does not meet expectations in teaching, scholarly & creative activities and service in the annual evaluation for three of the five years of the evaluation period.

Unsatisfactory

The faculty fails to meet expectations and this reflects disregard or failure to follow previous advice or other efforts to provide correction or assistance, or the faculty's performance involves

incompetence or misconduct as defined in applicable university regulations and policies. An unsatisfactory evaluation in the evaluation period does not facilitate a favorable PTR decision.

2. Criteria

It is expected that all faculty will conduct themselves in accordance with the policies outlines in UWF Professional Standards and the UFF Collective Bargaining Agreement. Criteria evaluating teaching, scholarly and creative activity, and service include but are not limited to the following:

Note: The order of the listing does not reflect relative importance.

2.1. Teaching

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

- Satisfactory student evaluations
- Satisfactory student outcomes
- Peer evaluations of teaching
- Organization and planning of courses offered
- Clear and definitive explanation of assignments and/or projects
- Engaging students in research projects
- Scholarship in teaching areas
- Innovations in teaching methods, and assessing teaching effectiveness and outcomes
- Innovations and skills in addressing diversity and equity in teaching
- Updating course materials to reflect advancements in the field
- Design, development and testing of new course (s)
- Conference, workshop, or seminar participation related to specialized areas for teaching
- Receiving teaching awards
- Planning, preparing, and evaluating Ph.D. qualifying exams
- Participation in teaching development programs
- Teaching specialty topics in conferences, symposia, seminars, workshops, discussion groups, and other student-centric delivery forums
- Mentoring of capstone projects, honors projects, graduate projects, intern projects, student competitions, and/or independent studies
- Other teaching related activities such as teaching outreach, teaching collaboration.

2.2. Scholarly and Creative Activity

Scholarly and creative activity can be demonstrated with, but not limited to:

- Peer reviewed journal publications
- Demonstration and exhibition of research and projects at regional, national, international events
- Design and development of new research projects, and/or upgrading of ongoing research projects
- Peer reviewed conference publications

- Externally sponsored research
- Internally sponsored research
- Submission of proposals to funding agencies
- Invited talks on research areas
- Chapters or books published on research areas
- Presentations resulting in peer review of research
- Poster sessions resulting in peer review of research
- Writing of technical reports
- Media coverage about ongoing research/project(s)/publication(s)
- Effective research collaboration and/or partnership with recognized scholarly professional organizations, societies or agencies
- Mentoring of capstone projects, honors projects, graduate projects, intern projects, student competitions, and/or independent studies
- Supervising theses and/or dissertations
- Member on theses and dissertation committees
- Research award, honor or recognition received from scholarly professional organizations, societies or agencies
- Other scholarly and creative activities.

2.3. Service

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

- Service on university, college and department governance.
- Service as Department Director, Associate Director, Program Director, or Program Coordinator
- Community service related to one's discipline
- Advising to student organizations
- Service to professional organizations
- Services related to recruitment and retention of students
- Service on department, college or university level committees
- Service on editorial boards of scholarly publications related to one's discipline
- Service on conference committees
- Articulation efforts at various levels
- Outreach activities and engagement that promote the department and/or university
- Participation with local professional organizations
- Assisting in organizing district wide activities such as robotics competitions, science fairs
- Reviewing activity of grant proposals and scholarly manuscript.
- ABET accreditation activity
- SACSCOC accreditation activity
- Advertising activities for the program/department
- Mentoring and assisting new faculty/staff
- Obtaining/maintaining professional licenses in one's discipline.
- Student advising.

- Design and development of new program(s) and program curricula, and review/update of existing program curricula

3. Departmental Criteria for Evaluation

The criteria categories Unsatisfactory, Does not Meet Expectations, Meets Expectations, Exceeds Expectations will be used in evaluating faculty efforts in teaching, scholarly and creative activities, and service.

3.1. Teaching

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

3.1.1. Unsatisfactory

This performance level demonstrates serious problems in attaining success in the teaching role as reflected either by (1) a combination of many negative indicators, or (2) fewer but more extreme behaviors that produce substantial negative outcomes on students and their learning. In general, teaching performance is well below the department standards of excellence and the faculty has failed to meet expectations in teaching and has disregarded or failed to follow previous advice or other efforts to provide correction or assistance in teaching, or the faculty's performance involves incompetence or misconduct with respect to teaching as defined in applicable university regulations and policies.

Indicators:

- Student evaluations document consistent and substantive problems (ratings well below the department average)
- 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)
- Goals and course content reflect no continuous improvement efforts; no assistance rendered for department assessment plan
- 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, graduate, intern) avoided or poorly executed
- Course presentation cannot attract, motivate and engage the students
- Focusing too much on irrelevant and/or less relevant topics ignoring the core requirements of the courses

- Chronic academic integrity concerns identified including evidence of disrespect for students and their rights

3.1.2. Does not Meet Expectations

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

Indicators:

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

3.1.4. Meets Expectations

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

Indicators:

- A minimum of 2.8 yearly average of all reported sections taught on each of items 8 (overall assessment of instructor), 17 (instructor's command of the subject), and 18 (overall course organization) on the Student Assessment of Instruction. If an instructor teaches more than one section of the same course in a semester, the instructor may choose to report only one of those sections.
- Satisfactory peer evaluations of teaching
- Innovative activities on teaching methods, improving teaching effectiveness and outcomes.
- Appropriate organization and planning of courses offered, goals and course content to provide continuous improvement effort
- Appropriate methods of supervising theses and dissertations
- Appropriate methods of mentoring capstone, honors, graduate, or intern projects. Each full-time faculty member should have the opportunity for mentoring at least one project per year.
- Syllabi outline comprehensive, clear, and appropriate performance expectations.

- Appropriate methods to demonstrate the achievement of student learning outcomes and student outcomes.
- Assessment practices to enhance student learning and contribute to department needs
- Pedagogical practices to facilitate optimal learning conditions
- Student support practices to facilitate optimal student development
- Innovative methods to address diversity and equity
- Appropriate standards of academic integrity promoted, including respect for students and their rights
- Participates voluntarily in professional development activities/programs to improve teaching quality and flexibility.
- Participates in teaching specialty topics in conferences, symposia, seminars, workshops, discussion groups, and other student-centric delivery forums; teaching outreach and teaching collaboration.

Implication: Performance at this level for at least three out of the last five years period of employment at UWF justifies favorable promotion, and tenure decisions.

3.1.5. Exceeds Expectations

At least five (5) of the indicators below must be satisfied in order to qualify for this rating.

Indicators:

- 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. If an instructor teaches more than one section of the same course in a semester, the instructor may choose to report only one of those sections.
- Satisfactory peer evaluations of teaching
- Innovative activities on teaching methods, improving teaching effectiveness and outcomes.
- Appropriate organization and planning of courses offered, goals and course content to provide continuous improvement effort
- Appropriate methods of supervising theses and dissertations
- Appropriate methods of mentoring capstone, honors, graduate, or intern projects.
- Syllabi outline comprehensive, clear, and appropriate performance expectations.
- Appropriate methods to demonstrate the achievements of student learning outcomes and student outcomes.
- Assessment practices to enhance student learning and contribute to department needs
- Pedagogical practices to facilitate optimal learning conditions
- Student support practices to facilitate optimal student development
- Innovative methods to address diversity and equity
- Appropriate standards of academic integrity promoted, including respect for students and their rights
- Participates voluntarily in professional development activities/programs to improve teaching quality and flexibility

- Teaching awards honor high caliber of performance
- Leadership evident in the promotion of high-quality teaching and in course/program improvement/development in the department.
- Participates in teaching specialty topics in conferences, symposia, seminars, workshops, discussion groups, and other student-centric delivery forums; teaching outreach and teaching collaboration.

Implication: Performance at this level for at least three out of the last five years period of employment at UWF easily justifies favorable promotion and tenure decisions.

3.2. Scholarship and Creative Activity

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

- Publishing original manuscripts in refereed journals and top tier conferences.
- Writing chapters or books on specialized subjects.
- Actively participating to the organization of workshops, conferences and seminars in the area of expertise
- Presenting papers at regional, national, or international meetings; serving as a speaker or discussant at conferences, symposiums, seminars or workshops.
- Consulting of a non-routine nature resulting in new methodology or application of existing methods to new situations.
- Writing and securing grants and contracts.
- Entertain an active collaboration with IHMC researchers
- Reviewing and refereeing technical papers and editing journals.
- 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, attracting external funds and publishing original manuscripts in top tiered conferences and refereed journals shall be considered to be the strongest evidence of scholarship. The Chair shall confer with the Personnel Committee regarding the execution of evaluation of faculty research and scholarly activities.

3.3. Service

In this performance area, the ratings in the first two performance categories (Unsatisfactory, Does not Meet Expectations) do not facilitate favorable tenure decisions. The ratings in the first two performance categories (Unsatisfactory, Does not Meet Expectations) do not facilitate favorable promotion decisions to Associate Professor, and the ratings in the first two performance categories (Unsatisfactory, Does not Meet Expectations) do not facilitate favorable promotion decisions to Professor.

3.3.1. Unsatisfactory

Demonstrates serious problems in fulfilling appropriate service role for faculty as shown by the indicators below. Fails to meet expectations in terms of service and disregards or fails to follow previous advice or other efforts to provide correction or assistance, or the faculty's performance

with respect to service involves incompetence or misconduct as defined in applicable university regulations and policies. 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, after being advised in this respect).
- Community service, if any, 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.

3.3.2. 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.

3.3.4. Meets Expectations

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

Indicators:

- Participates effectively in at least 4 of the service activities listed in section 2.3 of this appendix.
- Scope and effort level meet department standards.
- Colleagues view contributions to the department as effective.
- Service agenda well suited to regional comprehensive university mission.
- Service contributions represent strategic decisions that balance demands from the discipline, department, campus, and community.
- Community service provides excellent synergy between the faculty member's area of expertise and the service functions. For example, serving as a judge in a science competition, serving in the editorial committee of a journal of one's discipline, serving as a reviewer of journal/conference paper(s) in one's discipline.

Implication: Performance at this level for at least three out of the last five years period of employment at UWF qualifies for favorable promotion and tenure decisions.

3.3.5. Exceeds Expectations

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

Indicators:

- Participates effectively in at least 5 of the service activities listed in section 2.3 of this appendix.
- Leadership demonstrated in targeted areas of service (e.g., holds elected office; collaborates skillfully and innovatively).
- Problems solved proactively through vigorous contributions.
- Wide external recognition (local, national or international audiences) or awards achieved for quality of service contributions.
- Community service provided significant and measurable impact; service provides excellent synergy between the faculty member's area of expertise and the service functions.

Implication: Performance at this level for at least three out of the last five years period of employment at UWF easily qualifies for favorable promotion and tenure decisions.