

**CHEMISTRY BYLAWS**  
**Approved by the Faculty on October 3, 2015**

**A. Advising and Planning**

The Chemistry Faculty as a whole will constitute committees for advising the Chair and planning.

**B Hiring Faculty**

A search committee of representative faculty will make recommendations to the chair. The chair will seek the input and vote of all permanent faculty before making a final recommendation to the dean.

**C Department Chair**

The Chair of the Department shall serve for a period of three (3) years, with the possibility of reappointment for a second consecutive three year term, with the consent of the department and approval of the Dean. After an interim period of no less than three years, an individual may serve once again as chair. With unanimous approval from the faculty and the Dean, the Chair may serve additional terms.

Nominees for appointment to the departmental chairmanship will be approved by the Dean. The department, by election with all full-time faculty eligible to vote, will provide the Dean with their preferred candidate. However, the Dean reserves the right to confirm the department Chair.

**D Curriculum**

Curriculum matters are decided by the faculty as a whole with adjuncts being invited to participate in discussions, but excluded from any vote. When courses are taught by several faculty on a rotation schedule, subcommittees of these faculty decide on the general content of the courses and choose the textbook.

**E Criteria for Promotion and Tenure**

For the purpose of evaluating faculty members, 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 criteria form the basis for decisions.

Tenure or promotion in Department of Chemistry will not be granted without demonstrated excellence in teaching. The faculty member must demonstrate 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.

1. To be granted tenure, a faculty member must demonstrate excellent teaching, research and service.
  - a. Tenure requires that the faculty member demonstrate a continuous record of excellent teaching.
  - b. The candidate for tenure must establish an area of research specialty in the discipline. The research laboratory must be functional and active involving undergraduate student participation. The candidate's scholarly activity must be recognized by peers external to the University and must have a total of at least four activities from the "Very Significant Activities" list carried out while employed at the University of West Florida.
  - c. The candidate for tenure must show tangible evidence of service to the University, community and profession.
2. To be promoted to associate professor, a faculty member must demonstrate excellent performance in all three categories.
  - a. A continuous excellent-distinguished record in teaching is required for promotion to associate professor.
  - b. The candidate for promotion to associate professor must establish significant and tangible scholarship in the area of expertise. The candidate's scholarly activity must be recognized by peers external to the University and must have a total of at least four activities from the "Very Significant Activities" list carried out while employed at the University of West Florida.
  - c. Leadership in service to the department, college, and University must be shown by the candidate for promotion to associate professor.
3. To be promoted to professor, a faculty member must demonstrate a distinguished performance record in the teaching or research category and at least excellent in each of the other two categories. The faculty member must have a positive reputation within the University for promotion to professor.
  - a. Substantial and highly tangible contributions in scholarship in the area of expertise justify promotion to the rank of professor. The candidate's scholarly activity must be recognized by peers external to the University and must have a total of at least four additional activities from the "Very Significant Activities" list carried out while employed at the University of West Florida at the rank of Associate Professor.
  - b. The candidate for professor must demonstrate the ability to shoulder major responsibilities in service within and/or beyond the University. Proven leadership in service activities is required.

A candidate may be considered for tenure or promotion without having met all the criteria shown above. For example, the Department of Chemistry 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. Mentoring of Untenured Faculty**

Mentoring of new and untenured faculty by one or more senior faculty and a mentoring committee will be required. The mentoring committee will be assembled in consultation between the faculty member and the Chair.

At the mid-point of the tenure track probationary period, the department will hold a mid-point review as explained in the University Tenure and Promotion Guidelines. The tenure track candidate will compile a binder including a current vita, annual evaluations, student/peer evaluation of teaching, selected examples of teaching materials, documentation of progress to the required four Significant scholarship activities, and a self-evaluation by the faculty member. A committee of the departmental tenured faculty will review the binder and write a letter with recommendations to the Chair. The Chair will review the materials and write a letter with recommendations. The recommendation letters will be delivered to the untenured faculty, who may then write a rebuttal letter.

The Dean will review the department's written mid-point review and respond to the department and the faculty member in writing. Further use of these materials is at the discretion of the faculty member.

## **G. Promotion and Tenure Committee**

The promotion and tenure committee consists of all tenured members of the department with the exception of the Chair and those being considered for tenure and/or promotion. This committee may request additional information or seek outside evaluation. The committee reviews the progress of tenure earning faculty after the second year of employment and in each subsequent year until a final tenure decision is reached. The committee makes a written recommendation to the chairman. Members of the committee have the right to submit a minority report. The Chair adds his/her recommendation and the entire package is forwarded to the Dean.

## **H Faculty Development**

Faculty are encouraged to attend professional meetings and faculty development workshops. The department will provide partial support for travel and registration fees in an amount dictated by the department budget, and consistent with the Collective Bargaining Agreement.

## **I. Evaluation Criteria**

Tenure, promotion, and merit pay increases are recommended on the basis of a member's performance in teaching, scholarship, and professional service. It is expected that all faculty will conduct themselves in accordance with the policies outlined in UWF Professional Standards and the UFF Collective Bargaining Agreement. Collegiality will be used in the evaluation. Evaluations will be based on the "entire package" of activities in a particular category.

## **J. Departmental Criteria for Evaluation**

The following criteria categories will be used in evaluating faculty efforts in teaching, scholarly and creative activities, and service.

- **Poor:** Unacceptable level of performance. Major areas of weakness require remediation.
- **Fair:** Overall performance includes some strengths, but one or more major weaknesses exist.
- **Good:** Moderate progress toward long-term professional goals, but one or more minor weaknesses exist.
- **Excellent:** Meets department standards for professional performance. No areas of weakness exist.
- **Distinguished:** Exceeds department standards for professional performance. Exceeds the standard for excellence in quality or quantity (or both).

The appendix contains further information on the criteria and benchmarks used in annual evaluations. Criteria for the evaluation of teaching, research, and service include but are not limited to the following: (The order of the listing does not reflect the relative importance)

### **1. TEACHING**

The department recognizes that good teaching is an art that resists objective analysis. To the extent possible, however, the evaluation of teaching is based on objective evidence, comments and formal assessment provided by other faculty members and by students, syllabi, examinations, and other class materials the faculty member may submit for review. This list of activities is not comprehensive. The activities have been ranked by the faculty and Chair.

#### *Good*

- Organization and planning of courses
- Evidence of careful preparation, documented by course outlines, and syllabi
- Clear and definitive explanation of assignments
- Ability to challenge and stimulate student interest
- Effective testing procedures
- Punctuality in classroom attendance, grading assignments, etc.
- Ability and willingness to help students and colleagues
- Satisfactory student evaluations
- Participation in the Department's assessment plan, as needed based on teaching assignments

#### *Excellent*

- Innovation and introduction of new teaching techniques

- Evidence of scholarship and currency in the subject area
- Contributions to the overall teaching effectiveness of the department
- Participation in teaching development programs
- Giving guest lectures within the department

***Distinguished***

- Publication of articles on teaching
- Design, testing, and publication of new laboratory experiments
- (Re)Design of new courses and programs
- Teaching awards
- Exceptional student evaluations (to be defined numerically)
- Leading departmental assessments
- Receiving external funding for teaching related activities

**2. CREATIVE AND SCHOLARLY ACTIVITY**

The primary goal of creative and scholarly activities should be to provide UWF students with opportunities to gain advanced research experience in chemistry and/or related areas. Thus, activities conducted with UWF students are considered substantially more important than other research activities. The evaluation of creative and scholarly activities is based on the faculty member's published research and pertinent scholarly and creative activity, including work in progress. For evaluation ratings in the excellent category, the body of work in a given evaluation period must include several significant creative and scholarly activities and distinguished ratings require at least one outcome in the very significant category. This list of activities is not comprehensive. Actual ranking of the activities is the purview of the Chair, with the appropriate input from the faculty. The quality of each will be taken into consideration when determining the appropriate category for each activity – e.g. impact factor of journal, award rate of granting agency, dollar amount for grant/contract, individual contribution, leadership role, etc.

***Very Significant***

- Published research papers in peer-reviewed national and international journals, (satisfactory examples include all ACS, RSC peer-reviewed journals)
- Published chapters or books on specialized subjects
- Publishing an invited review article on a research related topic
- Author or co-author on an issued patent
- Invited lectures to international, national, or regional meetings
- Invited technical seminars to international, national, or regional companies
- External competitive grant(s) or contracts received (greater than \$20,000)
- Serving as an editor for a journal or book

### ***Significant***

- Published papers of a non-peer reviewed or non-research type
- Presentation of research results at international, national or regional meetings (non-invited lecture or poster)
- Professional seminars or lectures
- Internal grants received
- Contracts received, external or internal, less than \$20,000
- Evidence of research and creative activities with UWF students which have not resulted in formal publication
- Evidence of continuing professional development; demonstration of creativity as an officer in the American Chemical Society or allied professional organization; as a program chairman; etc
- Submittal of external research grants

### **3. SERVICE**

Finally, the faculty member's academic advisement, and other professional service contributions to the department and university, to the public schools and other appropriate external groups and to the discipline at large are assessed. Listed below are some examples of significant service activities. Activities where the individual has more of leadership role or time devoted will warrant additional weight – very significant. For evaluation ratings in the excellent category, the body of work in a given evaluation period must include numerous significant service activities and distinguished ratings require additional outcomes in the very significant category. This list of activities is not comprehensive. Actual ranking of the activities is the purview of the Chair, with the appropriate input from the faculty

#### ***Service to the Department***

- Contributions to the daily operation of the department, helping maintain laboratories, facilities and equipment
- Service on department committees
- Outreach activities which promote the Department to the university or general community
- Recruiting, articulation, general advising of chemistry students
- Serving as adviser to Student Affiliate American Chemical Society chapter at UWF

#### ***Service to the College and University***

- Active participation in college and university councils and committees.
- Service to High Schools and Community Colleges
- Working closely with local high school teachers, assisting whenever possible and helping to improve the quality of high school chemistry programs
- Working closely with community colleges to solve articulation problems

### ***Community Service***

- Participation in the activities of the Pensacola Section of the American Chemical Society or other science related boards, committees, panels, societies, etc
- Providing advice on chemical matters when requested by the media or the public
- Helping students with science fair projects
- Involvement in faculty development programs for community college and high school faculty
- Assisting local schools text book selection, examination preparation and curriculum development
- Assisting in organizing district wide activities such as mathematics or science contests, science fairs (as judges, etc.) and other science education activities

### ***Service to the Discipline***

- Participation in national scientific organizations
- Textbook, manuscript, and grant reviewing activity
- Organizing scientific meetings

### **K. Summer Supplementary Contract Opportunities**

- 1) Summer courses will be offered and scheduled on the basis of:
  - (a) Student program needs
  - (b) Enrollment projections
  
- 2) Faculty will be offered supplementary contracts based on:
  - (a) Area of specialization and qualifications to teach the courses offered.
  - (b) If more than one faculty member is qualified to teach a scheduled course, the supplementary appointments will be offered on a rotation basis. Priority will be based on two factors: the length of the time since the last summer appointment and the number (fewest) of appointments within the previous five years.

### **L. Cancellation of Classes**

Unless it is a last-minute emergency that prevents faculty from class attendance, it is not acceptable practice to cancel classes. Planned absences for professional conferences or other events not in the direct control of faculty should obligate good teachers to provide an appropriate substitute. Scheduling personal trips/vacations during periods when the university is in session as well as starting classes either a week late or ending them a week early to grade exams is not acceptable professional practice. Please strive to provide students with the full time commitment in courses for which you are responsible. Guest lecturers or alternate assignments should be used to the extent possible.

## APPENDIX

### PERFORMANCE STANDARDS FOR EVALUATION

The following categories will be used in evaluating faculty efforts in teaching, scholarly and creative activities, and service.

- **Poor:** Unacceptable level of performance. Major areas of weakness require remediation.
- **Fair:** Overall performance includes some strengths, but one or more major weaknesses exist.
- **Good:** Moderate progress toward long-term professional goals, but one or more minor weaknesses exist.
- **Excellent:** Meets department standards for professional performance. No areas of weakness exist.
- **Distinguished:** Exceeds department standards for professional performance. Exceeds the standard for excellence in quality or quantity or both.

### TEACHING

In this performance area, the ratings in the first three performance categories (*poor, fair, good*) do not facilitate favorable tenure and promotion decisions.

**Poor:** This performance level demonstrates *serious* problems in attaining success in teaching role as reflected either by (1) a combination of *many* of the 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 norms.

Indicators:

- Student evaluations document consistent and substantive problems (ratings well below the department average)
- Teaching philosophy missing, poorly articulated or poorly expressed in course activities and planning
- Syllabi fail to establish clear and relevant expectations
- Assessment practices are inadequate to support student learning and department needs (e.g., learning outcomes are inadequate, inappropriate, or missing; testing strategies are not effective or fair)
- 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 or too challenging; 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 keep 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, general education) avoided or poorly executed
- Chronic academic integrity concerns identified including evidence of disrespect for students and their rights
- Avoids teaching developmental experiences

*Implication:* Requires major remedial work.

**Fair:** 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 norms.

Indicators:

- Student evaluations document areas of moderate concern (ratings below the department average)
- Teaching philosophy may not be clearly expressed in course planning and activities
- 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, general education) 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 activity

*Implication:* Some remediation is necessary. Change will need to be substantial to qualify for tenure and promotion

**Good:** Demonstrates overall teaching effectiveness but some *minor* areas for concern, typically reflected by some combination of the indicators listed below. In general, teaching performance is *mildly below* the norms of excellence for the department.

Indicators:

- Student evaluations document adequate impact on learning
- Teaching philosophy expressed in course planning and activities
- Syllabi provide reasonably clear and appropriate expectations
- Assessment practices support student learning and contribute to department needs
- Goals and course content give evidence of continuous improvement effort
- Majority of pedagogical practices are appropriate and effective

- Majority of student support practices are appropriate and effective
- Advising, mentoring, and student supervision practices are appropriate and effective
- Special teaching assignments (e.g., honors, capstone, general education) executed with reasonable skill
- Maintains appropriate standards of academic integrity, including respect for students and their rights
- Participates in teaching development activities when directed to do so

*Implication:* Performance at this level suggests positive potential but does not justify tenure or promotion at this stage of development

**Excellent:** Demonstrates *consistent high quality* teaching with positive outcomes for student as reflected by the indicators below. In general, excellence *meets* all or almost all the standard expectations for faculty who are successful in tenure and promotion decisions. Most teaching activities are documented as Excellent.

Indicators:

- Student evaluations document consistently positive impact on learning
- Teaching philosophy provides foundation for coherent course planning and activities
- Syllabi outlines comprehensive, clear, and appropriate performance expectations
- Assessment practices enhance student learning and contribute to department needs
- Goals and course content routinely provide evidence of continuous improvement effort
- Pedagogical practices facilitate optimal learning conditions
- Student support practices facilitate optimal student development
- Advising, mentoring, and student supervision practices receive consistent favorable review
- Special teaching assignments (e.g., honors, capstone, general education) executed with expert skill
- Appropriate standards of academic integrity promoted, including respect for students and their rights
- Participates voluntarily in professional development activities to improve teaching quality and flexibility

*Implication:* Performance at this level justifies favorable tenure and promotion decision.

**Distinguished:** Demonstrates *unusually high degree of quality* in teaching as shown by the following indicators that *build upon indicators for excellence*. In general, performance at this level *exceeds* department expectations for Excellent activities, and contains at least one activity rated Distinguished.

Indicators:

- Numerical student evaluation data document clear statistical exceptional
- Narrative statements emphasize powerful impact on learner or transformative learning experiences
- Teaching awards honor high caliber of performance

- Leadership evident in the promotion of high quality teaching and curriculum development in the department

*Implication:* Performance at this level easily justifies favorable tenure and promotion decision.

## **SCHOLARSHIP AND CREATIVE PROJECTS**

In this effort category, departments must articulate their expectations related to quantity. This articulation should address either rate per year (e.g., one high quality publication or performance per year) or target number of efforts per decision level (e.g., three high quality publications and/or performances to quality for promotion to associate professor). Note: These are exemplars for format rather than specific recommendations about rate or targets.

The department should articulate the relevance of quality. This articulation should address (1) venue for dissemination or performance, (2) requirements for continuing professional education and certification, and (3) value or expected impact of sponsored research activity. Departments should elaborate if the discipline has any atypical dissemination practices (e.g., publication practices in high quality journals in some disciplines may demand clusters of studies; expectation for international performance venues) and reflect these important discipline-specific criteria in their outline of scholarly and creative projects expectations.

**Poor:** Demonstrates *serious* problems in developing scholarship and creative projects as reflected by the indicators below. In general, scholarly and creative production is *well below* the department norms.

Indicators:

- Scholarly agenda or creative plan has not been identified (e.g., central focus of career interest has not materialized)
- Minimal pursuit of scholarly and creative projects
- Avoidance of professional organization involvement that could help disseminate or display faculty work
- Failure to pursue expected professional enhancement activities (e.g., licensure, continuing education, technology training)
- Avoidance of grant exploration or pursuit
- Ethical regulations violated regarding scholarly or artistic production
- Poor time management strategies handicap work output

*Implication:* Major remedial work is required. Scholarship and creative projects mentor should be considered

**Fair:** Demonstrates only *minor* tangible progress toward executing a scholarly and creative agenda as shown by the indicators below. In general, scholarly and creative projects are *moderately below* the department norms.

Indicators:

- General focus of interest identified
- Evidence of some completion of beginning stages of scholarly or artistic process (e.g., data collection, manuscript outline, artistic plan)
- Exploration of possible scholarly collaboration or resource network to help with specific plan
- Professional organizations identified that will support scholarly and creative goals
- Appropriate professional educational opportunities (e.g., licensure, technology training, special educational opportunities) identified
- Sources of external support for scholarship or creative activities agenda identified and explored
- Judgment about ethical standards for scholarly and artistic production may be problematic at times
- Questionable time management strategies limit production

*Implication:* No support for tenure/promotion but shows future productivity promise.

**Good:** Demonstrates *moderate* tangible progress in scholarship or creative activity agenda as shown by the indicators below but work falls *mildly below* department standards of excellence.

Indicators:

- Specific scholarly agenda or creative plan identified, including appropriate timelines and preferred dissemination or display venues
- Scholarly and creative projects completed but falls short of rate of department standards related to the rate of completion or quality of dissemination venue
- Completed projects suggest the potential for significant, high quality scholarship over the candidate's career.
- Appropriate professional educational opportunities pursued
- Involvement with professional organizations that will support scholarly or creative goals
- Grants developed and submitted to capture external support
- Adheres to relevant ethics conventions for scholarly and creative projects
- Reasonably effective time management strategies contribute to success

*Implication:* May qualify for tenure if other effort areas are at least excellent but does not qualify for promotion.

**Excellent:** Demonstrates *satisfactory* execution of scholarship or creative activity agenda as shown by the indicators below. In general, scholarly and creative projects *meet* the standards of the department.

Indicators:

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

- Favorable review by and respect from majority of colleagues in the department for scholarly and creative works
- Potential for wide recognition of quality outside of the University
- Completes appropriate schedule of professional educational opportunities (e.g., licensure, technology training, etc.) in a timely fashion
- External support captured to facilitate scholarship or creative activities agenda
- Highly skilled application of ethical conventions in discipline
- Skilled time management facilitates success of scholarly agenda or creative plan

*Implication:* Performance at this level facilitates favorable promotion/tenure decisions

**Distinguished:** Demonstrates *unusually high degree* of skill in design and execution of scholarly and creativity projects as shown by the indicators below *that build upon the indicators for excellence*. In general, this performance *exceeds* department standards for excellence.

Indicators:

- Both quantity and quality measures clearly exceed department expectations
- National or international audience
- National or international recognition earned for quality
- Awards received for scholarly or creative projects
- Strong record of grant pursuit, grant awards, successful completion, and dissemination of results
- Campus and/or disciplinary leadership in promoting scholarly and creative projects

*Implication:* For *regular* faculty appointment, easily qualifies for favorable promotion and tenure decisions. For *research* faculty appointment, distinguished performance is required for appointment to professor.