

## **BY-LAWS FOR DEPARTMENTAL GOVERNANCE**

### **DEPARTMENT OF ENGLISH**

#### **Article I. Name:**

The name of this unit is the Department of English in the College of Arts, Social Sciences, and Humanities of the University of West Florida.

#### **Article II. Voting Membership:**

The department's voting membership shall consist of faculty who hold the rank of professor, associate professor, assistant professor, instructor, or lecturer. All other persons affiliated with the department (adjunct faculty and visiting faculty of any designation) are invited to participate in faculty meetings but are not extended voting privileges. In some years, the chair may request volunteers from adjunct and visiting faculty to serve on committees because of their particular experience and expertise.

This definition of voting membership applies throughout these by-laws with the exception of matters concerning Tenure and Promotion of faculty.

#### **Faculty Additions:**

In the event that a faculty position becomes open and permission is granted by the University to conduct a search, the department faculty shall have input regarding the type of applicant to be sought. A faculty search committee shall be formed consisting of members appointed by the chair.

The committee's duties include following the procedures outlined for faculty hiring by the Office of Academic Affairs. The committee's procedures shall be consistent with Sunshine Law. The committee drafts search materials including advertisements and selection criteria and submits these to the chair for approval prior to publication.

The committee reviews applications and forwards to the faculty a pool of top candidates. The faculty will assess the strengths and limitations of the candidates. The faculty may also provide additional input regarding candidate invitations and the selection of finalists by the hiring official(s).

#### **Article III. Department Chair:**

Under current university policy, department chairs are appointed to one-year contracts from August to August, and are subject to annual performance review by the Dean of the College of Arts, Social Sciences, and Humanities. In addition, the chair's performance will be formally reviewed by the

department at the end of the second year of the chair's service. It will be the responsibility of the chair to elicit this second-year review, and that of the faculty, in consultation with the chair, to determine the format for providing it.

The department adopts an "elected" and "short-term" conception of its chair. "Election" is, of course, subject to ratification by the dean, who appoints the chair.

An elected chair can expect to serve a term of three consecutive years. If a chair takes a sabbatical or other leave, that interlude shall be considered part of the chair's elected term.

No later than 5 April in the third year of a term, the voting members anonymously will submit nominations, together with a nominee's stated agreement to serve if elected. No later than 20 April, the voting members will vote upon the nominees by secret ballot in a department meeting. An incumbent chair may be nominated for re-election.

A retiring chair shall be expected to advise and assist the elected successor at least through the term prior to the commencement of the succeeding chair.

#### **Article IV. Committee Structure:**

##### A. Ad Hoc Committees

As circumstances may require, the department chair is empowered to constitute and charge ad hoc committees. In memoranda or agenda, the chair shall propose committee memberships to the faculty as a whole for ratification. The chair shall, for example, appoint ad hoc "search committees" as staff positions are budgeted and "tenure mentoring committees" in accordance with the procedures summarized in Article VI.F. below. In addition to tenured faculty members from within the department, tenure mentoring committees **MAY** include a non-departmental tenured faculty member.

##### B. Standing Committees:

###### 1. There shall be standing committees of the department:

###### a. Planning/Governance Committee:

Charge: To consult with the chair and the department 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 consult with the department and assist the chair in preparing "self-study" reports.

Membership: The department chair, the chairs of the standing committees, and a non-voting graduate student.

###### b. Composition Committee:

Charge: To advise and assist the chair in the selection and orientation of temporary faculty and adjuncts teaching composition courses. In collaboration with concerned faculty, to research and propose new programs and offerings. To develop a system of coordination for the entire composition program. To consider alternative methods of staffing composition programs.

Membership: At least two faculty members, the director of composition, the director of the Writing Laboratory, one non-voting graduate student, and one adjunct or visiting instructor. The adjunct or visitor will not participate in deliberations on personnel.

c. Curriculum Committee:

Charge: To review the nature and the sequencing of courses, departmental degree requirements and advisement policies. In collaboration with concerned faculty, to research and propose new programs and offerings. To consult with instructors and to make recommendations to the department chair in developing yearly schedules of and staffing for course offerings. To advise the chair in awarding financial support to students.

Membership: At least three faculty members and one non-voting graduate student.

d. Graduate Committee:

Charge: To review the nature, admission policies, degree requirements, advisement policies, and student funding procedures for the graduate program. In collaboration with concerned faculty, to research and propose new programs and offerings. To consult with graduate instructors and to make recommendations to the department chair in developing yearly schedules of and staffing for graduate course offerings. To advise the chair in awarding financial support to graduate students. To oversee any operation or policy that affects the graduate program.

Membership: Three faculty members and one non-voting graduate student.

e. Creative Writing Committee:

Charge: To review the nature, admission policies, degree requirements, advisement policies, publications, and student funding procedures for the Creative Writing program. In collaboration with concerned faculty, to research and propose new programs and offerings. To make recommendations to the chair regarding the Creative Writing program. To advise the chair in awarding financial support to Creative Writing program students. To oversee any operation or policy that affects the Creative Writing program.

Membership: the Director of Creative Writing, at least two other faculty members, and one non-voting graduate student.

f. Languages Committee:

Charge: To review the nature, admission policies, requirements, advisement policies, and procedures for the Language course offerings. To make recommendations to the chair regarding new programs and

course offerings in languages. To oversee any operation or policy that affects language courses and programs.

Membership: At least three foreign language faculty members, one non-foreign language faculty member, and one non-voting graduate student.

g. Online Course Development Committee:

Charge: To make recommendations concerning the development of online courses and online enhancement of traditional courses. The Committee will monitor and periodically report on developments in course designs and uses of technology in online and blended courses.

Membership: At least three full-time faculty members who teach online courses and one non-voting graduate student.

h. 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; to assist the chair in presenting assessment data upon demand, especially in regard to annual reports to the Dean and Provost, and to state and national accrediting bodies.

Membership: At least four full-time faculty members, including 1) the Director of Composition; 2) the coordinator of lower-division courses that qualify as General Education (e.g., Introduction to Literature); 3) the Director of Creative Writing; 4) a representative from the Graduate Committee.

2. Method of staffing:

The standing committees shall be staffed in accordance with the procedure employed for staffing ad hoc committees. The department chair shall announce committee appointments for the next twelve months by the second week of fall semester. Vacancies shall be filled in the same manner.

3. Procedures:

The department chair will nominate committee chairs for committee ratification. A committee may at its option reject the chair's nomination and elect its own chair.

a. The department chair shall convene meetings of the voting membership, and others as deemed necessary, at least twice in each fall and spring semester.

b. By a signed petition, a majority of the voting membership may direct the chair to convene a timely department meeting.

c. Meetings shall be announced and agendas developed and distributed in a timely fashion by the chair. In preparing agendas, the chair shall:

1) No fewer than four working days prior to a department meeting, distribute to all faculty a draft agenda, including as relevant items to be introduced, reported, and/or recommended for debate and/or action;

2) Solicit proposals for additional agenda items from the faculty;

3) Circulate a firm agenda, taking into account faculty proposals, by the end of the day prior to the scheduled meeting.

d. The department chair shall conduct meetings following accepted procedures for motions and voting.

e. Voting shall be by voice or by show of hand, although any member present may demand a roll call on any proposition. A majority of those present may demand a vote by secret ballot on any proposition. Elections shall be by secret ballot. Alternatively, voting may be conducted via email.

f. If a faculty member is unable to attend a meeting, that member may grant a written or electronic proxy to another member for the purpose of voting on specified items from the prepared agenda.

g. A majority of the voting membership shall constitute a quorum.

h. Where not governed by Florida statutes, the Collective Bargaining Agreement, university policy, or other sections of the English departmental bylaws, the department will utilize a majority vote of the voting membership to determine departmental matters related to governance, curriculum, lines, and general department function and direction.

i. The department chair shall vote only in the event of a tie. The chair shall, however, vote in the selection of a chair and on candidacies for faculty appointment.

j. In the chair's absence, the faculty member present who is senior in rank and tenure shall preside.

k. The office administrator of the Department, or designee thereof, shall be responsible for the taking of the minutes as a permanent record of department faculty meetings. The office administrator is responsible for keeping and distributing the minutes as required by these by-laws. The minutes are to be distributed to the members of the faculty within ten working days of the meeting for which the minutes were taken.

#### **Article VI. Tenure and Promotion.**

Candidates for Tenure and Promotion are assessed in Teaching, Scholarly/Creative Activity, and Service consistent with the terms of the individual contract. The Chair and the candidate shall ensure that these terms are clearly stated in the Tenure and Promotion application. The department recognizes that, as

faculty members have varying work assignments, the chair should have some discretion when writing annual evaluations to allow for the diversity of faculty strengths and accomplishments.

### **PERFORMANCE STANDARDS FOR EVALUATION**

The following categories shall be used in evaluating faculty efforts in teaching, scholarly and creative activities, and service for the purposes of Annual Evaluation and Tenure and Promotion.

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

#### A. Statement on Teaching:

The quality of teaching may be demonstrated by evidence bearing on the following considerations:

1. Student response to course content and presentation.
2. Course and work-assignment related mentoring, including student conferences, theses, publications, directed studies, and supervision of interns.
3. Course syllabi and other course-related documents and media.
4. Intellectual demands made upon students, including quality of tests and other assignments.
5. Students' progress in mastering course content.
6. Instructor's estimate of success in fulfilling course objectives.
7. Revisions, innovations, maintenance, and development of established and new courses.
8. Activity undertaken for professional growth that will enhance the instructor's effectiveness as a teacher.
9. Facilitation of faculty or student professional development workshops, conference(s), or symposia that enhance the production of teacher or student knowledge.
10. Design and implementation of university or faculty-initiated assessment procedures, protocols, and instruments that measure student learning outcomes and program effectiveness.
11. Documents reflecting peer-reviews and/or classroom observations that comply with the Collective Bargaining Agreement.

12. Evidence of teaching initiatives to meet program, department, or university goals and standards.

The items outlined in this section also constitute additional departmental “Acceptable supplemental exemplars” of teaching quality as defined in Article 11.2 “Sources and Methods of Evaluation” of the Collective Bargaining Agreement.

B. Statement on Scholarly and Creative Activity:

In the discipline of language, literature, and writing, scholarship yields tangible evidence of research, inclusive of both single- and multiple-author publications, in such areas as literary history, rhetorical and composition history and theory, writing program administration, criticism, bibliography, development and curation of online projects, the nature of language, and pedagogy related to the discipline. Creative activity includes the writing or translation of prose fictions, essays, plays, or poems. Communicating the results of this scholarly or creative activity through publication, production, or the reading of papers at professional meetings is the goal of research and writing in the discipline. The judgment of peers as to the quality of the work, not merely its quantity, is the basis for evaluation of a faculty member's performance in the areas described. Publication, production, or formal reading of a paper at a professional meeting that implies assessment of the work in a regional, national, or international context provides important evidence bearing on such an evaluation.

The professional and scholarly fields of expertise represented within the Department of English vary so widely that a comprehensive list of all possible ways to meet criteria for promotion and tenure would become unwieldy and confusing. Anticipating the need for faculty members to be informed of the application of those criteria to their own disciplines and specialties, the chair assigns a mentoring committee of senior faculty to each new tenure-earning faculty member. The mentoring committees meet periodically with assigned faculty members, assess their portfolios, and inform them in writing of the committee's assessments. The committee reports are also forwarded to the chair, the dean, and the provost for their consideration. That process is repeated each year until the faculty member either earns tenure and promotion to associate professor or departs.

C. Statement on Service:

In accord with the public service mission of the University, consistent performance of service is expected of all members of the Department of English. Such service includes contribution to the discipline, to the University, to the Department, and to the community. In the context of Administrative positions such as Director of Composition, Director of Creative Writing, and Department Chair, quality of service is demonstrated by program creation, revision, design and implementation of goals and outcomes. The above listed examples of Administrative service are not intended to be interpreted as exhaustive or prescriptive. Any reviewing body should consult the individual candidate's work assignment for clarification of a candidate's appropriate service exceptions.

D. Statement on Evaluation of Program Directors, Coordinators, and Departmental Administrators

Program coordination is a required part of the workload and hiring contract for many program directors, coordinators, and administrators within the Department of English. These positions (inclusive of, but not limited to, the directors, coordinators, and administrators of the multiple writing programs within the department, the Women's and Gender Studies Program, and the Writing Lab) entail specialized expertise in disciplinary knowledge, theory, and pedagogical practice. Many program directors engage in the following tasks that inform and constitute teaching, service, and scholastic activity:

- Program creation and design
- Program assessment and evaluation
- Grant award projects
- Custom curricular design and textbook production
- Teacher-Training and professional development
- Institutional research and cross-disciplinary collaboration
- Theory demonstrated through pedagogical/assessment praxis

#### E. Promotion and Tenure: Criteria

1. A period of yearly reappointment at the assistant professor level is justified by Excellent accomplishments in teaching, appropriate service and significant evidence of scholarship. In accord with University policies, except in extraordinary circumstances this period shall be understood to be no fewer than five and no more than six years.

2. Credit for in-rank teaching at another institution may be considered in individual cases.

3. The decision to recommend tenure is a vote of confidence in the candidate's demonstrated capacity for scholarly and professional growth. Thus, the department will not ordinarily recommend an assistant professor for tenure unless the candidate holds the appropriate terminal degree and has accomplishments in teaching and scholarship which warrant a simultaneous recommendation of promotion.

#### 4. Promotion to Associate

In evaluating scholarly and creative production, we consider the quality of publication. The candidate's success in developing a national reputation in the field is at least as important as the quantity of work produced. We take a variety of factors into consideration, including but not limited to, acceptance rate, peer review or competitive editorial policy, disciplinary esteem and reputation, audience, citations, and length and breadth of study. The successful candidate for associate professor has produced a body of work deemed significant by nationally recognized experts in the field.

#### 5. Promotion to Full

In evaluating scholarly and creative production, we again consider the quality of publication. The candidate's success in having established a national reputation in the field is at least as important as the quantity of work produced. We take a variety of factors into consideration, including but not limited to, acceptance rate, peer review or competitive editorial policy, disciplinary esteem and reputation,

audience, citations, and length and breadth of study. Successful candidates for full professor are recognized authorities in their areas of expertise.

## 6. Departmental Criteria for Tenure

In congruence with the standards for tenure and promotion as articulated by the University, Departments must adopt performance indicators for scholarship and creative projects, taking into consideration issues of both quality and frequency of production, where relevant, that are consistent with the university's mission, vision, and resources to support scholarly and creative work.

Accordingly, departments should consider a broad range of activities that express their mission and vision. Scholarship and creative projects must be externally reviewed [during the application process] and publicly available. These projects include the following:

- Creation, production, exhibition, artistic performance, or publication of works by one or more individuals demonstrating originality in design or execution
- Production of new knowledge
- Development of new technologies, pedagogy, methods, materials, or uses
- Integration of knowledge leading to new understanding
- Application of knowledge to consequential problems

In addition to meeting the university criteria for tenure as defined in the "University of West Florida Annual Evaluation, Tenure, and Promotion Policy," a successful candidate for tenure in the Department of English must have published a minimum of:

- A single-author book (literature or composition faculty) or a single-author book of creative writing (creative writing faculty); *or*
- One edited collection or critical edition of scholarship or creative writing; *or*
- Three peer-reviewed single-author articles or multi-author articles on which the faculty member serves as primary author (literature and composition faculty), three short stories or literary nonfiction essays (creative writing faculty), or twelve poems or twelve pages of poetry in three or more literary journals (creative writing faculty); *or*
- A combination, equivalent to the above, of peer-reviewed publications and extensive evidence of non-traditional scholarly activity as identified in the following paragraph (composition faculty and other faculty whose official work assignments include administrative roles).

For tenure and/or promotion for faculty in official administrative roles, the following non-exhaustive list constitutes scholastic activity. The non-traditional forms of scholarship mentioned here shall be assessed in terms of quality, scope, and impact according to the standard of peer review used for traditional article and book publications. The impact of the research may be inferred by the size of the audience and the nature of that audience. In cases where peer review is unavailable, it will be incumbent upon the faculty member to provide objective measures of quality, scope, and impact of the work. In all cases, the department chair may elect to request peer review of any materials submitted as scholarship that have not been previously reviewed by a traditional peer-review process. The chair may request this review with or without consulting the faculty member. For all of the below, scholarship may be single- or multi-authored works.

- Custom textbook publications
- Webtexts or multimodal compositions
- Published Interviews
- Community-based research and service-learning initiatives
- Institutional and cross-institutional research
- Performances and exhibits
- Policy analysis
- Grant award projects

A single-author monograph published with a reputable academic press or a single-author book of creative work published by a reputable press shall, in all cases, **clearly exceed** the department tenure scholarship standards.

Because the publishing schedules of many academic, university, and literary presses often extend over several years, candidates may credit single-author or co-authored monographs, single-author or co-authored books (as appropriate to each candidate's field/discipline) or single-author or co-authored articles or book chapters that are forthcoming from a press or journal but not yet available, as justification for tenure. In such cases, the candidate must provide all relevant documentation of contracts as well as galley proofs and/or publication schedules.

For collaborative, multi-author publications, candidates will document their contributions and roles in the publication. For example, first or primary author, second-author, etc. Candidates will also explain the scope of their individual contributions, noting as well the nature of their contributions (such as developing the theoretical frame, conducting data-collection, serving as primary investigator, contributing analysis and discussion etc.) In cases where co-authorship has involved equal contributions by all authors, candidates will indicate this if it is not clearly indicated in the publication itself.

The publication modes identified herein do not represent an exhaustive or exclusive list of the ways in which a faculty member can receive a successful tenure decision. Awards, conference papers/presentations, public readings, multi-modal publications, and digital publications, among many other publication modes, all represent important scholarship and creative activities and should all influence the evaluation of scholarship and creative activity for a tenure decision.

As stated in the university tenure guidelines, simply meeting the minimum standards does not guarantee a faculty member's successful tenure. When voting on a faculty member's application for tenure, departmental colleagues should also consider the quality of a candidate's teaching, service, and scholarship/creative activity.

## 7. Departmental Criteria for Promotion in Literary Studies

A successful candidate for promotion to Associate Professor of Literary Studies at UWF must have published a minimum of:

- One book of original criticism, theory, or literary biography/history **OR** its equivalent in publication of individual essays, reviews, edited collections, and edited editions.

A successful candidate for promotion to Professor of Literary Studies at UWF must have published a minimum of:

- Two books of original criticism, theory, or literary biography/history; *or*
- One book of original criticism, theory, or literary biography/history, **PLUS** its equivalent in publication of individual essays, reviews, edited collections, and edited editions.
- The publication of individual essays, reviews, edited collections, and edited editions equivalent to two books of original criticism, theory, or literary biography/history.

For a candidate seeking promotion to Professor of Literary Studies at UWF, at least one book of original criticism, theory, or literary biography/history or its equivalent in publication of individual essays, reviews, edited collections, and edited editions must have been published following his or her promotion to Associate Professor.

Simply meeting the minimum publication requirements outlined above does not guarantee a candidate's successful tenure and/or promotion. In addition to the quantity of published writing, the following quality indicators for distinguished literary journals and presses should also be considered when evaluating the publications of a candidate seeking tenure and/or promotion in literary studies:

- Peer review.
- National and/or international distribution.
- University sponsorship or established independent literary reputation.
- Reputable editors with established and demonstrable national literary pedigrees.
- A wide range of national and/or international contributors/authors with established national and/or international reputations.

#### 8. Departmental Standards for Promotion in Creative Writing

A successful candidate for promotion to Associate Professor of Creative Writing at UWF must have published a minimum of:

- One book of original creative writing **OR** its equivalent in publication of individual poems, essays, short stories, and/or other pieces of creative writing.

A successful candidate for promotion to Professor of Creative Writing at UWF must have published a minimum of:

- Two books of original creative writing; *or*
- One book of original creative writing **PLUS** its equivalent in publication of individual poems, essays, short stories, and/or other pieces of creative writing; *or*
- The publication of individual poems, essays, short stories, and/or other pieces of creative writing equivalent to two books of original creative writing.

For a candidate seeking promotion to Professor of Creative Writing at UWF, at least one book or its equivalent in publication of individual poems, essays, short stories, and/or other pieces of creative writing must have been published following his or her promotion to Associate Professor.

For tenure and/or promotion in creative writing, a “book of original creative writing” is inclusive of, but not limited to:

- A volume of 48 or more pages of poetry; *or*
- A volume of short fiction or a collection of short stories; *or*
- A novel or novella; *or*
- A volume of creative nonfiction.

Simply meeting the minimum publication requirements outlined above does not guarantee a candidate’s successful tenure and/or promotion. In addition to the quantity of published creative writing, the following quality indicators for distinguished literary journals and presses should also be considered when evaluating the publications of a candidate seeking tenure and/or promotion in creative writing:

- Competitive editorial policy.
- Frequent representation in year-end anthologies such as *Best American Poetry/Short Stories/Essays*, *O’Henry Prize Anthology*, and *Pushcart Prize Anthology*.
- National and/or international distribution.
- University sponsorship or established independent literary reputation.
- Reputable editors with established and demonstrable national literary pedigrees.
- A wide range of national and/or international contributors/authors with established national reputations.

#### 9. Departmental Criteria for Promotion in Composition and Rhetoric Studies.

A successful candidate for promotion to Associate Professor of Composition and Rhetoric Studies at UWF must have published a minimum of:

- One book of original criticism, theory, pedagogical/assessment praxis, or research/program methodology **OR** its equivalent in publication of individual essays, reviews, edited collections, and edited editions **OR** a combination, equivalent to the above, of peer-reviewed publications and extensive evidence of non-traditional scholarly activity as identified in section 6 above.

A successful candidate for promotion to Professor of Composition and Rhetoric Studies at UWF must have published a minimum of:

- Two books of original criticism, theory, pedagogical/assessment praxis, or research and/or program methodology; *or*
- One book of original criticism, theory, or research/program methodology, **PLUS** its equivalent in publication of individual essays, reviews, edited collections, and edited editions.
- The publication of individual essays, reviews, edited collections, and edited editions equivalent to two books of original criticism, theory, or research/program methodology

- **OR** a combination, equivalent to the above, of peer-reviewed publications and extensive evidence of non-traditional scholarly activity as identified in section 6 above.

For a candidate seeking promotion to Professor of Composition and Rhetoric Studies at UWF, at least one book of original criticism, theory, pedagogical/assessment praxis, or research/program methodology or its equivalent in publication of individual essays, reviews, edited collections, and edited editions must have been published following his or her promotion to Associate Professor.

Simply meeting the minimum publication requirements outlined above does not guarantee a candidate's successful tenure and/or promotion. In addition to the quantity of published writing, the following quality indicators for distinguished literary journals and presses should also be considered when evaluating the publications of a candidate seeking tenure and/or promotion in Composition and Rhetoric Studies:

- Peer review.
- National and/or international distribution.
- University sponsorship or established independent literary reputation.
- Reputable editors with established and demonstrable national pedigrees.
- A wide range of national and/or international contributors/authors with established national and/or international reputations.

#### E. Promotion and Tenure: Procedure

1. Current university policy directs that the department chair solicit signed peer evaluations of candidacies for promotion from "all full-time faculty in the department." A department member may decline to submit such an evaluation.

Current policy specifies the same procedure for tenure candidacies and further requires that "all full-time tenured faculty in the department...complete a secret vote" on same.

Tenured professors of languages other than English will vote on tenure candidacies in English, as will tenured English professors on candidacies in other languages.

2. Signed peer evaluations of candidacies for promotion or tenure should be submitted as argued statements of support or non-support. Current policy requires that all such statements be included in the candidacy folder that is forwarded to review committees and officers.

#### F. Promotion and Tenure: Mentoring

1. During the first semester of a faculty member's appointment to a tenure-earning position, the chair will assign the candidate an advisory committee of tenured faculty from within the department and, if requested by the faculty member, one non-departmental tenured faculty member. The committee will be charged to assist the candidate's progress toward tenure and to discuss with the candidate and the chair its specific recommendations for that progress.

The committee will be associated with the non-tenured faculty member until the year of the candidate's review for tenure, and will develop its advice in conjunction with the annual evaluation process. At the outset of that process, the chair will ask the candidate's permission to share with the committee all materials that the candidate has submitted for appraisal. In the chair's absence, the committee will discuss with the candidate its assessment of those materials and its recommendations. The committee will then confer with the chair, who will take its views into account in drafting the annual report of the candidate's "progress toward tenure" that university policy requires the chair to submit. The chair will discuss that draft with the committee and with the candidate, and will then submit to both the "progress" report in final form. If the candidate wishes, he or she may submit for inclusion in the file a written commentary upon and/or rebuttal to the chair's report.

2. Mentoring Committee Membership: The chair will appoint two tenured faculty to each committee. If the non-tenured faculty member requests, the committee will be enlarged to include another tenured faculty member of his or her choice. The committee will designate one member its secretary, to be responsible for circulating materials and convening meetings.

#### **Article VII. Annual Evaluation**

The performance of tenure-line faculty will be evaluated annually, in accordance with the guidelines detailed in Article VI. Full-time, non-tenure-eligible instructors need not present evidence of scholarly or creative activity, and will be evaluated in accord with the guidelines in Article VI for Teaching and Service only.

#### **SCHOLARSHIP AND/OR CREATIVE ACTIVITY STANDARDS FOR ANNUAL EVALUATION**

All tenure-line and tenured professors in the Department of English participate in the tenure/SPE system that has clearly defined scholarship expectations based on university and departmental tenure standards. A faculty member's annual scholarship/creative activity rating is based on the progress a tenure-line or tenured faculty member is making towards his or her tenure evaluation or subsequent SPE.

Annual evaluation ratings in Scholarship/Creative Activity are based on the following criteria:

A "Distinguished" annual evaluation in Scholarship/Creative Activity is warranted when a faculty member is clearly exceeding the quality/quantity standards of publication for his or her tenure evaluation or subsequent SPE.

An "Excellent" annual evaluation in Scholarship/Creative Activity is warranted when a faculty member is meeting the quality/quantity standards of publication for his or her tenure evaluation or subsequent SPE.

A "Good" annual evaluation in Scholarship/Creative Activity is warranted when a faculty member has outlined a clear scholarly/creative activity agenda and shown moderate, tangible progress toward the

agenda's completion, but the faculty member is not meeting or exceeding the quality/quantity standards of publication for his or her tenure evaluation or subsequent SPE.

A "Fair" annual evaluation in Scholarship/Creative Activity is warranted when a faculty member has shown minimal progress towards either defining or completing a scholarly/creative activity agenda, and the faculty member is not meeting or exceeding the quality/quantity standards of publication for his or her tenure evaluation or subsequent SPE.

A "Poor" annual evaluation in Scholarship/Creative Activity is warranted when a faculty member has shown no progress towards either defining or completing a scholarly/creative activities agenda, and the faculty member is not meeting or exceeding the quality/quantity standards of publication for his or her tenure evaluation or subsequent SPE.

#### TEACHING STANDARDS FOR ANNUAL EVALUATION

The department has adopted the following calculation method for interpreting the quantitative student responses in academic year course-related Student Assessment of Instruction documents. The quantitative standard is inclusive of all instruction and course-related categories for all academic courses a faculty member teaches during the academic year.

Because of statistically significant deviations from the mean, lower-division/General Education and online-only courses receive additional adjustments as outlined below:

- Lower-division/General Education, in-person courses receive a +5% adjustment to course percentage of "Excellent" or "Very Good" ratings inclusive of all categories for the individual course.
- Online-only courses receive a +10% adjustment to course percentage of "Excellent" or "Very Good" ratings inclusive of all categories for the individual course.
- Courses which are both lower-division/General Education and online-only receive a +15% adjustment to course percentage of "Excellent" or "Very Good" ratings inclusive of all categories for the individual course.

To calculate the overall adjusted percentage of "Excellent" or "Very Good" ratings for the academic year, the faculty member averages the adjusted percentages for all courses taught. The example calculation below is based on the assumption that a faculty member taught a varied course load of four courses per semester and received a raw score average of 80% "Excellent" or "Very Good" ratings on each course:

- Fall Course One. Upper Division: 80% (Avg. "Ex" or "VG") + 0% adjustment = 80%
- Fall Course Two. Upper Division: 80% (Avg. "Ex" or "VG") + 0% adjustment = 80%
- Fall Course Three. Lower Division/General Education, Not Online: 80% (Avg. "Ex" or "VG") + 5% adjustment = 85%
- Fall Course Four. Lower Division/General Education, Online: 80% (Avg. "Ex" or "VG") + 15% adjustment = 95%
- Spring Course One. Upper Division: 80% (Avg. "Ex" or "VG") + 0% adjustment = 80%
- Spring Course Two. Upper Division: 80% (Avg. "Ex" or "VG") + 0% adjustment = 80%
- Spring Course Three. Upper Division, Online: 80% (Avg. "Ex" or "VG") + 10% adjustment = 90%

- Spring Course Four. Lower Division/General Education, Online: 80% (Avg. "Ex" or "VG") + 15% adjustment = 95%

The total percentage would be calculated by dividing 685 (80+80+85+95+80+80+90+95) by 8, which equals 85.6. As outlined below, the teaching in the above scenario would earn a Distinguished teaching evaluation for the year by surpassing the overall academic year department quantitative-only standard of 85%.

Annual evaluation ratings in Teaching are based on the following criteria:

A "Distinguished" annual evaluation in Teaching is warranted when a faculty member has achieved **ONE** of the following:

- 85% or above "Excellent" or "Very Good" adjusted ratings inclusive of all instruction and course-related categories of all academic courses a faculty member teaches during the academic year.
- 80% or above "Excellent" or "Very Good" adjusted ratings inclusive of all instruction and course-related categories of all academic courses a faculty member teaches during the academic year PLUS a preponderance of supportive anonymous student comments.
- Documentation (through provided additional materials) of teaching practices representative of distinguished teaching.
- Substantial pedagogical or programmatic implementation/revision/maintenance.
- A university-wide teaching award over the previous three years.

An "Excellent" annual evaluation in Teaching is warranted when a faculty member has achieved **ONE** of the following:

- 75% or above "Excellent" or "Very Good" adjusted ratings inclusive of all instruction and course-related categories of all academic courses a faculty member teaches during the academic year.
- 70% or above "Excellent" or "Very Good" adjusted ratings inclusive of all instruction and course-related categories of all academic courses a faculty member teaches during the academic year PLUS a preponderance of supportive anonymous student comments.
- Documentation (through provided additional materials) of teaching practices representative of excellent teaching.
- Moderate pedagogical or programmatic implementation/revision/maintenance.

A "Good" annual evaluation in Teaching is warranted when a faculty member's teaching does not meet the standards as outlined for Distinguished or Excellent, though only minor or moderate teaching deficiencies exist.

A "Fair" annual evaluation in Teaching is warranted when a faculty member's teaching does not meet the standards as outlined for Distinguished or Excellent, and additional significant teaching deficiencies exist.

A "Poor" annual evaluation in Teaching is warranted when a faculty member's teaching does not meet the standards as outlined for Distinguished or Excellent, and additional major teaching deficiencies exist.

#### SERVICE STANDARDS FOR ANNUAL EVALUATIONS

The department defines the items in the following non-exhaustive list as important service-related activities within the department:

- Substantial service to the department such as participation in departmental governance and interdepartmental stewardship.
- Membership in one university or college committee such as faculty senate, UPC, CPC, Personnel, or university hiring committee.
- Documented substantial service to the profession.
- Leadership role in a professional society.
- Leadership role in the UWF Chapter of the United Faculty of Florida.
- Membership/Active role in university shared governance organizations
- Implementation, development, and/or maintenance of new programs (GTA Training Program, opening of satellite Writing Lab, Technical Writing Certificate Programs, for example)
- Distinguished service as program director or coordinator (Writing Lab, Creative Writing, Composition, and Women's Studies)
- Distinguished service as administrator/supervisor of Technical Writing Certificate Program, Writing and Editing Internship program, or equivalent.
- Establishment of substantial inter-departmental relationships between one or more UWF programs
- Official Mentoring of one or more GTAs.
- Observations of teachers and/or graduate students
- Distinguished service to the community as a UWF representative.
- Guest lecturer on UWF campus or in the community as a representative of UWF/English Department
- Faculty advisor for student organization
- Publications within the field (non-tenure-track faculty)
- Presentations at conferences of professional organizations or university groups (non-tenure-track faculty)

Annual evaluation ratings in Service are based on the following criteria:

A "Distinguished" annual evaluation in Service is warranted when a faculty member achieves TWO of the items in the above list in an academic year.

An "Excellent" annual evaluation in Service is warranted when a faculty member achieves ONE of the items in the above list in an academic year.

A "Good" annual evaluation in Service is warranted when a faculty member does not achieve any of the items in the above list in an academic year, though the faculty member participates actively in additional standard service initiatives related to department function and the faculty member's work assignment.

A "Fair" annual evaluation in Service is warranted when a faculty member does not achieve any of the items in the above list in an academic year and participates in a limited fashion in additional standard service initiatives related to department function and the faculty member's work assignment.

A "Poor" annual evaluation in Service is warranted when a faculty member does not achieve any of the items in the above list in an academic year and does not participate in additional standard service initiatives related to department function and the faculty member's work assignment.

#### **Article VIII. Amendments:**

These bylaws may be altered or amended in any fall or spring department meeting by a two-thirds vote of the members present, provided that the text of the proposed amendment has been 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.

#### **Article IX. Summer Teaching Assignment Prioritization Guidelines.**

Each academic year, the chair will request summer course teaching preferences from in-unit faculty, and courses shall be assigned based on the following guidelines:

- Should the departmental in-unit faculty demand for supplemental summer teaching assignments exceed the departmental supply of available courses in a given summer, the chair will prioritize allocation of supplemental summer teaching assignments to the in-unit faculty who have taught the fewest number of summer courses over sequentially compared previous summers.
- In-unit faculty members receive priority for supplemental summer teaching assignments.
- Following the initial allocation of supplemental summer teaching assignments, no summer course or courses of an in-unit faculty member will be reallocated to another faculty member without the consent of the in-unit faculty member to whom the course or courses were initially assigned.
- The salary amount a faculty member receives for teaching a summer course or courses shall not be a consideration in the prioritization or allocation of supplemental summer teaching assignments.

#### **Article XI. Bylaws Severability**

The provisions of these Bylaws are severable, and if any provision shall be held invalid or unenforceable, that invalidity or unenforceability shall attach only to that provision and shall not in any manner affect or render invalid or unenforceable any other provision of these Bylaws, and these Bylaws shall be carried out as if the invalid or unenforceable provision were not contained herein.

#### **Article XII Relationship of English Bylaws to the Collective Bargaining Agreement**

In instances where the collective bargaining agreement between the UWF chapter of United Faculty of Florida and the UWF Board of Trustees authorizes departments/units to define and/or clarify terms and

conditions of employment related specifically to the English department, these bylaws constitute the sole and exclusive document wherein those department-specific terms and conditions reside.

Updated 08-11-04

Updated 12/5/13

Updated 4/8/16

Updated 5/4/17

Updated 11/10/17

Updated 2/8/19