

**DEPARTMENT OF LEGAL STUDIES, PUBLIC ADMINISTRATION
AND SPORT MANAGEMENT**

**COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES
UNIVERSITY OF WEST FLORIDA**

BYLAWS

If there is a conflict between the language of these bylaws and Florida Statutes, the UFF-UWF Collective Bargaining Agreement or any UWF Policies, then the language of Florida Statutes, the UFF-UWF Collective Bargaining Agreement or UWF Policy controls.

UFF-UWF Collective Bargaining Agreement 2014-2017:

<http://uwf.edu/offices/academic-affairs-division/resources/collective-bargaining/>

UWF Policies:

Annual Evaluation, Tenure and Promotion Policy:

<http://uwf.edu/offices/academic-affairs-division/resources/promotion-tenure/>

Faculty Handbook:

<http://uwf.edu/offices/academic-affairs-division/resources/policies-procedures-resources/>

ARTICLE I – OVERVIEW

A. Introduction

The Department of Legal Studies, Public Administration and Sport Management (LPS) is comprised of faculty and professionals who support the goals and mission of the University of West Florida and the College of Education and Professional Studies through teaching, scholarly activities, and service. To fulfill this mission, the Department focuses on developing synergy between academic innovation and applied development as well as a strong research agenda in the support and preparation of empowered persons and professionals.

B. Mission

The mission of the Department of Legal Studies, Public Administration and Sport Management is to support and prepare students to become reflective, principled, knowledgeable and skilled professionals in their respective disciplines. Students are also prepared and encouraged to consider the pursuit of graduate-level education. To meet the preparation mission, a strong teaching focus provides undergraduate and graduate students a solid foundation for their future career and educational endeavors. The mission of support encompasses a variety of research-based services for business and industry, non-profit organizations, government, education and training agencies, and the military. The mission also emphasizes the importance of community engagement through contributions of time, research, skills and experience to the community and our respective professions.

ARTICLE II - GOVERNANCE

A. Officers

The Department Chair will officially represent the Department in its relationship with the administration, other colleges in the University, and the community at large. The Department Chair is hereinafter defined as either the Department Chair or designee of the Department Chair.

B. Program Coordinators

The Department Chair may appoint a Coordinator for each of the programs in the Department. The Chair will seek the advice of the program faculty in developing Department and program policies. Each of the disciplines in the Department must be given considerable autonomy in the development of curriculum- and program-related matters. However, the Department Chair will ensure that University and College procedures are followed accurately, faculty rights are respected, and student interests are represented.

C. Eligibility for Participation in Governance Activities

All full-time faculty members of the Department are eligible to participate in votes relating to governance of the Department. Voting members shall notify the Department Chair in a timely fashion if they cannot attend a scheduled meeting. If a member is unable to be present, a written proxy may be given to another eligible member or an absentee ballot may be marked and given in writing, facsimile, or other electronic means to the Chair. The bylaws may be amended with a 2/3 vote of eligible voting faculty. There will always be an attempt to reach consensus, but when a consensus cannot be reached on a given topic or when a vote is required, a formal vote will be taken from all eligible voting faculty with a simple majority ruling. If any member requests a secret ballot on any issue, a secret ballot will be conducted. The Chair votes whenever the Chair's vote will affect the result. Although most issues can be resolved in an informal manner, when necessary the Department Chair will institute Robert's Rule of Order to promote progress.

D. Meetings

1. Departmental meetings will take place at least once each semester (Fall and Spring).
2. Additional meetings may be scheduled at the discretion of the Chair.
3. Upon the request of a majority of Departmental members, the Chair shall also convene additional departmental meetings in a timely and efficient manner.
4. Announcements of the Fall and Spring meetings will be distributed to the membership at least two (2) weeks prior to the scheduled meeting. A proposed agenda of each meeting will be distributed by the Chair to the Department members at least two (2) days prior to any meeting.
5. Minutes of the meetings will be prepared by the Office Administrator or other designee of the Chair, distributed within one week to the Department members and kept in a central file location by the Chair.

E. Planning/Review Process

The Department will follow timelines furnished by the Provost for participating in the University planning process.

F. Committees

1. Bylaws Committee

The Chair of the Department shall appoint a representative from each Program to serve on the Bylaws Committee. The Bylaws Committee is charged with an annual review of departmental bylaws. The responsibilities of the committee include the following:

- a. Convene in August to review LPS bylaws for currency, compliance with UFF-UWF Collective Bargaining Agreement, compliance with UWF Policies and increased efficiency of the administration and functioning of the Department.
- b. Draft recommended changes to the LPS bylaws
- c. Provide a copy of proposed changes to all faculty members for a 30 day review period (September)
- d. Conduct an approval/disapproval vote, requiring only a simple majority approval, on all changes in October
- e. In the event a proposed change is disapproved, the bylaws will remain unchanged
- f. The Chair of LPS may call a special meeting(s) of the Bylaws Committee to resume or continue revision of the bylaws

2. The Personnel Committees

(a) Mentoring Committee

Upon the appointment of an untenured faculty member to a tenure-track position in the Department, the Chair shall appoint another tenured faculty member in the Department to serve as a Mentor to that untenured faculty member. The Mentor must be a tenured faculty member from within the Department. The Mentoring Committee, composed of the Chair and the Mentor, serves as a supportive advisory committee to help non-tenured LPS faculty succeed in the tenure and promotion process.

Mentorship and support should focus on career development. Career mentoring may include coaching, professional advising, networking assistance, explaining typical routes to advancement, and facilitating positive professional exposure. Mentor-mentee assignments should be time limited; one academic year is suggested. Longer pairings are possible by mutual agreement. In some cases, it might be appropriate to add a committee member from outside the Department. The Committee will meet at least annually with all non-tenured LPS faculty seeking this assistance to discuss factors that may affect the mentee's professional growth. Non-tenured faculty may request teaching observation/evaluations from any LPS faculty member, but teaching observation/evaluation will not be considered a formal Committee function.

(b) Mid-Point Review

Consistent with the dates in the UWF Guidelines and Calendar, the Mid-Point

Review Committee of the Department shall review each untenured faculty member's progress towards tenure during the individual's third (3rd) credited year towards tenure. If a faculty member is hired in the Department with one or two years of credited service, the mid-point review should take place at the end of the Spring semester to allow for a review of work produced while at UWF. The Committee shall consist of the Chair of the Department, the Mentor and any other faculty member(s) at the request of the untenured faculty member being reviewed. All mid-point reviews should address the performance of annual assignments including teaching, scholarly and creative projects, and service occurring during the preceding tenure-earning years of employment. In addition, all reviews should assess overall performance and contributions critically in light of mid-point expectations. 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/peer evaluation of teaching; selected examples of teaching materials and scholarship; and a self-evaluation by the faculty member. The untenured faculty member's dossier should be submitted to the Mid-Point Review Committee for review no later than October 1 of the Fall term prior to submitting an application for tenure and/or promotion. The dossier should parallel the form required by the College for application for tenure/promotion.. The Committee should provide formative feedback to optimize faculty success in the tenure and promotion process. The review should corroborate success, highlight achievements and encourage faculty who are making solid progress toward tenure, inform faculty who may need to improve in selected areas of performance, and warn faculty where lack of progress could jeopardize a favorable outcome. Guidelines for the Mid-point Review process are covered in Article V. Annual Evaluation, Reappointment, Tenure, and Promotion. A faculty member may request an earlier review upon giving reasonable advance notice to allow for a review committee to be formed. The Chair will ensure that the Mid-Point Review Committee completes a third-year review of all untenured, tenure-earning faculty. The Mid-Point Review Committee will submit a Mid-Point review report to the Dean and to the Chair. 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. Faculty members may elect to include a copy of the mid-point review in the tenure portfolio; however, inclusion is not required. The faculty member may file a rebuttal within 10 days of the receipt of the Midpoint Review report.

(c) Tenure and Promotion Committee

The Tenure and Promotion Committee shall follow UWF and College procedures for the review of each tenure and promotion application. The Committee shall consist of all tenured members in the Department with faculty rank above that of the faculty member being reviewed. Should the number of faculty members with the requisite faculty rank be less than three, the Chair may request that a faculty member outside the Department be appointed to the Committee. The outside member must meet the Department criteria for membership on the Committee. A tenured faculty member may also request the Committee to review his/her progress toward promotion.

3. Ad Hoc Committees

Ad hoc committees are formed by the Chair of the Department for work within the Department on particular projects and are dissolved at the completion of the assigned task.

4. Appeal Procedures

Appeals concerning department-level committees are to be in writing to the Chair of the Department.

G. Requests for Resources

Requests for the use of resources, not already assigned to an individual departmental member must align to the mission of the Department. Requests should be made in writing to the Department Chair, describing the request in light of the mission. The Department Chair must review all requests. Travel budgets are provided through the general department fund. Each year the Chair will notify Department faculty as soon as possible of the availability of travel funds for the upcoming year. Faculty are encouraged to apply for any travel match funding opportunities. Requests for graduate student assistants must be made prior to the beginning of a term, as early in advance of the term as possible. The Department Chair may assign graduate students and other support staff to department members based upon a consideration of faculty load (e.g., number of students and number of preparations), special needs (e.g., tenure and promotion, special projects), allocated funds and other Departmental requirements as outlined by the Department Chair.

H. Program Advisory Councils/Program Advisory Boards

Programs are encouraged to implement and maintain a Program Advisory Council/Program Advisory Board. Faculty of the Department may use the expertise drawn from representative constituency groups, including, but not limited to, regional school districts, the military, government, business and industry to participate in the curriculum and to support and advise each Program in planning and implementation.

ARTICLE III - Academic Policy and Curricular Changes

A. All curricular and academic policy changes should originate at the Program level within the Department. However, the Board of Trustees, Provost and Dean may institute additional policy changes. Curriculum Change Requests are completed by the Program, approved by the Chair, and submitted through the Dean's Office to the College Program Review Committee, CEPS Council and the Faculty Senate.

B. Thesis and Dissertation Chair and Committees

Selection for membership on thesis and dissertation committees should be based upon a review by the unit faculty and follow University and College Guidelines.

ARTICLE IV - Student Related Policies and Procedures

A. Advising Policies and Procedures

Students in the department will be assigned an academic advisor and faculty will be asked to serve as professional advisors to all students.

B. Office Hour Policies

Each faculty member shall observe a minimum of six hours of regularly scheduled office hours per week, either online or face-to-face based on course mode, and post a schedule accordingly. Alternatives to such a schedule should be approved in advance by the Department Chair.

C. Grading and Examination Policies

The Department of Legal Studies, Public Administration and Sport Management adheres to the grading and examination policies published in the UWF Catalog. Grading and examination policies are left to the professional judgment of the classroom instructor or faculty subject to University policies. See UWF Catalog. These policies must be made clear to students at the beginning of classes and must be in the course syllabi. Course syllabi must be distributed or made available online through the D2L course shell(s) for all courses on or before the first day of classes for each term.

D. Student Grievances and Complaints

Student complaints are handled on an informal basis with the academic advisor, the classroom instructor, and the Chair. Grievances are handled on a formal basis as described in the *UWF Student Handbook* which indicates the step-by-step student grievance procedure.

ARTICLE V – Personnel Policies

A. Rank Definitions and Criteria for Faculty

<i>Rank</i>	<i>Education and Experience Minimum Qualifications</i>
Instructor	Holds a degree with appropriate professional qualifications in the appropriate discipline. May be appointed by the Dean in consultation with the Department Chair to support Departmental and College needs.
Assistant Professor	Holds an earned terminal degree with appropriate professional qualifications in the appropriate discipline. Holds promise for or has proven track record of conducting research, excellence in teaching, and providing the Department, College, University, community and appropriate profession with service.
Associate Professor	Holds an earned terminal degree with appropriate professional qualifications in the appropriate discipline. Has had at least four (4) years in rank as an Assistant Professor. Has produced scholarly work and published in the appropriate discipline. Displays excellent teaching skills and actively participates in service

	activities at the Department, College and University levels in addition to service to the community and appropriate profession.
Professor	Holds an earned terminal degree with appropriate professional requirements in the appropriate discipline and at least five (5) years in rank as an Associate Professor. Has produced a significant body of research. Displays excellent teaching skills and participates in service activities appropriate to the discipline at multiple levels which may include the university, the college, the region, the state, the nation and internationally. In addition, has provided service to the community and the appropriate profession.
Visiting Status	Visiting departmental members may be appointed by the Dean in consultation with the Department Chair to support Departmental and College needs.

B. Recruitment/Selection of Department Members

1. Permission to recruit/search for new Department members is derived from the Provost via the Dean to the Chair of the Department.
2. University recruitment/search procedures are to be followed and are based on the type of employee being hired. These procedures may include approval for specific search and advertising activities by the Provost and Equal Opportunity and Diversity Office prior to advertising.

C. Adjunct Faculty, Instructors and Visiting Faculty

1. In general.

Adjunct faculty, Instructors and Visiting faculty should be hired only after regular faculty members' course loads have been filled.

2. Qualifications.

Adjunct faculty, Instructors and Visiting faculty must present the same credentials required for regular faculty members, i.e. ABD or the terminal degree and must meet accreditation guidelines (e.g., SACS). In critical areas and depending on the level of the course to be taught, adjuncts, Instructors and Visiting faculty with other professionally accepted credentials and experience may be recommended for hire by the Program faculty. Adjuncts, Instructors and Visiting faculty who teach online must complete University online teaching orientation prior to being assigned an online course.

3. Hiring.

Adjuncts, Instructors and Visiting faculty will be reviewed and hired on an ongoing and regular basis by the Chair who shall seek recommendations from Program faculty. Adjuncts, Instructors and Visiting faculty shall be provided with a copy of the Annual Evaluation section of these bylaws at the commencement of their contract. The Chair will review and assist with course content and serve as resource person for each adjunct, Instructor and Visiting faculty as needed.

4. Evaluation.

The teaching performance of each adjunct, Instructors and Visiting faculty shall be evaluated by the Chair at the end of each term during which they teach. The Chair shall rely upon all relevant indicators/evidence of teaching performance outlined in these bylaws.

D. Work Assignment Letter

Prior to the commencement of each academic year, the Dean provides each faculty member with a Work Assignment Letter outlining the assigned duties and responsibilities for the academic year. The work assignment letter should address teaching, research and scholarly activity, service, and advising (if applicable) and not necessarily in that order. This document must be signed and returned to the Dean's Office. The original is kept in the Dean's office in the faculty member's personnel file. A copy is kept in the Chair's office and the faculty member receives a copy. All parties have access to the letter electronically. This letter serves as the foundation of the annual evaluation letter which becomes the major documentation for tenure, promotion, sustained performance evaluation, salary allocations, and merit pay.

E. Overload

Faculty who wish to teach overload courses, when available, should plan with the Chair relative to scheduling such classes as dictated by Program needs. Overload teaching should be in the faculty member's area of expertise.

ARTICLE VI - Annual Evaluation, Tenure, Promotion and Sustained Performance Evaluation

A. In General

Annual evaluation, tenure, promotion and sustained performance evaluation procedures, guidelines and timelines are distributed by the university administration each year and must be followed by the Department. A faculty member who joins the Department of Legal Studies, Public Administration and Sport Management may elect to apply the criteria and standards contained in the bylaws of their most recent prior department within three (3) years of joining the Department of Legal Studies, Public Administration and Sport Management.

B. ANNUAL EVALUATION

1. In General.

LPS faculty are expected to demonstrate consistent annual progress towards meeting Department tenure, promotion or sustained performance recommendation guidelines for teaching, research and service. Each Department member's progress toward tenure, promotion or sustained performance will be evaluated on an annual basis by the Chair. This annual evaluation is to be based on the work assignment letter acknowledged by the individual faculty member at the beginning of the academic year. Instructors, Visiting faculty and Adjunct faculty shall be evaluated based on the achievement of student learning outcomes, student evaluations, and all other relevant

indicators/evidence of teaching performance.

2. Evidence and Materials

The Chair must consider any evidence and materials relevant to the work assignment letter submitted by the faculty member as the basis for the Annual Evaluation Letter. It is incumbent upon the faculty member to make a case for the quality and impact of their efforts in teaching, service and scholarly activities. The materials must be submitted to the Department Chair within the timeline established by the University for Annual Evaluations. See Appendix for examples of Evidence that may be submitted.

At a minimum, each faculty member will provide the Department Chair the following information by the date indicated in the UWF Academic Affairs Master Calendar:

- a. A complete updated Vita
- b. A “Statement of Contributions” which should include items added to Vita during the previous academic year. This may include a narrative which discusses teaching, research and scholarly activity and service during the year. Per the Provost, the purpose of the statement of contributions is to highlight noteworthy achievements of the year. Any extenuating circumstances that should be considered in rendering judgment about unusual constraints should also be articulated in the statement of contributions. The statement of contributions may include a self-assessment of quality where endorsed by the department or college. The statement of contributions should not merely repeat or list data provided in either the vita or CAERS form. Instead, the emphasis should be on quality of effort and scope of impact. Chairs, Deans, and the Provost may require specific forms or narrative formats for the statement of contributions.
- c. Copies of course syllabi
- d. Numerical and narrative student comments on all courses conducted during the regular academic year. Candidates may choose to submit additional evaluation material from the summer session, but it is not required.
- e. The most recent CAERS report or other indication of distribution of effort.
- f. Evidence of scholarly work submitted or published during the previous academic year.

3. Evaluation

The Chair shall give an evaluation of annual progress measured in terms of the five performance levels for each category of Teaching, Research, and Service, as well as an overall performance rating. Performance indicators are provided below.

Performance Level	Meaning of Performance Level
Distinguished	Clearly exceeds department expectations for excellence.
Excellent	Meets department expectations, . No areas of weakness exist.

Good	Moderate progress in a given area but one or more weaknesses render the performance not quite to the expectations of excellence in the department.
Fair	Minor progress in an evaluation area because one or more major weaknesses exist in performance. Although there may be one or more strengths as well, the performance clearly is not consistent with the department's expectations for excellence. Performance at this level warrants remediation planning.
Poor	Substantial weaknesses that jeopardize professional progress as a UWF faculty member. Performance at this level requires remediation activity. In extreme cases, out-counseling may be the most appropriate course of action to assist the faculty to find an institution that will be a better match for the faculty member's abilities, values, and/or work ethics.

4. Procedure.

The faculty member signs the Chair's Annual Evaluation Letter to acknowledge receipt, which is then inserted into the annual evaluation folder. Annual evaluation folders are submitted by the Chair to the Dean, who reviews the faculty member's statement of contributions and the Chair's letter of evaluation. The Dean includes a letter in the evaluation folder, which is then put in the faculty member's personnel file in the Dean's office and made available to the faculty member for review. For faculty who are not tenured, but who occupy tenure earning lines, the annual evaluation folder is forwarded to the Provost for review before the file is placed in the personnel file in the Dean's office. Any unresolved differences between Chair and Dean evaluations shall be discussed concurrently among the Chair, Dean, and faculty member. Either the Chair or Dean can initiate a meeting to address and resolve the difference in opinion

TENURE AND PROMOTION

C. Tenure – Procedure

Each year, the Dean shall provide each Chair in the College with a list of faculty members eligible for tenure. LPS affirms that a candidate for tenure and/or promotion must meet the criteria for teaching, research and scholarly activity, and service. All activities must be relevant to the candidate's discipline. See Appendix – for examples of Evidence. See UWF Guidelines II.E., pp. 19 for ordering of materials in dossiers. Eligible faculty must decide whether to apply for tenure or not. For each eligible faculty member who applies for tenure, the Chair shall prepare a letter which recommends the granting of tenure, the denial of tenure or the deferral of the tenure decision and a brief rationale for such recommendation to the Dean. In making a recommendation, the Chair shall consider the faculty member's contribution to the University, College, Department and Program in teaching, research, intramural and extramural service and, if applicable, advising. Faculty tenure reviews are held at the 3rd year with the Chair and Mid-Point Review Committee. Upon consultation with the Chair, non-tenured, tenure-earning faculty will become candidates for tenure by the sixth (6th) year of employment. Applications for early tenure or promotion for exceptional faculty may be considered one

year earlier than the regular deadline. Candidates for tenure must follow UWF Guidelines for establishing and submitting a dossier for the tenure process.

The Chair will request all tenured full-time faculty members to submit a formal evaluation on tenure for each eligible faculty member within the appropriate unit. The evaluation form should be completed and signed by each faculty member and submitted to the Chair. The Chair is obligated to maintain confidentiality about the evaluation. Other full-time faculty (excluding visiting faculty) may provide the Chair with opinions of the candidate's dossier. On a separate document, all tenured faculty in the department or unit shall vote regarding the acceptability of tenure for the candidate. The unsigned votes will be included in the tenure dossier in an envelope without disclosure of how individual faculty voted in the decision.

There shall be no anonymous material in master evaluation file or promotion and tenure files except as provided in Article 12.6 of CBA (e.g., student evaluations). The Chair, in conjunction with the faculty member, shall solicit at least three (3) evaluation letters for tenure-eligible candidates from knowledgeable peers at UWF and at least three (3) evaluation letters from knowledgeable peers external to UWF. Each faculty member eligible for tenure will be informed by the Chair in writing whether he/she will be recommended for tenure. The President shall notify in writing each tenure-eligible faculty member of the final tenure decision in his/her case immediately following appropriate action by the Board of Trustees.

D. Promotion - Procedure

The faculty member and the Chair shall confer about the readiness of the faculty member as a candidate for promotion. The process of submitting a dossier for consideration for promotion shall be initiated upon request of the faculty member or upon agreement between the faculty member and Chair. The Chair will forward the request to the Dean. The Chair shall write a letter to the Dean indicating recommendation for promotion along with a brief rationale for the decision to be placed in the promotion dossier. In making such a recommendation, the Chair shall consider the faculty member's contributions to the University, College, Department and Program in teaching, research, intramural and extramural service and, if applicable, advising. See Appendix – for examples of Evidence. See UWF Guidelines I.I.E. pp. 19 for ordering of materials in dossiers. The Chair must request, by individual letters, all full-time faculty in the Department to submit an evaluation on promotion for each faculty member being considered for promotion (See UWF Form). If there are fewer than three (3) tenured faculty within the Department, the College Council shall develop a procedure to provide an additional evaluation method. The faculty member shall solicit at least three (3) evaluation letters for promotion-eligible candidates from knowledgeable peers at UWF. The Chair, in consultation with the faculty member, shall solicit at least three (3) evaluation letters from knowledgeable peers external to UWF.

E. Minimum Requirements for Tenure and Promotion

Table 1. University Criteria for Tenure and Promotion Decisions

	<i>For a favorable personnel decision the weight of evidence must show sustained performance at these levels for the three years prior to application</i>		
Personnel Decision	Teaching	Scholarship and Creative Projects	Service
<i>Tenure</i>	Excellent	At least Excellent in one category and at least Good in the other category	
<i>Promotion to Associate</i>	Excellent	Excellent	Excellent
<i>Promotion to Professor</i>	Distinguished in at least one category and at least Excellent in the other two		

Minimum Requirements for Tenure and Promotion

TENURE at any level:

(1) A record of excellent **teaching** is required. To be granted tenure, a faculty member must demonstrate excellent teaching and Annual Evaluations of teaching performance of at least “Excellent” for the three years prior to applying for tenure at the University of West Florida.

(2) Significant evidence of high quality **scholarship and creative projects**, including a measure of tangible and public evidence, through contributions to the organization and discovery of knowledge. Significant evidence of scholarship which is public and tangible which means:

- (a) Three (3) publications in blind, peer-reviewed publications; a book chapter may be substituted for a publication in a blind, peer-reviewed publication;
OR
 One (1) book that contributes to the organization of knowledge, or the creation of new knowledge, in the faculty member's discipline;
AND
- (b) Favorable external reviews of the tenure file by three (3) professionals in the relevant academic discipline.

- (c) Annual Evaluations of scholarly and creative activity performance of at least “Excellent” for the three years prior to applying for tenure at the University of West Florida.

(3) Significant contributions in **service**, including a measure of tangible and public evidence, within and without the organization while employed at the University of West Florida, with evidence of continuous improvement. Annual Evaluations of Service of at least “Good” for the three years prior to applying for tenure at the University of West Florida as long as the areas of Research and Teaching are at least “Excellent.”

If going up early, the candidate must have very strong dossier and be aware that if they are unsuccessful, the first review will be submitted when the candidate subsequently reapplies for tenure.

PROMOTION to the rank of associate professor:

(1) A record of excellent **teaching** is required. Annual Evaluations of Teaching must be at least “Excellent” for the three years prior to applying for promotion at the University of West Florida, with evidence of continuous improvement.

(2) A strong positive reputation through contributions to the organization and discovery of knowledge, including significant, high quality, tangible and public **scholarship and creative activities**, with the potential for recognition outside the University; this means:

- (a) Three (3) publications in blind reviewed journals including law reviews; a book chapter may be substituted for a publication in blind reviewed journals;

OR

One (1) book that contributes to the organization of knowledge, or the creation of new knowledge, in the faculty member's discipline;

AND

- (b) Favorable external reviews of the promotion file by three (3) professionals in the relevant academic discipline.
- (c) Annual Evaluations of scholarly and creative activity performance of at least “Excellent” for the three years prior to applying for promotion at the University of West Florida

(3) Substantial contributions in **service**, including a measure of tangible and public evidence, within and without the organization. Annual Evaluations of Service of at least “Excellent” for the three years prior to applying for promotion at the University of West Florida.

If going up early, the candidate must have a very strong dossier and be aware that if they are unsuccessful, the first review will be also be submitted when candidate subsequently reapplies for promotion.

PROMOTION to the rank of full professor:

(1) A record of effective or excellent **teaching** is required. Annual Evaluations of Teaching must be at least “Excellent” for the three years prior to applying for promotion at the University of West Florida, with evidence of continuous improvement.

(2) Substantial, high quality, tangible and public **scholarly and creative** contributions to the profession measured by favorable acknowledgment nationally as well as within the university, through contributions to the organization and discovery of knowledge:

(a) Twelve (12) publications in blind reviewed journals including law reviews; a book chapter may be substituted for a publication in blind reviewed journals;

OR

Two (2) books that contribute to the organization of knowledge, or the creation of new knowledge, in the faculty member's discipline;

OR

Seven (7) publications in blind reviewed journals including law reviews and one [1] book;

AND

(b) Favorable external reviews of the promotion file by three (3) professionals in the relevant academic discipline as well as three (3) internal reviews from outside the home department, who comment on the importance of the contributions to the faculty member's profession as evidence of a regional, national or international reputation.

(c) Annual Evaluations of Scholarly and Creative Activity must be at least "Excellent" for the three years prior to applying for promotion at the University of West Florida.

(d) Chairs with a strong record of managing departments can become candidates for professor. In addition to demonstrating a strong record of accomplishment in managing the department, a distinguished teaching and service record are necessary to qualify for promotion to professor. The management category allows chairs the opportunity to be successful candidates without having a comparable distinguished scholarship achievement.

(3) Substantial contributions in **service**, including a measure of tangible and public evidence, within and without the organization. Annual Evaluations of Service must be at least "Excellent" for the three years prior to applying for promotion at the University of West Florida.

(4) To be promoted to professor, a faculty member must demonstrate a distinguished performance record in at least one category and at least excellent in each of the other two categories for the three years prior to applying for promotion at the University of West Florida. If going up early, the candidate must have very strong dossier and be aware that if they are unsuccessful, the first review will be submitted when the candidate subsequently reapplies for promotion.

F. Sustained Performance

1. Process

Tenured Professors and Associate Professors, University Librarians and Associate University Librarians will receive a Sustained Performance Evaluation. CBA 11.1 (b). The purpose of the Sustained Performance Evaluation is to assess the faculty member's sustained performance and professional growth as of the date of the evaluation. The expectations for sustained performance shall be aligned with the qualifications for tenure in place at the time of the evaluation. CBA 11.3 (b)(1). The Sustained Performance Evaluation shall be conducted in the tenured faculty member's sixth (6th) year after receiving tenure and every sixth (6th) year thereafter and will evaluate the faculty member on his or her performance over the previous six (6) year period.

Each faculty member may elect a one (1) year deferral once in his or her career at UWF. This would allow the sustained performance evaluation to be conducted in the seventh (7th) year. CBA 11.3 (b)(2).

There are three tiers for the Sustained Performance Evaluation. The attainment of Distinguished (Tier One) shall reflect distinction that clearly exceeds the University and departmental tenure standards and expectations in place at the time of the evaluation for excellence in quantity, quality or both. The attainment of Satisfactory (Tier Two) shall satisfy the University and departmental tenure standards and expectations in place at the time of the evaluation for excellence in quantity, quality or both. An evaluation that is Unsatisfactory (Tier Three) reflects performance that does not satisfy the University and departmental tenure standards and expectations in place at the time of the evaluation for excellence in quantity, quality or both. A Tier Three Rating will require the faculty member to enter into a formal Performance Improvement Plan. CBA 11.3 (b)(3). Faculty receiving a 'Distinguished' (Tier 1) or 'Satisfactory' (Tier 2) evaluation are eligible for a base salary increase. Faculty receiving an 'Unsatisfactory' (Tier 3) evaluation are not eligible. CBA 11.3 (b)(4)

2. Steps of the SPE Evaluative Process for Faculty Members.

The Faculty Member submits his or her dossier to his or her Chair, Director, or Unit Head for review. The Chair/Director/Unit Head will make a recommendation regarding whether the employee has met the University and departmental tenure criteria in place at the time of the evaluation. The dossier will be forwarded to the Dean. The Dean will ask the College Personnel Committee (CPC) to make a recommendation on the same question. The Dean will then review the dossier and the recommendation of the CPC, and make a recommendation to the Provost regarding whether the tenure criteria in place at the time of the evaluation were met and recommend to the Provost the SPE Tier at which the employee should be ranked. The Provost will review the dossier and consider the recommendations of the Chair/Director/Unit Head, CPC, and Dean. The Provost will make a final decision on whether the employee has met the University and departmental tenure criteria in place at the time of the evaluation, and will assign the employee an SPE ranking of Tier One, Tier Two or Tier Three.

3. Dossier for Sustained Performance Evaluation

All materials, except for supporting documents, should be submitted in a 3-ring binder. The materials to be submitted by the faculty member being evaluated will be the same as an application for tenure. There shall be no internal or external letters of recommendation included in the submission. Evidence of sustained performance must be substantive and detailed with documentation. CBA 11.3 (b)(6). The faculty member's dossier for the Sustained Performance Evaluation shall be submitted to the faculty member's Department Chair for review and a recommendation to the Dean. The Dean will ask the College Personnel Committee for a recommendation. The Dean will make a separate review and recommendation to the Provost. The recommendations of the Chair, College Personnel Committee and Dean will be submitted to the Provost who will conduct a separate review and make a final decision. CBA 11.3 (b)(7).

Order of Materials

- 1) A copy of the approved, current, departmental tenure criteria.

- 2) Statement of contributions justifying sustained performance and establishing how the employee meets the tenure criteria in place at the time of the evaluation. This statement should include the faculty member's self-evaluation concerning teaching, creative and scholarly activities, and service. The faculty member should address not only the quantity but the quality and significance of his/her work.
- 3) Curriculum Vitae (CV). The CV should clearly define publication headings; e.g., books and other monographs, journal articles, conference proceedings, and technical reports. Published items and items forthcoming should be clearly distinguished and separately listed. The CV should also distinguish work that is peer reviewed.
- 4) Letter conveying tenure and letter conveying of promotion to highest rank.
- 5) Annual work assignments and Chair's evaluations of the faculty member's performance since his/her last promotion.
- 6) Student evaluation data. Faculty members must submit numerical results of all student course evaluations that have been conducted during the 3 years preceding the review. Those who have been on sabbatical or leave during the preceding 3 years should submit all student course evaluations conducted over the 4 years preceding the review. Ideally the 3 most recent years of student evaluation data should be considered. If any data are missing for any other reason, the candidate shall offer an explanation.
- 7) Recommendation of Chair.
- 8) Letter rebutting Chair's recommendation, if applicable.
- 9) Recommendation of CPC (including the vote tally).
- 10) Letter rebutting Chair's recommendation, if applicable.
- 11) Recommendation of Dean.
- 12) Letter rebutting Dean's recommendation, if applicable.
- 13) Documentation of prior SPE ratings.
- 14) Any situations that require a departure from expected procedure should be documented in this section. For example: If a faculty member has requested materials to be included after he or she has submitted the dossier, the cover letter making the request should be included in this section of the current dossier.
- 15) List of supporting materials, e.g., books, reprints, and research reports. (Examples of scholarship and/or creative activity should be submitted in a separate container along with selected materials addressing teaching and service.)

4. Performance Improvement Plan

Faculty receiving "Unsatisfactory" ratings on a sustained performance evaluation will enter into a Performance Improvement Plan. The Performance Improvement Plan will be developed by the Chair in concert with the Dean within thirty (30) days of the date of the evaluation. The faculty member will be provided with an opportunity to provide input into the Performance Improvement Plan. The Performance Improvement Plan shall outline each of the areas needing attention and improvement so that the Faculty member shall meet the tenure in place at the time of the evaluation, upon successful completion of the Performance Improvement Plan. The Performance Improvement Plan shall provide specific performance targets and a time period for achieving the targets.

The Performance Improvement Plan must be approved by the Provost. The Chair will meet regularly with the faculty member to review progress toward meeting the performance targets. However, it is the responsibility of the faculty member to attain the performance targets specified in the performance improvement plan within the specified time frame and demonstrate competency in his or her position. CBA 11.3 (b)(9)

ARTICLE VII

Adoption and Revision of Bylaws

These bylaws may be amended by a vote of two-thirds of the eligible voting members present at a meeting called for such purpose. Proposed changes to these bylaws must be submitted in writing to the Department Chair and distributed to the eligible voting members at least thirty (30) days prior to the meeting at which the proposed changes are to be considered.

These bylaws have been accepted by a vote of two-thirds of the eligible voting faculty on this date: November 17, 2015.

APPENDIX – EVIDENCE

Evidence of Teaching Activities

It is incumbent upon the faculty member to make a case for the quality and impact of his or her teaching. .

Indicators of quality teaching may include but are not limited to the following:

- Integration of Technology
- Course/Curriculum Design and Revision
- Collection of the Department's assessment data
- Assessment data reflecting appropriate student progress in mastering course content and achieving course outcomes;
- Alignment to professional standards
- Feedback provided to students (Consistent and Constructive)
- Unsolicited feedback from students that speaks to the quality and impact of the instructor's teaching
- A formal note of appreciation for teaching that emphasizes scope of impact or significance of teaching
- Innovative Instructional Strategies
- Peer Evaluations of Teaching, such as those of department chair or department mentor.
- Peer evaluations that identify progress made toward achieving pedagogical goals;
- Academic and Professional Advising
- Indication of high quality of course-related student contacts, including advising, counseling, student conferences, and thesis, dissertation and/or internship supervision;
- Supervision of Directed Studies, Honors Contract and/or Theses
- Professional Development Participation/activity Participation in teaching development programs, including conference, workshop, or seminars related to subject areas taught.

- Description of professional growth that will enhance the faculty member's value as a teacher;
- Dissertation Chair and/or Committee Member
- Supervision of graduate and/or undergraduate Capstone Projects, Field Studies or Internships
- Service Learning Activity Supervision
- Development of Philosophy of Teaching and Learning
- High Impact Learning activities
- Evidence of appropriately rigorous intellectual demands made upon students, including examples of high quality of test design or assignments;
- Mentor or participant in undergraduate research projects
- Teaching awards and other accomplishments related to teaching.
- Evidence of course revisions to reflect current knowledge in area.
- Description of substantial revision of established courses or development and teaching of new courses;
- Clear and effective communication in the classroom or online environment.
- Syllabi, course assignments, assessment/testing procedures, attendance requirements, and grading standards,
- High quality course syllabi that provide appropriate and clear direction, including articulation of student learning outcomes;
- Timely and substantive responses to student inquiries in advising and mentoring
- Student evaluations of teaching, including the response rate
- Observations from other faculty, inside or outside the Department, arranged by the faculty member

Evidence of Scholarly and Creative Products

It is incumbent upon the faculty member to make a case for the quality and impact of his or her scholarly and research activities. As in all disciplines, scholarship within a diverse department such as LPS includes a wide variety of research and scholarly activity as defined and judged within our academic disciplines that are consistent with our mission. Moreover, we recognize that regional comprehensive universities have limited resources that may constrain scholarly expectations (e.g., relatively limited travel support diminishes the opportunity for international participation). For purposes of tenure and promotion, faculty should produce high quality scholarship related to their particular discipline. The quality of scholarly and creative publications, products and activities is established by evidence provided by the faculty member including but not limited to, acceptance rate, rejection rate, impact factor, the review process, or other indications of quality in the faculty member's discipline. Scholarship and creative projects must be externally reviewed 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
- Discovery 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 Copies of any original research publication submitted for consideration but not yet accepted may be included in the Annual Evaluation. If it is in press, please provide a copy of the acceptance notification from the editor. If it is an online journal, please provide an active link.

There are a variety of tangible and public venues for scholarly activities and products that may be generated by LPS Faculty including, but not limited to:

- Editorially reviewed or peer-reviewed publications including journals, law reviews, chapters in books, books, monographs, book reviews and published conference proceedings, whether published in online or print journals.
- Convention and conference contributions, including conference presentations.
- Funding/Grant activity (intramural/extramural)
- Technical reports
- Development of curriculum, educational software, curricula, instructional materials, or guides
- Other performance indicators for scholarly and creative activities deemed acceptable to the Department
- evidence of quality works not peer-reviewed but acceptable within the field
- It is incumbent upon the faculty member to make a case for the quality and impact of his or her scholarly and creative activities.

Evidence of Service Activities

It is incumbent upon the faculty member to make a case for the quality and impact of his or her service activities. Service is relatively more important in a regional comprehensive university like UWF than what might be expected at a research-intensive university. Service is broadly defined and should include a wide range of activities, including all levels of internal (program, department, college and university) and external service (profession and community/international, national, regional, state, and local. Service is most valued when there is a relationship between the activity and the faculty member's area of expertise and academic discipline. Local, state, regional, national and international service activities are all encouraged because they increase the visibility of both the University and the LPS Department.

Evidence of Service includes, but is not limited to, documentation of these types of activities:

- A formal note of appreciation for service that emphasizes scope of impact or significance of service

Examples of Internal Service

- Program, Department, College, University Committees and Governance
- Service as a Department Chair, Assistant Chair, program Chair/Coordinator
- Advising student organizations
- Recruitment of students
- Program development/enhancement

- Accreditation activities
- Fundraising initiatives
- Career Fairs
- Curriculum development
- Advising students
- Developing Departmental materials/facilities
- Serving as Department Chair, Assistant or Associate Chair, Program Director or Program Coordinator
- Serving on Department or University committees
- Serving on special Department or University assignments/projects
- Assuming administrative assignments
- Attending assigned Department or University functions
- Advising student clubs/organizations
- Sponsoring/developing University events

Examples of External Service

- Public lectures, performances, exhibitions, trainings
- Conducting workshops
- Unpaid Consultancies
- Discipline-related community activities
- Advising academic organizations and/or professional organizations
- Editorial Review Board Service/Journal Reviewer/manuscript reviewer
- Continuing education/lecturing
- Fundraising initiatives
- Building partnerships with business and industry to enhance or expand University relationships
- Advisory Board/Council
- Maintaining a presence in professional organizations
- Serving in an administrative and/or discipline-specific professional role on committees, boards, workshops, etc.
- Serving as a liaison for the Department/School/University
- Presenting papers, or other public presentations, not based on original research
- Attending external functions/events as a representative of UWF
- Engaging in external student recruitment at events/organizations
- Reviews of manuscripts
- Travel time to and from remote campuses locations