DEPARTMENT OF TEACHER EDUCATION AND EDUCATIONAL LEADERSHIP BY-LAWS

I. MISSION AND VISION

The mission of the Professional Education Unit (PEU) and the Department of Teacher Education and Educational Leadership (TEEL) at the University of West Florida (UWF) is to provide the highest quality courses and immersive experiences using the latest materials, research, and trends in education as we prepare our students to become effective professionals in education for an increasingly complex and dynamic world. TEEL prepares students to become leading educational professionals *who are knowledgeable, innovative, ethical, reflective, inclusive, and engaged.* TEEL's vision is *to prepare effective education professionals to lead in a variety of roles and to positively impact students, communities, and the world.*

II. DEPARTMENT MEMBERSHIP

1. All full-time faculty members in TEEL are eligible to participate in Department discussions and vote on non-personnel matters.
2. Voting procedures related to personnel matters will be governed by TEEL Tenure and Promotion Criteria.

III. FACULTY LEADERSHIP

The TEEL Chair will be appointed by the Dean with consultation from full-time TEEL faculty. The Associate Chair and the following TEEL faculty leaders will be appointed by the Chair, as needed.

Program Coordinators will be responsible for the following:

1. Work with TEEL Chair to maintain and update roster of lead instructors for designated courses;

2. Provide oversight for designated lead instructors to maintain current "syllabi of record" (i.e., including all common elements such as standards addressed, common assessments, comportment with program curriculum maps, etc.) and facilitate use of the syllabi of record as the template for section-specific syllabi;

3. Work with designated lead instructors and TEEL Chair/Associate Chair to identify adjunct instructors;

4. Work with Chair/Associate Chair to lead continuous improvement efforts at the program level in collaboration with the Office of Assessment, Accreditation, and Strategic Planning (OAASP) (i.e., analyzing data, reviewing analysis results, action planning for improvement, implementing and monitoring action plans—including, but not limited to, leading one data review session per semester);

5. Work with faculty to prepare draft schedule for designated courses and update "collaborative scheduling model;"

6. Work with faculty and TEEL Chair/Associate Chair to prepare designated CCRs for course and program changes as needed;

7. Facilitate annual program planning/reporting and student learning outcome (SLO) assessments

8. Support designated program committees;

9. Maintain regular communication with the TEEL Chair; and

10. Follows the approved TEEL Decision-Making Process (See Figure 1, Appendix A).

Lead Instructors will be assigned to every TEEL course and be responsible for the following (should be full-time TEEL faculty when possible and appropriate):

1. Offer support to other assigned instructors with organization, content, and delivery of course;

2. Maintain and revise/update as needed, in collaboration with program colleagues, current syllabi of record (i.e., including all common elements such as standards addressed, common assessments, etc.);

3. Coordinate any alterations or use of course content with assigned instructors; and

4. Facilitate use by other instructors/adjuncts of the syllabi of record as the template for their section-specific syllabi:

    a. May share instructional materials with other instructors/adjuncts as needed/requested; and

    b. Recruit and/or recommend potential adjunct instructors to the appropriate Program Coordinator.

IV. TEEL DEPARTMENT MEETINGS

1. TEEL Department meetings will be held as needed and will be scheduled by the Chair, and not less than twice per semester.

2. A preliminary agenda for each meeting will be made available to each faculty member. Based on input from faculty and other stakeholders, the meeting agenda will be developed by the chair at least four days in advance of the meeting.

3. A final agenda of items for consideration will be distributed at the meeting and any TEEL faculty member may request an addition to this agenda and bring forward an issue for consideration.

4. TEEL meetings follow an open-forum discussion format.

5. 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 of support or non-support will be taken from all full-time TEEL faculty with a simple majority ruling. Voting may be taken in person at faculty meetings or via email survey.

6. Minutes will be kept by a TEEL Office Manager, and made available on a "read-only" basis.

V. COMMITTEES

1. All committees will follow established policies set forth by the University of West Florida.

2. The Chair will appoint Program Coordinators and TEEL committee members. TEEL committees will serve in an advisory capacity.   Ideally, faculty should not serve on more than one program committee. The goal is to allow for full and robust participation by all faculty members in the decision making process. However, there might be cases in which it may be necessary for faculty members to serve on more than one program committee. Members of standing committees will serve no more than three years consecutively.

3. TEEL has the following standing committees that are governed by their respective descriptions which can be found in Appendix A.

   a. Bylaws Review Team: TEEL will have a Bylaws Review Team comprised of nine full-time faculty members, representing tenured, tenure-earning, and instructors in the department. The purpose of this committee will be to maintain and revise the TEEL Bylaws. Only tenured faculty will participate in review of Tenure & Promotion Criteria. The Bylaws Review Team will meet to begin the review process in late fall of each year. The TEEL Chair will convene the team. Each year, the team members will elect a committee chair to lead the review process, and the revised Bylaws will be presented to the full faculty for input and a vote.

   b. Program Committees
      i. TEEL Doctoral Committee will be comprised of the following voting and non-voting members:
         1. Five at-large TEEL doctoral faculty members (voting);
         2. Department of Educational Research and Administration (ERA) Chair (ex-officio, non-voting) – responsible for C&I 'core' curriculum;
         3. CEPS Advising Center representative (ex-officio, non-voting); and
         4. TEEL Department Chair or designee (ex-officio, non-voting).
      ii. TEEL Graduate Committee will be comprised of the following voting and non-voting members:
         1. Educational Leadership faculty member (voting);

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2. Curriculum & Instruction faculty member (voting);

3. ESE faculty member (voting);

4. Reading education faculty member (voting);

5. ABA faculty member (non-voting);

6. CEPS Advising Center representative (ex-officio, non-voting);

7. OAASP representative (ex-officio, non-voting); and

8. Graduate Programs Coordinator (ex-officio, non-voting).

    iii. TEEL Undergraduate Committee will be comprised of the following voting and non-voting members:

1. ESE faculty member (voting);

2. Elementary Education faculty member (voting);

3. Secondary and Education Minor faculty member (voting);

4. Community Education faculty member (voting);

5. Assistant Director of Field Experiences (voting);

6. Two at-large faculty members (voting);

7. CEPS Advising Center representative (ex-officio, non-voting);

8. OAASP representative (ex-officio, non-voting); and

9. Undergraduate Programs Coordinator (ex-officio, non-voting).

c. Curriculum Review Committee (CRC) will be composed of the following voting and non-voting members:

    i. Chairs of program committees (Doctoral, Graduate, and Undergraduate);

    ii. Faculty will selected by TEEL Chair.

1. One TEEL doctoral faculty member;

2. Two faculty members who teach graduate courses (one Educational Leadership faculty and one other graduate faculty);

3. Two faculty members who teach undergraduate courses

    iii. TEEL Department Chair or designee (ex-officio, non-voting); and

    iv. OAASP representative (ex-officio, non-voting).

d. Advisory Council: Members will be selected by the TEEL chair.

4. Ad hoc committees will be formed by the TEEL Chair in consultation with the faculty.

5. Representatives to elected committees will be responsible for providing committee meeting summaries to the faculty. Standing agenda items for faculty input will be included in department meetings.

VIII. TEEL ORGANIZATIONAL STRUCTURE

The TEEL organizational structure is intended to promote and support communication and shared decision-making, which was developed with three specific foci in mind:

1. To create a structure that is inclusive of all courses and programs;

2. To create areas of responsibility that are manageable in size—allowing individuals to "see and hear" their area as a whole and to understand how it fits into the larger picture of the department; and

3. To expand opportunities for individuals to participate in leadership and governance.

The TEEL Data Flow & Decision-Making Processes (See Figure 1 in Appendix A) describes the decision-making process related to Teacher Education and Educational Leadership (TEEL). This chart contains both PEU and TEEL committees that work in concert to support continuous improvement and a fully inclusive decision-making process. This organizational structure is expected to evolve over time in response to enhanced understandings of assets and needs; substantive changes resulting from that process will be made in consultation with faculty.

IX. CRITERIA AND PROCEDURES FOR MERIT, PROMOTION AND TENURE

1. Allocation of merit will be made by the Dean following consultation with the TEEL Chair. The TEEL Chair will form an Ad Hoc Committee of tenured faculty for the purpose of seeking their advice on the distribution of merit.
2. Annual evaluation procedures are detailed in the **Tenure and Promotion Criteria and Annual Evaluation Procedures** (see Appendix B) section entitled Annual (and Merit) Evaluation Procedures for TEEL Faculty, following University guidelines.
3. Tenure and promotion criteria follow all university guidelines and are provided in TEEL's **Tenure and Promotion Criteria and Evaluation Procedures** (see Appendix B).

X. POLICIES AND PROCEDURES

1. Annual work assignments will be made by the TEEL Chair in consultation with the individual faculty member.

2. Extra state compensation will be requested by the Chair according to department needs, following college and University guidelines, and in consultation with individual faculty members.

3. Summer appointments will be offered first to faculty who have the expertise to teach those courses most needed by students.

4.   Requests for TEEL resources should be submitted following established protocols, which will be supported when possible. The department recognizes that activities related to teaching, service and research are necessary for professional growth, program vitality, and the advancement toward tenure and promotion.

5.   Each semester, each faculty member will post a schedule of a minimum of ten office hours with at least six on-campus hours per week. It is understood by the faculty that ongoing communication among faculty and administration is a positive component in the development of a department that is characterized by collegiality. To this end it is recommended that all faculty participate and assume an active role in the development of department tasks that are contributory to the overall advancement of TEEL. Office hours are intended to support student access and therefore should not be scheduled to conflict with department or committee meetings. Requests for exceptions should be forwarded to the Chair and reviewed by an ad-hoc faculty committee.

6.   TEEL assignments, responsibilities, and conflicts will be discussed between the TEEL Chair and the individual faculty member. If a resolution to a conflict is not reached, it is recommended that the university faculty ombudsperson be engaged, and thereafter procedures from the established CBA shall be utilized.

XI. ADOPTION/REVISION

1.   These Bylaws have been accepted by the faculty on the following date: August 8, 2019

2.   These Bylaws will be reviewed annually by the Bylaws Review Team and can be revised by a majority vote of the TEEL faculty. An earlier review of the Bylaws can be conducted if a majority of the faculty vote for such.

Appendix A: TEEL Organizational Structure

The TEEL Organizational Structure is represented in the TEEL Data Flow and Decision- Making Process (see Figure 1). This model allows for comprehensive stakeholder input.
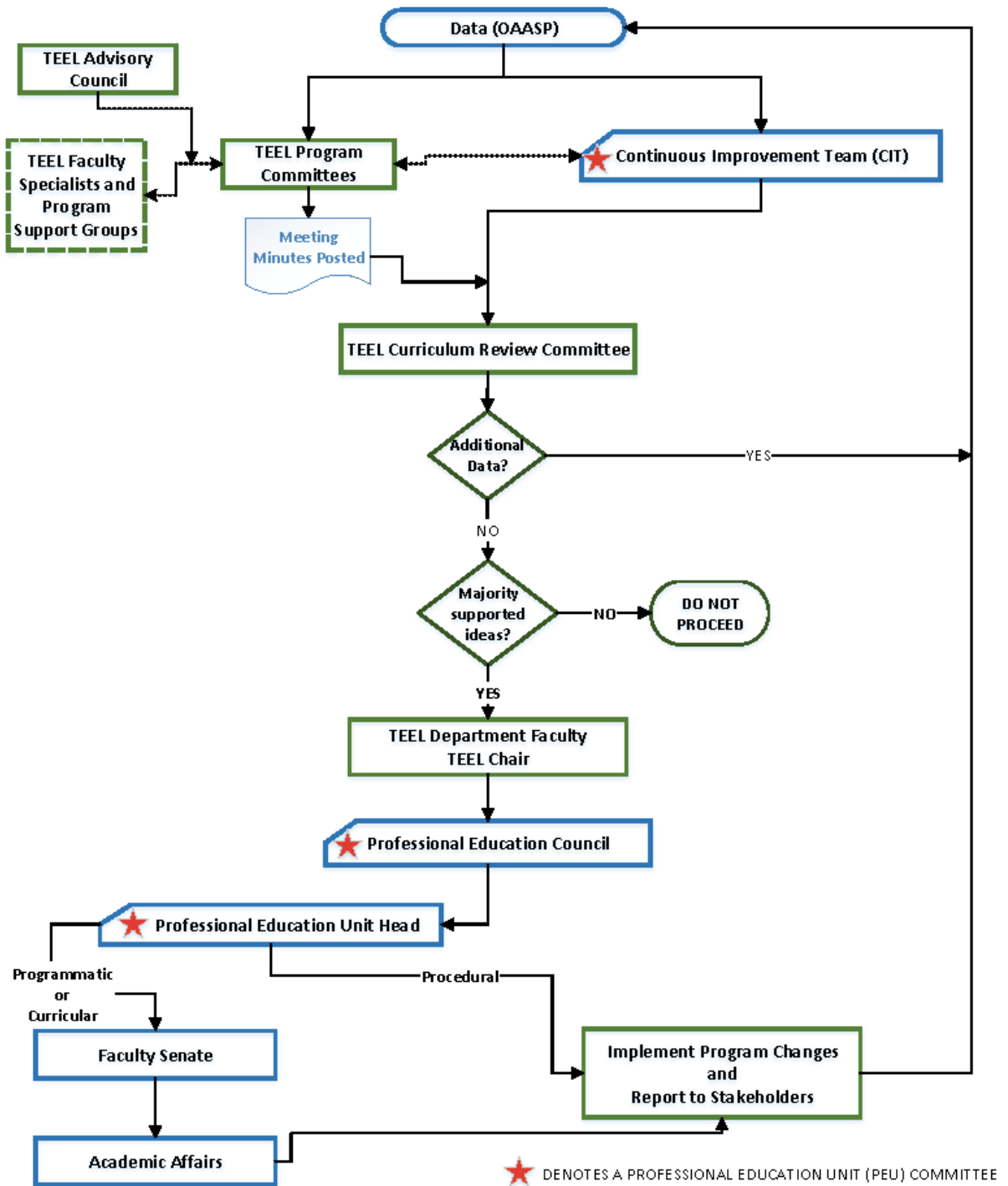

Figure 1. TEEL Data Flow & Decision-Making Processes

Office of Assessment, Accreditation, and Strategic Planning (OAASP)

The OAASP provides support for collecting, maintaining, analyzing, and reporting data to internal and external stakeholders in order to support planning, policy formation, decision making, and the effectiveness and efficiency of operations. With a focus on the continuous improvement of student learning, the OAASP promotes the development and use of appropriate assessment methods and measures by administrative and academic units. The OAASP works to empower the people it serves with knowledge and opportunity, facilitating their efforts to achieve excellence. Those working in the OAASP are responsible for the following:

- promoting the development and use of effective assessment measures to evaluate student learning, program effectiveness, and unit operations;
- administering surveys, collecting survey results, and analyzing survey data;
- analyzing trends in unit, program, and course data;
- promoting collaboration with internal and external stakeholders to share successes and areas for improvement;
- analyzing aggregate coursework and field experience data and report to all stakeholders;
- managing admissions, enrollment, and graduation data;
- facilitating the use of the Tk20 comprehensive data collection and reporting system; and
- encouraging the use of data to support continuous improvement.

TEEL Advisory Council

The TEEL Advisory Council is made up of TEEL faculty and external stakeholders, including partner school district representatives, as appointed the TEEL Chair. The purpose of this mutually beneficial partnership is to develop a collaborative vision to support the development of highly qualified educational professionals. This council serves as a mechanism for involving diverse stakeholders in decision making, program evaluation, and selection and implementation of improvement initiatives.

TEEL Faculty Specialist and Program Support Groups.

The Faculty Subject Area Specialist and Program Support Groups (ad-hoc committees) will be assigned by the TEEL Chair and comprised of faculty with subject area expertise, which can be applied to issues within the TEEL Department. Each group will select a leader and an assistant leader. The leader will serve one year, followed by the assistant leader the following year. Group leadership will be rotated through all members of the group. The Faculty Subject Area Specialist groups will be responsible for the following:

- Use subject area expertise to offer and/or review any proposed program changes or needs and can report to an appropriate TEEL committee (Undergraduate, Graduate, or Doctoral);

- Provide committees with information related to best practice, as well as state and agency requirements related to the area of study; and
- Maintain regular communication with the Department Chair of program or policy changes.

TEEL Program Committees (Undergraduate, Graduate, Doctoral)

The TEEL Department has three program committees: undergraduate, graduate, and doctoral. These committees serve as the starting point for any proposed program or curricular changes. Proposals may arise from the Advisory Council, CRC, Faculty Specialist Groups or faculty. The first task of the program committee is to announce to the faculty via email that a proposal has been made to solicit input to the proposal. Additionally, the program committee should seek the input of relevant faculty specialist groups, so that relevant information can be used in the decision-making process.

The TEEL Undergraduate Program Committee will be responsible for reviewing potential program curricular or policy changes, maintaining alignment to accreditation requirements (CAEP, State, and SACS), analyzing candidate performance data, and addressing needs for continuous improvement. The committee will meet at least twice a semester or more often as needed. The chair of the committee will be selected by a majority vote of the voting members of the committee. Based on input from faculty and other stakeholders, the meeting agenda will be developed by the chair of the committee. Faculty members, accreditation review leaders or other stakeholders will submit items for the meeting agenda (related to curricular or policy changes) at least four working days prior to the meeting. Each committee will designate one member to take minutes, which will be submitted to the TEEL repository within one week after the meeting. Majority vote of voting members is required for any recommendations to move to the TEEL Curriculum Review Committee (CRC). The committee chair forwards any recommendations to the TEEL PRC for review and discussion.

The TEEL Graduate Program Committee will be responsible for reviewing potential program curricular or policy changes, maintaining alignment to accreditation requirements (CAEP, State, and SACS), analyzing candidate performance data, addressing needs for continuous improvement. The committee will meet at least twice a semester or more often as needed. The chair of the committee will be selected by a majority vote of the voting members of the committee. Based on input from faculty and other stakeholders, the meeting agenda will be developed by the chair of the committee. Faculty members, accreditation review leaders or other stakeholders, will submit items to the committee chair for the meeting agenda (related to curricular or policy changes) at least 48 hours prior to the meeting. Each committee will designate one member to take minutes, which will be submitted to the TEEL repository within one week after the meeting. Majority vote of voting members is required for any recommendations to move to the TEEL Curriculum Review Committee (CRC). The committee chair forward any recommendations to the TEEL PRC for review and discussion.

The TEEL Doctoral Program Committee will be responsible for reviewing potential program curricular or policy changes, maintaining alignment to accreditation

requirements (SACS), analyzing candidate performance data and addressing needs for continuous improvement. The committee will meet at least twice a semester or more often as needed. The chair of the committee will be a voting member selected by a majority vote of the voting members of the committee. Based on input from faculty and other stakeholders, the meeting agenda will be developed by the chair of the committee. The committee will review all program applications and make recommendations to the TEEL Department Chair for processing. Faculty members, accreditation review leaders or other stakeholders, will submit items to the program chair for the meeting agenda (related to curricular or policy changes) at least 48 hours prior to the meeting. Each committee will designate one member to take minutes, which will be submitted to the TEEL repository within one week after the meeting. Majority vote of voting members is required for any recommendations to move to the TEEL CRC. The committee chair forward any recommendations to the TEEL CRC for review and discussion.

Each of these committees' chair should provide an email summarizing the discussion, decisions, and recommendations of the most recent meeting to TEEL faculty five days prior to the TEEL Department Meeting. This information will also be shared at the TEEL Department Meeting in a brief oral report (3-4 minutes). Additional meetings can be scheduled as needed.

Continuous Improvement Team (CIT)

The Continuous Improvement Team has representatives from across the PEU and meets monthly during the Fall and Spring semesters. Through a regularly scheduled data review, the CIT initially reviews relevant data and notes strengths, weaknesses and gaps in the following areas:

- data (assessment, candidate performance, disposition, CAEP annual measures, enrollment, retention, completion);
- status of program recommendations;
- assurance of quality in programs;
- partnerships;
- recommend topics/data for further analysis by full faculty;
- resources; and
- governance.

Recommendations and observations from the CIT are presented to the appropriate committee for further action. As a central hub in the Data Flow and Decision Making Process, the CIT is afforded the opportunity to review information from the viewpoint of maintaining the quality of the programs within the PEU.

The CIT committee chair should provide an email summarizing the discussion, decisions, and recommendations of the most recent meeting to TEEL faculty five days prior to the TEEL Department Meeting. This information will also be shared at the TEEL Department Meeting in a brief oral report (3-4 minutes). Additional meetings can be scheduled as needed.

TEEL Curriculum Review Committee

The purpose of the Curriculum Review Committee (CRC) will be to review pertinent candidate and program level data and issues related to undergraduate and graduate programs in TEEL. Chairs of the program committees will participate as CRC members to share and discuss results from program level work and make recommendations to the Chair concerning the assessment system, policies and procedures, program development and implementation, and staffing issues related to programs in TEEL. The CRC will meet at least once per semester, with additional meetings as needed. According to the TEEL Decision-Making process, the TEEL Chair will take CRC recommendations to the faculty as a whole for discussion and input (Appendix A).

The CRC committee chair should provide an email summarizing the discussion, decisions, and recommendations of the most recent meeting to TEEL faculty five days prior to the TEEL Department Meeting. This information will also be shared at the TEEL Department Meeting in a brief oral report (3-4 minutes). Additional meetings can be scheduled as needed.

Specifically, and building on the results of program-level work, the CRC may:

- Review curriculum organization;
- Review curriculum change requests (CCRs);
- Review issues relative to programs, degree plans, requests for new programs and other curriculum-related recommendations; and
- Review and make recommendations related to staffing issues.

Professional Education Council

The purpose of the Professional Education Council (PEC) is to oversee PK-12 Education Preparation Programs (EPPs) at the University of West Florida (UWF) that are reviewed and approved by the Florida Department of Education. Additionally, UWF certification programs are accredited by the Council for Accreditation of Education Preparation (CAEP).

The PEC committee chair should provide an email summarizing the discussion, decisions, and recommendations of the most recent meeting to TEEL faculty five days prior to the TEEL Department Meeting. This information will also be shared at the TEEL Department Meeting in a brief oral report (3-4 minutes). Additional meetings can be scheduled as needed.

Appendix B: Tenure and Promotion (T&P) Criteria and Annual Evaluation Procedures

Tenured and tenure-seeking faculty in TEEL must be responsive to multiple constituencies, diverse student audiences, and a demand for scholarship. To satisfy the demands and expectations of each, a faculty member is expected to fulfill various responsibilities in the areas of (a) teaching, (b) scholarship and creative projects, and (c) professional, community-at-large, and university service.

Instructors in TEEL must be responsive to multiple constituencies and diverse student audiences. To satisfy the demands and expectations of each, an instructor is expected to fulfill various responsibilities in the areas of (a) teaching and (b) professional, community-at-large, and university service.

While adhering to these stated demands, faculty are expected to demonstrate professional growth over a period of time that will culminate in the appropriate level of achievement in all three areas of professional contribution consistent with the guidelines approved by the UWF Faculty Senate and the Division of Academic Affairs. It is the aspirational goal of the department that TEEL faculty will demonstrate growth over time that will enable each member to meet the standards for tenure as well as promotion to Associate Professor and culminate in attainment of the rank of Full Professor.

The annual evaluation documents should be viewed as the foundation for tenure and promotion decisions. It is expected that the Annual Evaluations within the candidate`s portfolio will provide the basis for the recommendation of approval or rejection in the T & P process. It is the intention and expectation of the TEEL faculty that annual evaluations which are consistent with a positive Tenure and/or Promotion recommendation would lead to such a recommendation by the TEEL faculty, TEEL Chair, CEPS Promotion and Tenure Review Committee, and Dean of CEPS.

ANNUAL EVALUATION

The annual evaluation process for TEEL faculty will adhere to the current approved Collective Bargaining Agreement (CBA). All faculty will refer to the current *UWF Policies and Procedures for Promotion, Tenure, Annual Evaluation, and Sustained Performance Evaluation*. These policies and procedures will provide the standards to be followed for consideration.

Annual Goals. TEEL faculty members will include within their written statement of contributions both (1) reflection on goals from the previous year's annual goals, and (2) annual goals for the next academic year. The TEEL Chair will review the goals and offer feedback on their appropriateness, with specific attention to how such goals support the department/college/university and progress toward tenure and/or promotion.

Annual Evaluation Process. Following the schedule adopted by the CEPS College, TEEL faculty will submit evaluation materials to the TEEL Chair following established protocols.

These materials will detail the faculty member's performance over the annual evaluation period in relation to teaching, service, and scholarship (if applicable) and should provide compelling evidence of the quantity, quality and impact of the faculty member's performance and progress toward tenure and/or promotion (if applicable). Materials to be submitted include (1) a statement of contributions with appendices detailing productivity in designated areas, (2) a current curriculum vitae with those items added since the last evaluation highlighted, and (3) accompanying materials supporting claims made in the statement of contributions (e.g., student assessment of instruction, published works).

It is the responsibility of the faculty member to present supporting materials that provide compelling and convincing evidence of having met the specified criteria for the self-rating in each of the designated areas of responsibility for the respective faculty member (i.e., teaching, service, and/or scholarship). Please note that the performance indicators listed below are intended to be illustrative and not exhaustive, and the process of assessing productivity and the relative value of individual products should be attentive to discipline specifics, emerging trends, and new technologies. Instructors should reference the criteria for teaching and service found in the TEEL Statement on Teaching and TEEL Statement on Service. Tenure-earning faculty should also reference the criteria for teaching, scholarship, and service found in the TEEL Statement on Teaching, TEEL Statement on Creative and Scholarly Projects, and TEEL Statement on Service.

It is the responsibility of the individual faculty member to provide sufficient context and/or explanation to clarify and justify the qualitative weight that should be afforded to a particular piece of evidence. Examples of information that may be used to demonstrate competence in teaching, service, and scholarship include:

Teaching

- Commentary evidence from professional peers and colleagues as well as students
- Course materials that demonstrate innovation, organization, academic rigor, and/or unique aspects of a course that are reflective of current scholarly knowledge
- Evidence of participation in curriculum enhancement efforts aligned to continuous improvement (including accreditation activities)
- Evidence of participation in efforts that promote the coordination of curriculum across programs to enhance student learning
- Evidence of instructional innovations aligned to research-based practices
- Evidence of mentoring students in unscheduled teaching activities (e.g., the dissertation process, student research, high-impact practice activities, and student support activities)
- Student evaluations
- Evidence of attendance at conferences, conventions, workshops, and meetings relevant to pedagogical and student support strategies that optimize student learning
- Evidence of internal or external peer reviews of currency of content and/or the quality of the instructor's courses
- Information related to a unique aspect of a course

- Teaching awards
- Statements from former students concerning the value of the instructor's courses

Scholarship

- Copies of publications or products with accompanying information illustrating the professional integrity of the publication process including books, book chapters, peer-reviewed proceedings, and professional journals
- Synopses of grants or contracts and the outcome of such applications (funded and non-funded)
- Documentation of conference paper presentations with accompanying information noting the selection process (peer-reviewed or not) and professional integrity of the conference and/or sponsoring organization
- Documentation of invited lectures, papers, speeches or presentations at colleges or universities, professional meetings, convention, and conferences
- Published peer-reviewed scholarly products
- Statements from peers related to research skills or products

Service
Statement of service activities, hours involved and the relevance to the community, department, college, university, governmental agency or the professional community which may include:

- Faculty mentoring of students
- Noncredit continuing education programs
- Professional development including workshops, institutes, and discussion groups (leadership and participation)
- Active involvement in community collective impact activities (e.g., grant development, board and committee participation, etc.)
- Participation and leadership in local, regional, national, or international professional organizations
- Participation and leadership in department, college, and university committees and initiatives
- Participation and leadership in instructional studies including accreditation
- Participation in sponsoring activities of various student clubs, societies and organizations

    While evidence is a required element of the evaluation materials, it is not sufficient in and of itself. It is imperative that the faculty member demonstrate the impact of professional activities and products by elaborating on and contextualizing activities and productivity within the narrative statement of contributions. The evaluation materials will be examined by the Chair and used to develop an annual evaluation and, when appropriate, assess progress toward tenure and for promotion.

TENURE AND PROMOTION

Annual Evaluations and Mid-Point Review

Annual evaluations should provide evidence of progress towards tenure and promotion, identifying successes and critical areas of concern. As part of the mid-point review process, each candidate for tenure/promotion must prepare a complete promotion and tenure binder (minus letters of support) two years in advance of submitting his or her application for tenure and or promotion (to be adjusted accordingly for individuals who bring in years of service from another institution as part of his/her appointment). This file will be evaluated by the Chair, an ad hoc committee of tenured TEEL, and at least two independent evaluators selected by the Chair after consultation with tenured faculty. Candidate strengths and weaknesses should be identified in this process, and after conferencing with the Chair, the candidate should develop a plan to address any deficiencies. This binder can then be used to develop the final binder to be submitted for tenure/promotion. Candidates should carefully address the products, activities, and evaluation criteria associated with tenure and promotion that are presented in this document. The Ad Hoc faculty committee will make written recommendations to the Chair and candidate about the quantity, quality, and form of the candidate's credentials. The Chair will submit a written recommendation to the Dean based on all available documentation.

Table 1. University Criteria for Tenure and Promotion Decisions

	For a favorable personnel decision the weight of evidence must show sustained performance at these levels		
Personnel Decision	Teaching	Scholarship and Creative Projects	Service
Tenure	Excellent	At least Excellent in one category and at least Good in the other category	
Promotion to associate	Excellent	Excellent	Excellent
Promotion to professor	Distinguished in at least one category and at least excellent in the other two categories		

TEEL CRITERIA FOR PROMOTION AND TENURE

The decision to recommend tenure is a vote of confidence in the candidate's demonstrated capacity for scholarly and professional growth consistently over time. 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, scholarship, and

service, which warrant a simultaneous recommendation of promotion. Candidates considering a submission for tenure and promotion should submit in accordance with the university guidelines.

Tenure

The decision to recommend tenure is based upon a pattern of sustained performance of "excellent" in teaching and "excellent" in either service or scholarship and at least "good" in the other category as indicated by annual evaluations. The numbers that follow represent a minimum for consideration. It is the responsibility of the individual faculty member to provide sufficient context and/or explanation to clarify and justify the qualitative weight that should be afforded to a particular piece of evidence.

Recommendations for Tenure (Tenure Only, No Promotion)

a. At least three (3) scholarly works to include peer-reviewed journal articles in respected academic journals, book chapters, books, monographs, and/or external grant awards (competitive national, state, and foundation) in the candidate's discipline (broadly defined by research interests). At least two (2) of these scholarly works must be peer-reviewed journal articles.

b. At least two (2) of these must carry progressive publication dates of after the candidate joined The University of West Florida.

c. Tangible evidence of the expression of creative and scholarly activity in other venues (see performance indicators for ratings within by-laws).

Promotion to Associate Professor

Promotion to associate professor is justified by a strong, consistent and positive reputation within the university in teaching, service, and scholarship. A consistent record of significant tangible and public scholarship over time and recognized as such by peers is always a criterion. This scholarship should have earned acknowledgment in the discipline outside the university. The numbers that follow represent a minimum for consideration. It is the responsibility of the individual faculty member to provide sufficient context and/or explanation to clarify and justify the qualitative weight that should be afforded to a particular piece of evidence.

Recommendations for Promotion to Associate Professor (Includes Tenure Requirements)

a. A total of at least five (5) scholarly works to include peer-reviewed journal articles in respected academic journals, book chapters, books, monographs, and/or external grant awards (competitive national, state, and foundation) in the candidate's discipline (broadly defined by research interests). At least three (3) of these scholarly works must be peer-reviewed journal articles.

b. At least three (3) of these must carry progressive publication dates after the candidate joined The University of West Florida.

c. Tangible evidence of the expression of creative and scholarly activity in other venues. (see performance indicators for ratings within by-laws). The decision to recommend

promotion to associate professor is based upon sustained performance indicated by a minimum of annual evaluation ratings of excellent in teaching, scholarship and creative activity, and service

Promotion to Full Professor

Promotion to the rank of professor is justified by superlative and consistent teaching, service, and scholarship, as measured by favorable recognition in the discipline outside the university. The numbers that follow represent a minimum for consideration. It is the responsibility of the individual faculty member to provide sufficient context and/or explanation to clarify and justify the qualitative weight that should be afforded to a particular piece of evidence.

The decision to recommend promotion to the rank of professor is based upon sustained performance indicated by a minimum of annual evaluation ratings of distinguished in one category and excellent in the other two categories.

Recommendations for Promotion to Full Professor

a. A cumulative total of at least twelve (12) scholarly works to include peer reviewed journal articles in respected academic journals, book chapters, books, monographs, and/or grants awarded (competitive national, state, and foundation) in the candidate's discipline (broadly defined by research interests). At least six (6) of these scholarly works are peer reviewed journal articles.

b. At least six (6) of these must carry publication dates after the award of the candidate's current rank, and during his/her tenure at The University of West Florida.

c. Tangible evidence of the expression of creative and scholarly activity in other venues. (see performance indicators for ratings within Bylaws).

These are the minimum publication recommendations that do not guarantee support at the Department, College, and/or University level; quality and rigor will also be assessed in the evaluation of submitted materials. It is recommended that Department of TEEL faculty exceed these recommendations to help facilitate a successful Tenure and Promotion package at the Department, College and University level.

Procedure for Applying for Promotion and Tenure

In addition to meeting the guidelines outlined herein, the department will follow the promotion and tenure application procedures and calendars as outlined in the "Annual Evaluation, Tenure, and Promotion Policy" packet provided annually by the Office of the Provost/Vice President of Academic Affairs.

The information details submission and review dates, assembly and order of materials, and the content included in Tenure and Promotion (T & P) notebooks and file boxes (buckets).

Candidates are encouraged to meet with the department chair early in the process to coordinate selection of internal and external reviewers. Candidates will include all solicited external letters of review.

Tenure and Promotion Process. The annual evaluation process for TEEL faculty will adhere to the current approved CBA. All faculty will refer to the *UWF Policies and Procedures for Promotion, Tenure, Annual Evaluation, and Sustained Performance Evaluation.* As stated in the TEEL Bylaws, teaching effectiveness, service efforts and scholarly activities are evaluated in terms of both quantity and quality. These individual accomplishments are intended to demonstrate high impact and quality as well as quantity consistent with discipline standards. This approach necessitates that applicants for tenure and promotion develop a well-crafted narrative statement with accompanying evidence (included in the binder) to effectively make the case for the substantive effect of his or her efforts in teaching, scholarship and creative projects, and service. This binder, taken as a whole, should provide a compelling case that would be judged by reasonable professionals aligned to the candidate's discipline from a variety of academic institutions that include comprehensive regional universities as indicative of the candidate's competence.

Candidates are expected to use data and evaluative criteria identified in the *UWF Promotion and Tenure Guidelines* (included here in the TEEL by-laws) to support the case for tenure and promotion. *It is the candidate's responsibility to prepare a credential file that provides compelling and convincing evidence to internal and external reviewers of professional competence.* This process recognizes that professional activities such as journal articles, conference presentations, and grants may differ significantly in elements such as scholarly content, length, and research effort. It is the applicant's responsibility to review UWF tenure and promotion guidelines and policies and to build a credential file that meets or exceeds those criteria.

TEEL Statement on Teaching

Teaching is both a science and an art. A TEEL faculty member is expected to have knowledge of his or her content area and an understanding of how best to share this information. Thorough preparation for each course is expected as well as the incorporation of the latest information on the subject matter. A range of innovative teaching strategies and high-impact practices should be employed in the learning process. Additionally, faculty should be readily available to provide feedback and guidance to students related to their courses or program of study. A skilled faculty member should seek to guide students' inquiry about the past, present, and future of their disciplines. Please note that teaching evidence must include regular term student assessment of instruction (SAI) feedback as well as additional measures of teaching effectiveness.

Specific Criteria in Teaching

1. Demonstrates teaching competence in a chosen content area and guides and inspires students.
2. Integrates current scholarly activities within a given discipline into instruction.
3. Experiments responsibly with instructional methods and techniques.
4. Periodically reviews and revises course materials, including textbooks, syllabi, evaluation instruments, and instructional media.

5. Provides students with objectives relevant to the course taught, appropriate references, information about the topics to be covered, and criteria for performance.

6. Makes opportunities available for students to learn of the primary sources of information associated with a particular discipline or area of study.

7. Reviews student evaluation data and uses the results of such evaluation to revise courses and methods of instruction as appropriate.

8. Participates in curriculum enhancement efforts aligned to continuous improvement (including accreditation activities) and that promote coordination of curriculum across programs to enhance student learning.

9. Mentors students in unscheduled teaching activities (e.g., dissertation process, student research, and high impact practice activities)

10. Attends conferences, conventions, and meetings relevant to teaching in the chosen discipline when support is provided.

11. Contributes to the development of both library and other learning resources relevant to content area of teaching.

12. Seeks opportunities for self-solicited peer review of courses, either internal or external, related to the currency of content and/or quality of instruction to improve instruction

13. Provides students with relevant, innovative and rigorous course content.

14. Provides relevant data illustrating the rigor, usefulness, and relevance of courses taught.

TEACHING PERFORMANCE INDICATORS

Distinguished Performance

Distinguished performance demonstrates a consistent or sustained high degree of skill and leadership in teaching with a notable impact on students as demonstrated by the following indicators that build upon performance indicators for excellence. Please note that the performance indicators listed below are intended to be illustrative not exhaustive, and the process of assessing productivity and the relative value of individual products/activities should be attentive to discipline specifics, emerging trends, and new technologies. It is the responsibility of the individual faculty member to provide sufficient context and/or explanation to clarify and justify the qualitative weight that should be afforded to a particular piece of evidence.

Performance indicators that may be used to support distinguished ratings:

a. Leadership evident in the promotion of high quality teaching and curriculum development

b. Teaching awards that honor high caliber of performance recognized at local and national levels.

c. Develops innovative teaching techniques that are recognized or widely adopted by others that integrate original research within the discipline into instructional activities.

d. Demonstrates adherence to the needs of all students toward the goal of individual achievement.

e. Student support practices facilitate optimal student development.

f. Participates voluntarily in professional development activities to improve teaching quality and flexibility.

Excellent Performance

Excellent performance represents consistent high quality teaching with positive outcomes for students as reflected by the performance indicators below.

Performance indicators that may be used to support excellent ratings:

a. Numerical student evaluation data document clear evidence of excellence.

b. Narrative statements emphasize impact on learner or transformative learning experiences.

c. Student evaluations document consistently positive impact on learning.

d. Teaching philosophy provides foundation for coherent course planning and activities.

e. Demonstrates recency of content that is considered best practice within the discipline.

f. Syllabi outline comprehensive, clear, and appropriate performance expectations.

g. Participates voluntarily in professional development activities to improve teaching quality and flexibility.

h. Teaching philosophy provides foundation for coherent course planning and activities.

i. Syllabi outline comprehensive, clear, and appropriate performance expectations.

j. Assessment practices enhance student learning and contribute to department need

k. Goals and course content routinely provide evidence of successful continuous improvement efforts.

l. Student support practices facilitate optimal student development.

m. Advising, mentoring, and student supervision practices receive consistent favorable review.

n. Appropriate standards of academic integrity promoted, including respect for students and their rights.

Good Performance

Good performance demonstrates overall teaching effectiveness but some minor areas for concern.

Performance indicators that may be used to support good ratings:

a. Student evaluations data document adequate impact on learning.

b. Teaching philosophy expressed in course planning and activities.

c. Syllabi provide reasonably clear and appropriate expectations.

d.   Assessment practices support student learning and contribute to department needs.

e.   Goals and course content give evidence of continuous improvement effort.

f.   Majority of pedagogical practices are appropriate and effective.

g.   Majority of student support practices are appropriate and effective.

h.   Advising, mentoring, and student supervision practices are appropriate and effective.

i.   Special teaching assignments (e.g., honors, capstone, general education) executed with reasonable skill.

j.   Maintains appropriate standards of academic integrity, including respect for students and their rights.

k.   Participates in teaching development activities when directed to do so.

Fair Performance

Fair performance demonstrates some positive teaching outcomes but produces major areas for concern for the department. The weight of evidence suggests that teaching performance in this performance category is below what is required for tenure and promotion decisions.

Performance indicators that may be used to support fair ratings:

a.   Student evaluations data document areas of moderate concern (ratings below the department average).

b.   Teaching philosophy may need a higher level of expressed clarity.

c.   Syllabi need increased clarity

d.   Assessment practices show some adequacy in supporting student learning and meeting department needs.

e.   Goals and course content reflect some attention to continuous improvement efforts.

f.   Some pedagogical practices need improvement.

g.   Some student support practices need improvement.

h.   Advising, mentoring, and student supervision practices need improvement

Poor Performance

Poor performance demonstrates *serious* problems in attaining success in teaching role as reflected either by (1) a combination of many negative indications, or (2) fewer but more extreme behaviors that produce substantial negative outcomes on students and their learning. In general, the weight of evidence suggests teaching performance is well below the department norms. Because of the high priority placed on teaching at UWF, this level of performance requires major remedial work.

Performance indicators that may be used to support poor ratings:

a.   Student evaluations data document consistent and substantive problems (ratings well below the department average).

b.   Teaching philosophy missing, poorly articulated or poorly expressed in course activities and planning.

c. Syllabi fail to establish clear and relevant expectations.
d. Assessment practices are inadequate to support student learning and department needs (e.g., learning outcomes are inadequate, inappropriate, or missing; testing strategies are not effective or fair)
e. Goals and course content reflect no continuous improvement efforts.
f. Pedagogical practices are unsound (e.g., disorganization; late, missing, unhelpful feedback; standards too lax or too challenging; routinely poor preparation; disengaging, chaotic, or hostile classroom environment).
g. Student support practices are unsound (e.g., late or absent for class, not responding to email, not keeping office hours, showing favoritism).
h. Consistent and very negative ratings in advising, mentoring, and supervision of students' scholarly or creative activities.
i. Special teaching assignments (e.g., honors, capstone, General Studies) avoided or poorly executed.
j. Chronic academic integrity concerns identified including evidence of disrespect for students and their rights.

TEEL Statement on Scholarship and Creative Projects

The standard scholarly definition of publications is "the preparation and presentation of significant new data or critical interpretation of existing research." This is usually accomplished by means of scholarly books and articles in national refereed journals as well as grants and conference presentations. However, professors in TEEL may publish textbooks and technical documents aimed at training teachers and related human service professionals. Further, articles may be geared toward practitioners.

In TEEL, the quality of one's scholarly activities takes precedence over quantity. A high quality article in a prestigious national journal may be more significant than multiple articles in state journals. But, it is entirely possible that a state journal may be more prestigious than a national publication. Likewise, a highly competitive grant or prestigious peer-reviewed conference presentation would be judged more significant than a smaller less competitive more service-related grant or non-peer reviewed presentation.

While quality is the critical factor, quantity must also be considered. As a result, faculty members are expected to provide evidence that the amount of their work reflects a consistent engagement in scholarly endeavors that is reflective of professional standards of growth and achievement. This may be troubling to those who desire that tenure and promotion decisions be based on a faculty member completing a specific number of articles or conference presentations. But, such a system would always fail to account for the real differences in the types or quality of articles, grants, presentations and a host of other scholarly products.

Care must be taken when using a numerical system to account for the rigor and form of scholarship that varies between disciplines. For example, some academic disciplines have very few journals and a tradition of the limited publishing of only empirically based articles. Other programs of study, however, may have a large number of journals and encourage the

publication of articles that are not solely based on strict experimental design and data analysis. Such a system would also lack academic integrity and validity and not match what we, as faculty, expect of students in their scholarly endeavors.

These criteria may include articles in journals, books, book chapters, monographs, technical manuals, grants, and conference presentations and similar peer-reviewed publications. Please. note that the performance indicators listed below are intended to be illustrative not exhaustive, and the process of assessing productivity and the relative value of individual products/activities should be attentive to discipline specifics, emerging trends, and new technologies. It is the responsibility of the individual faculty member to provide sufficient context and/or explanation to clarify and justify the qualitative weight that should be afforded to a particular piece of evidence.

<u>Specific Criteria in Scholarship and Creative Projects</u>

1. Publishes articles in peer-reviewed professional journals.
2. Publishes chapters and books related to the faculty member's discipline.
3. Publishes peer-reviewed internet-based scholarly products.
4. Presents peer-reviewed presentations at academic conferences related to the faculty member's discipline.
5. Delivers invited lectures, papers, speeches, or presentations at colleges or universities, professional meetings, conventions, and conferences.
6. Collaborates with colleagues in activities oriented toward making a contribution towards the advancement of knowledge, methodology, or development of a discipline.
7. Develops and/or receives external grants and contracts.
8. Collaborates with local and state agencies and service providers in the advancement of their programs.
9. Collaborates with state or local service providers in the development of national, state or local grants to advance the discipline as well as direct service to clients.
10. Enlists students in research and/or grant and contract development process.
11. Support graduate assistant professional development.
12. Develops in institutes, short courses, seminars, and workshops that are related to the faculty member's discipline.
13. Publications are relevant to the faculty member's area of teaching, research and service.
14. Engages in specific self-study or a professional growth plan to enhance professional competency as outlined in annual goal statement.
15. Provides editorial review for papers for journal publication, chapters for books, or other scholarly activities.
16. Obtains recognition in a field of study.

SCHOLARSHIP AND CREATIVE PROJECTS PERFORMANCE INDICATORS

Distinguished Performance

Distinguished performance demonstrates a consistently high degree of skill in design and execution of scholarly and creativity projects that have a recognized impact upon the performance indicators, and build upon performance indicators for excellence. In general, the weight of evidence in this performance *exceeds* department criteria for excellence

Performance indicators that may be used to support distinguished ratings:

a. Both quantity and quality measures significantly exceed department expectations in excellence.
b. Significant national or international audience.
c. National or international recognition.
d. Awards received for scholarly or creative projects.
e. Achievements in continuing professional training.
f. Recognized leadership in research and scholarly activities. Conducts research within a discipline or obtains external grants that advance knowledge in the field or contribute to the TEEL mission.

Excellent Performance

Excellent performance demonstrates well developed execution of scholarship or creative activity agenda as shown by the performance indicators below.

Performance indicators that may be used to support excellent ratings:

a. Refined scholarly agenda or creative plan well suited to regional comprehensive university context.
b. Meets department production targets for both quantity and quality of scholarship.
c. Favorable review by, and respect from, majority of colleagues in the department for scholarly and creative works.
d. Potential for wide recognition of quality outside of the University.
e. Completes appropriate schedule of professional educational opportunities (e.g., licensure, technology training, etc.) in a timely fashion.
f. External support captured to facilitate scholarship or creative activities agenda.
g. Skilled use of collaboration as demonstrated by the commitments proposed, accepted, and fulfilled (e.g., group projects, creative activities, and grants).

Good Performance

Good performance demonstrates acceptable, tangible progress in scholarship or creative activity agenda as shown by the performance indicators below but the weight of evidence suggests that work falls mildly below department standard of excellent.

Performance indicators that may be used to support good ratings:

a. Specific scholarly agenda or creative plan identified, including appropriate timelines and preferred dissemination or display venues.

b. Scholarly and creative projects completed but falls short of department criteria related to the rate of completion or quality of dissemination.

c. Appropriate professional educational opportunities pursued.

d. Involvement with professional organizations that will support scholarly or creative goals.

e. Grants and or contracts developed and submitted to capture external support.

f. Adheres to relevant ethics conventions for scholarly and creative projects.

g. Commitments made and reasonably fulfilled in collaborative activity (e.g., group projects, creative performances, and grants).

Fair Performance

Fair performance demonstrates minor tangible progress toward executing a scholarly and creative agenda. In general, the weight of evidence suggests that scholarly and creative projects are moderately below the department norms. This level of performance offers no immediate support for tenure or promotion but provides evidence of some promise for future productivity. As a result, an improvement plan would be developed by the faculty member, a senior faculty member, and the department chair.

Performance indicators that may be used to support fair ratings:

a. General focus of interest identified, but falls short of production required for positive promotion and tenure decisions.

b. Evidence of some completion of beginning stages of scholarly or artistic process, (e.g., data collection, manuscript outline, artistic plan), but falls short of the production required for positive tenure and promotion decisions.

c. Exploration of possible scholarly collaboration or resource network to help with specific plan.

d. Identification of professional organizations that will support scholarly and creative goals, but not actively involved at this time.

e. Appropriate professional educational opportunities (e.g., licensure, technology training, special educational opportunities) identified.

f. Sources of external support for scholarship or creative activities agenda identified and explored.

g. Erratic performance in collaborative activities (e.g., grants, research collaborations, creative performance) negatively influences project quality.

Poor Performance

Poor performance demonstrates *serious* problems in developing a scholarship or creative agenda. In general, the weight of evidence suggests that scholarly and creative production is well below the department norms. Indicators are inactivity or avoidance, absence of planning, poor time management, problematic collaborative behavior, or ethical challenges. In such circumstances, major remediation efforts may be identified and pursued.

Performance indicators that may be used to support poor ratings:

a. Scholarly agenda or creative plan has not been identified (e.g., central focus of career interest has not materialized).
b. Minimal pursuit of scholarly and creative projects.
c. Avoidance of professional organization involvement that could help disseminate or display faculty work.
d. Failure to pursue expected professional enhancement activities (e.g., licensure, continuing education, technology training).
e. Avoidance of grant exploration or pursuit.
f. Unreliability and problematic collaborative skills harm project completion and quality.

TEEL Statement on Service

The service aspect of a TEEL faculty member's responsibilities is multifaceted, encompassing the University, community, and professional discipline. First, university service embraces membership on departmental, college, and university committees, and involvement in interdisciplinary programs, projects, and task forces. Also, the capable faculty member should seek to extend service to students through counseling, advisement or serving as a faculty mentor to students and student organizations.

Second, community service covers a range of activities, including but not limited to: serving on local or regional committees, conducting workshops and providing expert consultation, serving on school advisory committees, or working with state department personnel.

Third, professional service pertains to serving on editorial review boards of newsletters, journals, and monographs; serving as an expert consultant to other institutions, professional organizations outside the immediate community/region, and other external entities; and serving in leadership roles (e.g., elected officer, board member) for state, national, and international organizations. A professor in TEEL is expected to be active at the local, state, and national level in various professional organizations.

Please note that the performance indicators listed below are intended to be illustrative not exhaustive, and the process of assessing productivity and the relative value of individual products/activities should be attentive to discipline specifics, emerging trends, and new technologies. It is the responsibility of the individual faculty member to provide sufficient context and/or explanation to clarify and justify the qualitative weight that should be afforded to a particular piece of evidence.

Specific Criteria in Service

1. Participates in noncredit continuing education programs both on and off campus.
2. Leads or contributes to continuous improvement activities including those related to accreditation.
3. Plans and leads noncredit workshops, institutes, and discussion groups.

4. Functions as an officer or participates as a member of local, regional, national, or international professional organizations.

5. Leads or serves on departmental, college, and university committees.

6. Assumes a variety of administrative responsibilities relating to both the academic and support services of the University community.

7. Conducts institutional studies.

8. Contributes service to the community that is relevant to the faculty member's role at the university.

9. Consults as requested with government, business, and industry to provide a variety of applications of the faculty member's role at the University.

10. Participates in sponsoring activities of various student clubs, societies and organizations.

SERVICE PERFORMANCE INDICATORS

Distinguished Performance

Distinguished performance demonstrates a consistent and sustained high degree of skill and leadership in service contributions with a notable impact to the professor and the organization that received the service. The performance indicators below build upon those representing excellent performance. In general, the weight of evidence of the faculty service contributions has a significant positive impact on the recipient.

Performance indicators that may be used to support distinguished ratings:

a. Leadership demonstrated in targeted areas of service.

b. Collaboration is skillful and innovative.

c. Committee memberships include leadership roles.

d. Problems solved proactively through contributions. Wide external recognition (for quality of service contributions).

e. Community service, if applicable, provides significant and measurable impact; service provides excellent synergy between the faculty member's area of expertise and the service function.

f. Demonstrated leadership in support of accreditation efforts.

Excellent Performance

Excellent performance demonstrates well developed execution of service contributions as shown by the performance indicators below.

Performance indicators that may be used to support excellent ratings:

a. Scope and effort level meet department criteria.

b. Colleagues view contributions to department as effective.

c. Service agenda well suited to regional comprehensive University mission.

d. Service contributions represent strategic decisions that balance demands from the discipline, department, campus, and community.

e. Potential shown for recognition inside and outside of the university.

f. Active participation in accreditation efforts.

Good Performance

Good performance demonstrates acceptable tangible progress in service contributions but may reflect some minor challenges that interfere with excellent performance. The weight of evidence suggests that work falls mildly below department criteria of excellent.

Performance indicators that may be used to support good ratings:

a. Emerging service agenda reflects reasonable expectation for rank.

b. Selection of service activity expresses understanding of faculty service role in regional comprehensive university.

c. Usually participates actively and constructively in service activity.

d. Usually effective in service as citizen of department.

e. Balance across service obligations is considered appropriate.

f. Community service, if applicable, provided reasonable synergy between the faculty member's area of expertise and the service function.

g. Participation in accreditation efforts.

Fair Performance

Fair performance demonstrates only minor tangible progress in service contributions that can be the result of many factors, including limited pursuit of service or passive participation. In general, the weight of evidence suggests that service is moderately below department norms. Remediation is recommended to assist the faculty member with the service obligations to achieve positive outcomes in the regional comprehensive university context.

Performance indicators that may be used to support fair ratings:

a. Appropriate areas for service identified and explored.

b. Minimal contributions made in service role (e.g., "sits" on committees as compared to active participation).

c. Recognition of service obligation in faculty role shapes consideration.

d. Over-commitment to service spreads faculty time and energy needed to facilitate effectiveness.

Poor Performance

Poor performance demonstrates serious problems in fulfilling appropriate service role for faculty. In general, the weight of evidence suggests that service is well below the department norms. Remediation should be required to help the faculty member develop an appropriate orientation to service in a regional comprehensive university context and strategic plan to accomplish that objective.

Performance indicators that may be used to support poor ratings:

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

b. Significance of the obligation of service in the faculty role in a regional comprehensive university not apparent (e.g., faculty seems resistant or oblivious to service needs).

c. Community service, if applicable, does not in any way provide synergy between the faculty member's area of expertise and the service function.

d. Lack of participation in accreditation efforts.

SUSTAINED PERFORMANCE EVALUATION

Sustained Performance Evaluations (SPE) will be conducted based upon the guidance provided within Article 11.3.c5 of the Collective Bargaining Agreement. Consistent with this document and in accordance with the TEEL standard for tenure candidates who meet the requirement for SPE will be reviewed six years after their attainment of tenure or six years after their promotion to Associate or Full Professor. Consistent with the direction of the CBA, the candidate will develop an SPE Portfolio following university guidelines.