AGENDA

THE UNIVERSITY OF WEST FLORIDA
BOARD OF TRUSTEES

Academic Affairs Committee Meeting
May 25, 2017

University of West Florida Conference Center, Bldg. 22
11000 University Parkway, Pensacola, FL 32514

Call to Order/Roll Call. .................................................. Jay Patel, Chair

Greeting ................................................................. Jay Patel

Action Items:

1. Approval of Amendment to UWF/REG 3.031 Grading Information
2. Approval of Amendment to UWF/REG 3.040 Textbook Adoption
3. Approval of Tenure

Information Items:

Other Committee Business:

Adjournment
Action Item

UWF Board of Trustees Meeting
Academic Affairs Committee
May 25, 2017

Issue: UWF/REG-3.031 Grading Information

Proposed action: Approve amendments to UWF/REG-3.031 Grading Information

Background information:
The proposed amendments are requested to ensure consistency and alignment with current grading information practices. Grading symbols in the regulation are being updated to conform to current practices. The symbol or abbreviation “WF” (withdrawn/failing) is being removed and “NF” (non-attending/failure) is being added. This change was developed in 2014 primarily for the Financial Aid return to Title IV processes. The “NF” grade is assigned to students who have ceased attending class, but who have not officially withdrawn. If the student completed enough work before ceasing to attend to be assigned a grade value greater than “F” then the faculty member will assign the appropriate grade. However, where the student did not successfully complete the course due to non-attendance (non-participation for online courses), he or she will receive a grade of “NF.” Grades of NF count 0 grade point hours in the GPA. The “NF” grade replaced “WF” because it reflects students that stop attending, but did not withdraw. Also, titles and descriptions were added to grade and symbol charts to improve clarity and the grading symbols and associated definitions were also updated.

Regulation Adoption Procedural History: The notice of proposed adoption of UWF/REG 3.031 was posted to the BOT website on May 4, 2017 and comment was invited. The notice was also published in the May 11, 2017 edition of @UWF and comment was invited. The required 30 day notice period for the proposed regulation will end on June 11, 2017.

Recommendation: Approve amendments to UWF/REG-3.031 Grading Information as set forth in the supporting documentation

Implementation Plan: Effective immediately upon BOT action.

Fiscal Implications: None.

Supporting document: UWF/REG-3.031 Grading Information Notice with Proposed Amendments

Prepared by: Anita Schonberger, Deputy General Counsel, Office of the General Counsel, aschonberger@uwf.edu, 850-474-3420.

Facilitator/Presenter: Dr. Joffery Gaymon, Associate Vice President for Enrollment Affairs
REGULATION TITLE: UWF/REG-3.031 Grading Information

SUMMARY: Updated grading symbols, by removing “WF” (withdrawn/failing) and adding “NF” (non-attending/failure). Adding titles and descriptions to grade and symbol charts to improve clarity.

AUTHORITY: BOG Regulation 1.001(3),(4)

NAME OF UNIVERSITY OFFICIAL INITIATING PROPOSED REGULATION AMENDMENT: Ms. Kelley Brundage, University Registrar

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION IS: Anita Schonberger, Deputy General Counsel, aschonberger@uwf.edu, Phone (850) 474-3420; FAX (850) 474-2203; Bld. 10/Rm 122; 11000 University Parkway; Pensacola, FL 32514-5750. Any comments regarding the proposed regulation amendment must be sent in writing to the contact person on or before May 26, 2017 to receive full consideration.

THE DATE THIS NOTICE WAS POSTED ON THE UWF BOARD OF TRUSTEES WEBSITE: May 4, 2017 and was posted in @UWF on Thursday, May 11, 2017.

THE FULL TEXT OF THE PROPOSED AMENDMENT TO THIS REGULATION IS SET FORTH BELOW:
University of West Florida Regulation  
UWF/REG 3.031 Grading Information

(1) The following table represents the numerical equivalents for course letter grades for calculation of a student’s grade point average (GPA).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Outstanding</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>Above Average</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Above Average</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>Average</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>Below Average</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0.00</td>
</tr>
<tr>
<td>NF</td>
<td>(non-attending/failure)</td>
<td>0.00</td>
</tr>
<tr>
<td>WF</td>
<td>(Withdrawn/Failing)</td>
<td>0.00</td>
</tr>
</tbody>
</table>

(2) The following table displays the definitions of additional course grades and transcript symbols. These grades are not included when GPA is computed:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR</td>
<td>Withdrawal with partial refund of fees</td>
</tr>
<tr>
<td>TR</td>
<td>Withdrawal with full refund of fees</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>X</td>
<td>Audit</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>I*</td>
<td>Late Grade</td>
</tr>
<tr>
<td>G</td>
<td>Deferred (graduate thesis and dissertation only)</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>±</td>
<td>Withdrawn (W or WF not yet reported)</td>
</tr>
<tr>
<td>CR</td>
<td>Credit Awarded-Accelerated Methods</td>
</tr>
<tr>
<td>G</td>
<td>Deferred Grade (thesis and dissertation only)</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>I*</td>
<td>Grade Not Reported</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>----</td>
<td>--------------</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>AW</td>
<td>Academic Withdrawal</td>
</tr>
<tr>
<td>TR</td>
<td>Withdrawal with full refund of fees</td>
</tr>
<tr>
<td>WR</td>
<td>Withdrawal with partial refund of fees</td>
</tr>
<tr>
<td>X</td>
<td>Audit</td>
</tr>
<tr>
<td>XX</td>
<td>No Grade</td>
</tr>
<tr>
<td>*</td>
<td>Withdrawn (W or WF not yet reported)</td>
</tr>
</tbody>
</table>

(3) In computation of the required GPA for academic standing and conferral of a degree, the total number of quality points (grade points multiplied by course semester hour credits) is divided by the total number of semester hours for which letter grades are received (per the table in paragraph (1)). All academic requirements tied to a specific letter grade average should be interpreted to mean the numerical average associated with a specific letter grade. Hence, where “C average or better” is required, this is interpreted as “2.0 average or better.”

(4) Student teaching, practica, and special courses are graded on a Satisfactory/Unsatisfactory “S/U” basis.

(5) With the approval of the student’s assigned advisor, undergraduate students may take selected courses on a Pass/Fail (P/F) basis. The Pass/Fail option may not be used for any University or departmentally required courses.

(6) Course work completed in any student classification (including non-degree) will be included in the student’s undergraduate or graduate GPA as determined by the level of the course.

Issue: University Regulation: UWF/REG-3.040 Textbook Adoption

Proposed action: Amend UWF Regulation 3.040 Textbook Adoption

SUMMARY: Requesting amendments to UWF Regulation 3.040 Textbook Adoption to align with changes in Board of Governors Regulation 8.003 and Section 1004.085, Florida Statutes. The proposed changes to this regulation provide the following:

- Revises provisions to include instructional materials and recommended textbooks;
- Requires a cost-benefit analyses relating to selection of textbooks and instructional materials to obtain the highest-quality product at the lowest available price;
- Modifies the textbook adoption procedures to comport with statutory requirements;
- Requires identification of course sections with a wide variance in the costs of, and frequency of, changes in the selection of, textbooks and instructional materials for general education courses;
- Requires consultation with school districts to identify practices that impact the cost of dual enrollment courses; and
- Delegates to the Office of the Provost authority to implement additional policies in furtherance of textbook affordability goals.

Regulation Amendment History: The notice of proposed regulation amendment for UWF/REG 3.040 was posted on the BOT regulation development website on May 15, 2017, and comment was invited. The notice was also published in a May 15, 2017 edition of @UWF and comment was invited. The required 30 day notice period for the proposed regulation will end on June 14, 2017.

Recommendation: Approve amendments to Amend UWF/REG-3.040 Textbook Adoption as set forth in the supporting documentation

Implementation Plan: Effective immediately upon BOT action

Fiscal Implications: Indeterminable at this time

Supporting documents:
1. Notice of Proposed Regulation Amendment with Proposed Text of UWF Regulation 3.040;
2. Florida Statute Section 1004.085;
3. BOG Regulation 8.003.

Prepared by: James Felder, Interim General Counsel, Office of the General Counsel, 850-474-3419

Facilitator/Presenter: Dr. Jay Clune, Interim Vice Provost, Office of the Provost
UNIVERSITY OF WEST FLORIDA
NOTICE OF PROPOSED AMENDMENT TO REGULATION

REGULATION TITLE: UWF/REG-3.040 Textbook Adoption

SUMMARY: The proposed changes to this regulation are to conform UWF regulation with the revisions to the Board of Governors regulation on Textbook and Instructional Materials Affordability. Specifically, the proposed amendment encompasses both textbooks and other instructional materials, creates an earlier materials adoption deadline prior to the start of the term and adds a requirement that the UWF Board of Trustees provide an annual report on materials adoption and costs to the Chancellor of the State University System.

AUTHORITY: Board of Governors Regulations 1.001 and 8.003; Section 1004.085 of the Florida Statutes.

NAME OF UNIVERSITY OFFICIAL INITIATING PROPOSED REGULATION AMENDMENT:
Dr. George Ellenberg, Interim Provost

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION IS: James Felder, Interim General Counsel, jfelder@uwf.edu, Phone (850) 474-3420; FAX (850) 857-6058; Bld. 10, 11000 University Parkway; Pensacola, FL 32514-5750. Comments regarding the proposed regulation amendment must be sent in writing to the contact person on or before May 29, 2017 to receive full consideration.

THE DATE THIS NOTICE WAS POSTED ON THE UWF BOARD OF TRUSTEES REGULATION WEBSITE: May 15, 2017

THE DATE THIS AMENDMENT NOTICE WAS PUBLISHED IN “@UWF”: May 15, 2017

THE FULL TEXT OF THE PROPOSED AMENDMENT TO THIS REGULATION IS SET FORTH BELOW:
UWF/REG 3.040 Textbook and Instructional Materials Affordability

1. **Purpose.** The Board of Trustees of The University of West Florida establishes the following regulation for minimizing the cost of textbooks to students while maintaining the quality of their educational experience and continuing to ensure academic freedom.

2. **Selection of Textbooks and Instructional Materials.** Textbooks and instructional materials shall be adopted by the University through cost-benefit analyses that enable students to obtain the highest-quality product at the lowest available price, by considering:
   a. Purchasing digital textbooks in bulk;
   b. Expanding the use of open-access or Open Education Resources and instructional materials;
   c. Rental options;
   d. Affordable digital textbooks and learning objects;
   e. Mechanisms for assisting students in buying, renting, selling, and sharing textbooks and instructional materials;
   f. The length and time that textbooks and instructional materials will remain in use; An evaluation of the cost savings for textbooks and instructional materials which students may realize if they are able to exercise opt-in provisions for the purchase of the materials; and
   g. The use of innovative pricing techniques and payment options for textbooks and instructional materials in consultation with providers including bookstores. The pricing techniques and payment options must include an opt-in provision for students and may be approved only if there is documented evidence that the options reduce the cost of the textbooks and instructional materials.

3. **Selection Procedures.**
   a. **Selection Deadline and Exceptions to Deadline.** The Office of the Provost shall establish textbook and instructional material adoption procedures providing that textbooks and other instructional materials shall be adopted no later than forty-five (45) to the first day of classes to allow sufficient time for the University Bookstore to work with publishers to confirm availability of the requested materials, source lower cost options, explore alternatives with faculty, and maximize the availability of used text books and instructional materials. Requests for an exception to the compliance deadline shall be submitted in writing to the Office of the Provost in accordance with the established textbook and instructional material adoption procedures and shall provide a reasonable justification for an exception. For courses added after the notification deadline or when an extension is granted, textbook information shall be posted immediately as such information becomes available. However, no exceptions shall be granted less than forty-five (45) days prior to the first day of class for each semester.

   b. **Bookstore Notification.** Each instructor must provide the University bookstore with textbook and instructional material selection information for each course he/she has been assigned to teach as early as reasonably possible but no later than the deadlines established in this regulation. Such information must include:
      i. notification that no textbook or instructional materials will be required or recommended for the course, if applicable; or
      ii. sufficient information detailing any and all textbooks and instructional material that the instructor will require students and/or recommend to students who are enrolled in the course to purchase;
      iii. a statement of the intent of the course instructor, or academic department offering the course, to use, during the term of the course, all instructional materials that the instructor is requiring students enrolled in the course to obtain, including each individual item sold as a part of a
bundled package, unless the individual items from the bundled package would cost more, if purchased separately, than the package as a whole; and

iv. if the course instructor, or academic department offering the course, is selecting a new edition of a textbook or instructional material, a statement reflecting the determination by the course instructor or academic department of the extent to which the new edition differs significantly and substantively from earlier versions and the value to the student of changing to a new edition or the extent to which previous editions are acceptable and if open-access textbooks or instructional materials are available.

4. **Posting Requirements.** The University shall post prominently in the course registration system and on applicable website(s), as early as is feasible, but at least 45 days before the first day of class for each semester, a hyperlink to lists of required and recommended textbooks and instructional materials for at least 95 percent of all courses and course sections offered at the institution during the upcoming term. The Office of the Provost shall determine compliance with this requirement no later than forty-five (45) days prior to the first day of classes for each semester. A course added less than forty-five (45) days prior to the first day of classes is exempt from this notification requirement. The posted list shall include the following information for each required textbook:

a. the International Standard Book Number (ISBN); or

b. Other identifying information which shall include, at a minimum:

i. the title;

ii. all authors listed;

iii. publisher[s] and edition number;

iv. copyright date;

v. published date; and

vi. other relevant information necessary to identify the specific textbook required for each course.

5. **Financial Aid.** The Director of Student Financial Aid or designee shall publish on the University website the procedure through which students who cannot otherwise afford the cost of a textbook can obtain a textbook, including consideration of the extent to which an open-access textbook may be used, and shall publish on the University website the procedure through which students can obtain required textbooks prior to receipt of their financial aid distribution, when necessary.

6. **Consultations.** The Office of the Provost shall consult with school districts for which there are articulation agreements in place to help identify practices that impact the cost of dual enrollment textbooks and instructional materials to these districts, including, but not limited to, the length of time that textbooks and instructional materials remain in use.

7. **Semester Review.** Each semester, the cost of required and recommended textbooks and instructional materials by course and course section for all general education courses shall be examined to:

a. identify any variance in the cost among different sections of the same course;

b. identify the percentage of textbooks and instructional materials that remain in use for more than one term;

c. submission of a list of courses that have a wide variance in costs among sections or that have frequent changes in textbook;

d. compile a list of courses that have a wide cost variance in costs among sections or that have frequent changes in textbook and instructional materials for review by the appropriate academic department chair.

8. **Prohibitions.** No employee of The University of West Florida may demand or receive any payment, loan, subscription, advance, deposit of money, service, or anything of value, present or promised, in exchange for requiring students to make specific purchases. However, subject to the requirements of
the Florida Code of Ethics for Public Officers and Employees and both the outside activity requirements and conflict of interest restrictions set forth in the university’s regulations, policies, and in collective bargaining agreements, an employee may receive:

a. Sample or instructor copies of textbooks or other instructional resources. These materials cannot be sold if they are identified as samples and not for sale;
b. Royalties or other compensation from the sales of textbooks that include the instructor’s own writing or work;
c. Honoraria for academic peer review of course materials;
d. Fees resulting from activities such as reviewing, critiquing, or preparing support materials for textbooks; and
e. Training in the use of course materials and learning technologies.

9. Reporting. The UWF Board of Trustees shall provide a report, by September 30 of each year, to the Chancellor of the State University System, in a format determined by the Chancellor, that details:

a. The selection process for general education courses with a wide cost variance and high enrollment courses;
b. Specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials;
c. Policies implemented regarding the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class;
d. The number of courses and course sections that were not able to meet the posting deadline for the previous academic year; and
e. Any additional information determined by the Chancellor.

Specific Authority: Florida Board of Governors Regulations 1.001, 8.003; Section 1004.085, Florida Statutes. History–New 6-4-2010; Amended 9/17/10, Amended ____________, 2017.
UWF/REG 3.040 Textbook Adoption

The Board of Trustees of The University of West Florida establishes the following procedures for minimizing the cost of textbooks to students while maintaining the quality of their educational experience and continuing to ensure academic freedom.

1. Course instructors shall adopt textbooks for their courses by sending a completed Textbook Adoption Form to the University Textbook Manager. Textbook adoption forms should be sent to the University Textbook Manager as soon as the instructor knows which textbooks he or she will assign to courses. Bookstore adoption due dates, which are set in order to provide sufficient time for the University Bookstore to work with publishers to confirm availability of the requested materials and to ensure maximum availability of used books, should be followed whenever possible. However, textbooks adoption forms must be sent to the University Textbook manager no later than forty-five (45) days prior to the first day of classes.

2. Textbook adoption forms for courses which are added, or where the course instructor was changed or assigned, after the forty-five (45) day deadline shall be adopted as soon as is feasible but in any event not less than 30 days prior to the first day of classes for each term. Course instructors shall make a copy of the Textbook Adoption Form and shall provide the copy to his or her Chair with the following additional information, as applicable:
   a. The Instructor’s confirmation that all textbooks and instructional items adopted will be used, including items sold as part of a bundled package;
   b. If a prior edition of a textbook is available, the Instructor shall provide a statement indicating the extent to which the new edition differs significantly and substantively from earlier versions, and shall document the value of changing to a new edition; and
   c. The extent to which an open-access textbook may exist and be used.

3. Any request for an exception to the deadlines specified in paragraph 2 of this regulation, for instance, in situations where the course or instructor was added or assigned within the 30-day period, shall be submitted in writing to the Office of the Provost prior to the deadline. The request shall be accompanied with a reasonable justification for an exception. When an extension is granted, textbook information shall be posted to the University’s website immediately as such information becomes available.

4. The textbook listings shall include the following information:
   a. the International Standard Book Number (ISBN); or
   b. Other identifying information which shall include, at a minimum:
      i. The title;
      ii. all authors listed;
      iii. publisher[s] and edition number;
      iv. copyright date;
      v. published date; and
      vi. other relevant information necessary to identify the specific textbook required for each course.

5. A list of each required textbook for each course offering for the upcoming term shall be posted on the University’s website no later than thirty (30) days prior to the first day of
classes for each term.

6. The Director of Student Financial Aid or designee shall publish on the University web site the procedure through which students who cannot otherwise afford the cost of a textbook can obtain a textbook, including consideration of the extent to which an open-access textbook may be used, and shall publish on the University website the procedure through which students can obtain required textbooks prior to receipt of their financial aid distribution, when necessary.

7. Course instructors and academic departments are encouraged to participate in the development, adaptation, and review of open-access textbooks and, in particular, open-access textbooks for high-demand general education courses.

8. No employee of The University of West Florida may demand or receive any payment, loan, subscription, advance, deposit of money, service, or anything of value, present or promised, in exchange for requiring students to make specific purchases. However, subject to the requirements of the Florida Code of Ethics for Public Officers and Employees and both the outside activity requirements and conflict of interest restrictions set forth in the university’s regulations, policies, and in collective bargaining agreements, an employee may receive:

   a. Sample or instructor copies of textbooks or other instructional resources. These materials cannot be sold if they are identified as samples and not for sale;
   b. Royalties or other compensation from the sales of textbooks that include the instructor’s own writing or work;
   c. Honoraria for academic peer review of course materials;
   d. Fees resulting from activities such as reviewing, critiquing, or preparing support materials for textbooks; and
   e. Training in the use of course materials and learning technologies.

Specific Authority: Florida Board of Governors Regulations 1.001, 8.003; Section 1001.74, Florida Statutes. History—New 6-4-2010; Amended 9/17/10.
1004.085. Textbook and instructional materials affordability, FL ST § 1004.085

West's F.S.A. § 1004.085

1004.085. Textbook and instructional materials affordability

Effective: July 1, 2016

Currentness

(1) As used in this section, the term “instructional materials” means educational materials for use within a course which may be available in printed or digital format.

(2) An employee of a Florida College System institution or state university may not demand or receive any payment, loan, subscription, advance, deposit of money, service, or anything of value, present or promised, in exchange for requiring students to purchase a specific textbook or instructional material for coursework or instruction.

(3) An employee may receive:

(a) Sample copies, instructor copies, or instructional materials. These materials may not be sold for any type of compensation if they are specifically marked as free samples not for resale.

(b) Royalties or other compensation from sales of textbooks or instructional materials that include the instructor's own writing or work.

(c) Honoraria for academic peer review of course materials.

(d) Fees associated with activities such as reviewing, critiquing, or preparing support materials for textbooks or instructional materials pursuant to guidelines adopted by the State Board of Education or the Board of Governors.

(e) Training in the use of course materials and learning technologies.

(4) Each Florida College System institution and state university board of trustees shall, each semester, examine the cost of textbooks and instructional materials by course and course section for all general education courses offered at the institution to identify any variance in the cost of textbooks and instructional materials among different sections of the same course and the percentage of textbooks and instructional materials that remain in use for more than one term. Courses that have a wide variance in costs among sections or that have frequent changes in textbook and instructional materials selections shall be identified and a list of such courses sent to the appropriate academic department chair for
review. This subsection is repealed July 1, 2018, unless reviewed and saved from repeal through reenactment by the Legislature.

(5) Each Florida College System institution and state university board of trustees is authorized to adopt policies in consultation with providers, including bookstores, which allow for the use of innovative pricing techniques and payment options for textbooks and instructional materials. Such policies may include bulk pricing arrangements that enable students to purchase course materials or texts that are delivered digitally; delivered through other technologies that are, or the licenses of which are, required for use within a course; or delivered in a print format. Innovative pricing techniques and payment options must include an opt-in provision for students and may be approved only if there is documented evidence that the options reduce the cost of textbooks and instructional materials for students taking a course.

(6) Each Florida College System institution and state university shall post prominently in the course registration system and on its website, as early as is feasible, but at least 45 days before the first day of class for each term, a hyperlink to lists of required and recommended textbooks and instructional materials for at least 95 percent of all courses and course sections offered at the institution during the upcoming term. The lists must include the International Standard Book Number (ISBN) for each required and recommended textbook and instructional material or other identifying information, which must include, at a minimum, all of the following: the title, all authors listed, publishers, edition number, copyright date, published date, and other relevant information necessary to identify the specific textbooks or instructional materials required and recommended for each course. The State Board of Education and the Board of Governors shall include in the policies, procedures, and guidelines adopted under subsection (7) certain limited exceptions to this notification requirement for classes added after the notification deadline.

(7) After receiving input from students, faculty, bookstores, and publishers, the State Board of Education and the Board of Governors each shall adopt textbook and instructional materials affordability policies, procedures, and guidelines for implementation by Florida College System institutions and state universities, respectively, that further efforts to minimize the cost of textbooks and instructional materials for students attending such institutions while maintaining the quality of education and academic freedom. The policies, procedures, and guidelines shall address:

(a) The establishment of deadlines for an instructor or department to notify the bookstore of required and recommended textbooks and instructional materials so that the bookstore may verify availability, source lower cost options when practicable, explore alternatives with faculty when academically appropriate, and maximize the availability of used textbooks and instructional materials.

(b) Confirmation by the course instructor or academic department offering the course, before the textbook or instructional materials adoption is finalized, of the intent to use all items ordered, particularly each individual item sold as part of a bundled package.

(c) Determination by a course instructor or the academic department offering the course, before a textbook or instructional material is adopted, of the extent to which a new edition differs significantly and substantively from earlier versions and the value to the student of changing to a new edition or the extent to which an open-access textbook or instructional material is available.
(d) The availability of required and recommended textbooks and instructional materials to students otherwise unable to afford the cost, including consideration of the extent to which an open-access textbook or instructional material may be used.

(e) Participation by course instructors and academic departments in the development, adaptation, and review of open-access textbooks and instructional materials and, in particular, open-access textbooks and instructional materials for high-demand general education courses.

(f) Consultation with school districts to identify practices that impact the cost of dual enrollment textbooks and instructional materials to school districts, including, but not limited to, the length of time that textbooks and instructional materials remain in use.

(g) Selection of textbooks and instructional materials through cost-benefit analyses that enable students to obtain the highest-quality product at the lowest available price, by considering:

1. Purchasing digital textbooks in bulk.

2. Expanding the use of open-access textbooks and instructional materials.

3. Providing rental options for textbooks and instructional materials.

4. Increasing the availability and use of affordable digital textbooks and learning objects.

5. Developing mechanisms to assist in buying, renting, selling, and sharing textbooks and instructional materials.

6. The length of time that textbooks and instructional materials remain in use.

7. An evaluation of cost savings for textbooks and instructional materials which a student may realize if individual students are able to exercise opt-in provisions for the purchase of the materials.

(8) The board of trustees of each Florida College System institution and state university shall report, by September 30 of each year, beginning in 2016, to the Chancellor of the Florida College System or the Chancellor of the State University System, as applicable, the textbook and instructional materials selection process for general education courses with a wide cost variance identified pursuant to subsection (4) and high-enrollment courses; specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials; policies implemented in accordance with subsection (6); the number of courses and course sections that were not able to meet the textbook and instructional materials posting deadline for the previous academic year; and any additional information determined by the chancellors. By November 1 of each year, beginning in 2016, each chancellor shall provide a summary of the information provided by institutions to the State Board of Education and the Board of Governors, as applicable.
Credits

West's F. S. A. § 1004.085, FL ST § 1004.085
Current with chapters from the 2017 First Regular Session of the 25th Legislature in effect through May 1, 2017.
8.003  Textbook and Instructional Materials Affordability

(1) Each university board of trustees shall adopt a regulation that establishes textbook and instructional materials affordability policies to minimize the cost of required or recommended textbooks and instructional materials for students while maintaining the quality of education and academic freedom. The regulation shall provide for the following:
   (a) Selection of textbooks and instructional materials through cost-benefit analyses that enable students to obtain the highest-quality product at the lowest available price, by considering:
      1. Purchasing digital textbooks in bulk;
      2. Expanding the use of open-access textbooks and instructional materials;
      3. Providing rental options for textbooks and instructional materials;
      4. Increasing the availability and use of affordable digital textbooks and learning objects;
      5. Developing mechanisms to assist in buying, renting, selling, and sharing textbooks and instructional materials;
      6. The length of time that textbooks and instructional materials remain in use;
      7. An evaluation of cost savings for textbooks and instructional materials which a student may realize if individual students are able to exercise opt-in provisions for the purchase of the materials.
   (b) The use of innovative pricing techniques and payment options for textbooks and instructional materials in consultation with providers including bookstores. The pricing techniques and payment options must include an opt-in provision for students and may be approved only if there is documented evidence that the options reduce the cost of the textbooks and instructional materials.
   (c) A deadline for the selection of textbooks and instructional materials each term that shall provide sufficient lead time for bookstores to confirm availability, source lower cost options, explore alternatives with faculty, and maximize the availability of used textbooks and instructional materials.
   (d) A procedure to document the intent of the course instructor or the academic department offering the course to use all items ordered, including each individual item sold as part of a bundled package, before the selection is finalized.
   (e) A determination by the course instructor or academic department offering the course, before a textbook or instructional material is selected, of the extent to
which a new edition differs significantly and substantively from earlier versions and the value to the student of changing to a new edition or the extent to which an open-access textbook or instructional material is available.

(f) A procedure(s) to make required and recommended textbooks and instructional materials for each course offering available to students who otherwise cannot afford the cost of the textbook including consideration of the extent to which an open-access textbook or instructional material may be used.

(g) A procedure(s) by which students can obtain required textbooks and instructional materials prior to receipt of their financial aid distribution, when necessary.

(h) A deadline for posting a hyperlink to lists of required and recommended textbooks and instructional materials for at least 95 percent of all courses and course sections offered for the upcoming term in the university’s course registration system and on the university’s website. The designated university official shall determine compliance with this requirement no later than forty-five (45) days prior to the first day of classes for each term. Any request for an exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement. The posted list shall include the following information for each required and recommended textbook and instructional materials:

1. the International Standard Book Number (ISBN); or
2. other identifying information which shall include, at a minimum:
   a. all authors listed,
   b. publisher,
   c. edition number,
   d. copyright date,
   e. published date, and
   f. other relevant information necessary to identify the specific textbook or instructional materials required and recommended for each course.

(i) Consultation with school districts to identify practices that impact the cost of dual enrollment textbooks and instructional materials to school districts, including, but not limited to, the length of time that textbooks and instructional materials remain in use.

(j) Examination, each semester, of the cost of required and recommended textbooks and instructional materials by course and course section for all general education courses identifying any variance in the cost among different sections of the same course; identification of the percentage of textbooks and instructional materials that remain in use for more than one term; submission of a list of courses that have a wide variance in costs among sections or that have frequent changes in textbook and instructional materials to the appropriate academic department chair for review.
(2) No employee of a state university may demand or receive any payment, loan, subscription, advance, deposit of money, service, or anything of value, present or promised, in exchange for requiring students to purchase a specific textbook or instructional materials for coursework or instruction. However, an employee may receive, subject to the requirements of the Florida Code of Ethics for Public Officers and Employees and the outside activity and conflict of interest requirements set forth in university regulations and collective bargaining agreements:

(a) Sample copies, instructor copies, or instructional materials. These materials may not be sold for any type of compensation if they are specifically marked as free samples not for resale.

(b) Royalties or other compensation from sales of textbooks or instructional materials that include the instructor’s own writing or work.

(c) Honoraria for academic peer review of course materials.

(d) Fee associated with activities such as reviewing, critiquing, or preparing support materials for textbooks or instructional materials.

(e) Training in the use of course materials and learning technologies.

(3) Each university board of trustees shall provide a report, by September 30 of each year, to the Chancellor of the State University System, in a format determined by the Chancellor, that details:

(a) The selection process for general education courses with a wide cost variance and high enrollment courses;

(b) Specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials;

(c) Policies implemented regarding the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class;

(d) The number of courses and course sections that were not able to meet the posting deadline for the previous academic year; and

(e) Any additional information determined by the Chancellor.

The Chancellor will report to the Board of Governors a summary of the State University System’s initiatives and efforts addressing textbook and instructional materials affordability by November 1 of each year.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 03-26-09, Amended 11-03-16.
Issue/Agenda Recommendation: Tenure

Proposed Action: Approve

Background Information:

The University of West Florida Board of Trustees tenure approval procedure contemplates that the Board of Trustees award tenure based on the President’s recommendation. The University’s current collective bargaining agreement with the faculty also requires that tenure be awarded by the Board following the specified process.

The procedure reads as follows:

*BOT Tenure Approval Process*

- The UWF BOT considers all nominations for tenure at its (June) meeting. Tenure nominations as a condition of employment will be considered as needed.

- The University President submits to the BOT a list of those faculty nominated for tenure for approval by the BOT. The President’s transmittal certifies that each nominee has met the requirements necessary to be granted tenure and will continue to contribute to the University. Any request for tenure as a condition of employment also includes a statement justifying the special circumstances including a brief summary of the nominee’s academic credentials.

**Thirteen** individuals were nominated for tenure having fulfilled all necessary requirements. These faculty were nominated for approval in accordance with the requirements of the tenure approval procedure. This recommendation constitutes the President’s certification concerning the nominee in accordance therewith.

The faculty being recommended for Tenure are as follows:
<table>
<thead>
<tr>
<th>College of Arts, Social Sciences and Humanities</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thomas Asmuth, Assistant Professor</td>
<td>Art</td>
</tr>
<tr>
<td>2. Ying Huang, Assistant Professor</td>
<td>Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Business</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. John Batchelor, Assistant Professor</td>
<td>Management and MIS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Education and Professional Studies</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Christopher Cotten, Assistant Professor</td>
<td>Social Work</td>
</tr>
<tr>
<td>5. Trudi Gaines, Assistant Professor</td>
<td>Teacher Education and Educational Leadership</td>
</tr>
<tr>
<td>6. Susan James, Assistant Professor</td>
<td>Teacher Education and Educational Leadership</td>
</tr>
<tr>
<td>7. Melinda Lewis, Assistant Professor</td>
<td>Social Work</td>
</tr>
<tr>
<td>8. Giang-Nguyen Nguyen, Assistant Professor</td>
<td>Teacher Education and Educational Leadership</td>
</tr>
<tr>
<td>9. Jamie Snyder, Assistant Professor</td>
<td>Criminology and Criminal Justice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usha Kundu, MD College of Health</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Angela Blackburn, Assistant Professor</td>
<td>Nursing</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Hal Marcus College of Science and Engineering</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Bhuvaneswari Ramachandran, Asst. Professor</td>
<td>Engineering</td>
</tr>
<tr>
<td>12. Dallas Snider, Assistant Professor</td>
<td>Computer Science</td>
</tr>
<tr>
<td>13. Aaron Wade, Assistant Professor</td>
<td>Physics</td>
</tr>
</tbody>
</table>

Implementation Plan: Tenure grant to be effective August 8, 2017.

Fiscal Implications: None

Supporting documents:

2016-17 Tenure and Promotion Criteria
http://uwf.edu/aadocs/bot/2016-17_Tenure_Promotion_Criteria.pdf

Prepared by: George Ellenberg, Interim Provost
gellenberg@uwf.edu, 474-2035

Presented by: George Ellenberg, Interim Provost
Division of Academic Affairs

Policies and Procedures for:

Tenure
Promotion
Annual Evaluation
Sustained Performance Evaluation

2016-2017

Part I: Framework for Decisions
Part II: Administrative Guidelines
ANNUAL EVALUATION, TENURE, AND PROMOTION POLICY

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7. Promotion and tenure review calendar

D. Special Considerations
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2. Enhanced department requirements
3. Changing department standards
4. Early review considerations
5. Joint appointment

E. Suggested ordering of materials in promotion and tenure dossiers
1. Format, scope, and custody of dossier materials
2. Order of dossier materials

F. Annual Evaluation procedures
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2. Materials
   a. Faculty prepared materials
   b. Student evaluation data
3. Order of materials for annual evaluation file
4. Chair’s review
5. Faculty rebuttal
6. Dean’s review
7. Provost’s Review
8. Review calendar

G. Sustained Performance Evaluation
1. Process
2. Steps of the SPE Process for Faculty Members
3. Steps of the SPE Process for Librarians
4. Dossier for Sustained Performance Evaluation
5. Performance Improvement Plan
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APPENDICES

A. Guidelines for Departmental Annual Performance Indicators

B. Evaluation Form for Department Colleague Review for Nominees Being Considered for Promotion

C. Evaluation Form for Department Colleague Review for Nominees Being Considered for Tenure

D. Secret Ballot by Tenured Members of Department for Nominees Being Considered for Tenure
PART I. FRAMEWORK FOR DECISIONS

A. DEFINITION OF TERMS

1. “Regional Comprehensive University”

Henderson (2007) elaborated the following unique features of the regional comprehensive university. Such institutions

- democratize education, making a college education broadly available to students with diverse preparation and motivation;
- focus specific attention on meeting the workforce needs of the region;
- emphasize the importance of effective teaching over research productivity;
- range from medium to large in size;
- concentrate on undergraduate education but offer selected graduate courses at the master’s level and a limited number of doctorates;
- are primarily supported through state funding and tuition.

The term “comprehensive” does not imply that the university will offer every conceivable university program, but instead connotes that the university is multi-purpose and selective in its goals. As such, faculty roles can be diverse in the regional comprehensive university, including those entirely committed to teaching and others whose primary focus is research. However, the majority of faculty will strive to balance commitments across teaching, scholarly and creative projects, and service in accordance with their departments’ mission.

2. Compliance Levels

When describing procedures and requirements, this policy document uses the verbs must, should, and may. The meanings follow:

a. Must implies that the department must comply in all cases, without exception.

b. Should implies a presumptive requirement, and the department is expected to comply in all cases. However, when “should” is used, the department may, in certain limited circumstances, deviate from the requirement. Deviations should be the exception, not the rule, and should be justified by the department during the review process.

c. May indicates a polite suggestion that departments are encouraged to address, if appropriate.

---

3. Criteria and Performance Indicators

a. “University tenure and promotion criteria” addresses expectations about aspects of performance for major personnel decisions that are common across departments and programs.

b. “Department tenure and promotion criteria” refers to the expectations departments develop for purposes of tenure and promotion decisions.

c. “Department annual evaluation performance indicators” describes how departments adapt university criteria to fit their disciplines. Performance indicators reflect activities that faculty must have actually accomplished so that personnel committees can fairly evaluate whether a candidate satisfies the university and department expectations. These indicators might also be viewed as outcome measures, as they capture the outcomes that are expected for achieving a given performance rating.

4. Categories of Performance

These adjectives are ordinal rankings of the department annual evaluation performance criteria: distinguished, excellent, good, fair, poor. Departments must use performance criteria that reflect the same ordinal scale and the same adjectives to depict that scale.

Distinguished performance clearly exceeds department expectations for excellence.

Excellent performance is defined as meeting department expectations; no major areas of weakness exist.

Good performance indicates 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 performance suggests 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 performance is characterized as having 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.
B. TENURE AND PROMOTION CRITERIA

1. University Criteria for Tenure and Promotion

This section describes the university criteria for promotion and tenure for regular, full-time, tenure earning faculty.

Reflecting the mission of UWF as a regional comprehensive university, the university criteria emphasize teaching relative to scholarship/creative projects and service. A minimum of excellent teaching performance is required in all promotion and all tenure and promotion decisions. Favorable promotion decisions also require excellent performance in scholarship/creative projects and service for promotion decisions. However, faculty need not achieve excellent ratings in all three areas to achieve tenure. As shown in Table 1, good ratings in either service or scholarship/creative projects, combined with an excellent or distinguished rating in the other area and excellent or distinguished rating in teaching, should result in a favorable tenure decision. Except in unusual circumstances (e.g., egregious ethical violation), if faculty members meet the criteria described above, they should receive favorable decisions, but the meeting of such criteria cannot be construed as a guarantee of either tenure or promotion.

Table 1. University Criteria for Tenure and Promotion Decisions

<table>
<thead>
<tr>
<th>Personnel Decision</th>
<th>Teaching</th>
<th>Scholarship and Creative Projects</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure</td>
<td>Excellent</td>
<td>At least Excellent in one category and at least Good in the other category</td>
<td></td>
</tr>
<tr>
<td>Promotion to associate</td>
<td>Excellent</td>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>Promotion to professor</td>
<td>Distinguished in at least one category and at least excellent in the other two categories</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Department Criteria for Tenure and Promotion

Departments should strive to create tenure and promotion evaluation criteria that are as straightforward and transparent as possible. Department tenure and promotion criteria must clearly state how ordinal annual evaluation rankings (along with other factors the department determines are important) translate to the conclusions drawn in tenure and promotion decisions as shown in Table 1.
Candidates for tenure and promotion are responsible for assembling portfolios in which the weight of evidence documents sustained performance at the appropriate levels required for favorable decisions. Departments should provide guidance to faculty on what constitutes acceptable sustained performance. For example, departments may require a specific level of achievement for two or three years as evidence of readiness for promotion or tenure. Departments may also establish a target number of publications, creative works, or performances that must take place during the evaluation period.

C. DEPARTMENT ANNUAL EVALUATION PERFORMANCE INDICATORS

Departments should devise Annual Evaluation Performance Indicators that reflect the mission of the university and department. In each of the three areas (teaching, scholarship/creative projects, and service) departments must develop specific and measurable performance indicators that address the following:

- Quality criteria relevant to each activity;
- The frequency of activities and outcomes expected within review period, where relevant.

Performance indicators must clearly distinguish the differences between and among performance criteria (ordinal rankings: distinguished, excellent, good, fair, and poor). Appendix A provides university-level behavioral criteria for the five levels of performance that guide department discussions of their criteria.

1. Performance Indicators for Teaching

Because high-quality teaching is critical to the university’s regional comprehensive mission and vision, excellent performance is required for all tenure and promotion decisions. Teaching includes all teaching and learning activities in and out of the classroom that result in relevant, appropriate course learning outcomes, including the following:

- Face-to-face classroom teaching at Pensacola or branch campuses
- Online teaching
- Teaching in distance learning circumstances
- Research group and one-on-one supervision and mentoring
- Studio teaching in group or one-on-one formats
- Continuing education assignments
- Advising

Department performance indicators for teaching should include student evaluations of teaching. Conclusions drawn about teaching performance may also be influenced by the following indicators:
a. Teaching awards and other accomplishments related to teaching
b. Peer evaluations of teaching
c. Pedagogical and quality enhancement activities that improve learning (e.g., active learning and student engagement techniques)
d. Participation in professional development activities that improve teaching
e. Respect for students and their rights
f. Quality of teaching philosophy
g. Quality of syllabi and course goals
h. Effectiveness of assessment practices
i. Evidence of student support practices
j. Effectiveness of advising, mentoring, and student supervision practices
k. Quality of execution of special teaching assignments (e.g., honors, capstone, General Studies)
l. Quality of supervision of thesis, dissertations, or field experiences
m. Other relevant performance indicators specified by the department

2. Performance Indicators for Scholarship and Creative Projects

Departments must adopt performance indicators for scholarship and creative projects, taking into consideration issues of both quality and frequency of production, where relevant, that are consistent with the university’s mission, vision, and resources to support scholarly and creative work. Accordingly, departments should consider a broad range of activities that express their mission and vision. Moreover, departments should 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).

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

Departments should consider and address a wide range of venues for disseminating scholarly and creative projects, including the following:

- Peer-reviewed publications
- Editorially reviewed publications
• Convention and conference contributions
• Grant activity
• Electronic outlets
• Broad performance venues for the creative and performing arts
• Other performance indicators for service deemed acceptable to the department

Conclusions drawn about the quality of scholarly and creative projects may be influenced by the following performance indicators:

a. Recognition or awards earned
b. Scholarly or creative projects agenda or creative plan
c. Peer reviews or other evidence of quality
d. Adherence to ethical standards
e. Professional development activity (e.g., licensure, technology training, etc.)
f. External grants or other support to facilitate scholarship or creative activities
g. Time management skills
h. Skilled use of collaboration as demonstrated by the commitments proposed, accepted, and fulfilled (e.g., group projects, creative activities, and grants)
i. Other relevant performance indicators specified by the department

3. Performance Indicators for Service

Departments must adopt performance indicators for service, taking into consideration issues of both quality and frequency, which are consistent with the university’s mission and vision. Moreover, departments should recognize that service is relatively more important in a regional comprehensive university than what might be expected at a research-intensive university.

Service activities may include the following:
• Service to university or college or department
• Discipline-related service to the community
• Service as Department Chair or Program Director
• Unremunerated consultancies
• Community activities related to one’s discipline
• Advising student organizations
• Service to academic or professional organizations (e.g., editorial review boards, organization leadership; conference organizer)
• Travel time to and from remote campuses locations

Although there is no specific requirement about the balance of service activities that faculty should select, there is an expectation that the faculty member will function effectively as a department citizen, assisting in completing the work of the department’s programs.
Faculty will vary in their execution of a service plan. For example, service may reasonably emphasize activity on the campus at the expense of the other options where that plan works with the university and department missions. In such a case, greater depth of service would be expected.

As faculty progress in their service commitments, the general trend is to move from less involved participation (e.g., "sitting" on a committee and being reactive to emerging plans) through more intense investment (e.g., exercising leadership and solving service problems proactively).

At the outset of employment, service activities are likely to be the relatively lowest priority of the three categories. As such, department Chairs and Program Directors should advise new faculty about the necessity of service in a regional comprehensive university and how these activities can be incorporated strategically into their work assignments. Service expectations should be somewhat lighter for new faculty who are establishing themselves as teachers and scholars/artists, but new faculty should ultimately be encouraged to render high quality service in their selected activities. Departments should provide equitable access to service opportunities for all members and be reasonable in making service assignments that fit with other faculty responsibilities.

Community service is more valuable when it is related to a faculty member’s disciplinary background. For example, a biology professor serving as the director of a local church choir would not represent service contributions for the purpose of promotion and tenure evaluation. However, such service for a music professor probably would. Departments’ performance indicators may address how compensated service should be evaluated in the context of their discipline and department.

Conclusions drawn about quality of service may be influenced the following performance indicators:

a. A measure of the scope of service activities
b. Peer evaluation of contributions to the service mission
c. Quality of service leadership
d. Service agenda well suited to regional comprehensive university mission
e. Service contributions represent strategic decisions that balance demands from the discipline, department, campus, and community
f. Recognition for service inside or outside of the university or both
g. Synergy between faculty member’s area of expertise and service function
h. Other service activities defined by the department
PART II. ADMINISTRATIVE GUIDELINES

A. TENURE

1. Eligibility for Tenure

   a. Faculty beginning careers at UWF. Candidates for tenure must submit for tenure review no later than the fall of the 6th year of employment. Candidates for tenure with unusually strong performance records may submit for review no earlier than the fall of the 5th year.

   b. Faculty transferring to UWF. Faculty members may negotiate up to 2 years of credit toward tenure based on past performance. The initial appointment letter must clearly identify the number of years of credit toward tenure. When the Dean grants 2 years of credit toward tenure, regular consideration for tenure will transpire in the fall of the 4th year of employment. Early consideration for tenure, in cases where candidates demonstrate unusually strong performance, will initiate tenure review in the fall of the 3rd year. In cases for which service outside UWF produced credit toward tenure, a copy of the initial appointment letter documenting this credit must be included in the portfolio. Any subsequent changes to years of credit toward tenure also must be documented and included in the portfolio.

2. The Role of Chair’s Annual Evaluation in Tenure Review

   The Chair’s annual evaluations provide systematic feedback to the faculty member over the course of employment. The Chair shall evaluate each faculty member annually in writing, assess progress toward tenure and promotion, give the faculty member a copy of the written evaluation, and discuss the written evaluation with the faculty member. If the evaluation reflects deficiencies in the faculty member’s performance, the Chair shall make specific suggestions to give the faculty member an opportunity to improve performance, thereby enhancing the likelihood of successful tenure and/or promotion. The faculty member may submit a rebuttal to the annual evaluation that will become part of the official file.

   The Chair’s annual evaluations should carry some degree of weight in tenure and promotion decisions; however, this perspective represents just one component of the formal review process. At each level of review, the candidate’s accomplishments are subject to professional and peer scrutiny. Therefore, strong annual evaluations represent summative feedback about faculty performance but cannot be construed as a guarantee of either tenure or promotion.

3. The Department’s Role in Preparation of Tenure-Track Faculty
Departments must have a procedure devoted to mentoring new faculty. Departments have the responsibility for designing and maintaining a mentoring program that facilitates new faculty members’ professional growth and adaptation to the university.

It is also the responsibility of the department to conduct a review during the mid-point of the probationary period. The Dean must identify the approximate date of the mid-point review in the initial appointment letter. The Chair shall take responsibility for ensuring that the department completes the review, whether the Chair provides the evaluation or delegates the responsibility (e.g., mentoring committee). The procedure for the review shall be described in departmental by-laws.

The mid-point review is intended to provide formative feedback to optimize faculty success in the tenure decision. The review should corroborate success 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. Faculty members may elect to include a copy of the mid-point review in the tenure portfolio; however, inclusion is not required.

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 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.

4. The Role of the Department in Tenure Evaluation

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. (See Appendix C.) The evaluation form should be completed and signed by each faculty member and submitted to the Chair. 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. (See Appendix D for the form on which to record the results of the secret ballot.)
B. PROMOTION

1. Eligibility for Promotion

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.

Eligibility for promotion involves both quality of performance and time served in existing rank. Candidates will typically be considered worthy of promotion when their annual evaluations demonstrate quality in performance consistent for three prior years with the expected level of performance for the rank to which the candidate aspires. Candidates will also have to achieve any specific targets for production of scholarly and creative projects that are identified in department by-laws, criteria or policies.

If candidates do not succeed in their bid for promotion, they should refrain from immediate resubmission unless the intervening changes show substantial improvements. Results of all prior unsuccessful reviews shall be required in subsequent promotion reviews.

a. Promotion to Professor. Candidates for Professor will typically complete at least 5 years of employment at the associate level, 3 of which should transpire at UWF. Candidates may submit for review after the completion of 4 years of employment at the associate level, at least 3 years of which have transpired at UWF, in exceptional cases where annual evaluations point to success in meeting performance expectations. A candidate being reviewed for promotion to Professor should demonstrate at least excellent ratings in all areas of review (teaching, scholarly and creative projects, and service) and at least 1 area should be rated as distinguished in the 3 years immediately preceding submission of the dossier. The distinguished rating can be in different areas over the course of the 3 years but a minimum of one distinguished rating each year must be reflected in the evaluation.

b. Promotion to Associate. Candidates for Associate Professor will typically complete 5 years of employment at the assistant professor level before submitting a dossier for review in the fall of the 6th year. Candidates may submit for review after the completion of 4 years of employment in exceptional cases where annual evaluations point to success in meeting performance expectations for the preceding 3-year period. A candidate being reviewed for promotion to Associate
Professor should be expected to have at least excellent ratings in all 3 categories of review for 3 years at UWF prior to submission of the dossier.

2. The Role of the Chair’s Annual Evaluation in Promotion Decisions

The Chair shall be responsible for keeping the faculty member informed about the Chair’s assessment of the faculty member’s accomplishments and progress toward promotion. Candidates and administrators should refer to relevant articles in the Collective Bargaining Agreement for guidance.

3. The Role of the Department Members in Promotion Evaluation

The Chair will request all full-time faculty (excluding visiting faculty) in the department or unit to submit an evaluation on promotion for the promotion candidate. (See Appendix B.) The evaluation form should be completed and signed by each faculty member and submitted to the Chair. Should a faculty member decline to submit an evaluation of a colleague, the faculty member should return the evaluation with a notation that the faculty member declined to complete an evaluation. The decision to decline the evaluation will be placed in the promotion file without attribution to the source of the decision. Promotion recommendations do not require a formal vote; however, eligible faculty members should provide input on this important decision.

In cases where there are fewer than three tenured faculty to assist in making the promotion evaluation decisions, the respective college council shall develop a procedure to provide an additional evaluation method. Chairs shall notify the college council at the start of the academic year when an alternative needs to be implemented.

C. GENERAL PRINCIPLES AND PROCESSES FOR TENURE AND PROMOTION

1. Confidentiality. All evaluators, including faculty, Chairs, Deans, and committee members as well as staff members who assist in the process shall keep all recommendations and committee deliberations in strict confidence.

2. Securing colleague supporting materials. Candidates will secure a total of 6 colleague evaluations for inclusion in their dossiers.

   a. External evaluations. In consultation with the candidate, the Chair must secure 3 evaluation letters for personnel decisions (tenure and/or promotion) from knowledgeable peers outside the university who have expertise in the candidate’s discipline. For these letters, peers should be in a position to make independent judgments. The evaluators should specify how long and in what capacity they have known the candidate and include an abbreviated curriculum vita. Prior to
the consideration of the faculty member’s candidacy, the candidate should review the contents of the relevant file and may attach a brief response to any materials therein.

b. **Internal letters of support.** Candidates must include 3 letters of support from knowledgeable peers within the university (outside the home department).

3. **Preparing the dossier.** Faculty members are encouraged to consult with the Chair as a mentor to facilitate the smoothest preparation process possible; however, ultimately the candidate shall be responsible for including all pertinent information in the dossier in the recommended order and meeting appropriate deadlines. The Chair shall assist the candidate with preparation of the dossier and shall make available to the candidate all necessary materials, information, and forms.

4. **Levels of Review.** Before the President makes a final decision on the status of the application, the candidate’s dossier will undergo sequential review by the following entities:
   - the department and Chair;
   - the College Faculty Personnel Committee (CFPC);
   - the Dean;
   - the University Personnel Committee (UFPC); and
   - the Provost.

Each review judgment should be regarded as independent and advisory.

A review by the UFPC will be required if there are any negative reviews from any prior reviewing bodies. Additionally, the Provost may request a UFPC review if he or she believes that further deliberation and input will facilitate the most defensible decision. Any candidate may also request a review by the UFPC.

A review by the UFPC will **not** be required under the following conditions:
   a) The departmental faculty render majority support or tie vote in favor of the candidate; **and**
   b) The Chair agrees with the majority (or breaks the tie) in favor of the candidate; **and**
   c) The CFPC agrees in favor of the candidate, with no negative opinions; **and**
   d) The Dean agrees in favor of the candidate.

In summary, a candidate whose dossier produces no negative feedback through the Dean’s level of review should not expect to be reviewed by the UFPC unless extenuating circumstances prompt to the Provost to ask for additional assistance from the UFPC.
The President shall recommend to the University Board of Trustees on all tenure matters, taking into account the recommendations of all groups or individuals described in this statement. Promotion decisions do not go before the Board for confirmation, which means the President is the final authority in these decisions.

5. **Review Decisions.** All reviewers shall exercise independent judgment. Each decision, starting with the decision rendered by the Chair, must be accompanied by a rationale for the decision rendered. When a decision is unfavorable, the rationale should provide sufficient detail to enable the candidate to address the concerns in a rebuttal. The conclusions of the CFPC and UFPC committee must reveal the vote tally; however, the decision must not disclose how individual committee members voted in the decision.

6. **Department Procedures and/or Bylaws.** Departments shall ensure that relevant department procedures and/or bylaws are in accord with the principles outlined in this document.

7. **Promotion and Tenure Review Calendar.** The following represents the schedule by which the various levels of decisions will be rendered for promotion and tenure.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUL 1</td>
<td>The Dean shall provide to each Chair a list of faculty members eligible to apply for tenure and promotion in the Chair’s department.</td>
</tr>
<tr>
<td>SEP 2</td>
<td>Deadline for those faculty members with credit towards tenure to withdraw all or a portion of such credit. (May only be withdrawn once)</td>
</tr>
<tr>
<td>SEP 6</td>
<td>Candidate provides curriculum vitae (CV) update and other materials as set out on page 19, Suggested Ordering of Materials in Promotion and Tenure Dossiers.)</td>
</tr>
<tr>
<td>SEP 30</td>
<td>Chair requests peer evaluations and confers with candidate.</td>
</tr>
<tr>
<td>OCT 31</td>
<td>Chair adds his/her evaluation to the dossier and must assure that a copy of his/her evaluation is accessible by the candidate no later than this date.</td>
</tr>
<tr>
<td>NOV 7</td>
<td>Candidate adds rebuttal letter (if he/she chooses) to the dossier. Chair forwards dossier to the Dean.</td>
</tr>
<tr>
<td>NOV 8</td>
<td>Dean forwards the dossier to the College Faculty Personnel Committee (CFPC).</td>
</tr>
<tr>
<td>DEC 2</td>
<td>CFPC adds its recommendation and returns the dossier to Dean. CFPC must assure that a copy of the recommendation is accessible by the candidate no later than this date.</td>
</tr>
</tbody>
</table>
DEC 9  Candidate provides a rebuttal letter (if he/she chooses). The Dean includes the rebuttal in the dossier.

2017

JAN 6  Dean adds his/her recommendation to the dossier and must assure that a copy of the recommendation is accessible by the candidate no later than this date. Dean also informs the members of CFPC regarding his/her recommendation and sends a copy of recommendation to the candidate’s Chair.

JAN 13  Candidate provides a rebuttal letter (if he/she chooses). The Dean includes the rebuttal in the dossier.

JAN 17  Dean forwards complete dossier to Provost who forwards dossier to University Faculty Personnel Committee (UFPC), when necessary.

FEB 13  UFPC adds its recommendation and forwards complete dossier to Provost. UFPC sends a copy of the recommendation to the candidate, Chair, and Dean.

FEB 20  Candidate provides a rebuttal letter to Provost, if he/she chooses, to be included in dossier.

MAR 15  Deadline for withdrawal for tenure and/or promotion consideration.

MAR 20  Provost adds his/her recommendation and sends a copy to candidate, Chair, Dean, and members of the CFPC and UFPC.

MAR 27  Candidate provides a rebuttal letter (if he/she chooses). The Provost includes the rebuttal in the dossier.

MAR 28  President receives complete dossier.

APR 24  President informs the candidate of the promotion decision and/or tenure recommendation, in writing, with copies to Chair, Dean, Provost, and the Chairs of the CFPC and UFPC. Dossier returned to Deans' Office.

D. SPECIAL CONSIDERATIONS

1. Linkage of Tenure and Promotion

Many candidates will go up for promotion to associate and tenure at the same time; however, that linkage is not a university requirement. Reviewers should recommend tenure, but not promotion, only when they have confidence that the candidate is close to qualifying for promotion. Otherwise, departments may end up with the challenge of having made a career commitment to a faculty member who will be
unable to realize the full range of faculty demands during their careers at the university, perhaps having an adverse long-range impact on the quality or scope of what the department can accomplish.

2. Enhanced Department Requirements

Departments can exercise more stringent performance requirements than the university standards as described in Part I, as long as they are consistent with the Collective Bargaining Agreement. Such enhancements must be clearly identified in department bylaws as enhancements beyond university standards so reviewers who do not share the department’s disciplinary orientation can understand and support the department’s standards.

3. Changing Department Standards

When departments choose to change or enhance their standards, the UFPC must review these proposed changes. Changes in department standards must be consistent with the applicable provisions in the Collective Bargaining Agreement.

4. Early Review Considerations

Some candidates for tenure and/or promotion may be inclined to take advantage of the option to go up early for review for tenure or promotion. In general, candidates should only go up early when the history of work supports a favorable and easy decision at all levels of review. If the candidate is unsuccessful in an early bid for tenure and/or promotion, the results of the first review along with any recommendations made by the reviewing body will be included in any subsequent review.

5. Joint Appointment

If a faculty member is hired as a joint appointment, the Chairs of the respective departments will confer at the time of the appointment to determine which department will serve as the primary for administrative purposes. The Chair of the primary department shall be responsible for personnel decision processes, but is obliged to confer with the Chair of the secondary department before rendering judgment. The relevant departments shall confer regarding how the faculty member’s scholarly or creative agenda should relate to relevant evaluation criteria. If an existing faculty member’s status is changed to a joint appointment, the administrative responsibilities between the departments should be determined at the point the change in status transpires. In a joint appointment, the standard for scholarly production should be a hybrid of the two departments’ expectations; the faculty in a shared appointment should not be expected to meet separate production targets for both departments.
E. SUGGESTED ORDERING OF MATERIALS IN PROMOTION AND TENURE DOSSIERS

1. Format, Scope, and Custody of Dossier Materials

To facilitate the work of review committees and responsible University officials, candidates applying for promotion and/or tenure should arrange their binders and supporting material in the order listed below. Candidates are limited to only one three-ring binder (up to 3” in size) and one box for supporting materials (primarily the candidate’s scholarly and creative projects).

When a candidate is applying for promotion and tenure in the same year, one portfolio should be used for both with a divider marking off the section for official recommendations for promotion.

Candidates should restrict the inclusion of materials in their evaluation files to those that are germane to fair consideration of candidate’s contributions. Evaluation files that include irrelevant or redundant materials inhibit the work of committees and administrators and are inimical to the best interests of the faculty member and the institution.

Once the candidate submits the dossier, the custody of the dossier moves from Chair to Dean to Provost, in accordance with the tenure and promotion schedule. Should the candidate wish to include additional material after submitting the dossier, the custodian of the dossier will indicate date of receipt on the added materials. The custodian must notify the candidate if materials (e.g., late-arriving evaluations) are added to the file after submission. A copy of the materials will be sent to the faculty member within 5 days. See the Collective Bargaining Agreement for additional detail. Materials added after submission shall not trigger reevaluation from reviewers who have already rendered judgment.

2. Order of Dossier Materials

a. A copy of the approved departmental promotion and tenure criteria.
b. Statement of contributions justifying tenure and/or promotion. This statement should include the candidate’s self-evaluation concerning teaching, creative and scholarly activities, and service. The candidate should address not only the quantity but the quality and significance of his/her work.
c. 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.
d. Letter of initial appointment.
e. Annual work assignments and Chair’s evaluations of the candidate’s performance since joining UWF or since his/her last promotion. Candidates may initially choose to redact the Chair’s statements regarding progress toward tenure; however, the candidate must honor a request from any reviewer to submit the statements of progress.

f. Student evaluation data. Candidates 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.

g. External evaluations (3 letters, extra letters may be placed in bin).

h. Internal letters of support (3 letters from UWF colleagues outside the home department).

i. Departmental peer evaluations.

j. Secret ballot results (in the case of tenure).

k. Recommendation of Chair. (Any rebuttal letter.)

l. Recommendation of CFPC (including the vote tally). (Any rebuttal letter.)

m. Recommendation of Dean. (Any rebuttal letter.)

n. Recommendation of UFPC (including the vote tally). (Any rebuttal letter.)

o. Recommendation of Provost. (Any rebuttal letter.)

p. Documentation of special circumstances. Any situations that require a departure from expected procedure should be documented in this section. Examples include:

- If a candidate has been unsuccessful in a prior application for tenure and/or promotion, the candidate must include the judgments and recommendations (Chair, CFPC, Dean, UFPC, Provost, and President) from the prior deliberation in this section of the current dossier.

- If a candidate or Chair has requested materials to be included after the dossier has been submitted, the cover letter making the request should be included in this section of the current dossier.

q. 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.)

F. ANNUAL EVALUATION PROCEDURES

1. Evaluation Period

The evaluation period should correspond to the type of appointment. For example, 12-month faculty should be evaluated over the entire year whereas 9-month faculty should
be evaluated only for those semesters included in the regular contract; summer teaching for 9 month faculty members should not be included.

2. Materials

a. Faculty Prepared Materials

For the evaluation period, the faculty member will prepare the following for submission to the Chair:

- Updated CV
- CAERS forms or other indication of distribution of effort
- Statement of contribution. The purpose of the statement 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. The contribution form may include a self-assessment of quality where endorsed by the department or college. The statement of contribution 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 contribution.

Examples of appropriate contributions may include the following:

a) indication of high quality of course-related student contacts, including advising, counseling, student conferences, and thesis and/or intern supervision;

b) high quality of course syllabi that provide appropriate and clear direction, including articulation of student learning outcomes;

c) evidence of appropriately rigorous intellectual demands made upon students, including examples of high quality of test design or assignments;

d) peer or Chair classroom evaluation;

e) assessment data reflecting appropriate student progress in mastering course content and achieving course outcomes;

f) description of substantial revision of established courses or development and teaching of new courses;

g) description of professional growth that will enhance the faculty member's value as a teacher;
h) peer evaluations that identify progress made toward achieving pedagogical goals;

i) evidence of quality derived from peer reviewed process related to a performance or scholarly work;

j) a formal note of appreciation for service that emphasizes scope of impact or significance of service; and

k) self-assessment that highlights how submitted material supports success in fulfilling course objectives and achievement at a particular performance level.

b. Student Evaluation Data

Student evaluations will be conducted on all courses and all sections for the contract period. The faculty member has access to the evaluations only after grades in the courses have been assigned.

Candidates must submit 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.

3. Order of Materials for Annual Evaluation File

a. Assignment letter;
b. Statement of contributions;
c. CAERS form or equivalent;
d. Updated vita;
e. Student Evaluation Data;
f. Any relevant materials that support the evaluation;
g. Chair’s evaluation and appraisal of progress toward tenure and promotion;
h. Dean’s evaluation; and
i. Rebuttal letters, if any, should be placed immediately following the rebutted evaluation.

4. The Chair’s Review

The Chair and faculty member discuss the evidence the faculty member has submitted. The Chair considers and weighs all evidence relevant to the decision and produces a defensible judgment that is subsequently reported to the faculty member. The Chair may propose that judgment as tentative and request further feedback and discussion from the faculty member. The Chair’s judgment will include both quality of performance during the academic year as well as estimate progress, or lack thereof, toward relevant tenure and promotion decisions.
Both the Chair and the faculty member sign the evaluation. Faculty signature signifies that the discussion has been conducted. It does not connote agreement with the Chair’s conclusions. The Chair submits to the Dean the total annual evaluation file on which the Chair’s judgment was based.

5. Faculty Rebuttal

A faculty member who is convinced that the Chair has rendered judgment that underestimates performance is encouraged to submit a written rebuttal to the Chair’s evaluation, which becomes an official part of the annual evaluation file.

6. Dean’s Review

The Dean’s judgment about both annual performance and progress of tenure and promotion decisions must be rendered in writing. 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.

7. Provost’s Review

Generally, only those annual evaluations for tenure-earning faculty will be forwarded to the Provost for review.

8. Review Calendar for Annual Evaluations

The calendar governing annual evaluations should be followed by all parties involved in the process and should reflect the general targets below:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAY 30</td>
<td>Faculty member provides evaluation file to Chair.</td>
</tr>
<tr>
<td>JUN 20</td>
<td>Chair shares his/her written evaluation with faculty member.</td>
</tr>
<tr>
<td>JUN 27</td>
<td>Faculty provides a rebuttal letter (if he/she chooses) which is added to the evaluation file. The complete file is then forwarded to the Dean.</td>
</tr>
<tr>
<td>JUL 18</td>
<td>Dean provides his/her written evaluation to the faculty member.</td>
</tr>
<tr>
<td>JUL 25</td>
<td>Faculty provides a rebuttal letter (if he/she chooses) which is added to the evaluation file. The complete file is then forwarded to the Provost (tenure-earning faculty only).</td>
</tr>
</tbody>
</table>

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G. SUSTAINED PERFORMANCE EVALUATION

1. Process

Based on the Collective Bargaining Agreement (2014-2017), the Sustained Performance Evaluation Process has changed. Please reference CBA articles 11.1 (b) and 11.3 (b) for full details.

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. For faculty in the ranks of Librarian or Associate University Librarian, the expectation shall be aligned with the qualifications for promotion 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. For University Librarians and Associate University Librarians this Sustained Performance Evaluation shall be conducted the sixth (6th) year after appointment or promotion to the rank of University Librarian or Associate University Librarian and every sixth (6th) year thereafter. 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. University
Librarians and Associate University Librarians will be evaluated in the same manner except that the University and departmental promotion standards and expectations in place at the time of the evaluation will apply.  *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)* is summarized in the chart below.

<table>
<thead>
<tr>
<th>Rank</th>
<th>SPE Tier</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor / University Librarian</td>
<td>Tier 1</td>
<td>$6,000</td>
</tr>
<tr>
<td>Professor / University Librarian</td>
<td>Tier 2</td>
<td>$4,000</td>
</tr>
<tr>
<td>Professor / University Librarian</td>
<td>Tier 3</td>
<td>no increase</td>
</tr>
<tr>
<td>Assoc. Professor / Assoc. Univ. Librarian</td>
<td>Tier 1</td>
<td>$3,000</td>
</tr>
<tr>
<td>Assoc. Professor / Assoc. Univ. Librarian</td>
<td>Tier 2</td>
<td>$2,000</td>
</tr>
<tr>
<td>Assoc. Professor / Assoc. Univ. Librarian</td>
<td>Tier 3</td>
<td>no increase</td>
</tr>
</tbody>
</table>

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 Faculty Personnel Committee (CFPC) to make a recommendation on the same question. The Dean will then review the dossier and the recommendation of the CFPC, 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, CFPC, 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. **Steps of the SPE Evaluative Process for Librarians.**

The Librarian will submit his or her SPE binder to the Library Faculty Committee (LFC) subcommittee for review. The Committee will make a recommendation to the employee’s supervisor regarding whether the employee met the applicable promotion criteria in place at the time of the evaluation. The supervisor will review the SPE binder and the LFC recommendation and make a recommendation to the Dean of Libraries. The Dean will review the dossier, recommendations of the supervisor and LFC, and make a recommendation to the Provost regarding whether the employee met the applicable promotion criteria in place at the time of the evaluation and regarding the SPE Tier at which the employee should be ranked. The Provost will make a final decision
on whether the employee has met the applicable promotion criteria in place at the time of the evaluation and assign the employee an SPE ranking of Tier One, Tier Two or Tier Three.

4. **Dossier for Sustained Performance Evaluation***

All materials, except for supporting documents, should be submitted in a 3-ring binder (up to 3” in size).

The materials to be submitted by the faculty member being evaluated will be the same as an application for tenure or in the case of a University Librarian or Associate University Librarian as an application for promotion. 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 Faculty Personnel Committee for a recommendation. The Dean will make a separate review and recommendation to the Provost. The recommendations of the Chair, College Faculty 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)**

*Librarians should refer to the Policies and Procedures for Assignment, Evaluation, Merit & Promotion.*

**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 for the previous six (6) year period.
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 CFPC (including the vote tally).
10) Letter rebutting CFPC’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.)

5. 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 standards (or promotion standards for Librarians and Associate Librarians) 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)

6. Calendar (Actions must be completed by dates shown)
Librarian-specific parts are noted in red.

**2016**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAY 9</td>
<td>The Provost notifies Deans of the Faculty/Librarians who will undergo a SPE during the upcoming academic year.</td>
</tr>
<tr>
<td>MAY 11</td>
<td>Dean’s Office notifies Faculty/Librarian, and Chair/Supervisor, that he or she will undergo a Sustained Performance Evaluation during the upcoming academic year.</td>
</tr>
<tr>
<td>SEP 9</td>
<td>Faculty/Librarians who are electing one-time one-year deferral must make election in writing and provide it to Chair/Supervisor by this date. A copy is sent to the Dean and Provost.</td>
</tr>
<tr>
<td>SEP 12</td>
<td>Faculty member provides dossier, including updated CV and all other required materials, to Chair.</td>
</tr>
<tr>
<td></td>
<td>Librarian provides dossier, including updated CV and all other required materials, to the Library Personnel Committee (LPC).</td>
</tr>
<tr>
<td>OCT 17</td>
<td>Chair reviews dossier and provides recommendation to the Dean. A copy of recommendation is sent to the faculty member.</td>
</tr>
<tr>
<td></td>
<td>LPC reviews dossier and provides recommendation to the Supervisor. A copy of recommendation is sent to librarian.</td>
</tr>
<tr>
<td>OCT 24</td>
<td>If faculty member wishes to rebut, he or she must submit rebuttal to Chair by this date.</td>
</tr>
<tr>
<td></td>
<td>If librarian wishes to rebut, he or she must submit rebuttal to Chair by this date.</td>
</tr>
<tr>
<td>OCT 25</td>
<td>Dean forwards dossier to College Faculty Personnel Committee so that it can make a recommendation.</td>
</tr>
<tr>
<td></td>
<td>LPC forwards dossier to Supervisor for recommendation.</td>
</tr>
<tr>
<td>NOV 30</td>
<td>College Faculty Personnel Committee adds its recommendation to the dossier and returns it to the Dean. A copy of recommendation is sent to faculty member.</td>
</tr>
<tr>
<td></td>
<td>Supervisor reviews dossier and provides recommendation to the Dean. A copy of recommendation is sent to librarian.</td>
</tr>
<tr>
<td>DEC 7</td>
<td>If faculty member wishes to rebut CFPC recommendation, he or she must submit rebuttal to Dean by this date.</td>
</tr>
<tr>
<td></td>
<td>If librarian wishes to rebut Supervisor recommendation, he or she must submit rebuttal to Supervisor by this date.</td>
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**2017**

- 28 -
JAN 9  Dean reviews dossier and makes a recommendation. A copy of recommendation is sent to faculty/librarian.

JAN 17  If faculty/librarian wishes to rebut Dean’s recommendation, he or she must submit rebuttal to Dean by this date.

JAN 18  Dean provides dossier to Provost.

FEB 21  Provost informs faculty/librarian of SPE decision in writing, with copies to Chair/Supervisor, College/Library Personnel Committee Chair, and Dean.

MAR 24  Any Performance Improvement Plan(s) are due to Provost.

APR 14  Provost reviews and approves. Performance Improvement Plan.
GUIDELINES FOR DEPARTMENTAL ANNUAL EVALUATION PERFORMANCE INDICATORS

Departments must use scaled performance indicators that clearly delineate the differences between the performance levels of distinguished, excellent, good, fair, and poor. Departments must not merely list the performance indicators without providing guidance about the relative importance of the indicators that are required for each performance level. Moreover, those indicator measures must both cohere with university criteria described in this document and fairly capture unique characteristics of their disciplinary and departmental cultures.

The following sections provide guidelines for departments on how to make appropriate judgments for tenure and promotion recommendations on quality of performance (i.e., distinguished, excellent, good, fair and poor).

TEACHING PERFORMANCE INDICATORS

Distinguished Performance
Distinguished performance demonstrates that the weight of evidence supports an unusually high degree of quality in teaching as shown by the following indicators that build upon performance indicators for excellence.

Performance indicators that may be used to support distinguished ratings:
   a. Numerical student evaluation data document clear statistical exceptionality
   b. Narrative statements emphasize powerful impact on learner or transformative learning experiences
   c. Teaching awards honor high caliber of performance
   d. Leadership evident in the promotion of high quality teaching and curriculum development in the department

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

**Good Performance**
Good performance demonstrates overall teaching effectiveness but some minor areas for concern. In general, the weight of evidence suggests that teaching performance is below what is required for tenure and promotion decisions.

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 Studies) 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 not be clearly expressed in course planning and activities
c. Syllabi need to provide clearer and more appropriate expectations
d. Assessment practices show some difficulty in supporting student learning and meeting department needs
e. Goals and course content reflect limited continuous improvement effort
f. Some pedagogical practices need attention
g. Some student support practices need improvement
h. Advising, mentoring, and student supervision practices need improvement
i. Special teaching assignments (e.g., honors, capstone, General Studies) could be executed with greater competence
j. Occasional challenges related to academic integrity
k. Some indications of disrespect for students and their rights
l. Does not typically participate in teaching development activity

**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. No assistance rendered for department assessment plan
g. 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)
h. Student support practices are unsound (e.g., late or absent for class, not responding to email, not keeping keep office hours, showing favoritism)
i. Consistent and very negative ratings in advising, mentoring, and supervision of students scholarly or creative activities
j. Special teaching assignments (e.g., honors, capstone, General Studies) avoided or poorly executed
k. Chronic academic integrity concerns identified including evidence of disrespect for students and their rights
SCHOLARSHIP AND CREATIVE PROJECTS PERFORMANCE INDICATORS

Distinguished Performance
Distinguished performance demonstrates unusually high degree of skill in design and execution of scholarly and creativity projects as shown by the performance indicators below that build upon the 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 clearly exceed department expectations
   b. Wide national or international audience
   c. National or international recognition earned for quality
   d. Awards received for scholarly or creative projects
   e. Achievements in continuing professional training show unusual merit
   f. Strong record of grant pursuit, grant awards, successful completion, and dissemination of results

Excellent Performance
Excellent performance demonstrates satisfactory 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. Adheres to relevant ethics conventions for scholarly and creative projects
   h. Skilled time management facilitates success of scholarly agenda or creative plan
   i. 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 moderate 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 venue.
c. Appropriate professional educational opportunities pursued
d. Involvement with professional organizations that will support scholarly or creative goals
e. Grants developed and submitted to capture external support
f. Adheres to relevant ethics conventions for scholarly and creative projects
g. Reasonably effective time management strategies contribute to success
h. Commitments made and reasonably fulfilled in collaborative activity (e.g., group projects, creative performances, and grants)

Fair Performance
Fair performance demonstrates only 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 decisions but provides evidence of some promise for future productivity. Remediation is recommended.

Performance indicators that may be used to support fair ratings:
- a. General focus of interest identified, but falls short of rate of production required for 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 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. Judgment about ethical standards for scholarly and artistic production may be problematic at times
- h. Questionable time management strategies limit production
- i. 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 attributed to 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. Ethical regulations violated regarding scholarly or artistic production
   g. Poor time management strategies work output handicap
   h. Unreliability and problematic collaborative skills harm project completion and quality

SERVICE PERFORMANCE INDICATORS

Distinguished Performance
Distinguished performance demonstrates a high degree of skill in service contributions as shown by the performance indicators below that build upon performance indicators for excellence. In general, the weight of evidence in the faculty service contributions exceeds the criteria for excellent.

Performance indicators that may be used to support distinguished ratings:
   a. Leadership demonstrated in targeted arenas of service (e.g., holds elected office)
   b. Collaboration is skillful and innovative
   c. Problems solved proactively through vigorous contributions
   d. Wide external recognition (local, national or international audiences) or awards achieved for quality of service contributions
   e. Community service, if applicable, provided significant and measurable impact; service provides excellent synergy between the faculty member’s area of expertise and the service function

Excellent Performance
Excellent performance demonstrates satisfactory 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 wide recognition inside and outside of the university
Good Performance
Good performance demonstrates moderate 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 may be a struggle
  f. Community service, if applicable, provided reasonable synergy between the faculty member’s area of expertise and the service function

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, passive participation, or inability to manage obligations. In general, the weight of evidence suggests that service is moderately below department norms. Remediation is recommended to assist the faculty member to come to terms with the service obligations and appropriate behaviors to achieve positive outcomes in the regional comprehensive university context.

Performance indicators that may be used to support fair ratings:
  a. Appropriate arenas 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 too thinly 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
APPENDIX B

EVALUATION FORM FOR DEPARTMENT COLLEAGUE REVIEW
FOR NOMINEES BEING CONSIDERED FOR PROMOTION

DEPARTMENT OF: 

COLLEGE OF: 

UWF policy provides that each nomination for promotion shall be acted upon, with careful consideration being given to the qualifications of the faculty member, including evaluations by colleagues. After carefully reviewing the candidate’s dossier, including the departmental criteria for awarding promotion, please complete the evaluation form below which will help in the evaluation process. Please deliver your completed evaluation form to your department chair by [insert date], for inclusion in the dossier being assembled.

PEER EVALUATION FOR:  Insert name

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Insufficient Information</th>
<th>Not Applicable</th>
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Please attach additional comments if needed.

EVALUATOR:  

DATE:  

- 37 -
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EVALUATOR:  

DATE:  

- 38 -
APPENDIX D

SECRET BALLOT BY TENURED MEMBERS OF DEPARTMENT FOR NOMINEES BEING CONSIDERED FOR TENURE

DEPARTMENT OF: Insert name

COLLEGE OF: Insert name

SECRET BALLOT FOR: Insert name

_____YES  _____NO