

## **DEPARTMENT OF BIOLOGY BYLAWS AND STANDING RULES**

### **1. Name of Department:**

The name, the Department of Biology, hereafter referred to as the Department, is a unit of the College of Arts and Sciences within the School of Allied Health and Life Sciences, College of Arts and Sciences at The University of West Florida.

### **2. Mission:**

The Department focuses on areas of modern biology and biotechnology with emphases in the fields of biochemistry, ecology, genetics, immunology, marine biology, clinical laboratory sciences, pre-professional biology, microbiology, molecular biology, physiology, and plant science. The department is committed to training students, at both the graduate and undergraduate levels, in such a manner that they will be equipped to function, not only in the biological world of today, but will be able to adapt to and perform in the biological world of tomorrow. Each program contributes to the University's mission by preparing students to think critically, communicate effectively, and act with reason.

The Department aspires to educate, to accept modifications of views and to discard concepts that have been proven to be flawed. The Department seeks truth in science, relying upon the testing of theory by experiment to yield an evolving understanding. Students are encouraged to stimulate thought processes while obtaining intellectual breadth which will forge them into future leaders.

The Department endorses the performance of original work, the doing of research by faculty in collaboration with colleagues, students and staff. The Department promotes the bridging of an idea with the performance of the scientific methods of discovery, application, integration, and teaching. Where appropriate, the Department must assist in seeking support (facilities, equipment, financial, release time) for faculty while promoting open discussion among peers. The Department ascribes to the notion that faculty have the professional obligation to inform the scientific community of noteworthy results through publication in refereed journals.

The Department endorses service activities: university, professional, community.

The Department sanctions and fully accepts the mission statement of the University as it pertains to: ". . . of enhancing the quality of the academic programs, of educating a diverse student body, and of developing the interactive university."

### **3. Structure of the Department:**

#### *Section 1. Members of the Department*

The Department shall be composed of a chair, director of clinical laboratory sciences, faculty members, adjuncts, associates, visiting instructors/professors, and staff who direct students seeking degrees in biology (tracks in general biology, and preprofessional biology), marine biology, and clinical laboratory sciences.

#### *Section 2. Eligibility in Governance*

Faculty holding the rank of instructor, lecturer, assistant professor, associate professor, and professor are eligible to participate in departmental governance activities and to vote on non-personnel matters. The eligibility to vote on faculty personnel matters is restricted to full-time tenured/tenure earning faculty in a manner consistent with University guidelines. The faculty may, by majority vote, extend voting rights to other individuals associated with the Department.

#### *Section 3. Role of the Chair*

It is expected that the chair will perform all responsibilities in the best interests of the Department by taking into account the wisdom and advice of faculty colleagues.

### **4. Departmental Meetings:**

There should be at least one faculty meeting per month during the Fall and Spring semesters. A majority of eligible faculty must be present to carry out official departmental business. Parliamentary procedures, order of business and voting procedures, etc. will be carried out according to Robert's Rules. At least one week notice shall be given, excepting emergency situations for scheduling or cancelling a faculty meeting. Faculty may place items on the agenda through the departmental office manager. The agenda will circulate one day prior to the meeting. Minutes will be taken by the office manager and distributed to the faculty no later than one week following.

### **5. Committee Structure**

#### *Section 1. Ad Hoc Committees/Working Groups*

Ad Hoc committees/working groups are formed by the chair as the need develops to carry out specific responsibilities (examples: personnel committee; space and equipment working groups). These committees/working groups are disbanded following completion of assigned duties.

#### *Section 2. Standing Committees*

Each standing committee will consist of at least three faculty members, including a chair. Standing committees of the Department shall be: Graduate Admissions and Chair Advisory.

Graduate Admissions Committee: The Graduate Committee will review applications and make recommendations for admittance of prospective students into the graduate program. The committee will make recommendations on awarding scholarships to deserving students and maintain a general interest in the educational development of all graduate students. The committee will consist of 5 faculty members the disciplines of at least two of whom will be in the molecular/micro specialty. (amended at the March 16, 2007 faculty meeting by unanimous vote)

Chair's Advisory Committee: The Chair's Advisory Committee will be convened by the Chair as issues critical to the Department arise on which the Chair needs faculty input for development of strategies, planning and execution.

Promotion and Tenure Committee: The P&T Committee will consist of all tenured faculty in Biology. The Committee will meet once each fall semester to review the credentials of faculty seeking tenure and/or promotion intending to put their packet forward the following fall. The Committee will produce a single memo, signed by all members, describing how the candidate appears to meet or fails to meet the tenure and promotion criteria set forth by the departmental by-laws. The Committee will also provide the Chair with an anonymous preliminary vote on P&T for that faculty member. During the fall term in which the final P&T packets are due, the Committee will meet to examine the completed tenure/promotion packet of any faculty seeking tenure and/or promotion and the Committee will provide a formal, anonymous vote in favor of or against tenure/promotion for this candidate. The Committee will meet at least every 3 years in order to assess and alter tenure and promotion criteria as needed. **Approved by all members present on 4/27/07**

Present on 4/27/07: Behan, Bennett, Darby, Jeffrey, Pomory, Ryals, Snyder

Absent on 4/27/07: Sharma, Lepo

## **6. Academic Policies:**

### *Section 1. Advising*

Advising will be carried out by the departmental undergraduate advisor who will also be in charge of student recruiting and retention. Career advising will be conducted by faculty.

### *Section 2. Changes in Policies*

All changes to academic and curricular policies must be approved via the Curriculum Change Review process by a majority vote of eligible faculty and forwarded by the chair through the Dean to appropriate review committees.

### *Section 3.* Grading and Examination Policies

Grading and examination policies are made at the discretion of the instructor. These policies are to be published in class syllabi. Controversy over grading practices should begin with the concerned parties and follow the grievance process outlined by the University.

### *Section 4.* Role of Adjunct Faculty

Adjunct faculty can only serve as Co-Chair for thesis committees and only on a case-by-case basis with approval by tenure-earning faculty. Adjuncts can do directed studies for grad or undergrad students. (*revised: January 31, 2006*).

## **7. Personnel Policies/Procedures:**

### *Section 1.* Recruitment/Selection of New Faculty

Advertising, recruiting, and selection of new faculty follow the established university procedures. Departmental search committees screen all candidates' credentials and recommend campus visits by selected applicants. The Search Committee lists the strengths and weaknesses of each candidate and passes this information to the chair who forwards it to the dean. The dean makes the formal offer of rank and salary to the successful applicant. The chair will assign the new faculty member one or more senior colleagues who serve as mentors during the tenure earning years.

### *Section 2.* Annual Work Assignments

The chair in consultation with the faculty member will establish the faculty member's assignments in teaching, research, and service for the upcoming academic year. These assignments are based upon the needs of the department and the professional development of the faculty member. The chair prepares and signs the letter of assignment and refers to the dean for further processing.

### *Section 3* Faculty Mentoring

Mentoring of untenured, tenure-track faculty is a critical part of moving the faculty member toward a successful tenure decision. In recognition of this important departmental responsibility, the Department of Biology has chosen the following strategy for mentoring its faculty: To ensure continuity of responsibility and equity of effort, the Chair of the Department will serve on the mentoring committee of each new faculty member. The faculty member will identify two other tenured faculty to serve on their committee. While the usual committee consists of three tenured faculty (including the Chair), the committee may consist of up to five members, at least one of which (in addition to the Chair) must be from the home department. The five year development

period passes quickly so it is recommended that meetings be held at the end of each semester to assess progress in teaching, research and service. Mentored faculty are expected to provide a statement on their accomplishments in these three areas during the previous semester as well as a summary of their accomplishments for the period during which they have been in the tenure track at UWF. *Adopted by unanimous faculty email vote on September 24, 2013.*

#### *Section 4.* Annual Evaluation Criteria and Procedures

Annual evaluations are made by the chair. The evaluation is based on the annual assignment letter written by the chair and acknowledged by the faculty member. The assignment letter addresses teaching, research, and service.

The faculty member will document accomplishments for the year under consideration based on the annual evaluation criteria. The chair and faculty member review and discuss the submitted material and the results of the evaluation form. The chair writes a the letter of evaluation with a rating of poor, fair, good, excellent, or distinguished in each area being evaluated based on the results from the evaluation form. An overall evaluation is also provided based on the results from the evaluation form. The letter of evaluation, signed by the faculty member, is forwarded to the dean for further evaluation.

#### *Section 5.* Tenure

Excellence in teaching and significant demonstration of scholarship as well as tangible evidence of service to the university, community and profession justify the decision to grant tenure.

During the tenure earning years the faculty member, in pursuing activities listed on the *Criteria for Annual Evaluation*, should seek critiques and guidance from the assigned mentors, as well as other colleagues within the university. At the beginning of the third year of service, the chair and the mentors assigned to the faculty member who is being evaluated, will provide the untenured faculty member with an in-depth written evaluation of progress toward tenure and promotion. During the year in which the faculty member is a candidate for tenure, the full-time tenured faculty shall complete a secret ballot. The chair will also seek signed letters of evaluation from all members of the Department (members of the Biology Promotion and Tenure committee will sign a single memo based on the committee's evaluation) and solicit at least three letters of evaluation from external referees.

The chair will write a letter recommending tenure, defer, or deny and forward the complete dossier to the dean. The faculty member will be informed in writing of the chair's recommendation.

*Section 6.* Promotion

Excellence in teaching and promising demonstration of scholarship as well as tangible evidence of service to the university, community and profession justify the yearly reappointment of an assistant professor.

The associate professor must show continued excellent-distinguished performances in teaching. The associate professor must establish significant and tangible scholarship in the area of expertise. Leadership in service to the department, college, and university should be shown.

Substantial and tangible contributions in scholarship, as recognized by peers external to the university, in the area of expertise justify promotion to the rank of professor. The professor must show continued performances of distinguished teaching and carry out major responsibilities in service within and/or beyond the university. Members of the Promotion and Tenure Committee will sign a single memo resulting from their evaluation of the candidate for promotion.

*Section 7.* Summer Supplemental Contract Opportunities

All regular full-time faculty are given the opportunity to teach during the summer term, contingent upon the allocation of sufficient lines and programmatic needs. Visiting instructors/professors and regular adjuncts will be given consideration for summer employment on a second priority basis.

*Section 8.* Office Hours

All full-time faculty are required to meet a posted schedule of six office hours per week distributed over at least two days and several time blocks.

*Section 9.* Annual Salary Increment Increases

Annual salary increments are made by the dean upon consultation with the chair based on the annual evaluation. The increment will include "merit pay" as defined in Section 4.

*Section 10:* Allocation of Paid Overload Appointments

Paid overload appointments will be granted as needed to fulfill the teaching obligations of the department and contingent upon rotation through a list showing faculty expertise in the area of need.

**8. Departmental Resources**

*Section 1.* Budgeting

Laboratory Fee Account Funds in the laboratory fee are in the form of supply fees and equip fees which are earned through charges to students for those expenses. These funds will be disbursed for the purchase of expendable supplies and equip from the appropriate pool of funds earned through enrollment in the respective courses to operate the teaching laboratory sessions.

## *Section 2.*     Equipment

Operating Capital Outlay (OCO): The Department will maintain an OCO list which will be periodically updated and prioritized through input of the faculty.

Request for Use of Departmental Resources: Any request to use equipment and other departmental resources for purposes external to the academic/scholarly mission of the department must be submitted in written form to the chair for review and decision.

## **9.     Faculty Development**

Each untenured, tenure –earning faculty member will be assigned a Mentoring Committee of tenured faculty by the Chair to guide and advise the candidate during the tenure-earning years. The Chair will serve on each of the Mentoring Committees to ensure an equitable process across all committees. It is expected that this committee will meet with the candidate at least once each semester to discuss with the candidate their progress and direction toward earning tenure and promotion. The Chair will confer with the candidate’s Mentoring Committee in preparing the annual Progress Toward Tenure letter that must accompany the Annual Evaluation of non-tenured, tenure-earning faculty each spring.

The Department is committed to assisting faculty development. To facilitate planning, faculty requesting sabbaticals will notify the chair. Faculty requesting release time for curriculum and/or research development should present the plan to the chair for review. Such releases can only be granted by the Provost or Dean.

Seed Account: When available, these funds can be used to give partial financial support to full-time faculty for the purpose of carrying out new research projects. Requests (\$500-\$1500) are made by submitting a brief research proposal to the chair. Funding is to be used for the purchase of reagents and supplies and excludes salary compensation for faculty.

Support for student assistance, particularly at the graduate level will be considered.

## **10.    Amendment**

Any amendment to the Department of Biology Bylaws and Standing Rules must come through petition of a faculty member and subsequent discussion and approval by the department as a whole.

## **11.    Date of Adoption/Revisions: October 3, 2005.**

January 27, 2007  
April 27, 2007  
November 6, 2008

## DEPARTMENT OF BIOLOGY

### EXPECTATIONS FOR PROMOTION AND TENURE

The Department of Biology supports the University assertion that a candidate for tenure and promotion must demonstrate expertise in the areas of teaching, research, and service. However, the Department declares the privilege to define where a specific activity resides. The Department of Biology declares that the candidates for promotion and tenure within the Department must demonstrate expertise in areas under the aegis of the Department.

The criteria that must be met for teaching, research and service contributions will reflect the relative distribution of assigned duties stated on the candidate's contracts over the period of evaluation. The candidate must provide a summary of how the relative distribution of duties was estimated and copies of all contract assignments for the period of evaluation must be available in the tenure/promotion packet. The department chair must approve the summary allocation of duties (teaching, research, service) in writing in the form of the letter of assignment. The standard UWF 9-month contract is 18 contact hours of teaching (0.75 FTE); those faculty assigned fewer teaching contact hours by the chair will be expected to demonstrate higher productivity in service, research or non-credit generating teaching activities.

#### A. **TEACHING:**

The faculty member must demonstrate competence in teaching while contributing to the instructional needs of departmental programs. The faculty member will develop and instruct lecture/laboratory course(s) in area(s) of expertise and assist at all levels of instruction in a collegial atmosphere.

Tenure requires that the faculty member demonstrate a continuous record of excellent teaching. A continuous excellent-distinguished record in teaching is required for promotion to associate professor. Distinguished teaching and a positive reputation within the University is required for promotion to professor.

#### B. **RESEARCH AND CREATIVE ACTIVITIES**

Candidates for tenure and promotion must carry out the following activities:

- Conduct original research and contribute to the discovery, application, integration, and teaching of knowledge.
- Involve undergraduate and graduate students in the exploration of research and the discovery, application, integration and teaching of knowledge.
- Publish results in peer-reviewed journals, books or monographs.
- Secure extramural support to enhance teaching and research facilities, research projects, and student participation.

- Contribute to the University goals on issues of regional, statewide, national, and international concerns.

The candidate for tenure must establish an area of research specialty in the discipline. The research laboratory must be functional and active involving undergraduate and/or graduate student participation. The candidate's scholarly activity must be recognized by peers external to the University. At least one externally funded grant must be received. The candidate must list at least five (*revised: October 3, 2005*) peer-reviewed journal articles, book chapters, monographs or technical reports of studies carried out while employed at the University of West Florida.

The candidate for promotion to associate professor must establish significant and tangible scholarship in the area of expertise. The candidate's scholarly activity must be recognized by peers external to the University. At least one externally funded grant must be received. The candidate must list at least five (*revised: October 3, 2005*) peer-reviewed journal articles, book chapters, monographs or technical reports of studies carried out while employed at the University of West Florida.

Substantial and highly tangible contributions in scholarship, as recognized by peers external to the university, in the area of expertise justify promotion to the rank of professor. The candidate must list at least ten (*revised: October 3, 2005*) peer-reviewed journal articles, book chapters, monographs or technical reports of studies carried out while employed at the University of West Florida.

A candidate may be considered for tenure or promotion without having met all the criteria shown above. For example, the Department of Biology recognizes that "significant and/or substantial contributions" in the area of expertise can result from one finding derived from many years of study, culminating in a single publication.

**C. SERVICE:**

The candidate for tenure must show tangible evidence of service to the University, community and profession. Leadership in service to the department, college, and University must be shown by the candidate for promotion to associate professor. The candidate for professor must demonstrate the ability to shoulder major responsibilities in service within and/or beyond the University.

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Faculty members holding tenure earning appointments in the Center for Environmental Diagnostics and Bioremediation are directed by the above mentioned statements and are also expected to establish active research programs supported through extramural funding. Faculty members holding tenure earning appointments in Medical Technology are directed by the respective statements on expectations for promotion and tenure.

## **DEPARTMENT OF BIOLOGY**

### **STATEMENT OF RESEARCH AND CREATIVE ACTIVITY**

The Department of Biology promotes the bridging of ideas with the performance of original work, conducting biological research by faculty in collaboration with colleagues, students, and staff. As such, the Department of Biology sanctions and fully accepts the mission statement of the University as it pertains to research and creative endeavors in providing faculty and students the opportunities to participate in the discovery of knowledge.

In order to serve the mission of the Department of Biology, faculty research and creative activities will include the following:

- Conducting original research and contributing to discovery, application, and integration of knowledge.
- Developing innovative methods to introduce knowledge in the classroom.
- Involving undergraduate and graduate students in the exploration of research and discovery of knowledge.
- Publishing results in peer reviewed journals, books or monographs.
- Communicating results at professional meetings.
- Securing extramural support to enhance teaching and research facilities, research projects, and student participation.
- Contributing to the University goals on issues of current regional, statewide, national, and international concerns.

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Faculty members holding tenure earning appointments in Medical Technology are directed by the respective statement of research and creative activities. Faculty members holding tenure earning appointments in the Center for Environmental Diagnostics and Bioremediation are expected to establish active research programs supported through extramural funding.

## **Department of Biology Annual Evaluation** (Revised Fall 2009)

Faculty members are required to submit a statement and documentation of accomplishments on a yearly basis at the end of spring semester for annual review and evaluation by the Chair of the Department of Biology. The evaluation is then sent to the Dean of the College of Arts and Sciences. Faculty members are evaluated and receive rankings (poor, fair, good, excellent, distinguished) in three areas: service, research and teaching. They also receive an overall combined ranking.

The following document lists activity categories for each of the three areas and describes the indicators of each of the rank levels. The rank level of "Excellent" is defined specifically under the statement "Departmental Standard" and all other ranking levels are based on a relative comparison to the departmental standard expectations. The list of activity categories is not meant to be all inclusive, but a set of common activities most faculty members are involved with. Other activities may be included by a faculty member in their annual evaluation portfolio.

The overall combined ranking is made by the Chair of the Department of Biology based on all three areas. The assessment includes considering the degree of accomplishment in each area as it relates to the others to weight each area in arriving at the overall ranking. The Chair will assess the faculty member based on their performance according to the annual letter of assignment and will include the faculty member's contributions to the department above and beyond those guidelines as observed by the Chair.

## Criteria for Annual Evaluation for Teaching

### Teaching: Activity (areas of effort) Categories

1. Classroom
  - Different courses taught
  - Course sections taught
  - New courses developed and first offering
  - IOR & TA supervised
2. Graduate Degree
  - Graduate thesis committees as chair
  - Graduate thesis committees as member
  - Graduate advisees (non-thesis)
3. Directed Studies
  - Graduate directed studies (non-thesis work)
  - Undergraduate honor's thesis advisor
  - Undergraduate directed studies
4. Student Evaluations
5. Professional Development
  - Workshops, accreditations, curriculum development projects, etc.
6. Grants related to teaching
7. Awards related to teaching

### Teaching: Departmental Standard

Individuals in the Department of Biology are expected to participate in teaching related activities. Category 1 activities, classroom obligations, are performed based on assigned contact hours per individual contract. Individuals should participate in either Category 2 or Category 3 activities (not applicable for individuals on lecturer contracts). Student evaluations should document consistently positive impact on learning. Assessment, syllabi, curriculum development, etc. should be in compliance with departmental policies.

In all areas of scholarly activity (Research, Service, Teaching) the chair has the prerogative to include qualitative factors in arriving at a ranking for an individual faculty member. Faculty should be aware that Promotion and Tenure is based on criteria related to total effort in service and teaching while at UWF and to research prior to and during one's tenure at UWF at the time a portfolio is submitted for the Promotion and Tenure process. Promotion and Tenure is not based on simply adding annual evaluation rankings across the time of employment.

### Teaching: Evaluation Ranking & Indicators

#### Poor

This performance level demonstrates serious problems in attaining success in teaching role as reflected either by (1) a combination of many of the negative indicators; or (2) fewer, but more extreme behaviors that produce substantial negative outcomes on students and their learning. In

general, teaching performance is well below the departmental standard.

Indicators:

- \* Student evaluations document consistent and substantive problems (ratings well below the department average)
- \* Teaching philosophy missing, poorly articulated or poorly expressed in course activities and planning
- \* Syllabi fail to establish clear and relevant expectations
- \* Assessment practices are inadequate to support student learning and department needs (e.g., learning outcomes are inadequate, inappropriate, or missing; testing strategies are not effective or fair)
- \* Goals and course content reflect no continuous improvement efforts; no assistance rendered for department assessment plan
- \* Pedagogical practices are unsound (e.g., disorganization; late, missing, unhelpful feedback; standards too lax or too challenging; routinely poor preparation; disengaging, chaotic, or hostile classroom environment)
- \* Student support practices are unsound (e.g., late or absent for class, not responding to email, not keeping keep office hours, showing favoritism)
- \* Consistent and very negative ratings in advising, mentoring, and supervision of students scholarly or creative activities
- \* Special teaching assignments (e.g., honors, capstone, general education) avoided or poorly executed
- \* Chronic academic integrity concerns identified including evidence of disrespect for students and their rights
- \* Avoids teaching developmental experiences

### **Fair**

This performance level demonstrates some positive teaching outcomes, but produces major areas for concern that have a moderately negative impact on students and their learning typically as reflected by a combination of several of the indicators below. In general, teaching performance is moderately below the departmental standard.

Indicators:

- \* Student evaluations document areas of moderate concern (ratings below the department average)
- \* Teaching philosophy may not be clearly expressed in course planning and activities
- \* Syllabi need to provide clearer and more appropriate expectations
- \* Assessment practices show some difficulty in supporting student learning and meeting department needs
- \* Goals and course content reflect limited continuous improvement effort
- \* Some pedagogical practices need attention
- \* Some student support practices need improvement
- \* Advising, mentoring, and student supervision practices need improvement
- \* Special teaching assignments (e.g., honors, capstone, general education) could be executed with greater competence
- \* Occasional challenges related to academic integrity, including disrespect for students and their rights

- \* Does not typically participate in teaching development activity

### **Good**

This performance level demonstrates overall teaching effectiveness but some minor areas for concern, typically reflected by some combination of the indicators listed below. In general, teaching performance is mildly below the departmental standard.

Indicators:

- \* Student evaluations document adequate impact on learning
- \* Teaching philosophy expressed in course planning and activities
- \* Syllabi provide reasonably clear and appropriate expectations
- \* Assessment practices support student learning and contribute to department needs
- \* Goals and course content give evidence of continuous improvement effort
- \* Majority of pedagogical practices are appropriate and effective
- \* Majority of student support practices are appropriate and effective
- \* Advising, mentoring, and student supervision practices are appropriate and effective
- \* Special teaching assignments (e.g., honors, capstone, general education) executed with reasonable skill
- \* Maintains appropriate standards of academic integrity, including respect for students and their rights
- \* Participates in teaching development activities when directed to do so

### **Excellent**

This performance level demonstrates consistent high quality teaching with positive outcomes for student as reflected by the indicators below. Excellence meets the departmental standard.

Indicators:

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

### **Distinguished**

This performance level demonstrates unusually high degree of quality in teaching as shown by the following indicators that build upon indicators for excellence. In general, teaching contributions exceed the standards of excellence of the department.

Indicators:

- \* Numerical student evaluation data document clear statistical exceptional
- \* Narrative statements emphasize powerful impact on learner or transformative learning experiences
- \* Teaching awards honor high caliber of performance
- \* Leadership evident in the promotion of high quality teaching and curriculum development in the department

## **Criteria for Annual Evaluation for Service**

### **Service: Activity (areas of effort) Categories**

1. Institution (department, college, university)
  - Committee/council/task force as member
  - Committee/council/task force as chair
  - Institution sponsored activities: open house, orientations, recruitment.
  - Sponsorships for student organizations
2. Profession
  - Associations/Societies: officer, committees, invited seminars
  - Journals: editorships, reviewer
  - Agencies: board memberships, reviewer
  - Meeting/conference: hosting, chairing sessions
  - Publishing houses: textbook reviews
3. Community
  - Invited seminars
  - Juror/Judge
  - Sponsor/participant outreach activities
4. Awards related to service

### **Service: Departmental Standard**

Individuals in the Department of Biology are expected to participate in service related areas including activities from at least two of the first three categories listed above with at least four activities total. Two activities may be single events (such as review of a manuscript); two activities must be recurring events (such serving on a standing committee), one of the two recurring events must be from category 1 institutional activities.

In all areas of scholarly activity (Research, Service, Teaching) the chair has the prerogative to include qualitative factors in arriving at a ranking for an individual faculty member. Faculty should be aware that Promotion and Tenure is based on criteria related to total effort in service and teaching while at UWF and to research prior to and during one's tenure at UWF at the time a portfolio is submitted for the Promotion and Tenure process. Promotion and Tenure is not based on simply adding annual evaluation rankings across the time of employment.

## **Service: Evaluation Ranking & Indicators**

### **Poor**

This performance level demonstrates serious problems in fulfilling appropriate service role for faculty as shown by the indicators below. In general, service is absent.

Indicators:

- \* Service activity nonexistent or very poor in quality, producing a potentially adverse impact on the goals of the relevant organization
- \* 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)
- \* Community service, if any, does not in any way provide synergy between the faculty member's area of expertise and the service functions

### **Fair**

This performance level demonstrates only minor tangible progress in service contributions as shown by the indicators below. In general, service is moderately below the departmental standard.

Indicators:

- \* Appropriate arenas for service identified and explored
- \* Minimal contributions made in service role (e.g., "sits" on committees as compared to active participation)
- \* Recognition of service obligation in faculty role shapes consideration
- \* Over-commitment to service spreads faculty time and energy too thinly to facilitate effectiveness
- \* Community service, if applicable, provides limited, tangential synergy between the faculty member's area of expertise and service functions

### **Good**

This performance level demonstrates major tangible progress in relevant service contributions as shown by the indicators below. In general, service is somewhat below the departmental standard.

Indicators:

- \* Emerging service agenda reflects reasonable expectation for rank
- \* Selection of service activity expresses understanding of faculty service role in regional comprehensive university
- \* Usually participates actively and constructively in service activity
- \* Usually effective in service as citizen of department
- \* Balance across service obligations may be a struggle
- \* Community service, if applicable, provides reasonable synergy between the faculty member's area of expertise and the service functions

**Excellent**

This performance level demonstrates satisfactory execution of service contributions as shown by the indicators below. In general, service contributions meet the departmental standard.

Indicators:

- \* Scope and effort level meet department standards
- \* Service agenda well suited to regional comprehensive university mission
- \* Service contributions represent strategic decisions that balance demands from the discipline, department, campus, and community
- \* Potential shown for wide recognition inside and outside of the university
- \* Community service, if applicable, provides excellent synergy between the faculty member's area of expertise and the service functions

**Distinguished**

This performance level demonstrates high degree of skill in service contributions as shown by the indicators below that build upon indicators for excellence. In general, service contributions exceed the standards of excellence of the department.

Indicators:

- \* Leadership demonstrated in targeted arenas of service (e.g., holds elected office; collaborates skillfully and innovatively)
- \* Problems solved proactively through vigorous contributions
- \* Wide external recognition (local, national or international audiences) or awards achieved for quality of service contributions
- \* Community service, if applicable, provided significant and measurable impact; service provides excellent synergy between the faculty member's area of expertise and the service functions

# **Criteria for Annual Evaluation for Research & Scholarly Activity**

## **Research & Scholarly Activity (areas of effort) Categories**

1. Publications (Refereed)
  - Journals: submitted, published (in press, on-line, in print)
  - Technical reports: submitted, published (in press, on-line, in print)
  - Proceedings full paper: submitted, published (in press, on-line, in print)
  - Books as author: submitted, published (in press, on-line, in print)
  - Books as editor: submitted, published (in press, on-line, in print)
  - Chapters in books: submitted, published (in press, on-line, in print)
2. Publications (Non-refereed)
  - Technical reports: submitted, published (in press, on-line, in print)
  - Proceedings full paper: submitted, published (in press, on-line, in print)
  - Books as author: submitted, published (in press, on-line, in print)
  - Books as editor: submitted, published (in press, on-line, in print)
  - Chapters in books: submitted, published (in press, on-line, in print)
3. Meeting/Conference Presentations: international, national, regional, local
4. External grants/contracts (Reviewed)
  - Federal: submitted, new awards, continuing
  - State: submitted, new awards, continuing
  - Local: submitted, new awards, continuing
  - Private: submitted, new awards, continuing
5. External grants/contracts (Non-reviewed)
  - Federal: submitted, new awards, continuing
  - State: submitted, new awards, continuing
  - Local: submitted, new awards, continuing
  - Private: submitted, new awards, continuing
6. Internal grants/contracts: submitted, new awards, continuing
7. Other Activities
  - Abstracts: submitted, published (in press, on-line, in print)
  - Patents on products related to field of study: filed, awarded
  - Workshops attended related to field of study
8. Citation index
  - Impact factors
  - Awards related to field of study

## **Research: Departmental Standard**

Individuals in tenured/tenure earning positions in the Department of Biology are expected to participate in research related activities (not applicable to instructor or lecturer positions). The following standard is based on a 3:3 fall:spring teaching load, which should be adjusted in proportion to assigned contracts. Individuals are expected to produce one published/accepted, refereed publication (category 1); or one awarded/continuing external grant (category 4). In addition, two more research activities (any combination from categories 1-7) should be accomplished.

In all areas of scholarly activity (Research, Service, Teaching) the chair has the prerogative to include qualitative factors in arriving at a ranking for an individual faculty member. Faculty should be aware that Promotion and Tenure is based on criteria related to total effort in service and teaching while at UWF and to research prior to and during one's tenure at UWF at the time a portfolio is submitted for the Promotion and Tenure process. Promotion and Tenure is not based on simply adding annual evaluation rankings across the time of employment.

## **Research: Evaluation Ranking & Indicators**

### **Poor**

This performance level demonstrates serious problems in developing scholarship and creative projects as reflected by the indicators below. In general, scholarly and creative production is well below the departmental standard.

Indicators:

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

### **Fair**

This performance level demonstrates only minor tangible progress toward executing a scholarly and creative agenda as shown by the indicators below. In general, scholarly and creative projects are moderately below the departmental standard.

Indicators:

- \* General focus of interest identified
- \* Evidence of some completion of beginning stages of scholarly or artistic process (e.g., data collection, manuscript outline, artistic plan)
- \* Exploration of possible scholarly collaboration or resource network to help with specific plan

- \* Professional organizations identified that will support scholarly and creative goals
- \* Appropriate professional educational opportunities (e.g., licensure, technology training, special educational opportunities) identified
- \* Sources of external support for scholarship or creative activities agenda identified and explored
- \* Judgment about ethical standards for scholarly and artistic production may be problematic at times
- \* Questionable time management strategies limit production

### **Good**

This performance level demonstrates moderate tangible progress in scholarship or creative activity agenda as shown by the indicators below, but work falls mildly below the departmental standard.

Indicators:

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

### **Excellent**

This performance level demonstrates satisfactory execution of scholarship or creative activity agenda as shown by the indicators below. Excellence meets the departmental standard.

Indicators:

- \* Refined scholarly agenda or creative plan well suited to regional comprehensive university context
- \* Meets department production targets for both quantity and quality of scholarship
- \* Potential for wide recognition of quality outside of the University
- \* Completes appropriate schedule of professional educational opportunities (e.g., licensure, technology training, etc.) in a timely fashion
- \* External support captured to facilitate scholarship or creative activities agenda
- \* Highly skilled application of ethical conventions in discipline
- \* Skilled time management facilitates success of scholarly agenda or creative plan

### **Distinguished**

This performance level demonstrates unusually high degree of skill in design and execution of scholarly and creativity projects as shown by the indicators below that build upon the indicators for excellence. In general, scholarly and creativity projects exceed the standards of excellence of the department.

Indicators:

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