

**BY-LAWS OF  
THE DEPARTMENT OF MATHEMATICS/STATISTICS  
(May 2015)**

**Mission/Vision**

The Department of Mathematics and Statistics is committed to delivering a high quality liberal arts education to students in the context of a regional comprehensive institution. The Department significantly contributes to the vision and mission of the University through engagement of students in high impact practices, scholarly endeavors, and outreach to the community and profession. We aspire to be known for our distinctive programs at the undergraduate and graduate levels. The vision of the Department of Mathematics and Statistics is to provide quality undergraduate and graduate education in Mathematics and Statistics and its applications via in-class and online instructional platforms, be known as a leader in faculty-led and student-led research, and to contribute to the community and profession through service.

**I. General**

**A. Introduction**

1. The Chair shall serve as the presiding officer at departmental meetings. The presiding officer shall vote only to break a tie.
2. The Chair shall call for meetings at least one week in advance. An agenda shall be distributed at least three working days before the meeting. Faculty may submit agenda items up to one day prior to distribution of the agenda item.
3. A majority of the regular voting faculty<sup>(1)</sup> shall constitute a quorum. Non-regular faculty<sup>(2)</sup> shall be ex-officio, non-voting members and may serve the department in an advisory capacity.
4. A faculty member may add an issue to the agenda at the department meeting before the agenda is adopted, provided the motion to add an issue (in the form of a request to the presiding officer) receives a majority of votes. Issues not listed on the adopted agenda may not be voted upon in the same meeting. Such issues can be brought up and discussed.
5. Issues brought to departmental meetings become policy only by receiving a majority vote of the regular faculty.
6. With the exception of the meetings of the Personnel Committee involving promotion and/or tenure, all Department committee meetings shall be open to all faculty. Committees shall distribute their meeting agenda to all faculty at least two working days prior to the meeting and, if possible, distribute written reports to the faculty prior to a departmental meeting.
7. Line-item proxies are permitted. A written proxy must be presented to the Chair prior to the meeting.
8. The Department shall have the following committees:
  - i. Graduate Committee
  - ii. Undergraduate Committee
  - iii. Personnel Committee
  - iv. Colloquium Committee
  - v. Mentoring Committee
  - vi. Proseminar Committee
9. There will be at least two faculty meetings each semester of the academic year. At least one meeting per semester shall be devoted to academic planning.

10. The graduate programs shall be coordinated by a Director of the Graduate Programs.
11. Canceling of Classes: In the event of an illness or emergency, the instructor must contact the Chair at the earliest possible time. The Chair shall attempt to arrange for a suitable substitute. If one cannot be found, the instructor shall hold make-up sessions as needed to bring the class in line with the course schedule. In the event that make-up sessions cannot be held, the instructor shall formulate an addendum (to be approved by the chair) to the syllabus.

In the event of a planned absence such as for a conference, the instructor must either arrange for a substitute or provide make-up classes. Here, digital lectures may be used in lieu of face-to-face instruction. These arrangements shall be made in consultation with the Chair.

12. Collegiality: Collaboration and constructive cooperation between academic colleagues helps others to identify important aspects of a faculty member's overall performance. A collegial atmosphere is essential in a department environment. Such an atmosphere makes both students and faculty members feel more welcome so they may better achieve their academic objectives. Therefore, regarding collegiality at the department level, a faculty member is expected to:
  - Treat colleagues with respect in all interactions;
  - Undertake all activities with openness and fairness, and respond to concerns raised by colleagues with respect;
  - Deal with conflicts and disagreements among colleagues in a professional manner; and
  - Bring unresolved conflicts/disagreements to the attention of the Chairperson. The Chairperson shall attempt to resolve the conflict with the parties involved.

All faculty members shall also abide by the university guidelines related to collegiality and faculty cooperation

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- (1) Regular voting faculty members include: instructors, lecturers, assistant professors, associate professors and professors who are not on leave outside the Pensacola area.
  - (2) Ex-officio faculty members include: visiting faculty, faculty on phased retirement or Emeritus status.

## **B. Responsibilities of Director of Graduate Programs**

In consultation with the Chair, the Director shall:

- Be the Faculty Advisor to graduate students. In this role, the Director shall act as the point of contact for all issues pertaining to graduate students.
- Appoint graduate assistants (with the Graduate Committee) and assign their workloads.
- Attend to students' issues and inquiries including credit transfers.
- Coordinate graduate financial aid.
- Manage applicant data sheets and make admission decisions (with the Graduate Committee).
- Coordinate and manage the comprehensive examinations.
- Facilitate strategic planning for the graduate programs (with the Graduate Committee).
- Act as an ombudsman for graduate students.

## II. Committees & Representatives

1. **Personnel Committee**: Shall deliberate all faculty personnel matters, including promotion and tenure, and make recommendations to the Chair. Three tenured faculty members shall constitute the Personnel Committee. The Committee must include persons with primary interest in each of mathematics and statistics. Members shall serve staggered three-year terms.

If a candidate for promotion to full professor is brought before the personnel committee, only full professors may consider the case. If there are less than three full professors on the personnel committee, the department shall elect the needed number to the committee to consider the case(s).

2. **Undergraduate Committee**: Shall oversee all undergraduate programs. Up to five faculty members may constitute the committee and must include persons with primary interest in each of mathematics and statistics. Members serve staggered three-year terms.
3. **Graduate Committee**: Shall oversee all graduate programs. The Committee shall recommend candidates for admission and recipients of graduate assistantships. Membership shall be up to five faculty including the Director of the Graduate Programs. The membership must include persons with primary interest in each of mathematics and statistics. Members serve staggered three-year terms.
4. **Mentoring Committees**: As part of the tenure process, a mentoring committee will be selected by the Department Chair at the beginning of employment for each person for whom tenure is expected. The mentoring committee will have 3 members from Mathematics and Statistics and one member from another discipline. The committee shall monitor the prospective candidate's progress according to the detailed criteria listed below and report on this progress to the Department Chair each year before annual evaluations are prepared. In addition, the Committee will do an elaborate mid-term review as described in IIIB below.
5. **Proseminar Committee**: Shall oversee the proseminar for the department. For the main purpose of maintaining acceptable standards, the Committee shall weigh both oral and written students' reports to make recommendations to the department through the department Chair. The membership must include persons with primary interest in each of mathematics and statistics.
6. **Colloquium Committee**: Two members, one with primary interest in mathematics, the other with primary interest in statistics, serving staggered two-year terms.
7. **Departmental Liaison with Cooperative Education**: One person serving a three-year term.
8. **Library Representative**: Two members, one with primary interest in mathematics, the other with primary interest in statistics, serving staggered two-year terms.
9. **Math Club Faculty Advisor**: A faculty member shall be the Advisor of the Math Club. The Advisor shall be appointed by the Department Chair and shall oversee all operations of the student association. The appointment shall be reviewed and affirmed every three years.

**Notes:**

- a. Committee Chairs shall call and preside over committee meetings. They shall deliver committee reports at Department Meetings. Committee reports/recommendations shall be taken as recommendations to the department faculty.
- b. The Chair shall make Committee assignments except when the regular faculty request for an election. In particular, the Graduate Committee and the Undergraduate Committee shall review and assess curricula at the various levels per Chair's assignment.
- c. All committee members are eligible for re-election.
- d. The Department Chair shall publicize vacancies on committees at the beginning of each school year, to replace faculty who are rotating off the various committees.

### **III. Policies & Criteria**

#### **A. Summer Term Rotation Policy**

The Departmental Cumulative-Point system for distribution of summer courses began in 1989. The Department Chair shall follow the list ordered according to point totals, to assign summer courses. Each summer, each faculty member shall accrue 1 point. For each course taught, the faculty member shall be charged 0.5 against his/her total. If a faculty member is appointed Department Chair, his/her position on the Summer Rotation list shall be frozen. The Chair, on returning to regular faculty status, shall assume that frozen position with a total equal to the person directly above him/her. New faculty shall be placed on the list according to their contract-signing date and shall each be awarded the least total points for any returning faculty.

#### **B. Promotion and Tenure Criteria**

**Introduction:** A candidate for tenure and/or promotion should have demonstrated collegiality and a willingness to work with colleagues in supporting the goals and mission of the department, college, and university. The Department has a set of criteria and standards for the assessment of a faculty member's performance of assigned duties and responsibilities. The assessment shall form a basis for tenure and promotion decisions. There are three performance categories: teaching; scholarship and creative activity; and service.

The following levels will be used in evaluating faculty quality of performance:

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

The performance levels are expected as an average with sustained effort throughout the decision period.

A candidate must have served at least five years at UWF in order to be eligible to apply for tenure (University requirements), unless credit was given at the time of employment by the University for work done at other institutions prior to the UWF employment.

**Mid-Term Review:** The Department shall do a third-year tenure review of each tenure candidate. At the end of Year 3, the Mentoring Committee (named above) shall review the candidate’s updated list of publications, other research and creative activities, courses taught and teaching-related engagements, evidence of service, and the three annual evaluations (of the Chair and the Dean). The goal of this more extensive evaluation is to identify and address any problem areas. The Committee shall report the outcome of this evaluation by means of a letter to the candidate and the Chair within 3 months of the conclusion of the regular annual evaluations process for Year 3. For persons who are awarded credit towards tenure at the point of employment, the Chair shall draw up an appropriate evaluation schedule during his/her first semester at UWF, to include an appropriate mid-point evaluation.

**In sum,** the Department adopts the University criteria as contained in the 2015-2016 Promotion and Tenure Guidelines. The table below, curled from that document, summarizes the criteria (see Table 1 on p.6, Promotion and Tenure Guidelines, 2015-2016).

**Table 1. University Criteria for Tenure and Promotion Decisions**

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

**Minimum Expectations:**

**1. The minimum Research expectations for tenure and/or promotion are:**

- a) At least FOUR research articles published in refereed journals shall be considered the minimum expectation for tenure. Of these, at least THREE must be published while the candidate is at UWF, unless credit was given by the UWF Department of Mathematics & Statistics at the time of hiring, for research work done prior to UWF employment.
- b) At least FOUR research articles published in refereed journals shall be considered minimum expectation for promotion from the rank of assistant professor to the rank of associate professor. Of these FOUR, at least THREE must be published while the candidate is at UWF, unless credit was given by the Department at the time of hiring for research work done prior to UWF employment.
- c) At least FIVE research articles published in refereed journals after the first promotion (i.e. the promotion to the rank of associate professor) shall be considered the minimum expectation for promotion from the rank of associate professor to professor.

In addition to publishing in refereed journals, the following activities shall enhance an applicant's candidacy for promotion and/or tenure

- Writing chapters or books on specialized subjects.
- Presenting papers at regional, national, or international meetings; serving as a speaker or discussant at conferences, symposiums, seminars or workshops; publishing in conference proceedings
- Consulting of a non-routine nature resulting in new methodology or application of existing methods to new situations.
- Writing and securing grants and contracts.
- Reviewing and refereeing technical papers and editing journals.
- Producing tangible evidence of research and creative activities which have not resulted in formal publications.

**NOTE:**

- a. In order to count for the minimum number of publications, the quality of the works must be evaluated by external reviewers chosen with the approval of the chairperson of the department.
- b. The minimum-number requirement may be waived if the candidate has published important works, the importance of such works to be determined by no fewer than three distinguished external reviewers chosen with the approval of the chairperson of the department.

**2. Minimum Teaching and Service expectation for promotion and/or tenure:**

A record of excellent teaching is required for tenure and promotion. Thus, the rating of excellent in teaching shall be required for tenure. Excellence in teaching and a strong positive reputation within the University as a teacher are required for promotion to associate professor or professor. In this performance area, the ratings in the first three performance categories (Poor, Fair, Good) shall not facilitate favorable tenure and promotion decisions.

In the performance area of service, the ratings in the first two performance categories (Poor, Fair) shall not facilitate favorable tenure decisions. Similarly, the ratings in the first two performance categories (Poor, Fair) shall not facilitate favorable promotion decisions to Associate Professor, and the ratings in the first three performance categories (Poor, Fair, Good) shall not facilitate favorable promotion decisions to Professor. A candidate for tenure and/or promotion should show evidence of at least FOUR years of service to the department, college, university and the professional community while in rank.

**Note:** Statements in this document are the minimum expectations for tenure and/or promotion considerations and are intended to be used as guidelines. Meeting the minimum expectations does not guarantee tenure or promotion.

**C. Evaluation Criteria**

It is expected that all faculty will conduct themselves in accordance with the policies outlined in UWF Professional Standards and the UFF Collective Bargaining Agreement. Criteria for evaluating teaching, scholarly and creative activity, and service include but are not limited to the following: (The order of the listing does not reflect relative importance.)

## **1. Teaching**

Teaching effectiveness shall be demonstrated with, but shall not be limited to:

- Satisfactory student evaluations, to be collected every semester included in the period of evaluation.
- Peer evaluations of teaching.
- Organization and planning of courses.
- Clear and definitive explanation of assignments.
- Scholarship in teaching areas
- Engaging students in research projects.
- Updating course material to reflect advancements in the field.
- Design of new courses and/or programs.
- Teaching awards.
- Participation in teaching development programs.
- Teaching specialty topics in seminars, discussion groups, and other student-centric delivery forums.
- Mentoring students in directed studies, capstone or honors projects or theses

### **1.1. Poor**

This performance level demonstrates serious problems in attaining success in the teaching role as reflected by teaching performance that is well below the department standards of excellence.

*Indicators:*

- Student evaluations document consistent and substantive problems (ratings well below the department average).
- 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).
- Pedagogical practices are unsound (e.g., disorganization; late, missing, unhelpful feedback; standards too lax; 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 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) avoided or poorly executed.
- Chronic academic integrity concerns identified including evidence of disrespect for students and their rights.

### **1.2. Fair**

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 department standards of excellence.

*Indicators:*

- Student evaluations document areas of moderate concern.

- Syllabi need to provide clearer and more appropriate expectations.
- Assessment practices show some difficulty in supporting student learning and meeting department needs...
- Some pedagogical practices need attention.
- Some student support practices need improvement.
- Special teaching assignments (e.g., honors, capstone) could be executed with greater competence.
- Occasional challenges related to academic integrity, including disrespect for students and their rights.

### **1.3. Good**

Demonstrates overall teaching effectiveness but produces some minor areas for concern reflected by teaching performance that is mildly below the department standards of excellence.

*Indicators:*

- Student evaluations document adequate impact on learning as indicated by a minimum of 2.3 average of all reported sections taught on each of the items 8 (overall assessment of instructor), 17 (instructor's command of the subject), and 18 (overall course organization) on the Student Assessment of Instruction.
- Syllabi provide reasonably clear and appropriate expectations.
- Majority of pedagogical practices are appropriate and effective.
- Majority of student support practices are appropriate and effective.
- Special teaching assignments (e.g., honors, capstone) executed with reasonable skill.
- Maintains appropriate standards of academic integrity, including respect for students and their rights.

### **1.4. Excellent**

Demonstrates consistent high quality teaching with positive outcomes for students. Performance at this level meets all or almost all department standards of excellence.

*Indicators:*

- Student evaluations document consistently positive impact on learning as indicated by a minimum of 2.8 average of all reported sections taught on each of items 8 (overall assessment of instructor), 17 (instructor's command of the subject), and 18 (overall course organization) on the Student Assessment of Instruction.
- Syllabi outline comprehensive, clear, and appropriate performance expectations.
- Pedagogical practices facilitate optimal learning conditions.
- Student support practices facilitate optimal student development.
- Mentoring of capstone and honors projects.
- Appropriate standards of academic integrity promoted, including respect for students and their rights.

### **1.5. Distinguished**

Demonstrates unusually high degree of quality in teaching. The performance at this level exceeds department standards of excellence.

*Indicators:*

- Numerical student evaluation data document clear statistical exceptionalities as indicated by a minimum of 3.3 yearly average of all reported sections taught on each of items 8 (overall

assessment of instructor), 17 (instructor's command of the subject), and 18 (overall course organization) on the Student Assessment of Instruction.

- Syllabi outline comprehensive, clear, and appropriate performance expectations.
- Pedagogical practices facilitate optimal learning conditions.
- Student support practices facilitate optimal student development.
- Mentoring of capstone and honors projects.
- Appropriate standards of academic integrity promoted, including respect for students and their rights.
- Leadership evident in the promotion of high quality teaching and curriculum development in the department.

**NOTE:** For the purpose of assigning a numerical value to rating in teaching evaluation

- Numerical student evaluation data is compiled on items 8 ( overall assessment of instructor), 17 (instructor's command of the subject) and 18 (overall course organization) of the Student Assessment of Instruction.
- A POOR is assigned 0 points, FAIR is 1 point, GOOD is 2 points, VERY GOOD is 3 points, EXCELLENT is 4 points.

## **2. Scholarship and Creative Activity**

The Department recognizes research and creative activities to include, but not limited to:

1. Publishing original manuscripts in refereed journals.
2. Writing chapters or books on specialized subjects.
3. Presenting papers at regional, national, or international meetings; serving as a speaker or discussant at conferences, symposiums, seminars or workshops; publishing in conference proceedings.
4. Consulting of a non-routine nature resulting in new methodology or application of existing methods to new situations.
5. Writing and securing grants and contracts.
6. Reviewing and refereeing technical papers and editing journals.
7. Tangible evidence of research and creative activities which have not resulted in formal publications.

While all forms of research and creative activities shall be recognized, publishing original manuscripts in refereed journals shall be considered to be the strongest evidence of scholarship. The Chair shall confer with the Personnel Committee regarding the execution of evaluation of faculty research and scholarly activities.

## **3. Service**

Service is broadly defined and includes a wide range of activities including, but not limited to:

- Service on university, college, and department governance.
- Community service related to one's discipline.
- Advising student organizations.
- Service to professional and student organizations.
- Services related to recruitment and retention of students.
- Service on editorial review boards.

- Service on conference committees.
- Articulation efforts at various levels.
- Outreach activities that promote the department.
- Participation in the activities of local or national professional organizations.
- Assisting in organizing district wide activities such as science fairs, and mathematics competitions.
- Textbook, manuscript and grant reviewing activity.
- Mentoring and assisting new faculty.
- Student advising.

### **3.1. Poor**

Demonstrates serious problems in fulfilling appropriate service role for faculty as shown by the indicators below. In general, service is well below the department standards for excellence.

*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 applicable, does not in any way provide synergy between the faculty member's area of expertise and the service functions, for example, serving as the director of a local church choir.

### **3.2. Fair**

Demonstrates only minor tangible progress in service contributions as shown by the indicators below. In general, service is moderately below department standards for excellence.

*Indicators:*

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

### **3.3. Good**

Demonstrates major tangible progress in relevant service contributions as shown by the indicators below. In general, service is somewhat below department standards for excellence.

*Indicators:*

- Participates effectively in the service activities listed in section 1.3 of this appendix.
- Usually participates actively and constructively in service activity.
- Usually effective in service as citizen of department.
- Community service, if applicable, provides reasonable synergy between the faculty member's area of expertise and the service functions.

### 3.4. Excellent

Demonstrates satisfactory execution of service contributions as shown by the indicators below. In general, service contributions meet the department standards for excellence.

*Indicators:*

- Participates effectively in the service activities listed in section 1.3 of this appendix;
- Demonstrates leadership in departmental, college or university committees.
- Community service, if applicable, provides excellent synergy between the faculty member's area of expertise and the service functions. For example, serving as a judge in a science competition or in a mathematics competition.

### 3.5. Distinguished

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 department standards for excellence.

*Indicators:*

- Participates effectively in the service activities listed in section 1.3 of this appendix
- Leadership demonstrated in key college or university committees
- 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.

### **Review/Revision of these bylaws:**

- The Personnel Committee shall review these bylaws at least once every two years. Proposed amendments will be posted to the faculty at least two weeks before the recommendations are brought to a vote.
- Dates of approval of each current version of this document shall be appended below the document title and annotated at the end.
- A candidate for tenure/promotion shall elect the set of bylaws in use at the point of employment offer or any set of a later year.

August 21, 2009 – The Bylaws document was adopted.

February 21 2014 – Revisions discussed in draft form at departmental meeting;

March 6, 2014 – Revised and adopted by departmental email vote.

April 10, 2015 – Revisions discussed at departmental meeting.

May ..... - Revised and adopted by departmental email vote.

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