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I. SUGGESTED ORDERING OF MATERIALS IN PROMOTION, TENURE, AND ANNUAL EVALUATION FOLDERS

2000-2001
I. SUGGESTED ORDERING OF MATERIALS IN PROMOTION, TENURE, AND ANNUAL EVALUATION FOLDERS

To facilitate the work of review committees and responsible university officials, it will be very helpful if faculty members and those in the recommendatory line would observe the following suggestions concerning the ordering of materials in the 3-ring binders provided for that purpose.

Promotion and Tenure Folders

* 1. The annual evaluations for the past two years (to be provided by the Dean's office).
* 2. The latest promotion file, if any (to be provided by the Dean's office).
** 3. A complete up-to-date vitae.
4. A copy of the approved departmental scholarly activities statement.
5. Summaries of Student Evaluations of Instructor/Course.
6. Recommendations of peers, arranged as departmental peers, peers outside the department, and peers with similar expertise outside the University. (Departmental peer evaluations are required.)
7. Results of secret ballot (tenure folders only).
8. Recommendation of Chairperson.
9. Recommendation of College Faculty Personnel Committee (including the vote).
10. Recommendation of Dean.
11. Rebuttal letter, if any.
12. Recommendation of University Faculty Personnel Committee (including the vote).
13. Rebuttal letter, if any.
14. Recommendation of Provost/Vice President for Academic Affairs.
15. Rebuttal letter, if any.
16. List of supporting materials, e.g., books, reprints, and research reports. (Examples of research and/or creative activity should be submitted in a separate container.)

This advice was reiterated by the University Faculty Personnel Committee (UFPC) in April 1994. The UFPC suggests that vitae have clearly defined publication headings; e.g., books and other monographs, journal articles, conference proceedings, and technical reports. Items which are in print, or forthcoming, should be listed in a separate category.

* Note that the University Faculty Personnel Committee requests preceding years' evaluations; the faculty member is not obliged to provide them according to terms of the Collective Bargaining Agreement, and he/she may not be treated prejudicially for failure to include preceding years’ evaluations.

** List of publications in curriculum vitae submitted in promotion and/or tenure folders must include the names of all co-authors in the same order appearing in such publications. Folders must include a signed statement indicating adherence to the said policy. (Faculty Senate, 1/8/88)
Aspirants for promotion or tenure are urged not to include irrelevant materials from earlier attempts in which they were previously unsuccessful in a promotion or tenure bid. Also, please include only materials germane to promotion or tenure consideration.

Annual Evaluation Folders
* 1. Vitae update and annual statement of professional contributions; i.e., include only accomplishments during the review period.
2. Department statement on creative/scholarly activities.
3. Summaries of Student Evaluations of Instructor/Course including SUSSAI summary reports
4. Any other tangible examples of accomplishment; e.g., books, reprints, or other examples of research and/or creative activity.
5. Chairperson’s evaluation.
6. Chairperson’s appraisal of progress toward tenure (for non-tenured, tenure-earning faculty only).
7. Dean’s evaluation.
8. Provost’s evaluation in those cases where the faculty member is not tenured, or where the tenured member is being considered for promotion.
9. Rebuttal letters, if any, should be placed immediately following the rebutted evaluation.

It is important to restrict folders to those materials germane to fair consideration of the faculty member's contributions. Folders which include irrelevant or redundant materials inhibit the work of committees and administrators and are inimical to the best interests of the faculty member.

SUSTAINED PERFORMANCE EVALUATION FOLDER
1. Annual evaluations for the past six years.
2. Faculty member's statement of contributions (optional).
3. Chairperson's evaluation.
4. Performance Improvement Plan, if any.
5. Appeal letters, if any.
6. Dean’s decision on appeals, if any.
7. Appeal of dean's decision, if any.
8. Faculty Personnel Committee's recommendation, if any.
9. Provost's decision on appeal, if any.
10. Appeal of Provost's decision on Performance Improvement Plan, if any.
11. President's decision on Performance Improvement Plan, if any.

* Since vitae updates are submitted in January and the chairpersons' evaluations rendered in February, the period covered by the vitae updates and the statements of contribution should ordinarily be based on activity in the preceding calendar year.
II. UFF/BOR CRITERIA
RE: DEPARTMENTAL MERIT SALARY INCREASES
II. **UFF/BOR CRITERIA RE: DEPARTMENTAL MERIT SALARY INCREASES**

Salary increases in recognition of merit represent a significant, tangible way in which special contributions to the university may be acknowledged. Although we dwell in a community of devoted teachers and scholars, it is appropriate and important that we recognize those among us who have distinguished themselves in their professional activities. Further, in this way, we encourage efforts to excel, and to attract and retain those who are willing and able to make those special efforts.

Articles 23.1(a), 10.3(a)(2), and 10.4, of the 1998-2001 BOR-UFF Collective Bargaining Agreement deal with the subject department of merit:

23.1(a) Salary Increases in Recognition of Meritorious Performance

1. **Promotion Increases.**

   a. Promotion increases shall be granted to employees consistent with the collegial system of shared governance and other provisions pursuant to Article 4.

   b. These increases shall be granted in an amount equal to 9.0% of the employee's previous year's base salary rate, plus any increase provided as a salary equity adjustment, in recognition of promotion to one of the ranks described below.

      To Assistant Professor, Associate in ______, and Assistant University Librarian;

      To Associate Professor, Research Associate, Associate Curator, Associate Scholar/Scientist, Associate Engineer, and Associate University Librarian; and

      To Professor, Curator, Scholar/Scientist, Engineer, and University Librarian.

2. **Departmental merit.** These increases shall be provided consistent with criteria specified in Section 10.4 and procedures developed pursuant to Section 10.3(a)(2).

3. Each eligible full-time employee shall receive the following guaranteed minimum salary increase: 9-month, $500; 10-month, $556; 11-month, $611; and 12-month, $667. Eligible part-time employees shall be provided a proportional increase.
10.3 Procedures.

(a) Annual Evaluation.

(1) The proposed written annual evaluation, including the employee's annual assignment which was furnished pursuant to Section 9.3, shall be provided to the employee within thirty (30) days after the end of the academic term during which such evaluation will be made. The employee shall be offered the opportunity to discuss the evaluation with the evaluator prior to its being finalized and placed in the employee's evaluation file. The evaluation shall be signed and dated by the person performing the evaluation, and by the person being evaluated who may attach a concise comment to the evaluation. A copy of the evaluation shall be provided to the employee. The employee may request, in writing, a meeting with an administrator at the next higher level to discuss concerns regarding the evaluation which were not resolved in previous discussions with the evaluator.

(2) Each university department/unit shall develop and maintain procedures by which to evaluate each employee according to criteria specified in Section 10.4. These procedures will include the method for the distribution of salary increase funds specified in Section 23.1(a)(2) based on said annual evaluation. The employees of each department/unit, who are eligible to vote in department/unit governance, shall participate in the development of these procedures and shall recommend implementation by vote of a majority of at least a quorum of those employees.

(a) The proposed procedures, or revisions thereof, shall be reviewed by the President or representative to ensure that they are consistent with the mission and goals of the university and that they comply with this agreement.

(b) If the President or representative determines that the recommended procedures do not meet the conditions in Section 10.3(2)(a) above, the proposal shall be referred to the department/unit for revision with a written statement of reasons for non-approval. No merit salary increase funds shall be provided to a department/unit until its procedures have been approved by the President or representative.

(c) Approved procedures, and revisions thereof, shall be kept on file in the department/unit office. Employees in each department/unit shall be provided a copy of that department/unit's current procedures for annual evaluation.

(3) Upon written request from the employee, the persons responsible for supervising and evaluating an employee shall endeavor to assist the employee in correcting any major performance deficiencies reflected in the employee's annual evaluation.
(b) Sustained Performance Evaluations.

   (1) The sustained performance evaluation program shall provide that:
   a. Only elected faculty may participate in the development of applicable
      procedures. Such procedures shall ensure involvement of both peers and
      administrators at the department and higher levels in the evaluation and
      shall ensure that an employee may attach a concise response to the
      evaluation;
   b. The university shall provide for an appeals process to accommodate
      instances when the employee and the supervisor cannot agree upon the
      elements to be included in the performance improvement plan; and
   c. The proposed procedures for the sustained performance evaluation shall
      be available to faculty members and to UFF for review prior to final
      approval.

   (2) Employee annual evaluations, including the documents contained in the
       evaluation file shall be the sole basis for the sustained performance evaluation.
   a. An employee who received satisfactory annual evaluations during the
      previous six years shall not be rated below satisfactory in the sustained
      performance evaluation nor subject to a performance improvement plan.
   b. A performance improvement plan shall be developed only for those
      employees whose performance is identified through the sustained
      performance evaluation as being consistently below satisfactory in one
      or more areas of assigned duties. The performance improvement plan
      shall be developed by the employee, in concert with his/her supervisor, and
      include specific performance targets and a time period for achieving the
      targets. The performance improvement plan shall be approved by the
      President or representative. Specific resources identified in an approved
      performance improvement plan shall be provided by the university. The
      supervisor shall meet periodically with the employee to review progress
      toward meeting the performance targets. It is the responsibility of the
      employee to attain the performance targets specified in the performance
      improvement plan.

10.4 Criteria. The annual performance evaluation shall be based upon assigned duties, and
    shall carefully consider the nature of the assignments, in terms, where applicable, of:

   (a) Teaching effectiveness, including effectiveness in presenting knowledge,
       information, and ideas by means of methods such as lecture, discussion, assignment
       and recitation, demonstration, laboratory exercise, practical experience, and direct
       consultation with students. The evaluation shall include consideration of
       effectiveness in imparting knowledge and skills, and effectiveness in stimulating
       students' critical thinking and/or creative abilities, the development or revision of
curriculum and course structure, and adherence to accepted standards of professional behavior in meeting responsibilities to students. The evaluator may take into account class notes, syllabi, student exams and assignments, and any other materials relevant to the employee's teaching assignment. The teaching evaluation must take into account any relevant materials submitted by the employee, including the results of poor evaluations of teaching, and may not be based solely on student evaluations when this additional information has been made available to the evaluator.

(b) Contribution to the discovery of new knowledge, development of new educational techniques, and other forms of creative activity. Evidence of research and other creative activity shall include, but not be limited to, published books; articles and papers in professional journals; musical compositions, paintings, sculpture; works of performing arts; papers presented at meetings of professional societies; and research and creative activity that has not yet resulted in publication, display, or performance. The evaluation shall include consideration of the employee's productivity, including the quality and quantity of what has been done during the year, and of the employee's research and other creative programs and contributions; and recognition by the academic or professional community of what is done.

(c) Public service that extends professional or discipline-related contributions to the community; the State, including public schools; and the national and international community. This public service includes contributions to scholarly and professional organizations and governmental boards, agencies, and commissions that are beneficial to such groups and individuals.

(d) Participation in the governance processes of the institution through significant service on committees, councils, and senates, beyond that associated with expected responsibility to participate in the governance of the institution through participation in regular departmental or college meetings.

(e) Other assigned university duties, such as advising, counseling, supervision of interns, and academic administration, or as described in a Position Description, if any, of the position held by the employee.
III. CRITERIA AND STANDARDS WHICH APPLY TO REAPPOINTMENT, TENURE, AND PROMOTION DECISIONS AT THE UNIVERSITY OF WEST FLORIDA
III.A. EVALUATIONS OF FACULTY MEMBERS; REPORT -- FS. 240.245

(1) For the purpose of evaluating faculty members, each university shall adopt procedures for the assignment of duties and responsibilities to faculty members. These assigned duties or responsibilities shall be conveyed to each faculty member at the beginning of each academic term, in writing, by his or her departmental chair or other appropriate university administrator making the assignment. In evaluating the competencies of a faculty member, primary assessment shall be in terms of his or her performance of the assigned duties and responsibilities, and such evaluation shall be given adequate consideration for the purpose of salary adjustments, promotions, reemployment, and tenure. A faculty member who is assigned full-time teaching duties as provided by law shall be rewarded with salary adjustments, promotions, reemployment, or tenure for meritorious teaching and other scholarly activities related thereto.

(2) The Board of Regents shall establish criteria for evaluating the quantity and quality of service to public schools by university faculty members and shall require consideration of this service in promotion, tenure, and other reward measures. Each university shall ensure that the following policies are implemented:

(a) Flexible criteria for rewarding faculty members, consistent with the educational goals and objectives of the university, shall be established, which criteria shall include quality teaching and service to public schools as major factors in determining salary adjustments, promotions, reemployment, or tenure.

(b) Measures shall be taken to increase the recognition, reinforcements, and rewards given quality teaching and service to public schools. Such measures might include grants for professional development, curriculum improvement, and instructional innovation, as well as awards of varying kinds for meritorious teaching.

(c) The means of identifying and evaluating quality teachers and outstanding service to public schools shall be determined in accordance with established guidelines of the university.

(3) The vice presidents for academic affairs for the nine state universities shall disseminate information to all faculty members which clearly states that service to public schools is one of the criteria used to determine salary adjustments, promotions, reemployment, and tenure for faculty members.

History: s. 3, ch. 73-338; s. 31, ch. 79-222; s. 60, ch. 84-336; s. 39, ch. 95-148.
Note. Former s. 241.731.
III.B. PERSONNEL RECORDS -- FS. 240.253

(1) Each university shall adopt rules prescribing the content and custody of limited-access records that the university may maintain on its employees. Such limited-access records are confidential and exempt from the provisions of s. 119.07(1). Such records are limited to the following:

(a) Records containing information reflecting academic evaluations of employee performance shall be open to inspection only by the employee and by officials of the university responsible for supervision of the employee.

(b) Records maintained for the purposes of any investigation of employee misconduct, including but not limited to a complaint against an employee and all information obtained pursuant to the investigation of such complaint, shall be confidential until the investigation ceases to be active or until the university provides written notice to the employee who is the subject of the complaint that the university has either:

1. Concluded the investigation with a finding not to proceed with disciplinary action;
2. Concluded the investigation with a finding to proceed with disciplinary action; or
3. Issued a letter of discipline.

For the purpose of this paragraph, an investigation shall be considered active as long as it is continuing with a reasonable, good faith anticipation that a finding will be made in the foreseeable future. An investigation shall be presumed to be inactive if no finding is made within 90 days after the complaint is filed.

(c) Records maintained for the purposes of any disciplinary proceeding brought against an employee shall be confidential until a final decision is made in the proceeding. The record of any disciplinary proceeding, including any evidence presented, shall be open to inspection by the employee at all times.

(d) Records maintained for the purposes of any grievance proceeding brought by an employee for enforcement of a collective bargaining agreement or contract shall be confidential and shall be open to inspection only by the employee and by officials of the university conducting the grievance proceeding until a final decision is made in the proceeding.

(2) Notwithstanding the foregoing, any records or portions thereof which are otherwise confidential by law shall continue to be exempt from the provisions of s. 119.07(1). In addition, for sexual harassment investigations, portions of such record which identify the complainant, a witness, or information which could reasonably lead to the identification of the complainant or a witness are limited-access records.

(3) Except as required for use by the president in the discharge of his or her official responsibilities, the custodian of limited-access records may release information from
such records only upon authorization in writing from the employee or upon order of a court of competent jurisdiction.

(4) Notwithstanding the provisions of subsection (1), records comprising the common core items contained in the State University System Student Assessment of Instruction instrument may not be prescribed as limited-access records.

(5) This act shall apply to records created after July 1, 1995.

History: s. 16, ch. 73-338; s. 27, ch. 79-222; s. 1, ch. 88-23; s. 74, ch. 90-360; s. 40, ch. 95-148; s. 1, ch. 95-246; s. 95, ch. 96-406; s. 32, ch. 97-100.

Note. Former s. 239.78.
III.C. ADDITIONAL CRITERIA AND STANDARDS

In addition to those criteria and standards stipulated in Florida statute, BOR rules, and the BOR-UFF agreement, the following criteria and standards apply to reappointment, tenure, and promotion decisions at The University of West Florida:

1. Excellent teaching and promising signs of good scholarship justify a period of yearly reappointment at the assistant professor level.

2. Excellent teaching and significant evidence of scholarship, including a measure of tangible and public evidence, justify the decision to grant tenure.

3. A strong positive reputation within the university as teacher and scholar justifies the decision to promote to associate professor. Significant tangible and public scholarship, recognized as such by colleagues, is always a criterion, and this scholarship usually signifies the potential for recognition outside the university. Persons who develop the means of scholarship within the university are often honored by this rank.

4. Very substantial tangible and public contributions to the profession measured by favorable acknowledgment in the disciplines outside the university—and excellent teaching—justify promotion to the rank of professor.

These additional criteria were approved at the January 8, 1988 Faculty Senate meeting and were first used during the 1989-90 evaluation cycle:

1. Except in unusual circumstances, faculty members lacking an acceptable degree defined as the highest degree one can normally receive in a given field, may not be tenured, and may be appointed only at the rank of instructor or lecturer. Each discipline is responsible for adhering to the said policy and informing the Dean and Provost/Vice President of what is to be considered an acceptable degree as defined herein. The letter of appointment and the promotion and/or tenure files shall include such a statement as approved by the Provost/Vice President.

2. A.B.D. candidates hired with the intention of obtaining a tenure track position, would hold the title "Instructor" until such time that a letter is received from the degree-granting university stating that all criteria for the acceptable degree, as defined herein, have been satisfied. At that time, the title is automatically changed to that of Assistant Professor. This procedure, as well as any difference in salary arising as a result of an appointment to Assistant Professor, should be clearly stated in the letter of appointment.

3. Tenure and/or promotion shall not be awarded partly or solely for duties which were part of assigned administrative duties.
The Mission Statement of The University of West Florida approved in 1998 contains the following additional remarks on "research and creative activity":

1. **Research and Creative Activity.** We serve a heterogeneous student body that is varied in work experience, academic talents, educational backgrounds, and age. Fulfilling educational experiences demand involved students. Our students deserve the full range of student life opportunities. The University makes a special effort to involve nontraditional students in its complete life. A faculty committed to student learning and achievement, pursue intellectual vitality, which is primarily maintained and fostered through research and creative endeavors. We anticipate that these activities will result in contributions that are public and tangible and will provide opportunities for students to participate in the discovery of knowledge.

It is also assumed that faculty members shall be engaged in appropriate service activities essential to the functioning of the University and in response to the needs of the institution's constituencies. The 1998 Mission Statement addresses these responsibilities as follows:

2. **Service.** An interactive university requires a faculty engaged in service to the public. Such contributions arise from their intellectual engagement and professional competence, the availability of student assistance, and the resources of the University. In addition, the faculty provide service to their professions, participate in institutional governance, and are encouraged to involve themselves in volunteer and community activities.

3. **Extended Learning.** Because the University demands a high level of dedication, professional competence, and vitality from our faculty and staff, it must provide rich opportunities for professional growth and offer programs to increase work satisfaction and the opportunity for promotion and other advancement.

Among the region's many needs for extended learning, research, and service, particular emphasis is given to public education, business, industry and technology, environmental concerns, government, the military community, health and human services, communication, culture and cultural heritage, and quality of life in the region.

In 1994, the University Planning Council adopted the statement "UWF in 2008" which contains the following comments about creative/scholarly activity and service:

"A university whose first priority is the education of students requires a faculty committed to student learning and achievement. That commitment in turn demands intellectual vitality, which is primarily maintained and fostered through the research and creative endeavors that are expected of all faculty. We anticipate that these activities will result in contributions that are public and
tangible and will provide opportunities for students to participate in the discovery of knowledge.

An interactive university requires a faculty engaged in service to the public. Such contributions arise from their intellectual engagement and professional competence. In addition, the faculty provide service to their professions, participate in institutional governance, and are encouraged to involve themselves in volunteer and community activities.

Based on these principles, UWF in 2008 will continue to have instruction as its primary mission. Academic programs will meet national standards as measured by accreditations, external reviews, and the performance of our students. State funding for scholarly and creative activities and public service, together with grant and contract dollars, will account for approximately 30-35% of the University's expenditure budget, up from the current 25%. Faculty will be expected to teach well and to do research and creative activities for tenure, promotion, and merit raises. Scholarly and creative activities will be an important contributor to teaching and will involve students. There will be centers of research intensity, many closely related to regional strengths and needs, and some will be nationally recognized for excellence. The University will have a few doctoral programs, mostly applied in nature, and predicated on regional demand."
IV. PROMOTION PROCEDURES
IV.A. PROMOTION CALENDAR

(Actions must be completed by dates shown)

September 22, 2000  Faculty member provides vitae update and other materials* as set out in UWF Model for Annual Faculty Evaluation - Step 1.

September 29, 2000  Chairperson requests peer evaluations and confers with department member as outlined in UWF Model for Annual Faculty Evaluation - Step 3.

November 3, 2000  Chairperson adds his/her evaluation and forwards dossier including department member's rejoinder, if any, to Dean. Dean forwards the dossier to the College Faculty Personnel Committee.

November 20, 2000  College Faculty Personnel Committee adds its recommendations and returns the dossier to Dean.

November 22, 2000  Dean makes available to faculty member contents of his/her own dossier for inspection.

November 29, 2000  Faculty member provides a rejoinder letter (if he/she chooses) which the Dean will include in dossier.

December 29, 2000  Dean adds recommendation.

January 2, 2001  Dean makes available to faculty member contents of his/her own dossier for inspection.

January 9, 2001  Faculty member provides a rejoinder letter (if he/she chooses) which the Dean will include in dossier. Dean forwards complete dossier to Provost/Vice President for Academic Affairs. Provost forwards dossier to University Faculty Personnel Committee.

February 6, 2001  University Faculty Personnel Committee adds its recommendation and forwards complete dossier to Provost/Vice President for Academic Affairs. A copy of the University Faculty Personnel Committee’s recommendation is sent to faculty member.

February 13, 2001  Faculty member provides a rejoinder letter to Provost (if he/she chooses), to be included in dossier.

March 5, 2001  Provost/Vice President adds his evaluation and sends a copy to faculty member. Copy of Provost's evaluation is also sent to the University Faculty Personnel Committee.

March 12, 2001  Faculty member provides a rejoinder letter (if he/she chooses) which the Provost will include in dossier.

March 13, 2001  Complete dossier is turned over to the President.

March 30, 2001  President informs, in writing, those department members to be promoted. Dossiers returned to Deans’ Offices.

* Please note that any materials (e.g., letters of evaluation) received from external sources which the affected faculty member could not normally anticipate, should be copied as received and provided to the faculty member so that he/she may provide written rebuttal in a timely fashion.

Veterans Day  November 10, 2000
Thanksgiving  November 23-24, 2000
Semester break  December 15, 2000 - January 2, 2001
Spring break  March 19-23, 2001
IV.B. UWF GUIDELINES FOR PROMOTION RECOMMENDATION

The faculty member and the Chairperson shall confer about the readiness of the faculty member as a candidate for promotion. Upon request of the faculty member or upon agreement of the faculty member and Chairperson, the process shall be initiated for submitting the dossier of the faculty member for consideration for promotion. The Chairperson shall write a letter to the Dean indicating his/her recommendation for promotion along with a brief rationale for the decision. In making such a recommendation, the Chairperson shall consider the faculty member's contributions to the University in teaching, research, advising, intramural and extramural service.

All full-time faculty in the department or unit shall be requested by individual letter from the Chairperson to submit an evaluation* on promotion for each faculty member being considered within the unit. The evaluation, which must be signed, shall be submitted to the Chairperson. The Chairperson shall solicit at least three additional evaluation letters** for promotion candidates from knowledgeable peers.

Other procedures for promotion recommendation follow those outlined in the UWF Model for Annual Evaluation of Faculty.

Evaluators, Chairpersons, Deans, and Committee members shall keep all recommendations and Committee deliberations in strict confidence.

* Should a faculty member decline to submit an evaluation, the faculty member should be instructed to return the letter to the Chairperson with the notation that he/she declined to do an evaluation. This letter should be placed in the file.
ARTICLE 14
PROMOTION PROCEDURE

14.1 Policy.

(a) Promotion decisions are not merely a totaling of an employee’s annual performance evaluations. Rather, the university, through its faculty, professional employees, and administrators, assesses the employee’s potential for growth and scholarly contribution as well as past meritorious performance.

(b) Upon annual written request beginning with the second year of employment, employees eligible for consideration for promotion shall be apprised of their progress toward promotion. The appraisal shall be included as a separate component of the annual evaluation and is intended to provide assistance and counseling to candidates to help them to qualify themselves for promotion. The employee may request, in writing, a meeting with an administrator at the next higher level to discuss concerns regarding the promotion appraisal which were not resolved in previous discussions with the evaluator. The appraisals are not binding upon the university.

14.2 Criteria.

(a) Promotion decisions shall be a result of meritorious performance and shall be based upon established criteria specified in writing by the Board or the universities. All affected employees shall be given a copy of the criteria. The Board and the universities may modify these criteria so long as the local UFF Chapter (in the case of Board criteria, the UFF) has been notified of the proposed changes and offered an opportunity to discuss such changes in consultation with the President or representative (in the case of Board criteria, the Chancellor or representative). Changes in criteria shall not become effective until one (1) year following adoption of the changes, unless mutually agreed to in writing by the local UFF Chapter President and the university President (in the case of Board criteria, the Chancellor or representative). The date of adoption shall be the date on which the changes are approved by the administrator at the highest level required under applicable university policies and procedures. Any proposal to develop or modify promotion criteria shall be available for discussion by members of the affected departments/units before adoption.

(b) Each university is encouraged to review its promotion criteria which may exist at the university, college/school, or department/unit level to ensure that such criteria are consistent with each other and that they comport with the mission of the university and its various academic units.

(c) Promotion criteria shall be available in the department/unit office and/or at the college/unit level.
14.3 **Procedures.**

(a) Recommendations for promotion shall begin with the employee's supervisor and shall be submitted to the appropriate officials for review. Prior to the consideration of the employee's promotion, the employee shall have the right to review the contents of the promotion file and may attach a brief and concise response to any material therein. It shall be the responsibility of the employee to see that the file is complete. The provisions of Sections 11.2 through 11.8 of this Agreement shall apply to the contents of the promotion file. If any material is added to the file after the commencement of consideration, a copy shall be sent within five (5) days to the employee, who may attach, within five (5) days thereafter, a brief and concise response thereto.

(b) Recommendations for promotion shall include a copy of applicable promotion criteria, the employee's annual assignments and annual evaluations, and, if the employee chooses, the employee's promotion appraisal(s). The reviewers at any stage in the review may request to view the appraisal(s).

14.4 **Notice of Denial.** If any employee is denied promotion, the employee shall be notified in writing by the appropriate administrative official, within ten (10) days or as soon as possible thereafter, of that decision. Upon written request by an employee within twenty (20) days of the employee's receipt of such decision, the university shall provide the employee with a written statement of the reasons why the promotion was denied.
IV.D. SUS PROCEDURES FOR PROMOTION

6C-5.935 Promotion, Change in Assignment, Demotion and Transfer.

(1) Promotion, change in assignment, demotion and transfer shall be administered consistent with the following provisions.

(2) Promotion

(a) Faculty promotion is the appointment to a higher academic or equivalent rank or class and may also be combined with an application for tenure. The criteria for promotion shall include meeting the minimum qualifications for appointment to the rank or position, increased skill in teaching, increased knowledge in the field of specialty, increased recognition as an authority in the field, and potential for professional growth. Each University shall provide for Faculty participation in developing promotion recommendations and other procedures and criteria for Faculty promotion.

(b) Administrative and Professional promotion is the appointment to another position or class with substantially increased responsibilities, or a permanent assignment of substantially increased responsibilities for the existing classification. An employee must meet the minimum qualifications for the position to which promoted.

(c) USPS promotion is the appointment to a class or position with substantially increased responsibilities. An employee must meet the minimum qualifications for the position to which promoted. Upon promotion, the employee's appointment modifier shall be determined pursuant to Rule 6C-5.910(4)(c). An employee who has earned permanent status in the class to which promoted shall be promoted with permanent status.

(3) Change in Assignment

(a) Faculty with administrative responsibilities serve at the will of the Chief Administrative Officer and may, at any time, receive a change in classification or assignment. Employees with tenure or permanent status shall not have such status affected by the change in classification or assignment.

(b) An A&P or USPS change in assignment is the appointment to a different position in the same class or in a different class having the same pay range maximum.

(c) If a USPS employee who has not attained permanent status in the current class receives a change in assignment to a different position in the same class, the employee's status remains the same until the probationary period designated for the class has been successfully completed.

(d) A USPS employee with or without permanent status in the current class who receives a change in assignment to a different position in a different class shall be
given probationary status in the new class if the employee meets the minimum qualifications for the position; however, if the employee previously held permanent status in the class to which reassigned, the change in assignment shall be with permanent status.

(4) A demotion is an appointment to a class or position having less responsibility. Upon demotion, a USPS employee's appointment modifier shall be determined pursuant to Rule 6C-5.910(4)(c); however, if the employee previously held permanent status in the class to which demoted, the demotion shall be with permanent status.

(5) A transfer is the appointment of an employee from one geographic location within the University to a different geographic location within the same University in excess of 50 miles from the employee's current work location.

V. TENURE PROCEDURES
V.A. TENURE CALENDAR

(Actions must be completed by dates shown)

September 22, 2000  Faculty member provides vitae update and other materials* as set out in UWF Model for Annual Faculty Evaluation - Step 1.

September 29, 2000  Chairperson requests peer evaluations and confers with department member as outlined in UWF Model for Annual Faculty Evaluation - Step 3.

November 3, 2000  Chairperson adds his/her evaluation and forwards dossier including department member's rejoinder, if any, to Dean. Dean forwards the dossier to the College Faculty Personnel Committee.

November 20, 2000  College Faculty Personnel Committee adds its recommendations and returns the dossier to Dean.

November 22, 2000  Dean makes available to faculty member contents of his/her own dossier for inspection.

November 29, 2000  Faculty member provides a rejoinder letter (if he/she chooses) which the Dean will include in dossier.

December 29, 2000  Dean adds recommendation.

January 2, 2001  Dean makes available to faculty member contents of his/her own dossier for inspection.

January 9, 2001  Faculty member provides a rejoinder letter (if he/she chooses) which the Dean will include in dossier. Dean forwards complete dossier to Provost/Vice President for Academic Affairs. Provost forwards dossier to University Faculty Personnel Committee.

February 6, 2001  University Faculty Personnel Committee adds its recommendation and forwards complete dossier to Provost/Vice President for Academic Affairs. A copy of the University Faculty Personnel Committee’s recommendation is sent to faculty member.

February 13, 2001  Faculty member provides a rejoinder letter to Provost (if he/she chooses), to be included in dossier.

March 5, 2001  Provost/Vice President adds his evaluation and sends a copy to faculty member. Copy of Provost's evaluation is also sent to the University Faculty Personnel Committee.

March 12, 2001  Faculty member provides a rejoinder letter (if he/she chooses) which the Provost will include in dossier.

March 13, 2001  Complete dossier is turned over to the President.

March 30, 2001  President informs, in writing, those department members that have been nominated for tenure. Dossiers returned to Deans' Offices.

*  Please note that any materials (e.g., letters of evaluation) received from external sources which the affected faculty member could not normally anticipate, should be copied as received and provided to the faculty member so that he/she may provide written rebuttal in a timely fashion.

Veterans Day  November 10, 2000
Thanksgiving  November 23-24, 2000
Semester break  December 15, 2000 - January 2, 2001
Spring break  March 19-23, 2001
V.B. UWF GUIDELINES FOR TENURE RECOMMENDATION

The Dean shall provide to each Chairperson in his/her College a list of faculty members eligible for tenure. The Chairman shall, upon receipt of this list, write a letter recommending tenure, deny, or defer and a brief rationale for such recommendation to the Dean for each eligible member of the faculty. In making said recommendation, the Chairman shall consider the faculty member's contribution to the University in teaching, research, advising, intramural and extramural service.

All full-time tenured faculty (including DROP participants) in the department or unit shall complete a secret vote. All faculty shall be requested by individual letter from the Chairperson to submit an evaluation* on tenure for each eligible faculty member within the appropriate unit. The evaluation, which must be signed, shall be submitted to the Chairperson. The Chairperson shall solicit at least three evaluation letters for tenure-eligible candidates from knowledgeable peers.** Each faculty member eligible for tenure will be informed by the Chairperson in writing whether he/she will be recommended for tenure.

Candidates' portfolios should clearly document that the terminal degree has been attained. In cases where a faculty member being recommended for tenure does not hold the terminal degree in field, the highest degree in field should be clearly documented as well as the Dean's and Provost's approval upon hire that another degree or set of experiences is to substitute for the terminal degree in field.

The number of years of credit toward tenure should be clearly identified in the chairperson's and dean's letters. In cases for which credit toward tenure was awarded for service outside UWF, a copy of the letter to the candidate from the dean at the time of hire which documents this credit should be included in the portfolio. Likewise, any subsequent changes to years of credit toward tenure should be documented and such documentation included in the portfolio.

Other procedures for tenure recommendation follow those outlined in the Model for Annual Evaluation of Faculty.

The President shall recommend to the Board of Regents on all tenure matters, taking into account the recommendations of all groups or individuals described in this statement.

Evaluators, Chairpersons, Deans, and Committee members shall keep all recommendations and Committee deliberation in strict confidence. The President shall notify in writing each tenure-eligible faculty member of the final tenure decision in his/her case immediately following appropriate action by the Regents.

* Should a faculty member decline to submit an evaluation, the faculty member should be instructed to return the letter to the Chairperson with the notation that he/she declined to do an evaluation. This letter should be placed in the file.

** Persons who are being considered for tenure themselves should not be asked to write letters for others who are currently being considered for tenure.

ARTICLE 15
TENURE AND PERMANENT STATUS

15.1 Eligibility. Employees with the rank of Assistant Professor, Associate Professor, Professor, and other employees the Board may designate (such as Assistant Librarians, Associate Librarians, and Librarians at the University of Florida), shall be eligible for tenure, unless appointed pursuant to Section 8.4(g). Universities may, by rule, make Assistant Professors ineligible for tenure. The universities' rule-making power to make Assistant Professors ineligible for tenure shall apply only to employees appointed after January 1, 1982. Other employees shall be governed by the agreement in force at the time of their original appointment. The Board may designate other positions as tenure-earning and shall notify the employee of such status at the time of initial appointment. Tenure shall be in a department/unit or other appropriate administrative unit. Tenure shall not extend to administrative appointments in the General Faculty or Administrative and Professional classification plans.

15.2 Tenure Decision:

(a) An employee shall normally be considered for tenure during the sixth year of continuous service in a tenure-earning position including any prior service credit granted at the time of initial employment. An employee’s written request for early tenure consideration is subject to the university’s written agreement.

(b) By the end of six (6) years of service at the university, an employee eligible for tenure shall either be awarded tenure by the Board or given notice that further employment will not be offered. Upon written request by an employee within twenty (20) days of the employee’s receipt of such notice, the university shall provide the employee with a written statement of reasons by the President or representative why tenure was not granted.

(c) Decision by the Board. The Board shall award tenure. This decision shall normally be made at the May Board Meeting but no later than the following meeting. The employee shall be notified in writing by the President or representative within five (5) days of the decision of the Board.

(d) An employee being considered for tenure prior to the sixth (6) year may withdraw from consideration on or before March 15 without prejudice.

15.3 Criteria for Tenure.

(a) The decision to award tenure to an employee shall be a result of meritorious performance and shall be based on established criteria specified in writing by the Board and the universities. The decision shall take into account the following:
ATTACHMENT V.C. (continued)

(1) annual performance evaluations;
(2) the needs of the department/unit, college/unit, and university;
(3) the contributions of the employee to the employee’s academic unit (program, department/unit, college/unit); and
(4) the contributions the employee is expected to make to the institution.

(b) The university shall give a copy of the criteria for tenure to employees eligible for tenure, and each such employee shall be apprised in writing once each year of the employee's progress toward tenure. The appraisal shall be included as a separate component of the annual evaluation and is intended to provide assistance and counseling to candidates to help them to qualify themselves for tenure. The employee may request, in writing, a meeting with an administrator at the next higher level to discuss concerns regarding the tenure appraisal which were not resolved in previous discussions with the evaluator. The appraisals are not binding upon the university.

(c) Tenure criteria shall be available in the department/unit office and/or at the college/unit level.

15.4 Modification of Criteria.

(a) Modifying Criteria. The Board and the universities may modify the criteria for tenure so long as the local UFF Chapter (in the case of Board criteria, the UFF) has been notified of the proposed changes and offered an opportunity to discuss such changes in consultation with the university President or representative (in the case of the Board criteria, the Board or its representative). Changes in criteria shall not become effective until one (1) year following adoption of the changes, unless mutually agreed to in writing by the local UFF President and the university President or representative (in the case of Board criteria, the Board or representative). The date of adoption shall be the date on which the changes are approved by the administrator at the highest level required under applicable university policies and procedures. Any proposal to develop or modify tenure criteria shall be available for discussion by members of the affected departments/units before adoption.

(b) Effect on Employees. The provisions of Section 9.3(d) are applicable to the modified criteria. Further, if an employee has at least three (3) years of tenure-earning credit as of the date on which the tenure criteria are adopted under Section 15.4(a), above, the employee shall be evaluated for tenure under the criteria as they existed prior to modification unless the employee notified the university at least thirty (30) days prior to commencement of the tenure consideration that he/she chooses to be evaluated under the newly-adopted criteria.
15.5 Recommendations and Procedures.

(a) Recommendations for the awarding of tenure shall be made by the employee's supervisor and shall include a poll by secret ballot of the tenured members of the employee's department/unit. The performance of an employee during the entire term of employment at the institution shall be considered in determining whether to grant tenure. Recommendations regarding tenure shall include a copy of applicable tenure criteria, the employee's annual assignments and annual evaluations, and, if the employee chooses, the employee's tenure appraisals. The reviewers at any stage in the review may request to review the appraisals. Prior to the consideration of the employee's candidacy, the employee shall have the right to review the contents of the tenure file and may attach a brief and concise response to any materials therein. It shall be the responsibility of the employee to see that the file is complete. The provisions of Sections 11.2 through 11.8 of this Agreement shall apply to the contents of the tenure file.

(b) After the commencement of consideration of an employee for tenure, material may be added to the file no sooner than five (5) days after the material has been transmitted to the employee by personal delivery or by mail, return receipt requested. The employee may attach a concise response to any such material within five (5) days after it has been transmitted to the employee. The only documents which may be considered in making a tenure recommendation are those contained or referenced in the tenure file.

15.6 Decision by the Board

(a) During the period of tenure-earning service, the employee's employment shall be governed by the provisions of Article 12.

(b) Part-time service of an employee employed at least one semester in any twelve (12) month period shall be accumulated. For example, two (2) semesters of half-time service shall be considered one-half year of service toward the period of tenure-earning service.

(c) Where employees are credited with tenure-earning service at the time of initial appointment, all or a portion of such credit may be withdrawn once by the employee prior to formal application for tenure.

15.7 Transfer of Tenure.

(a) Tenured SUS employees who transfer within an SUS university or to another SUS university, and who are employed in the same or similar discipline, may transfer their tenure if a vacancy exists and they are offered employment through the normal hiring process. The amount of prior SUS service creditable toward
tenure at another university may, by mutual agreement, be all or part of such service. In the absence of mutual agreement, all such service shall be credited.

(b) When a tenured SUS employee is transferred as a result of a reorganization or program curtailment within the university and is employed in the same or similar discipline in which tenure was granted, the employee's tenure shall be transferred to the new department.

15.8 Tenure upon Appointment. Tenure may be granted to an employee by the Board at the time of initial appointment, upon recommendation of the appropriate administrator. The administrator shall consider the recommendation of the department or equivalent unit prior to making his/her final tenure recommendation.

15.9 Permanent Status for Developmental Research School Employees.

(a) Appointments of Developmental Research School (DRS) employees to the ranks of University School Assistant Professor, University School Associate Professor, and University School Professor, are permanent status earning when the appointments do not include the appointment status modifiers "acting," "joint," "provisional," "visiting," "research," "courtesy," "honorary," or "affiliate." Universities may, by rule, make employees appointed to the rank of University School Instructor eligible for permanent status. Appointments which include the appointment status modifiers "joint," "provisional," "visiting," "research," or "affiliate" may or may not earn time toward permanent status, as determined by the university at the time of appointment. If a DRS employee is initially appointed to the rank of University School Instructor or to a rank including the appointment status modifiers "joint," "provisional," "visiting," "research," or "affiliate" determined by the university not to earn time toward permanent status, and is subsequently appointed to a permanent status earning position, all or a portion of the employee's prior service in the non-permanent status earning position may be counted toward permanent status, provided the university agrees in writing to credit such service.

(b) DRS employees shall be granted permanent status by the president provided that such employees:

(1) hold the required educational qualifications;
(2) have completed three years of full-time or equivalent part-time service in a permanent status-earning position in the school, such service being continuous except for leave duly authorized and granted;
(3) have been reappointed for the fourth year;
(4) have been reviewed by DRS faculty; and
(5) have been recommended by the DRS Director and approved by the president for permanent status based on successful performance of duties and demonstration of professional competence. Prior to the end of three continuous years of full-time service in a permanent status earning position, the DRS Director shall provide notification to the employee of the granting of permanent status or one year notice of nonreappointment.

(c) Permanent status shall become effective at the beginning of the school year following its being granted by the president.

(d) An employee with permanent status shall be entitled to continue in the same or similar position in the DRS until the employee resigns, is removed for just cause pursuant to Article 16, Disciplinary Action and Job Abandonment, is laid off pursuant to Article 13, Layoff and Recall, or their contractual status is changed as may be prescribed in the employee's contract.

(e) Permanent status shall be earned and held as a ranked employee; it shall not extend to an administrative or supervisory position. Upon release from an administrative or supervisory position, an employee shall be entitled to reassignment to the same or a similar position in which permanent status was attained, at the classification level and salary range which would have been earned had the position been held continuously.

15.10 Leave. Authorized leaves of absence may, under the provisions of Article 17, Leaves, be credited toward the period of tenure-earning service.

15.11 Termination/Layoff. Tenure/permanent status guarantees annual reappointment for the academic year until voluntary resignation, retirement, removal for just cause in accordance with the provisions of Article 16, Disciplinary Action and Job Abandonment, or layoff in accordance with the provisions of Article 13, Layoff and Recall, but does not extend to administrative appointments.
V.D. SUS PROCEDURES FOR TENURE

6C-5.940 Tenure and Permanent Status.

(1) Faculty tenure shall be administered consistent with the following provisions.

(a) The award of tenure shall provide annual reappointment until voluntary resignation, retirement, removal for just cause, or layoff.

(b) Tenure is awarded upon demonstration of highly competent performance. Tenure criteria shall address the areas of teaching; research and other scholarly activities; and service to the public, the discipline, and the university including those professional responsibilities consistent with faculty status. These criteria shall take into account the mission and needs of the institution and shall place appropriate emphasis upon teaching and teaching-related scholarship. In this regard, the institution shall ensure that teaching is evaluated broadly, including assessments by peers and students, and that teaching performance is prominently considered in the award of tenure.

(c) Tenure shall be held as ranked Faculty in an academic department/unit and shall not extend to administrative appointments.

(d) Appointments to the ranks of assistant professor, associate professor, and professor are tenure-earning when they do not include the appointment modifier of acting, adjunct, joint, provisional, visiting, research, clinical, courtesy, honorary, or affiliate. Appointments which include the appointment modifier of multi-year, joint, provisional, visiting, research, clinical, or affiliate are ordinarily nontenure-earning, however, employees with these appointment modifiers may earn time toward tenure as determined by the Chief Administrative Officer at the time of appointment. If an employee is initially appointed to the rank of instructor or to a nontenure-earning rank and is subsequently appointed to a tenure-earning position, all or a portion of the prior service in such nontenure-earning position may be counted toward tenure, provided the Chief Administrative Officer agrees to credit such service.

(e) The decision to recommend an employee for tenure shall be made no later than the sixth year of continuous full-time service or equivalent part-time service in a tenure-earning position. Tenure-earning employees not recommended for tenure by the end of six years of continuous full-time, or equivalent part-time service, shall be given notice that further employment will not be offered. Full-time service for the purpose of tenure eligibility shall mean employment at 1.0 FTE during at least 39 weeks of any twelve month or nine month contract. Part-time service shall mean employment during at least one semester of any twelve month period.

(f) At the time of employment, the Chief Administrative Officer may credit an employee with tenure-earning service from another institution of higher
education, however, such credit shall be limited to not more than two years of
tenure-earning service for an assistant professor, not more than three years for
an associate professor, and not more than four years for a professor. All prior
SUS tenure-earning service shall be credited toward tenure unless otherwise
agreed at the time of employment.

(g) Time spent on a joint appointment or approved personnel exchange program of
the university, or a special assignment which benefits the university shall be
counted toward tenure eligibility. Time spent away from the University for other
purposes shall not be counted toward tenure eligibility.

(h) Time spent on paid leave shall be tenure-earning unless otherwise agreed at the
time of such leave. Time spent on unpaid leave shall not be credited as tenure-
earning except as approved by the Chief Administrative Officer.

(i) The recommendation of an employee for tenure shall signify that the Chief
Administrative Officer is satisfied the employee will continue to make significant
professional contributions to the University and the academic community. Upon
recommendation by the Chief Administrative Officer and approval by the Board,
tenure shall be awarded.

(j) With sufficient justification, tenure may also be recommended by the Chief
Administrative Officer and approved by the Board at the time of initial
appointment or prior to the sixth year of tenure-earning service.

(k) Transfer of tenure shall be at the discretion of the University to which the
employee is transferring.

(2) Permanent status for USPS employees shall be administered consistent with the
following provisions.

(a) An employee earns permanent status in the class after successful completion of
the designated probationary period and has rights to remain in the class or to
contest adverse action taken against the employee while serving in the class.

(b) An employee with permanent status filling a time-limited position shall not have
retention rights or other rights provided under layoff and recall provisions.

(c) An employee without permanent status in any class may be terminated at any
time without the right to appeal such action.

Specific Authority 240.209(1), (3)(f) FS. Law Implemented 240.209(1), (3)(f), 240.227 (1), (5),
(19) FS. History--New 1-24-96, Amended 1-30-97, 8-17-99.
VI. ANNUAL EVALUATION PROCEDURES
VI.A. ANNUAL EVALUATION CALENDAR

(Actions must be completed by dates shown)

January 12, 2001  Faculty member provides to Chairperson a vitae update and other materials* as set out in UWF Model for Annual Faculty Evaluation - Step 1.

January 26, 2001  Peer Evaluations**, requested by Chair, due to Chair by January 29, 1998. Chair confers with faculty member as outlined in UWF Model for Annual Faculty Evaluation - Step 3. Faculty member provided opportunity to submit rejoinder.

February 9, 2001  Chairperson adds his/her evaluation and forwards dossier, including faculty member's rejoinder, if any, to Dean.

March 16, 2001  Dean provides his/her written evaluation and forwards total packet, including faculty member's rejoinder to Dean's evaluation to Provost/ Vice President for Academic Affairs.***

March 30, 2001  Provost/Vice President for Academic Affairs adds his/her evaluation in writing and returns complete dossier to Dean.

April 13, 2001  Dean makes available to faculty member contents of his/her own dossier for inspection.

April 16, 2001  Faculty member has the right to write a rebuttal letter, if he/she chooses, which must be included in the dossier.

* Please note that any materials (e.g., letters of evaluation) received from external sources which the affected faculty member could not normally anticipate, should be copied as received and provided to the faculty member so that he/she may provide written rebuttal in a timely fashion.

** Not a required step; peer evaluations may be used at the discretion of the individual departments. Such evaluations should be used if department member or Chairperson requests them.

*** Folders for tenure-earning, untenured department members are forwarded to the Provost/Vice President for review and evaluation. For tenured faculty members, unless the faculty member is being considered for promotion, the annual evaluation dossier is not reviewed by the Provost/Vice President.
VI.B.  MODEL FOR ANNUAL FACULTY EVALUATION

I. Process

1) Each faculty member provides the Chairperson with an update of his/her vitae*, and also supplies not more than a two-page draft statement of contributions and performances during the period since the last evaluation.** The faculty member also submits any additional evidence bearing on achievements in the areas of performance being evaluated. The Chairperson and faculty member discuss the evidence the faculty member has submitted, plus any further evidence the Chairperson wishes to introduce and consider.

2) The Chairperson reviews with the faculty member the summary of data from the student assessment of instructor forms and solicits the faculty member's assistance in interpreting their meaning. Lest the Chairperson be tempted to lapse into passive reliance on consumer opinion in judging teaching performance, the faculty member should be invited to submit for discussion with the Chairperson any hard evidence bearing on the following considerations:

   a) quality of course-related counseling, including student conferences, DIS, theses, and supervision of interns;

   b) quality of course syllabi and other handouts, if the nature of a particular course makes the latter useful;

   c) intellectual demands made upon students, including quality of tests and other assignments;

   d) students' progress in mastering course content;

   e) faculty member's estimate of his/her success in fulfilling course objectives;

   f) revision of established courses, and development and teaching of new courses; and,

* Lists of publications in curriculum vitae submitted in promotion and/or tenure folders must include the names of all co-authors in the same order appearing in such publications. Folders must include a signed statement indicating adherence to the said policy.

It is suggested that vitae and vitae updates have clearly defined publication headings; e.g., books and other monographs, journal articles, conference proceedings, and technical reports. Items which are in print or forthcoming should be listed in a separate category.

** Since vitae updates are submitted in January and the Chairperson's evaluations rendered in February, the period covered by the annual evaluation and thus the vitae updates and statements of contribution should ordinarily be the preceding calendar year. In the case of consideration for promotion and/or tenure, the vitae submitted should be complete and fully up-to-date.
g) activity undertaken for professional growth that will enhance the faculty member's value as a teacher.

The above list does not pretend to be exhaustive. The Chairperson may solicit or introduce, and the faculty member may submit, any evidence either considers relevant to the evaluation of the faculty member's teaching. Evidence bearing on these matters is to be invited, not subpoenaed.

3) Peer evaluations are encouraged and may be requested by the Chairperson or the affected faculty member and are submitted to the Chairperson and considered prior to this evaluation. The Chairperson considers all evidence discussed with all faculty members in the department, weighs that evidence and reaches tentative recommendations which he/she reports to the affected faculty member. A faculty member who is convinced that he/she has been underrated, is invited to submit a written rejoinder or rebuttal to the Chairperson's evaluation.

The rejoinder may be part of the faculty member's statement of his/her contributions and performance, which he/she now submits in final form.

4) Department Chairperson's evaluation is based on the data made available to him/her, including student evaluations and peer evaluations. Both the Chairperson and the faculty member sign the evaluation. The Chairperson submits to the Dean the total packet of data, including vitae, faculty member's statement, and summaries of student evaluations of teaching.

5) Following review of the Chairperson's recommendation, the Dean discusses with each Chairperson any substantive variations between their evaluations. The Dean evaluates in writing, using information provided in 1-2-3-4 above, as well as any other information available, and proceeds as follows:

a) For tenured faculty members

   (i) The Dean sends each faculty member a copy of the Dean's evaluation and makes available to the faculty member for inspection the contents of the evaluation file.

   (ii) The faculty member may submit a rebuttal letter, which must be included in the evaluation file.

   (iii) The file is retained in the Dean's office.

b) For untenured faculty

   (i) Dossier forwarded to Provost/Vice President for Academic Affairs.

   (ii) Provost/Vice President for Academic Affairs discusses with Dean any substantive variation between Provost's evaluations and those forwarded to
him by the Dean. The Provost/Vice President for Academic Affairs adds an evaluation in writing and returns the packet to the Dean.

(iii) Faculty member may examine his/her file under procedures established by Dean.

(iv) Faculty member may submit rebuttal letter, which must be included in his/her file.

6) The following steps supersede step #5 for faculty being considered for promotion and tenure:

a) Faculty member given opportunity to submit rebuttal letter before dossier sent to College Faculty Personnel Committee.

b) The College Faculty Personnel Committee is provided the dossiers of those being considered for promotion and tenure. Committee adds its recommendations and forwards dossiers to Dean.

c) Dean adds his/her recommendations.

d) Faculty member given opportunity to submit rebuttal letter before dossier sent to University Faculty Personnel Committee.

e) Dean submits dossier to University Faculty Personnel Committee via Provost/Vice President for Academic Affairs.

f) Provost/Vice President for Academic Affairs turns dossier over to University Faculty Personnel Committee. Committee submits its recommendations via letter to Provost/Vice President for Academic Affairs.

g) Faculty member may submit a rebuttal letter, if any, to be included in the dossier.

h) Provost/Vice President for Academic Affairs makes his/her recommendations and sends copies to Faculty Member and University Faculty Personnel Committee.

i) Faculty member may submit a rebuttal letter, if any, to be included in the dossier.

j) Complete dossier then sent to President.

k) President apprises faculty member of recommendation to the BOR regarding tenure or, in the case of promotion, notifies faculty member in writing of promotion.

l) All files returned to Dean.
II. **Timing**

1) The calendar attached should be strictly adhered to.

2) Evaluations will normally occur once a year, but in special circumstances may be employed at other times.

3) Students' evaluations of teaching included in an evaluation must be from the twelve-month period immediately preceding the beginning of the process in which the faculty member is being evaluated. The faculty member has access to the evaluations only after grades in the courses have been assigned.*

III. **Instruments**

1) The official forms (attached) must be used for student evaluation of teacher effectiveness.

2) Peer evaluation forms, which must include the signature of the evaluator (examples attached), may be used if the faculty so desire or upon request of the Chairperson. The faculty may devise its own peer evaluation form or procedure. (Departmental peer evaluations are required for candidates for promotion and tenure.)

3) Chairpersons, Deans, and the Provost/Vice President for Academic Affairs may use forms or narratives for their evaluations, as may be appropriate to their needs.

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*If the faculty member's teaching has been evaluated by students in both the Fall and Spring Semesters, he/she may choose the semester which is submitted as part of the evaluation process except that SUSSAI summary reports must be included for at least one section of each different course taught (summers excepted) in the preceding twelve-month period.

ARTICLE 10
EMPLOYEE PERFORMANCE EVALUATION

10.1 Policy.

(a) Annual Evaluations. The purpose of the annual evaluation is to assess and communicate the nature and extent of an employee's performance of assigned duties consistent with the criteria specified in Section 10.4. The performance of employees, other than those who have received notice of nonreappointment under Section 12.2 except those employees on appointments pursuant to Section 8.4(g), shall be evaluated at least once annually, and they shall be advised of the academic term during which such evaluation will be made. Personnel decisions, shall take such annual evaluations into account, provided that such decisions need not be based solely on written employee performance evaluations.

(b) Sustained Performance Evaluations. Tenured faculty members shall receive a sustained performance evaluation once every seven years following the award of tenure or their most recent promotion. The purpose of this evaluation is to document sustained performance during the previous six years of assigned duties and to encourage continued professional growth and development.

10.2 Sources and Methods of Evaluation.

(a) In preparing the annual evaluation, the person responsible for evaluating the employee may consider, where appropriate, information from the following sources: immediate supervisor, peers, students, employee/self, other university officials who have responsibility for supervision of the employee, and individuals to whom the employee may be responsible in the course of a service assignment, including public school officials when an employee has a service assignment to the public schools.

(b) Observation/Visitation. The employee, if assigned teaching duties, shall be notified at least two (2) weeks in advance of the date, time, and place of any direct classroom observation or visitation made in connection with the employee's annual evaluation. Alternatively, if such classroom observation or visitation will be made, the employee shall be notified at least two (2) weeks in advance of the period (for example, a semester) over which no less than two (2) observations will be made.
10.3 Procedures.

(a) Annual Evaluation.

(1) The proposed written evaluation, including the employee's annual assignment which was furnished pursuant to Section 9.2(a), shall be provided to the employee within thirty (30) days after the end of the academic term during which such evaluation will be made. The employee shall be offered the opportunity to discuss it with the evaluator prior to its being finalized and placed in the employee's evaluation file. The evaluation shall be signed and dated by the person performing the evaluation, and by the person being evaluated, who may attach a concise comment to the evaluation. A copy of the evaluation shall be made available to the employee. The employee may request, in writing, a meeting with an administrator at the next higher level to discuss concerns regarding the evaluation which were not resolved in previous discussions with the evaluator.

(2) Each university department/unit shall develop and maintain procedures by which to evaluate each employee according to criteria specified in Section 10.4. These procedures will include the method for the distribution of salary increase funds specified in Section 23.1(a)(2) based on said annual evaluation. The employees of each department/unit, who are eligible to vote in department/unit governance, shall participate in the development of these procedures and shall recommend implementation by vote of a majority of at least a quorum of those employees.

(a) The proposed procedures, or revisions thereof, shall be reviewed by the President or representative to ensure that they are consistent with the mission and goals of the university and that they comply with this agreement.

(b) If the President or representative determines that the recommended procedures do not meet the conditions in Section 10.3(2)(a) above, the proposal shall be referred to the department/unit for revision with a written statement of reasons for non-approval. No merit salary increase funds shall be provided to a department/unit until its procedures have been approved by the President or representative.

(c) Approved procedures, and revisions thereof, shall be kept on file in the department/unit office. Employees in each department/unit shall be
ATTACHMENT VI.C. (continued)

provided a copy of that department’s/unit’s current procedures for annual evaluation.

(3) Upon written request from the employee, the persons responsible for supervising and evaluating an employee shall endeavor to assist the employee in correcting any major performance deficiencies reflected in the employee’s annual evaluation.

(b) Sustained Performance Evaluations.

(1) The sustained performance evaluation program shall provide that:
   a. Only elected faculty may participate in the development of applicable procedures. Such procedures shall ensure involvement of both peers and administrators at the department and higher levels in the evaluation and shall ensure that an employee may attach a concise response to the evaluation;
   b. The university shall provide for an appeals process to accommodate instances when the employee and the supervisor cannot agree upon the elements to be included in the performance improvement plan; and
   c. The proposed procedures for the sustained performance evaluation shall be available to faculty members and to UFF for review prior to final approval.

(2) Employee annual evaluations, including the documents contained in the evaluation file shall be the sole basis for the sustained performance evaluation.
   (a) An employee who received satisfactory annual evaluations during the previous six years shall not be rated below satisfactory in the sustained performance evaluation nor subject to a performance improvement plan.
   (b) A performance improvement plan shall be developed only for those employees whose performance is identified through the sustained performance evaluation as being consistently below satisfactory in one or more areas of assigned duties. The performance improvement plan shall be developed by the employee, in concert with his/her supervisor, and include specific performance targets and a time period for achieving the targets. The performance improvement plan shall be approved by the President or representative. Specific resources identified in an approved performance improvement plan shall be provided by the university. The supervisor shall meet periodically with the employee to review progress toward meeting the performance targets. It is the responsibility of the employee to attain the performance targets specified in the performance improvement plan.
10.4 Criteria. The annual performance evaluation shall be based upon assigned duties, and shall carefully consider the nature of the assignments, in terms, where applicable, of:

(a) Teaching effectiveness, including effectiveness in presenting knowledge, information, and ideas by means or methods such as lecture, discussion, assignment and recitation, demonstration, laboratory exercise, practical experience, and direct consultation with students. The evaluation shall include consideration of effectiveness in imparting knowledge and skills, and effectiveness in stimulating students' critical thinking and/or creative abilities, the development or revision of curriculum and course structure, and adherence to accepted standards of professional behavior in meeting responsibilities to students. The employee may submit to the evaluator class notes, syllabi, student exams and assignments, and any other materials relevant to the employee's teaching assignment. The teaching evaluation must take into account any relevant materials submitted by the employee, including the results of peer evaluations of teaching, and may not be based solely on student evaluations when this additional information has been made available to the evaluator.

(b) Contribution to the discovery of new knowledge, development of new educational techniques, and other forms of creative activity. Evidence of research and other creative activity shall include, but not be limited to, published books; articles and papers in professional journals; musical compositions, paintings, sculpture; works of performing art; papers presented at meetings of professional societies; and research and creative activity that has not yet resulted in publication, display, or performance. The evaluation shall include consideration of the employee's productivity, including the quality and quantity of what has been done during the year, and of the employee's research and other creative programs and contributions; and recognition by the academic or professional community of what is done.

(c) Public service that extends professional or discipline-related contributions to the community; the State, including public schools; and the national and international community. This public service includes contributions to scholarly and professional organizations and governmental boards, agencies, and commissions that are beneficial to such groups and individuals.

(d) Participation in the governance processes of the institution through significant service on committees, councils, and senates, beyond that associated with the expected responsibility to participate in the governance of the institution through participation in regular departmental college meetings.
(e) Other assigned university duties, such as advising, counseling, supervision of interns, and academic administration, or as described in a Position Description, if any, of the position held by the employee.

10.5 Proficiency in Spoken English. No employee shall be evaluated as deficient in oral English language skills unless proved deficient in accordance with the appropriate procedures and examinations established by Section 240.246, Florida Statutes, and Board of Regents rule, for testing such deficiency.

(a) Faculty involved in classroom instruction, other than in courses conducted primarily in a foreign language, found by their supervisor, as part of the annual evaluation, to be potentially deficient in English oral language skills, shall be tested in accordance with appropriate procedures and examinations established by statute and rule cited above for testing such skills. No reference to an alleged deficiency shall appear in the annual evaluation or in the personnel file of a faculty member who achieves a satisfactory examination score determining proficiency in oral English as specified in the rule (currently "220" or above on the Test of Spoken English, or "3" or above on the Foreign Service Institute Language Proficiency Interview).

(b) Faculty who score within a specified range on an examination established by statute and rule cited above for testing oral English language skills ("190-210" on the Test of Spoken English or "2+" on the Foreign Service Institute Proficiency Interview), may continue to be involved in classroom instruction up to one (1) semester while enrolled in appropriate English language instruction, as described in paragraph (d) below, provided the appropriate administrator determines that the quality of instruction will not suffer. Only such faculty members who demonstrate, on the basis of examinations established by statute and rule, that they are no longer deficient in oral English language skills may be involved in classroom instruction beyond one (1) semester.

(c) Faculty who score below a minimum score on an examination established by statute and rule for determining proficiency in oral English (currently "190" on the Test of Spoken English or "2+" on the Foreign Service Institute Language Proficiency Interview) shall be assigned appropriate non-classroom duties for the period of oral English language instruction provided by the university under paragraph (d) below, unless during the period of instruction the faculty member is found, on the basis of an examination specified above, to be no longer deficient in oral English language skills. In that instance, the faculty member will again be eligible for assignment to classroom instructional duties and shall not be disadvantaged by the fact of having been determined to be deficient in oral English language skills.
(d) It is the responsibility of each faculty member who is found, as part of the annual evaluation, to be deficient in oral English language skills by virtue of scoring below the satisfactory score on an examination established by statute and rule for determining such proficiency (see paragraph (a)), to take appropriate actions to correct these deficiencies. To assist the faculty member in this endeavor, the university shall provide appropriate oral English language instruction without cost to such faculty members for a period consistent with their length of appointment and not to exceed two (2) consecutive semesters. The time the faculty member spends in such instruction shall not be considered part of the individual assignment or time worked, nor shall the faculty member be disadvantaged by the fact of participation in such instruction.

(e) If a university determines, as part of the annual evaluation, that one (1) or more administrations of a test to determine proficiency in oral English language skills is necessary, in accordance with statute and rule and this section, the university shall pay the expenses for up to two (2) administrations of the test. The faculty member shall pay for additional testing that may be necessary.

10.7 Employee Assistance Programs. Neither the fact of an employee's participation in an employee assistance program nor information generated by participation in the program, shall be used as evidence of a performance deficiency within the annual evaluation process described in this Article, except for information relating to an employee's failure to participate in an employee assistance program consistent with the terms to which the employee and the university have agreed.
ARTICLE 11
EVALUATION FILE

11.1 Policy. There shall be one (1) evaluation file containing a dated copy of all documents used in the evaluation process, other than evaluation for tenure and promotion. When evaluations and other personnel decisions are made, other than for tenure and promotion (reference Sections 14.3(a) and 15.5), the only documents which may be used are those contained in that file. Such documents shall be placed in the evaluation file within a reasonable time after receipt by the custodian of the file. Employees shall be notified, upon written request, of the location of the evaluation file and the identity of the custodian. A notice specifying the location of the evaluation file shall be posted in each department/unit.

11.2 Access. An employee may examine the evaluation file, upon reasonable advance notice, during the regular business hours of the office in which the file is kept, normally within the same business day as the employee requests to see it, and under such conditions as are necessary to insure its integrity and safekeeping. Upon request, an employee may paginate with successive whole numbers the materials in the file, and may attach a concise statement in response to any item therein. Upon request, an employee is entitled to one (1) free copy of any material in the evaluation file. Additional copies may be obtained by the employee upon the payment of a reasonable fee for photocopying. A person designated by the employee may examine that employee's evaluation file with the written authorization of the employee concerned, and subject to the same limitations on access that are applicable to the employee.

11.3 Indemnification. The UFF agrees to indemnify and hold the Board, its officials, agents, and representatives harmless from and against any and all liability for any improper, illegal, or unauthorized use by the UFF of information contained in such evaluation files.

11.4 Use of Evaluative Materials. In the event a grievance is filed, university, Board, and UFF grievance representatives, the arbitrator, and the grievant shall have the right to use, in the grievance proceedings, copies of materials from the grievant's evaluation file.

11.5 Anonymous Material. There shall be no anonymous material in the evaluation file except for numerical summaries of student evaluations that are part of a regular evaluation procedure of classroom instruction and/or written comments from students obtained as part of that regular evaluation procedure. If written comments from students in a course are included in the evaluation file, all of the comments obtained in the same course must be included.

11.6 Peer Committee Evaluations. Evaluative materials, or summaries thereof, prepared by peer committees as part of a regular evaluation system, may be placed in an evaluation file when signed by a representative of the committee.
11.7 Removal of Contents. Materials shown to be contrary to fact shall be removed from the file. This section shall not authorize the removal of materials from the evaluation file when there is a dispute concerning a matter of judgment or opinion rather than fact. Materials may also be removed pursuant to the resolution of a grievance.

11.8 Limited Access Information. Information reflecting evaluation of employee performance shall be available for inspection only by the employee, the employee’s representative, university and Board officials who use the information in carrying out their responsibilities, peer committees responsible for evaluating employee performance, and arbitrators or others engaged by the parties to resolve disputes, or by others by court order. However, such limited access status shall not apply to summary data, by course, for the common "core" items contained in student course evaluations, which have been selected as such by the Board or the university and made available by the university to the public on a regular basis.
VI.D. SUS PROCEDURES FOR ANNUAL EVALUATION OF FACULTY MEMBERS

6C-5.925 Evaluation and Recognition.

(1) The following provisions govern employee evaluations and performance improvement.

(a) The basic purpose of the evaluation is to acknowledge performance, to communicate performance effectiveness, to aid in improving performance in assigned duties, and if necessary, to develop a performance plan to assist in correcting deficiencies for the employee not meeting performance standards.

(b) Each University shall establish procedures to conduct periodic performance reviews. Each employee shall be evaluated at least once every two years on the basis of total performance in fulfilling assigned responsibilities.

(c) The evaluation should be considered in making personnel decisions.

(2) Each University may also establish an employee recognition program.

VII. SUSTAINED PERFORMANCE EVALUATION
VII.A. SUSTAINED PERFORMANCE EVALUATION CALENDAR

(Actions must be completed by dates shown)

September 15, 2000    Faculty member notified that Sustained Performance Evaluation is to be conducted during current academic year.

   Chairperson compiles annual evaluations on which the Sustained Performance Evaluation is to be based.

   Chairperson prepares written Sustained Performance Evaluation consistent with university and college guidelines and procedures. Chairperson identifies whether Performance Improvement Plan is required based on the results of the Evaluation.

November 110, 2000    Chairperson reviews the Evaluation with the faculty member.

   If a Performance Improvement Plan is required, faculty member develops the Plan in cooperation with the chairperson.

January 5, 2001       Written Sustained Performance Evaluation and Performance Incentive Plan sent to the Dean of the College.

January 12, 2001      Written appeals of chairperson's Evaluation and Performance Improvement Plan due to Dean.

January 26, 2001      Dean's written response to appeal provided to faculty member.

February 2, 2001      Written appeals of Dean's decision due to University Faculty Personnel Committee.

March 3, 2001         University Faculty Personnel Committee written recommendation due to Provost with copy to faculty member.

March 9, 2001         Faculty member's rebuttal of University Faculty Personnel Committee's recommendation due to Provost.

March 23, 2001        Provost communicates in writing final decision on Evaluation appeal and decision on Performance Improvement Plan appeal, if applicable, to faculty member. No further appeal of the Evaluation permitted.

March 30, 2001        Appeal of Provost's decision on appeal of Performance Improvement Plan due to President (or representative).

April 13, 2001        President (or representative) communicates in writing final decision on appeal of Performance Improvement Plan. No further appeal of Performance Improvement Plan permitted.

| Veterans Day          | November 10, 2000 |
| Thanksgiving          | November 23-24, 2000 |
| Semester break        | December 15, 2000 - January 2, 2001 |
| Spring break          | March 19-23, 2001 |
VII.B. UWF GUIDELINES FOR SUSTAINED PERFORMANCE EVALUATIONS

The University of West Florida
Sustained Performance Evaluation Guidelines

Introduction

The BOR-UFF Collective Bargaining Agreement states:

Tenured faculty members shall receive a sustained performance evaluation once every seven years following the award of tenure or their most recent promotion. The purpose of this evaluation is to document sustained performance during the previous six years of assigned duties and to encourage continued professional growth and development. (Article 10.1(b), UFF Collective Bargaining Agreement, 1998-2001).

The Sustained Performance Evaluation Guidelines emphasize timely and reliable evaluation, congruent with annual evaluations. The three categories for which sustained performance evaluation (SPE) must be used are:

- Outstanding
- Satisfactory
- Below Satisfactory

The individual college sustained performance evaluation committees must identify any other adjectives used in annual evaluations in their respective colleges, and equate them to the above three categories. The three SPE categories must be defined so equivalence with annual evaluation criteria can be determined for the purpose of sustained performance evaluations.

In keeping with the purpose to the SPE process, each department should maintain a mentoring program for faculty with Below Satisfactory ratings in one or more areas of assigned duties so problems can be addressed with each annual evaluation without waiting for the end of a six year cycle.

Faculty Subject to Sustained Performance Evaluation

Faculty who have been tenured and had assigned duties for six years are subject to sustained performance evaluation.

Once the initial group of faculty is evaluated in 1998, faculty members must be evaluated in the seventh year following their most recent 1) award of tenure, 2) promotion, or 3) sustained performance evaluation (whichever is last).
Sustained Performance Evaluation Criteria

Sustained performance evaluations are based on the compilation of annual evaluations from the most recent award of tenure, promotion, or last sustained performance evaluation.

The faculty member is to be evaluated based on overall performance consistent with the Work Assignment Letter. Only those documents contained in the annual evaluation file are to be used for the sustained performance evaluation.

If the ratings on one or more areas of assigned duties on three or more annual evaluations are Below Satisfactory, the faculty member is subject to a performance improvement plan, unless evaluations during the two years preceding the sustained performance evaluation have been Satisfactory or Outstanding.

If a faculty member has received three Outstanding overall ratings on the annual evaluations during the three years preceding the sustained performance evaluation, the faculty member can not be rated below Outstanding for the sustained performance evaluation.

Performance Improvement Plans

If a faculty member is subject to a performance improvement plan (Plan), the Plan must be developed by the faculty member in cooperation with the department chair. The Plan must include 1) specific performance targets for those areas evaluated as being consistently Below Satisfactory, and 2) a time frame for achieving the targets.

The Plan must be approved by the President or the President's representative. If specific resources are identified in an approved Plan, those resources must be provided by the University.

The chair must meet periodically with the faculty member to review progress toward meeting the performance targets. It is the responsibility of the faculty member to attain the performance targets specified in the Plan.

Awards for Outstanding Performance

If SPE awards are funded by the legislature, a faculty member whose performance is evaluated as Outstanding in the sustained performance evaluation is eligible to be considered for an increase in salary according to the terms of the BOR-UFF Agreement.

Appeals

If a faculty member does not agree with the sustained performance evaluation provided by the chair, the faculty member may appeal to the Dean of the College. If a faculty member does not agree with the Dean's determination, the faculty member may appeal to the University Faculty
Personnel Committee. The University Faculty Personnel Committee shall review the evaluation appeal and forward its recommendation to the Provost. The Provost’s decision is final and binding.

If the faculty member and the chair can not agree on the components of a Plan, the faculty member may appeal to the Dean. If the faculty member does not agree with the Dean's decision, the faculty member may appeal to the University Faculty Personnel Committee. The University Personnel Committee shall review the Plan and forward its recommendation to the Provost. If the faculty member does not agree with the Provost's decision, the faculty member may appeal to the President, or the President's representative. The President or the President's representative's decision is final and binding.

APPROVED BY THE UNIVERSITY OF WEST FLORIDA AD HOC COMMITTEE ON SUSTAINED PERFORMANCE EVALUATION 2/13/98


Note: Each College and the Library has an approved set of Sustained Performance Evaluation policies and procedures which must be followed. These policy/procedures document are on file in the respective Deans Offices.
VII.C. SUSTAINED PERFORMANCE EVALUATION PROCEDURES FROM THE BOR/UFF AGREEMENT

(Excerpts from the 1998-2001 BOR-UFF Collective Bargaining Agreement.)

10.1(b) Sustained Performance Evaluations. Tenured faculty members shall receive a sustained performance evaluation once every seven years following the award of tenure or their most recent promotion. The purpose of this evaluation is to document sustained performance during the previous six years of assigned duties and to encourage continued professional growth and development.

10.3(b) Sustained Performance Evaluations.
(1) The sustained performance evaluation program shall provide that:
   a. Only elected faculty may participate in the development of applicable procedures. Such procedures shall ensure involvement of both peers and administrators at the department and higher levels in the evaluation and shall ensure that an employee may attach a concise response to the evaluation;
   b. The university shall provide for an appeals process to accommodate instances when the employee and the supervisor cannot agree upon the elements to be included in the performance improvement plan; and
   c. The proposed procedures for the sustained performance evaluation shall be available to faculty members and to UFF for review prior to final approval.

(2) Employee annual evaluations, including the documents contained in the evaluation file shall be the sole basis for the sustained performance evaluation.
   (a) An employee who received satisfactory annual evaluations during the previous six years shall not be rated below satisfactory in the sustained performance evaluation nor subject to a performance improvement plan.
   (b) A performance improvement plan shall be developed only for those employees whose performance is identified through the sustained performance evaluation as being consistently below satisfactory in one or more areas of assigned duties. The performance improvement plan shall be developed by the employee, in concert with his/her supervisor, and include specific performance targets and a time period for achieving the targets. The performance improvement plan shall be approved by the President or representative. Specific resources identified in an approved performance improvement plan shall be provided by the university. The supervisor shall meet periodically with the employee to review progress toward meeting the performance targets. It is the responsibility of the employee to attain the performance targets specified in the performance improvement plan.
VIII. THE COMBINED UNIVERSITY OF WEST FLORIDA/STATE UNIVERSITY SYSTEM STUDENT ASSESSMENT OF INSTRUCTION FORM
### UNIVERSITY OF WEST FLORIDA
STUDENT ASSESSMENT OF INSTRUCTION

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Section</th>
<th>Instructor</th>
<th>Last Name, First Initial</th>
<th>Year</th>
<th>Semester</th>
<th>Date</th>
</tr>
</thead>
</table>

**DIRECTIONS:** Use a #2 pencil only. Completely fill in the box on the scale which best characterizes that item. Make comments that you believe are appropriate. Please be fair and candid. If the items or descriptors do not adequately characterize this course, please skip the item and explain in the comments section. Asterisked items are required by the State University System Student Assessment of Instruction Procedures (SUSSID). Return the completed form to the assigned student, or to the department chair’s office in a sealed envelope. Do not provide your name.

#### ORGANIZATION OF COURSE

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<th>Expression of expectation for performance in this class*</th>
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<tr>
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<tr>
<td>Description of course objectives and assignments*</td>
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<tr>
<td>Excellent Very Good Good Fair Poor</td>
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<tr>
<td>Requirements</td>
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<tr>
<td>Insufficiently challenging</td>
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<td>Assignments</td>
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<tr>
<td>Materials</td>
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<td>OVERALL. I would rate the course organization</td>
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#### TEACHING SKILLS

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<td>Productive</td>
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<td>Non-Productive</td>
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<td>Beneficial</td>
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<td>Broad and Accurate</td>
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<td>Communication of ideas and information*</td>
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<td>Effective</td>
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<tr>
<td>Ineffective/Poor</td>
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<td>Stimulation of interest in the course*</td>
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<tr>
<td>Peer</td>
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<td>Poor</td>
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<td>Positive/Poor</td>
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<td>Availability to assist students in or out of class*</td>
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<td>Always</td>
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<td>Overindulgent</td>
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<td>OVERALL assessment of instructor*</td>
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<td>Excellent Very Good Good Fair Poor</td>
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#### OVERALL SUBSTANTIVE VALUE OF COURSE

| Excellent Very Good Good Fair Poor                       | COMMENTS: |

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*SCANTRON® CUSTOM FORM NO. F-94423-UWF 5/8/02-REV 121
VIII.B. COMBINED UWF AND SUSSAI FORM FOR STUDENT ASSESSMENT OF INSTRUCTION

The form has 19 items, 8 of which are those required for the SUSSAI program. The remaining items were taken from the former UWF form or are additions/ revisions recommended by the Faculty Senate Committee which developed the combined form.

Summary Reports

As has been policy, summary results for completed forms will not be prepared until after grades have been submitted for a given semester.

- The summary results for the 8 SUSSAI items will be entered on the reports required by the State, compiled alphabetically by instructor and alpha-numerically by course, and made available for public access.

- The summary results for the UWF items will be tabulated separately with the summary report maintained in a confidential file until released by the faculty for use in the annual evaluation process.

Classroom Administration of the Combined Form

To comply with the requirements of the SUSSAI (CM-C-13.00-03/99), the combined evaluation form is to be administered within the last three weeks of the course on a day other than when an examination will be given. Specific instructions (Appendix C) for administering the combined form in the classroom will be affixed to the envelope in which the forms will be delivered by the departmental office to the faculty. The faculty member may not be present during the time students are completing the forms.

Identification of Classes in which the Combined Form is to Be Administered

To satisfy the requirements of the use of the student evaluations in the UWF annual evaluation process, the combined UWF/SUSSAI form must be administered to all sections of courses taught by a given faculty member in a given semester (ordinarily the Fall Semester or Spring Semester). [Notes: (1) For some courses, such as internships, departments have developed approved substitutes for the UWF/SUSSAI student evaluation forms. (2) Faculty have the opportunity to administer the forms to as many classes as they wish regardless of semester.]

To satisfy the requirements of the SUSSAI program, the combined UWF/SUSSAI form must be administered to at least one section of each different course taught in a given academic year (Fall and Spring Semesters, Summer excluded). For example, assume that a faculty member teaches and administers the UWF/SUSSAI form in the following courses in the Fall Semester: ABC 3000 0901, ABC 3000 0902, and ABC 3500 0101. Further, assume the faculty member teaches the following in the Spring Semester: ABC 3000 0801, ABC 4300 0501, and ABC 4700 0601. Since the faculty member administered the combined UWF/SUSSAI form in sections of ABC 3000 in the Fall Semester, to satisfy SUSSAI requirements the faculty member need not administer the form in the Spring Semester for this course. However, the faculty member must administer the combined form in ABC 4300 and ABC 4700 in the Spring Semester.
VIII.C. PROCEDURES FOR ADMINISTERING THE COMBINED UWF/STATE UNIVERSITY SYSTEM
STUDENT ASSESSMENT OF INSTRUCTION

PROCEDURES FOR ADMINISTERING THE COMBINED UWF/STATE UNIVERSITY SYSTEM
STUDENT ASSESSMENT OF INSTRUCTION

Departmental Secretary: Please enter the following information and attach to a sealable manila envelope containing sufficient forms for the instructor’s class. (ONE SECTION PER ENVELOPE, PLEASE)

*Year: _______  *Semester: _______
*Instructor’s Name: ___________________________  ___________________________  ___________________________  ___________________________
Last Name  First Name  Middle Initial
*Course Number: ___________________________
Prefix  Number  Reference Number
*Course Name: ___________________________

Course Instructor: Please take this envelope to class and ask one of the students to administer the assessment instrument while you absent yourself from the room. Students must have a full 15 minutes of class time to complete the instrument either at the beginning or the end of the class. You must leave the room while students are completing the form. Write your full name, course name, prefix, number, and reference number on the blackboard for students’ reference. Inform the students that if they are not officially enrolled in the course, they are not to fill out an evaluation form. If there are multiple sections taught at the same time/day, an evaluation packet should be provided for each section.

Student Administering The Combined UWF/SUSSAI:

(1) Distribute the assessment forms found in the envelope to students in class.

(2) Ask students to complete information at top of form. (Please write asterisked (*) information from envelope coversheet above on chalk board.)

(3) Read the following statements to the class:

This combined student assessment of instruction is being administered pursuant to policies adopted by the University of West Florida and the Board of Regents of the State University System of Florida. The results from this assessment will be used in the evaluation of the instructor. The results for the 8 SUSSAI items marked with an asterisk on the form will also be made public with copies of the results available to students through the UWF Student Government Association and the University Library. Please rate your instructor’s performance on each of the items using the scale indicated. For each item, fill in the appropriate bubble using a #2 pencil.

Please note that space is provided for written comments. Should you need additional space, please use the reverse side of the form.

(4) Give students time to complete the instrument.

(5) When students have completed the instrument, all of the forms (both those completed and those not used) are to be collected and placed back in the envelope.

(6) Seal the envelope, and write the following across the sealed flap:

Your Name, Date, Course Reference Number

(7) Return the envelope to one of the following (whichever is most convenient):

PLEASE DO NOT PLACE IN CAMPUS MAIL

Secretary of department to which the instructor belongs.
Office of the dean of the college to which the instructor belongs.
Eglin AFB or Fort Walton Beach Center UWF office
Campus Security—SUSSAI Drop Box

We appreciate your assistance in administering this instructor assessment form.

Parks B. Dimsdale (signature)  
Parks B. Dimsdale  
Executive Vice President/Interim Provost
VIII.D. PROCESSING OF THE COMBINED UWF/SUSSAI STUDENT ASSESSMENT OF INSTRUCTION FORMS

The following procedures will be used to process the combined UWF/SUSSAI student assessment of instruction forms:

1. All packets of completed forms will be forwarded to the faculty member's departmental office.

2. Arrangements are to be made by the departmental secretary for the chairperson and faculty member to open the packets together.
   - The faculty member will review any written comments and decide whether to have the comments typed or sealed. If the comments are to be sealed, they should be removed by cutting (not tearing) the comments section from the form and placing in a sealed envelope to be retained with the packet of completed forms. The sealed envelope is to be labeled with the faculty member's name, course number (including section identification number), and semester. The faculty should sign across the sealed envelope's flap. This envelop should be retained in the faculty’s department file.

3. The departmental secretary will make arrangements to send the packets of completed forms to the office of Paul Frederick in the Educational Research and Development Center (ERDC), Building 77, Room 152. This should be done no later than six weeks after the last day of classes. If a packet is received in ERDC after the sixth week, ERDC will not accept it, and it will be returned to the department.
   - All blank forms should be removed from the packet.
   - All forms completed using an ink pen should be remarked using a #2 pencil. (Pencil over the ink mark.)
   - The cover sheet on the packet should clearly identify the faculty member by name and social security number, course number (including section identification number), and semester. Please use the course section identification labels that will be sent to you each semester by the Office of Academic Affairs. (If the preprinted label has incorrect information, please correct using red ink.)
   - Verify enrollment against the exact number of responses. If the responses are greater than the enrollment, take appropriate measures to correct. Some reasons for too many responses:
     1. Undergraduate and Graduate courses taught at the same time, on the same day (i.e., ABD 4XXX and ABD 5XXX)
     2. Several sections of the same course taught at the same time/day.
     3. Concurrent courses.
     4. Students enrolled in one section but attending classes in another section of the same course.
     5. Students completing "I" grades.
     6. Students enrolled in directed study courses.
   - If the course is one that was team taught, please separate the forms by
instructor into separate envelopes. Be certain that the names and social
security numbers of each instructor for whom reports are to be prepared are
clearly identified on the cover sheet.

4. Paul Frederick's office will scan the completed forms and produce two reports.

   (a) **Frequency distribution report for all 19 of the assessment items.** This report will be in
   hard copy and returned to the department with the scanned forms. No electronic
   record will be kept of these reports. These reports are confidential and may be used in
   the faculty evaluation process only as directed by the faculty member.

   (b) **Frequency distribution report for the 8 SUSSAI items.** This report will be provided in
   electronic form to Institutional Technology Services (ITS) which will, in turn, produce
   the hard copy of the required SUSSAI reports. The Provost's Office will arrange for
   copying of the SUSSAI reports with sufficient copies made for distribution as follows:

   - SGA
   - UFF
   - University Library
     Pensacola
     Fort Walton Beach
   - Dean's Office for faculty evaluation files
   - Chairperson's Office
   - Faculty member

Once the faculty evaluation cycle to which the student assessment of instruction pertains has
been completed, the packets with the completed forms are to be turned over to the faculty
member for custody of the records.
IX. STATE UNIVERSITY SYSTEM

STUDENT ASSESSMENT OF INSTRUCTION REPORT FORM
# IX.A. STUDENT ASSESSMENT OF INSTRUCTION REPORT FORM

**STATE UNIVERSITY SYSTEM**  
**THE UNIVERSITY OF WEST FLORIDA**  
**STUDENT ASSESSMENT OF INSTRUCTION**

<table>
<thead>
<tr>
<th>INSTRUCTOR’S NAME</th>
<th>YEAR/TERM</th>
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<tbody>
<tr>
<td>DEPARTMENT</td>
<td>COURSE-SECTION NUMBER</td>
</tr>
<tr>
<td>NUMBER OF STUDENTS ENROLLED</td>
<td>NUMBER OF RESPONDING</td>
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<table>
<thead>
<tr>
<th>ITEMS</th>
<th>STUDENT RESPONSES (PERCENTAGES)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
</tr>
<tr>
<td>(1) DESCRIPTION OF COURSE OBJECTIVES AND ASSIGNMENTS</td>
<td></td>
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<tr>
<td>(2) COMMUNICATION OF IDEAS AND INFORMATION</td>
<td></td>
</tr>
<tr>
<td>(3) EXPRESSION OF EXPECTATIONS FOR PERFORMANCE IN THIS CLASS</td>
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</tr>
<tr>
<td>(4) AVAILABILITY TO ASSIST STUDENTS IN OR OUT OF CLASS</td>
<td></td>
</tr>
<tr>
<td>(5) RESPECT AND CONCERN FOR STUDENTS</td>
<td></td>
</tr>
<tr>
<td>(6) STIMULATION OF INTEREST IN COURSE</td>
<td></td>
</tr>
<tr>
<td>(7) OVERALL ASSESSMENT OF INSTRUCTOR</td>
<td></td>
</tr>
</tbody>
</table>

**KEY TO RESPONSES:**  
E = EXCELLENCE; VG = VERY GOOD; G = GOOD; F = FAIR; P = POOR; NR = NO RATING
IX.B. STUDENT ASSESSMENT OF INSTRUCTION GUIDE FOR INTERPRETING RESULTS

STATE UNIVERSITY SYSTEM
THE UNIVERSITY OF WEST FLORIDA
STUDENT ASSESSMENT OF INSTRUCTION
GUIDE FOR INTERPRETING RESULTS

CAVEAT: These student assessments are not validated measures of teacher effectiveness; comparisons and conclusions about the relative skill of different instructors should never be based solely on this limited information.

WHAT IS THIS REPORT? This report contains results of student assessments of instruction for one instructor for one course section taught by that instructor. This information provides you with one source of information for selecting courses. Also helpful in your decision-making would be a meeting with your academic advisor, examining course syllabi, and talking with instructors.

WHICH COURSES WERE EVALUATED? The full report includes all courses taught during the spring and fall semesters in one calendar year. Certain courses were excluded based upon their nontraditional structures and limited enrollment. Please note that if an instructor taught more than one section of the same course, results need to be reported for only one of those sections.

HOW ARE THE TABLES INTERPRETED? Tables in this report contain the following course information: Department, Course Title and Number, Section Number, Instructor Name, Semester and Year, and Course Enrollment. In addition, they summarize students' responses to the eight items for which results are provided.

For each course listed, the percent of students reporting Excellent, Very Good, Good, Fair or Poor are shown for each item, as well as the percent not responding to each item. The numbers appearing below each option show the percentage of students selecting each option, NOT the number of students.

HOW CAN THESE DATA BE USED? Students should be careful and thoughtful when interpreting these data. First, enough students must respond to provide an adequate representation of all students enrolled in a class for data to be meaningful. Further, these data may reveal as much about diversity of learning style preferences found in university classrooms as they reveal about the diversity of student reactions to instructors' different teaching styles.

Though students are good sources of some types of information about instructors, research has also shown that students' assessments of instructors can be influenced by a number of factors outside of an instructor's immediate control. These factors can include class size (small classes tend to be rated higher than large classes), course level (upper level courses may be rated higher than lower-level courses), discipline (courses in the Humanities and Social Sciences tend to receive higher ratings than courses in Engineering, Math, and the Sciences), instructor rank.
(faculty 'Lend to receive higher ratings than graduate teaching assistants), and students' reasons for enrolling in the course (elective courses tend to receive higher ratings than required courses). Readers should consider such influences on published data when reviewing these tables.

Most important, readers should remember that simplistic numerical comparisons between courses or instructors are not recommended. For example, in a class having 20 respondents, each student's opinion will have a weight of 5%; in a class with 200 respondents, however, each student's opinion will have a weight of only one-half of 1%. Similarly, one instructor may be rated Excellent by 74% of his or her students and a second instructor may be rated Excellent by 68%-, this difference may not have statistical significance or practical importance when selecting courses. In short, as noted above, these student assessments are not validated measures of teacher effectiveness comparisons and conclusions about the relative skill of different instructors should never be based solely on this limited information.

CAB:rvm
6/6/96
X. SAMPLE PEER EVALUATION FORMS

(Peer evaluation forms must include signature of the person completing the evaluation. Faculty being evaluated have a right to see completed peer evaluations.)
MEMORANDUM

TO:

FROM:

SUBJECT: RECOMMENDATION OF ___________________________ FOR PROMOTION

I am recommending ___________________________ for promotion from ___________________________ to ___________________________ of ___________________________.

Would you please give a short evaluation of the candidate in the five areas below and return to me by _______________. Your evaluation will be attached to my recommendation. Your comments will be treated as confidential.

1. TEACHING EFFECTIVENESS:

2. ACADEMIC ADVISING:

3. RESEARCH AND SCHOLARLY ACTIVITIES:

4. UNIVERSITY SERVICE:

5. COMMUNITY SERVICE:

ADDITIONAL COMMENTS:

Do you recommend promotion

___ YES

___ NO

Signature of Evaluator ___________________ Date _______________
ANNUAL FACULTY EVALUATION

Faculty Member Evaluated ____________________________________________

Year ____________________

I. Teaching Effectiveness

   Excellent

   Good, Above Average

   Average

   Below Average, Poor

   A Failure as a Teacher

Comment:

II. Academic Advising Effectiveness

   Excellent

   Good, Above Average

   Average

   Below Average, Poor

   A Failure as a Teacher

Comment:
III. Professional Contributions

(a) Publications During the Year (books, articles, book reviews)

(b) Papers Given at Professional Meetings (title, association, place, date)

(c) Other Professional Roles (at a professional meeting; for professional associations; offices held)

IV. Contributions to the Life of the University

(a) Service to the University, Including Membership on Committees

(b) Service on College Committees

(c) Service to Student Organizations

(d) Service to the Department

V. Community Service

(a) Speeches and Public Appearances

(b) Consulting to Private or Public Agencies (voluntary or paid)

(c) Other Community Service

VI. Additional or Summary Comment on the Year’s Performance:

Signature of Evaluator (date)

Signature of Faculty Member Evaluated (date)
MEMORANDUM

<DATE>

TO: 

FROM: 

SUBJECT: PEER EVALUATION FOR NOMINEES FOR PROMOTION OR TENURE

As you may know, ________________ is presently being considered for __________. UWF policy provides that each nomination for promotion or tenure shall be acted upon, with careful consideration being given to the qualifications of the faculty member, including evaluations by colleagues.

I would appreciate it if you would fill in the following questionnaire which will help us evaluate the candidate who is now under consideration.

Please keep in mind that promotion or tenure should be granted for teaching performance, contributions to the University, research, etc. I hope you can get to this within the next several days and request that you deliver your reply to your Chairman by __________, for inclusion in the dossier being assembled.

In addition to rating your colleague's performance for each of the categories below, you are asked to state your level of confidence in each rating you give. If you feel you have insufficient information upon which to base a rating in any given category, check only the "Insufficient Information" space; otherwise, you should check two spaces beside each question ("Level of Confidence" and "Evaluation").

1. YOUR OPINION OF THIS INDIVIDUAL'S TEACHING EFFECTIVENESS

   Level of Confidence: __ High __ Moderate __ Low __ Insufficient Information
   Evaluation: __ Outstanding __ Good __ Average __ Below Average __ Poor

2. YOUR OPINION OF THIS INDIVIDUAL'S RESEARCH EFFECTIVENESS

   Level of Confidence: __ High __ Moderate __ Low __ Insufficient Information
   Evaluation: __ Outstanding __ Good __ Average __ Below Average __ Poor
3. YOUR OPINION OF THIS INDIVIDUAL’S ACADEMIC ADVISING EFFECTIVENESS

   Level of Confidence: [ ] High  [ ] Moderate  [ ] Low  [ ] Insufficient Information

   Evaluation: [ ] Outstanding  [ ] Good  [ ] Average  [ ] Below Average  [ ] Poor

4. YOU OPINION OF THIS INDIVIDUAL’S OVERALL CONTRIBUTION TO YOUR FACULTY

   Level of Confidence: [ ] High  [ ] Moderate  [ ] Low  [ ] Insufficient Information

   Evaluation: [ ] Outstanding  [ ] Good  [ ] Average  [ ] Below Average  [ ] Poor

5. YOUR OPINION OF THIS INDIVIDUAL’S OVERALL CONTRIBUTION TO THE UNIVERSITY

   Level of Confidence: [ ] High  [ ] Moderate  [ ] Low  [ ] Insufficient Information

   Evaluation: [ ] Outstanding  [ ] Good  [ ] Average  [ ] Below Average  [ ] Poor

6. YOUR OPINION OF THIS INDIVIDUAL’S KNOWLEDGE OF THE ENTIRE FIELD IN WHICH HE/SHE WORKS

   Level of Confidence: [ ] High  [ ] Moderate  [ ] Low  [ ] Insufficient Information

   Evaluation: [ ] Outstanding  [ ] Good  [ ] Average  [ ] Below Average  [ ] Poor

7. YOUR OPINION OF THIS INDIVIDUAL’S KNOWLEDGE OF THE SPECIFIC AREA(S) IN WHICH HE/SHE WORKS

   Level of Confidence: [ ] High  [ ] Moderate  [ ] Low  [ ] Insufficient Information

   Evaluation: [ ] Outstanding  [ ] Good  [ ] Average  [ ] Below Average  [ ] Poor

8. YOUR OPINION OF THIS INDIVIDUAL’S EFFORTS TO KEEP ABREAST OF NEW DEVELOPMENTS IN THIS DISCIPLINE

   Level of Confidence: [ ] High  [ ] Moderate  [ ] Low  [ ] Insufficient Information

   Evaluation: [ ] Outstanding  [ ] Good  [ ] Average  [ ] Below Average  [ ] Poor

9. YOUR OPINION OF THIS INDIVIDUAL’S INTERACTIONS WITH STUDENTS

   Level of Confidence: [ ] High  [ ] Moderate  [ ] Low  [ ] Insufficient Information

   Evaluation: [ ] Outstanding  [ ] Good  [ ] Average  [ ] Below Average  [ ] Poor
10. YOUR OVERALL RANKING OF THIS INDIVIDUAL

   Level of Confidence: ___ High ___ Moderate ___ Low ___ Insufficient Information
   Evaluation: ___ Outstanding ___ Good ___ Average ___ Below Average ___ Poor

11. ADDITIONAL COMMENTS:

   SIGNED: ___________________  DATE: ________
ANNUAL FACULTY EVALUATION
PEER REVIEW

NAME ___________________________ SSN _______ ACADEMIC RANK _______ DATE _______

ATTAINED RANK

DATE OF EMPLOYMENT _______ HIGHEST DEGREE _______ TENURE STATUS _______ DATE ATTAINED _______

TENURE

REPORT PERIOD _______ DUTIES: _____________________________________________

_____ TO _____ ____________________________________________________________

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<th>UNSATISFACTORY</th>
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<td>Knowledge of Subject</td>
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<td>Scholarly Activities</td>
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<td>University Service</td>
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<td>Contribution to Community</td>
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<td>Cooperation on Administrative Task</td>
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<td>Planning and Management</td>
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<td>Academic Advising Ability</td>
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<td>Judgment</td>
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<td>Oral and Written Expression</td>
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<td>Leadership</td>
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<td>Overall Evaluation</td>
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Prepared by ___________________________ Signature ___________________________ Date _______
XI. SAMPLE EVALUATION WORKSHEET USED BY UNIVERSITY PERSONAL COMMITTEE
UNIVERSITY PERSONNEL COMMITTEE EVALUATION WORKSHEET

NAME ________________________  PROMOTION/TENURE _____________

DEPARTMENT ____________________  YEARS AT UWF ________________

CREDIT TOWARDS TENURE _________

EDUCATIONAL BACKGROUND

DEGREE  YEAR  SCHOOL

PROFESSIONAL EXPERIENCE

YEARS

POSITION  FROM  TO  INSTITUTION

TEACHING EXPERIENCE (SUMMARY OF STUDENT EVALUATIONS AND SUPPORT DOCUMENTATION)

CLASS  OUT-STANDING  GOOD  AVERAGE  BELOW

YEAR  SIZE  AVERAGE  POOR

OTHER TEACHING SUPPORT DOCUMENTATION
CREATIVE AND SCHOLARLY ACTIVITY

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ACTIVITY</th>
<th>IF PUBLICATION: JOURNAL OR PUBLISHER</th>
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COMMUNITY AND PROFESSIONAL SERVICE

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<th>YEAR</th>
<th>ACTIVITY</th>
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UNIVERSITY SERVICE

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ACTIVITY</th>
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</table>

ANNUAL EVALUATIONS
RECOMMENDATIONS BY

PEERS

SECRET BALLOT RESULTS

PEER BALLOTS

SUPPORT LETTERS

CHAIRPERSON

COLLEGE PERSONNEL COMMITTEE

COLLEGE DEAN

UNIVERSITY FACULTY PERSONNEL COMMITTEE ACTION
XII. SAMPLE CURRICULUM VITAE
XII.A. SAMPLE CURRICULUM VITAE

CURRICULUM VITAE

PERSONAL DATA

Name

Date of Birth (optional)

Place of Birth (optional)

Marital Status (optional)

Present Address

Telephone

EDUCATION

MILITARY SERVICE (optional)

PROFESSIONAL EXPERIENCE (with dates)

FELLOWSHIPS, SCHOLARSHIPS, AND AWARDS

PROFESSIONAL ORGANIZATIONS (Past and Current)

BIOGRAPHICAL LISTINGS
PUBLICATIONS  (List names of authors in the same order of appearance on publications)

Books and Monographs
Articles in Referred Journals; Articles in Proceedings
Other Publications

GRANTS AND CONTRACTS

PAPERS READ AND SPEECHES GIVEN

COURSES TAUGHT

THESES/DISSERTATIONS DIRECTED

PUBLIC SERVICE ACTIVITIES

MISCELLANEOUS
XII.B. CURRICULUM VITAE UPDATE -- SERVICE ACTIVITIES

Curriculum Vita Update
Service Activities
Calendar Year _________

Name: ___________________________ Date: ________________

College: __________________________

Department: _______________________

Please identify "service activities in which you were engaged during the _________ calendar year by providing the name of the agency served, a brief description of the activity, the inclusive dates, and whether the service was paid or unpaid.

1. Educational Institutions
   a. Public Schools (K-12)
      School/School District Activity Inclusive Dates Paid/Unpaid
   
      b. University of West Florida
         Activity Inclusive Dates Paid/Unpaid
   
      c. Other Higher Education Institutions
         Institution Activity Inclusive Dates Paid/Unpaid

2. Agencies
   Agency Name Activity Inclusive Dates Paid/Unpaid
   
   a. International
   
   b. Federal
   
   c. State
   
   d. Local
### 3. Business/Industry

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<tr>
<th>Business/Industry Name</th>
<th>Activity</th>
<th>Inclusive Dates</th>
<th>Paid/Unpaid</th>
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### 4. Peer Reviews

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<th>Paid/Unpaid</th>
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#### a. Grant/Contract Proposals

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<th>Agency Name</th>
<th>Activity</th>
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<th>Paid/Unpaid</th>
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#### b. Publications

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<thead>
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<th>Organization Name</th>
<th>Activity</th>
<th>Inclusive Dates</th>
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#### c. Accreditation Visits

<table>
<thead>
<tr>
<th>Organization Name</th>
<th>Activity</th>
<th>Inclusive Dates</th>
<th>Paid/Unpaid</th>
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### 5. Professional Organization Leadership Roles

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<th>Leadership Role</th>
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### 6. Citizen Groups

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<th>Activity</th>
<th>Inclusive Dates</th>
<th>Paid/Unpaid</th>
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### 7. Other Public/Professional Service

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<th>Activity</th>
<th>Inclusive Dates</th>
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