

BYLAWS GOVERNING CRITERIA USED FOR EVALUATION OF FACULTY WITHIN THE DEPARTMENT OF MECHANICAL AND AEROSPACE ENGINEERING

The Department of Mechanical and Aerospace Engineering (MAE) is a major unit of the Herbert Wertheim College of Engineering (HWCoe) of the University of Florida (UF) and as such, holds the same interests in pursuing excellence in teaching, research, and service. The following bylaws address the topics of tenure, promotion, merit salary increases, market equity salary increases, and performance evaluations for MAE Department faculty.

ARTICLE 1. TENURED AND TENURE-TRACK FACULTY IN THE MAE DEPARTMENT

The following sections pertain to tenure and tenure-track faculty in the MAE Department, specifically to appointments for Assistant Professor, Associate Professor, and Professor.

1.1 Criteria for Tenure and Promotion of Tenure-Track and Tenured Faculty

- a) A tenure track faculty member seeking tenure and/or promotion to Associate Professor status **is expected to earn recognition from peers as an accomplished expert in their chosen field through a body of creative work and scholarly contribution and have an accomplished record as an educator.** These criteria are consistent with University of Florida regulations requiring a faculty member to achieve distinction in two of the three scholarly categories: teaching, research, and service. Since the principal responsibilities of faculty members in the MAE Department are teaching and research, performance in these areas is primarily emphasized. However, if the faculty member's service assignment is substantial and contributions are extraordinary in significance, impact, and visibility, their service contributions may be considered. Metrics are helpful in gauging scholarly contributions and examples of those that will be considered are listed in Article 1.2. A holistic approach is used by the MAE Department in evaluating tenure and promotion applications which includes both qualitative and quantitative evaluation.
- b) A faculty member seeking promotion to Professor **must have established a distinguished record in their chosen field with evidence of national and international recognition, an accomplished record as an educator, and demonstrated service to the profession at both national and international levels.** Metrics are helpful in gauging scholarly contributions and examples of those that will be considered are listed in Article 1.2. A holistic approach is used by the MAE Department in evaluating applications for promotion to Professor, which includes both qualitative and quantitative evaluation.

1.2 Metrics that may be used for Tenure and/or Promotion Evaluation

1.2.1 Research

- 1. Publications
 - a. Peer reviewed
 - i. Journal papers

1. Journal quality and impact
 2. Quantity
 - ii. Papers in conference proceedings and other refereed volumes
 1. Acceptance rate
 2. Quality
 3. Number of reviewers per paper
 - iii. Authorship
 - b. Not peer reviewed
 - i. Advanced level books, book chapters, texts, and monographs
 - ii. Patents and copyrights
 - iii. Conference papers
 - iv. Other scholarly works
2. Originality and relevance of research
 - a. Evidence that research has been cited in the publications of others
 - b. External letters
 - c. Internal letters
 - d. MAE Chair's evaluations of the candidate's research
 - e. Collaborative research
 - f. Other relevant measures of impact
3. Recognition and stature in profession
 - a. Awards, Fellowships, etc.
 - b. Invited talks, Keynote talks, International talks
 - c. Professional short courses
 - d. Other honors
4. Research funding
 - a. Source and type
 - i. Grants and contracts
 - ii. Research and infrastructure
 - iii. Type of peer review
 - iv. Interdisciplinary and disciplinary
 - v. Federal, state, industrial, and non-profit
 - b. Amount
 - c. Student or Post-Doc support
 - d. Compliance with Federal, State, and University Regulations
5. Graduate student supervision
 - a. Number and quality of Ph.D. students supervised/graduated
 - b. Number and quality of M.S. students supervised/graduated
 - c. Helping students establish and realize their Plan of Study
 - d. Student placement
 - e. Chair and Co-chair
 - f. Graduate committees
 - g. Graduate student fellowships
6. Supervision of others
 - a. Post-Doctoral Researchers
 - b. Research Scientists
 - c. Visiting Scholars

- d. Student Exchange
- 7. Laboratory certification or accreditation

1.2.2 Teaching

1. Teaching Quality

- a. Student evaluations of the candidate's teaching or advising performance
- b. MAE Chair's evaluations of the candidate's teaching or advising performance
- c. Peer evaluations of teaching, including visitations to classes and review of syllabi, examinations, and other instructional materials
- d. Evaluation of student learning by instructors of follow-on classes
- e. Student comments on exit interviews
- f. Nomination or receipt of awards for teaching or advising
- g. Advising Honor's Theses, independent study, and undergraduate research
- h. Advising graduate research
- i. Evidence of prompt and complete direct assessment accreditation reports (e.g. ABET) that provide clear and supported guidance to the associated MAE program committee

2. Teaching Innovation

- a. Documented approaches to enhance student learning
- b. Development of a teaching portfolio that details teaching approach, educational goals, teaching philosophy, self-reflection, and development/improvement of pedagogy
- c. Evidence of exemplary development and/or implementation of new courses, use of innovative teaching methods, instructional materials, curriculum design, novel delivery methods, technological innovations, and syllabi
- d. Evidence of implementing accessible and inclusive instruction methods
- e. Applying and adapting courses to include new components (This includes demonstrating the ability to modify a course due to changing demands of the discipline, developing courses in new discipline areas, developing elective courses, and the addition of other new materials or methods.)
- f. Documented approaches to dealing with a large section of students
- g. Evidence of improvement to lab course or facilities
- h. Evidence of collaboration with UF faculty to translate traditional university-based coursework to apply to job-embedded programs
- i. Research activity related to student learning, teaching, pedagogy, or other field that complements the teaching assignment
- j. Receiving funding through contracts, grants, or donations for course development or research into teaching methods
- k. Publication of textbook, workbook, or portions thereof
- l. Generation of educational website, educational video, or other online educational resource
- m. Generation of interactive quizzes or other web-based learning platforms
- n. Evidence of coordinated enhancement of a sequence of courses or a curriculum

- o. Evidence of improvements to a course or a sequence of courses resulting from collaboration with other instructors within MAE, within the college, or outside of UF
- 3. Professional Development
 - a. Evidence of self-improvement in areas of expertise
 - b. Evidence of helping others improve their areas of expertise
 - c. Evidence of leadership in teaching which could include supervision of student assistants or publications related to teaching and professional engagement
 - d. Evidence of continued investment in teaching and instruction through participation in learning communities, workshops, and research
 - e. Exemplary contributions or leadership on committees related to teaching
 - f. Evidence of professional mentoring of i) students, ii) novice or developing teachers, iii) graduate students, or iv) colleagues

1.2.3 Service

- 1. Teaching Service
 - a. Evidence of providing professional development for practicing professionals with appropriate follow-up support beyond delivery of professional development
 - b. Advising students in independent research within area of expertise
 - c. Advising honor's thesis or undergraduate research within area of expertise
 - d. Advising students to realize their placement in industry or placement in graduate school
 - e. Short course development
 - f. Professional exam review
- 2. Publications (reviewer, editor, editorial board)
 - a. Journals
 - b. Conference proceedings
 - c. Manuals
 - d. Codes or Standards development committee
 - e. Demonstrated service in an editorial capacity for the profession (e.g., journals, textbooks)
 - f. Non-traditional media
- 3. External service recognition, commendations, awards
- 4. Internal service activities with the potential for significant institutional impact
- 5. Evidence of program evaluation reports, technical reports, monographs, accreditation reports
- 6. Evidence of indirect assessment accreditation reports (e.g. ABET) that provide guidance to the associated MAE program committee
- 7. Participation on MAE program committee to review accreditation assessments (e.g. ABET) in order to consider and recommend appropriate curriculum changes
- 8. Professional Service
 - a. Advisor to student society
 - b. Participation, leadership roles in professional organizations as evidenced by election or appointment to offices or committees
 - c. Participation, leadership in conference, workshop, or symposium organization

- d. Leadership and mentoring for student groups or competitions
 - e. Proposal review
 - f. Technical committees
 - g. Governmental service
 - h. Obtaining or using a Professional Engineer license
- 9. Evidence of service to support research activities and other service activities that will assist the department, college, and university in achieving its goals
- 10. Participation or leadership of an institute or center, or participation or leadership on college and university committees
- 11. Department Service
 - a. Faculty advisor for a student group or contributions as an undergraduate advisor
 - b. Committee service
 - c. Evidence of efforts for continued professional development and improvement in service/administrative performance
- 12. Faculty governance
- 13. Evidence of exemplary service or consultation to K-12 public/private schools, community colleges, department, college, or university committees; community-based organizations, and the profession including outreach activities
- 14. Supervisor or peer evaluations or other evaluative evidence indicating exemplary performance in service
- 15. Leadership roles in shaping educational policy at the local, state, and/or national level

1.3 Progress-to-Tenure: Midterm Review Assessing Progress Toward Tenure

A midterm review shall be conducted for faculty members during the third year of the tenure probationary period. The purpose of this appraisal shall be to assess the faculty member's progress toward meeting the criteria for tenure and to provide assessments, suggestions, and guidance to assist the faculty member in fulfilling the UF's tenure criteria.

- a. By mid-December: The MAE Chair notifies tenure track faculty who are in their third year at UF about the Progress-to-Tenure review process detailed below.
- b. The faculty member under review shall compile an appraisal dossier containing the same information contained in a tenure dossier but without letters of evaluation. The MAE Chair shall provide to the faculty member the following materials for inclusion in the dossier:
 - i. Annual assigned activity, including the proportions of the faculty member's assignments, reported on the annual activities report that have been devoted to teaching, scholarship and service;
 - ii. UF's tenure criteria and the department's written discipline-specific clarifications of those criteria;
 - iii. Peer evaluations (if performed); and
 - iv. The faculty member's annual evaluations.

- c. Under the direction of the MAE Chair, selected tenured faculty members of the MAE Department who are eligible to vote on promotion shall review the appraisal dossier and meet with the MAE Chair to assess whether the faculty member under review is making satisfactory progress toward tenure, according to the kinds of expectations and indications of success that are appropriate at this point in the tenure probationary period. The MAE Chair will share these findings with the HWCoe Dean.
- d. The MAE Chair will prepare an evaluation to share with the faculty member that includes or attaches the evaluative feedback from the HWCoe Dean.
- e. No later than the end of the semester, the results of the review shall be shared with the faculty member. These results shall include any recommendations about how the faculty member might improve their performance and tenure dossier and what assistance might be available in the department, college, and UF to address candidate needs and improve performance. Upon request, the faculty member shall be provided the opportunity to meet with the MAE Chair and/or the HWCoe Dean to discuss the review.
- f. The appraisal process shall be confidential to the extent permitted by law and internal to the department and the college office. Consequently, the appraisal shall not be placed in the faculty member's evaluation file and shall not be included in the faculty member's subsequent tenure dossier.

1.4 Sustained Performance Evaluations

Tenured faculty members shall receive a Sustained Performance Evaluation (SPE) once every seven (7) years following the award of tenure or their most recent promotion. The purpose of this process is to evaluate sustained performance during the previous six (6) years of assigned duties. The procedure is as follows.

- a. During the seventh year following award of tenure or their most recent promotion, the faculty member will receive the results of the SPE. It will consider their previous six (6) years of assigned duties.
- b. The documents contained in the faculty member's evaluation file shall be the sole basis for the SPE. The MAE Chair will generate the SPE and provide to the faculty member.
- c. A faculty member may attach a concise response to the evaluation.
- d. A faculty member who has received satisfactory annual evaluations in every area of assigned duties during four (4) or more of the previous six (6) years, including one (1) or more of the previous two (2) years, shall be rated satisfactory in the SPE.
- e. A performance improvement plan resulting from a SPE shall be developed only for those faculty members whose performance is identified through the SPE as being consistently unsatisfactory in one (1) or more areas of assigned duties.

- f. The faculty member and the MAE Chair shall work in concert to set expectations and develop strategies for the performance improvement plan. The plan shall include specific performance targets and a reasonable time for achieving the targets. If the faculty member and the MAE Chair are unable to reach agreement on a plan, the HWCoe Dean shall resolve the issues in dispute.
 - i. With approval of the HWCoe Dean, the university shall provide specific resources identified in an approved performance improvement plan.
 - ii. The MAE Chair shall meet periodically with the faculty member to review progress toward meeting the performance targets.
 - iii. It is the responsibility of the faculty member to attain the performance targets specified in the performance improvement plan. If the plan identifies specific deadlines for attaining performance targets and the faculty member fails to attain the targets by the deadlines, the department/unit has the responsibility to take appropriate actions.

ARTICLE 2. MERIT RAISE CRITERIA FOR TENURED AND TENURE-TRACK FACULTY

2.1 Purpose of Merit Based Pay Raises

Merit pay raises in the MAE Department should be used to reward and encourage faculty productivity in areas which enhance the visibility and external reputation of the department as well as major contributions to the functioning of the department.

2.2 Criteria for Merit Pay Raises

The MAE Chair should consider the above criteria, both quantitatively and qualitatively, in ranking faculty for consideration of merit-based pay raises. Research productivity enumerated above; as measured by publications in peer reviewed journals, grant and contract funding, and numbers of doctoral students supervised and graduated, provides important indications of visibility and reputation. However, direct indications of faculty visibility and recognition, such as impact measures, awards and honors, and media coverage are also important to consider, especially for more senior faculty members. Excellence in teaching as evidenced by exceptionally visible and innovative teaching activities, and truly outstanding performance in major service activities should also be considered in merit decisions. These criteria should be applied differently to faculty members at different stages of their careers, with outside recognition becoming progressively more important with seniority. Merit-based raises should generally reflect a continuous trend of productivity and excellence over a period of several years but can also reflect achievements during a single academic year. To be considered for merit pay raises, a faculty member should excel in the targeted areas.

To be eligible for merit raises, the faculty member must have, at a minimum, a satisfactory overall evaluation rating for two (2) of the last three (3) years and been employed by UF for at least one (1) semester. Faculty who have been employed at UF for fewer than three (3) years, must have, at a minimum, a satisfactory overall evaluation rating for the most recent academic year. Faculty members are not eligible if they are visiting faculty members, have been issued a notice of non-

renewal, termination or layoff, ended their time-limited appointment, or have resigned for any reason regardless of effective date. Faculty members are not eligible if they have received discipline, in the form of a written reprimand or suspension, during the previous calendar year, or have been put on a performance improvement plan.

ARTICLE 3. NON-TENURE-TRACK FACULTY IN THE MAE DEPARTMENT

The following sections pertain to non-tenure track appointments in the MAE Department.

3.1. Instructional Professor (Lecturer) Series

Evaluation for promotion in the Instructional Professor (Lecturer) series is primarily for faculty involved in teaching, and thus promotion in the Instructional Professor (Lecturer) track requires demonstrating excellence in teaching. Performance in either service or research is also required and depends on the faculty assignment. Teaching is evaluated in three areas: teaching quality, innovation in approaches to enhance student learning, and professional development. Service is evaluated on quality and benefit to the goals of the department, college, and university. The percentage assignment of duties must be taken into consideration.

Further description of metrics that can be considered for evaluation is given in Article 3.4. Promotion to Instructional Associate Professor (Senior Lecturer) requires the candidate demonstrate sustained and significant achievement in the assigned categories. Promotion to Instructional Professor (Master Lecturer) requires the candidate demonstrate sustained and outstanding achievement in the assigned categories.

3.2 Engineer Series

The Engineer Series is intended for faculty who have a significant effort in service, and thus promotion in the Engineer Series track requires demonstrating excellence in service. Performance in either teaching or research is also required and depends on the faculty assignment. The percentage assignment of duties must be taken into consideration.

Service focuses on activities that support the broad missions of the MAE Department, the Herbert Wertheim College of Engineering, and the University of Florida. Teaching may include traditional classroom and laboratory teaching, but also areas such as professional education, and non-traditional teaching (short courses, professional development etc.). Research may include traditional disciplinary research activities, but also scholarship of teaching and learning, industry supported activities, and applied research.

The quality of performance must be consistent with that of the Professorial Series for the equivalent rank, taking into account the more distinct nature of the teaching and research activities.

Further description of metrics that can be considered for evaluation is given in Article 3.4. Promotion to Associate Engineer requires the candidate demonstrate sustained and significant achievement in the assigned categories. Promotion to Engineer requires the candidate demonstrate sustained and outstanding achievement in the assigned categories.

3.2.1 Engineer-Series Examples

The following are generic examples of backgrounds that might fit for the Engineer Series.

Example 1: A faculty member has the specialty of distance learning. They get grants to implement other people's courses in distance learning environments. They also get grants to develop and provide training on how to develop web courses. In addition, they write grants to fund undergraduate research (They do not actually do most of the research, but fund the students to work with other faculty.) They also provide very significant service to the profession. They are involved in many professional committees, chair some. They present at statewide conferences on teaching and learning.

Example 2: A faculty member runs a special undergraduate program. The program works with cohorts of students and provides special classes to the students. The faculty member is involved in coordinating the program, recruiting students, seeking funding sources and publicizing the program. The faculty member is a member of university committees, publishes results of the program at conferences and seeks small grants to support expansion of the program.

Example 3: A faculty member develops courses for both residential and UF Online sections of courses for a department. They teach a number of sections of courses themselves. The faculty member assists other MAE Department faculty in best teaching practices and course design for both residential and UF Online students. The faculty member coordinates teaching assignments and offerings of courses for the UF Online program. The faculty member develops training programs for undergraduate peer mentors or graduate teaching assistants to be used by faculty department-wide.

3.3. Research Scientist Series

Evaluation of faculty members in the Research Scientist Series for promotion is generally focused on performance in research. If service or teaching activities are part of the faculty member's assignment, they must also be included in the evaluation; however, excellence in research is the primary driver for promotion and salary decisions. Research metrics are consistent with that of the Professorial Series for the equivalent rank. The percentage assignment of duties must be taken into consideration.

Article 3.4 provides a further description of metrics. Promotion to Associate Research Scientist requires the candidate demonstrate sustained and significant achievement in the assigned categories. Promotion to Research Scientist requires the candidate demonstrate sustained and outstanding achievement in the assigned categories.

3.4 Metrics that may be used for Evaluation of Non-Tenure-Track Faculty

Examples in each of the three primary categories are listed below. These are not intended to be all inclusive, and all items will not apply to all individuals.

3.4.1 Teaching

1. Teaching Quality

- a. Student evaluations of the candidate's teaching or advising performance
- b. MAE Chair's evaluations of the candidate's teaching or advising performance
- c. Peer evaluations of teaching, including visitations to classes and review of syllabi, examinations, and other instructional materials
- d. Evaluation of student learning by instructors of follow-on classes
- e. Student comments on exit interviews
- f. Nomination or receipt of awards for teaching or advising
- g. Advising Honor's Theses, independent study, and undergraduate research
- h. Advising graduate research
- i. Evidence of prompt and complete direct assessment accreditation reports (e.g. ABET) that provide clear and supported guidance to the associated MAE program committee

2. Teaching Innovation

- a. Documented approaches to enhance student learning
- b. Development of a teaching portfolio that details teaching approach, educational goals, teaching philosophy, self-reflection, and development/improvement of pedagogy
- c. Evidence of exemplary development and/or implementation of new courses, use of innovative teaching methods, instructional materials, curriculum design, novel delivery methods, technological innovations, and syllabi
- d. Evidence of implementing accessible and inclusive instruction methods
- e. Applying and adapting courses to include new components (This includes demonstrating the ability to modify a course due to changing demands of the discipline, developing courses in new discipline areas, developing elective courses, and the addition of other new materials or methods.)
- f. Documented approaches to dealing with a large section of students
- g. Evidence of improvement to lab course or facilities
- h. Evidence of collaboration with UF faculty to translate traditional university-based coursework to apply to job-embedded programs
- i. Research activity related to student learning, teaching, pedagogy, or other field that complements the teaching assignment
- j. Receiving funding through contracts, grants, or donations for course development or research into teaching methods
- k. Publication of textbook, workbook, or portions thereof
- l. Generation of educational website, educational video, or other online educational resource
- m. Generation of interactive quizzes or other web-based learning platforms
- n. Evidence of coordinated enhancement of a sequence of courses or a curriculum
- o. Evidence of improvements to a course or a sequence of courses resulting from collaboration with other instructors within MAE, within the college, or outside of UF

3. Professional Development

- a. Evidence of self-improvement in areas of expertise
- b. Evidence of helping others improve their areas of expertise
- c. Evidence of leadership in teaching which could include supervision of student assistants or publications related to teaching and professional engagement
- d. Evidence of continued investment in teaching and instruction through participation in learning communities, workshops, and research
- e. Exemplary contributions or leadership on committees related to teaching
- f. Evidence of professional mentoring of i) students, ii) novice or developing teachers, iii) graduate students, or iv) colleagues

3.4.2 Service

1. Teaching Service

- a. Evidence of providing professional development for practicing professionals with appropriate follow-up support beyond delivery of professional development
- b. Advising students in independent research within area of expertise
- c. Advising honor's thesis or undergraduate research within area of expertise
- d. Advising students to realize their placement in industry or placement in graduate school
- e. Short course development
- f. Professional exam review

2. Publications (reviewer, editor, editorial board)

- a. Journals
- b. Conference proceedings
- c. Manuals
- d. Codes or Standards development committee
- e. Demonstrated service in an editorial capacity for the profession (e.g., journals, textbooks)
- f. Non-traditional media

3. External service recognition, commendations, awards

4. Internal service activities with the potential for significant institutional impact

5. Evidence of program evaluation reports, technical reports, monographs, accreditation reports

6. Evidence of indirect assessment accreditation reports (e.g. ABET) that provide guidance to the associated MAE program committee

7. Participation on MAE program committee to review accreditation assessments (e.g. ABET) in order to consider and recommend appropriate curriculum changes

8. Professional Service

- a. Advisor to student society
- b. Participation, leadership roles in professional organizations as evidenced by election or appointment to offices or committees
- c. Participation, leadership in conference, workshop, or symposium organization
- d. Leadership and mentoring for student groups or competitions
- e. Proposal review
- f. Technical committees

- g. Governmental service
 - h. Obtaining or using a Professional Engineer license
- 9. Evidence of service to support research activities and other service activities that will assist the department, college, and university in achieving its goals
- 10. Participation or leadership of an institute or center, or participation or leadership on college and university committees
- 11. Department Service
 - a. Faculty advisor for a student group or contributions as an undergraduate advisor
 - b. Committee service
 - c. Evidence of efforts for continued professional development and improvement in service/administrative performance
- 12. Faculty governance
- 13. Evidence of exemplary service or consultation to K-12 public/private schools, community colleges, department, college, or university committees; community-based organizations, and the profession including outreach activities
- 14. Supervisor or peer evaluations or other evaluative evidence indicating exemplary performance in service
- 15. Leadership roles in shaping educational policy at the local, state, and/or national level

3.4.3 Research

- 1. Publications
 - a. Peer reviewed
 - i. Journal papers
 - 1. Journal quality and impact
 - 2. Quantity
 - ii. Papers in conference proceedings and other refereed volumes
 - 1. Acceptance rate
 - 2. Quality
 - 3. Number of reviewers per paper
 - iii. Authorship
 - b. Not peer reviewed
 - i. Advanced level books, book chapters, texts, and monographs
 - ii. Patents and copyrights
 - iii. Conference papers
 - iv. Other scholarly works
- 2. Originality and relevance of research
 - a. Evidence that research has been cited in the publications of others
 - b. External letters
 - c. Internal letters
 - d. MAE Chair's evaluations of the candidate's research
 - e. Collaborative research
 - f. Other relevant measures of impact
- 3. Recognition and stature in profession
 - a. Awards, Fellowships, etc.
 - b. Invited talks, Keynote talks, International talks

- c. Professional short courses
 - d. Other honors
- 4. Research funding
 - a. Source and type
 - i. Grants and contracts
 - ii. Research and infrastructure
 - iii. Type of peer review
 - iv. Interdisciplinary and disciplinary
 - v. Federal, state, industrial, and non-profit
 - b. Amount
 - c. Student or Post-Doc support
 - d. Compliance with Federal, State, and University Regulations
- 5. Graduate student supervision
 - a. Number and quality of Ph.D. students supervised/graduated
 - b. Number and quality of M.S. students supervised/graduated
 - c. Helping students establish and realize their Plan of Study
 - d. Student placement
 - e. Chair and Co-chair
 - f. Graduate committees
 - g. Graduate student fellowships
- 6. Supervision of Others
 - a. Post-Doctoral Researchers
 - b. Research Scientists
 - c. Visiting Scholars
 - d. Student Exchange
- 7. Laboratory certification or accreditation

3.5 Progress-to-Promotion (PtP) Review for Non-Tenure Track Faculty

The purpose of this appraisal shall be to assess the non-tenure track faculty member's progress toward meeting the criteria for promotion and to provide assessments, suggestions, and guidance to assist the faculty member in fulfilling the University of Florida's, the College of Engineering's, and the MAE Department's criteria. The criteria for MAE is shown in section 3.4.

By mid-December: The MAE Chair notifies non-tenure track faculty who are in their third year at UF about the Progress-to-Promotion process detailed below.

- 1. The following begins the PtP process:
 - a. The office of the HWCoE Associate Dean for Academic Affairs will provide guidance on the preparation of an appraisal dossier containing the same kind of information as would be included in a promotion dossier minus external letters of evaluation.

- b. The MAE Chair will share the following materials for inclusion in the dossier:
 - i. Annual assigned activity, including the proportions of the faculty member's assignments, reported on the annual activities report that have been devoted to teaching, scholarship, and service which should be auto-populated in the Online Promotion & Tenure (OPT) template packet and should be reviewed by the candidate and the MAE Chair;
 - ii. Departmental criteria for promotion (Section 3.4);
 - iii. Peer evaluations (if applicable); and
 - iv. The faculty member's annual evaluations.
2. A faculty member who declines to be reviewed under this PtP process must do so in writing by submitting a letter to the MAE Chair by January 10th.
3. The faculty member will compile a dossier utilizing the same template used for promotion, but without letters of evaluation.
4. First Monday in February: Faculty member sends completed PtP dossier to the MAE Chair.
 - a. Under the direction of the MAE Chair, selected faculty members of the MAE Department eligible to vote on promotion shall review the dossier and meet with the MAE Chair to discuss whether the faculty member being reviewed is making appropriate progress towards promotion.
 - b. The MAE Chair will prepare a letter that notes the findings of the departmental review concerning the faculty member's progress toward meeting promotion criteria. The letter will also document the MAE Chair's review and assessment of the candidate's progress to promotion. The MAE Chair will provide a copy of the letter to the faculty member.
5. Second Monday in March: The dossier including the MAE Chair's letter will be submitted to the HWCoe Associate Dean for Academic Affairs.
 - a. The received dossiers will be reviewed by the HWCoe T&P Committee which will be joined by a representative from among the most senior rank of each non-tenure track faculty series being reviewed. The HWCoe Dean or HWCoe Dean's designee will attend the meeting and will be briefed on the findings.
 - b. The HWCoe Dean will prepare a letter that notes the findings of the college review concerning the faculty member's progress toward meeting promotion criteria.
6. No later than six months after the start of the process, the results of this review shall be shared with the faculty member, who will, upon request, be provided the opportunity to meet with the MAE Chair and/or HWCoe Dean.

7. The appraisal process shall be confidential to the extent permitted by law and internal to the department and the college. Consequently, the appraisal shall not be placed in the faculty member's evaluation file and shall not be included in the faculty member's subsequent promotion dossier.

ARTICLE 4. MERIT RAISE CRITERIA FOR NON-TENURE-TRACK FACULTY

4.1 Purpose of Merit Based Pay Raises

Merit pay raises in the MAE Department should be used to reward and encourage faculty productivity in areas which enhance the visibility and external reputation of the department as well as major contributions to the functioning of the department.

4.2 Criteria for Merit Pay Raises

The MAE Chair should consider the above criteria, both quantitatively and qualitatively, in ranking faculty for consideration of merit-based pay raises. Excellence in teaching as evidenced by exceptionally visible and innovative teaching activities, and truly outstanding performance in major service activities should be considered in merit decisions. Research productivity enumerated above; as measured by publications in peer reviewed journals, grant and contract funding, and numbers of doctoral students supervised and graduated, also provides important indications of visibility and reputation. However, direct indications of faculty visibility and recognition, such as impact measures, awards and honors, and media coverage are also important to consider, especially for more senior faculty members. These criteria should be applied differently to faculty members at different stages of their careers, with outside recognition becoming progressively more important with seniority. Merit-based raises should generally reflect a continuous trend of productivity and excellence over a period of several years, but can also reflect achievements during a single academic year. To be considered for merit pay raises, a faculty member should excel in the targeted areas based on assignment.

To be eligible for merit raises, the faculty member must have, at a minimum, a satisfactory overall evaluation rating for two (2) of the last three (3) years and been employed by UF for at least one (1) semester. Faculty who have been employed at UF for fewer than three (3) years, must have, at a minimum, a satisfactory overall evaluation rating for the most recent academic year. Faculty members are not eligible if they are visiting faculty members, have been issued a notice of non-renewal, termination or layoff, ended their time-limited appointment, or have resigned for any reason regardless of effective date. Faculty members are not eligible if they have received discipline, in the form of a written reprimand or suspension, during the previous calendar year.

ARTICLE 5. MARKET EQUITY CRITERIA

All faculty members of MAE are entitled to have their individual national market salary established. To determine market salary, external surveys will be used as a starting point to establish a baseline salary. The national market salary will be established by analyzing the individual faculty member's performance against the performance of their peers of equal academic rank at other AAU Universities. Consideration will also be given to number of years in rank. The

metrics listed in Articles 1.2 and 3.4 may be used for this analysis. The outcome of the analysis will be used to determine the degree to which the faculty member performs at, above, or below the average of their peers, and that determination will be used to establish the faculty member's market salary.

ARTICLE 6. ANNUAL PERFORMANCE EVALUATION CRITERIA

Performance evaluations are intended to communicate to a faculty member a qualitative assessment of that faculty member's performance of assigned duties by providing written constructive feedback that will assist in improving the faculty member's performance and expertise. Faculty shall be evaluated according to the approved standards and procedures that were in place prior to the beginning of the evaluation period. The faculty member's annual evaluation shall also consider, where appropriate and available, information from the following sources: immediate supervisor, peers, students, faculty member/self, other university officials who have responsibility for supervision of the faculty member, and individuals to whom the faculty member may be responsible in the course of a service assignment. Any materials to be used in the evaluation process submitted by persons other than the faculty member shall be shown to the faculty member, who may attach a written response.

6.1 University Level Criteria

The annual performance evaluations shall be based upon assigned duties and shall consider the nature of the assignments and quality of the performance 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, student evaluations, assessment of and engagement with student work, supervision of graduate students, and direct consultation with students. The evaluation shall include consideration of the following:
 - i. Effectiveness in presenting 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.
 - ii. Other assigned university teaching-related duties.
 - iii. Any relevant materials submitted by the faculty member such as class notes, syllabi, student exams and assignments, a faculty member's teaching portfolio, results of peer evaluations of teaching, and any other materials relevant to the faculty member's instructional assignment.
 - iv. All information available in forming an assessment of teaching effectiveness.
- b. Contribution to the discovery of new knowledge, development of new educational techniques, and other forms of research/scholarship/creative activity.
 - i. Evidence of research/scholarship/creative activity, either print or electronic, shall include, but not be limited to, published books; chapters in books; articles and papers in professional journals; musical compositions, paintings, sculpture; works of performing art; papers presented at meetings of professional societies; reviews, and research and creative activity that has not yet resulted in publication, display, or performance.

- ii. The evaluation shall include consideration of the quality and quantity of the faculty member's research/scholarship and other creative programs and contributions during the evaluation period, and recognition by the academic or professional community of what has been accomplished.
- c. Service within the university and public service that extends professional or discipline-related contributions to the community; the State, including public schools; and the national and international community. Such service includes contributions to scholarly and professional conferences and organizations and unpaid positions on 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, and the faculty member's contributions to the governance of the institution through participation in regular departmental or college meetings.
- e. Service for UFF may require a significant commitment of time and shall be acknowledged in the annual evaluation.
- f. Other assigned university duties, such as advising, counseling, supervision of interns, and academic administration, or as described in a position description.

6.2 Departmental Clarification of University Criteria

Faculty in the MAE Department shall be evaluated annually and shall be rated as either Satisfactory or Unsatisfactory. In addition, further refinement of the yearly evaluation beyond Satisfactory (e.g. Excellent, Good, etc.) is encouraged. Their overall rating of Satisfactory or Unsatisfactory will be based upon consideration of their assignment in each of the three primary categories, research, teaching, and service. Typically, the period over which a faculty member's performance is evaluated is the preceding year. However, the department may allow for an evaluation period for research/scholarship/creative activity of up to 3 years. Metrics listed in Articles 1.2 and 3.4 may be used for evaluation.

Examples of Satisfactory Performance in each of the three primary categories are given below. These are not intended to be inclusive; they are merely examples.

6.2.1 Teaching

Satisfactory

- 1. Quality
 - a. Student evaluations near or above departmental averages
 - b. Other positive feedback from students, e.g. during exit interviews
 - c. Awards for excellence in teaching
 - d. Satisfactory peer evaluation from observation and analysis as arranged by the MAE Chair or committee
 - e. Timely fulfillment of ABET assessment requirements
- 2. Innovation
 - a. Course content kept up to date

- b. Introduction of new approaches and new initiatives in existing courses or development of new courses
- 3. Professional Development
 - a. Evidence of study or research in areas of expertise

Unsatisfactory

- 1. Quality
 - a. Student evaluations well below departmental averages
 - b. Other negative feedback from students, e.g. during exit interviews
 - c. Administrative notification of unsatisfactory teaching
 - d. Unsatisfactory peer evaluation from observation and analysis as arranged by the MAE Chair or committee
 - e. Late or incomplete or poor reporting of assigned ABET assessments
- 2. Innovation
 - a. Course content not kept up to date
 - b. Lack of introduction of new approaches and new initiatives in existing courses and no development of new courses
- 3. Professional Development
 - a. No evidence of study or research in areas of expertise

6.2.2 Research

Satisfactory

- 1. Publications in high quality, peer reviewed journals or prestigious conference proceedings at a rate in keeping with departmental averages
- 2. Participation in conferences through contributed or invited presentations by faculty and/or their students
- 3. Research funding at a level appropriate to the discipline and sufficiently adequate to fund a vibrant research program including support of graduate students
- 4. Supervision of a number of graduate students in keeping with the departmental average
- 5. Engaging with students to manage their Plan of Study
- 6. Compliance with Federal, State, and University Regulations

Unsatisfactory

- 1. Publications in poor quality journals or conference proceedings or in high quality venues but at a rate well below departmental averages
- 2. Little or no participation in conferences through contributed or invited presentations by faculty and/or their students
- 3. Little or no effort toward research support
- 4. Supervision of few or no Ph.D. students
- 5. Not engaging with students to manage their Plan of Study
- 6. Lack of compliance with Federal, State, and University Regulations

6.2.3 Service

Satisfactory

1. Service to profession through participation as member or chair of professional or technical committee
2. Serve as external reviewer
3. Editor or Associate Editor of Archival Journal
4. Service to department, college or university through participation in college or university committees, and faculty assignments
5. Excellence in advising

Unsatisfactory

1. Little or no service to the profession
2. Poor performance of duties as member of department, college or university committees

ARTICLE 7. MODIFIED APPOINTMENTS

Faculty appointments which include the appointment status modifiers listed in this section are generally not eligible for tenure or permanent status. An appointment status modifier defines certain conditions of an appointment and is, unless otherwise noted, to be included in the title.

7.1 Adjunct

This applies to temporary appointments extended to persons of satisfactory professional qualifications who perform temporary teaching or research functions in the MAE Department. This appointment is fulfilled based on MAE Department need and approval by MAE Chair. Such persons are appointed for one (1) academic term at a time and possess no continuing contractual relationship with UF. Persons with adjunct appointments may not be employed for more than fifty percent (50%) of the time throughout an academic year, or full-time for more than twenty-six (26) weeks of a fiscal year, unless approved by the Office of Academic Affairs. An adjunct appointment cannot transition immediately or directly to a different appointment, as the person must follow the process for that appointment.

An adjunct may not vote on matters before the MAE Department.

7.2 Affiliate

This applies to a person paid by or holding an appointment in another department or unit of UF who participates in the MAE Department by (joint) teaching and/or supervision of graduate students and/or research or extension on a regular or infrequent (affiliate) basis. In this case, the MAE Department is a secondary department, and the appointment is not tenure eligible nor is the appointment guaranteed a permanent status.

For the appointment to be realized, a majority vote of the MAE Department faculty is required to recommend affiliate status. The rights and privileges of affiliate appointees in the MAE Department should be made clear to them at the time of appointment. Affiliate faculty members normally will be reviewed by MAE Chair annually and such appointments may be altered or terminated at any time.

For a person with affiliate status to serve as a member of graduate student's committee, graduate faculty status is also required, in accordance with Article 8.

An affiliate may not vote on matters before the MAE Department.

7.3 Joint

This applies to a person paid by or holding appointments in multiple departments or units of the University who participates in the MAE Department by teaching and/or supervision of graduate students and/or research or extension on a regular basis. In this case, the MAE Department is either a primary or a secondary department and pays a portion of the person's salary. The appointment may be tenure eligible, and its status is commensurate with an analogous Article 1 or Article 3 appointment, as the case may be.

For the appointment to be fulfilled or subsequent promotion or tenure to be recommended or for annual review, the same process used for an Article 1 or Article 3 appointment shall be used, as the case may be.

A person with a joint appointment may vote on matters before the MAE Department, in accordance with faculty rank and having the same rights as an analogous Article 1 or Article 3 appointment, as the case may be.

7.4 Emeritus

Faculty members shall become eligible for the title "Emeritus" in connection with their faculty rank when they retire. The title is to be conferred in recognition of meritorious service. It entails continued campus courtesies, under the same conditions as required for active faculty, including:

- Parking
- Use of the library and recreation facilities
- Admission to athletics and cultural events
- Receipt of such publications as are sent to regular faculty members and members of the Alumni Association
- Participation in contract and grant endeavors
- Participation in academic convocations.

Consideration for this title is accomplished prior to the faculty member's retirement although the Provost may permit consideration following retirement in exceptional circumstances. Emeritus faculty retain the @ufl.edu email address. Those with emeritus status can also have access to UF/HWCoE/MAE Department computer resources if their activities are for the benefit of the MAE Department and are consistent with the needs of UF.

Availability of office space, facilities, etc. is not guaranteed and will be determined by the MAE Department in consultation with the HWCoe.

An emeritus may submit proposals. To be listed as an investigator eligible on grants, emeritus must have an active courtesy faculty appointment, and the MAE Chair must request PI eligibility with UF Research. If the emeritus is conducting approved services or programmatic activities for the MAE Department, and the MAE Chair agrees prior to the effort, then expenditures such as travel, graduate student support, supplies, etc., can be justified and are appropriate.

Emeritus faculty members may not represent themselves as UF employees. Emeritus faculty members may lose the benefits of this courtesy title and the title itself, should they violate MAE Department, HWCoe, or UF policies and procedures.

For the appointment to be realized, a majority vote of the MAE Department faculty is required to recommend emeritus status. The status is ultimately approved by the UF Provost.

Before retirement is finalized and while still employed, a person with emeritus status may vote on matters before the MAE Department, in accordance with faculty rank. Once retired, a person with emeritus status may not vote.

7.5 Visiting

This applies to an appointment extended to a qualified person who is not expected to be available for more than limited periods of time, or to an appointment to a position which is not expected to be available for more than a limited period of time. This appointment is not eligible for tenure or permanent status. The title shall not be held for more than three (3) years or the equivalent in proportional time unless approved by the Office of Academic Affairs based on the qualifications of the appointee and the needs of the MAE Department. A visiting appointment cannot transition immediately or directly to a different appointment, as the person must follow the process for that appointment.

This appointment is fulfilled based on the needs of the MAE Department and the approval of the MAE Chair. The appointment is normally reviewed annually by the MAE Chair. It may be altered or terminated at any time.

A person with visiting status may not vote on matters before the MAE Department.

7.6 Courtesy

This applies to a person having the appropriate professional qualifications or having distinction and honor in their field who is appointed without compensation. Persons appointed with this status may or may not be otherwise affiliated with UF. This appointment is not eligible for tenure or permanent status and is not eligible for promotion. A courtesy appointment cannot transition immediately or directly to a different appointment, as the person must follow the process for that appointment.

This appointment is fulfilled based on the needs of the MAE Department and the approval of the MAE Chair. The appointment is normally reviewed annually by the MAE Chair. It may be altered or terminated at any time.

For a person with courtesy status to serve as a member of graduate student's committee, graduate faculty status is also required, in accordance with Article 8.

A person with courtesy status may not vote on matters before the MAE Department.

ARTICLE 8. GRADUATE FACULTY STATUS

Membership in the graduate faculty at the UF level is required for, and confers the privilege of serving as chair, co-chair, or member of graduate students' committees within the MAE Department. It also confers the responsibility for being willing to serve as an external member on the supervisory committees of graduate students in other departments.

It is assumed that all UF faculty appointees in full-time, tenured or tenure accruing positions at the rank of assistant professor or above are fully qualified to serve as members of the Graduate Faculty. Hence, they will ordinarily be appointed to the graduate faculty upon their appointment to the UF faculty, in a process that is effectively automatic.

Other UF faculty members, including those in titles defined by UF Regulations as equivalent to the traditional assistant professor/associate professor/professor series, as well as part-time, courtesy, affiliate, the lecturer series, and other faculty titles are eligible to become members of the graduate faculty of the MAE Department, subject to the following requirements:

- Graduate faculty appointees must have the terminal degree appropriate to their academic field or discipline, or must demonstrate a comparable level of attainment.
- Appointment to the graduate faculty must be supported by a vote, with a two-thirds majority, of the eligible voting graduate faculty in the MAE Department. Eligibility of the voting membership for this purpose is determined by the MAE Department.
- The proposed graduate faculty appointee must further have the endorsement of the MAE Chair and the HWCoe Dean. The appointment is realized after approval by the UF Graduate School.

When a graduate faculty member, who originally received graduate faculty status through MAE Department, leaves UF employment through resignation, retirement or termination, the MAE Department can request the UF Graduate School to extend graduate faculty status. Resigned or terminated graduate faculty members can finish out service on existing supervisory committees, but not be assigned to new ones. Retired graduate faculty members can finish out service on existing supervisory committees and be assigned to new ones. This request is made based on the needs of affected students, the needs of the MAE Department, and the approval of the MAE Chair.

The graduate faculty status of a faculty member is normally reviewed annually by the MAE Chair. It may be terminated at any time, which shall be communicated to the UF Graduate School.

ARTICLE 9. FACULTY VOTING AND AMENDMENT OF THE BYLAWS

9.1 Faculty Voting

For purposes of adopting or amending this set of bylaws, eligible faculty shall vote. In this case, eligible faculty shall consist of all tenure-track and tenured faculty who are employed by the MAE Department and who have an Article 1 appointment. Faculty in the Instructional Professor (Lecturer), Engineer, and Research Scientist tracks who have Article 3 appointments shall have voting privileges on all articles except Articles 1 and 2. Emeritus faculty and faculty holding visiting, adjunct, affiliate, or courtesy appointments shall not have voting privileges on any of the articles. The MAE Chair or representative shall prepare and maintain a roster of such eligible faculty and update the list as necessary to reflect additions and deletions as they occur.

From time to time, other scenarios arise requiring faculty votes. For each such scenario, the MAE Chair or representative shall likewise prepare and maintain an associated roster of eligible faculty and update that list as necessary to reflect additions and deletions as they occur.

For the purposes of recommending tenure or promotion, eligible faculty shall vote. In the case of tenure, eligible faculty are those faculty holding tenure in the MAE Department. In the case of promotion, eligible faculty shall mean those faculty in the MAE Department holding rank superior to that of the candidate.

For the purpose of recommending graduate faculty status, eligible faculty shall vote. In this case, eligible faculty are those faculty who have graduate faculty status and who have an Article 1 or Article 3 appointment.

For any other purpose, such as to recommend affiliate or emeritus status, to recommend someone be hired, or to recommend a proposed curriculum change, eligible faculty shall vote. In these cases, eligible faculty shall be those faculty who have an Article 1 or Article 3 appointment.

9.2 Bylaw Amendment Process

These bylaws may be amended by the following procedure:

- a. The deadlines specified in this Article apply to calendar days of the weeks in which classes or final exams are held during the Fall and Spring semesters. If a semester ends before the period specified, the clock stops and restarts on the first day of classes in the next semester (excluding summers).
- b. Faculty members in the MAE Department, in conjunction with the MAE Chair, shall develop and maintain bylaws. Provisions in the bylaws relating to tenure, promotion, merit salary increases, market equity salary increases, and performance evaluations must be approved in a vote by a majority of all affected faculty who are eligible to vote on the matter under consideration. The vote shall take place in a publicly noticed meeting and shall be by show of hands. The totals of yes or no shall be recorded in the minutes of the meeting. The proposed/revised bylaws shall be forwarded for approval to the HWCoe

Dean. If the MAE Chair and the other faculty are unable to reach agreement on an issue, both the MAE Chair's proposal on that issue and the proposal approved by a majority of the faculty shall be submitted to the HWCoE Dean.

- c. Within thirty (30) days of receiving the proposed/revised bylaws, the HWCoE Dean shall review them to ensure that they comply with the obligations, mission, and goals of UF and either approve the proposed/revised bylaws or return them to the MAE Department for revision.
 - i. If the HWCoE Dean approves the proposed/revised bylaws that a majority of the MAE Department's faculty voted to adopt or does not respond within thirty (30) days after receiving them, the bylaws shall be adopted as passed.
 - ii. If the HWCoE Dean objects to any provision of the faculty's proposed/revised bylaws, the HWCoE Dean shall return the bylaws to the MAE Department, together with their written objections.
- d. The faculty shall consider the HWCoE Dean's written objections and, within thirty (30) days after receiving them, shall resubmit the bylaws to the HWCoE Dean, incorporating all, some, or none of the objections, along with a justification for the resubmitted language, which shall be written by a faculty member from the MAE Department selected by faculty members in the MAE Department.
 - i. If the faculty do not resubmit proposed/revised bylaws within thirty (30) days after receiving the HWCoE Dean's objections, the bylaws shall be adopted as modified consistent with the HWCoE Dean's objections.
 - ii. If the HWCoE Dean approves the reconsidered bylaws or does not respond within thirty (30) days after the HWCoE Dean's receipt of them, the bylaws shall be adopted as resubmitted.
 - iii. If the HWCoE Dean does not approve the reconsidered bylaws and the proposed changes impact the bylaw topics of tenure, promotion, merit salary increases, market equity salary increases, and performance evaluations, the HWCoE Dean within thirty (30) days shall make final revisions to the reconsidered bylaws. The revisions may change only those portions of the reconsidered bylaws that are unreasonable or unworkable. The reconsidered bylaws shall be adopted as modified by the HWCoE Dean's final revisions.
- e. Once approved, no provision of the bylaws altering a term or condition of employment shall be unilaterally altered or suspended, except pursuant to Chapter 447, Part II, Florida Statutes. The application or interpretation of provisions of the bylaws shall be grievable.
- f. A copy of the bylaws shall be kept on file in the MAE Department office, as well as posted on the MAE Department's website. A copy of the bylaws shall also be provided to UFF, to HWCoE, and to UF.

2023 Bylaws Electronic Voting Results

6-May-23

TT voted yes	Number of TT	Percentage Approval
39	54	72.2%

This is greater than 2/3 majority. Articles 1 and 2 are approved.

Non-TT voted yes	Number of Non-TT
12	16

Total Faculty Yes	Number of Faculty	Percentage Approval
51	70	72.9%

This is greater than 2/3 majority. Articles 3 through 9 are approved.

Based on above, all articles of the revised bylaws are approved.

The revised bylaws shall take effect 06-May-2024.

Certified by:

Warren Dixon	Chair	YES
Ghatu Subhash	HWCOE T&P Representative	YES
Michael Griffis	Bylaws Chair	Yes
Melanie DeProspero	Administrative Specialist II	Yes

Warren Dixon

Ghatu Sub

Michael Griffis

Melanie DeProspero