



**UNIVERSITY OF WEST FLORIDA
SCHOOL OF NURSING
(SON)
BYLAWS**

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UNIVERSITY OF WEST FLORIDA NURSING PROGRAM BYLAWS AND STANDING RULES

1. Name of Program

The name, the School of Nursing, hereafter referred to as the SON, is a unit within the College of Health at The University of West Florida.

2. Mission and Vision

Mission: To be a catalyst for excellence and innovation by providing high-impact educational experiences in alliance with clinical practice partners and placing human caring values at the core of our teaching, practice and service.

Vision: As transformational leaders, we engage the future nursing workforce in the art of patient centered care while advancing knowledge and competencies to enhance the quality of life in the region.

Section 1. Academic Learning Compact

[Academic Learning Compact](#)

Section 2. Academic Learning Plan

[Academic Learning Plan](#)

3. Values

The values of the SON, shared with students, faculty and staff, align with those of the University of West Florida. The SON is committed to maintaining congruent practices and initiatives. The values are compassionate caring, collaboration, innovation, integrity/accountability, and academic excellence.

4. Structure of the SON of Nursing

Section 1. Members of the School of Nursing

The SON shall be composed of a Director, Director of the Undergraduate Program, Director of the Graduate Program, tenured and tenure-track faculty, clinical practice track faculty, lecturers, adjuncts, and visiting instructors/professors and administrative staff. The SON shall be under the supervision of the Director. It is expected that the Director will perform all responsibilities in the best interests of the SON by taking into account the wisdom and advice of faculty colleagues.

Section 2. Eligibility in Governance

- (a) A shared governance model encourages all full-time faculty (including instructors, lecturers, visiting) to participate in SON discussions and vote on non-personnel matters.

Administrative staff members may be invited to participate in discussions by the SON Director or a majority of the faculty.

- (b) All faculty members shall vote on non-personnel and personnel matters.
- (c) Only tenured faculty vote on tenure decisions for candidates. All votes will go into the dossier on an anonymous basis. Other SON members can provide informal opinion on tenure decisions.
- (d) If the SON has fewer than three tenured faculty then the SON will involve additional- tenured faculty members as needed from the Usha Kundu MD College of Health as evaluators. No action shall be taken without a quorum in attendance. A quorum shall consist of a simple majority of voting members.
- (e) All actions shall be based on a majority vote.

5. SON Faculty Meetings

The Director or designee serves as presiding officer at Nursing Faculty Organization (NFO) meetings until a faculty Director is elected. NFO is comprised of all full-time faculty.

The SON will hold NFO meetings only during the regular academic year as requested by the Director or by a majority of the faculty. SON faculty on sabbatical or other authorized paid leave shall be informed of faculty meetings and shall be given an opportunity to participate in discussions and votes.

There will be at least two NFO meetings in each of the Fall and Spring semesters. A minimum of two weeks' notice shall be given, with the exception of emergency meetings called by the Director. All academic and student-related matters requiring SON action shall be discussed at the NFO meetings. During the summer, the Director and faculty employed may make decisions and take action on an emergency basis. These actions will be discussed at the next regularly scheduled Nurse Faculty Organization (NFO) meeting, to be adopted or rejected if necessary.

The agenda for each meeting will be distributed in hard copy and/or through E-mail. The agenda for meetings will be distributed two working days in advance, when practical. Any faculty member may request that an agenda item be added by giving notice to the Director at least four days in advance of the meeting.

Minutes will be taken by the administrative staff or designated faculty member and distributed to the faculty at least one week before the next NFO meeting for review, by hard copy or through Email. If requested by any faculty member, the minutes of the NFO meeting shall be tape-recorded. The tape may be used only for verification of the minutes; it must be erased after the minutes have been approved. One hard copy shall be filed in the permanent notebook of minutes. An electronic copy of the minutes shall be filed on the O drive. The administrative staff shall maintain the notebook of minutes and the electronic copy. A majority at the next faculty meeting must approve the minutes.

For all NFO meetings, a simple majority of the eligible voting faculty members shall constitute a quorum. The Director votes only in case of a tie among the voting faculty. The presiding officer at SON meetings will vote only in case of a tie among the voting faculty. All votes will be by show of hands. In items relating to personnel matters, or when requested by at least one-third of the faculty present, the voting shall be by secret ballot. The Recorder shall tally the votes for recording in the minutes.

Robert's Rules of Order shall be followed. "The rules contained in the current edition of *Robert's Rules of Order Newly Revised (RONR)* shall govern the Committee in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Committee may adopt." These rules can be accessed at: <https://robertsrules.org/robertsrules.pdf>.

6. Committee Structure

Section 1. Ad Hoc Committees

The Director establishes Ad Hoc committees as the need develops, to carry out specific responsibilities (example: Search committee). These committees are disbanded following completion of assigned duties and submission of a written report to the NFO. The Director shall serve as ex officio member to ad hoc Committees.

Section 2. Standing Committees

A. Bylaws Committee

1. Membership: there shall be a minimum of three (3) faculty members. At least one member from the BSN program, RN-BSN track and the Graduate program to be elected by a full faculty vote. The Director shall serve as ex officio member to all standing Committees.
2. Purpose: To establish and maintain governance of the Nursing Program.
3. Function: To annually review the bylaws.
 - a. Monitor Nursing Faculty Bylaws for consistency with Bylaws of College of Health
 - b. Receive and review recommendations from Nursing Faculty for revisions to the Bylaws.
 - c. Generate recommendations for revision to the Faculty Organization.

Section 2a. SON Program Committees.

The following Committees are established for the Undergraduate and Graduate programs. All actions taken by the committees will be discussed monthly at the Nursing Faculty Organization (NFO) meeting to ensure program concepts are in agreement across the curricula.

A. Curriculum Committee for Undergraduate and Graduate Membership:

Undergraduate: there shall be a minimum of two (2) faculty members and one volunteer student representative from each program (i.e. pre-licensure and RN BSN). A student representative* from a cohort of identified student volunteer(s) will be appointed by the Director or Coordinator of the respective program.

Graduate: there shall be a minimum of two (2) faculty members and one volunteer student representative from each program (i.e. education, executive, and FNP). A student representative* from a cohort of identified student volunteer(s) will be appointed by the Director or Coordinator of the respective program.

1. Each faculty member has one vote, and student representation* has one vote, if the student representative* is actively involved.
2. Purpose: To maintain the integrity of the curriculum and improve the educational programs.
3. Functions:
 - a. Review the philosophy and curriculum of the Nursing Program.
 - b. Evaluate the relevance and consistency of the philosophy, conceptual framework, student learning outcomes (SLOs) and the curriculum in relation to the educational goals of the program.
 - c. Explore, identify, and validate need for change in the curriculum.
 - d. Explore innovative approaches to curriculum.
 - e. Review requests for and make recommendations regarding: (i) changes in new course offerings; (ii) changes in course learning outcomes, (iii) rotation of courses to be offered during educational terms.
 - f. Develop and review the curriculum maps.
 - g. Investigate new approaches, including Evidence-based nursing practice to the teaching-learning process.
 - h. Obtain input to curriculum development and implementation.
 - i. Submit recommendations for all the above to nursing faculty organization (NFO) for discussion and approval.

B. Assessment Committee for Undergraduate and Graduate

1. Membership:

There shall be a minimum of two (2) faculty members and one volunteer student representative from each program (undergraduate and graduate) and track (i.e. pre-licensure and RN-BSN, education, executive, FNP). A student representative* from a cohort of identified student volunteer(s) will be appointed by the Director or Coordinator of the respective program. *(Committee can split into undergraduate and graduate if deemed necessary).
2. Each faculty member has one vote, and collectively student representation* has one vote, if the student representative* is actively involved.
3. Purpose: to evaluate comprehensive program data and utilize analysis to foster ongoing program improvement.
4. Function:
 - a. Reviews assessment data related to student learning and makes recommendations

- to foster ongoing program improvement.
- b. Develop and revise tools for faculty and program evaluation. Implement the established calendar for evaluation of the program.
- c. Compiles and prepares an annual report of evaluation data, committee decisions, and actions.
- d. Submit summary of program evaluations to the Program Effectiveness Committee and NFO.

C. Recruitment, Admission, Retention, and Progression Committee (RARP)

1. Membership:

Undergraduate: there shall be a minimum of two (2) faculty members and one volunteer student representative from each program (i.e. pre-licensure and RN BSN). A student representative* from a cohort of identified student volunteer(s) will be appointed by the Director or Coordinator of the respective program.

Graduate: there shall be a minimum of two (2) faculty members and one volunteer student representative from each program (i.e. education, executive, and FNP). A student representative* from a cohort of identified student volunteer(s) will be appointed by the Director or Coordinator of the respective program.

- 2. Each faculty member has one vote, and collectively, student representation has one vote. The Nursing Program Advisor may participate in the committee deliberations as requested, but does not vote.
- 3. Purpose: To determine the needs and design policies that will facilitate the recruitment, admission, retention, and progression, and readmission and transfer of students in the nursing program.
- 4. Functions:
 - a. To assess the needs of the program and establish priorities for meeting those needs in regard to the recruitment, admission, retention, and progression, readmission and transfer of nursing students and credit by exam.
 - b. Develop criteria and recommend policies for the recruitment, admission, retention, and progression, readmission and transfer of nursing students.
 - c. Review and recommend revision for processes and procedures governing recruitment,
 - d. Explore innovative approaches to recruitment, admission, retention, and progression, readmission and transfer of nursing students.
 - e. Establish calendar for admission/readmission process and submit to NFO for discussion and approval.
 - f. Review and make recommendations regarding applications for admission to the Program.
 - g. Review and make recommendations regarding applications for readmission and transfer/credit by exam of nursing students.
 - h. Obtain student input concerning the recruitment, admission, retention, and progression and readmission and transfer.
 - i. Review and revise the respective Nursing Program Student Handbook.
 - j. All recommendations shall be approved by faculty at the program level prior to implementation and by the NFO if a programmatic decision cannot be reached.

D. Student Affairs Committee

1. Membership: Undergraduate: there shall be a minimum of two (2) faculty members and one volunteer student representative from each program (i.e. pre-licensure and RN BSN). A student representative* from a cohort of identified student volunteer(s) will be appointed by the Director or Coordinator of the respective program.
Graduate: there shall be a minimum of two (2) faculty members and one volunteer student representative from each program (i.e. education, executive, and FNP). A student representative* from a cohort of identified student volunteer(s) will be appointed by the Director or Coordinator of the respective program
2. Each faculty member has one vote, and collectively student representation* has one vote, if the student representative* is actively involved.
3. Purposes: to promote positive professional relationships among faculty and students.
4. Functions
 - a. Promote student involvement in university activities.
 - b. Assist with orientation programs of new students.
 - c. Promote student interest, activities, and articulation between and among students in the Nursing Program and: (i) students in other majors at UWF; (ii) UWF Nursing Alumni Association; (iii) Student Nurses' Association of Florida.
 - i. Plan for recognition of graduates.
 - ii. Participate in developing the selection criteria for student awards and scholarships.
 - d. Participate in the selection of outstanding students as requested

E. Program Effectiveness Committee

1. Membership: Four faculty members elected for alternating two-year terms to ensure continuity of membership and no more than four consecutive terms. Ex-officio member shall be the Director of the School of Nursing.
2. Each faculty member has one vote, and collectively student representation* has one vote, if the student representative* is actively involved.
3. Purposes:
 - a. To serve as a communication link between the results of evaluation data and faculty changes in program and curriculum.
 - b. To provide data that demonstrates quality in program outcomes.
 - c. To provide data that the program serves students in allowing program progression and successful graduation.
 - d. Ensures program assessment methods are consistent with accreditation and program standards.
4. Functions
 - a. Monitor and evaluate the progression, retention, and graduation of students in the undergraduate and graduate programs.

- b. Conduct and analyze student evaluations including end of program, 1 year post-graduation, and employer surveys.
- c. Develop, revise, and assure implementation of the School's Systematic Evaluation Plan.
- d. Maintain a database that provides longitudinal data used to evaluate/analyze program success.
- e. Identify and track changes in programs and curriculum that are responses to evaluation feedback.

F. Program Level Committees

1. Pre-licensure Program Committee

- a. Membership: Comprised of full time faculty who primarily teach in the pre-licensure program for the majority of their faculty workload assignment. Each full time faculty member shall have one vote.
- b. Purpose: to establish and maintain procedures set forth by program specific committees such as curriculum, assessment, RARP (recruitment, admission, retention, and progression), and student affairs.
- c. Function: to discuss and vote on matters regarding the Pre-licensure Program

2. RN-BSN Program Committee

- a. Membership: Comprised of full time faculty who primarily teach in the RN-BSN Program for the majority of their faculty workload assignment. Each full time faculty member shall have one vote.
- b. Purpose: to establish and maintain procedures set forth by program specific committees such as curriculum, assessment, RARP (recruitment, admission, retention, and progression), and student affairs.
- c. Function: to discuss and vote on matters regarding the RN-BSN Program

3. Graduate Program Committee

- a. Membership: Comprised of full time faculty who primarily teach in the Graduate Program for the majority of their faculty workload assignment. Each full time faculty member shall have one vote.

Purpose: to establish and maintain procedures set forth by program specific committees such as curriculum, assessment, RARP (recruitment, admission, retention, and progression), and student affairs.

- b. Function: to discuss and vote on matters regarding the Graduate Program

*Student representatives on these committees are selected on the basis of their ability to represent their peers and their willingness to serve. Therefore, student representatives serve as an important communication link between faculty and students regarding program issues, changes, and needs. Students are notified of meeting schedules, and although their schedules limit their ability to attend all meetings, their attendance is frequent enough for substantive and meaningful participation.

7. Academic Policies:

Section 1. Advising

The SON shall provide two types of advising for the nursing majors: career advising (performed

by a faculty mentor), and academic advising (performed by an academic advisor).

The purpose of the faculty mentor is to answer general questions concerning the profession of nursing, to serve as a mentor, and to assist students in selecting specific nursing elective courses that will meet the student's professional goals and interests. All teaching faculty members will serve as faculty mentors. Each faculty member will be responsible for mentoring related to the faculty member's specialization area of nursing. This function is in addition to regular course advisement for classes taught by the faculty member. Other mentoring responsibilities may be assigned by SON Director.

The purpose of the academic advisor is to provide academic advising, curriculum planning, and to ensure that all degree requirements are met. Academic advising shall be under the supervision of the Director, who may assign advising related duties to non tenure-earning SON faculty or staff.

Section 2. Changes in Policies

All changes to academic and curricular at the SON level must be approved by majority vote of eligible faculty and must be in accordance and in alignment with the college and university policies.

Section 3. Grading and Examination Policies

Grading and examination policies are made at the discretion of the instructor, and will be consistent with program grade scale determination. These policies are to be published in all class syllabi. <https://uwf.edu/academic-engagement-and-student-affairs/departments/dean-of-students/dean-of-students/other-processes/>Controversy over grading practices shall begin with the concerned parties. University grievance process will be followed in accordance with college and university policies.

8. Personnel Policies/Procedures

Section 1. Recruitment/Selection of New Faculty

Advertising, recruiting, and selection of new faculty follow the established university procedures. Based on an interview and strengths and weakness provided by search committee, the Director makes a recommendation to the dean. The dean makes the formal offer of rank and salary to the successful applicant.

A new faculty member is assigned a senior colleague who serves as mentor during the tenure earning years. New faculty members hired in either the Tenure or Clinical Practice track will be assigned a senior faculty member from their perspective track.

Section 2. Annual Work Assignments

The Annual Work Assignments shall be consistent with the current UWF-BOT/UFF Collective

Bargaining Agreement ([UWF CBA](#)):

(a) Communication of Workload Assignment. Faculty will be apprised in writing, at the beginning of their employment and at the beginning of each year of employment thereafter, of the expectations related to teaching, scholarly and creative projects, and service for that year. Any special or atypical work expectations affecting these activities will be identified in the workload assignment letter. All of this information is included in the letter of assignment submitted to UKCOH.

(b) Informal Communication of Instructional Assignment. The published schedule available the first day of student registration will serve as the informal notification of the faculty member's course assignment. If there is a mismatch between the published schedule and the workload assignment, the faculty member and supervisor will discuss and resolve the discrepancy. The informal communication of instructional assignment is not grievable.

(c) Formal Communication of Instructional Assignment. This instructional assignment will be confirmed in writing no later than six (6) weeks in advance of the start of classes.

(d) Instructional Assignment. The period of an instructional assignment during an academic year will not exceed an average of seventy-five (75) days per semester and the period for testing, advisement, and other scheduled assignments will not exceed an average of ten (10) days per semester. Within each semester, activities referred to above will be scheduled during contiguous weeks with the exception of University breaks, if any.

(e) Change in Instructional Assignment. Should it become necessary to make changes in a faculty member's instructional assignment less than six weeks before the start of classes, the supervisor will notify the faculty member prior to making such changes and will specify such changes in writing. Faculty can identify late changes in schedule as an extenuating circumstance in interpreting their performance evaluation data. Supervisors will take the late assignment into consideration in interpreting the results of student evaluations from those classes.

(e) Equitable Opportunity. Each faculty member will be given assignments, which provide equitable opportunities, in relation to other faculty in the same SON/unit, to meet the required criteria for promotion, tenure, successive fixed multi-year appointments, and merit salary increases.

(1) For the purpose of applying this principle to promotion, assignments will be considered over the entire period since the original appointment or since the last promotion, not solely over the period of a single annual assignment. The period under consideration at the University will not be less than four (4) years. The faculty member's annual assignment will be included in the promotion file.

(2) For the purpose of applying this principle to tenure, assignments will be considered over the entire probationary period and not solely over the period of a single annual assignment. The faculty member's annual assignment will be included in the tenure file.

The Director in consultation with the faculty member will establish the faculty member's

assignments in teaching, research, and service for the upcoming academic year. These assignments are based upon the needs of the SON and the professional development of the faculty member. The Director prepares and signs the letter of assignment and refers to the dean for further processing.

Section 3. Annual Evaluation Criteria and Procedures

Annual evaluations are made by the Executive Director. The evaluation is based on the annual assignment letter written by the Director and acknowledged by the faculty member. The assignment letter addresses teaching, research, and service. The Director considers all materials submitted by the faculty member which include at minimum:

- A statement of accomplishments
- Student evaluations

The Director and faculty member review and discuss the submitted material. The Director writes the letter of evaluation with a rating of exceeds expectations, meets expectations, does not meet expectations, or unsatisfactory in each area being evaluated. An overall evaluation is also provided. A rating of meets expectations is considered the SON “standard”. The letter is forwarded to the dean for further evaluation. The criteria for tenure and promotion specified in Appendix I shall be used in the annual evaluations of tenure-track, clinical-track, and lecturer/instructor faculty.

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

Exceeds expectations: Exceeds SON standards for productivity in teaching, scholarly and creative projects, and service. This rating is based upon significant achievements beyond one’s expectation and is exceptional.

Meets expectations: Meets SON standards for productivity in teaching, scholarly and creative projects, and service.

Does not meet expectations: Does not meet SON standards for productivity in teaching, scholarly and creative projects, and service. Future improvements in efforts toward tenure and/or promotion are necessary.

· **Unsatisfactory:** Performance in the areas of teaching, scholarly and creative projects, and service is absent or far below expectations.

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

Section 4. Merit Pay

Merit pay, when made available by the University, is made by the Dean upon consultation with the Director based on the annual evaluation and the merit pay criteria.

Section 5. Tenure

- At minimum, candidates who demonstrate achievement consistent with the pattern expected for tenured faculty (e.g., two areas of “excellence” and one area of “good” ratings) may go up for tenure review early; however, even stronger performance may create a more persuasive argument for a favorable decision.
- Candidates coming in from other university employment may negotiate up to two years credit toward tenure. Early consideration allows the candidate to go up in the fall of the third- year at UWF. Any formal credit for tenure/promotion must be reflected in the dossier.
- Directors must provide an annual assessment of progress on T&P and offer specific suggestions to enhance the likelihood of successful T&P.
- Candidates cannot construe strong annual performance evaluations as a guarantee of either tenure or promotion.
- SON must have a procedure devoted to mentoring new faculty.
- The Dean must identify when the mid-point review will transpire in the initial appointment letter. The Director will be responsible for midpoint probationary review but the faculty member may choose whether or not to include in the dossier. The dean must respond to the mid-point review in writing.
- Tenured faculty will evaluate and vote on tenure for candidates. Unsigned votes will go into the dossier. Other SON members can provide informal opinions.
- University requirements allow for granting of tenure at a level of “excellent” in teaching and at least one other excellent rating in either scholarly projects or service for scholarship.

Excellence in teaching and demonstration of scholarship as well as tangible evidence of service to the university, community and profession justify the decision to grant tenure. During the tenure earning years the faculty member is encouraged to seek critiques and advice from the assigned mentors, as well as other colleagues within the university. Following submission of the candidate’s dossier, the full-time tenured faculty shall complete a secret ballot. The Director will also seek signed letters of evaluation from all members of the program and solicit at least three letters of evaluation from external references. See SON tenure and promotion guidelines in Appendix I for criteria.

Section 6. Promotion

Promotion to Professor can be initiated either by a faculty member or Executive Director.

- Promotion success is based on annual evaluations demonstrating quality in performance consistent for 3 years with the expected level of performance to which the person aspires.
- Unsuccessful promotion candidates should not immediately resubmit without substantial improvement. Results of all prior unsuccessful reviews shall be required in subsequent promotion reviews. *[This practice is to discourage premature or frivolous submissions].*

- Promotion to Professor: 5 years at associate level with the final 3 of them at UWF is typical; early consideration allows review at 4 years for “exceptional cases.”
- Promotion to Associate: Suitability for early promotion depends on meeting or exceeding performance expectations for the preceding three-year period.
- All full-time faculty (except visiting faculty) are eligible to evaluate promotion candidates. If a specific evaluation is declined by a colleague, the Director will note that decision.
- If the SON has fewer than three tenured people, three additional tenured faculty from within the UKCOH will serve as evaluators.

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

The University of West Florida adheres to Florida Board of Governors’ Regulation 10.003, as well as Article 11 of the Collective Bargaining Agreement, in all matters related to post-tenure review.

Section 7. Summer Supplemental Contract Opportunities.

Opportunities for summer employment are available to the extent that funds for salaries are made available. Summer employment has a direct effect on a faculty member’s accrual of retirement benefits. All summer assignments are contingent upon the allocation of sufficient lines and programmatic needs and expertise of faculty to teach the course(s) scheduled for the summer.

BSN: Summer courses may be available to qualified faculty members depending upon the needs of SON and available funding.

RN to BSN Online Courses: Regular full-time faculty who have completed the Quality Online Instructor Certificate offered through UWF ATC Global online will be given the opportunity to teach those courses for which they are prepared.

Graduate: All graduate courses must be taught by a faculty member holding a doctoral level degree who has expertise in the area assigned.

Final summer assignments must be consistent with UWF Board of Trustees (BOT) requirements, and will comply with enrollment requirements.

Section 8. Office Hours

All full-time faculty are required to meet a posted schedule of a minimum of six office hours

per week distributed over at least two days and several time blocks.

Section 9. Annual Salary Increment Increases

Annual salary increments, when made available by the University, are made by the Dean upon consultation with the Director based on the annual evaluation, the contract between the UWF Board of Trustees (BOT) and the United Faculty of Florida (UFF), and relevant action taken by the Florida Legislature.

Section 10. Allocation of Paid Overload Appointments

Paid overload appointments will be granted contingent upon SON need and selection of instructors having faculty expertise in the area of need on the area of SON need showing faculty expertise in the area of need. SON need and selection of instructors having faculty expertise in the area of need

9. SON Resources

Section 1. Budgeting

Program Expense Budget: The program expense budget is determined by the Dean in consultation with the Director. The Director will provide information on budgetary allocations and report timely updates as maintained by the office administrator.

Laboratory Fee Account: Funds in the laboratory fee account are to be disbursed for the purchase of expendable supplies needed to operate the teaching laboratory sessions.

Section 2. Equipment

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

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

Section 3. Budget Reports

The SON Office Administrator shall maintain an up-to-date budget report, showing encumbrances and allowances. All budget documents shall be available to faculty for inspection upon request at any time, subject to good order in the Office Administrator's duties. The Director shall report periodically to the faculty on the state of the budget.

10. Faculty Development

The program is committed to assisting faculty development in ways which will not adversely affect instructional programs. Faculty requesting release time for curriculum and/or research development should present the plan to the Director that will, based on SON needs, decide on feasibility of release time.

11. Planning and Reviewing Process

Planning shall be conducted on an annual cycle commencing with a SON Planning and Review meeting, which shall be held at the end of the spring term. The current annual plan shall be examined, edited, and revised.

SON review for re-accreditation shall be conducted in accordance with the requirements of the accrediting body. All SON faculty have the right to be informed and may be required to participate in the final review and decision-making process.

The SON shall be reviewed periodically at the call of faculty or every three years. The five-year planning process shall provide an annual review of the basic SON; the periodic review should focus upon broader questions of SON direction. Faculty participation is expected, as in the preceding paragraph.

12. Revision Implementation: The revision of bylaws shall be implemented upon adoption.

13. Date of Adoption/Revisions: December 16, 1997
November 5, 2001
January 2007
October 1, 2009
May 6, 2010-Revisions
May 27, 2011- Revisions
June 12, 2012-Final Revisions
July 5, 2012-Adopted
May 30, 2014- Revisions
September 11, 2014 - Adopted
February 18, 2016 - Revisions
March 3, 2016 -Adopted
October 23, 2020 – Revisions
October 28, 2020 – Adopted
February 17, 2021 – Revisions
March 2023 – Revisions
April 2024 – Adopted

APPENDIX I

SCHOOL OF NURSING

TENURE AND PROMOTION CRITERIA

UWF has adopted a set of criteria and standards for the assessment of a faculty member's performance of assigned duties and responsibilities. There are three performance categories: teaching; scholarship and creative projects; and service. These performance assessment criteria form the basis for promotion and tenure decisions.

While nursing faculty hold academic appointments at UWF, they are required to engage in extensive clinical and continuing education activities which are integrated below in the promotion and tenure criteria for nurses. These responsibilities are dictated, not only by accreditation agencies, but by licensing agencies at the state level. These factors must be considered when evaluating nursing faculty.

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

- **Exceeds expectations:** Exceeds SON standards for productivity in teaching, scholarly and creative projects, and service. This rating is based upon significant achievements beyond one's expectation and is exceptional.
- **Meets expectations:** Meets SON standards for productivity in teaching, scholarly and creative projects, and service.
- **Does not meet expectations:** Does not meet SON standards for productivity in teaching, scholarly and creative projects, and service. Future improvements in efforts toward tenure and/or promotion are necessary.
- **Unsatisfactory:** Performance in the areas of teaching, scholarly and creative projects, and service is absent or far below expectations.

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

Criteria

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

University Criteria for Tenure and Promotion Decisions can be found here: [UWF Tenure, Promotion, and Evaluation Guidelines](#)

Teaching

Assistant to Associate Professor

For tenure and promotion, faculty are expected to have evidence of annual productivity in teaching at Level 2 Achievements with some indication of Level 1 Achievements. Level 3 Achievements can be added as additional evidence of teaching effectiveness.

Associate to Professor

For promotion to Professor, faculty are expected to have a consistent level of annual productivity in multiple areas of Level 2 Achievements with indication of Level 1 Achievements. It is expected that the level of impact in teaching and the overall teaching practice of the faculty member will have evolved since tenure and promotion to Associate. This may be evidenced by improvements in course evaluation or engagement in more Level 1 Achievements. Level 3 Achievements can be added as additional evidence of teaching effectiveness.

Post-Tenure Review

Faculty are expected to have a consistent level of achievement in multiple areas of Level 2 Achievements with some indication of Level 1 Achievements. Level 3 Achievements can be added as additional evidence of teaching effectiveness.

Assistant Professor of Clinical Practice to Associate Professor of Clinical Practice

For promotion to Associate Professor of Clinical Practice faculty are expected to have a consistent level of annual productivity in multiple areas of Level 2 Achievements, with some indication of Level 1 Achievements. Level 3 Achievements can be added as additional evidence of teaching effectiveness.

Associate Professor of Clinical Practice to Professor of Clinical Practice

For promotion to Professor of Clinical Practice, faculty are expected to have a consistent level of annual productivity in multiple areas of Level 2 Achievements with indication of Level 1 Achievements. It is expected that the level of impact in teaching and the overall teaching practice of the faculty member will have evolved since being granted promotion to Associate Professor of Clinical Practice. This may be evidenced by improvements in course evaluation or engagement in Level 1 Achievement efforts. Level 3 Achievements can be added as additional evidence of teaching effectiveness.

Instructor to Senior Instructor (Lecturer to Senior Lecturer)

For promotion to Senior Instructor faculty are expected to have a consistent level of annual productivity in multiple areas of Level 2 Achievements. Level 1 and 3 Achievements can be added as additional evidence of teaching effectiveness.

Categorization of Teaching Efforts

Level 1 Achievements

Level 1 Achievements have a high impact on students or the SON and are considered significant achievements.

- New course designation as HIP
- CURE Fellowship
- Award for instructional excellence
- Leadership in the promotion of high-quality teaching and curriculum development in the SON
- Engages in directed study, thesis, or dissertation instruction
- Course QM Certification
- Course redesign with oversight by CTLT
- Course lead instructor or coordinator
- Peer review of instruction
- Authoring OER content
- External teaching award
- External grant funding to enhance instruction

Level 2 Achievements

Level 2 Achievements are impactful practices that are substantial achievements.

- Student feedback indicates a high percentage of elevated ratings and documents a positive impact on learning through emerged themes.
- Evidence of reflective teaching practice
- Evidence of continuous course improvement

- Well designed and engaging syllabi
- Evidence of creative instructional design
- Assessment data that documents student outcomes
- Invited guest lectures based upon expertise
- Participates voluntarily in professional development activities to improve teaching quality
- Mentoring of capstone or honors projects
- Participation in SON peer mentoring

Level 3 Achievements

Level 3 Achievements have a modest impact on students and the SON but provide additional support for tenure and/or promotion.

- Syllabi revisions
- Use of OERs in course(s)
- Revisions of assignments within a course to meet accreditation standards
- Assists other faculty in the SON with instruction (e.g. serving as a judge/panelist, course review and feedback, informal mentoring)

Scholarly and Creative Projects

Scholarly and creative projects pertinent to the discipline and profession of nursing must meet the parameters as outlined by AACN, [Defining Scholarship for Academic Nursing \(2018\)](#).

Assistant to Associate Professor

For tenure and promotion, faculty are expected to have evidence of annual productivity in scholarly and creative projects at Level 2 Achievements with some indication of Level 1 Achievements. Level 3 Achievements can be added as additional evidence of scholarly and creative projects.

Scholarly and creative productivity that would likely garner tenure and promotion would include two items from Level 1 Achievements or five items from Level 2 Achievements. Substantial productivity in Level 3 Achievements could be considered as further evidence toward tenure and promotion but not in substitution for higher impact activities.

Associate to Professor

For promotion to Professor, faculty are expected to have a consistent level of annual productivity in multiple areas of Level 2 Achievements with indication of Level 1 Achievements. It is expected that the level of impact in scholarly and creative projects of the faculty member will offer evidence of the prominence of their work. Level 3 Achievements can be added as additional evidence of scholarly and creative projects.

Scholarly and creative productivity that would likely garner promotion would include two items from Level 1 Achievements or five items from Level 2 Achievements. A combination of achievements from both Level 1 and Level 2 Achievements could be considered with greater weight given to Level 1 Achievements.

Post-Tenure Review

Since post-tenure review may occur at various career stages, faculty are expected to have a consistent level of achievement in areas of Level 2 Achievements with some indication of Level 1 Achievements. Level 3 Achievements can be added as additional evidence of teaching effectiveness.

Scholarly and creative productivity that would likely garner “meets expectations” for post-tenure review would be one item from Level 1 Achievements and three items from Level 2 Achievements.

Categorization of Scholarly and Creative Projects

Level 1 Achievements

Level 1 Achievements are substantial projects that result in a major advancement of the research agenda of the faculty member. These achievements demonstrate an unusually high degree of skill in design and execution of scholarly and creative projects and exceed the standards of the SON.

- Author (significant contribution) of a book published in academic press
- Full patent issued or commercialization of intellectual property
- PI on a large competitive federal or national foundation grant
- Lead author of a peer-reviewed position stand from a national organization

Level 2 Achievements

Level 2 Achievements are shorter term projects but highly impactful. These works demonstrate tangible progress and build a linear research agenda over time with value placed on the quality of the scholarly and creative efforts.

- Peer reviewed journal articles published in recognized journals (non-predatory, reputable)
- Co-PI on funded competitive federal or large foundation grants

- PI or Co-PI on industry sponsored research contract
- Peer reviewed conference proceeding paper
- Author/co-author of an edited disciplinary related book chapter
- Editor of a book published in Academic Press
- Technical reports that support research contract(s)
- Invited national and international podium presentations

Level 3 Achievements

Level 3 Achievements are smaller projects with a limited audience or impact. These achievements provide additional support for tenure and/or promotion.

- Regional conference presentation
- Invited scholarly presentations
- Citations of publications
- Internal grants
- Other peer evaluated, juried, or scholarly works that can contextualize the impact of scholarship

Service

Assistant to Associate Professor

For tenure and promotion, faculty are expected to have evidence of annual productivity in service at Level 2 Achievements with some indication of Level 1 Achievements. Level 3 Achievements can be added as additional evidence of service.

Associate to Professor

For promotion to Professor, faculty are expected to have a consistent level of annual productivity in multiple areas of Level 2 Achievements with indication of Level 1 Achievements. It is expected that the faculty member will have developed into a campus and/or community leader. Level 3 Achievements can be added as additional evidence of service.

Post-Tenure Review

Post-tenure review faculty are expected to provide evidence of annual achievements in multiple areas of Level 2 Achievements. Further evidence of Level 1 and Level 2 Achievements can be used to contextualize service impact.

Assistant Professor of Clinical Practice to Associate Professor of Clinical Practice

For promotion to Associate Professor of Clinical Practice faculty are expected to have a consistent level of annual productivity in multiple areas of Level 2 Achievements. Level 1 and Level 3 Achievements can be added as additional evidence of service contributions.

Associate Professor of Clinical Practice to Professor of Clinical Practice

For promotion to Professor of Clinical Practice, faculty are expected to have developed into a campus and/or community leader. The faculty member should have consistent areas of Level 2 Achievements as well as some Level 1 Achievements since the last promotion.

Instructor to Senior Instructor (Lecturer to Senior Lecturer)

For promotion to Senior Instructor faculty are expected to have a consistent level of annual productivity in multiple areas of Level 2 Achievements. Level 1 and 3 Achievements can be added as additional evidence of service contributions.

Categorization of Service Contributions

Level 1 Achievements

Significant service contributions with considerable impact on the University, community, and nursing profession.

- Elected officer of regional or national organization
- Chair of University or College Committee
- Program Coordinator/Director or similar administrative role
- Chair of a major committee for a national, regional, or local organization
- Editor/reviewer for recognized journals, grants, and publishing houses
- Leadership on University committee(s)
- Leadership role for programmatic accreditation
- Governmental commission/military officer

- Student mentoring in external competition that leads to significant achievement.

Level 2 Achievements

Service contributions at Level 2 provide value at the mid-level of an organization.

- Service on University, College, or SON committee(s)
- Elected officer of a local or regional organization
- Evidence of ongoing specialty clinical practice
- Engaging in the necessary business of the SON (i.e. NFO, voting, contributing to curriculum discussions, etc.)
- Member of a committee for a national, regional, or local organization
- Presentations provided to the healthcare and/or consumer community based upon nursing specialty expertise.
- Abstract reviewer for a major conference
- Editorial board member of recognized scholarly journal (i.e. non-predatory)
- Programmatic accreditation contributions (i.e. data analysis, writing)
- Ad Hoc reviewer for an academic journal
- Service on ad-hoc committees
- Advising student organizations
- Preparing students for external competitions
- Participation in campus recruitment events
- Engagement in peer mentoring activities
- Event planner/coordinator for local or regional event

Level 3 Achievements

Other service contributions to the University or community that provide additional support for tenure and/or promotion.

- Participation in one day service events

- Judge for a local event
- Session moderator at a conference
- Community volunteerism