

Department of Health Sciences and Administration Bylaws

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Section 1: Annual Evaluation Criteria and Procedures

Annual evaluations are conducted by the Department Chair. The evaluation is based on the annual work assignment letter written by the Chair and acknowledged by the faculty member. The assignment letter addresses expectations for teaching, service, and research as applicable to the position. Each faculty member, in consultation with the Department Chair, shall identify and discuss their service commitments at the beginning of the academic year. The faculty member is responsible for proposing 2-3 service objectives that they aim to fulfill throughout the year. These objectives must be submitted to and approved by the Department Chair to ensure alignment with moving the department's objectives forward, supporting the faculty member's professional development, and progress toward promotion.

Throughout the academic year, faculty members are encouraged to actively seek guidance and feedback from the Department Chair on their professional development. This proactive approach ensures continuous growth and alignment with the Department's objectives and supports both the faculty member's professional development and progress toward promotion. At the end of the spring semester, each faculty member is responsible for preparing their annual review packet in the UWF Faculty Evaluation System, which includes an updated CV and statements of contribution. Faculty members are encouraged to seek preliminary feedback on these materials from the Chair before final submission to ensure they reflect the faculty member's achievements accurately.

Upon submission to the UWF Faculty Evaluation System, the Department Chair will review the materials and provide an evaluation, rating the faculty member's performance as 'exceeds expectations,' 'meets expectations,' 'does not meet expectations,' or 'unsatisfactory' in each evaluated area. The faculty member then has the opportunity to request a meeting with the Chair to discuss the evaluation. If the faculty member agrees with the evaluation, it is then signed and forwarded to the Dean. Should a faculty member be dissatisfied with their annual evaluation, they are entitled to follow the process as outlined in the Collective Bargaining Agreement (CBA), specifically in sections 11.3-a-3 and 11.3-a-5.

The focus of annual evaluations should be the progress of the faculty member toward the next promotion or review process. For tenure track faculty, this would be either tenure and promotion or post-tenure review. For clinical track faculty, this would be a promotion to either Associate or Full Professor of Clinical Practice. For Instructors (or Lecturers), this would be a promotion to Senior Instructor. With this in mind, the following is suggested:

1. Exceeds expectations: a clear and significant level of accomplishment beyond the average performance of faculty across the faculty member's discipline and unit.
2. Meets expectations: expected level of accomplishment compared to faculty across the faculty member's discipline and unit.
3. Does not meet expectations: performance falls below the normal range of annual variation in performance compared to faculty across the faculty member's discipline and unit, but is capable of improvement.
4. Unsatisfactory: failure to meet expectations that reflect disregard or failure to follow previous advice or other efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable university regulations and policies.

Faculty members are required to demonstrate that they have met or exceeded the departmental expectations for performance in their roles both annually and during each multiple-year review process.

Categorization of Efforts

Categorization of efforts is presented to help organize and provide guidance on evaluation processes. The lists are not meant to be exhaustive. Faculty may provide evidence to justify their efforts at a differing level or categorize efforts that are not present on the list of exemplars.

Teaching

Level 1 - Major Promotional Criteria

High impact on students or the Department

- HIP or QM designated course(s)
- Internal or external award for instructional excellence
- Takes on new course preparation or redesign by using evidence-based design principles
- Engages in significant directed study, capstone, student research, thesis, or dissertation instruction
- Course lead instructor or coordinator
- Leading assessment or professional development in instruction
- Anecdotal or formal evidence from students, faculty, staff, and others both from within and outside of the University
- OER (adaption or creation) or other course content creation
- Grant funding to enhance instruction
- Students presentations in conference venues
- Assists adjunct faculty on courses in which the faculty is the lead instructor
- New program development
- Facilitates and manages on-site clinical instruction

Level 2- Substantial Promotional Criteria

Impactful Practices

- Student feedback indicates a high percentage of elevated ratings, and student comments suggest strong instruction
- Evidence of reflective teaching practice along with continuous improvement
- Engaging in professional development for instruction

- Evidenced-based instructional design
- Invited guest lecturer for other departments/colleges
- Meet or exceed accreditation outcome thresholds
- Engage students in interprofessional activities

Level 3- Baseline Requirements

Modest Impact

- Teach courses based on teaching assignments and revise syllabi/assignments/courses as needed
- Syllabi include the basic required information
- Collaborate with faculty regarding curriculum and instruction
- Participation in programmatic assessment that documents student outcomes
- Maintaining professional licensure, if required by the program
- Courses are aligned with accrediting body standards if applicable.

Teaching Exemplars

Candidates for Professional/Clinical promotion must submit exemplars that support teaching activities defined by the teaching assignment. Exemplars should include examples of high-impact, evidence-based, experiential, innovative, or creative instruction, teaching effectiveness, and/or positive learning outcomes. Any exemplar of teaching effectiveness submitted by the candidate should be related to teaching, mentoring, curriculum development, and/or course development. In addition to narrative statements describing the candidate's experience, supporting documentation should be included in the dossier.

Service

Level 1 - Major Promotional Criteria

Deep service with significant impact (Univ or External)

- Elected or appointed officer of regional or national organization or Board
- Program Coordinator, Director, Chair, or similar administrative load
- Chair of a major committee for a national, regional, or local organization
- Editor or peer reviewer for OER
- Editor of a recognized scholarly journal
- Leadership role on University or College Level Committees
- Leadership in programmatic accreditation
- Presents at international, national, regional, state, or local conferences (that are not otherwise listed under scholarship)
- Advising student organizations
- Recipient of a service award
- Peer-evaluated, non-peer-evaluated, or scholarly works that are created by Clinical Line or Instructor/Lecturer Line faculty
- Adaption or creation of OER materials or book chapters
- Substantively supports grant/contract activities and technical reports

Level 2- Substantial Promotional Criteria

Service engagement that provides value at the mid-level of an organization

- Service on University, College, or Departmental committees

- An active member of a committee for a national, regional, or local organization
- Lectures provided to the community
- Session moderator or abstract reviewer for a conference
- Editorial board member of recognized scholarly journal or OER (i.e., non-predatory) ad hoc reviewer for an academic journal
- Service on Ad-Hoc Committees
- Preparing students for competitions or presentations
- Participates in campus recruitment efforts
- Mentoring new faculty or adjunct faculty
- Service on capstone or dissertation committees
- Writing letters of recommendation for students, faculty, and staff
- Judge for national, state, or local event
- Participation in one-day service events
- Community volunteerism and/or industry engagement

Level 3- Baseline Requirements

Other services provided to the Department and community

- Engaging in the necessary business of the Department (i.e., Departmental meetings, voting, contributing to curriculum discussions)
- Participation in at least one of the standing Departmental committees
- Participation in ad hoc committees such as search committees
- Work on programmatic accreditation (data analysis, writing)
- Membership in national, regional or local organizations

Service Exemplars

Candidates for Professional/Clinical promotion must submit exemplars that support professional service activities defined by the service assignment.

Scholarship and Creative Works

Level 1 - Major Promotional Criteria

Major, multi-year, or longitudinal projects. These works represent substantial commitments of time that once completed results in a major advancement of the research agenda of the faculty member. These works should be far beyond what can be expected within the scope of a normal year.

Examples of major works might include, but are not limited to:

- Author (significant contributions) of a book published in an academic press
- Principal Investigator on a competitive federal or national foundation grant

Level 2- Substantial Promotional Criteria

Impactful scholarly works that reflect a cohesive research agenda over time.

Examples of substantial works might include, but are not limited to:

- Peer-reviewed journal articles published in recognized (i.e., non-predatory*, reputable, recognized in disciplinary rankings) journals

- Co-investigator on submitted or funded competitive federal or large foundation grants
- PI or Co-I on an industry-sponsored research contract
- Peer-reviewed conference proceedings paper
- Author/co-author of an edited disciplinary-related book chapter
- Editor of a book published in an academic press
- Revisions of a book published in an academic press
- Invited scholarly presentations at conferences
- National conference presentations in an area of research
- Editor of a book published in an area of research

*For the purposes of this document, the UWF Library will provide guidance as to what is considered to be a “predatory” journal.

Level 3- Baseline Requirements

Smaller, scholarly projects with a more limited audience or impact that contribute towards building the faculty member’s research agenda or reflect their established research. This level can help provide evidence of a clear or evolving disciplinary agenda underlying one’s scholarly efforts.

- Other peer-evaluated, juried, or scholarly works that further contextualize the impact of the faculty member’s scholarship.
- Scholarly work that is not peer-reviewed or juried (e.g., uninvited regional conference presentations)

Scholarship Exemplars

Candidates for Professional/Clinical promotion must submit exemplars that support professional service activities defined by the research agenda.

Section 2: Eligibility and Promotion Requirements for Tenure Line Faculty

Please refer to the Guidelines for Tenure Promotion:
<https://uwf.edu/academic-affairs/resources/promotion-tenure/>

Tenure and Promotion (Assistant→ Associate with Tenure)

It is up to the faculty member to build the case for tenure and promotion by contextualizing their work and overall contributions.

Scholarship Expectations

For promotion and tenure, two works or outcomes reflecting Level 1 or four reflecting Level 2 would be examples of productivity that would be likely to garner tenure and promotion. It is expected that two of the artifacts will be peer-reviewed publications. Substantial productivity in Level 3 could be considered as further evidence toward tenure and promotion but not in substitution for higher impact works or outcomes. It is up to the faculty member to build the case

for tenure by contextualizing their work and overall contributions. It is important that there is clear evidence of a disciplinary research agenda that drives scholarly efforts.

Teaching Expectations

For promotion and tenure, faculty are expected to have evidence of teaching effectiveness and efforts pursuing continual improvement. Three outcomes reflecting Level 1 or a combination of five outcomes reflecting Level 1 and Level 2 would be examples demonstrating teaching effectiveness and continual improvement that would be likely to garner tenure and promotion. Level 3 activities can be added to provide further support for teaching effectiveness and engagement in the continual improvement of teaching. There are no substantial deficiencies at Level 3.

Service Expectations

For promotion and tenure, faculty are expected to engage in regular and effective service at the Department level, as well as at the College, University, or professional level. Two contributions reflecting Level 1 or four contributions reflecting Level 2 would be examples of regular and effective service that would be likely to garner tenure and promotion. Level 3 service contributions can be added to provide further support for one's commitment to providing regular and effective service. There are no substantial deficiencies at Level 3.

Promotion to Full Professor

The Department views promotion to the rank of full professor as the highest recognition of the impact that a faculty member has had on their discipline (through their scholarship), on students (through their teaching), and on the department and college, university, or profession (through their service). As such, promotion to full professor represents more than a series of successful PTR decisions. It is expected that a faculty member will have at least five years at their current rank before applying for promotion. It is up to the faculty member to build the case for promotion by contextualizing their work and overall contributions.

Scholarship Expectations

For promotion to Full Professor, three works or outcomes from Level 1 or six items from Level 2, while at associate rank, are examples of productivity that are likely to garner promotion. Candidates should offer additional evidence of the impact or the prominence of their work throughout their careers. This could include items such as fellowships, awards, citation counts, invited editorial positions, and invited lectures.

Teaching Expectations

For promotion to Full Professor, it is expected that the level of impact in teaching/mentoring and the overall teaching practice of the faculty member has evolved since being granted tenure. This may be evidenced by greater intensity in Level 1 and 2 indicators efforts compared to their pre-tenure indicators. Three outcomes reflecting Level 1 or a combination of five outcomes reflecting Level 1 and Level 2 would be examples demonstrating teaching effectiveness and continual improvement that would be likely to garner tenure and promotion. Level 3 indicators

can be added to provide further support for teaching effectiveness and engagement in the continual improvement of teaching. There are no substantial deficiencies at Level 3.

Service Expectations

For promotion to full professor, faculty are expected to provide evidence of regular and effective service contributions within the department and beyond. As tenured faculty, there is an expectation that one should assume more leadership roles in their service when available or appropriate. Four contributions reflecting Level 1 or eight contributions reflecting Level 2 would be examples of regular and effective service that would be likely to garner promotion. Level 3 service contributions can be added to further support one's commitment to providing regular and effective service. There are no substantial deficiencies at Level 3.

Post-Tenure Review

Please refer to the Post-Tenure Review Guidelines:

<https://uwf.edu/academic-affairs/resources/promotion-tenure/>

Post-Tenure Review: 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 relating to post-tenure review.

Scholarship Expectations

For post-tenure review, two works or outcomes reflecting Level 1 or four reflecting Level 2 would be examples of productivity that would be sufficient to garner 'meets expectations.' There must be clear evidence of a disciplinary research agenda that drives scholarly efforts. There are no substantial deficiencies at Level 3. There must be clear evidence of a disciplinary research agenda that drives scholarly efforts.

Teaching Expectations

For post-tenure review, faculty are expected to have evidence of teaching effectiveness and innovative, evidence-based, and/or continual improvement efforts. Three outcomes reflecting Level 1 or a combination of five outcomes reflecting Level 1 and Level 2 would be examples demonstrating teaching effectiveness and continual improvement that would be likely to garner 'meets expectations.' There are no substantial deficiencies at Level 3.

Service Expectations

For post-tenure review, faculty are expected to provide evidence of regular and effective service within the department and beyond. As tenured faculty, there is an expectation that one should assume more leadership roles in their service when available or appropriate. Two contributions reflecting Level 1 or four contributions reflecting Level 2 would be examples of regular and effective service that would likely garner 'meets expectations.' Level 3 service contributions can be added to provide further support for one's commitment to providing regular and effective service. There are no substantial deficiencies at Level 3.

Section 3: Eligibility and Promotion Requirements for Clinical Line Faculty

Please refer to the Guidelines for Clinical Promotion:

<https://uwf.edu/academic-affairs/resources/promotion-tenure/>

HSA Professional/Clinical Practice Positions

The Department of Health Sciences and Administration (HSA) defines professional practice, clinical practice, and professional/clinical practice as synonymous terms. Due to the nature of the HSA Department, some faculty may need to hold a current certification and/or licensure, have experience in clinical/professional practice, hold regional-specific qualifications, and/or disciplinary-specific qualifications if applicable to the courses they have been hired to teach. This should not be interpreted as the expectation of all faculty members.

Promotion Assistant Clinical Professor of Practice → Associate Clinical Professor of Practice

Teaching

For promotion, faculty are expected to have evidence of teaching effectiveness and efforts to pursue continual improvement. Three outcomes reflecting Level 1 or a combination of five outcomes reflecting Level 1 and Level 2 would be examples demonstrating teaching effectiveness and continual improvement that would be likely to garner promotion. There are no substantial deficiencies at Level 3.

Service

For promotion, faculty are expected to engage in regular and effective service at the Department level as well as the College, University, or professional level. HSA defines clinical and/or professional practice and service categories as activities in program review or accreditation service; professional and/or community (regional, state, national, and/or international level) organization service; contract/grant activity; professional credentials; creative activities, scholarly inquiry, or applied practice; and leadership within the Department, College, and/or University. Clinical Faculty may also use criteria from Scholarly or Creative works in this section. Three contributions reflecting Level 1 or a combination of five contributions reflecting Level 1 and Level 2 would be examples of regular and effective service that would be likely to garner promotion. There are no substantial deficiencies at Level 3.

Promotion Associate Clinical Professor of Practice → Full Clinical Professor of Practice

Teaching

For promotion to Full Professor of Clinical Practice, faculty are expected to have evidence of teaching effectiveness and pursuit of continual improvement. For promotion to Full Professor of Clinical Practice, faculty are expected to have a greater intensity in Level 1 and 2 indicator efforts compared to their last review. Three outcomes reflecting Level 1 or a combination of five outcomes reflecting Level 1 and Level 2 would be examples demonstrating teaching effectiveness and continual improvement that would likely lead to promotion. Level 3 achievements can be added as additional evidence of teaching effectiveness.

Service

For promotion to Full Professor of Clinical Practice, it is expected that faculty will have developed into leaders in on-campus or off-campus service. HSA defines clinical and/or professional practice and service categories as activities in program review or accreditation service; professional and/or community (regional, state, national, and/or international level) organization service; contract/grant activity; professional credentials; creative activities, scholarly inquiry, or applied practice; and leadership within the Department, College, and/or University. Clinical Faculty may also use criteria from Scholarly or Creative works in this section. Three contributions reflecting Level 1 or a combination of five contributions reflecting Level 1 and Level 2 would be examples of regular and effective service that would be likely to garner promotion. There are no substantial deficiencies at Level 3.

Section 4: Eligibility and Promotion Requirements for Instructor/Lecturer Line Faculty

Please refer to the Guidelines for Annual Evaluations and Promotion for Instructors and Lecturers:

<https://uwf.edu/academic-affairs/resources/promotion-tenure/>

Promotion Instructor/Lecturer → Senior Instructor/Lecturer

Teaching

For promotion, faculty are expected to have evidence of teaching effectiveness and efforts to pursue continual improvement. Three outcomes reflecting Level 1 or a combination of five outcomes reflecting Level 1 and Level 2 would be examples demonstrating teaching effectiveness and continual improvement that would be likely to garner promotion. There are no substantial deficiencies at Level 3.

Service

For promotion to Senior Instructor/Lecturer, faculty are expected to have consistent annual achievement in multiple areas of Level 2 service. Faculty can use Level 1 and Level 3 achievements to contextualize their impact in service.

Section 5: Departmental Operations

Name of Department

The Department of Health Sciences and Administration, hereafter referred to as the Department, is a unit in the Usha Kundu, MD College of Health. The College originated in the Fall of 2015, and the Department was organized in 2016.

Mission and Vision

Mission statement

The mission of the Department of Health Sciences and Administration is to develop professionals who are empowered to promote the health of the populations they serve. In support of the University mission, the faculty are committed to enhancing access, transmission, application, discovery of knowledge, and preparing students to respond to the health needs of their community.

Vision statement

To be recognized as a department of excellence by health professionals, locally, regionally, and nationally, for community engagement, education, and research.

Values/Code of Ethics

The Department of Health Sciences and Administration has embraced values to maintain the student-centered, benevolent spirit of the department. These values reflect the values of UWF. We are committed to:

CARING: We provide a learning environment that encourages the development of individual potential for future health professionals and each other.

COLLABORATION: We work together to promote a culture of supportive and cooperative interactions and communication to advance and achieve shared expectations and goals.

INCLUSIVENESS: We welcome, respect, and celebrate the ways in which people and their ideas are different and the ways in which they are similar. We are committed to offering enhanced access for students.

INTEGRITY: We believe in doing the right things for the right reasons. We conduct ourselves with competency, respect, accountability, and transparency.

QUALITY: We believe that excellence in education leads to excellence in the practice of the health professions. We are committed to continuous improvement and alignment with national standards for excellence. We are dedicated to uncompromising excellence by matching talents to tasks.

CITIZENSHIP: We strive to be a community of scholars, which means we encourage a physical presence on campus during the academic year, active participation in meetings, contribution to assessment, and communal celebration at the fall and spring commencement ceremonies.

Structure of the Department

Members of the Department

The Department consists of a chairperson, faculty, adjuncts, administrative personnel, and coordinators who are tailored to the department's programmatic needs.

Selection of Department Chair

The Department Chair is a faculty member in the department and serves at the discretion of the Dean. Appointments are typically made after consultation with the faculty of the department and the Provost. Appointments may be made on a rotating or renewable basis.

The Chair must be familiar with the departmental by-laws and the governing regulations and policies of the university. Policies are found on the Academic Affairs website.

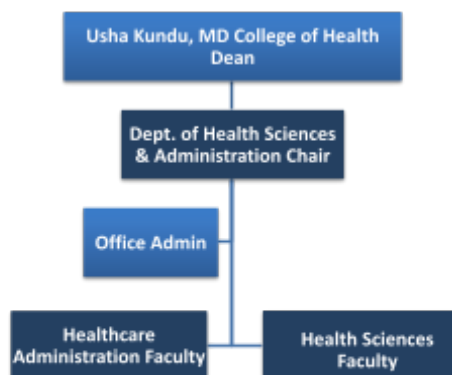
Department Chairs have a responsibility to students, faculty, and administration. The Chair is responsible for overseeing the quality of instruction in the Department/Program and oversight of accreditation standards. This includes curriculum planning and assessment, recruiting and developing faculty, and departmental resource management. Multiple processes are in place to ensure that academic standards are upheld. The Chair works with the Department faculty to complete these processes; however, the Chair is responsible for the reporting of such. The Chair's Handbook is an electronic resource that helps Chairs complete their recurring duties. It can be found on the UWF website at the website for Academic Affairs. The responsibilities of the Chair are described in the Usha Kundu, MD College of Health bylaws.

Eligibility in Governance

- A. Role of the Chair: Recognizing the Chair's administrative responsibilities, it is the Department's expectation that they shall seek the advice and consent of the Department faculty and strive to reach decisions by consensus.
- B. A shared governance model encourages all faculty to participate in Department discussions and vote on non-personnel matters. Administrative staff members may be invited to participate in discussions by the Department Chair or a majority of the faculty.
- C. On matters requiring a vote, no action shall be taken without a quorum participating. A quorum shall consist of a half plus one of the eligible voting members in the Department. All actions shall be based on the majority vote.
- D. By-laws may be amended at any regular or special faculty meeting as approved by the 2/3rds vote of eligible voting members. Bylaw changes require final approval by the Provost.
- E. The Department Chair, or designee, will officially represent the Department in its relationships across the University and throughout the community.
- F. All matters not covered by departmental by-laws will be governed by University policies and procedures or College by-laws.
- G. Members of the faculty (including phased retirees during the term they teach) who are full-time faculty hold the rank of professor, associate professor, assistant professor, instructor, or lecturer are voting members of the Department. All other persons affiliated

with the Department (faculty associates, adjuncts, emeritus professors, and visiting faculty of any designation) are expected to attend and participate in faculty meetings but are not extended voting privileges. Any tie votes will be broken by the Chair.

Department Organizational Chart



New Faculty

All new faculty members will be assigned a department mentor for the first academic year.

Department Faculty Meetings

Faculty meetings will be scheduled during the regular academic year as requested by the Chair or the majority of the faculty. Department faculty on sabbatical or other authorized paid leave shall be informed of faculty meetings and shall be given the opportunity to participate in discussions and votes. There will be at least two faculty meetings in each of the Fall and Spring semesters. A minimum of one week's notice shall be given, with the exception of meetings called by the Chair to handle unforeseen issues. A reasonable effort will be made to accommodate all schedules. All departmental actions will be reported by email and discussed at the next scheduled regular meeting in case faculty are unavailable to attend.

The agenda for each meeting will be distributed electronically, and faculty may add items to the agenda. The agenda will be available in advance when practical. Minutes will be taken by the administrative staff and available at least one week before the next meeting for review. One electronic copy will be filed in the Departmental shared drive. A majority at the next faculty meeting must approve the minutes. Robert's Rules of Orders shall be followed. These rules can be accessed at <http://www.robertsrules.com/authority.html>.

For all faculty meetings, a simple majority of the eligible voting faculty members shall constitute a quorum. The Chair votes only in case of a tie among the voting faculty. Missing faculty may provide a proxy. 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.

The individual programs within the Department may call ad hoc meetings to address issues that pertain exclusively to their program. These arise on a more informal schedule. The Department Chair should be appraised of the outcomes of those meetings.

Committee Structure

Ad hoc committees/working groups

The Chair establishes ad hoc committees as the need develops, to carry out specific responsibilities (example: search committees, website review). These committees are disbanded following completion of assigned duties and submission of a written report to the faculty. The Chair shall serve as ex officio member to ad hoc committees. These committees serve as advisory bodies to the Chair.

Standing committees

The Chair will serve as ex officio member to all standing committees. Membership of the committees may vary from year to year. The composition of the committees should be stated in their minutes. Minutes will be emailed to faculty, and one electronic copy will be filed in the Departmental shared drive.

It is expected that all faculty, with the exception of adjuncts, serve on at least one departmental committee at all times as part of their service requirement.

BYLAWS COMMITTEE

The purpose of the Bylaws Committee is to establish and maintain governance of the Department or program and to review the bylaws. The bylaws should be aligned to the bylaws of the Usha Kundu, MD College of Health and reviewed by the faculty annually.

ENHANCEMENT COMMITTEE

The purpose of the enhancement committee is to examine, develop, and recommend activities and ideas that foster a positive and supportive culture of work-life effectiveness.

CURRICULUM, ASSESSMENT AND TEXTBOOK COMMITTEE

The purpose of the Curriculum, Assessment, and Textbook Committee is to assess and evaluate the curriculum. The committee will also govern textbook adoption and participate in the department faculty retreat every spring. Curriculum change requests will be reviewed by full-time department faculty.

ADMISSIONS COMMITTEE

The purpose of the Admission Committee is to make admission decisions for the department. Admissions are on a rolling basis, and therefore, the committee will meet ad hoc.

RESEARCH COMMITTEE

The purpose of the Research Committee is to strategically plan for research initiatives within the department.

PERSONNEL COMMITTEE

The purpose of this committee is to assist in the promotional process of full-time departmental faculty members. Members of this committee must have been a full-time faculty member in the department for at least one semester.

Academic Policies

Advising

Academic Advising will be carried out by the designated UKCOH professional advisor, who will also coordinate student progression to completion.

Changes in Policies

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

Course Consistency Policies

Due to the need for standardized course content, assessment, and outcomes, all sections of department-controlled courses will share a common syllabus and textbook. When a lead instructor has been identified for a course by a 2/3 vote of the faculty, that lead instructor will be responsible for maintaining consistency between all sections of the course.

Grading and Examination Policies

Grading and examination policies are set by the lead instructor for each course. Online examination policies must be in accord with university policies with respect to proctoring. Policies must be published in the course syllabi, which also reside at the university level on the Academic Affairs website at <https://uwf.edu/academic-affairs/resources/policies-procedures-resources/>. Syllabi must be posted by the end of the first week of class and preferably the Friday before the class begins. Controversy over grading practices should begin with the student and the instructor. Student grievances should proceed as outlined in the Student Handbook at <https://uwf.edu/go/student-handbook/>.

Late Policies

Late policies are set by the instructor for each course and are included in the syllabus.

Personnel Policies/Procedures

Recruitment/Selection of New Faculty

Faculty lines are allocated to academic units by Academic Affairs and the Dean of the College when an existing position is vacated within the Department. Advertising, recruiting, and selection of new faculty follow the established University procedures. When a faculty line is provided or becomes available to the department or any of the programs, a faculty Search Committee is formed to screen all candidates' credentials. The Dean makes the formal offer of rank and salary to the successful applicant.

Each Search Committee will comply with the rules and regulations established by the Office of Human Resources at UWF. Guidelines for these regulations are available at <https://uwf.edu/offices/human-resources/>.

Annual Work Assignments

Annual Work Assignments shall be consistent with the current UWF-UFF Collective Bargaining Agreement. The Department Chair will establish the faculty members' assignments in teaching,

service and research when applicable for the upcoming academic year. These assignments are based on the needs of the individual programs and the professional development of the faculty member. Full-time faculty in the HSA Department will be given priority for teaching assignments. UWF faculty who are not part of the Department of Health Science and Administration will be given teaching consideration on par with adjuncts.

Summer courses will be offered and scheduled on the basis of (a) Student program needs and (b) Enrollment projections. Faculty within the Department of Health Sciences and Administration will be offered supplementary contracts based on qualifications to teach the courses offered. If more than one faculty member who has taught a full year within the Department of Health Sciences and Administration is qualified to teach a scheduled course, the supplementary appointments will be offered on a rotation basis. Faculty within the Department of Health Sciences and Administration, rather than adjuncts, will have first consideration of appointment, within constraints of summer lines made available to the College and Department. Faculty outside of the Department of Health Sciences and Administration will have the same consideration of appointment as adjuncts.

Policy for overload teaching opportunities: No faculty member shall be forced to engage in overload teaching.

Adjunct assignment and evaluation

Adjunct instructors are required to pass the same credential review required for tenure-earning faculty, including submission of transcripts, references, and an updated CV on an annual basis. All other items need only be submitted when a new adjunct is first hired into the UWF system. In subsequent semesters, the same SACS form and supporting documentation can be used for subsequent appointments. Adjuncts are typically assigned on a term-by-term basis, and an Adjunct Appointment Form is submitted for each adjunct instructor during the semester prior to their assigned teaching. All faculty are required to pass a background check before the offer is made. The background check will be repeated annually unless the adjunct is employed on a continuous basis.

The Chair or Program Director informs the adjunct of the responsibilities of the position and the compensation. Adjuncts will be evaluated by the Chair each semester using criteria that include student evaluations, student complaints and praise, responsiveness to students, and evidence of continuous improvement if appropriate. Repeated or excessive complaints from students regarding technical difficulties within the control of the adjunct will be grounds for termination of appointment.

Office Hours

In HSA, we define office hours as an availability to meet with students. For faculty with an on-campus assignment during the academic year, this time is expected to occur within their physical office. Recognizing that online students need more flexibility, it is up to the faculty member to determine when that occurs. All on-campus full-time faculty are required to meet a minimum average of six office hours per week distributed over at least two days. Faculty availability to students should be posted in their syllabi and on office doors. Upon request by a student, when it is not possible for the student to confer with the instructor during the designated office periods, faculty members are expected to accommodate the student's needs by scheduling appointments at a mutually satisfactory time.

Cancellation of classes

The minimum class size is determined by several characteristics. Graduate classes are expected to have fewer students than undergraduate classes. Classes that are electives and classes that are required for a degree have a minimum “make number” for undergraduates and for graduates as provided by the Dean. Exceptions to these are internships and directed studies. Enrollment should be monitored during registration, and the decision to cancel a class should be made before the previous semester ends. Full-time faculty should be reassigned to another class to maintain their contact hour requirement.

Department Resources

Budgeting

The departmental/programmatic expense budgets are determined at the level of the College. Increased needs in this category should be conveyed to the Chair for presentation to the College Dean. Requests for the use of resources not already assigned to an individual departmental member must align with the mission of the Department. Requests should be made in writing to the Department Chair, describing the request in light of the mission and strategic priorities. The Department Chair must approve all requests. Travel budgets are provided through the general department fund. Each year, the Chair will notify Department faculty of the availability of travel funds for the upcoming year. Faculty are required to apply for travel match funding when eligible. Requests for graduate student assistants must be made prior to the beginning of a term, as early in advance of the term as possible. The Department Chair will assign graduate students and other support staff to department members based upon a consideration of faculty load (e.g., number of students and number of preparations), special needs (e.g., tenure and promotion, special projects), allocated funds, and other Departmental requirements as outlined by the Department Chair.

Equipment

Operating Capital Outlay (OCO): The Chair and the Program Directors will maintain a list of capital equipment needs and keep requests for these updated through the College Resource Request web portal. Faculty input is necessary for prioritization.

Specialized fees: Material and Supplies fees and Equipment fees

When M&S and equipment fees are collected, they are spent on student consumables and equipment used by the students.

Foundation account

Foundation accounts are funded by donations and may have specific goals. Foundation accounts in general can be used for faculty travel, professional development, refreshments, etc., and are the least restrictive of the accounts.

Carryforward account

Carryforward accounts can be used at the discretion of the Chair with input from the faculty. Funds can be used for faculty research needs, travel, office furniture, etc.

Faculty Development

Faculty members can request a release from teaching obligations for professional development, community service, research, or administrative roles through three specific forms of leave:

- Faculty Administrative Service Course Reassignment: Faculty leading significant service, such as a program review or accreditation application, work with the Department Chairperson to request a course reassignment from the UKCOH Dean's Office.
- Professional Development Leave: This leave allows faculty to focus on activities that enhance their professional growth. The application process includes submitting a detailed plan of the proposed activities and expected outcomes.
- Faculty Service & Development: This form of leave is designed for non-unit faculty to engage in scholarly activities, research, and intellectual refreshment. Applicants need to meet certain eligibility criteria and submit a comprehensive application outlining the leave's objectives and benefits.
- Sabbatical: Sabbatical leave offers faculty an extended period for research and study. The application requires a proposal describing the research project or study plan, along with its anticipated impact on the faculty member's field and the university.

Faculty are encouraged to participate in UWF faculty training opportunities and at least one regional or national conference per year. Funding for faculty travel is available through the college and is competitive. Faculty should discuss departmental funding for conferences with the Chair.

Curricular review and assessment protocols

Accreditation review

The MHA program is moving toward national CAHME accreditation. Additionally, the BSHS-RT program is in the process of obtaining provisional accreditation through CoARC. Curricula, faculty credentials, and programmatic standards will be aligned to these accrediting bodies' standards.

UWF Program Review

Each program at UWF undergoes a formal review process every seven years. The guidelines are provided by the Provost office a year prior to the review, and the program produces a self-study. A review team that consists of two UWF faculty members from outside the department and an external reviewer who is expert in the field review all documents, meet with faculty and students, and provide peer recommendations for improvement.

Assessment Review

Each program determines specific learning outcomes from its Academic Learning Compact or Academic Learning Plan to assess and improve. It is not necessary to assess every outcome every year, but each domain should be addressed during the seven-year review cycle. The program faculty should determine the assessment plan for each year and meet at least once at the year's conclusion to review results and recommend changes to the curriculum based on the review. Faculty members should also participate in university-wide assessment review workshops offered by the Center for Teaching, Learning and Technology (CTLT).

Annual Report

Each program determines its strategic goals and student learning outcomes and reports on progress annually. Annual reporting may also include assessment reviews, accreditation

outcome thresholds, and programmatic surveys. As needed, programs will submit annual reports to their accrediting body to assist in maintaining accreditation status.

All department faculty have the right to be informed and are responsible for being involved in strategic planning, assessment, accreditation, curriculum review, and execution of departmental and programmatic goals.

Department Bylaws Amendment

These bylaws should be reviewed annually by the Department Bylaws Committee. Only the faculty of the Department will have the power to amend these bylaws. The bylaw amendment procedure is as follows:

1. Proposals to amend the bylaws will be submitted to the Department faculty no later than ten (10) working days prior to any regularly scheduled faculty meeting or any special meeting called for the purpose of amending the bylaws. Proposals may arise from any Department entity—the Chair, committee, and individuals.
2. Proposed amendments to these bylaws will be adopted by a two-thirds (2/3rds) majority of the voting faculty members present, provided the required quorum is present at the time of voting. Proxies, as defined above, are acceptable when amending the bylaws. All changes will be reviewed and sent for final approval through the appropriate channels of the UKCOH College Council and then routed to the Provost for final approval.

Date of adoption: April 4, 2024