

**DEPARTMENT OF HEALTH SCIENCES
AND ADMINISTRATION (DHSA)
BYLAWS**

Department of Health Sciences and Administration

Bylaws

*University of West Florida
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Pensacola, Florida 32514*

Table of Contents

1	Name of Department
2	Mission and Vision
3	Values and Code of Ethics
4	Structure of the Department
5	Faculty Meetings
6	Committee Structure
7	Academic Policies
8	Personnel Policies/Procedures; Tenure and Promotion
9	Cancellation of class
10	Department Resources
11	Faculty Development
12	Curricular Review and Assessment
13	Bylaws Amendment
14	Date of Adoption

Appendices

I - Tenure and Promotion Criteria

II - Clinical Practice Track Promotion Criteria

1. 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 was originated in Fall of 2015 and the Department was organized in 2016.

2. 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, and 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.

3. 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 to 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 mean 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.

4. Structure of the Department

Section 1. Members of the Department

The Department consists of a chairperson, faculty, adjuncts, administrative personnel and coordinators tailored to programmatic needs.

Section 2. Selection of Department Chair

The College Dean, with consideration of Department faculty recommendation, officially appoints the Chair. The Chair shall ordinarily serve a three-year term, which can be extended by the Dean upon consideration of the recommendation by the faculty. The faculty recommendation to the Dean shall be generated as follows:

During the fall semester of the third year of an incumbent's tenure as Chair, the faculty will work to determine the individual's preference for remaining Chair for another term. Faculty will then meet to discuss:

- (a) whether there is any other member to be considered for the Chair position;
- (b) the general level of satisfaction of the faculty with the incumbent;
- (c) whether a search should be recommended for a candidate outside the Department.

Based on this discussion, the faculty will send a recommendation to the Dean.

The Department Chair is a faculty member in the department and serves at the pleasure 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 at the Academic Affairs website.

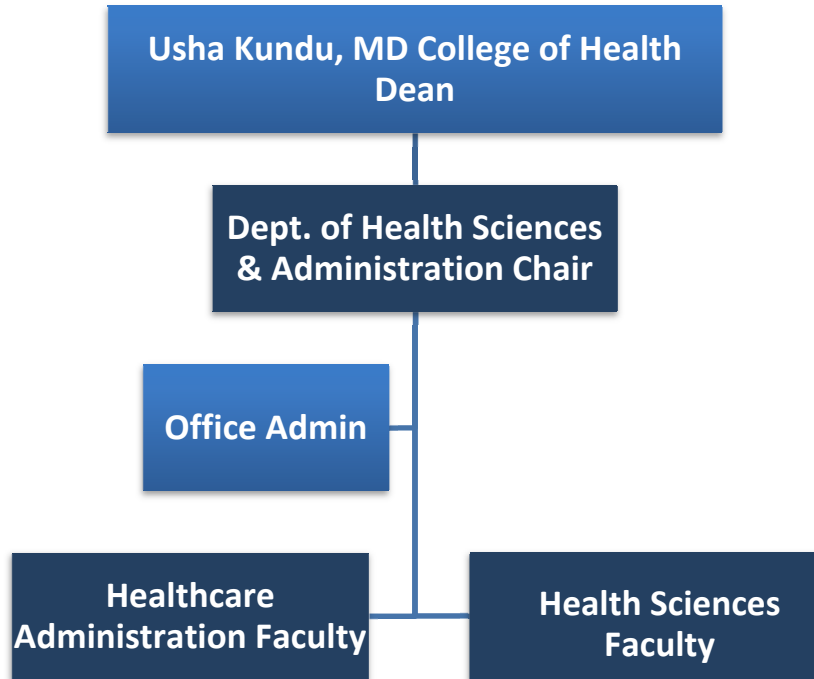
Department Chairs have a responsibility to students, faculty, and administration. The Chair is responsible for overseeing the quality of instruction in the Department/Program, and oversight of accreditation standards. This includes curriculum planning and assessment, recruiting and developing faculty, 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 to aid Chairs in completing their recurring duties. It can be found at the website for Academic Affairs. The responsibilities of the Chair are described in the Usha Kundu, MD College of Health bylaws.

Section 3. 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 or College by-laws.
- (g) Members of the faculty (including phased retirees during the term they teach) who 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.

Section 4. Department Organizational Chart



Section 5. New Faculty

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

5. 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 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 weeks' 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 hard copy will be filed in the Departmental shared drive, and in an administrative notebook for this purpose. Minutes can be electronically recorded. A majority at the next faculty at the

next 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.

6. Committee Structure

Section 1. 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.

Section 2. Standing committees

The Chair will serve as ex officio member to all standing committees.

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.

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 a hard copy filed in the Committee administrative notebook.

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.

7. Academic Policies

Section 1. Advising

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

Section 2. Changes in Policies

All changes to academic and curricular policies must be approved by majority vote of all eligible unit faculty.

Section 3. 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 2/3 vote of the faculty, that lead instructor will be responsible for maintaining consistency between all sections of the course.

Section 4. 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 in uwf.edu/acad. Syllabi must be posted by the end of the first week of class and preferably 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 (found at the website for Academic Affairs).

Section 5. Late Policies

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

8. Personnel Policies/Procedures; Tenure and Promotion

Section 1. Recruitment/Selection of New Faculty

Faculty lines are allocated to academic units by Academic Affairs and the Dean of the College and usually 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 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 <http://uwf.edu/ohr/Employment/RecrSeleAppt.cfm>.

Section 2. Annual Work Assignments

Annual Work Assignments shall be consistent with current UWF-BOT/UFF Collective Bargaining Agreement. The Department Chair 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 individual programs and the professional development of the faculty member. 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.

Section 3. 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, research, and service.

The Chair and faculty member review and discuss the material submitted by the faculty member in the form of an updated CV, a statement of accomplishments, and student evaluations from all courses taught during the academic year under consideration. The Chair writes a letter of evaluation with a rating of Poor, Fair, Good, Excellent, or Distinguished in each area being evaluated based on assessment of the submitted materials. The letter of evaluation is reviewed together by both the faculty member and chair, signed by the faculty member and then forwarded to the Dean.

Section 3, Part A. Annual Evaluation of Teaching

Teaching: Activities

1. Courses

- # Different courses taught
- # Course sections taught
- # Students taught
- New courses developed and first offering

2. Graduate students

- Thesis committees as chair
- Thesis committees as member

3. Directed Studies

- # Graduate or undergraduate directed studies or honor students
4. Record of Quality Improvement in Teaching
 - Participation in training, workshops, conferences on online teaching
 - Employment of innovative and new instructional strategies
 - Course development and assessment (where appropriate)
 - Course material effectively addresses programmatic competencies
 5. Student Evaluations and Summary of Student Complaint/Compliment Log Entries
 6. Awards and Honors Related to Teaching
 7. Assessment planning and execution
 8. High-Impact Practices
 9. Student advising
 10. Curriculum development

Teaching: Department Standard

Category 1, 2 and 3 activities are performed based on assigned contact hours per individual contract. Individuals are also expected to address issues in Categories 4 and 5 and pursue demonstration of excellence in teaching with Category 6 -9 activities. Student evaluations should document a consistently positive impact on learning. Assessment, syllabi, curriculum development, etc. should be in compliance with Program policies.

Indicators used are described in the Usha Kundu, MD College of Health bylaws.

Section 3, Part B. Annual Evaluation of Scholarly Activity

The University of West Florida is a regional, comprehensive university. The expectation for research (creative and scholarly activity) by tenure-earning faculty is guided by the university's mission.

Scholarly Activities:

1. Publications (Refereed)
 - Journals: accepted, published (in press, online, in print)
 - Books as author: accepted, published (in press, online, in print)
 - Books as editor: accepted, published (in press, online, in print)
 - Chapters in books: accepted, published (in press, online, in print)
 - Proceedings full paper: accepted, published (in press, online, in print)
2. Publications (Non-refereed)
 - Books as author: accepted, published (in press, online, in print)
 - Books as editor: accepted, published (in press, online, in print)
 - Chapters in books: accepted, published (in press, online, in print)
 - Proceedings full paper: accepted, published (in press, online, in print)
3. Meeting/Conference Presentations: international, national, regional, local
4. External grants/contracts
 - Federal: submitted, new awards, continuing
 - State: submitted, new awards, continuing
 - Local: submitted, new awards, continuing
 - Private: submitted, new awards, continuing
5. Internal grants/contracts: submitted, new awards, continuing

6. Other Activities

- Abstracts: accepted, published (in press, online, in print)
- Patents on products related to health sciences discipline : filed, awarded
- Consulting projects (paid) in area related to health sciences discipline
- Workshops attended related to health sciences discipline
- Technical reports
- Maintenance of professional licensure

7. Preparation of accreditation documents

8. Awards related to health sciences discipline

Note: Items 3 through 8 may be reported as service by the non-tenured faculty since no course reassignment is given to clinical lines in the scholarship area. Final decisions by the CBA for clinical lines may impact this decision in the future. Faculty may be allowed to retroactively move items to service assignments to align with anticipated evaluation and forthcoming promotion guidelines.

Research: Department Standard

Individuals in tenure-track positions in the Program are expected to participate in research-related activities. The following standard is based on a 3:3 fall: spring teaching load, which is adjusted for some faculty with significant service assignments. Two research activities (any combination from categories 1-7) should be accomplished each year. Tenure-earning faculty must choose activities that address the benchmarks for promotion.

Indicators used are described in the Usha Kundu, MD College of Health bylaws.

Section 3, Part C. Annual Evaluation of Service

Service: Activities

1. Institution (program, college, university)

- Committee/council/task force as member
- Committee/council/task force as chair
- Institution sponsored activities: open house, orientations, recruitment
- Sponsorships for student organizations
- Mentoring of new adjunct faculty

2. Profession

- Associations/Societies: officer, committees, invited seminars
- Journals: editorships, reviewer
- Agencies: board memberships, reviewer
- Meeting/conference: hosting, chairing sessions
- Publishing houses: textbook reviews

3. Community

- Invited seminars
- Juror/Judge
- Sponsor/participant outreach activities

4. Qualitative Assessment by Chair

- Awards related to service

Service: Department Standard

Individuals in the department are expected to participate in service related areas including activities from all three of the first three categories listed above with at least four activities total. Two activities may be single events (such as an outreach activity related to health); two activities must be recurring events (such serving on a standing committee or sponsoring a student organization or serving on a standing committee). All tenure-earning lines must structure activities in line with goals for promotion and tenure. Faculty holding non-tenure-earning lines are expected to engage in service.

Indicators used are described in the Usha Kundu, MD College of Health bylaws.

Section 3, Part D: Adjunct assignment and evaluation

Adjunct instructors are required to pass the same credential review required for tenure-earning faculty, including submission of transcripts, letters of recommendation, and an updated CV. These 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 includes: 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 to solve will be grounds for termination of appointment.

Section 4. Merit Pay

Merit pay decisions are made by the Dean upon consultation with the Chair based on the annual evaluation and the merit pay criteria negotiated by UFF.

Section 5. Office Hours

All full-time faculty are required to meet a minimum average of six office hours per week distributed over at least two days. Faculty may apportion part of the total to online office hours. Office hours should be posted in 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, instructional faculty members and academic advisors are expected to accommodate the student's needs by scheduling appointments outside of their designated office hours at a mutually satisfactory time.

Section 6. Multi-year Appointments for Instructors and Lecturers

The UFF Collective Bargaining Agreement specifies the criteria for instructors and lecturers to qualify for three-year multi-year contracts. Individuals who have completed the three year contract, and who have received an overall Dean's

rating of “excellent” or above in the six most recent annual evaluations qualify for a base wage increase. The CBA can be found at the website for Academic Affairs. <http://uwf.edu/offices/academic-affairs-division/>

Section 7. Promotion and Tenure

Upon arrival at UWF, untenured, tenure-track faculty will be assigned a mentoring committee from among the tenured faculty who will meet at least annually with the faculty to review their performance in the areas of teaching, research and service. A written evaluation will be provided to the faculty member and discussed with the candidate to inform him/her of their progress. A mid-term developmental tenure review occurs at the level of the department during the spring semester of the third year. The candidate will generate a mid-term tenure portfolio which will be viewed by the department members. Faculty members will discuss the mid-term portfolio at the final faculty meeting of the spring semester, and provide written feedback to the candidate. The goal of the feedback is to help the candidate focus on weaknesses of the packet in the next year. The mid-term portfolio should have the following subsections: the departmental bylaws, the most recent CV, all of the annual evaluation summaries, all of the results of student evaluations, and a statement of contributions with regards to teaching, research and service. It is preferable that the portfolio is also critiqued by a former member of the college or university personnel committee. The mid-tenure review does not progress beyond the level of the department.

After a period of 5 years, but no longer than the sixth year, the untenured, tenure-track faculty member will follow the University Guidelines for initiating the P&T process. After a minimum period of 5 years in-rank, a tenured Associate Professor can submit their credentials for consideration for promotion to Professor.

The Department specific guidelines are listed in the appendix. The criteria and timeline are found at the website for Academic Affairs. This section describes the university criteria for promotion and tenure for regular, full-time, tenure earning faculty, excerpted from that website.

Reflecting the mission of UWF as a regional comprehensive university, the university criteria emphasize teaching relative to scholarship/creative projects and service. A minimum of excellent teaching performance is required in all promotion and all tenure and promotion decisions. Favorable promotion decisions also require excellent performance in scholarship/creative projects and service for promotion decisions. However, faculty need not achieve excellent ratings in all three areas to achieve tenure. As shown in Table 1, good ratings in either service or scholarship/creative projects, combined with an excellent or distinguished rating in the other area and excellent or distinguished rating in teaching, should result in a favorable tenure decision. Except in unusual circumstances (e.g., egregious ethical violation), if faculty members meet the criteria described above, they should receive favorable decisions, but the meeting of such criteria cannot be construed as a guarantee of either tenure or promotion.

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

Section 9. Sustained Performance

Faculty in the ranks of Associate Professor and Professor will undergo a Sustained Performance Evaluation SPE in the sixth year after receiving tenure and every sixth year thereafter. The SPE evaluates the previous six year period. The faculty member's dossier is submitted to the Department Chair for review and recommendation. The College Personnel Committee makes a recommendation, and the Dean will review all materials and make a recommendation to the Provost for a final decision. Outcomes of a positive SPE are an increase in base salary, based on the individual's rank and ratings. An unsatisfactory SPE review requires a Performance Improvement Plan to be developed and implemented. Details for the SPE are found in the Collective Bargaining Agreement, Article 11.3 (b 1-9). The expectations for sustained performance on the SPE are aligned to the tenure expectations of the department. In depth discussion of SPE can be found in the Collective Bargaining Agreement, found at the website for Academic Affairs <http://uwf.edu/offices/academic-affairs-division/>.

Section 10. Promotion for Non-Tenured Faculty

All promotions (for example, clinical assistant professor to clinical associate professor or visiting faculty to clinical assistant professor) will be voted on by the eligible voting members of the department. The results of the vote will be given to the Chair. Recommendations will continue per the CBA guidelines to College and University level.

9. 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.

10. Department Resources

Section 1. 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 to 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.

Section 2. 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.

Section 3. 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.

Section 4. 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 is the least restrictive of the accounts.

Section 5. 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.

11. Faculty Development

The Department is committed to assisting faculty and promoting excellence. Faculty requesting sabbaticals or professional development leave will notify the Chair at least one year in advance of the leave. Faculty requesting release time for curriculum and/or research development should present the plan to the Chair with sufficient time to find an alternate instructor. Sabbatical or professional development leave requests must be submitted to the Dean.

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; tenure-track faculty have priority over non-tenure-track faculty. Faculty should discuss departmental funding for conferences with the Chair.

Faculty may be provided with additional space and a seed account for purposes of starting up new research projects. The seed account/startup funds are negotiated with the Dean during the hiring process.

12. Curricular review and assessment protocols

Section 1. Accreditation review

The MHA program is moving toward national accredited CAHME. Curricula, faculty credentials, and programmatic standards will be aligned to these standards.

Section 2. 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.

Section 3. 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).

Section 4. Annual Report

Each program determines its strategic goals and reports on progress annually. Annual reporting also includes reporting on assessment reviews.

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

13. 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 bylaws 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 in amending the bylaws. All changes will be reviewed and sent for final approval through the appropriate channels of the UKCOH College Council then routed to the Provost for final approval.

14. Date of adoption: March 19, 2021

Appendix I - Tenure and Promotion Criteria

Promotion & Tenure

The Promotion & Tenure (P&T) guidelines and criteria for the Department are modeled after those established by the University, but have been tailored to address the unique teaching, research and service needs of the program. The Promotion & Tenure process used is that established by the University.

Upon arrival at UWF, untenured, tenure-track faculty will be assigned a mentor from among the tenured faculty who, in collaboration with the Chair, will annually evaluate the faculty's performance at the end of each year in the three areas of teaching, research and service. A written evaluation will be provided to the faculty member and discussed with the candidate to inform them of their progress. This will comprise the annual evaluation required by the University. A more extensive evaluation will be provided to the candidate at the mid-tenure point (year 3).

After a period of 5 years, but no longer than the sixth year, the untenured, tenure-track faculty member will follow the University Guidelines for initiating the P&T process. After a minimum period of 5 years in-rank, a tenured Associate Professor can submit their credentials for consideration for promotion to Professor.

The criteria established for evaluation of faculty within the HSA program are as follows:

The criteria and timeline are found at website for Academic Affairs. The Departmental guidelines are also listed here.

The first section describes the university criteria for promotion and tenure for regular, full-time, tenure earning faculty. This is excerpted from the website.

Reflecting the mission of UWF as a regional comprehensive university, the university criteria emphasize teaching relative to scholarship/creative projects and service. A minimum of excellent teaching performance is required in all promotion and all tenure and promotion decisions. Favorable promotion decisions also require excellent performance in scholarship/creative projects and service for promotion decisions. However, faculty need not achieve excellent ratings in all three areas to achieve tenure. As shown in Table 1, good ratings in either service or scholarship/creative projects, combined with an excellent or distinguished rating in the other area and excellent or distinguished rating in teaching, should result in a favorable tenure decision. Except in unusual circumstances (e.g., egregious ethical violation), if faculty members meet the criteria described above, they should receive favorable decisions, but the meeting of such criteria cannot be construed as a guarantee of either tenure or promotion.

University Criteria for Tenure and Promotion Decisions

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

Additional Program Criteria

Teaching: The candidate ...

1. Shows a record of participation in CUTLA, ATC, ITS, local/regional teaching related workshops or equivalent training approved by the Department Chair.
2. Participates in assessment planning and execution.
3. Has received student evaluations with a minimum average of 70% of rankings in all categories greater than or equal to Very Good in all courses taught.
4. Have fulfilled their assigned teaching responsibilities since the beginning of their employment at UWF.
5. Actively solicits input from hospital partners to update materials on a regular basis.

Research: The candidate ...

1. Has published an average of 1 paper/year in a peer-reviewed journal or presented an average of 1 presentation or poster/year in the health sciences arena since the beginning of their employment at UWF; a minimum of 3 papers in peer-reviewed journals must be published during their tenure as an Assistant Professor to be considered for promotion to Associate Professor. For promotion to Professor, the candidate must list at least 5 peer reviewed journal articles, book chapters, monographs or technical reports of studies carried out while employed at UWF that were published after promotion to Associate Professor. The department recognizes that books require significant effort, and 1 book can substitute for 3 papers.

2. Has attended an average of 1 local, regional, national or international professional event in health sciences/year since the beginning of their employment at UWF.
3. Has involved students in their research activities.
4. Has applied for external funding (this is required for tenure), and received external funding (this is required for promotion). Funding amount is not specified.
5. Maintains professional certification, and licensure if applicable, along with the associated requisite continuing education.
6. Participates in the authorship of accreditation documents. Primary authorship of the self-study document is equivalent to one peer-reviewed journal article.

Service: The candidate ...

1. Has served on all Program committees, including curriculum development, QEP, Assessment, Advisory and student selection. Serves on at least 1 College-level or University-level committee or Task Forces during their tenure as an Assistant Professor. For promotion to Professor, demonstrates leadership in committee work by chairing a college or university level committee or serving on a task force.
2. Has participated in or helped develop service events involving the student organization, and/or is the faculty advisor for a UWF student association.
3. Has engaged in student recruitment and progression.
4. Holds membership in at least 1 professional related organization during their tenure as an Assistant Professor.

Appendix II

HSA Guidelines for Clinical Promotion

- This Amendment to the HSA Bylaws is intended to replace any existing promotion guidelines and criteria for Professional/Clinical Practice Faculty in the Department of Health Sciences and Administration. This Amendment replaces the previous HSA Bylaw Amendment II.
- This most recent amendment revision was voted on and approved on 4/13/23. The motion to approve was made by Dr. Tiffany Jackman and seconded by Dr. Andrea Nelson. After discussion, all faculty voted unanimously to approve on 4/13/23. The amendment was submitted to the UKCOH Dean who made suggested revisions. The HSA faculty met, incorporated the revisions, and approved the revisions. The motion to approve the promotion guidelines and criteria for Professional/Clinical Practice Faculty was made by Dr. Tiffany Jackman and seconded by Dr. Andrea Nelson. After discussion, all faculty voted unanimously to approve on 4/17/23.

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.

Professional/Clinical Practice Track Standards for Performance at Rank

The following criteria correspond to the standards for performance at rank in the Department of Health Sciences and Administration (HSA). HSA defines professional practice, clinical practice, and professional/clinical practice as synonymous terms in our Department.

Professional/Clinical Practice Track Minimum Qualification Requirements for Assigning Rank			
	Assistant Professor of Professional/Clinical Practice	Associate Professor of Professional/Clinical Practice	Professor of Professional/Clinical Practice
Academic Qualifications	Doctorate or equivalent combination of education and experience in the disciplines that support the domains of health, health sciences, healthcare administration, and/or higher education	Doctorate or equivalent combination of education and experience in the disciplines that support the domains of health, health sciences, healthcare administration, and/or higher education	Doctorate or equivalent combination of education and experience in the disciplines that support the domains of health, health sciences, healthcare administration, and/or higher education
Teaching	Assistant Professors of Professional/Clinical Practice are ordinarily expected to show promise	Associate Professors of Professional/Clinical Practice are ordinarily expected to have an established record	Professors of Professional/Clinical Practice are ordinarily expected to have an established record of

	of excellence in teaching, and/or clinical supervision (as appropriate to the discipline)	of sustained success in teaching and/or in clinical supervision at the undergraduate and/or the graduate levels and/or in clinical direction (as appropriate to the discipline)	sustained success and excellence in teaching and/or in clinical supervision at the undergraduate and/or the graduate levels and/or in clinical direction (as appropriate to the discipline)
Service	Assistant Professors of Professional/Clinical Practice are ordinarily expected to:	Associate Professors of Professional/Clinical Practice are ordinarily expected to:	Professors of Professional/Clinical Practice are ordinarily expected to:
	<ul style="list-style-type: none"> • have experience in clinical and/or professional practice that include the disciplines that support the domains of health, health sciences, healthcare administration, and/or higher education 	<ul style="list-style-type: none"> • have an established record of sustained success in clinical and/or professional practice that include the disciplines that support the domains of health, health sciences, healthcare administration, and/or higher education 	<ul style="list-style-type: none"> • have an established record of sustained success and excellence in clinical and/or professional practice that include the disciplines that support the domains of health, health sciences, healthcare administration, and/or higher education
	<ul style="list-style-type: none"> • show promise of excellence in professional productivity and service, including 2 of the following: 1) activities in program review or accreditation service; 2) professional and/or community (regional, state, national and/or international level) organization service; 3) contract/grant activity; 4) professional credentials, 5) creative activities, scholarly inquiry, or applied practice; and 6) leadership within the Department, College, and/or University 	<ul style="list-style-type: none"> • have an established record of effective participation in professional service including 2 of the following: 1) activities in program review or accreditation service; 2) professional and/or community (regional, state, national and/or international level) organization service; 3) contract/grant activity; 4) professional credentials, 5) creative activities, scholarly inquiry, or applied practice; and 6) leadership within the Department, College, and/or University 	<ul style="list-style-type: none"> • have a substantial and sustained record of effective participation in professional service including 2 of the following: 1) activities in program review or accreditation service; 2) professional and/or community (regional, state, national and/or international level) organization service; 3) contract/grant activity; 4) professional credentials, 5) creative activities, scholarly inquiry, or applied practice; and 6) leadership within the Department, College, and/or University
			<ul style="list-style-type: none"> • have achieved unmistakable recognition for professional contributions as documented through artifacts in their portfolio

			and statement of contribution (recognition may take the form of professional letters identifying a faculty member's contributions)
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HSA Criteria for Promotion:

Minimum rankings of Excellent in the teaching and service performance categories on each of 3 the preceding annual evaluations is required in all Professional/Clinical Faculty promotion decisions. For promotion to professor, the candidate must have achieved the ranking of Distinguished at least once in either the category of teaching or service over the previous 3 years. Except in unusual circumstances (e.g., egregious ethical violation), if faculty members meet the criteria described below, it is an indicator that they may receive favorable decisions, but the meeting of such criteria cannot be construed as a guarantee of promotion.

	<i>For a favorable personnel decision, the weight of evidence must show performance at these levels</i>	
Personnel Decision	Teaching	Service
<i>Promotion to associate</i>	Excellent	Excellent
<i>Promotion to professor</i>	Distinguished in at least one category and at least excellent in the other category	

Department Criteria for Promotion:

The Department has created Professional/Clinical Faculty promotion evaluation criteria that are as straightforward and transparent as possible. The ordinal annual evaluation rankings identified in the HSA Criteria for Promotion section above, are an indicator that faculty may receive favorable promotion decisions, but the meeting of such criteria cannot be construed as a guarantee of promotion. Candidates for promotion are responsible for assembling portfolios in which the weight of evidence provides documentation of sustained performance at the appropriate levels required for favorable decisions. The Department should provide guidance to faculty on what constitutes acceptable and sustained performance.

Eligibility for Promotion:

The Professional/Clinical Faculty member and the Chair shall confer about the readiness of the faculty member as a candidate for promotion. Promotion within the Professional/Clinical ranks is elective (not mandatory). The process of submitting a dossier for consideration for promotion shall be initiated upon request of the faculty member or upon agreement between the faculty member and Chair. The Chair will forward the request to the Dean.

Eligibility for promotion involves both quality of performance and time in rank. Professional/Clinical Faculty will typically be considered eligible for promotion when their annual evaluations demonstrate rankings of Excellent in the teaching and service performance categories on each of 3 the preceding annual evaluations. If candidates do not succeed in their

bid for promotion, they must refrain from submission in the following academic year. Results of all prior unsuccessful reviews shall be required in subsequent promotion reviews.

For Assistant Professors of Professional/Clinical Practice seeking promotion to the rank of Associate Professor of Professional/Clinical Practice, the minimum time in rank is five (5) years prior to making application for consideration for promotion. For Associate Professors of Professional/Clinical Practice seeking promotion to the rank of Professor of Professional/Clinical Practice, the minimum time in rank is five (5) years prior to application for consideration for promotion. The promotion application should begin after five years in the current position and rank.

Performance Criteria for Promotion:

Professional/Clinical Practice faculty will be evaluated by eligible, full-time, voting members of the Department, the Department Chair, the College Faculty Personnel Committee, the Dean of the College, the University Faculty Personnel Committee, and the Provost. Achieving promotion must reflect a demonstrated and sustained high level of performance in the Professional/Clinical Faculty member’s scope of responsibilities that clearly demonstrates increasing activity within quality:

- Teaching
- Service including professional service, professional practice expertise, and/or appropriate University, College, and/or Department level service

Professional/Clinical Faculty must stay current in their discipline, therefore, more advanced expectations exist between assistant to associate and associate to full.

Teaching Criteria:

The following criteria are ordinarily expected of each faculty member. Faculty may choose to fulfill the criteria identified at a higher rank.

Teaching Criteria		
The Assistant Professor of Professional/Clinical Practice undertakes the following:	The Associate Professor of Professional/Clinical Practice undertakes the following:	The Professor of Professional/Clinical Practice undertakes the following:
Demonstrates an interest in developing and using appropriate, high-impact, evidence-based, experiential, innovative, and/or creative course related material to teach courses related to health, health sciences, or healthcare administration	Utilizes appropriate, high-impact, evidence-based, experiential, innovative, and/or creative course related material to teach courses related to health, health sciences, or healthcare administration	Excels in developing and implementing appropriate, high-impact, evidence-based, experiential, innovative, and/or creative course related material to teach courses related to health, health sciences, or healthcare administration
Seeks out mentors and/or collaborates with other full-time or part-time faculty as	Mentors graduate teaching assistants, and/or adjuncts or collaborates with other full-time or	Takes leadership in mentoring junior faculty and/or graduate teaching assistants in teaching or collaborates with other full-time or

recommended by the Department	part-time faculty in the academic setting	part-time faculty in the academic setting
Shows an interest in and contributes to new course development, course revision, or program development (e.g., collaborates on CCRs and program assessment)	Responsible for new course development, course revision, or program development (e.g., serves in lead instructor role, initiates/facilitates CCRs, participates in program assessment)	Provides leadership in new course development, course revision, or program development (e.g., serves in lead instructor role, initiates CCRs, plays a key role in program assessment)
Student assessments document consistently positive impact on learning	Student assessments document consistently positive impact on learning	Student assessments document consistently positive impact on learning
Receives positive annual evaluations	Receives positive annual evaluations	Receives positive annual evaluations

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. These exemplars may include, but are not limited to:

- Student assessment of instruction
- Peer review, assessment, or evaluation(s) of teaching effectiveness by someone outside of the candidate's academic department (e.g., QM designation or HIP designation)
- Selected assignments, examinations, and/or quizzes
- Students' achievement on benchmarking exams or licensure/certification examinations with a curriculum map showing how course-level outcomes map to licensure/certification learning measures
- Teaching portfolio
- Evidence of effective mentoring, and student supervision
- Teaching philosophy
- New course development, course revision, curriculum redevelopment, and/or new program development
- Leadership in teaching
- Leadership in curriculum development in Department and/or discipline
- Effective use of technology for teaching
- Program review and/or accreditation review results
- Course assessment practices
- Teaching professional development
- Evidence of teaching effectiveness as defined in the HSA Department Bylaws
- Teaching awards and recognition received; and/or
- Student accomplishments as they relate to course outcomes and objectives.

Professional Service Criteria:

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. The following criteria are typical examples of the types of service ordinarily expected of each faculty member as identified in each column respective to the position. Faculty may choose to fulfill the criteria at a higher position.

Service Criteria		
The Assistant Professor of Professional/Clinical Practice undertakes the following service:	The Associate Professor of Professional/Clinical Practice undertakes the following service:	The Professor of Professional/Clinical Practice undertakes the following service:
The following 2 criteria are required of all faculty.		
Attends and contributes to Department and Program meetings and committees	Provides committee leadership to the Department and/or Programs	Serves in committee leadership role to the Department and/or Programs
Participates in activities related to the Department's mission and goals (e.g., commencement, capstone presentations, open house, recruitment events)	Participates in activities related to the Department's mission and goals (e.g., commencement, capstone presentations, open house, recruitment events)	Participates in activities related to the Department's mission and goals (e.g., commencement, capstone presentations, open house, recruitment events)
The following criteria are categorized into thematic areas. Faculty must undertake at least 2 service criteria from the list below. The criteria must come from 2 different thematic areas: 1) activities in program review or accreditation service; 2) professional and/or community (regional, state, national and/or international level) organization service; 3) contract/grant activity; 4) professional credentials, 5) creative activities, scholarly inquiry, or applied practice; and 6) leadership within the Department, College, and/or University.		
1) Theme: Program Review or Accreditation Service		
Supports writing and/or documentation on program review or accreditation reports	Participates in writing and/or documentation on program review or accreditation reports	Leads writing and/or documentation on program review or accreditation reports
Participates in program assessment and evaluation	Significantly participates in program assessment and evaluation	Demonstrates leadership in program assessment and evaluation
2) Theme: Professional or Community Organization Service		

Serves on community/professional entities at regional, state, national, and/or international levels. For example, boards, task forces, teams, interprofessional initiatives, and/or accreditation/certification bodies	Serves in an active role on community/professional entities at regional, state, national, and/or international levels. For example, boards, task forces, teams, interprofessional initiatives, and/or accreditation/certification bodies	Serves in an active role or as a leader on community/professional entities at regional, state, national, and/or international levels. For example, boards, task forces, teams, interprofessional initiatives, and/or accreditation/certification bodies
Belongs to professional organizations	Serves in an active role in professional organizations	Serves as a leader in professional organizations
3) Theme: Contract/Grant Activity		
Contributes to internal or external grant/contract writing as an author, co-author, principal investigator, co-investigator, or project director	Initiates or contributes to internal or external grant/contract writing as an author, co-author, principal investigator, co-investigator, or project director	Initiates or contributes to internal or external grant/contract writing as an author, co-author, principal investigator, co-investigator, or project director
Supports grant/contract activities and technical reports related to health, health sciences, healthcare administration, or higher education	Supports grant/contract activities and technical reports related to health, health sciences, healthcare administration, or higher education	Substantively supports grant/contract activities and technical reports related to health, health sciences, healthcare administration, or higher education
4) Theme: Professional Credentials		
Obtains new or maintains current professional or clinical licenses and/or certifications	Obtains new or maintains current professional or clinical licenses and/or certifications	Obtains new or maintains current professional or clinical licenses and/or certifications
Professional development participation in the areas of teaching and learning in higher education; assessment and evaluation; and/or healthcare and health	Professional development contribution in the areas of teaching and learning in higher education; assessment and evaluation; and/or healthcare and health	Professional development leadership in the areas of teaching and learning in higher education; assessment and evaluation; and/or healthcare and health
5) Theme: Creative Activities, Scholarly Inquiry, or Applied Practice		

Participates in activities that support advancements in the areas of teaching and learning in higher education; assessment and evaluation; and/or healthcare and health	Significantly contributes to activities that support advancements in the areas of teaching and learning in higher education; assessment and evaluation; and/or healthcare and health	Leads activities that support advancements in the areas of teaching and learning in higher education; assessment and evaluation; and/or healthcare and health
Shows an interest in and makes forays into scholarly inquiry in a discipline in the health sciences, the scholarship of teaching and learning, and/or program assessment	Practices and participates in scholarly inquiry in a discipline in the health sciences, the scholarship of teaching and learning, and/or program assessment	Practices and participates in scholarly inquiry in a discipline in the health sciences, the scholarship of teaching and learning, and/or program assessment
Disseminates findings of scholarly inquiry related to teaching and learning in higher education; assessment and evaluation; and/or healthcare and health	Disseminates findings of scholarly inquiry related to teaching and learning in higher education; assessment and evaluation; and/or healthcare and health	Disseminates findings of scholarly inquiry related to teaching and learning in higher education; assessment and evaluation; and/or healthcare and health
6) Theme: Leadership within the Department, College, or University		
Receives recognition through elected positions, appointed membership, or service to professional organizations, Department, College, or University	Receives recognition through elected positions, appointed position, or service to professional organizations, Department, College, or University	Receives recognition through elected positions, appointed membership, or service to professional organizations, Department, College, or University
Demonstrates leadership in the University, College, or Department	Demonstrates leadership in the University, College, or Department	Demonstrates leadership in the University, College, or Department
Is appointed to an administrative role in the University, College, or Department	Is appointed to an administrative role in the University, College, or Department	Excels in an administrative role in the University, College, or Department

Professional Service Exemplars:

Candidates for Professional/Clinical promotion must submit exemplars that support professional service activities defined by the service assignment. Exemplars may include documentation of the above service criteria. Exemplars may include, but are not limited to:

- Documentation of leadership to Department and Program committees

- Documentation of participation in activities related to the Department, College, or University's mission and goals
- Meeting minutes or products of committee work
- Copies of approved contracts or grant applications
- Copies of technical reports or contract deliverables
- Copies of supervisor's annual evaluation statements relating to service contributions
- Letters, minutes, or memos for service contributions from committee chairs or administration
- Copies of assessment results or feedback on assessment
- Copies of accreditation or program review documentation that the faculty member has worked on with an indication of the level of support given
- Copies of current professional or clinical licenses and/or certifications
- List of community, Department, College, and University events participated in with an indication of level of participation and frequency of occurrence
- List of professional workshops and conferences attended
- List of grants (internal and external) and contracts applied for, indication of level of participation, and outcome of the request
- Letter of recognition from a professional organization or community organization for service participation
- Letter requesting participation in program assessment (e.g., Quality Matters, CAHME site visits, etc.)
- Copies of conference programs showing faculty member as a presenter
- Service summary reports based on a committee or designated role for the Department, College, and/or University
- Photos of participation in service events related to the Department, College, University, and/or the community
- Copy of new or maintained license or certification
- Documentation of conference or professional presentation, panel moderation, or similar
- Publication or presentation of findings of scholarly inquiry related to teaching and learning in higher education; assessment and evaluation; and/or healthcare and health

Role of the Chair's Annual Evaluation in Promotion Decisions:

The Department Chair should advise all Professional/Clinical Faculty members of all promotion requirements. To this end, they should provide Professional/Clinical Faculty members with copies of the appropriate Department, College, and University promotion policies and discuss the contents of these documents. It is the responsibility of the promotion candidate to know and follow the guidelines outlined in these documents. Furthermore, the candidate must present a clear and accurate professional record and allow the reviews to proceed according to the established procedures. The Chair shall be responsible for keeping the Professional/Clinical Faculty member informed about the Chair's assessment of the faculty member's accomplishments and progress toward promotion.

Role of Department Members in Promotion Decisions:

The Chair will request all full-time faculty (excluding visiting faculty) in the department or unit to submit an evaluation on Professional/Clinical promotion for the candidate (form below). The evaluation form should be completed and signed by each faculty member and submitted to the Chair. Should a faculty member decline to submit an evaluation of a colleague, the faculty member should return the evaluation with a notation stating that the faculty member declined to complete an evaluation. The decision to decline the evaluation will be placed in the

Professional/Clinical Faculty member's promotion file without attribution to the source of the decision.

All promotions will be voted on by the eligible, full-time, non-visiting, faculty members who have at least one year of service in the Department. The results of the vote will be given to the Chair. The Chair will submit the results of the vote and provide a rationale for the decision rendered including their own evaluation. In the event the HSA Department Chair is the candidate for promotion, they should choose an external Chair from another Department to fill the role of Chair in this process. Recommendations will continue per the CBA guidelines at College and University levels. In cases where there are fewer than 3 full-time faculty members to assist in making the Professional/Clinical promotion evaluation decisions, the UKCOH council shall develop a procedure to provide an additional evaluation method. Chairs shall notify the college council at the start of the academic year when an alternative needs to be implemented.

Securing Colleague Supporting Materials:

The Department does not require external or internal letters of support.

Remainder of Process:

Please consult the University Clinical Faculty Promotion Guidelines for further discussion of the following items:

- Early Review Considerations
- Confidentiality
- Preparing the Dossier
- Levels of Review
- Review Decision
- Promotion Review Calendar
- Special Considerations Format
- Scope
- Custody of Dossier Materials
- Order of Dossier Material

**EVALUATION FORM FOR DEPARTMENT COLLEAGUE REVIEW
FOR NOMINEES BEING CONSIDERED FOR PROFESSIONAL/CLINICAL PROMOTION**

DEPARTMENT OF: Health Sciences & Administration

COLLEGE OF: Usha Kundu MD, College of Health

UWF policy provides that each nomination for Professional/Clinical promotion shall be acted upon, with careful consideration being given to the qualifications of the faculty member, including evaluations by colleagues. After carefully reviewing the candidate's dossier, including the departmental criteria for awarding promotion, please complete the evaluation form below which will help in the evaluation process. Please deliver your completed evaluation form to your department chair by **insert date**, for inclusion in the dossier being assembled.

**PEER EVALUATION
FOR:**

insert name

**PEER EVALUATION
FOR:**

Insert name

	Distinguished	Excellent	Good	Fair	Poor	Insufficient Information	Not Applicable
Teaching Effectiveness							
Service Effectiveness							
Interactions With Students							
Disciplinary Expertise							
Works Constructively Within the Department							
Overall Contribution to Your Faculty							
Overall University Contribution							
Overall Candidate Ranking							

Please attach additional comments if needed.

DATE:

Decline to evaluate