

DEPARTMENT OF PUBLIC HEALTH BYLAWS

**Department of Public Health
Bylaws**

University of West Florida
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1. Name of Department

The Department of Public Health hereafter referred to as the Department is a unit in the College of Health.

2. Mission and Vision

Mission statement

The mission of the Department is to provide accessible, affordable, and professional programs of excellence in public health and population health sciences that are not limited geographically to Northwest Florida. The Department holds to accreditation standards of the Council on Education for Public Health (CEPH) to provide graduates with a high-quality, up-to-date education. Graduates of the Department will contribute creatively and ethically to education, research, and service in public health, locally and beyond.

Vision statement

- to be the principal center of education, research, and academic public service in public health in Northwest Florida,
- to provide to a heterogeneous student body an excellent education that addresses and serves their individual and professional goals in population and health sciences,
- to engage students in the research and community service activities of the faculty,
- to contribute, within the areas of public and population health sciences, to the economic development of the Northwest Florida region, the State of Florida, and the world.

3. Values/Code of Ethics

A set of values form the foundation upon which we have created a vision and mission for the Department. These values include:

- **Integrity and candor** in the pursuit of knowledge through intellectual inquiry and discourse. We conduct ourselves with competency, respect, accountability, and transparency.
- **Dedication** to and innovation in educating our students to excel.
- **Excellence** in teaching, research, and service. We believe that excellence in education leads to excellence in the practice of public health.
- **Creativity** in designing and implementing our programs to fit the needs of the region.
- **Cooperation and collaboration** with community and UWF partners in providing quality education.
- **Diversity** in thought, attitude, understanding, appreciation, and practice. We welcome, respect, and celebrate the ways in which people and their ideas are different and the ways in which they are similar.
- **Responsibility** in managing, utilizing, and protecting our resources and the environment.
- **Concern** over the creation of a safe and dynamic learning environment that encourages development of individual potential.
- **Caring:** We provide a learning environment that encourages the development of individual potential for future public health professionals.

4. DEPARTMENT CITIZENSHIP

To promote the optimal functioning of the Department, faculty members are expected to participate in a professional and collegial manner in professional activities that help the Department achieve its goals. These obligations include committee work within the Department, but also extend to other activities that strengthen the presence of the Department on campus. Attendance and collegial participation in Department meetings, assistance in outreach activities on behalf of the Department, participation in campus events sponsored by the Department, and presence at graduation represent effective and meaningful citizen contributions.

5. Structure of the Department

A. Section 1. Members of the Department

- a) The Department consists of a program Chair, faculty including, adjuncts, visiting instructors/post docs, administrative/support personnel, and other coordinators tailored to programmatic needs.

B. Section 2. Eligibility in Governance

- a) Role of the Chair: Recognizing the Chair's managerial responsibilities, it is the Department's expectation that s/he 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 (including instructors/lecturers and visiting 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) Bylaws may be amended at any regular or special faculty meeting as approved by the 2/3 vote of eligible voting members.
- 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 bylaws will be governed by University or College bylaws.

Voting Members

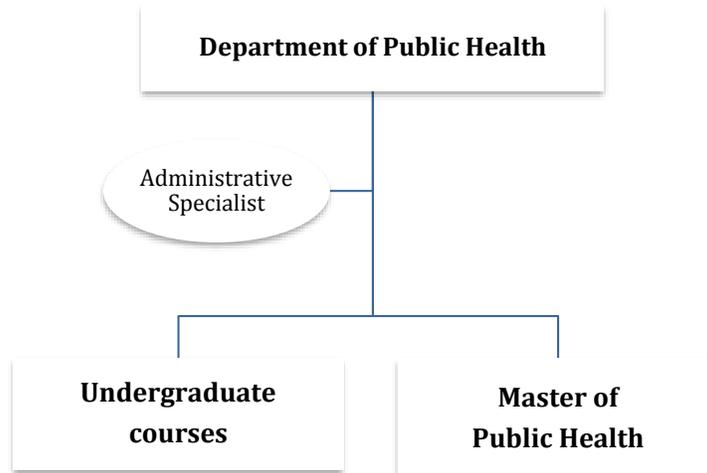
Members of the faculty who are tenured or in tenure-track lines and who hold the rank of Assistant Professor, Associate Professor, or Professor in the Department of Public Health are voting members. Voting members in phased retirement shall retain voting privileges until completion of the phased retirement period. Retired faculty members, including those with emeritus status, do not have voting privileges. Full-time, non-tenure track faculty lines can vote on all matters except tenure and promotion matters. The chair will request all full-time faculty (excluding visiting faculty) in the department or unit to submit an evaluation on promotion for the promotion candidate

Non-voting Members

The [UWF Faculty Handbook](#) defines ranked faculty, Adjunct Faculty Members and Faculty Associates. Faculty Associates are appointments that do not include compensation, but that may include special privileges and responsibilities. Persons with this status may or may not be otherwise affiliated with the University. Adjunct Faculty Members and Faculty Associates may participate in faculty meetings and discussions of key Department issues.

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Section 3. Department Organizational Chart



6. 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 two weeks' notice shall be given, with the exception of meetings called by the Chair to handle unforeseen issues. 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 distributed two working days in advance when practical.

Minutes will be taken by the administrative staff and distributed at least one week before the next meeting for review. One electronic and one hard copy will be filed in the Departmental shared drive and in an administrative notebook, respectively. A majority at the next faculty meeting must approve the minutes.

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.

Robert's Rules of Orders shall be followed. These rules can be accessed at <http://www.robertsrules.com/authority.html>.

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

7. Committee Structure

Section 1. Ad hoc Committees/Working Groups

The Chair establishes ad hoc committees as the need develops, to carry out specific responsibilities (e.g., search/website review committees). 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. Mentoring Committee

Each faculty member will be assigned a 1-2 member Mentoring Committee. Within the first semester of employment, the Chair will meet with each new hire and make a good faith effort to balance the qualifications on the Mentoring Committee with the track-appropriate career goals of each mentee, including finding outside mentors where necessary. The committee will meet with the faculty member on an annual basis to review his/her progress towards track-appropriate career goals and make recommendations for success. To ensure equitable mentoring for all candidates, the Chair will serve as the ex-officio member of all mentoring committees. A written evaluation of the candidate's progress will be provided to the candidate by the committee annually and at the mid-career point. Evaluations forms will be based on those currently provided by the Division of Academic Affairs (e.g., the [Annual Evaluation, Tenure, & Promotion Policy](#)). As career goals are met, the Chair and each mentee will mutually decide on mentorship guidance going forward.

A resource for the mentors is: [UMass Amherst: Mutual Mentoring Guide](#)

Section 3. Department Specific Committees

Each program has its own standing committees, which consist of at least two faculty members, including a committee chair, and may include members of the community (denoted by *) and adjunct instructors.

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 the committee meeting minutes.

It is expected that all faculty (with the exception of adjuncts) will serve on at least one departmental committee at all times as part of his/her service requirement. These committees are comprised of a minimum of three MPH primary faculty and an MPH student (when appropriate). Minutes will be maintained.

- a) **MPH Accreditation & Programmatic Assessment Committee.** This committee is comprised of three subcommittees
 - Accreditation
 - Internship
 - Comprehensive Exam
- **Charge:** This committee consists of faculty charged with making recommendations to the Department Chair and faculty with respect to the following responsibilities:
 - 1) Oversee the quality of the internship program and culminating experience.

- 2) Maintain the MPH Internship Guide in accordance with all approved policies and procedures.
- 3) Maintaining the MPH Comprehensive Exam Guide in accordance with all approved policies and procedures.
- 4) Maintaining ongoing and systematic data collection, monitoring and assessment for program and regional accreditation standards.

b) MPH Curriculum Committee*

- **Charge:** The MPH Curriculum Committee makes recommendations to the Department Chair and faculty with respect to the following responsibilities:
 - 1) Review and approve or deny all proposed changes to the MPH curriculum and degree requirements, including academic standards and policies, as well as course competencies emphasized to address workforce needs.
 - 2) Maintain the MPH Honor Code in accordance with all approved policies and procedures.

c) MPH Admission Committee

- **Charge:** This committee is charged to make recommendations to the Department Chair and faculty on issues related to the admission of students into the MPH program and evaluates and approves or denies all applications to the MPH program based on established program policies.

d) MPH Workforce Development & Community Outreach Committee

- **Charge:** This committee is charged with making recommendations to the Department Chair and faculty on community outreach, workforce development needs, grants, and community engagement at the local, regional, national, and global levels.

8. Academic Policies

Section 1. Advising

Advising will be carried out by the designated unit professional advisor or by faculty assigned as advisors who will also coordinate student recruiting and progression to completion. CAERS reports assign one contact hour per 30 advisees.

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. Grading and Examination Policies

Grading and examination policies are made at the discretion of the instructor. 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 at <http://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).

9. 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 Search Committee is composed of the following:

- Chair
- Two core faculty appointed by the Chair
- A current student representative of the department or program
- Other members approved by the Chair in the best interest of the search and department

Each Search Committee must 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

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. The Chair prepares and submits the letter of assignment.

- 1) Summer courses will be offered and scheduled on the basis of student program needs and enrollment projections.
- 2) Faculty will be offered supplementary contracts based on area of specialization and qualifications to teach the courses offered. If more than one faculty member is qualified to teach a scheduled course, the supplementary appointments will be offered on a rotation basis. Priority will be based on two factors: the length of the time since the last summer appointment and the number (fewest) of appointments within the previous five years. Faculty, rather than adjuncts, will have first consideration of appointment, within constraints of summer lines made available to the College and Department.
- 3) Policy for overload teaching opportunities: No faculty member shall be forced to engage in overload teaching, but all faculty members who desire to do overload teaching shall have an opportunity to do so in their fields of expertise. Faculty members shall be encouraged to work through the Chair to promote their overload courses in order to secure appropriate numbers of students. In those areas where more than one faculty member has expertise, the overload teaching shall be assigned on a rotational basis.

The Annual Work Assignments shall be consistent with UWF-BOT/UFF Collective Bargaining Agreement 2014-2013 Section 10.3:

10.3 Annual Assignment. (a) Communication of Workload Assignment. Faculty will be apprised in writing, at the beginning of their employment and at the beginning of each year of employment thereafter, of the expectations related to teaching, scholarly and creative projects, and service for that year. Any special or atypical work expectations affecting these activities will

be identified in the workload assignment letter. (b) Informal Communication of Instructional Assignment. The published schedule available on the first day of student registration will serve as the informal notification of the faculty member's course assignment. If there is a mismatch between the published schedule and the workload assignment, the faculty member and supervisor will discuss and resolve the discrepancy. The informal communication of instructional assignment is not grievable. (c) Formal Communication of Instructional Assignment. This instructional assignment will be confirmed in writing no later than six (6) weeks in advance of the start of classes. (d) Instructional Assignment. The period of an instructional assignment during an academic year will not exceed an average of seventy-five (75) days per semester and the period for testing, advisement, and other scheduled assignments will not exceed an average of ten (10) days per semester. Within each semester, activities referred to above will be scheduled during contiguous weeks with the exception of University breaks, if any. (e) Change in Instructional Assignment. Should it become necessary to make changes in a faculty member's instructional assignment less than six weeks before the start of classes, the supervisor will notify the faculty member prior to making such changes and will specify such changes in writing. Faculty can identify late changes in schedule as an extenuating circumstance in interpreting their performance evaluation data. Supervisors will take the late assignment into consideration in interpreting the results of student evaluations from those classes. (f) Equitable Opportunity. Each faculty member will be given assignments which provide equitable opportunities, in relation to other faculty in the same department/unit, to meet the required criteria for promotion, tenure, successive fixed multi-year appointments, and merit salary increases. (1) For the purpose of applying this principle to promotion, assignments will be considered over the entire period since the original appointment or since the last promotion, not solely over the period of a single annual assignment. The period under consideration at the University will not be less than four (4) years. The faculty member's annual assignment will be included in the promotion file.

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

The chair, in consultation with the faculty member, will establish the faculty member's assignments in teaching, research, and service for the upcoming academic year. These assignments are based upon the needs of the Department and the professional development of the faculty member. The chair prepares and signs the letter of assignment and refers to the dean for further processing.

Section 3. Annual Evaluation Criteria and Procedures

Annual evaluations are 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 4, 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 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

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 consistently positive impact on learning. Assessment, syllabi, curriculum development, etc. should be in compliance with program policies.

Teaching: Ranking for Evaluation of Poor

This performance level demonstrates serious problems in attaining success in a teaching role as reflected either by (1) a combination of many of the negative indicators; or (2) fewer, but more extreme behaviors that produce substantial negative outcomes on students and their learning. In general, teaching performance is well below the programmatic standard.

Indicators:

- Student evaluations document consistent and substantive problems (ratings well below the program average)
- Student Complaint Log reflects consistent and substantive problems in performance
- Teaching philosophy missing, poorly articulated, or poorly expressed in course activities and planning
- Syllabi fail to establish clear and relevant expectations
- Assessment practices are inadequate to support student learning and program needs (e.g., competencies are inadequate, inappropriate, or missing; testing strategies are not effective or are unfair)
- Goals and course content reflect no continuous improvement efforts; no assistance rendered for programmatic assessment plans

- Pedagogical practices are unsound (e.g., disorganization; late, missing, unhelpful feedback; standards too lax or too challenging; routinely poor preparation; failure to master eLearning environment)
- Student support practices are unsound (e.g., routine failure to respond to student queries in discussion forums; routine failure to respond to emails from students)
- Consistent and very negative ratings in advising, mentoring, and supervision of students in directed studies projects
- Chronic academic integrity concerns identified including evidence of disrespect for students and their rights

Teaching: Ranking for Evaluation of Fair

This performance level demonstrates some positive teaching outcomes, but produces major areas for concern that have a moderately negative impact on students and their learning, typically as reflected by a combination of several of the indicators below. In general, teaching performance is moderately below the programmatic standard.

Indicators:

- Student evaluations document areas of moderate concern (ratings below the program average)
- Teaching philosophy may not be clearly expressed in course planning and activities
- Syllabi need to provide clearer and more appropriate expectations
- Assessment practices show some difficulty in supporting student learning and meeting program needs
- Goals and course content reflect limited continuous improvement effort
- Some pedagogical practices need attention
- Some student support practices need improvement
- Advising, mentoring, and student supervision practices need improvement
- Special teaching assignments (e.g., honors, capstone, general education) could be executed with greater competence
- Occasional challenges related to academic integrity, including disrespect for students and their rights

Teaching: Ranking for Evaluation of Good

This performance level demonstrates overall teaching effectiveness but some minor areas for concern, typically reflected by some combination of the indicators listed below. In general, teaching performance is mildly below the programmatic standard.

Indicators:

- Student evaluations document adequate impact on learning
- Teaching philosophy expressed in course planning and activities
- Syllabi provide reasonably clear and appropriate expectations
- Assessment practices support student learning and contribute to programmatic needs
- Goals and course content give evidence of continuous improvement effort
- Majority of pedagogical practices are appropriate and effective
- Majority of student support practices are appropriate and effective
- Advising, mentoring, and student supervision practices are appropriate and effective
- Maintains appropriate standards of academic integrity, including respect for students and their rights

Teaching: Ranking for Evaluation of Excellent

This performance level demonstrates consistent high quality teaching with positive outcomes for students as reflected by the indicators below. Excellence meets the program standard.

Indicators:

- Student evaluations document consistently positive impact on learning (above average)
- Teaching philosophy provides foundation for coherent course planning and activities
- Syllabi outlines comprehensive, clear, and appropriate performance expectations
- Assessment practices enhance student learning and contribute to programmatic needs
- Goals and course content routinely provide evidence of continuous improvement effort
- Pedagogical practices facilitate optimal learning conditions
- Student support practices facilitate optimal student development
- Advising, mentoring, and student supervision practices receive consistently favorable review
- Appropriate standards of academic integrity promoted, including respect for students and their rights

Teaching: Ranking for Evaluation of Distinguished

This performance level demonstrates unusually high degree of quality in teaching as shown by the following indicators that build upon indicators for excellence. In general, teaching contributions exceed the standards of excellence of the program.

Indicators:

- Numerical student evaluation data document clear statistical exceptionality
- Narrative statements emphasize powerful impact on learner or transformative learning experiences
- Teaching awards honor high caliber of performance
- Leadership evident in the promotion of high quality teaching and curriculum development in the program

Section 4, Part B. Annual Evaluation of Scholarly Activity

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 field of study: filed, awarded
 - Consulting projects (paid) in area related to field of study
 - Workshops attended related to field of study
 - Technical reports: submitted, accepted, published (in press, online, in print)
 - Maintenance of professional licensure
7. Preparation of accreditation documents
8. Qualitative assessment
- Citation index
 - Impact factors
 - Awards related to field of study

Research: Department Standard

Individuals in tenure-track positions 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.

Research: Ranking for Evaluation of Poor

This performance level demonstrates serious problems in developing scholarship and creative projects as reflected by the indicators below. In general, scholarly and creative production is well below the program standard.

Indicators:

- Scholarly agenda or creative plan has not been identified (e.g., central focus of career interest has not materialized)
- Minimal pursuit of scholarly and creative projects
- Avoidance of professional organization involvement that could help disseminate or display faculty work
- Failure to pursue expected professional enhancement activities (e.g., licensure, continuing education, technology training)
- Avoidance of grant exploration or pursuit
- Ethical regulations violated regarding scholarly or artistic production
- Poor time management strategies handicap work output

Research: Ranking for Evaluation of Fair

This performance level demonstrates only minor tangible progress toward executing a scholarly and creative agenda as shown by the indicators below. In general, scholarly and creative projects are moderately below the program standard.

Indicators:

- General focus of interest identified

- Evidence of some completion of beginning stages of scholarly or artistic process (e.g., data collection, manuscript outline, artistic plan)
- Exploration of possible scholarly collaboration or resource network to help with specific plan
- Professional organizations identified that will support scholarly and creative goals
- Appropriate professional educational opportunities (e.g., licensure, technology training, special educational opportunities) identified
- Sources of external support for scholarship or creative activities agenda identified and explored
- Judgment about ethical standards for scholarly and artistic production may be problematic at times
- Questionable time management strategies limit production

Research: Ranking for Evaluation of Good

This performance level demonstrates moderate tangible progress in scholarship or creative activity agenda as shown by the indicators below, but work falls mildly below the program standard.

Indicators:

- Specific scholarly agenda or creative plan identified, including appropriate timelines and preferred dissemination or display venues
- Scholarly and creative projects completed but falls short of rate of program standards related to the rate of completion or quality of dissemination venue
- Completed projects suggest the potential for significant, high quality scholarship over the candidate's career
- Appropriate professional educational opportunities pursued
- Involvement with professional organizations that will support scholarly or creative goals
- Grants developed and submitted to capture external support
- Adheres to relevant ethics conventions for scholarly and creative projects
- Reasonably effective time management strategies contribute to success

Research: Ranking for Evaluation of Excellent

This performance level demonstrates satisfactory execution of scholarship or creative activity agenda as shown by the indicators below. Excellence meets the program standard.

Indicators:

- Refined scholarly agenda or creative plan well suited to the mission of the university
- Meets program production targets for both quantity and quality of scholarship
- Potential for wide recognition of quality outside of the University
- Completes appropriate schedule of professional educational opportunities (e.g., licensure, technology training, etc.) in a timely fashion
- External support captured to facilitate scholarship or creative activities agenda
- Highly skilled application of ethical conventions in discipline
- Skilled time management facilitates success of scholarly agenda or creative plan

Research: Ranking for Evaluation of Distinguished

This performance level demonstrates unusually high degree of skill in design and execution of scholarly and creativity projects as shown by the indicators below that build upon the indicators for excellence. In general, scholarly and creativity projects exceed the standards of excellence of the program.

Indicators:

- Both quantity and quality measures clearly exceed program expectations
- National or international audience
- National or international recognition earned for quality
- Awards received for scholarly or creative projects
- Achievements in continuing professional training show unusual merit
- Strong record of grant pursuit, grant awards, successful completion, and dissemination of results
- Campus and/or disciplinary leadership

Section 4, 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
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 (e.g., an outreach activity related to community public health); two activities must be recurring events (e.g., serving on a standing committee or sponsoring a student organization). 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 as indicated below.

Service: Ranking for Evaluation of Poor

This performance level demonstrates serious problems in fulfilling appropriate service role for faculty as shown by the indicators below. In general, service is absent.

Indicators:

- Service activity nonexistent or very poor in number/quality, producing a potentially adverse impact on the goals of the program
- Significance of the obligation of service in the faculty role in line with the mission of the university not apparent (e.g., faculty seems resistant or oblivious to service needs)

- Community service, if any, does not in any way provide synergy between the faculty member's area of expertise and the service functions

Service: Ranking for Evaluation of Fair

This performance level demonstrates only minor tangible progress in service contributions as shown by the indicators below. In general, service is moderately below the program standard.

Indicators:

- Appropriate arenas for service identified and explored
- Minimal contributions made in service role (e.g., "sits" on committees as compared to active participation)
- Recognition of service obligation in faculty role shapes consideration
- Over-commitment to service spreads faculty time and energy too thinly to facilitate effectiveness
- Community service provides limited, tangential synergy between the faculty member's area of expertise and service functions

Service: Ranking for Evaluation of Good

This performance level demonstrates major tangible progress in relevant service contributions as shown by the indicators below. In general, service is somewhat below the program standard.

Indicators:

- Emerging service agenda reflects reasonable expectation for rank
- Selection of service activity expresses understanding of faculty service role in the mission of the university
- Usually participates actively and constructively in service activity
- Usually effective in service as citizen of program
- Balance across service obligations may be a struggle
- Community service provides reasonable synergy between the faculty member's area of expertise and the service functions

Service: Ranking for Evaluation of Excellent

This performance level demonstrates satisfactory execution of service contributions as shown by the indicators below. In general, service contributions meet the program standard.

Indicators:

- Scope and level of effort meet program standards
- Service agenda well suited to the mission of the university
- Service contributions represent strategic decisions that balance demands from the discipline, program, campus, and community
- Potential shown for wide recognition inside and outside of the university
- Community service provides excellent synergy between the faculty member's area of expertise and the service functions

Service: Ranking for Evaluation of Distinguished

This performance level demonstrates a high degree of skill in service contributions as shown by the indicators below that build upon indicators for excellence. In general, service contributions exceed the standards of excellence of the program.

Indicators:

- Leadership demonstrated in targeted arenas of service (e.g., holds elected office, collaborates skillfully and innovatively)
- Problems solved proactively through vigorous contributions
- Wide external recognition (local, national or international audiences) or awards achieved for quality of service contributions
- Community service provides significant and measurable impact; service provides excellent synergy between the faculty member's area of expertise and the service functions

Section 4, 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 following 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 an offer is made. The background check will be repeated annually unless the adjunct is employed on a continuous basis.

The Chair informs the adjunct of the responsibilities of the position and the compensation. If the adjunct is teaching online, they also meet with the faculty coordinating online teaching and training and arrange for completion of online teaching training requirements. Adjuncts will be evaluated each semester using criteria that includes: student evaluations, student complaints and praise, and responsiveness to students. Repeated or excessive complaints from students regarding technical difficulties within the control of the adjunct to solve will be grounds for termination of their appointment.

Section 5. 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 6. Office Hours

All full-time faculty are required to meet a posted schedule of a minimum of six office hours per week distributed over at least two days and several time blocks.

Section 7. Allocation of Paid Overload Appointments

No faculty member shall be forced to engage in overload teaching, but all faculty members who desire to do overload teaching shall have an opportunity to do so in their fields of expertise. Faculty members shall be encouraged to work through the Chair to promote their overload courses in order to secure appropriate numbers of students. In those areas where more than one faculty member has expertise, the overload teaching shall be assigned on a rotational basis.

Section 8. 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 that 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 9. 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 his/her 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 his/her 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 his/her credentials for consideration for promotion to Professor.

Promotion and tenure decisions are made at the Provost's level. 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, 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 in the table below, 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		

Section 10. 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>.

9. Department Chair

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 bylaws and the governing laws of the university. Policies are found at the Academic Affairs website.

Department Chairs have a responsibility to students, faculty, and the administration. The Chair is responsible for overseeing the quality of instruction in the Department 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.

10. 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 constraints 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.

11. 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 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.

12. Faculty Development

The Department is committed to assisting faculty and promoting excellence. Faculty requesting sabbaticals will notify the Chair at least two years in advance of the sabbatical year. 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 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.

Tenure-track faculty may be provided with laboratory space and a seed account for purposes of starting up new research projects. The seed account/start-up funds are negotiated with the Dean during the hiring process.

13. Curricular Review and Assessment Protocols

Section 1. Accreditation Review

The MPH program is accredited by the Council on Education in Public Health. Curricula, faculty credentials, and programmatic standards should be reviewed regularly (at least annually) with respect to the accrediting agency.

Section 2. UWF Program Review

Each program at UWF undergoes a formal review process every seven years. The guidelines are provided by the Office of the Provost 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 Undergraduate Teaching, Learning, and Assessment (CUTLA).

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.

14. Date of adoption: August 10, 2017

Appendix II - MPH Program Tenure and Promotion Criteria

Promotion and tenure decisions are made at the Provost's level, based on the University's criteria and timeline provided here:

- <http://uwf.edu/offices/academic-affairs-division/awards-recognition/promotion-tenure/>

Excerpt from 2017-2018: "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."

Table 1. University Criteria

	<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		

The Tenure & Promotion (T&P) criteria for the Department of Public Health (DoPUBH) program are modeled after those established by the University, but have also been tailored to address the unique teaching, research, and service needs of the Department of Public Health. For Assistant Professors, 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 consideration for promotion to Associate Professor. For Associate Professors, after a minimum period of 5 years in rank, the faculty member will follow the University Guidelines for consideration for promotion to Professor. To provide assistance throughout the promotion process, each tenure-track faculty member is assigned a Mentorship Committee as described in the departmental bylaws.

Table 2. MPH Program Tenure and Promotion Criteria for TEACHING

CRITERION	INTENT/IMPACT	GUIDANCE ON INTERPRETATION & REPRESENTATIVE EXAMPLES
T1. Has fulfilled their assigned teaching responsibilities since the beginning of their employment at UWF	fulfillment of work assignments in teaching	summary of courses taught each semester
T2. Has received student evaluations with a minimum average of 70% of rankings in all categories greater than or equal to Good in all courses taught [for any student evaluation items with a ranking less than 70%, candidate must provide evidence of efforts to address issues related to that item]	consistent and meaningful efforts to ensure high quality teaching, recognizing the diverse set of courses required in the curricula, where some courses are more competency-intensive than others	course evaluations with a summary of courses taught, noting: undergraduate vs. graduate level, competency requirements, assignment/project complexities, core vs. elective course, major vs. non-major student composition, new prep vs. mature course, number of times taught, student enrollments, total course load, student evaluation response rates per course, etc.
T3. Has participated in CUTLA, ATC, ITS, Coursera/EdX, local/regional workshops/conferences, or other teaching-related, equivalent trainings approved by the Chair to routinely employ the latest available online teaching technologies in courses	engagement in external training appropriate to employ the latest technologies appropriate for each course, particularly for any areas of weaknesses identified by student evaluations	summary of external trainings attended; summary of employed technologies, updates required to address software licensing issues, etc.
T4. Has completed course-appropriate content updates as part of individual and program-specific continuous quality improvement initiatives, accreditation, assessment, and QEP planning and execution, including incorporation of Quality Matters standards where appropriate	consistent and meaningful efforts to ensure high quality teaching and positively contribute to teaching-related initiatives for accreditation, assessment, and QEP planning and execution	summary of quality improvement updates, changes based on Quality Matter-based initiatives, etc.; summary of efforts to support teaching-related programmatic documentation requests (e.g., compliance with syllabi standardization, implementation of course competency coverage, providing questions for MPH comprehensive exam, etc.); development/implementation of teaching practices addressing university-wide strategic plans (e.g., High-Impact Teaching Practices initiatives), etc.

Table 3. MPH Program Tenure and Promotion Criteria for RESEARCH

CRITERION	INTENT/IMPACT	GUIDANCE ON INTERPRETATION & REPRESENTATIVE EXAMPLES
<p>R1. Has published an average of 1 paper/year in a peer-reviewed journal or presented an average of 1 paper or poster/year in a peer-reviewed, discipline-related arena during employment at UWF</p> <p><u>ASSISTANT->ASSOCIATE PROFESSOR:</u> A minimum of 3 papers in peer-reviewed journals must be published as an Assistant Professor to be considered for promotion to Associate Professor</p> <p><u>ASSOCIATE->FULL PROFESSOR:</u> A minimum of 5 papers in peer-reviewed journals must be published as an Associate Professor to be considered for promotion to Professor</p>	<p>substantial and highly tangible scholarship in candidate's area of expertise, as recognized by peers external to the University</p> <p>contribution to University goals on issues of regional, statewide, national, and/or international (promotion to Full Professor) importance</p>	<p>peer-reviewed book chapters, books, editorships, and conference abstracts, posters, papers, and presentations are strongly encouraged to supplement the minimum peer-reviewed journal requirements</p> <p>faculty presenting at non-peer-reviewed venues (e.g., UWF's SEASTARS, CUTLA, invited lecture or panelist outside UWF, etc.) should also seek out peer-reviewed venues such as regional, national, and international conferences and workshops (e.g., APHA, FPHA, etc.) whenever appropriate</p> <p>faculty working on the MPH Accreditation/QEP Committee are strongly encouraged to seek out peer-reviewed presentation/publication venues for the scholarship of teaching, learning, and administration to publish their contributions</p> <p>faculty working on white papers, technical reports, or grant-related activities are strongly encouraged to seek out peer-reviewed presentation/publication venues to publish their findings whenever appropriate</p>

R2. Has applied for external funding (required for tenure), and received external funding (required for promotion)	meaningful extramural grant-related efforts	<p>extramural grants may involve program evaluation, workforce development, basic research, interventional/translational research, community engagement/participatory research, support to enhance teaching or research facilities, support for outreach initiatives or student participation, etc.</p> <p>faculty are strongly encouraged to show a track-record of grant-related activities including extramural grant development (even if unfunded), grant-related consulting, serving as a grant reviewer, etc.</p> <p>faculty are strongly encouraged to seek intramural grant awards when possible or appropriate (to conduct pilot studies, to provide start-up funds for new research in an emerging area, to demonstrate successes with grant-related efforts, to make follow-on extramural grant applications more competitive, etc.), and to engage in other research-related professional activities in support of strengthening future grant applications (e.g., serving as a national/international journal reviewer, etc.)</p>
R3. Has involved students in their research activities	meaningful contributions to promoting student engagement in research endeavors (current students or alumni)	<p>activities may include data collection, analysis, study design, manuscript co-authorship, grant-writing, etc.</p> <p>faculty are supported in serving on thesis/dissertation committees outside the department (in support of research goals, development of new interdisciplinary lines of research, etc.)</p>
R4. Has collaborated with regional organizations in ways that promote the practice of public health and broaden their knowledge of public health	meaningful community engagement in candidate's area of expertise	<p>activities may include grant development, engaging with disease-specific or health/environmental-issue coalitions (e.g., Healthy Start, Citizens Against Toxic Exposure, County Community Health Committees, Drug Abuse, HIV, Immunization Coalition, League of Women Voters Natural Resource Committee, etc.), working with organizations to develop interventions, consulting or data analysis for research-related collaborations (e.g., to better understand the extent and determinants of health disparities, prevalence of toxic substances in the community, etc.), serving as a regional journal/newsletter reviewer (e.g., Florida Public Health Journal), etc.</p>

Table 4. MPH Program Tenure and Promotion Criteria for SERVICE

CRITERION	INTENT/IMPACT	GUIDANCE ON INTERPRETATION & REPRESENTATIVE EXAMPLES
S1. Has served on an average of 2 program committees/year <u>ASSISTANT->ASSOCIATE PROFESSOR:</u> Must additionally chair/lead at least 1 program committee	consistent and meaningful program committee engagement and leadership	summary of committee memberships and leadership roles on: A.MPH Accreditation & Programmatic Assessment Committee B.MPH Admissions Committee C.MPH Curriculum Committee

<p>as an Assistant Professor or serve as the Chair of the MPH Advisory Committee for 1 or more years</p> <p><u>ASSOCIATE->FULL PROFESSOR:</u> Must additionally chair/lead at least 2 different program committees as an Associate Professor or chair the same committee for 2 or more years or serve as the Chair of the MPH Advisory Committee for 2 or more years</p>		<p>D.MPH Workforce Development & Community Outreach Committee</p> <p>E. MPH Ad Hoc Committees, for example:</p> <ol style="list-style-type: none"> a. Adjunct Development b. Bylaws c. Search d. SWOT Analysis e. T&P Mentorship f. Website g. Working Groups
<p>S2. Has served in 1 leadership role on a College-level or University-level committee or working group, or served on a Task Force, or has engaged in a significant role as part of a UWF Network/Center/Institute or other similar interdepartmental event or outreach activity</p>	<p>demonstration of the ability to shoulder major responsibilities in service within and/or beyond the University</p> <p>meaningful engagement with faculty at and above your current rank from departments within and outside your college</p>	<p>chairing a College or University-level committee or subcommittee, serving on a Task Force at UWF, organizing a panel or specialized training at a Network/Center/Institute event (e.g., CUTLA, ATC, etc.), significant role engaging the College or University as part of an interdepartmental event, outreach activity, or working group (e.g., meaningful interdepartmental engagement with UWF's Academic Center for Excellence, Career Services, Continuing Education, ITS, Study Abroad, University College, Volunteer UWF, etc.)</p> <p>early participation in a variety of university-affiliated events will provide opportunities to meet faculty at and above your rank from other departments and colleges (e.g., judging Science Fair or Science Olympiad, attending Commencement or Honors Convocation, etc.)</p>
<p>S3. Has participated in accreditation and assessment activities for SACS and CEPH</p>	<p>meaningful accreditation and assessment engagement</p>	<p>engagement with data collection, data analysis, website maintenance, self-study manuscript development, accreditation-related strategic planning, participation in site visit pre-planning, attendance/participation during on-campus site visits, engagement with post-visit follow-up, assistance with annual reports or accreditation-related assessment initiatives, etc.</p>
<p>S4. Has engaged in advising, internship, and retention activities for MPH students</p>	<p>meaningful advising, internship, and retention engagement</p>	<p>one-on-one or group advising, development and/or deployment of advising-related processes, performing graduation audits, development/implementation of retention activities, service activities in support of university-wide strategic plans (e.g., Advising, Retention and Completion initiatives), assistance with internship MOUs, internship supervision, development or coordination of internship/seminar ePortal, etc.</p>
<p>S5. Has a track record of helping develop, promote, and increase student participation and leadership in service events/activities or has engaged in marketing the MPH program and in recruiting MPH students</p>	<p>meaningful contribution to increasing student engagement in discipline-related events and activities or meaningful marketing and recruitment engagement</p>	<p>has served as the Faculty Advisor or provided other tangible assistance to the Student Association for Public Health (e.g., website maintenance, guiding students in the development of exhibits or booths, engaging students in mentorship/leadership training, providing guidance for leveraging social media and technology to crowdsource activities, etc.), has helped to promote local and non-local student engagement in national events (e.g., Earth Day, Great American Smoke-Out, National Breast Cancer Day, National Public Health Week, World AIDS Day, etc.), has</p>

		<p>worked to engage students in hosting or promoting UWF-affiliated functions associated with an event, etc.</p> <p>or</p> <p>development/distribution of hardcopy or digital marketing materials, hosting/manning booth at APHA or other local/regional venues, development of new marketing/branding initiatives, maintaining programmatic social media accounts (e.g., AfterCollege, Facebook, Instagram, LinkedIn, Pinterest, Twitter, etc.), website development, high school outreach initiatives, service activities in support of university-wide strategic plans (e.g., Open House, Nursing Assembly, Phone-A-Thon, etc.), etc.</p>
<p>S6. Holds membership in at least 1 professional discipline-related organization and participated in some capacity within that organization or has a record of engagement with local, regional, national, or international professional events or organizations</p>	<p>clearly defined and robust record of service on behalf of public/community health as demonstrated by meaningful professional society engagement or meaningful professional event engagement or meaningful engagement with community-related outreach activities</p>	<p>possible organizations include FPHA, APHA, etc. with serving as an officer/subcommittee member/subject matter expert/task force member/facilitator, providing assistance with support services (e.g., social media accounts), presenting at a meeting, assisting with meeting organization or post-meeting follow-up, engaged with strategic planning or fund-raising, contributor/reviewer for a newsletter, reviewer for associated conferences/workshops/journals, reviewer/contributor to technical reports or white papers, etc.</p> <p>or</p> <p>serving as a developer, host, moderator, panelist, presenter, or promoter of a workforce development-related training, participating in public health-related training exercises, providing assistance to promote discipline-related professional events or outreach activities, serving as a consultant or liaison to a professional society, assisting with coordination with regional Chambers of Commerce or other business/government leaders, fund-raising, etc.</p> <p>or</p> <p>data collection and analysis in preparation for planning outreach activities (e.g., working on technical reports, white papers, etc.), engagement in activities to assist in mobilizing community stakeholders (e.g., serving as a panelist or presenter, engagement with targeted initiatives for Ad Hoc Working Groups, etc.), promoting public awareness of the value of the discipline to the economy of Florida and the nation, etc.</p>

Table 5: Criteria Clinical Practice Track- Non-tenure, adapted from the UWF Department of Nursing This is contingent on the University defining this track and agreement with the CBA. There is currently no timetable for when the Clinical promotional track will be available at the University.

CLINICAL PRACTICE TRACK STANDARDS FOR PERFORMANCE AT RANK :			
Lecturer	Clinical Assistant Professor of Public Health	Clinical Associate Professor of Public Health	Clinical Professor of Public Health
1. Academic qualification: A doctoral degree Population Health Sciences or a commensurate degree in an appropriate discipline is required.	1. Academic qualification: A doctoral degree in a health related field.	1. Academic qualification: Doctorate	1. Academic qualification: Doctorate in a Health related discipline
2. Demonstrates effective teaching skills and the potential for success in classroom, clinical or practicum settings.	2. Demonstrates competency in teaching in area of expertise.	2. Demonstrates continuous competency in teaching in area(s) of expertise.	2. Recognized for excellence in teaching related to area(s) of expertise.
3. No requirement for scholarship with this rank.	3. Develops a program of scholarship in specialty area.	3. Acquires stature in a program of scholarship in specialty area, tangible output of research	3. Sustains a program of scholarship in specialty area.
4. Participates in service-related activities within the Department of Public Health	4. Provides service to the department, the community, and the profession.	4. Assumes leadership positions in service to the department, university, community, and profession.	4. Recognized as a leader in the university and among peers in specialty area, locally and nationally/internationally .
5. Demonstrates competence and leadership within a defined public health or population science practice area.	5. Demonstrates competence and leadership within a defined public health or population science practice area.	5. Demonstrates competence and leadership within a defined public health or population science practice	5. Demonstrates competence and leadership within a defined public health or population science