

## **Department of Medical Laboratory Sciences**

### **Bylaws**

University of West Florida  
11000 University Parkway  
Pensacola, Florida 32514

### **Table of Contents**

- 1. Name of Department**
  - 2. Mission and Vision**
    - a. Academic Learning Compact
    - b. Academic Learning Plan
  - 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 & Promotion**
  - 9. Department Chair**
  - 10. Cancellation of Classes**
  - 11. Department Resources**
  - 12. Faculty Development**
  - 13. Curricular Review and Assessment**
  - 14. Date of Adoption**
  - 15. Date of Revision**
- 
- **Appendix I - Medical Laboratory Sciences Evaluation Categories for All Faculty Lines**

## 1. Name of Department

The Department of Medical Laboratory Sciences, hereafter referred to as the Department, is a unit in the Usha Kundu, MD College of Health, hereafter referred to as The College. The College originated in the Fall of 2015 and the Department was organized in 2016. Medical Laboratory Sciences is an accredited program within the department.

## 2. Mission and Vision

### Mission statement

The mission of the MLS department is to maintain the high standards of training required by the National Accrediting Agency for Medical Laboratory Sciences and produce students capable of being certified by the American Society for Clinical Pathology. Graduates of the Department will contribute creatively and ethically to education, research, and service in medical and public health laboratories.

### Vision statement

The vision of the Medical Laboratory Sciences Department is:

- to be the school of choice for medical laboratory sciences students in the state of Florida by creating innovative educational programs and carrying out research relevant to the profession
- to be the provider of choice to hospital employers by producing graduates with state-of-the-art skills
- to be the investment of choice for hospitals by accepting internship students and participating in a training relationship

### Academic Learning Compact

[Medical Laboratory Sciences, B. S.](#)

[Medical Laboratory Sciences MLT to MLS, B. S.](#)

## 3. Values/Code of Ethics

A set of values forms 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
- **Dedication** to and innovation in educating our students to excel
- **Excellence** in teaching, research, and service
- **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
- **Respect a broad range** of thought, attitude, understanding, appreciation, and practice
- **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

#### **4. Structure of the Program**

##### ***Section 1. Members of the Department***

The MLS department consists of a department chair, program director, tenured faculty, clinical faculty, instructors, adjuncts, visiting instructors, a clinical site coordinator, an MLS coordinator, and MLS certificate coordinator, and an administrative specialist.

##### ***Section 2. Eligibility in Governance***

- 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 discussion by the Department Chair or a majority of the faculty.
- All faculty members shall vote on any personnel matters unrelated to promotion and tenure.
- 
- No action shall be taken without a quorum in attendance. A quorum shall consist of a simple majority of voting members of the Department.
  - All actions shall be based on a majority vote.

#### **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 the opportunity to participate in discussions and votes. There will be at least two faculty meetings in each of the Fall and Spring semesters. A minimum of two weeks' notice shall be given, with the exception of emergency meetings called by the Chair.

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. One hard copy will be filed in the Department.

For all faculty meetings, a simple majority of the eligible voting faculty members shall constitute a quorum. All votes will be by a show of hands. 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 current edition of Robert's Rules of Orders shall be followed.

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

## **6. Committee Structure**

### ***Section 1. Working Groups and Reviewers***

Due to the small size of the unit, the faculty will work in concert on most projects. An individual may be appointed or volunteer to be the main reviewer for the project and present his/her findings to the rest of the group. Examples of recurring projects include

- Website review
- By-laws review
- Assessment review
- Annual report review
- Curriculum review

### ***Section 2. Standing committees***

#### **A. Mentoring Committee**

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

#### **B. Curriculum Committee**

All departmental faculty will participate in curriculum planning. Meetings will be held at least once a semester.

#### **C. Curriculum Change Review Committee (CCR)**

The chair and at least one other departmental faculty member will serve on the CCR committee.

#### **D. Assessment Committee**

All departmental faculty will participate in annual assessment of all MLS programs.

### ***Section 3. Department-community specific committees***

The MLS department relies on community members as advisors and evaluators. Full-time faculty members are expected to serve on the following department-community committees on a regular basis. Adjunct faculty are encouraged to participate.

MLS Advisory Committee

MLS Student/Alumni Engagement Committee

### ***Section 4. COH Council***

One member of the faculty will be elected to COH Council, to serve a term of 3 consecutive years.

## **7. Academic Policies**

### ***Section 1. Advising***

Advising will be carried out by the designated unit professional advisor.

### ***Section 2. Changes in Policies***

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

### ***Section 3. Grading and Examination Policies***

Grading and examination policies are made at the discretion of the instructor. Online examination policies must be in accord with university policies with respect to proctoring. Policies must be published in the course syllabi. 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.

## 8. Personnel Policies/Procedures; Tenure and Promotion

### ***Section 1. Recruitment/Selection of New Faculty***

Advertising, recruiting, and selection of new faculty follow the established university procedures.

### ***Section 2. Annual Work Assignments***

The Annual Work Assignments shall be consistent with the current UWF-BOT/UFF Collective Bargaining Agreement (UWF CBA):

- A. Communication of Workload Assignment. Faculty will be apprised in writing, at the beginning of their employment and at the beginning of each year of employment thereafter, of the expectations related to teaching, scholarly and creative projects, and service for that year. Any special or atypical work expectations affecting these activities will be identified in the workload assignment letter. All of this information is included in the letter of assignment submitted to The College.
- B. Informal Communication of Instructional Assignment. The published schedule available the first day of student registration will serve as the informal notification of the faculty member's course assignment. If there is a mismatch between the published schedule and the workload assignment, the faculty member and supervisor will discuss and resolve the discrepancy. The informal communication of instructional assignment is not contestable.
- 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, to meet the required criteria for promotion, tenure, and merit salary increases.
  - a. 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.
  - b. 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 Department 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 Department 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 based on the requirements of the individual's position (i.e., instructors do not have research requirements). The Department Chair considers all material submitted by the faculty member which includes, at minimum:

- A statement of accomplishments
- Student evaluations
- Teaching Exemplar

### **Section 3, Part A. Annual Evaluation of Teaching**

A non-exhaustive list of teaching activities is found in Appendix I. Examples are given for Level 1: Major Achievement, Level 2: Significant Achievement, and Level 3 : Expected Achievement.

#### **Teaching: Department Standard**

- **Exceeds Expectations:** a clear and significant level of accomplishment beyond the average performance of faculty across the faculty member's discipline and unit. Multiple achievements from Level 2 or a single achievement from Level 1 should be documented.
- **Meets Expectations:** expected level of accomplishment compared to faculty across the faculty member's discipline and unit. A faculty member will be considered to have "Meets Expectations" if all teaching activities found in Level 3 have been accomplished.
- **Does Not Meet Expectations:** performance falls below the normal range of annual variation in performance compared to faculty across the faculty member's discipline and unit but is capable of improvement. Even in the instance of having Level 1 and/or Level 2 Achievements, 1 or more items from Level 3 have not been met.
- **Unsatisfactory:** performance fails to meet expectations that reflect disregard or failure to follow previous remediation efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable university regulations and policies. Even in the instance of having Level 1 and/or Level 2 Achievements, a majority of items from Level 3 have not been met.

### **Section 3, Part B. Annual Evaluation of Scholarly Activity**

A non-exhaustive list of scholarly activities is found in Appendix I. Examples are given for Level 1: Major Achievement, Level 2: Significant Achievement, and Level 3: Additional Achievement. Individuals in tenure-track positions in the Program are expected to participate in research-related activities. The examples given in Appendix I are based on a 3:3 fall: spring teaching load. Two research activities should be accomplished each year. Tenure-earning faculty must choose activities that address the benchmarks for promotion. If the faculty member has no scholarly obligation, any activity completed at any level of scholarly activity can be applied to either Teaching or Service.

#### **Scholarly Activities: Department Standard**

- **Exceeds Expectations:** a clear and significant level of accomplishment beyond the average performance of faculty across the faculty member's discipline and unit. Multiple achievements from Level 2 or a single achievement from Level 1 should be documented.
- **Meets Expectations:** expected level of accomplishment compared to faculty across the faculty member's discipline and unit.
- **Does Not Meet Expectations:** performance falls below the normal range of annual variation in performance compared to faculty across the faculty member's discipline and unit but is capable of improvement.
- **Unsatisfactory:** performance fails to meet expectations that reflect disregard or failure to follow previous remediation efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable university regulations and policies.

### **Section 3, Part C. Annual Evaluation of Service**

A non-exhaustive list of teaching activities is found in Appendix I. Examples are given for Level 1: Major Achievement, Level 2: Significant Achievement, and Level 3: Expected Achievement. Individuals in the department are expected to participate in service-related areas with at least four activities in total. Two activities may be single events (such as an outreach activity related to community public health); two activities must be recurring events (such as 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 as indicated below.

#### **Service: Department Standard**

- **Exceeds Expectations:** a clear and significant level of accomplishment beyond the average performance of faculty across the faculty member's discipline and unit. Multiple achievements from Level 2 or a single achievement from Level 1 should be documented.



- **Meets Expectations:** expected level of accomplishment compared to faculty across the faculty member's discipline and unit. A faculty member will be considered to have "Meets Expectations" if at least four service activities total have been met, as described above.
- **Does Not Meet Expectations:** performance falls below the normal range of annual variation in performance compared to faculty across the faculty member's discipline and unit but is capable of improvement.
- **Unsatisfactory:** performance fails to meet expectations that reflect disregard or failure to follow previous remediation efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable university regulations and policies.

### **Section 3, Part D: Adjunct assignment and evaluation**

Adjunct instructors are required to pass the same credential review required for full-time 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 the 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 include 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 appointment.

#### ***Section 4 Summer Supplemental Contract Opportunities***

Summer courses will be offered and scheduled on the basis of (a) Student program needs and (b) Enrollment projections. Faculty, who are not 12 months, within the Department of Medical Laboratory Sciences 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 Medical Laboratory Sciences, rather than adjuncts, will have first consideration of appointment, within constraints of summer lines made available to the College and Department. The chair will offer both online and in-person courses on a rotating basis depending on faculty members' areas of expertise.

### ***Section 5 Office Hours***

All full-time faculty are required to meet a posted schedule of office hours on a weekly basis. The time and modality of the faculty hours are at the faculty's discretion. It is recommended that the faculty work with students, to the best of their ability, to find a meeting time outside of posted office hours, as needed and within reason.

### ***Section 6 Allocation of Paid Overload Appointments***

Paid overload appointments will be granted contingent upon departmental need and selection of instructors having faculty expertise in the area of need. Overload courses will be offered on the basis of student program needs and enrollment projections. Faculty will be offered supplementary contracts based on their area of specialization and qualifications to teach the courses offered. Compensation for overload teaching is detailed in the Collective Bargaining Agreement. The department chair will keep a record of overload assignments.

### ***Section 7 Promotion and Tenure Standards***

***Encompasses tenured faculty, clinical faculty, and instructors/lecturers.***

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

#### **Promotion to Senior Instructor / Senior Lecturer**

The UWF guidelines for promotion to the ranks of Senior Instructor and Senior Lecturer state that UWF departments should develop departmental criteria for promotion to the ranks of Senior Lecturer and Senior Instructor in addition to the minimum University criteria for promotion to these positions. The Department of Medical Laboratory Sciences requires that successful candidates for promotion to the ranks of Senior Instructor or Senior Lecturer meet the first criterion (teaching) and one of the subsequent three criteria:

- The candidate has an established record of annual evaluation ratings where a majority of the ratings (inclusive of all Dean and Chair annual ratings) are at the level of “Meets Expectations/Excellent.” This level of evaluation is an enhancement of the University standard for promotion; AND
- The candidate has an established and documented record of incorporating high-impact practices into their teaching and service. The University provides examples of the types of practices that qualify as HIPs here: <https://uwf.edu/academic-engagement-and-studentaffairs/departments/career-development-and-community-engagement/students-and-alumni/gain-relevant-experience/high-impact-practices/>. This list should not be seen as an exhaustive list of HIPs. However, the scope and spirit of the activities identified by the University should guide an understanding of what constitutes a HIP; OR
- The candidate has an established and documented record of service at the Department and College level with additional service initiatives that impact the University, community, and/or the

faculty member's academic, creative, and scholarly discipline(s). The department extends the annual evaluation guidelines' service activity examples in the Department of Medical Laboratory Sciences bylaws to the eligible service activities for promotion review to the ranks of Senior Instructor or Senior Lecturer; OR

- The candidate has an established and documented record of administrative work at the "Meets" or "Exceeds Expectations" level at UWF (in addition to the candidate's teaching and service expectations). These administrative activities may be in a formalized role such as Coordinator, Director, or Assistant/Associate Chair, or in another recognized administrative role that emphasizes the oversight, direction/coordination, and/or mentorship of faculty peers or students. These types of administrative duties should be reflected in the candidate's work assignments and annual evaluations during some or all of the pre-promotion window of employment. These activities should contribute to the functional success of the Department, College, and/or University.

A candidate for promotion to the ranks of Senior Instructor or Senior Lecturer in the Department of Medical Laboratory Sciences should clearly document evidence for these Departmental Criteria in the candidate's application for promotion to the ranks of Senior Instructor or Senior Lecturer.

### **Promotion from Assistant to Associate Professor with Tenure**

#### **Scholarship or Creative Works**

For promotion and tenure, two works or outcomes reflecting Level 1 or four reflecting Level 2 would be examples of productivity that would be likely to garner tenure and promotion. It is expected that two of the artifacts will be peer-reviewed publications. Substantial productivity in 6 Level 3 could be considered as further evidence toward tenure and promotion but not in substitution for higher impact works or outcomes. It is up to the faculty member to build the case for tenure by contextualizing their work and overall contributions. It is important that there is clear evidence of a disciplinary research agenda that drives scholarly efforts.

#### **Teaching**

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

## **Service**

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

## **Promotion to Full Professor**

### **Scholarship or Creative Works**

It is suggested that for promotion to Full Professor two items from Level 1 or five items for Level 2 would be examples of productivity that would be likely to be successful. A combination of items from Level 1 and 2 could be considered, however, items from Level 1 would always be given greater weight. Candidates should offer additional evidence in the dossier of the prominence of their work, this could include items such as fellowships, awards, citation counts, invited editorial positions, invited lectures etc. It would still be up to the faculty member to build the case for promotion by contextualizing their work and overall contributions.

### **Teaching**

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

## **Service**

For promotion to Full Professor, it is expected that faculty will have developed into leaders in campus or off-campus service. Therefore, the dossier should include both a consistent annual productivity in Level 2 service, as well as a strong productivity in Level 1 during the time period since the last promotion.

## **Post-Tenure Review**

Please refer to the University Post-Tenure Review Guidelines.

Post-Tenure Review: The University of West Florida adheres to Florida Board of Governors' Regulation 10.003, as well as Article 11 of the Collective Bargaining Agreement, in all matters relating to post-tenure review.

### **Scholarship Expectations For post-tenure review**

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

### **Teaching Expectations For post-tenure review**

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

### **Service Expectations For post-tenure review**

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

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

#### **Teaching**

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

## **Service**

For promotion to Associate Professor of Clinical Practice faculty are expected to have consistent achievement in multiple areas of Level 2 service. Faculty can use Level 1 and Level 3 achievements to contextualize their impact in service. Any achievements in Scholarly or Creative works may be added to this section of the dossier to provide a comprehensive understanding of the impact of the faculty member.

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

## **Teaching**

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

## **Service**

For promotion to Full Professor of Clinical Practice it is expected that faculty will have developed into leaders in campus or off-campus service. Therefore, the dossier should include both a consistent annual productivity in Level 2 service, as well as a strong productivity in Level 1 during the time period since the last promotion. Any achievements in Scholarly or Creative works may be added to this section of the dossier to provide a comprehensive understanding of the impact of the faculty member.

## **9. Department Chair / Program Director**

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 laws of the university. Policies are found at the Academic Affairs website. Program Directors are not required to be tenure-track, or hold a terminal degree. They must be qualified to teach within their program and meet accreditation standards.

Department Chairs and Program Directors have a responsibility to students, faculty, and administration. The Chair and the Directors are 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 and Directors 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 less 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 12 contact hour requirement.

## **11. Department Resources**

### ***Section 1. Budgeting***

The departmental/programmatic expense budgets are determined at the level of the College. The MLS program receives and maintains Education and General (E&G) funding and carryforward accounts. Increased needs in this category should be conveyed to the Chair for presentation to the College Dean. E&G is provided on a fiscal year basis, and leftover is swept at the end of the year.

### ***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***

The MLS program is the only face-to-face program in the department, and offers multiple courses that have laboratory sections. M&S and equipment fees are collected for each of the laboratory sections and must be 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 are awarded by the Dean as profit sharing for summer teaching. The formula to predict the award varies, but the 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 development in ways which will not adversely affect instructional programs. 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 MLS program is accredited by the National Accrediting Agency for Clinical Laboratory Science. Curricula, faculty credentials, and programmatic standards should be reviewed annually with respect to the accrediting agency. The accreditation cycle is for a period of 7 or 10 years, with a mid term review. All faculty shall participate in accreditation efforts.



### ***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 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.

### ***Section 4. Annual Report***

Departments and Colleges determine their strategic goals and report 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: 12 April 2024**

**15. Date of Revision: 14 April 2025**

## **Appendix I - Medical Laboratory Sciences Evaluation Categories for All Faculty Lines**

The Promotion guidelines and criteria for the MLS program 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.

### **Teaching Activities**

#### **Level 1 - Major Achievements**

High impact on students or the Department

1. Gets new HIP designation
2. Award for instructional excellence
3. Takes on new preparation based upon Department needs and course design has oversight from the Center for Teaching, Learning, and Technology
4. Engages in significant graduate directed study, thesis, or dissertation instruction (Tenure only)
5. Significant engagement with undergraduate directed study or honors student research
6. Leading professional development in instruction
7. OER content creation
8. Student presentations in conference venues / symposium
9. Participation in training, workshops, and conferences on teaching.

#### **Level 2 - Substantial Achievements**

Impactful Practices

1. Student feedback indicates a high percentage of elevated ratings
2. Themes emerge in student open ended comments suggesting strong instruction
3. Evidence of reflective teaching practice
4. Goals and course content give evidence of continuous improvement effort
5. Engaging in professional development for instruction
6. Evidence of creative instructional design
7. Assessment data that documents student outcomes
8. Invited guest lectures
9. Student supervision practices receive consistently favorable review
10. Course lead instructor or coordinator
11. Actively solicits input from hospital partners to update materials on a regular basis.

#### **Level 3 - Expected Achievements**

Modest Impact

1. Syllabi outline comprehensive, clear, and appropriate performance expectations
2. Assessment practices enhance student learning and contribute to programmatic needs
3. Revision of assignment within course
4. Appropriate standards of academic integrity promoted, including respect for students and their rights

5. Assists other faculty in department with instruction (i.e. serving as judges, providing quick feedback, mentoring)
6. Course material effectively addresses programmatic competencies
7. Student evaluations document adequate impact on learning
8. Takes on new preparation based on department needs

### **Scholarly Activities**

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.

#### **Level 1 - Major Achievements**

High impact

Major, multi-year projects often completed under an external contract (grant, book contract, etc....). These works are substantial commitments of time that once completed result in a major advancement of the research agenda of the faculty member. These items should be far beyond what can be expected within the scope of a normal year.

1. Author (significant contribution) of a book published in academic press
2. Full Patent Issued or Commercialization of Intellectual Property
3. PI on large competitive federal or national foundation grant. Lead author of a peer-reviewed position stand from a national organization

#### **Level 2- Substantial Achievements**

Impactful Practices

Shorter term, but highly impactful projects. These works, if completed annually, build a linear research agenda over time. Value should still be on the quality of the efforts, based upon the scholarly

1. Peer-Reviewed Journal Articles published in recognized (i.e. non-predatory, reputable, recognized in disciplinary rankings\*) journals
2. Co-I on Funded competitive federal, or large foundation grants
3. PI or Co-I on Industry Sponsored Research Contract
4. Peer reviewed conference proceeding paper
5. Author/co-author of an edited disciplinary-related book chapter
6. Editor of Book Published in Academic Press
7. Meeting/Conference Presentations: international, national, regional, local

### **Level 3- Additional Achievements**

Modest Impact

Smaller projects, limited audience or impact

1. Other peer evaluated, juried or scholarly works that can be provided to further contextualize the impact of the faculty members scholarship.
2. Scholarly work that is not peer-reviewed or juried (e.g., regional conference presentations)
3. Invited Scholarly Presentations
4. Citations of publications
5. Internal grants/contracts: submitted, new awards, continuing
6. Abstracts: accepted, published (in press, online, in print)
7. Patents on products related to field of study: filed, awarded
8. Consulting projects (paid) in area related to field of study
9. Workshops attended related to field of study
10. Technical reports: submitted, accepted, published (in press, online, in print)

### **Service Activities**

#### **Level 1 - Major Achievements**

Deep service with significant impact (University or External)

1. Elected officer of Regional or National organization
2. Chair of University of College Committee
3. Program Coordinator or similar administrative load
4. Chair of major committee for national, regional or local organization
5. Editor of recognized scholarly journal (i.e. non-predatory)
6. Leadership role on University Level Committees
7. Leadership on programmatic accreditation
8. Governmental commission
9. Mentor students to significant achievement in external competition
10. Has participated in or helped develop service events involving the student organization

#### **Level 2- Substantial Achievements**

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

1. Member of a committee for a national, regional or local organization
2. Lectures provided to the community
3. Abstract Reviewer Major Conference
4. Editorial Board member of recognized scholarly journal (i.e. non-predatory)
5. Work on programmatic accreditation (data analysis, writing)
6. Ad Hoc Reviewer for Academic Journal
7. Service on Ad-Hoc Committees
8. Advising Student Organizations
9. Preparing students for external competitions
10. Participates in Campus Recruitment Events

11. Mentoring new faculty and adjunct faculty
12. Maintains professional certification and Florida licensure
13. Participation in one day service events
14. Judge for local event
15. Session Moderator at Conference

### **Level 3- Expected Achievements**

Other service provided to campus or community

1. Participates in the authorship of NAACLS accreditation documents. Primary authorship of the self-study document is equivalent to one peer-reviewed journal article.
2. Holds membership in at least 1 professional related organization during their tenure as an Assistant Professor, such as ASCP or ASCLS
3. Participates in service activities as outlined by the University and the CBA.
4. Service on University, College or Departmental committees
5. Engaging in the necessary business of the Department (i.e. Departmental meetings, voting, contributing to curriculum discussions)