

BYLAWS FOR DEPARTMENTAL GOVERNANCE

DEPARTMENT OF MOVEMENT SCIENCES AND HEALTH

Article I. Name

The name of this unit is the Department of Movement Sciences and Health. The unit is housed in the Usha Kundu, MD College of Health at the University of West Florida.

Mission Statement

The Department of Movement Sciences and Health provides student-centered quality education in a transdisciplinary learning environment through innovative teaching and research, high impact experiences, professional preparation, and community engagement.

Article II. Voting Membership

The Department's voting membership shall consist of all full-time faculty eligible for an annual contract.

- Faculty holding a non-visiting line at the rank of instructor, lecturer, research associates, assistant professor, associate professor, and professor are eligible to participate in departmental governance activities and to vote on non-personnel matters. The eligibility to vote on faculty personnel matters is restricted to full-time faculty, excluding visiting lines, in a manner consistent with University and college guidelines. The faculty may, by majority vote, extend voting rights to other individuals associated with the Department.

Article III. Meeting Structure

- The chair will convene departmental meetings at least once in each Fall and Spring semester.
- A majority of the voting membership may direct the chair to convene a department meeting in a timely and efficient manner.
- An agenda will be distributed at least two days prior to the scheduled meeting.
- Although most of the work can be accomplished in an informal manner, when necessary, the Department Chair will institute Robert's Rule of Order to move forward the meeting's business.

- A majority of the voting members will constitute a quorum.
- Voting membership shall notify the Departmental chair in a timely fashion if they cannot attend a scheduled meeting. The member who is unable to attend a meeting may give a written proxy to another faculty member.
- Voting will normally be by “voice” or show of hands. If any member requests a secret ballot on any issue, a secret ballot will be conducted.
- The chair votes whenever his/her vote will affect the result. He/she can vote as any other faculty member when the vote is by ballot.
- Minutes of each meeting will be recorded and distributed by the Office Administrator or other designees.

Article IV. Committee Structure

Standing Committees

1) Visiting Line Faculty Committee Participation

- Visiting line faculty are invited to participate at their own discretion with the understanding that any committee involvement is voluntary that is not a part of their assigned responsibilities.

2) Bylaws Review Committee

- Chair: A MSH faculty member appointed by the Department Chair of MSH.
- Membership: Members will be appointed by the chair and should include, from each discipline in MHS, a representative who is qualified to vote.
- Responsibilities – The Bylaws Review Committee is charged with an annual review of departmental Bylaws. The responsibilities of the bylaws committee include the following:
 - Convene within the first two months of the fall semester to determine the meeting schedule for the academic year. These include but are not limited to review/update MSH bylaws and faculty development.
 - MSH Bylaw review
 - Draft recommended changes to the MSH bylaws.
 - Provide a copy of proposed changes to all faculty members for a 30 calendar day review period.
 - Conduct an approval/disapproval vote, requiring only a simple majority approval, on all changes.

- In the event a proposed change is disapproved, the bylaws will remain unchanged.
- The Chair of MSH may call a special meeting(s) of the bylaws committee to resume or continue revision of the bylaws.
- Faculty Development Committee
 - A sub-committee will be formed to oversee the process identified in bylaws *Article VI. Tenure and Promotion Evaluation, Mid-point Review, and Post Tenure Review*. The subcommittee should include a tenured faculty member, the chair of the bylaws committee, and/or representative of non-tenure faculty.
- Faculty Mentorship Program
 - The Faculty Mentorship Program includes assigning mentors, adhering to program guidelines, and providing resources or opportunities to enhance the mentor-mentee relationship. Mentorship and support should focus on career development. Career mentoring may include professional advising, networking assistance, explanation of typical routes to advancement, and facilitation of positive professional exposure. The following are proposed guidelines for a mentorship program.
 - Each full-time untenured faculty member (visiting, non-tenure or tenure track) should be assigned a mentor from among the tenured faculty. Post-tenure Assistant Professors should also be assigned a mentor from among the senior faculty.
 - Mentor-mentee assignments should be time-limited; one academic year is suggested. Longer pairings should be possible by mutual agreement.
 - The Chair of MSH should ultimately determine faculty pairings, based on committee recommendations, faculty workloads, and other relevant factors.
 - Faculty pairs should agree to meet at regular intervals to discuss factors that may affect the mentee's professional growth. Both partners should show initiative in arranging these meetings. Although this is a formal mentoring program, it is desirable for faculty

to develop the type of informal relationships that could occur naturally.

- At the end of the academic year, the Chair of the Faculty Development Committee should report to the MSH Chair on the effectiveness of the program.

3) Graduate Program Committee

- Chair: A MSH faculty member appointed by the Department Chair of MSH.
- Membership: Members will be appointed by the chair and should include a representative currently teaching or eligible to teach in a graduate degree from a graduate program offered in MSH (one per graduate program).
- Responsibilities: The Graduate Committee serves as an advisory body to the graduate programs within the MSH Department.
- Activities include but are not limited to: 1) reviewing graduate programs application criteria and procedures; 2) overseeing express admissions procedures to encourage successful MSH undergraduates to matriculate into MSH graduate programs; 3) supervising the policies and procedures of MSH thesis and dissertation; and 4) contributing to the selection of graduate assistants and the awarding of graduate scholarships.

3) Ad-Hoc Committee(s):

- As circumstances may require, the chair is empowered to constitute ad hoc committees.

Article V. Governance and Policies

Search Committees:

In the event a vacant or new faculty position is approved to be filled, the faculty shall have input regarding the type of applicant to be sought. The process for forming a search committee, conducting a search, and providing faculty input to be used to determine the ultimate hiring decision shall conform to the UWF policy and other regulations. Consideration will be given to recruiting individuals with needed expertise in content areas and abilities that will help the Department achieve its goals.

Office Hours:

During the fall and spring semesters, each full-time faculty member shall hold six (6) physical office hours per week spread across at least two days and be available at other times by appointment. This requirement applies whether courses are taught face-to-face or online. Alternative office hours must be pre-approved by the department chair on a case-by-case basis.

Department Citizenship:

To promote the optimal functioning of the Department, faculty members are expected to participate in a professional and collegial manner in activities that help the Department achieve its goals. These obligations include attendance at spring and fall commencement, committee work within the Department, and attendance and collegial participation in Department, College, and University level communications including emails and meetings.

The Curriculum Changes and Assessment:

Program faculty shall be responsible for developing curriculum for degrees, tracks, or options, and shall review and approve new course proposals, texts, and changes of current course descriptions. Prior to changes being submitted, proposed course modifications and other degree recommendations shall be presented to the full faculty for discussion and approval.

Article VI. Annual Evaluation Criteria**Annual Evaluation****Performance Standards for Annual Evaluation**

For the purpose of evaluating faculty members, the Department of Movement Sciences and Health has adopted a set of standards for the assessment of a faculty member's performance of assigned duties and responsibilities based on their faculty position and assignment letters.

Annual evaluations should inform the faculty member's progress toward the next promotion or multi-year review process. For tenure track faculty this would be either tenure and promotion or post-tenure review. For clinical track faculty, this would be promotion to either Associate or Full Professor of Clinical Practice. For Instructors (or Lecturers) this would be promotion to Senior Instructor. It would still be up to the faculty member to build the case for promotion by contextualizing their work and overall contributions.

Visiting faculty, part-time faculty, faculty associates, and adjunct faculty will be evaluated using the criteria that are specific to their assigned contract.

TEACHING PERFORMANCE INDICATORS

The faculty member must build the case in their Statement of Contributions that they have met or exceeded expectations.

Teaching is evaluated annually using the following criteria:

Exceeds Expectations

Exceeds Expectations demonstrates that the weight of evidence supports an unusually high degree of quality in teaching as shown by the following indicators that build upon performance indicators for excellence.

A rating of Exceeds Expectations in Teaching is earned by achieving at least 2 or more of the following criteria in addition to meeting 8 of the Meets Expectations criteria:

- Teaching awards/nominations which honor a high caliber of performance.
- Implementation of innovative teaching practices in the promotion of high quality teaching.
- Evident leadership in the promotion of high quality curriculum development or courses outside the assigned teaching load (i.e, supports work done beyond own teaching load, collaboration).
- Evident inclusion of High Impact Practices (designation/funded projects) in curriculum development.
- Evidence of peer/professional evaluation feedback for development of high quality teaching was both gathered and acted upon.
- Supervising/Mentoring through extracurricular projects related to the degree program that resulted in tangible outcomes (SURP, Explorers, OUR, Peer Mentoring)
- Additional teaching assignments (e.g., honors thesis/dissertation chair/content area expert, significant directed study supervision, significant intern site supervisor, etc.) executed with expert skill and high levels of individual student engagement.
- New course development or significant course redesign
- Participation in efforts to coordinate and enhance curriculum across programs to improve student learning, including accreditation and Quality Matters activities.
- Extensive professional development activities to improve teaching quality and delivery that result in certification/badging/licensing etc.

Meets Expectations

Meets Expectations represents consistent high quality teaching with positive outcomes for students as reflected by the example performance indicators below.

A rating of Meets Expectations in Teaching is achieved by meeting 8 or more of the following standards in accordance to your assignment letter:

- Syllabi meet minimum university standards, student learning objectives are clearly aligned with assessment and performance measures.
- Goals and course content provide evidence of effort to continuously improve pedagogical teaching practices (reflective teaching practices and/or evidence of teaching philosophy in course planning).
- Mentoring/student support that facilitates optimal student development (e.g. student research and high-impact practice activities).
- If additional teaching assignments, (e.g., honors thesis/dissertation committee member, directed study, intern site supervisor, etc.) they are executed with professional expertise.
- Appropriate standards of academic integrity are promoted, including respect for students and their rights (e.g., modeling and practicing professional communication, SAR accommodations, reasonable accommodations for student needs, promoting civil discourse in class and online discussions, etc.).
- Participation in efforts that promote the coordination of curriculum within programs to enhance student learning (e.g., report or update on course ALC/ALP).
- Evidence of high levels of student engagement (examples student discussions, communication practices, and creative interaction).
- Participates voluntarily in professional development activities to improve teaching quality and delivery (e.g., licensure, technology training, etc).
- Themes emerge in student open ended comments suggesting strong instruction.
- Numerical student evaluation data (several SAI ratings above 75% combined are *excellent* and *very good*) that documents high quality teaching performance.

In addition to their assigned duties, Faculty have responsibilities arising from the nature of the educational process. Such responsibilities include, but are not limited to, observing and upholding the ethical standards of their discipline; participating, as appropriate, in the shared system of collegial governance, especially at the Department level; respecting the confidential nature of the relationship between professor and student; adhering to one's proper role as teacher, researcher, intellectual mentor, and counselor; and conducting oneself in a collegial manner in all interactions.

Does Not Meet Expectations

Does not meet expectations as defined above. Current productivity in teaching is not likely to meet expectations for next multiple year review. Future improvements in efforts are needed/necessary.

Unsatisfactory

Unsatisfactory, current production is absent or far below that needed for the next multiple year review. Immediate improvement is needed/required.

SCHOLARSHIP AND CREATIVE PROJECTS PERFORMANCE INDICATORS

The faculty member must build the case in their Statement of Contributions that they have met or exceeded expectations. Please note: Research is evaluated across the candidates' promotion period (under review) using the following criteria:

Exceeds Expectations Performance

Exceeds Expectations performance demonstrates that the weight of evidence supports an unusually high degree of quality in scholarship as shown by the following indicators that build upon performance indicators for Meets Expectations.

A rating of Exceeds Expectations in Scholarly and Creative Activity is achieved by meeting 4 more of the following:

- More than one peer-reviewed, original research publications (first author or corresponding author) (in related academic discipline/area of expertise).
- More than one co-authored/contributing author original research (in related academic discipline/area of expertise).
- Invited/selected special presentation (keynote, workshop) for a regional, national, or international audience as appropriate for the field of study.
- Evidence of research collaboration with agencies outside the University (regional, national, international).
- Evidence of research collaboration inside the University (outside the Department of Movement Sciences and Health)
- Local, regional, national or international awards recognizing individual contribution to research or scholarship.
- Internal awards recognizing individual contribution to research or scholarship.
- Evidence of wide recognition of quality outside of the University (i.e., editorship, citation counts, press releases, etc.)
- PI, contributor, or co-investigator on competitive federal or national foundation grants.
- Lead author of a peer-reviewed position statement from a national organization.

- Evidence of pursuit of external funding.
- Substantial citations of faculty's published work.
- Published book authorships
- Book chapters in academic press in related academic discipline/area of expertise.

Meets Expectations

Meets Expectations: Demonstrates satisfactory execution of scholarship or creative activity agenda. The indicators below will help faculty build a case for Scholarly and Creative Activities that Meets Expectations.

A rating of Meets Expectations in Scholarly and Creative Activity is achieved by meeting all the following standards:

- Minimum of one lead author peer-reviewed, original research publication across the time period under review (in related academic discipline/area of expertise).
- Minimum of one co-author peer-reviewed, original research publication (in related academic discipline/area of expertise).
- Peer-reviewed presentation for a national or international audience as appropriate for the field of study.
- Involvement of students in scholarly and creative activities.
- Faculty have demonstrated the ability to create independent data or conduct data analysis, including qualitative or quantitative methods, that develop/enhance their research agenda at UWF.

Does Not Meet Expectations

Does not meet expectations, current productivity in scholarly creative works, not likely to meet expectations for next multiple year review. Future improvements in efforts are needed/necessary.

Unsatisfactory

Unsatisfactory, current production is absent or far below that needed for the next multiple year review. Immediate improvement is needed/required.

SERVICE PERFORMANCE INDICATORS

The faculty member must build the case in their Statement of Contributions that they have met or exceeded expectations.

Service is evaluated annually using the following criteria:

Exceeds Expectations Performance

Exceeds Expectations performance demonstrates that the weight of evidence supports an unusually high degree of quality in Service as shown by the following indicators that build upon performance indicators for Meets Expectations.

A rating of Exceeds Expectations in Service is earned by achieving at least 2 or more of the following criteria in addition to meeting all of the Meets Expectations criteria:

- Leadership demonstrated in targeted areas of service (e.g., holds elected office).
- Extensive and considerable contributions to efforts beyond traditional committee service.
- Wide external recognition (local, national or international audiences) or awards achieved for quality of service contributions.
- Community service, if applicable, provides significant and measurable impact; service provides excellent synergy between the faculty member's area of expertise and the service function.
- Active recruitment for university events and services.
- For faculty without a research assignment only, scholarly work that contributes to the discipline (e.g., publications, conference presentations, grant activities, journal editor, etc.)

Meets Expectations

Meets Expectations: Demonstrates satisfactory execution of service contributions. The indicators below will help faculty build a case for Service that Meets Expectations in accordance with their assignment letter.

A rating of Meets Expectations in Service may be achieved by meeting 4 or more of the following criteria:

- Service agenda well suited to represent strategic decisions that balance demands from the discipline, department, campus, and community.
- Attend and effectively contribute to department meetings and service.
- Attend and effectively contribute to college meetings and service.
- Attend and effectively contribute to university meetings and service.
- Attendance at multiple annual or semi-annual university events (e.g., commencement, convocation, and honors ceremonies).
- Colleagues/department chair view contributions to the department as effective.
- Evidence of contributions to the department, college, and/or university that support students, staff, faculty, and professional peers (e.g., recommendation letters, mentoring new faculty/adjuncts).

Does Not Meet Expectations

Does not meet expectations, current productivity in service, not likely to meet expectations for next multiple year review. Future improvements in efforts are needed/necessary.

Unsatisfactory

Unsatisfactory, current production is absent or far below that needed for the next multiple year review. Immediate improvement is needed/required.

Part-time Faculty, Faculty Associates and Adjunct Faculty

The Department Chair will oversee the evaluation process for Part-time Faculty, Faculty Associates and Adjunct Faculty. This process is initiated in the beginning of the semester with faculty posting their current syllabi and curriculum vitae to the UWF ACRES (Academic Compliance Reporting & Evaluation System).

Article VII. Promotion and Tenure Standards, Midpoint Review, and PTR**Promotion and Tenure Standards**

For the purpose of promotion and tenure, the Department of Movement Sciences and Health faculty members will be evaluated based on faculty position, assignment letter, and performance. It would still be up to the faculty member to build the case for promotion by contextualizing their work and overall contributions (i.e., the promotion packet dossier).

Tenure and Promotion (Assistant→ Associate with Tenure)

It is suggested that for tenure and promotion to Associate Professor, faculty are expected to achieve the following:

Scholarship or Creative Works

For tenure, faculty are expected to have evidence of productivity during the promotion period under consideration that reflect criteria in “meets expectation”. For promotion faculty are expected to have evidence of productivity during the promotion period under

consideration that reflect criteria in “meets expectation” with some evidence of “exceeds expectations.”

Teaching

For tenure, faculty are expected to have evidence of productivity during the promotion period under consideration that reflect criteria in “meets expectation”. For promotion faculty are expected to have evidence of productivity during the promotion period under consideration that reflect criteria in “meets expectation” with some evidence of “exceeds expectations.”

Service

For tenure, faculty are expected to have evidence of productivity during the promotion period under consideration that reflect criteria in “meets expectation”. For promotion faculty are expected to have evidence of productivity during the promotion period under consideration that reflect criteria in “meets expectation” with some evidence of “exceeds expectations.”

Mid-point Review Process

All untenured assistant professors shall undergo a mid-point review of their progress toward promotion and tenure during the fall/spring semester of the third year of employment at UWF. The Mid-point Review provides untenured faculty with formative feedback to enhance faculty success in the tenure and promotion process. The review should encourage faculty who are making solid progress toward tenure and promotion by highlighting achievements, notify faculty who may need to improve in certain areas of performance, and inform faculty where lack of progress could jeopardize a favorable outcome.

- The Chair will convene the Department’s Faculty Development Committee plus at least one tenured faculty member from an outside department and establish the appropriate dates for the review.
- The Chair must inform the untenured assistant professor of the dates for the review no later than the second week of the contract year during which the review will take place.
- The untenured assistant professor shall prepare and submit a mid-point review dossier that parallels the format required by the College for application for tenure/promotion, excluding letters of recommendation.
- The Chair and/or faculty mentor will provide guidance to the untenured faculty member in the preparation of the review materials.

The Department's Faculty Development Committee will provide its review, in writing, to the untenured faculty member and to the Chair using the criteria on the *Evaluation Form for Department Colleague Review in Tenure and Promotion Decisions*.

- The Chair will review the dossier and Faculty Development Committee letter and prepare a written review of the untenured assistant professor's progress, which will then be provided to the untenured assistant professor and forwarded to the Dean of the College.
- The Dean will review the department's written mid-point review and respond to the department and the faculty member in writing.

An untenured assistant professor may request an earlier review upon giving reasonable advance notice to allow for a review committee to be formed. A tenured faculty member may request the Committee to review his/her progress toward promotion upon giving reasonable advance notice to allow for a review committee to be formed.

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.

For the purpose of post tenure review, the Department of Movement Sciences and Health faculty members will be evaluated based on faculty position, assignment letter, and performance. It would still be up to the faculty member to build the case for promotion by contextualizing their work and overall contributions.

Faculty will be rated based on the following criteria:

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

Scholarship or Creative Works

For PTR, faculty are expected to have evidence of productivity during the promotion period under consideration that reflect criteria in “meets expectation” with two or more criteria of “exceeds expectations.”

Teaching

For PTR, faculty are expected to have evidence of annual productivity in criteria under “meets expectation” with two or more criteria of “exceeds expectations.”

Service

For PTR, faculty are expected to have evidence of annual productivity in criteria under “meets expectation” with two or more criteria of “exceeds expectations.”

Promotion to Full Professor

It is suggested that for promotion to Full Professor, faculty are expected to achieve the following:

Scholarship or Creative Works

For promotion to full professor, faculty are expected to have evidence of productivity during the promotion period under consideration that reflect criteria in “meets expectation” with two or more criteria of “exceeds expectations.” 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 evidence of annual productivity in criteria under “meets expectation” with two or more criteria under “exceeds expectations.” 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.

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 “meets expectations”, as well as two or more criteria under “exceeds expectations” during the time period since the last promotion.

Article VIII. Clinical Promotion Standards

For the purpose of clinical promotion, the Department of Movement Sciences and Health faculty member will be evaluated based on faculty position, assignment letter, and performance. It would still be up to the faculty member to build the case for promotion by contextualizing their work and overall contributions (i.e., the promotion packet dossier).

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 evidence of annual productivity in criteria under “meets expectations” with two or more criteria in “exceeds expectations.”

Service

For promotion to Associate Professor of Clinical Practice, faculty are expected to have evidence of annual productivity in criteria under “meets expectation” with two or more criteria in “exceeds expectations.” 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 evidence of annual productivity in criteria under “meets expectation” with two or more criteria in “exceeds expectations.”

Service

For promotion to Full Professor of Clinical Practice, faculty are expected to have evidence of annual productivity in criteria under “meets expectation” with two or more criteria in “exceeds expectations.” 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.

Article VIV. Instructor Promotion Standards

For the purpose of instructor promotion, the Department of Movement Sciences and Health faculty members will be evaluated based on faculty position, assignment letter, and performance. It would still be up to the faculty member to build the case for promotion by contextualizing their work and overall contributions (i.e., the promotion packet dossier).

Promotion Instructor → Senior Instructor

Teaching

For promotion to Senior Instructor, faculty are expected to have evidence of annual productivity in criteria under “meets expectation” with two or more criteria in “exceeds expectations.”

Service

For promotion to Senior Instructor, faculty are expected to have evidence of annual productivity in criteria under “meets expectation” with two or more criteria in “exceeds expectations.” 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.

Article X. Annual Work Assignments

Change in Instructional Assignment

Late course assignment (changes made less than six weeks before the start of classes) of a new course/new course delivery format may impact the results of student evaluations of faculty and will be addressed in accordance with the Collective Bargaining Agreement.

MSH Policy on Supplementary Summer Contract Opportunities

All regular full-time faculty are given priority in the opportunity to teach during the summer term, contingent upon the allocation of sufficient lines and programmatic needs. Eligible faculty must accept their supplemental summer contracts within 7 days of receipt of the offer. Adjunct faculty will be given consideration for summer employment on a second priority basis.

1. Summer courses will be offered and scheduled on the basis of:
 - (a) Student program needs
 - (b) Enrollment projections meeting University and College of Health enrollment standards for offering a course
2. Faculty will be offered supplementary contract equitably based on the following order:
 - (a) Faculty in the Department of Movement Sciences and Health
 - (b) Faculty qualifications (according to AC-39.02-12/16) to teach the course
 - (c) Faculty experience teaching the course
 - (d) Faculty departmental rank/seniority

Article XI. Amendments:

These bylaws may be changed or amended at any regular faculty meeting by a simple majority vote of members present, provided that proposed change(s) have been submitted in writing to the Departmental chair and distributed to the voting membership at least 30 days (calendar days) prior to the meeting at which the proposed change(s) are to be considered.

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