
UNIVERSITY *of* WEST FLORIDA

CHAIR HANDBOOK

Advice from those who've been there

Department chairs (and program directors) are faculty members in their departments and serve at the pleasure of their deans. Appointments by the Dean are typically made after consultation with the faculty of the department and the Provost. Appointments may be made on a rotating or renewable basis. A chair typically holds the rank of associate professor or professor with tenure and a terminal degree.

The chair must be familiar with the departmental by-laws and the governing regulations and policies of the University. Policies are found on the Academic Affairs website: <http://uwf.edu/academic/>.

The site <http://uwf.edu/offices/academic-affairs-division/resources/policies-procedures-resources/> houses the Faculty Handbook, the Student Handbook, and the Collective Bargaining Agreement. Employment policies are on the Human Resources (HR) website: <http://uwf.edu/ohr/>.

Information specific to each of the University's five colleges is found at the links below:

- The College of Arts, Social Sciences, and Humanities: <http://uwf.edu/cassh/>
- The College of Business: <http://uwf.edu/cob/>
- The College of Education and Professional Studies: <http://uwf.edu/ceps/>
- The Hal Marcus College of Science and Engineering: <http://uwf.edu/cse/>
- The Usha Kundu, MD College of Health: <http://uwf.edu/coh/>

Department chairs have responsibilities to students, faculty, and administrators. The chair is responsible for overseeing the quality of instruction in the department and oversight of accreditation standards. This includes planning and assessing curriculum, recruiting and developing faculty, and managing departmental resources.

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 following pages include definitions and timelines for these processes and workflow summaries for them.

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OVERALL RESPONSIBILITIES OF THE CHAIR**Responsibilities of the chair to the college Dean**

- Carry out the policies of the University and the college and the specific directions of the Dean
- Assist in the formulation of college and/or University goals and policies
- Represent the view of the Dean to faculty members
- Submit annual reports and seven-year program reviews consistent with the University, division, and college missions and strategic goals, as well as the aspirations of the department
- Coordinate departmental level strategic planning and related assessments
- Enhance the achievement of University, division, and college goals through evaluations and recommendations for appointments, promotions, and tenure
- Formulate budgetary requirements and carefully and effectively manage activities of the unit within funds allocated
- Handle faculty and staff grievances in accordance with established procedures
- Foster and encourage cooperation between and among faculty units to enhance the efficiency and/or effectiveness of the college, division, and University as a whole
- Ensure that all hiring is consistent with national, state, and University policies and procedures, as provided by the Office of Provost and Office of Human Resources
- Ensure that all employment actions and all student program and activity actions are consistent with University policies and procedures related to individuals with disabilities
- Become familiar with the University policy Prohibiting Discrimination, Harassment and Retaliation and the Sexual Misconduct and Gender-Based Discrimination Policy and uphold and comply with the provisions of these policies and ensure that department faculty members are familiar with the policy and understand their roles in upholding and complying with the policies
- Participate in the process of recruitment of students

Responsibilities of the chair to members of the faculty unit

- Act as the spokesperson for the unit to persons and organizations outside the unit, both within and without the University
- Stimulate innovative programs and activities within the University
- Stimulate innovative programs and activities within the faculty unit that are in harmony with the overall goals of the college and University
- Create an environment for and foster opportunities for scholarship and professional growth of members of the faculty unit, especially in terms of teaching, advisement, and service

- Engage in teaching and research activities in a manner that does not detract from responsibilities as chair
- Mentor faculty on tenure-track requirements and evaluate all faculty
- Administer the Collective Bargaining Agreement at the departmental level

Responsibilities of the chair to students

- Ensure that the needs and aspirations of students, while enrolled at the University and subsequent to graduation, are reflected in the curriculum, course schedules, course content and quality, teaching quality, facilities, and attitudes of faculty members of the unit
- Represent the needs and aspirations of majors and other students to members of other disciplines and gain interdisciplinary cooperation of faculty and administrators in meeting those needs and aspirations
- Provide an interface between students and professional groups outside the University
- Handle student suspensions, readmissions, probationary decisions, graduate admissions, and graduation decisions in a manner that follows University procedures and enhances the overall quality of the University
- Handle student grievances, grade appeals, and complaints in keeping with policies and procedures identified in the Student Handbook

Responsibilities of the chair to staff

- Assign work and define work expectations that are reasonable and equitable
- Ensure that an appropriate work environment is provided
- Ensure that support personnel are treated with dignity and respect by faculty and students
- Encourage participation in professional development activities and assign duties to prepare for promotional and other advancement opportunities
- Evaluate staff

Responsibilities of the chair to governing bodies

- Participate actively on committees and councils as appropriate
- Recommend membership on committees and ensure active and dedicated participation of members of the faculty unit in various committees and councils of the University
- Cooperate with and carry out the decisions and policies established through various governing bodies

Authority of the chair within the faculty unit

- Approve academic programs and priorities within the faculty unit for presentation to various approving bodies, the Dean, and the Provost
- Assign academic responsibilities
- Approve budget proposals for submission to higher authorities
- Allocate resources in support of teaching and research functions within the unit
- Initiate recruitment actions and provide recommendations to final hiring authority consistent with University policies, goals, and procedures and state and federal laws
- Evaluate faculty and make recommendations for promotion, tenure, performance improvement initiatives, and disciplinary action
- Recommend initial salaries at the time of hire and terms of hire within guidelines established by the BOT, Provost, and the college Dean
- Exercise direct supervision over staff assigned to the unit and
- Resolve any conflicts between or among the above duties, with guidance from your Dean, taking the following into consideration:
 - the standards of professional governing bodies
 - the obligations to students
 - the obligations to faculty
 - the obligations to higher administrators

CURRICULUM PLANNING, DELIVERY AND ASSESSMENT**Academic Learning Compacts and Academic Learning Plans**

Every undergraduate program must have an Academic Learning Compact (ALC), which includes the program mission, a list of the program-level student learning outcomes, a description of how the department assesses these outcomes, and a list of jobs frequently taken by graduates of the program. Graduate programs have Academic Learning Plans (ALP). These documents are archived on the Center for University Teaching, Learning, and Assessment (CUTLA) website. Chairs should ensure that their departmental website has a functional link to its ALC and ALP documents. CUTLA staff review these links once a year and notify departments of broken links that must be repaired.

Strategic planning

All program planning, annual reporting goals, hiring plans, budget requests, etc. must align with the strategic directions and priorities in the 2012-2017 UWF Strategic Plan. As part of the process of establishing the 2012-2017 Strategic Plan, the University reaffirmed its commitment to “accounting for its effectiveness through the integration and alignment of transparent planning, budgeting, assessment, and accountability processes to support continuous improvement and the strategic and prudent use of resources.” Departmental initiatives that most closely align with the strategic plan of the University will have increased likelihood of getting traction or funding.

<http://uwf.edu/about/at-a-glance/strategic-plan/>

Annual reporting

The annual report is the opportunity for the chair to codify short and long term planning goals and objectives and to report on the activities and accomplishments of the previous year. The chair reports on departmental goals and objectives, assessment results (General Education, Undergraduate Programs (ALC), Graduate Programs (ALP), Certificate Programs, and contributions to interdisciplinary programs in which the department participates), major accomplishments of the unit, and Carnegie Engagement service contributions. Annual reporting is conducted through the Strategic Planning Online (SPOL) System.

Quality Enhancement Plan (QEP)

As part of the decennial reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the University develops a Quality Enhancement Plan (QEP). The QEP provides UWF with the opportunity to enhance overall institutional quality and effectiveness by showcasing one targeted quality enhancement effort that the University considers vital to the long-term improvement of student learning.

<http://uwf.edu/offices/quality-enhancement/>

Accreditation standards

Regional accreditation: uwf.edu/sacscoc

Discipline specific accreditation: <http://uwf.edu/accreditation/>

FTE generation, Retention, and Enrollment management

Tips that can help transform your department into a lean, mean academic machine. This list is not exhaustive but does present a few tips that have been successful in managing enrollment and generating FTEs.

Full Time Equivalent (FTE) generation

FTE generation is consistently at the top of the list for benchmarks upon which departmental performance is judged. Success in capturing faculty/staff lines, equipment and other resources is often determined in whole or part by the FTEs or student credit hours a department generates annually. Moreover, during the past few years, summer enrollment growth has translated into money for departments, making FTE generation during the summer a critical revenue stream for supporting a plethora of activities at the departmental level, including faculty professional development, student research, academic travel, and major equipment purchases.

Students find online courses, particularly general education courses, appealing. With effective advertising, such courses can serve students at the UWF Emerald Coast campus and can draw students from well beyond the service region of the University. Enrollment in major courses in online sections generally outstrips the face-to-face sections and may draw new students into the major. Because many students want to return home for the summer to work, online courses

are the perfect offering for allowing these students to continue their education during their separation from campus. In addition, the departments with the largest summer profits are the ones that shift robustly to the online format during summer.

Chairs should look for opportunities to create service courses for programs outside their own college and be flexible in the design of these courses to ensure that their content and rigor is appropriate for the target audience.

If a new program or track is created, work to get the businesses/industries that will be hiring graduates from these programs to advise the department on the development of curriculum and course content. These businesses/industries will have an investment in the program, may provide financial support for the program, and will steer prospective students into the program. BEFORE creating any new programs, investigate the potential of the program for attracting enrollment. Be mindful not to burden the department, college, division, and University with weak programs that drain resources. There is a detailed process for creating a new degree program (<http://uwf.edu/offices/academic-affairs-division/resources/program-planning/>); whereas a specialization with a degree program or major can be created through the curriculum change request process.

Talk with regional counterparts at community colleges to design pipelines through program articulations. Be flexible in tailoring offerings to meet the needs of the students and overcome the inevitable articulation speed bumps. Each year, an Articulation Day is held at the University where chairs can meet and network with individuals from junior colleges.

Work with regional high schools to develop “academies” in specific areas with one or more programs as the intended endpoint. Be willing to share the wealth with area community colleges which can serve as a stage in this pathway.

Look for opportunities to partner with other departments at the University to create joint programs or tracks that will appeal to a new pool of students. This promotes sharing of resources and teaching effort and spreads the burden of the new program across two or more departments.

Establish an appealing, current, and informative departmental website. Advertise that website in flyers and brochures that are sent out to guidance counselors at secondary schools and advisers at community colleges. The UWF catalog is large and difficult to navigate if one is trying to locate programs in a particular discipline. Create a simple, spiral-bound departmental “catalog” that is well-organized, easy to read, and deals only with the department’s offerings and faculty. This could be distributed to advisers so that they have a quick reference to all the educational options within the department. Be sure that anything accessible by the public in any format adheres to the University’s publication guidelines and is pre-approved by the Office of Marketing and Creative Services.

Retention

It is critical to retain the students who are already majors and to have an effective recruitment program in place. A student-friendly, patient, skilled academic adviser is worth his/her weight in gold in terms of student retention and recruitment of new students into the major. Using trained graduate students in this role has been successfully applied by some departments.

Career advising is most effectively carried out by faculty. It is important to provide majors a complete list of the services offered by the department, including contact information for career advising, graduate program opportunities, internship opportunities, and other discipline specific professional opportunities. A good resource to assist in career advising is the Career Services Center at (850) 474-2254.

Please note that a Notice of Internship should be completed for each student involved in an internship, external degree program, cooperative employment arrangement, or similar program. The form of the notice is available from the Office of the Provost or the Office of the General Counsel.

Student organizations (graduate and undergraduate) engage students in the department and discipline in ways that promote retention and participation in departmental activities. If student organizations do not exist, form some. If they do, support them.

Have representatives at all freshman orientation and open-house events and have an effective and appealing recruiting program.

Reach out to regional high schools and create summer institutes for students who have expressed an interest in your discipline. Provide them with some exciting experiences that will convince them to choose the University and your department for their post-secondary education.

Enrollment Management

Enrollment management is much easier with a three to four year curriculum plan in place. Not only does this allow students and advisers to plan ahead with a high probability that their plan will actually work, but also it allows the chair to create a curricular matrix that will promote movement of students through the program as smoothly as possible and will allow easier identification of courses that might be candidates for scheduling in staggered cycles.

Carefully look at five year enrollment data and trends for all courses and programs/tracks. If the data are unimpressive or the enrollment trend for a course is downward, a money pit is being supported. Either do a major overhaul of the course, or eliminate it.

Try not to offer under enrolled courses. They waste college and departmental resources. If the under enrolled course is a “core” or “critical” course in the major, then schedule it every other

year so it will have adequate enrollment when offered. On the other hand, if a “core” course in a program/track does not “make”, perhaps there are insufficient students to justify offering this program/track. Chairs might be concerned about students “missing” the course if it is not offered every year. If that is an issue, construct a three year course schedule, make sure the majors get a copy, and direct/track their progress through advising.

The number of elective hours in a program must be tailored to the number of students taking those electives. Providing too many options results in under enrolled courses. When scheduling courses, a chair should avoid offering every elective every term. Instead, offer a selection of electives that allows students choice, but not unlimited choice in electives. There is nothing wrong with creating a program/track that limits students to specific courses for most of the track or a narrow selection from a group of courses, combined with a limited number of electives. This curtails the total number of courses available to students, which effectively increases enrollment in the courses offered.

Using adjuncts to teach courses that cannot be taught by full-time faculty is reasonable AS LONG AS NONE OF THE FOLLOWING ARE TRUE: (a) full-time faculty do not have full-teaching loads (three courses for those actively engaged in scholarly activity, four courses for those who are not); (b) full-time faculty are offering low enrollment (including “boutique”) courses; (c) full-time faculty have a load reduction for activity that is clearly not equivalent to teaching a course; (d) or full-time faculty are not teaching twenty-five percent of major-related courses (SACSCOC requirement).

Enrollment reports through Information Navigator

Enrollment management reports are useful for tracking enrollment and department majors and can be found through Information Navigator.

| | |
|---------------------------|--|
| ENS000007 | Enrollment Count by Department/Program |
| ENS000008 | Emerald Coast Credit Hours |
| ENS000009 | Enrollment Count by Location and Department |
| ENS000010 | Semester Credit Hours Comparison by Control Department |
| ENS000011 | Enrollment Course Details by Location & Department |
| ENS000012 | Location/College/Department/Program Annual FTE/SCH |
| ENS000013 | Enrollment Statistics Report |
| ENS000014 | Enrollment Headcount |

ASPIRE

ASPIRE provides institutional support for Regional Accreditation, Strategic Planning, and Institutional Research & Effectiveness.

The regional accrediting body for UWF is the Southern Association of Colleges and Schools Commission on Colleges. UWF is presently engaged in an effort to achieve reaffirmation of accreditation in 2015.

ASPIRE staff are the guardians of the University's Strategic Plan, ensuring that its message is properly shared and promulgated throughout the University community.

Institutional Research is a function of ASPIRE and provides data, information, and analysis at an institutional and unit level.

Strategic Enrollment Planning focuses on enrollment modeling, including predictive forecasting of new students, matriculation, retention analysis, and graduation rates, among other aspects of enrollment planning.

Institutional Effectiveness provides leadership and guidance for the continuous improvement and evaluation of University programs and services.

Advising

Advising within a department takes at least two forms: academic program advising and professional/career advising. Academic advising is defined as providing information to students so that they can successfully complete all requirements for graduation, including General Studies, Gordon Rule, major requirements, GPA minimums, and credit hours earned. The Center for Academic Success <https://uwf.edu/offices/center-for-academic-success/> provides advising to all freshman students. The College of Arts, Social Sciences and Humanities provides a link to advising issues and resources at <https://uwf.edu/cassh/cassh-advising/advising-overview/>. Upon completion of the student's first year (or upon transfer into the University), advising is the responsibility of the department, which may or may not have a dedicated adviser on staff.

Catalog and website management

The UWF catalog is an online document found at <http://catalog.uwf.edu>. Chairs should print at least one copy per year and refer new employees to it as reading material. The catalog is maintained by the Curriculum Change Request (CCR/Catalog Coordinator in a program called CourseLeaf. Annually in the spring, chairs will be asked to review and make edits to the department's page through CourseLeaf. The new CCR process (beginning in 2014) will be linked to the catalog, making these changes seamless.

The department website may be the first place a student interacts with your department. The website should be updated regularly and be rich with information about your programs. Periodically, check out the websites of peer institutions. Department websites should conform to the University web guidelines, including template, content, and graphic standards. Please refer to <https://uwf.edu/offices/institutional-communications/web-services/about-web-services/> for additional information about compliance with established standards and requirements for web content. The University uses the TerminalFour Content Management System (CMS), which provides website authoring, collaboration, and administration tools designed to facilitate the creation and management of website content with relative ease. UWF's adoption of a CMS system will make it easier for non-technical staff to manage web content and provide workflow processes for content to be reviewed and approved at various levels in a timely manner.

Curriculum changes

The addition, modification, and deletion of courses, major degree programs and specializations, minors, and certificates are carried out through the faculty governance system, supported by the UWF CCR system. This system is in transition in 2014. Changes are recommended by a department or program with a rationale for the change and sent to the CCR coordinator in the summer by the specified date. Departments that articulate with the program are contacted for approval or disapproval of the changes. The CCR moves to Academic Council and Faculty Senate for review and consideration. Final approval decisions are made known in late spring for implementation in the fall of that year. It is possible to offer a new course up to three times without completion of the full CCR process, using the "990" course request. A complete syllabus, which includes the student learning outcomes, is required to submit a 990 course request. The 990 request and the CCR request are both submitted through the CCR channel at MyUWF.

Student conduct

UWF is dedicated to the advancement of knowledge and learning and to the development of ethically responsible individuals. University students and student organizations are expected to uphold appropriate standards of behavior and to respect the rights and privileges of others. All students and student organizations are expected to conduct themselves in accordance with all federal, state and local laws, and Board of Governors and University regulations, and policies.

- General Student Misconduct: Policies and Procedures related to General Student Misconduct are found in the UWF Student Code of Conduct. The responsible office is the Dean of Students Office. <https://uwf.edu/offices/dean-of-students/office-of-student-rights-and-responsibilities/student-code-of-academic-conduct/>
- Student Academic Misconduct: Policies and procedures related to student academic misconduct are found in the Academic Misconduct Policy and diagrammed in the Academic Misconduct Flowchart. Note that the chair does not have a formal role in this process. The instructor files the charges using the appropriate form. If the student does not agree to sanctions, the student can appear before an Academic Misconduct Panel. The final appeal is with the Office of the Provost. The office responsible for record keeping is the Dean of Students Office. <https://uwf.edu/media/university-of-west-florida/offices/student-affairs/dean-of-students/osrr/documents/academic-misconduct/Academic-Misconduct-Process.pdf>
- Student Grade Appeal: Policies and Procedures related to Student Grade Appeal are found in the Student Grade Appeal Policy. A student appealing a grade submits a written grade appeal to the appropriate college, rather than to the department, for tracking purposes. The chair of the department offering the course is the first step in the appeal. A college committee is the second step. The Dean is the third and final step in the appeal process. <https://uwf.edu/media/university-of-west-florida/offices/student-affairs/dean-of-students/documents/appeals/studentgrievancesystem.pdf>

Family and Education Rights and Privacy Act (FERPA)

It is the obligation of *every* faculty and staff member at UWF to adhere to the provisions of this law.

Major concepts

- Most student records at the University are considered "education records" that are protected by FERPA, this includes computer records and usually includes emails.
- Under FERPA, the student has a right to access and review their education records.
- Most education records are confidential to individuals other than the student and cannot be disclosed unless the student provides written consent or an exception applies.
- Faculty and staff generally may not see a student's education records without first identifying a legitimate educational interest or unless one of the other exceptions applies.
- Parents do not have an automatic right to view their children's postsecondary education records.

What is a student?

- Any individual who has applied for admission, is currently enrolled, or has been in "attendance" at the University and regarding whom the University maintains education records. The term "attendance" includes, but is not limited to
 - attendance in person, online, via video or web conferencing, or by correspondence; and
 - the period during which a person is working under a work study program.

What is an educational record?

- An "Education Record" includes any information or data recorded in any medium, including but not limited to, handwriting, print, tapes, film, email, microfilm, and microfiche, which is directly related to a student and maintained by the University or by a person or entity acting for the University. Examples of an Education Record include
 - admissions information for students who have applied to the University and/or are accepted and enrolled;
 - biographical information including date, place of birth, gender, nationality, information about race and ethnicity, and identification photographs;
 - grades, test scores, evaluations, courses taken, academic specialization, activities, and official communications regarding a student's status;
 - coursework (including papers and exams), class schedules, as well as written email or recorded communications that are part of the academic process;
 - disciplinary records;

- students' financial and financial aid records;
- internship program records;
- records relating to a current student of the University who is employed as a result of their status as a student; and
- student employment records.

Exceptions

- University law enforcement records
- Medical and mental health records used only for treatment of the student
- Alumni records which do not relate to or contain information about the person as a student (e.g., information collected by the University pertaining to alumni accomplishments)
- Employment records relating to an individual who is employed at the University that
 - are made and maintained in the normal course of business;
 - relate exclusively to the individual in their capacity as an employee; or
 - are not available for use for any other purpose (e.g., a staff member who happens to be pursuing a degree at the institution, as opposed to a student employed under the work study program).
- "Sole possession records" (faculty and staff personal records not shared with others and only for the personal use of the maker). The term "sole possession records" is intended to cover memory aids or reference tools. It does not refer to records that contain information provided directly by a student or records that are used to make decisions about a student. As such, this is a very limited exception. For example, personal notes from a committee meeting recommending students for a particular program would not be considered sole possession records if they are used to make a decision about the students.

Additional thoughts about FERPA

Remember that even though a record is not protected by FERPA, it does not mean that the record can be freely released. Also, it is important to respect the privacy of students. Other laws protect employment and medical records. Medical records used to accommodate a disability are kept separately from a student's "education records."

FERPA protects the privacy of all "education records" in any medium, maintained by UWF. Although the law was written in 1974, its coverage is not limited to paper copies. All student education records, including records about students contained in computer databases, are protected. This includes computerized student records in the admissions office, career placement office, financial aid office, the library, and most other campus locations. For more information on FERPA see the FAQs provided by the Office of the Registrar:

<https://uwf.edu/offices/registrar/ferpa-and-student-records/ferpa/>

Graduate Studies/Graduate School

Graduate Studies are facilitated by individual departments under the guidance and direction of the UWF Graduate School (<http://uwf.edu/graduate/>). Graduate Studies at the University include master's degrees in a number of programs, as well as specialist and doctorate degrees in education. Graduate students are eligible to apply for teaching and research assistantships. A .25 (or higher) assistantship includes both a stipend and a matriculation fee waiver. The University graduate application deadlines are June 1 (fall), October 1 (spring), and March 1 (summer); individual departments may set different application deadlines.

Graduate School Office Information & Hyperlinks

- Graduate Assistant (GA) Handbook (information about policies and procedures that govern (GA) assignments)
<http://uwf.edu/media/university-of-west-florida/graduate/documents/gahandbook.pdf>
- Office Managers handbook for GA appointments
<https://uwf.edu/media/university-of-west-florida/graduate/documents/GA-OM-handbook-4.25.17.pdf>
- Graduate Admissions information (mainly intended for students but has information and links that may be useful to new chairs).
<https://uwf.edu/graduate/apply/admission-requirements/>
- Thesis and Dissertation page (multiple links to forms and policies, including a link to the thesis and dissertation guide)
<http://uwf.edu/graduate/academics-research/theses-and-dissertations/>
- Graduate Council (links to Graduate Council minutes, agendas, membership, etc.)
<https://nautical.uwf.edu/org/dispOrg.cfm?OrgUnitID=GRADUATE>

Seven-year Academic Program Review (APR)

The Florida Board of Governors requires the cyclic review of all academic degree programs in state universities at least once every seven years. Academic Program Reviews (APR) for programs with discipline-specific accreditation will normally be scheduled in conjunction with the accreditation review. Program reviews must document how individual academic programs are achieving stated student learning and program objectives within the context of the University's mission, as illustrated in the Academic Learning Compacts. The results of the APRs are expected to inform strategic planning, program development, and budgeting decisions at the University level and, when appropriate, at the state level. The APR is initiated in May of the academic year before the academic year in which it is to be performed. The chair is responsible for putting together a Program Review Planning form, including the identification of internal and external members of the APR review team, by the early fall of the APR year. Subsequent tasks include the completion of a Self Study, which must be reviewed by the appropriate dean, and the actual APR site visit in the late fall or early spring term. The chairperson is responsible for responding to the APR team and preparing a Program Review Executive Summary.

<https://uwf.edu/offices/academic-affairs-division/resources/program-review/>

SACSCOC Accreditation

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional accreditation body for UWF. The University's regional accreditation is reaffirmed every ten years (2005, 2015), with an interim review every five years (2010 and 2020). Regional accreditation is necessary in order to receive federal grants, including federal financial aid. As a SACSCOC-accredited institution, the University is required to report substantive change (<http://sacscoc.org/SubstantiveChange.asp>). Failure to report substantive change can result in serious consequences that include suspending the activity until the Commission's approval is received, placing the University on sanction, or removing the University's accreditation entirely.

<https://uwf.edu/offices/aspire/accreditation/uwfs-accreditation-status/>

Center for University Teaching, Learning and Assessment (CUTLA)

The Center for University Teaching, Learning, and Assessment (CUTLA) provides services to faculty and chairs to promote development of professional expertise in all aspects of faculty and academic life: teaching, research and scholarship, service, and assessment of student learning for continuous improvement.

What kinds of services does CUTLA provide to faculty?

CUTLA creates and facilitates workshops to promote the development of effective teaching strategies and support the exploration of new approaches to teaching and learning. Scholarly research and service are supported through workshops, faculty learning communities, writing circles, and consultations. Other workshops provide guidance to faculty, chairs, and other administrators as they develop and use assessment evidence to evaluate new and existing teaching strategies and curricula and identify strategies and initiatives that will promote continuous improvement of academic programs and student learning.

Some events are designed for specific faculty groups (e.g., new faculty, adjunct faculty, graduate teaching assistants, mid-career faculty) whereas other events are designed to meet the needs of all faculty (e.g., grant writing, Scholarship of Teaching and Learning, best practices in assessment, work-life balance, mentoring students, and writing circles).

CUTLA manages the Turnitin accounts. Faculty who want to submit student work to obtain an originality analysis should contact CUTLA to obtain a Turnitin account.

What kinds of services does CUTLA provide to academic chairs?

The CUTLA Director requests a visit with each chair approximately once a year to discuss faculty development needs unique to the department. The director requests an initial visit soon after an individual begins his or her work as a chair. Chairs sometimes request customized workshops and consultations for the academic department. The Director will consult with departments and facilitate workshops during general department meetings, meetings of special committees (e.g., an assessment or curriculum committee), or during a faculty retreat. Chairs sometimes invite the CUTLA Director to meet with candidates during a faculty search process to discuss the support the University provides to new faculty as they develop their skills as teachers, researchers, and citizens of the University. Chairs can refer faculty to CUTLA for private consultations about teaching or other issues that might affect the individual's progress toward tenure or promotion.

All individual consultations will be held in private. The decision to invite an outsider observer to your classroom requires a level of trust that must be preserved. Thus, faculty will have a reasonable expectation of privacy as to the content of the consulting observer's comments and suggestions (both positive and negative).

The request for a classroom observation and consultation demonstrates a strong interest in and dedication to providing students with the best possible educational experience. Thus, the Center will provide a letter documenting faculty participation in a classroom consultation, which individual faculty may choose to include in their documentation for annual evaluation, tenure and promotion, or teaching portfolios. Faculty who are referred to CUTLA by a Chair or Dean can expect that their attendance at CUTLA will be reported.

Each May, CUTLA offers a workshop on how to prepare and submit curriculum change requests, (creating or revising courses and/or academic programs).

Links to key resources on the CUTLA website

The CUTLA home page (<https://uwf.edu/offices/cutla/>) includes a calendar of events for the upcoming year. Most workshops for the academic year are scheduled during the summer. Workshop topics, dates, meeting times, and locations for the full academic year are posted before the beginning of the fall term.

CUTLA Resources for teaching, curriculum design, and assessment

- **Syllabus construction**
(<https://uwf.edu/offices/cutla/supporting-pages/syllabus-construction/>)
 - This page includes a 2-page quick guide to key elements that should appear on a UWF syllabus, a sample syllabus, and a rubric that faculty can use to evaluate the quality of a syllabus.

- **Teaching Tips**
(<https://uwf.edu/offices/cutla/teaching-tips/best-of-teaching-tips/>)
 - During the academic year, CUTLA distributes a weekly teaching tip. The teaching tips are sent to all faculty and adjunct faculty on Tuesday mornings. All previous teaching tips can be found on the Topical Archive Teaching Tips page, which organizes past tips by topic area.

- **Guidelines for writing measurable student learning outcomes (SLOs)**
(<https://uwf.edu/offices/cutla/supporting-pages/writing-slos-for-course-syllabi/>)
 - This page includes a PDF file of useful Action Verbs to help write SLOs at different levels of Bloom's taxonomy. This resource is especially useful when developing SLOs and curriculum change requests for a new course or a program revision.

- **Curriculum maps guidelines**
(<https://uwf.edu/offices/cutla/supporting-pages/curriculum-maps-guidelines/>)
 - This page describes how to construct a curriculum map. It includes examples of several types of curriculum maps and describes how departments can use curriculum mapping as assessment and advising tools. Requests for new academic programs and revision of existing programs must include a curriculum map.

- **Curriculum Change**
 - CUTLA provides a workshop on the curriculum change review process every May. This workshop addresses all aspects of the submission and review process, including writing measurable student learning outcomes (SLOs) for courses and programs, developing curriculum maps, interacting with the software used for curriculum review, and factors considered during review of proposed changes by the College Councils, Faculty Senate, Graduate Council, and Provost. Presentation slides from past workshops are posted on the ALC and ALP archive pages (above).

- **Academic Records Retention**
(http://uwf.edu/media/university-of-west-florida/offices/division-of-academic-affairs/resources/Academic_Records_Retention_FAQ_01_31_17.pdf)
 - This FAQ contains information pertaining to what records faculty should keep, why, and for how long.

CUTLA resources for the university faculty (new, returning, and adjunct faculty)

- The *New Faculty Resource* page (<https://uwf.edu/offices/cutla/services-for/new-faculty/>) provides links to key offices on campus and links to resources for information about the Pensacola community for faculty new to the area (voter registration, driver's license, etc.). When conducting a faculty search, chairs might direct candidates to this

page for a one-stop introduction to key parts of the University and the Pensacola area.

- An index to services available for all faculty (<https://uwf.edu/offices/cutla/services-for/faculty/>) contains links to resource pages related to teaching strategies, assessment methods, information about tenure and promotion, and policies related to student issues (grade appeals, grievances, FERPA).
- Chairs can direct new adjunct faculty to the *Adjunct Faculty Resource Pages* (<https://uwf.edu/offices/cutla/services-for/adjunct-faculty/>). These resource pages provide descriptions of various resources available (general information about the campus, professional and career development resources and services, offices that assist faculty with teaching duties and responding to student needs and issues, and offices to which faculty can refer students for assistance). This information duplicates the information on other faculty resource pages but provides more extensive descriptive language to assist individuals who are unfamiliar with offices on campus.

RECRUITING AND DEVELOPING FACULTY AND STAFF**UWF policy on competence and qualifications of instructional personnel**

The chair must ensure that the competence and qualifications of the faculty/ instructors/ teaching assistants (hereafter “instructor”) they employ are compliant with the UWF policy on faculty qualifications, which is based in part on the standards and guidelines of the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). When determining acceptable credentials for an instructor of record, the chair must give primary consideration to the highest earned degree in the discipline. The chair should also consider competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. As the University is responsible for justifying and documenting the qualifications of its instructors of record, the chair must justify, and have approved by the Dean and the Provost, any deviation from the following minimum requirements, as set forth in the University's policy:

- Faculty teaching general education courses at the undergraduate level: Doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- Faculty teaching baccalaureate courses: Doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
- Faculty teaching graduate and post-baccalaureate course work: Earned doctorate/terminal degree in the teaching discipline or a related discipline.
- Graduate teaching assistants: Master’s in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

https://uwf.edu/media/university-of-west-florida/offices/division-of-academic-affairs/resources/Faculty_Handbook_Updated_Links_07_03_14.doc

Hiring process

Faculty hires are the single most important responsibility of a chair. Faculty members are the life-blood of a department, and thoughtful, well-planned hires are critical for building a viable, effective academic program. This process must be conducted in partnership with the faculty, with an eye toward addressing the disciplinary needs of the academic program as well as

selecting a candidate who has a high probability of success within the environment offered by

the department and the University. It is critical that the candidate be provided an accurate and honest picture of expectations for their performance in teaching, service and scholarly activities. Considering the investment and the possible longevity of a faculty member's association with the department, each hire requires careful evaluation of the candidate's strengths and weaknesses. It is important to carefully assess how the candidate will contribute to the success of the department; work with other faculty, staff, and students; advance the goals set for the department; and establish a reasonable set of expectations for their future at the University.

The hiring process for full time faculty members begins with creation or revision of the position description, including the expected salary range, rank, 9 or 12-month position and start date. Salaries are compared to CUPA as a benchmark. In most cases, the Dean is the hiring official. The Human Resource (HR) webpages that are relevant to the hiring process are shown below, but it is highly recommended that the department chair and the committee chair discuss the process with HR before embarking on the search. Hiring is subject to laws and regulations that may have changed since the website revision. The hiring official invites individuals to participate on the hiring committee. The committee must meet the guidelines of the EEOC. The committee should include a chair and at least one member from outside the department. It may also include members of the community who have an interest in the program. The committee is an advisory board that will review applications and list the strengths and weaknesses of the candidates and provide this advice to the hiring official. The position is posted at the University HR website and other public forums as recommended by the committee. Interviews may begin only after HR has approved the applicant pool. All candidates must have a clear background check and be able to perform the essential functions of the job with or without an accommodation. The process takes several months.

Sunshine Recruitment: <https://uwf.edu/offices/academic-affairs-division/resources/sunshine-recruitment/>

Employment policies: <https://uwf.edu/offices/human-resources/policies--procedures/hr-policies/>

Equal Employment Opportunity/Affirmative Action: <https://uwf.edu/offices/equal-opportunity-and-accessibility/>

Who handles what in HR:

<https://uwf.edu/media/university-of-west-florida/offices/hr/documents/HR-Directory-2018.pdf>

Mentoring committee

Faculty are a department's most valuable asset. Ensuring that untenured, tenure-track faculty position themselves to earn tenure and promotion is the responsibility of the entire department. However, the chair should play a lead role in that process. There are several

approaches to the mentoring of tenure-track faculty.

- The chair may serve as the mentor for untenured faculty.
- The chair, in concert with tenured faculty from within discipline, may form a mentoring committee.
- The chair, in cooperation with the mentee, may identify one or more tenured faculty members from within the department to serve as a mentoring committee.
- Tenured faculty from within the department, in combination with faculty from another department, may form a committee.

There are different schools of thought regarding which is the best approach. Since faculty from the home department will sit in primary judgment of the candidate for tenure, knowledge of the candidate's achievements and positive progress will generate a stronger intradepartmental advocacy. While outside members may provide an opportunity for the candidate to "get to know" people from other disciplines, this same goal can be achieved through committee service of the candidate on college, division, and University committees. If a department has a limited number of tenured faculty, the chair may have to go outside the department to recruit sufficient members for a mentoring committee.

Tenured faculty will bring a range of different perspectives and mentoring skills to the mentoring table. To make the mentoring process more equitable among candidates, it may be more effective for the chair to serve on all mentoring committees. The chair's success is dependent on quality faculty. So the chair has a strong vested interest in the successful academic maturation of new faculty, and the chair will bring a critical measure of standardization to the mentoring process.

Establish a mentoring schedule and follow it conscientiously. Five years can slip by very quickly, especially for candidates whose scholarly activity develops slowly due to complexity in their subject or process. It is not unreasonable for a candidate to meet with his or her mentoring committee at the end of each fall and spring semester. At these sessions, the candidate should present his or her accomplishments in research, teaching and service during the previous semester. A systematic approach to mentoring promotes detection of weaknesses in the candidate's progress and allows the mentoring committee to advise or redirect the candidate in a timely fashion and to see if the candidate is effectively applying given advice.

Departmental By-Laws

The departmental by-laws are developed by the faculty, and can only be changed by a vote of the department. The by-laws are the regulations of the department and set the criteria that the department will use to evaluate faculty. Additional details about summer teaching assignments, office hours, and more are also often included. All department by-laws are publicly posted at <https://uwf.edu/offices/academic-affairs-division/resources/by-laws/>

Annual evaluation (See Article 11 of Collective Bargaining Agreement)

An evaluation of the performance of each tenure track and non-tenure track faculty member is conducted each year. Traditionally, this process has taken place toward the end of, or after, the spring semester. The evaluation process consists of the faculty member completing the sections on Research, Teaching and Scholarly/Creative Activity and forwarding that information electronically to the chair. Based on the information provided by the faculty member, the chair will evaluate the faculty member's performance for the year.

Section 11.3(a)(1) of the Collective Bargaining Agreement requires the Chair to offer the faculty member the opportunity to discuss the evaluation prior to its being finalized and placed in the faculty member's evaluation file. It is advisable to write evaluations of faculty in hard copy and invite each faculty member to read over the comments and rankings BEFORE submitting the evaluation electronically. This provides an opportunity for the faculty member and the chair to openly discuss the evaluation and, if appropriate, for the chair to adjust comments and rankings. This is an opportunity for a chair to receive clarification or elaboration on points in the faculty member's performance record that may help the chair better understand the impact and significance of the faculty member's activities. Once this meeting has taken place the chair can upload and submit their evaluation to the faculty member. The faculty member will electronically sign and forward the annual evaluation to the Dean with or without a rebuttal of the chair's comments and rankings.

It is important that the chair provide honest and realistic comments and rankings that reflect the performance of the faculty member against the benchmarks (annual evaluation criteria) established by the department. The most recent three years of annual evaluations are included in the promotion and tenure packet that goes forward when a faculty member applies for tenure and/or promotion. While stellar annual evaluations are not a guarantee of tenure or promotion, they certainly contribute to the overall picture of the faculty member's progress in the three areas of performance. If a faculty member is not performing well against the criteria established by the department and this is not documented in the annual evaluation, the chair does a disservice to the department and the other faculty.

For untenured, tenure-track faculty, an assessment of "progress toward tenure" must be included in the annual evaluation document. This can be based on the chair's assessment of the candidate's documentation of performance and should also reflect the mentoring committee's conclusions regarding the candidate's performance for the year.

Tenure and promotion (See Articles 15 and 16 in Collective Bargaining Agreement)

The chair plays a central role in the promotion and tenure (P&T) process. This process begins when an individual takes on the role of chair and/or when faculty are hired in a tenure earning position. Chairs should create an optimal departmental environment that promotes the

professional development of faculty and encourages faculty activities and performance that will best position faculty for a successful bid for tenure and/or promotion. The chair is positioned to provide guidance for faculty toward a successful tenure and/or promotion decision through the mentoring process, through the annual evaluation process and through the assignment of teaching load, and service responsibilities at the department, college and University levels. Thus, the chair is engaged at many levels in faculty preparation for the P&T process. A schedule and updated criteria and guidelines for the P&T process are published each year on the Academic Affairs website. <https://uwf.edu/offices/academic-affairs-division/awards-recognition/promotion-tenure/>

Tenure-track faculty members may submit their dossier for consideration for tenure in the fall of the fifth year of service but must do so by the fall of their sixth year. The chair's role in the P&T process begins once a tenure earning hire occurs. The chair is a mentor for all faculty in this process. During regular meetings with each faculty member, chairs should evaluate faculty progress towards tenure and steer them towards opportunities that will strengthen their portfolio. Chairs should advise junior faculty to avoid taking on onerous service commitments so as to focus on their research and teaching. Faculty also should attend CUTLA events to improve their teaching and other professional development (grant writing, assessment).

Each year, the chair should determine who is eligible for tenure and/or promotion and establish deadlines for the chair's duties. One of the duties is to identify and solicit outside referees who will provide strong letters of recommendation. Another duty is to meet with the candidate early in the year of submission to review their materials. A third duty is to canvas the faculty in the department for their anonymous voting on the acceptability of the candidate. There are separate ballots for tenure and for promotion. Only tenured faculty members can vote for tenure.

Sabbaticals, Professional Development Leaves, and Faculty Service and Development Leaves (See Article 24 of the Collective Bargaining Agreement)

Sabbaticals are an opportunity for faculty to engage in professional development activities without the pressures of their normal workload. Tenured faculty with six years of service may apply for a sabbatical. Those who have taken a sabbatical or a faculty service and development award may be considered for a subsequent award after six years has elapsed since the initial award. A faculty member may receive a two-semester sabbatical at half pay or a one-semester sabbatical at full pay. In some disciplines, it is difficult to identify competent adjuncts; within these disciplines, the chair must carefully assess the department's ability to cover a course should the usual professor covering that class go on sabbatical. Moreover, the chair must guard against having too many faculty on sabbatical at one time since full-time faculty are critical in offering multiple student services and covering committee assignments within the department.

Every year, evaluate which faculty members qualify for sabbatical the following year. This strategy creates lead time needed to accommodate a faculty member's absence. Faculty must apply for Sabbaticals. Procedures are found in the Faculty Handbook, which can be accessed electronically at https://uwf.edu/media/university-of-west-florida/offices/division-of-academic-affairs/resources/Faculty_Handbook_Updated_Links_07_03_14.doc. The procedures and application guidelines are also available through the Awards and Recognition webpage. <https://uwf.edu/offices/academic-affairs-division/awards-recognition/overview-full-list/>

Adjunct faculty (section updated 6-15-20)

Adjunct instructors are an essential resource for many departments. Judicious and reasoned use of adjuncts within an educational degree program can enhance the educational experience of students. Adjunct faculty provide expertise that can fill gaps in the faculty matrix, teach courses when faculty loads are reduced for grants and special assignments, and teach additional sections needed to accommodate increased enrollment and support student progress to degree.

Departments are encouraged to include adjunct faculty in departmental meetings as appropriate and in particular during conversations regarding student learning and student performance. Communication with adjuncts, whether regular or periodic, helps to engage adjunct faculty and creates opportunities where full-time and adjunct faculty have meaningful conversations regarding teaching and learning, scholarly and creative activities, as well as current trends in the field of study or practice. This communication can also inform program faculty in ways that serve to strengthen educational degree programs and support improved outcomes for students. Communication can be face-to-face or virtual, and departments have technology resources available to facilitate these conversations.

Adjunct instructors are held to the same academic and professional standards for teaching as full-time faculty as outlined in the University policy on qualifications of academic personnel. To comply with UWF requirements, adjunct instructors are required to document the same credential review required for full-time faculty, including submission of transcripts, letters of recommendation, and an updated CV. These items must be submitted when a new adjunct is first hired into the UWF system; after that, the Faculty Report form from the Xitracs system 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 of employment is made. The background check will be repeated annually unless the adjunct is employed on a continuous basis.

The UWF Center for University Teaching, Learning, and Assessment (CUTLA) provides a page of campus resources for adjunct faculty as well as professional development opportunities and materials that can be accessed virtually. <https://uwf.edu/academic-affairs/departments/cutla/>

For adjunct faculty teaching online, CANVAS training and other professional development opportunities are available through the UWF Center for Global Online Learning and Development

(GOLD). <https://uwf.edu/research-and-strategic-innovation/departments/global-online-learning-and-development/>

Combined Activity/Effort Reporting System (CAERS)

Purpose

UWF's electronic Combined Activity/Effort Reporting System (CAERS) combines the Florida mandated Faculty Activity Reporting System (FARS) and the federally mandated Personnel Activity Reporting System (PARS). The FARS collects information about faculty activity for the purpose of certifying compliance with Florida's 12-Contact Hour Law (Florida Statutes 1012.945) for faculty paid from General Revenue Funds. The PARS collects faculty and staff activity data for the purpose of certifying compliance with *OMB Circular A-21* and other various requirements of the federal government. The web-based CAERS collects all of the activity data components to satisfy the needs of both the FARS and PARS system.

Individuals for whom a CAER Is Required

- individuals employed in a faculty line and paid with state funds;
- individuals who are instructors of record for a course regardless of employee classification and pay status;
- individuals paid by grant or research funds; and
- individuals formally associated with a grant or funded research regardless of whether paid by the grant or not.

Exceptions for individual CAER submission

- Instructors of record who are not in a faculty line and who are classified as adjuncts, graduate teaching assistants, or volunteers do not file an individual CAER. Instructional activity for such individuals is "certified" by the head of the academic department for which the individual teaches using the *Adjunct/TA/Volunteer Certification* interface available through CAERS.
- Students associated with grants or funded research do not file an individual CAER provided that time associated with the grant or funded research is certified by the Principal Investigator through biweekly payroll certifications.

Uses

In addition to providing information substantiating UWF's compliance with FS 1012.945 and OMB Circular A-21, information from the CAER is used for expenditure analyses required by the Florida Board of Governors and other reports for agencies of the United States and the State of Florida.

Access

CAER is a password controlled website accessed through the [MyUWF](#) (search for ACRES) or directly at <https://marina.uwf.edu/acres/>.

Report frequency and routing

Individual CAERs must be submitted immediately following the conclusion of each term (including summer term) in which the individual was paid on a faculty line (whether teaching or not), or was the instructor of record for a course (unless classified as an adjunct), or was formally associated with a grant or funded research (unless a student whose work is formally certified biweekly).

Individuals who are required to submit a CAER are sent an email at the beginning of the term immediately following the term for which the report is to be prepared.

Upon electronic submission of a CAER by an individual, the CAER is routed through UWF's RouteIT system as follows:

- CAERs for an individual without activity formally associated with a grant or funded research are routed to the individual's immediate supervisor. For a faculty member associated with an academic department, normally, this will be the chair of the academic department.
- CAERs for an individual with activity formally related to a grant or funded research are first routed to the Principal Investigator for the grant or funded research and then to the individual's immediate supervisor.

Expectations from chairs

With respect to review and approval of individual CAERs by academic chairs (and heads of institutes/centers), the chair is expected to review each section of the CAER (Credit-Generating Activities, Noncredit-Generating Activities, and Sponsored Research/Programs) to ensure that information is both accurate with respect to the specific activities reported and reasonable with respect to the faculty contact hours and percent of effort reported. Chairs should consult with faculty members submitting CAERs with incorrect information or unfeasible reports of faculty contact hours and return the CAER to the individual faculty member for editing to correct the deficiencies if the inappropriate entry is something under the faculty member's control. (Errors regarding course information need to be resolved with the Registrar's Office; errors regarding grant or funded research activity need to be resolved with the Office of Research.) Chairs and their administrative assistants are expected to monitor submissions of faculty members' CAERs using the CAER tracking tool available through the CAERS to ensure that the reports are submitted in a timely fashion.

Proxies

From time to time, an individual who is required to submit a CAER may not be available to complete and submit the report (e.g., retirement, resignation, medical leave or other separation from the University.) In such cases, the head of the individual's academic department or institute/center will be authorized to file the CAER on behalf of a member of the unit by proxy. The CAERS administration will notify the unit head when the proxy relationship has been established in the system.

Adjuncts, Graduate Teaching Assistants, and volunteers who are instructors of record

Chairs are expected to complete the instructional activity certifications for adjuncts, graduate teaching assistants, and volunteers in a timely manner using the *Adjunct/TA/Volunteer Certification* interface available on the CAER webpage. Chairs may not delegate this certification to staff, although staff may review the listing in preparation for the chair's certifying the list.

At the beginning and end of each current term, chairs should review the *Report-Faculty/Course Information* accessible through the CAERS webpage to be sure that all of the following information pertaining to faculty course assignments is accurate.

- Instructor of record
- Instructor type
- Instructor home department
- Course prefix, number, and reference number
- Course type
- Course credit hours
- Course control department
- Course program identifications
- Faculty contact hours
- Course location
- Course term
- Course day(s) and time(s)
- Course section cross listings for dual-listed, cross-listed, team taught, and other special situations

Errors in course listings should be reported to the Registrar and corrected before the end of the term to ensure that term grade rolls are prepared accurately and to avoid problems with individual CAERs.

At the beginning and end of each current term, chairs should review the *Report-Grants by Department* to ensure that grant and funded research information pertaining to departmental faculty and staff is accurate. Errors with respect to grants and funded research should be reported to the Office of Research and corrected before the end of the term to avoid problems with individual CAERs.

Determining Faculty Contact Hours

Chairs are expected to understand and be able to work with the technical definitions of the various types of activity that are to be reported and the distinctions and interrelationships between and among the various metrics associated with activity reporting including course semester credit hours, faculty full-time equivalent (FTE), faculty contact hours, faculty percent of effort, and clock hours.

Faculty Contact Hours

Section 1012.945, Florida Statutes Required Number of Classroom Teaching Hours for University Faculty Members states: "Each full-time equivalent teaching faculty member at a University who is paid wholly from state funds shall teach a minimum of 12 classroom contact hours per week at such University." The statute permits assignment of teaching fewer than 12 classroom contact hours in cases where the faculty member has been assigned "professional duties and responsibilities and duties in furtherance of the mission of the University." However, the totality of the assignment must be equivalent to at least 12 classroom contact hours. The statute further states, "In determining the appropriate hourly weighting of assigned duties other than classroom contact hours, the universities shall develop and apply a formula designed to equate the time required for non-classroom duties with classroom contact hours."

Credit courses

Faculty contact hours are defined as part of the Curriculum Change Request (CCR) process when a course is established or revised. Normally, the following faculty contact hours apply to credit courses:

- **Standard lecture class.** 1.0 faculty contact hour for each semester credit hour.
- **Directed individual study.** Maximum of 0.5 faculty contact hours per student enrolled.
- **Supervision of student interns.** Maximum of 0.8 faculty contact hours per student enrolled.
- **Thesis/dissertation supervision—committee chair.** Maximum of 1.0 faculty contact hour per student enrolled.
- **Thesis/dissertation supervision—committee member.** Maximum of 0.33 faculty contact hours per student enrolled.
- **Cooperative education.** 0.4 faculty contact hours per student enrolled.
- **Individual performance instruction.** As designated on the Course Master File.
- **Other credit instruction.** As designated on the Course Master File.

Advising

1.0 faculty contact hours may be reported for the first 30 advisees registered for a given semester and 1.0 additional faculty contact hours for each group of 1-30 advisees beyond the first 30.

With respect to determining faculty contact hour equivalencies for activities other than credit courses, the formula is derived from the generally expected amount of time a faculty member teaching a standard lecture course would be involved with the course both in and out of class. Generally, over the course of a full semester, for each hour a faculty member spends in front of a class each week of the semester, the faculty member engages in approximately 2 hours of preparation each week of the semester. Thus, 1 faculty contact hour is equivalent to approximately 3 clock hours—1 hour of actual classroom contact and 2 hours of preparation. For a 1-semester hour course in a 16-week semester, the total clock hours corresponding to a faculty contact hour is 48; (1 classroom contact hour + 2 preparation hours) x 16 weeks.

The formula for calculating faculty contact hours for an activity other than credit instruction and advising is as follows:

- H_t : Estimate the total number of hours spent on the activity over the course of the entire semester.
- W : Determine the number of weeks in the semester (16 for fall and spring semesters).
- 3: Clock hours equivalent to 1 faculty contact hour.
- Divide H_t by W to get H_a , the average number of hours per week.
- Divide H_a by 3 to obtain the approximate number of faculty contact hours to report for the activity.

For example, if a faculty member spends 96 clock hours on a University-related community service project over the course of a 16 week semester, the number of faculty contact hours to report in the Community Service section of the CAER is 2.

$$(H_t \div W) \div 3 = \text{Faculty contact hours}$$

$$(96 \div 16) \div 3 = 2$$

Accuracy in reporting

Faculty members should report contact hours for activities to which they are assigned in a given semester even if the total exceeds the statutory minimum of 12 classroom contact hours. Since data from the CAERs are used for reporting actual faculty workload

responsibilities, it is important that the reports reflect all significant activity.

Reasonableness in reporting

For a full-time faculty member, normally, the total number of reported hours will be in the range of 15 to 20 faculty contact hours. Using the 3 clock hours to 1 faculty contact hour ratio, this represents a range of 45 to 60 clock hours on a weekly basis. Chairs should pay particular attention to CAERs with total faculty contact hours of 25 or more, given that this suggests a faculty member is reporting 75 or more clock hours per week--the hourly equivalent of 2 or more full-time jobs.

Percent of Effort

“Percent of effort” is a metric used with grant and funded research activity wherein the percent of effort for an individual is usually stipulated in the approval documents for the grant or funded research. Percent of effort is not tied directly to clock hours in the same manner as in the case of faculty contact hours but rather is related to the specifics of an individual assignment. For example, two instructors may each have a three-course teaching load plus a funded research assignment for a given semester. If one of the instructors is teaching three sections of the same course and the other instructor is teaching three separate preparations, the percent of effort for the course assignment for the first instructor may be less than that for the second instructor. Similarly, if the two instructors have equivalent course loads, the nature of the research assignment may be different for the two and represent a different percent of effort.

Index for Activity Reporting

| Total Hours During Semester | Faculty Contact Hours ¹ |
|------------------------------------|---|
| 1 | 0.0208 |
| 2 | 0.0417 |
| 3 | 0.0625 |
| 4 | 0.0833 |
| 5 | 0.1042 |
| 6 | 0.1250 |
| 7 | 0.1458 |
| 8 | 0.1667 |
| 9 | 0.1875 |
| 10 | 0.2083 |
| 15 | 0.3125 |
| 20 | 0.4167 |
| 25 | 0.5208 |
| 30 | 0.6250 |
| 35 | 0.7292 |
| 40 | 0.8333 |
| 45 | 0.9375 |
| 50 | 1.0417 |

¹ The formula used was Contact Hours = (Total Hours during Semester) / (3 Activity Hours per Week x 16 Weeks). Formula is based on a 16-week semester.

| Hours per Week | Faculty Contact Hours ² |
|----------------|------------------------------------|
| 1 | 0.3333 |
| 2 | 0.6667 |
| 3 | 1.0000 |
| 4 | 1.3333 |
| 5 | 1.6667 |
| 6 | 2.0000 |
| 7 | 2.3333 |
| 8 | 2.6667 |
| 9 | 3.0000 |

Staff hiring process

Staff members are a critical source of assistance for the chair in the conduct of duties and are central to creating a supportive environment for faculty and students within the department. A staff member who is incompetent or has a weak work ethic can undermine the operation and morale of a department. Thus, in addition to looking for the required skills needed to fulfill the responsibilities of the staff position, it is imperative that chairs carefully evaluate candidates with an eye toward strong work ethic, compatibility with the faculty and other staff within the department, and appropriate interpersonal skills and attitude for working effectively with students.

² The formula used was Contact Hours = (Total Hours during Semester) / (3 Hours per Week). Formula is based on a 16-week semester.

The hiring process for full time staff members begins with the creation or revision of the job description, which was formerly called a job questionnaire. The hiring official, who may be the departmental chair, invites individuals to participate on the hiring committee. The committee must meet the guidelines of the EEOC. All candidates must have a clear background check and be able to perform the essential functions of the job with or without an accommodation.

Sunshine Recruitment: <https://uwf.edu/offices/academic-affairs-division/resources/sunshine-recruitment/>

Employment policies: <https://uwf.edu/offices/human-resources/policies--procedures/hr-policies/>

Equal Employment Opportunity/Affirmative Action: <https://uwf.edu/offices/equal-opportunity-and-accessibility/>

Who handles what in HR:

<https://uwf.edu/media/university-of-west-florida/offices/hr/documents/HR-Directory-2018.pdf>

As outlined in our Separation/Code of Conduct policy, HR-22.00-2004/07, all University Work Force terminations must be approved by HR prior to taking action.

Staff evaluation

Evaluation of staff takes place electronically once each year. To access evaluations, go to MyUWF, select *Employment/ Position Management, Log in, and find the Evaluations* heading on the menu at the far left of the page. Select *Begin New Performance Evaluation* and follow the on-screen instructions for completion and submission. The entire process is explained in detail, step-by-step, with illustrations at the following HR website: <https://uwf.edu/offices/human-resources/i-am-a/supervisor/performance-evaluations/>. At the top of the opening page, there is a link to a PPEMS user manual as well. If there are any problems or difficulties in the process, HR will provide assistance in completing the form.

Staff are a critically important part of the departmental team. Staff must have a strong work ethic and be invested in the job and in the welfare of students, other staff and faculty. They must be dedicated to providing chairs with a level of competent support in order for the chair to be successful. The chair is responsible for guiding and mentoring new staff members as they adapt to the job and develop skills and attitudes essential to the position. Provide constructive feedback couched in positive terms. It is essential for administrative effectiveness and for creation of a positive and productive departmental environment that chairs help their staff become a partner in excellence – someone who is competent, reliable, responsible and dedicated.

Expect a period of adjustment, while existing staff members become accustomed to the changing leadership style and workload when a new chair is appointed. Closely observe staff

performance and responses to demands placed on them. After about three to six months, chairs should have a sense of how staff work ethic and commitment mesh with expectations. If need be, use this period of adjustment to steer staff performance in the desired direction. Provide guidance and feedback in formal staff meetings (held as often as needed) and routine conversations with staff regarding job performance. Provide a balance of positive and negative comments. Take and keep notes on these meetings and conversations. Annual evaluations can be used to provide more robust and documented suggestions for improvement if notes are kept. These processes can be used to build staff performance that best serves the needs of the department and provides the level of quality support the chair needs.

While the annual staff evaluation process provides a chair the opportunity to formally document an individual staff member's performance and progress, chairs should provide guidance and constructive feedback on a routine basis, with positive reinforcement carrying as much weight in the process as constructive criticism. It is absolutely essential that chairs tailor the official ranking of a staff member's performance in the annual evaluation in terms that accurately reflect performance. If a problem exists in staff performance, it is important that the problem is documented and followed to track improvement or lack thereof in each subsequent annual evaluation. The annual evaluation process will create a formal record of deficiencies that will be central to replacing this staff member in the future if they fail to address the shortcoming. Do not "pad" the evaluation with higher than earned rankings. Be honest and accurate on staff performance to avoid any regrets in the future. It is frustrating to have an incompetent staff member and not be able to do anything about it even though the situation compromises the quality of the chair's performance.

The Office of Human Resources has annual training for supervisors on Performance Management and conducting performance evaluations. Attend these regularly. It is recommended that Chairs consult with HR in the management of problem staff performance.

Grievances

The chair must notify the dean when he/she is aware that a grievance will be filed. Contact the Director of Human Resources or the Office of the General Counsel for advice. The Collective Bargaining Agreement can be found at <https://uwf.edu/offices/academic-affairs-division/resources/collective-bargaining/>.

Employee Relations (discipline, Employee Assistance Program (EAP), grievances):
<https://uwf.edu/offices/human-resources/i-am-a/employee/employee-relations/>

Informal Dispute Resolution (problem solving between employees. We have a certified mediator): <https://uwf.edu/offices/human-resources/i-am-a/employee/employee-relations/conflict-resolution/>

Who handles what in HR:

<https://uwf.edu/media/university-of-west-florida/offices/hr/documents/HR-Directory-2018.pdf>

Florida Sunshine Law

Florida's Government-in-the-Sunshine law, section 286.011, Florida Statutes, provides the public with a right of access to governmental proceedings. It applies to any gathering of two or more members of the same board or commission to discuss some matter, which will foreseeably come before that board for action. Virtually all state and local public bodies are covered by the open meetings requirements. Where the sunshine law applies, in addition to public access to meetings reasonable notice of the meetings must be given, and minutes of the meeting must be taken.

To become current on Florida Sunshine Law, go to the following website from the Office of the Attorney General of Florida:

<http://myfloridalegal.com/pages.nsf/Main/DC0B20B7DC22B7418525791B006A54E4>.

For questions about particular situations, contact the Office of the General Counsel at 850-474-3420.

DEPARTMENTAL RESOURCE MANAGEMENT

Budget

The budget is typically comprised of funds in several accounts and is usually spread over different account types which vary by department. Information on the spending and balances in the each account can be viewed through Banner, accessed through Information Navigator in MyUWF. Banner training is available to assist with learning to use Banner. In addition, new chairs should communicate with their office managers and workstation managers to learn about the types of accounts for which they are responsible. The fiscal year is July 1- June 30. Chairs will receive a memorandum in late January with deadlines for particular expenditures for the fiscal year.

Different accounts have specific “do’s” and “don’ts” for spending; see the table below for basic information on the various account types, sometimes referred to as “different colors of money.” E&G stands for Education and General. Foundation Accounts are managed by the UWF Foundation. See <https://uwf.edu/offices/foundation/document-library/documents-and-policies/> for details related to the Foundations’ spending policy. Foundation staff will be happy to explain the different accounts in more detail. Some departments collect Material and Supplies (M&S) Fees from their classes. For more information on these fees, see <https://pages.uwf.edu/aabudget/fees/index.cfm>. Florida Statute 1009.24 (14) (i) authorizes each university Board of Trustees (BOT) to establish fees “to offset the cost of materials or supplies that are consumed in the course of the student’s instructional activities, excluding the cost of equipment replacement, repairs, and maintenance.” This definition must be strictly adhered to when determining appropriate material and supply fees.

| Account Type | Account Numbers | Description |
|--------------------|---|--|
| E&G | Four digit account number | These are the funds from the state or from student tuition. They are allocated based on an annual budget per Academic Affairs. These are one year allocations and are usually replenished at the beginning of each fiscal year (July 1). |
| Carry Forward (CF) | CF account number with associated E&G account | Unspent funds from E&G allocations roll into CF funds and can be kept for multiple years in the CF accounts. |
| Grants & Contracts | 22XXXX accounts | Handled via Research & Sponsored Programs. |
| SEED | 180XXX accounts | Generated from indirect costs on grants and contracts (Faculty and department get a percentage of the indirect costs returned to them via their SEED accounts). |
| Auxiliary | 13XXXXX accounts | Generated via an independent revenue stream (e.g., instrument rentals). |

| | | |
|-----------------------|--|---|
| Student Fees | 13XXXXX accounts | Generated via fees paid by students based on specific situations – M&S (lab supplies), equipment, technology, etc. This money must be spent based on the regulations associated with the specific fee. |
| Foundation | Four digit account number internal to the Foundation, not part of Banner | Donations to UWF Foundation from alumni, companies, etc. |
| Salary Savings | Either E&G or CF account | Generated from grants and contracts when a faculty member's salary is being paid from the grant/contract during the nine-month contract period. Salary savings are also generated when a faculty member is on unpaid or partially paid leave (e.g., a full-year sabbatical at half pay). |
| OUR and SCAC grants | 16XXXX or E&G account | These are internal grants awarded by Research and Sponsored Programs (RSP) and Office of Undergraduate Research (OUR). RSP generates individual account numbers for the Scholarly and Creative Activities (SCAC) accounts and OUR funds are generally transferred to the department's E&G or CF accounts. |
| Summer Profit Sharing | Either E&G or CF account | Departments may be given a portion of the revenue generated during the summer terms. Allocation is based on criteria established by the Provost and the Dean. |

Purchasing

The Office of Procurement and Contracts (P&C) provides services to faculty, staff, and students by procuring the necessary goods and/or services required to meet the needs of the University. P&C's goal is to obtain the right quantity and quality of goods and services at the right price and time when needed. Procurement activities are conducted in accordance with the laws of the State of Florida, and BOG and the University regulations, policies, and procedures. Vendors must be registered with the University prior to materials being purchased by PCard. PCard training is offered through eLearning. Chairs are responsible for reviewing and authorizing the department PCard purchases on a monthly basis.

Links to key resources on P&C website

PCard Reference Guide:

<https://uwf.edu/offices/procurement/pcard-information/pcard-reference-guide/>

Quick P&C Guide:

<https://uwf.edu/offices/procurement/procedures-and-instructions/quick-guide/>

Vendor Information:

<https://uwf.edu/offices/procurement/vendor-information-for-departments/vendor-information-internal-links/>

Code of Ethics for Public Officers and Employees:

http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0100-0199/0112/0112PARTIIIContentsIndex.html

Open Solicitations and Public Notices: <https://uwf.edu/offices/procurement/vendors-only/open-solicitations-and-public-notice/>

Public Records: <http://www.flsenate.gov/Laws/Statutes/2012/119.07>

University Advancement

It is the mission of University Advancement to encourage and support relationships that benefit the University of West Florida by seeking out strategic opportunities that increase visibility, build affinity, facilitate engagement, inspire giving, and steward the generosity of alumni, donors, friends, students, faculty and staff.

The division consists of the following units:

- Advancement Services
- Alumni Relations
- Development
- The UWF Foundation, Inc.
- Marketing and Creative Services
- West Florida Historic Preservation, Inc. (WFHPI)
- WUWF

Frequently asked questions about each unit

Alumni Relations

How do I obtain a list of departmental alumni? To obtain a list of departmental alumni contact the Director of Alumni Relations. Please make sure to allow at least two weeks for any list.

Can I secure support for an alumni event? Funding for departmental events will be based on the annual budget that is allocated to Alumni Relations. Alumni Relations will make every effort to fund some part of departmental events. Funding is limited, so early requests have a better chance of being funded.

What do I do if I want to survey our alumni? Solicit our alumni? If you want to survey your alumni, contact Alumni Relations. Alumni Relations will work with you to choose questions, types of survey tools, and timelines to be able to survey your alumni. If you want to solicit your alumni, you should contact the Annual Fund Manager.

What do I do with updated alumni information that comes to the department? Please submit all address updates, professional accomplishments and achievement information to alumni@uwf.edu. We will make sure that this information is updated in our database and forward any professional accomplishment and achievement information to the *Class Notes* section of the *UWF Connection* Magazine and to Marketing and Creative Services (M&CS).

How can I feature our alumni achievements? You can have an alumni spotlight section on your department's website, spotlight your alumni in an e-newsletter, or Marketing and Creative Services might use the information to highlight alumni in one of their marketing pieces (*Connection*, web, ads etc.)

What is the most efficient and effective way to communicate with our alumni? Communicating with your alumni depends on your final goal. Let Alumni Relations know what your plan and final goals are and the staff can help facilitate the most efficient and effective way to communicate with your alumni.

What kind of information is available on our alumni? Most of our data is self-reported which is why Alumni Relations needs your help in making sure to have the most up-to-date information on your alumni. Information that might be available is Name, Contact Information, Gender, Degree, Concentration, Grad Year, and Employment Information.

Development

What do I do if I want to request private gifts from alumni & friends? Please contact the Annual Fund Office at 850-857-6211 to discuss your goals and the need for private support. This will ensure proper coordination to minimize excessive solicitations and maximize overall support.

Who do I contact if I know of an alumnus, friend or company who is interested in making a large gift? Please contact the Major Gifts Office at 850-474-2875 to discuss your prospect. Staff will be able to provide effective support, assist with cultivation and solicitation, donor research, stewardship and recognition of gifts.

What is the difference between annual, major, endowed and planned gifts?

- Annual Gifts are defined as gifts (restricted or unrestricted) that are received during the fiscal year (July 1 – June 30) and under \$10,000.
- Major Gifts are gifts \$10,000 or more provided to support University priorities. They may be restricted or unrestricted.
- Endowments are created by donors who want their gifts invested for growth while using a portion of the earned income to support the donors designated program, scholarship, etc. The minimum endowment level is \$25,000.
- Planned gifts are future gifts to the University made through bequests, estates, insurance policies, gift annuities and trusts.

Are there policies for naming programs, schools, colleges, etc.? Yes, please refer to '[BOT-08.03-05/17 Policy Concerning Naming Opportunities](#)'.

The UWF Foundation, Inc.

Where are UWF Foundation Policies located? Policies are available on the web at <https://uwf.edu/offices/foundation/document-library/documents-and-policies/>.

Who should I contact for additional program/event funding? Typically, donors make gifts to a specific department or program which restricts the benefit to that area (e.g. Biology). Most chairs, deans and vice presidents control accounts with less restrictive general area gifts. The Foundation does not have a general use account to provide funding upon request.

How do I establish a new Foundation Account/Project? Please contact the Foundation and request a new account questionnaire.

How do I get a list of Donors to an account or department? Use the following link to request information regarding donor information [Request Donors List](#) or select the "Advancement Services Data Request Form" link within MyUWF.

Marketing & Creative Services (M&CS)

How can I request a project from M&CS? To make a request for your marketing needs, please log onto MyUWF and search for "[Needs Assessment Form](#)." This form allows you to request posters, post cards, brochures and other marketing items for your department, unit or program. For additional information on the services provided by M&CS as well as guidelines and standards used related to marketing and branding, please read UWF Comprehensive Branding Guide at <https://uwf.edu/brand/the-brand/>.

Can we create our own marketing materials? If you choose to create projects yourself that will be used off-campus or used to market to prospective students or new/incoming students in any advertising on behalf of the University, these materials must be submitted for review prior to printing and placement. The purpose of this review process is to ensure consistency in appearance and messaging in support of the overall University marketing strategy and brand. Our Do-It-Yourself form is available in [MyUWF](#) (search Do-It-Yourself Print Projects Approval Form).

What should I do if I have a newsworthy cause I am interested in sharing with the media? Complete the Press Release Request Form located in MyUWF or contact news@uwf.edu and someone from our experienced Public Relations staff will assist with your media outreach. M&CS is responsible for approving all University-related press releases, distributing press releases to the media, and coordinating media interviews and events.

What should I do if I have an event that is open to UWF community and or the public? Events open to UWF community and the public (events sponsored by a University center, college, department institute, program or organization) should be submitted to your affiliated department calendar administrator. Ongoing classes, repetitive workshops, regularly scheduled meetings, and events not sponsored by a University center, college, department, institute, program or organization are not published on the external calendar. In addition, M&CS does not allow solicitations or advertisements for companies or products to be included. For a complete list of calendar administrators and guidelines for submissions to the calendar, please visit <https://uwf.edu/offices/institutional-communications/resources/uwf-event-calendar/>.

West Florida Historic Preservation, Inc. (WFHPI)

What is WFHPI? It is a non-profit direct support organization of the University dedicated to collecting, preserving and interpreting the history of Northwest Florida. Its mission is to serve as a public and educational institution for the enrichments and benefit of the community. Responsibilities include research, preservation, archiving, and presenting collections and resources through exhibits, museums and programming.

Where is WFHPI located? The administrative offices are located in the Bowden Building in historic downtown Pensacola. The Historic Pensacola Village consists of 27 properties, located in the Pensacola National Register Historic District. Eleven properties are interpreted facilities that are open to the public. In addition, the Arcadia Mill Archaeological Site is located in Milton, Florida.

How do I find out more about the museums, fees, guided tours, hours, etc.? Detailed information may be found on the web at <http://historicpensacola.org/plan-your-visit/>.

WUWF

What is WUWF Public Media? WUWF Public Media is a collection of media platforms, with one analog FM station, 3 Hybrid Digital(HD) FM channels, 1 cable channel (WUWF-TV 4 on Cox Media), and a robust online presence. The main FM/HD-1 channel is primarily news and information with music and variety programs on evenings and weekends. HD-2 features classical music 24/7. HD-3 is *SightLine*, a reading service for the vision impaired. WUWF-TV features classical music videos, international news, and local public affairs programs. WUWF Public media also provides webcasting services for the University. All of the programs and services can be accessed online at uwf.org.

Is WUWF a student-run campus radio station? No. WUWF is a professionally staffed affiliate of National Public Radio, broadcasting on 88.1FM at a power of 100,000 watts. The station's signal reaches from Mobile to Panama City, with a weekly audience of nearly 60,000 residents of Northwest Florida and South Alabama. Students have opportunities for internships and part-time employment in the areas of production and outreach.

How is WUWF funded? WUWF is largely listener supported. Thirty-five percent of WUWF's budget comes from the University of West Florida. The other sixty-five percent comes from listener and corporate support (53%) and the Corporation for Public Broadcasting (12%).

Disability Services/ADA

Human Resources can address issues with hiring and accommodations for employees with disabilities. Discrimination is against the law. <https://uwf.edu/offices/equity-diversity/departments/ada-programs/>

General Counsel

Chairs should become familiar with the services of the Office of the General Counsel. In addition to the expertise provided by University attorneys, links to useful resources are available at <https://uwf.edu/offices/general-counsel/>. The Office of the General Counsel, located in building 10, provides legal services for the University including the following:

- Representing the University in grievances and litigation;
- Supervising outside counsel;
- Advising University departments;
- Developing and reviewing contracts and agreements;
- Meeting various University reporting and accountability requirements;
- Responding to records requests and subpoenas;
- Aiding in the resolution of student issues;

- Developing and updating diverse University policies;
- Developing and maintaining a comprehensive and informative web page for the benefit of the entire University community; and
- Promulgating University regulations.

Facilities Management

Maintenance requests

Facilities Management uses iServiceDesk. iServiceDesk is a web-enabled interface that provides a web forum to submit, query, and report on work requests. Requesters can be kept informed via e-mail or can query the status of their request or work order throughout the entire process.

<http://mainhelp.argo.uwf.edu:11010/>

Space/Project Requests

Space/Project Requests are filed in pdf format. [Project Request Form](#) | [Space Request Form](#)

More information about Project Planning & Management can be found online at

<https://uwf.edu/offices/facilities-development-operations/planning-maintenance-construction/facilities-planning-construction/>.

Safety

The following departments are involved in the planning and implementation of strategies for employee and student safety:

Environmental Health and Safety Department: <https://uwf.edu/offices/environmental-health-safety/>

Campus Police: <https://uwf.edu/offices/police/>

CALENDARS AND PROCESSES (Approximate dates)

Academic calendars for the current and next year can be found at uwf.edu/registrar intranet. Items followed by <process> have more information in the Recurring Process Workflow section beginning on page 51.

Each semester*Beginning of the semester*

- Syllabi are due by the first week (<https://pages.uwf.edu/acad/>).
- Sign and submit student Intent to Graduate forms to Registrar in the first week <process for Intent to Graduate>.
- Verify that SACS credentials are entered for faculty (<https://pages.uwf.edu/acad/>).

Mid-semester

- Schedule courses for the next semester. Get started ~2nd week, notice from Registrar comes around the 3rd week. Summer and fall both are scheduled in the spring. Deadline for summer is mid-February; deadline for fall is beginning of March.
- CAERs for you and your faculty for the prior semester, due mid-February, late May, early September (MyUWF, search for CAER).
- CAERs certification for your adjunct faculty for previous semester.
- Review your department's Faculty/Course report, available through CAERS, for accuracy and completeness of information about courses to ensure that grade rolls and individual CAERs will be correct.
- Textbook orders for next semester ~ 6th week, due mid-March for summer, mid-April for fall.
- Verify that your affiliation agreements are up to date <process for Affiliation Agreement>.
- Verify that any licensing or national exam applications have not changed.
- Complete adjunct appointment forms for the following semester.
- Meet with your dean to review departmental issues.

End of the semester

- Summarize Assessment Data.
- Generate and evaluate graduate surveys.
- Evaluate adjunct and graduate teaching assistant faculty (<https://pages.uwf.edu/acad/>), and submit to Dean's office <process for Adjunct Faculty Evaluation>.
- Meet with junior faculty to review SUSSAI results & mentoring session.
- Grade submission (MyUWF, search for Grade Roll Review Grade Submission).
- Degree Submission Yes/No List (MyUWF, search for Degree Submission) <process for Degree Submission>.

- Probation/Suspension list submission for graduate programs and written notification to graduate students who have changes in academic standing. Use MyUWF, and search for Probation Suspension.

On a semester basis

Fall

- Fall convocation for faculty is scheduled the week before classes start.
- Departmental meetings.
 - Distribute Open House responsibilities.
 - Review curriculum and assessment plan with departmental faculty.
 - Discuss and align strategic goals.
 - Formalize assessment assignments.

Spring

- Catalog updates will be requested mid-spring from the CCR coordinator and due by end of March.
- Assignment letters for Summer Work Assignments.
- Schedule assessment departmental meeting.
 - Select outstanding student and graduate student for convocation.
 - Organize and review departmental assessment results relative to the annual report template.
 - Evaluate progress towards strategic goals.
- Evaluations for faculty (<https://pages.uwf.edu/acad/>) at the end of spring semester <process for Annual Evaluation for Faculty>.

Summer

- Assignment letters for full time faculty (MyUWF/CAER) <process for Assignment Letter>.
- Determine if any faculty are up for Tenure and Promotion; set up timelines for your role in the process. <https://uwf.edu/offices/academic-affairs-division/resources/promotion-tenure/>
- Submit CCRs (MyUWF, search for CCR).
- Annual report (<https://pages.uwf.edu/acad/>) <process for Annual Report>.
- Evaluations for staff (through HR website, changing in 2013) <process for Annual Evaluation for Staff>.

Weekly

- Approve Timecards and Leave Reports <process for Approval of Timecard and Leave Reports>.

Monthly

- Review and sign PCard Reconciliations <process for Pcard Reconciliation>.
- Evaluate budget, check for critical account surplus.

Seven-Year Review and/or Accreditation

[Academic Program Reviews](#) are on a seven-year cycle.

RECURRING WORKFLOW PROCESSES

The following activities or reports are performed on a recurring basis. The Workflow and outcome of the report is described in the table.

| |
|---|
| Title of the Activity |
| Adjunct faculty evaluation |
| Purpose of the Activity |
| Evaluate each adjunct faculty member's work, and determine eligibility for re-hire. This is a UWF requirement. |
| When does the activity begin, and who initiates it? |
| The chair initiates the activity at the conclusion of each semester. Go to the FACS homepage (https://pages.uwf.edu/acad/) and select "Departmental Management." At the top of the page, to the right is the link "Adjunct Faculty and GA Reviews." Click the link to access the evaluations. Select the current semester, and print out all evaluations for your department. Complete the forms and send them to your College Dean's Office. |
| Chair's role in Activity |
| Meet with the adjunct faculty member, review Student Assessment of Instruction (SAI) summaries. Discuss the course and provide feedback to the instructor. Complete the evaluation form and forward to the Dean's office. |
| Activity is completed by |
| Dean's office. |

| |
|---|
| Title of the Activity |
| Annual evaluation for faculty |
| Purpose of the Activity |
| Provide summative and formative feedback to faculty, utilized for rehiring decisions and tenure and promotion decisions. |
| When does the activity begin, and who initiates it? |
| Faculty member initiates the evaluation at the end of the spring semester and sends it to the chair and then to the Dean. The Provost provides a letter only for tenure track (non-tenured) faculty and for tenured faculty who have rebutted their evaluations. |
| Chair's role in Activity |
| Faculty member should print a draft copy of the annual evaluation and discuss their personal evaluation with the chair before submission. This provides an annual personal meeting with the faculty member. The chair provides feedback and writes an evaluation, which should include rankings that match the departmental by-laws. If remediation is recommended, the chair should include the measures that are recommended to bring the faculty member up to departmental standards. The chair forwards the evaluation to the Dean. |
| Activity is completed by |
| Final evaluation for tenure earning faculty is by the Provost, and by the Dean for all other faculty evaluations, except if there is a faculty rebuttal. |

| |
|--|
| Title of the Activity |
| Annual evaluation for staff |
| Purpose of the Activity |
| Provide summative and formative feedback to staff, utilized for rehiring decisions and promotion decisions. |
| When does the activity begin, and who initiates it? |
| Staff member initiates the annual evaluation in July. |
| Chair's role in Activity |
| Chair completes the staff assessment instrument and meets with the staff member to discuss the evaluation. Employee certifies and returns to chair for completion. |
| Activity is completed by |
| Evaluation is forwarded to the reviewing officer, Dean, and then to Human Resources. Evaluations must be submitted to Human Resources by October 1. |

| |
|---|
| Title of the Activity |
| Affiliation agreement renewal and initiation |
| Purpose of the Activity |
| An affiliation agreement (also referred to as a Memorandum of Understanding or MOU) is an agreement between the University and an alternate training facility. An example is a contract with a hospital for training nurses or a school for training student teachers. Many of these agreements have a 1-3 year lifespan; however, some renew automatically from year to year. These agreements should be reviewed periodically to ensure that they are current. For pre-existing agreements, establish a date during the year when you list and review all the expiration dates and the content of the agreements. |
| Meet with General Counsel to provide a list, as well as electronic archived agreements. The renewal process can take up to three months, so be proactive about establishing timelines. If you wish to establish a new affiliation, meet with General Counsel for the most recent University version of the agreement, and bring it to your affiliation discussion. |
| Original contracts must be signed by a Signing Authority at the training site, such as the CEO or CNO, and by the chair, Dean and Provost at the University. The contract must be approved by General Counsel before the Provost will sign it. |
| When does the activity begin, and who initiates it? |
| The chair (or departmental designee) requests review by General Counsel, sending the current document to gcfrofrontdesk@uwf.edu , and establishing the deadline for renewal and student placement. General Counsel approves a working document. The chair sends the document to the contact person at the training facility, and requests two signed originals to be returned. Originals are forwarded to the Office of General Counsel for their imprimatur, and routed to the Dean and Provost for signature. Documents will be returned to the chair for final distribution. Keep an electronic version. |
| Chair's role in Activity |
| Initiate the renewal process, keep track of documents in progress, provide the name of the contact person at the facility, ultimately provide one signed original back to the facility and keep one signed original in chair's files. A tip is to keep a "waiting for" file, and periodically review it to see if what you have been waiting for has been accomplished, or not. |
| Activity is completed by |
| The fully executed agreements should be filed in the chair's office and at the training facility. |

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| Title of the Activity |
| Annual report |
| Purpose of the Activity |
| Reflect on the goals and objectives of the department in the context of the mission and strategic goals of the University, division, and college, and develop short term and long-term goals to align the missions. Report on success from the previous year. Contents of the report are used in accreditation review and institutional research, available for media information and to the marketing department. |
| When does the activity begin, and who initiates it? |
| SPOL (Strategic Planning Online) will be available to chairs throughout the year, but progress reports will be due in July. |
| Chair's role in Activity |
| The chair is the collector of the data and the author. The data should be collected through multiple faculty meetings throughout the year, as well as the annual assessment faculty meeting. |
| Activity is completed by |
| Submission of completed annual report to Academic Affairs and posted to SPOL. |

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| Title of the Activity |
| Approval of timecards and leave reports |
| Purpose of the Activity |
| Validate time off taken by staff and faculty, including sick leave, annual leave, and administrative leave. |
| When does the activity begin, and who initiates it? |
| Biweekly, the staff member enters timecard data through MyUWF/ Leave Report. Faculty members enter their data only when they have taken leave. |
| Chair's role in Activity |
| The chair (or the chair's designee) views the submission and approves or returns the submission to the sender for correction. |
| Activity is completed by |
| Chair approval forwards information to payroll. If the chair forgets to approve the timecard, he/she will get an email and phone call reminder. There is also a reminder shown in MyUWF. An Effort Recap is required by HR. |

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| Title of the Activity |
| Assignment letter for 9-month faculty (see Article 9 of Collective Bargaining Agreement, 2012-2013) |
| Purpose of the Activity |
| Provide faculty members with teaching assignments for the entire academic year. The assignment is informal when you schedule it and is formalized six weeks before the start of the classes. |
| When does the activity begin, and who initiates it? |
| Begins in late summer using the CAER system channel in MyUWF. Chairs will receive an email prompt to do this. |
| Chair's role in Activity |
| Chair is the author of the letter. Archived letters are available in the CAERS channel. The letter is routed to the faculty member for electronic signature, and returned to the chair. The chair approves the submission, which then electronically routes to the Dean. Should the class be cancelled, it is the chair's responsibility to reassign the contact hours. |
| Activity is completed by |
| Dean approval completes the process. |

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| Title of the Activity |
| CAER reporting for faculty |
| Purpose of the Activity |
| This is a collective reporting system that tracks teaching contact hours, research grants and contracts, and service. It is used to report the information to state agencies. |
| When does the activity begin, and who initiates it? |
| Reminders are sent to the faculty members by Institutional Research and Effectiveness at the beginning of the new semester to report on time from the previous semester. |
| Chair's role in Activity |
| Evaluate the faculty members' submissions for thoroughness and feasibility. Verify that the contact hours are at least 12 per semester. Contact hours are actually 3 clock hours. |
| Activity is completed by |
| Electronically signing the CAER report sends it to Institutional Research. |

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| Title of the Activity |
| CAER certification for adjunct faculty, graduate teaching assistants, and volunteer instructors |
| Purpose of the Activity |
| This is a collective reporting system that tracks teaching contact hours. It is used to report the information to state agencies. |
| When does the activity begin, and who initiates it? |
| Chair initiates it through MyUWF/CAER. The tab is Adjunct/TA/Volunteer certification |
| Chair's role in Activity |
| Chair completes a statement endorsing the contact hours for the faculty member. |
| Activity is completed by |
| Electronically signing the CAER report sends it to Institutional Research. |

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| Title of the Activity |
| Graduation evaluation (confirming requirements for degrees) |
| Purpose of the Activity |
| This is the final check to assure that a student has completed all requirements for graduation. Each student is reviewed based on degree requirements and degree audit. The department (graduate students) or college (undergraduate students) confirms the student has met all degree requirements and is eligible to graduate or indicates that the student is lacking degree requirements and should be removed from the graduation role. |
| When does the activity begin, and who initiates it? |
| The Registrar's office compiles a prospective graduates list and sends several reminders prior to graduation about students on the list. The Registrar's Office sends the Graduation Evaluation lists to the departments and colleges the day after grades are posted. |
| Chair's role in Activity |
| When reminders are sent, review degree audits of students in your department to look for incomplete requirements. Make corrections as needed. Verify that all students you expect to graduate are on the list, and remove those who will not complete requirements that term. The Graduation Verification lists will be sent the day after grades are due. Review and complete the information on each student. Reminder: Chair has access to GradeRoll Reviews. |
| Activity is completed by |
| Filing the Graduation Verification list for all of the candidates. Since all of the candidates may not have completed the requirements the week following graduation, reminders will be sent by the Registrar's office several more times after the semester is over to provide opportunity to clear up any students who submit information (transcripts, grade changes, etc.) who do not meet requirements on the original verification list. |

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| Title of the Activity |
| Intent to graduate student submissions |
| Purpose of the Activity |
| Generate a list of prospective students for the Registrar's office for group emails and degree requirement checks. |
| When does the activity begin, and who initiates it? |
| The student completes the form two semesters prior to graduation, e.g. in September for May graduation. |
| Chair's role in Activity |
| Verify student is on track for completion, sign and forward form to Registrar's office. |
| Activity is completed by |
| Registrar |

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| Title of the Activity |
| P-Card reconciliations |
| Purpose of the Activity |
| Provide department oversight to prevent misuse of funds |
| When does the activity begin, and who initiates it? |
| Office manager or administrator |
| Chair's role in Activity |
| Verify that all receipts are present and signed by the buyer, and sign off for each purchase. |
| Activity is completed by |
| Final approval is done by College Business manager. Reconciliations are audited on a regular basis. |

MENTORING RESOURCES

Other sources for professional development as a chair include workshops, publications and websites.

Workshops

- Institute for Academic Leadership (IAL) Department Chairs Workshop Howey-in-the-Hills, Florida.
- UWF Center for University Teaching, Learning and Assessment (CUTLA).

Books

Buller, Jeffrey L. *The essential department chair: a comprehensive desk reference*. 2nd ed. San Francisco: Jossey-Bass, 2012.

Crookston, Robert Kent. *Working with problem faculty: a six-step guide for department chairs*. San Francisco: Jossey-Bass, 2012.

Diamond, Robert M., and Bronwyn E. Adam. *Field guide to academic leadership*. San Francisco: Jossey-Bass, 2002.

Gmelch, Walter H., and Val D. Miskin. *Chairing an academic department*. Thousand Oaks: Sage Publications, 1995.

Hecht, Irene W. D. *The department chair as academic leader*. Phoenix, Ariz.: Oryx Press, 1999.

Leaming, Deryl R. *Academic leadership: a practical guide to chairing the department*. Bolton, Mass.: Anker Pub. Co., 1998.

Leaming, Deryl R. *Academic leadership: a practical guide to chairing the department*. 2nd ed. Bolton, Mass.: Anker Pub. Co., 2007.

Seldin, Peter, and Mary Lou Higginson. *The administrative portfolio: a practical guide to improved administrative performance and personnel decisions*. Bolton, Mass.: Anker Pub. Co., 2002.

Seldin, Peter. *Evaluating faculty performance: a practical guide to assessing teaching, research, and service*. Bolton, Mass.: Anker Pub. Co., 2006.

Wheeler, Daniel W. *The academic chair's handbook*. 2nd ed. San Francisco: Jossey-Bass, 2008.

UWF links

- Academic Program Planning: <https://uwf.edu/offices/academic-affairs-division/resources/program-planning/>
- Policies and Procedures: UWF is governed by State Statutes, Florida Board of Governors Regulations, the University Board of Trustees Regulations, and University Policies and Procedures. University Policies and Procedures can be found on official University sites, in the catalog, and in the Student Handbook.
 - BOG Regulations: <http://www.flbog.edu/about/regulations/>
 - BOT Regulations: <https://uwf.edu/offices/board-of-trustees/regulations/>
 - Academic Policies and Procedures: <https://uwf.edu/offices/academic-affairs-division/resources/policies-procedures-resources/>
 - University Policies and Procedures: <https://uwf.edu/offices/board-of-trustees/policies/>
 - University Appeals and Grievances: <http://www.uwf.edu/appeals/>

PROCESS IMPROVEMENT

This Chair Handbook is the collective wisdom of various department chairs, directors, and supervisors under the direction of the Provost and is a living document. Feedback will be solicited on an annual basis to improve and update the document.

Special thanks to Kristina Behan, Chair of Clinical Lab Sciences, who compiled and edited this work and Lori Glaze, Administrative Assistant in the Center for University Teaching, Learning, and Assessment, who spent weeks giving a common voice to a work that represents the labors of so many.

GLOSSARY OF ACRONYMS

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| ADA | Americans with Disabilities Act |
| ALC | Academic Learning Compact |
| ALP | Academic Learning Plan |
| APR | Academic Program Review |
| BOG | Board of Governors |
| BOT | Board of Trustees |
| CAERS | Combined Activity/Effort Reporting System |
| CAS | College of Arts and Sciences |
| CCR | Curriculum Change Request |
| CMS | Content Management System |
| CUPA | College and University Professional Association |
| CUTLA | Center for University Teaching, Learning, and Assessment |
| CV | Curriculum Vita |
| E&G | Education and General (budget accounts) |
| EEOC | Equal Employment Opportunity Commission |
| FARS | Faculty Activity Reporting System |
| FERPA | Family and Education Rights and Privacy Act |
| FTE | Full Time Equivalent |
| GA | Graduate Assistant |
| GPA | Grade Point Average |
| HR | Human Resources |
| IAL | Institute for Academic Leadership |
| M&CS | Marketing and Creative Services |
| M&S | Material and Supplies (fees) |
| MOU | Memorandum of Understanding |
| OMB | Office of Management & Budget |
| P&C | Office of Procurement and Contracts |
| P&T | Promotion and Tenure |
| PARS | Personnel Activity Reporting System |
| QEP | Quality Enhancement Plan |
| PEMS | Position, Performance, & Employment Management System |
| SACS | Southern Association of Colleges and Schools |
| SACSCOC | Southern Association of Colleges and Schools commission on Colleges |
| SAI | Student Assessment of Instruction |
| SLOs | Student Learning Outcomes |
| SPOL | Strategic Planning Online System |
| TA | Teaching Assistant |
| WFHPI | West Florida Historic Preservation, Inc. |



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