

4.2 Faculty Policies and Procedures. The school should have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

Required Documentation

4.2.a A faculty handbook or other written document that outlines faculty rules and regulations.

Clearly articulated rules and regulations for faculty, both primary and supporting, are provided by the University and the College. The online *UF Faculty Handbook*, compiled by the Office of the Provost, provides new and continuing faculty members with extensive information about policies and procedures that guide the University of Florida in the pursuit of its basic goals of teaching, research and service. The handbook, which is accessed online at <http://handbook.aa.ufl.edu/>, includes links to the UF rules and regulations that support and guide faculty policies.

To promote faculty familiarity with University rules and regulations, the Provost's Office provides a mandatory two-part orientation program. A full day engages new faculty in a review of University policies and procedures. The August 2013 agenda for the orientation can be accessed at the following website: <http://www.aa.ufl.edu/nfo>.

The UF Office of Human Resources provides a variety of services for new and continuing faculty and staff. New employees are encouraged to explore the new employee orientation website at <http://www.hr.ufl.edu/gatorresources/default.asp>.

The PHHP Faculty-Staff Resource Guide on the College website includes an array of information to assist College faculty. Topics in the guide include benefits, tenure and promotion guidelines, College and University structure, teaching and faculty development tools, leave slips, peer evaluation forms, and links to University and community resources. The Faculty-Staff Resource Guide can be accessed at <http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>.

A designated member of each department uses the New Employee Orientation Checklist, shown in the Resource File, to assure that each new faculty and staff member is informed about key University, Health Science Center, and College policies and procedures. This checklist was created by the Human Resources staff members of the College, who monitor its completion.

4.2.b Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

Support for faculty is provided through mentoring, start-up funds, a grant writing workgroup, intramural funding, teaching resources, incentive plans, annual performance evaluations, and Faculty Enhancement Opportunities (FEOs).

Mentoring. The College has policies in place for mentoring of junior faculty. Formal mentoring provides junior faculty with the opportunity to receive feedback and assistance regarding their professional development separate from the annual performance evaluation. The mentor is typically a senior faculty member other than the department chair.

Start-up funds are available to all new faculty members who are tenured or tenure track. A start-up package is negotiated at the time of hiring and is generally based on faculty rank and type of research needs. Typically, packages are funded from indirect cost accounts at the College or departmental level, and faculty members have up to two years to use these funds. Funds may be used for activities that support the development of a research program, such as hiring a research assistant, purchasing special equipment or software, or traveling to conferences. In addition, faculty members are provided with computers and have access to general College information technology support upon hiring. Individual departments may provide additional funds for travel.

The Grant Writing Work Group was established in 2006 to provide opportunities for junior faculty to receive support and feedback in grant writing. The Work Group is led by senior faculty members who have a proven and long-term track record in research funding. The group meets biweekly to assist faculty members with the various facets of grant preparation, ranging from concept development to response to reviewers' critiques. The intent of the Work Group is to provide a supportive and collegial environment to assist faculty in negotiating each stage of the grant process.

Intramural Grant Programs are available at the University and College levels. The UF Research Opportunity Incentive Seed Fund, the Public Health-Health Professions Model Program Demonstration Projects, and other intramural research opportunities are described under Criterion 3.1.a.

Teaching quality is a high priority of the University and the College. The Office of the Associate Provost for Teaching and Technology (<http://tnt.aa.ufl.edu/>) provides teaching resources online and via workshops for all faculty regardless of appointment. Services include a new faculty orientation and a series of workshops with targeted topics.

Resources are also accessible via the Center for Instructional Technology and Training (CITT) at <http://citt.ufl.edu/>. CITT has a mission to support faculty in the implementation of technology to enhance and improve teaching and research. The center has equipment, training and staff to assist faculty with multimedia instructional materials for both web-based and live classes. Services include course design, an extensive toolbox of techniques, sample syllabi and a recording studio.

Within the college, a Blended Learning Task Force was established in spring 2013 to oversee a multi-year process to incorporate the use of technology into our curricula to maximize student learning. An experienced instructional designer will join the college in January 2014 as a primary resource regarding evolving technology, assessment of outcomes, and other areas related to instructional design and implementation. He will

also be available to assist faculty who are interested in moving courses or course components being taught in a traditional educational model to a blended (flipped) learning model.

Incentive Plan. The PHHP incentive plan provides bonuses to faculty for exceptional performance in research, teaching and service. Bonuses are awarded annually, based on objective measures of performance in each area.

Annual performance evaluations. Each faculty member has an annual evaluation meeting with the chair of the department to review progress and identify plans and assignments for attainment of academic goals in research, teaching and service (see Criterion 4.2.c). Departments and programs can elect to have more frequent meetings as a policy or set interim reviews for individual faculty or faculty groups.

Faculty Enhancement Opportunity (FEO). FEOs are short-term sabbaticals supported by the University and the College to advance the academic/professional/scholarly abilities of faculty members. They are intended to be more flexible in nature and duration than traditional sabbaticals. FEO funds are used primarily for short-term salary/benefit offset, travel costs and/or fees for conferences or similar learning experiences.

4.2.c Description of formal procedures for evaluating faculty competence and performance.

The annual evaluation of faculty takes place in the summer. Each faculty member submits an annual Faculty Activity Report (FAR) to the department chair. This report, which is compiled electronically, includes all teaching, research and service activities in the preceding year. The faculty member also delineates academic goals for current and future years, along with the results of course evaluations completed by students and peers. The department chair drafts a written evaluation in the form of a letter that is reviewed by the Dean, revised as necessary, and then reviewed with the faculty member. The letter is signed by the chair and the faculty member, and a copy is maintained in the dean's office. For junior faculty members, the letter includes specific feedback and advice regarding progress towards promotion and/or tenure.

Promotion and tenure are based on performance of assigned duties, which are consistent with promotion and tenure guidelines of the University and the College. The guidelines are accessible online in the Faculty/Staff Resource Guide at http://facstaff.phhp.ufl.edu/services/humanresources/Faculty/Tenure_and_promotion_index.htm. A copy of the tenure and promotion standards is in the Resource File.

Criteria for promotion and tenure are under review at this time. Issues under discussion differ between tenure track and non-tenure track guidelines. With regard to the tenure track, the college is considering 1) more specific definitions of research distinction for promotion to associate professor and professor, and 2) an extension of the probationary period at the rank of assistant professor. The latter issue is related to the organizational

co-location of the departments of Biostatistics and Epidemiology in the College of Public Health and Health Professions and the College of Medicine. Faculty in these departments may choose whether they will be reviewed for promotion and tenure according to PHHP or College of Medicine criteria. The College of Medicine revised its criteria in 2012 to allow for a maximum 10 year probationary period for tenure. PHHP uses a seven year period. For the non-tenure track criteria, the discussion focuses on 1) whether to allow promotion on the basis of one area of distinction, rather than the current policy of two areas, and 2) development of specific examples of distinction in each area.

The process for review and possible revision of the tenure and promotion guidelines is underway in fall 2013. During a College-wide faculty meeting on August 23, 2013, the Dean reviewed the issues and the faculty had an opportunity to discuss and raise questions and concerns. This meeting was followed by discussions in departmental faculty meetings, the Faculty Council, and the Executive Leadership Committee. On November 15, 2013, a college-wide faculty forum was held to consider the issues further and decide whether to draft language for a revision. The general consensus was to move forward and the Dean is crafting language based on the feedback he received. When this is complete, the faculty will vote on the proposed revisions.

4.2.d Description of the processes used for student course evaluation and evaluation of teaching effectiveness.

The University requires student evaluations of faculty and courses near the end of each semester. Beginning fall 2011, all courses taught by a faculty member, including those taught by adjuncts and graduate assistants, must be evaluated by students using the online State University System Student Assessment of Instruction (SUSSAI). For multiple instructor courses, each instructor must be evaluated separately.

The following courses may be excluded:

1. Courses involving individual instruction such as independent study, internship, and practica, thesis and dissertation supervision;
2. Courses or class sections involving types of instruction that occur outside of traditional classroom and/or laboratory settings for which the assessment questions would not be appropriate;
3. Class sections for which the number of possible respondents to the instrument is so small as to make the results of limited statistical usefulness, such as any course where the number enrolled is less than or equal to 10.

Students are asked to rate the faculty/course on a scale of 1 (poor) to 5 (excellent) on the following items:

1. Description of course objectives and assignments
2. Communication of ideas and information
3. Expression of expectations for performance in class
4. Availability to assist students in or out of class
5. Respect and concern for students

6. Stimulation of interest in course
7. Facilitation of learning
8. Enthusiasm for the subject
9. Encouragement of independent, creative and critical thinking
10. Overall assessment of instructor
11. Amount learned
12. Amount of effort required
13. Difficulty of subject matter
14. Educational value (relevance) of the course
15. Expected grade

In addition, written comments are solicited in the following areas:

1. Qualities of instructor which contributed to success of the course
2. Qualities of instructor which hindered success of the course
3. Opinions of course, including printed materials
4. Additional comments to improve overall quality of the course
5. Any other comments

Course evaluations are conducted electronically by the Office of the Associate Provost for Information Technology (<http://apit.aa.ufl.edu/evals/home.aspx>). Students are notified three weeks before the end of each semester that the course evaluation is open. Faculty are also notified and encouraged to discuss the importance of the evaluations with their students and encourage them to complete the evaluation. Summaries of quantitative and qualitative results of course evaluations are made available electronically to faculty. The quantitative results are also loaded into the PPHP Faculty Activity Report where they become a component of annual faculty evaluations and are considered in decisions regarding annual incentives and tenure and promotion. Reports of eight of the quantitative criteria are available to the public via the evaluation website at <https://evaluations.ufl.edu/evals/>.

Because of the College's commitment to excellence in teaching and in order for faculty to receive feedback to enhance their teaching, the College has developed procedures to evaluate the process of teaching via peer review during classroom observation. A peer evaluation form is available in the Faculty-Staff Resource Guide and is also provided in the Resource File. Peer evaluations are considered in faculty annual evaluations and in decisions regarding bonuses for teaching under the Faculty Incentive Plan.

4.2.e Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths:

1. The University of Florida has a detailed faculty handbook and both the University and College have procedures in place to assure that faculty are familiar with the rules and regulations of the University.

2. Faculty development is strongly supported, with many opportunities for strengthening competence in research and teaching.
3. The criteria for tenure and promotion, for tenure-track and non-tenure-track faculty, are communicated through several venues, including orientations, annual reviews, and accessible websites.
4. PPHP tenure and promotion criteria are currently under review to assure maximum consistency and clarity.
5. Each faculty member is reviewed annually by his or her department chair. These meetings provide formal opportunities to examine progress and to identify professional development needs.
6. The College mentoring process offers informal opportunities for similar discussions.
7. Each course and instructor is evaluated via an electronic system that assures anonymity and provides full feedback to faculty. The system also provides reports of selected items for public review.
8. Course and instructor evaluations are reviewed with faculty during their annual evaluations with the department chair and are taken into account in Faculty Incentive Plan and tenure and promotion decisions.

Weaknesses:

1. Since placing course evaluations on line, student response rates across the university have declined.

Plans:

1. Continue to provide support for faculty development at the University and College levels.
2. Complete review and potential revision of the College's tenure and promotion guidelines.
3. Introduce instructional design, academic consultation, and evaluation of teaching methods as resources within the College.
4. Work with UF personnel to facilitate improved course evaluation response rates.