**SOHA Policy Statement**

**Issue No. 1**

**Effective Date: 09/01/16**

**Review: E1Y**

**Purpose:** All provisions in this policy statement are intended to be consistent with official college & university policies. Any contradictions are resolved in favor of the college or university policy. All School of Health Administration faculty receive a copy of this policy statement at the beginning of each academic year. The policy statement is also available on the School’s website under the Resources menu at http://www.health.txstate.edu/HA/

**SOHA PPS 1.01 GOVERNANCE OF THE SCHOOL**

***Director***

The Director implements within the School all policies of Texas State University, the College of Health Professions, and the School Health Administration. As a leading faculty member and representative of the School, the Director speaks for the School, for its goals and standards, and for the importance of Health Administration studies in the general academic setting. The Director also supervises the administrative routines of the School. Among other duties, the Director schedules and conducts School monthly faculty meetings, keeps School records, accounts for the absences of faculty and staff who must be away from the campus, directs the advising of majors, assigns office space, and assigns faculty to service duties in the School, College & University. In consultation with appropriate program directors, the Director schedules classes, plans and supervises registration, approves textbook orders, oversees the hiring of student employees, allocates funds for travel and other School obligations, and prepares the annual budget. The Director guides faculty and staff members in fulfilling their responsibilities toward students and colleagues and thus helps determine the overall success of the university. The *Faculty Handbook* outlines additional responsibilities of the Director, as does PPS 1.10.

***Personnel Committee***

Tenured faculty, of whatever academic rank, make up the personnel committee of the School. The personnel committee advises the Director on all personnel issues (tenure, promotion, merit, and hiring). The Director need not concur with personnel committee recommendations that are sent forward to higher administrative levels (e.g., hiring and tenure/promotion decisions), but when the Director’s decision in such cases differs from the decision of the personnel committee, the Director must provide the committee with reasons for his or her non-concurrence. Personnel committee members at one level do not recommend promotion for those at the same or higher academic rank. Personnel committee members are tenured faculty who are expected to attend and participate; they may vote if they have 1) an academic assignment at a rate of 50% or more and do not hold an administrative position outside of the College of Health Professions; 2) at least one year of service at Texas State since the official start date of their appointment; 3) experience teaching at least eight sections of courses at the college/university level. Tenured faculty who hold an academic assignment in a School at a rate of 50% or more and who do not hold an administrative appointment outside of their college are expected to serve on the Personnel Committee as non-voting members until they have met the remaining requirements.

***Voting Faculty***

Except for meetings and decisions that concern personnel issues (e.g., tenure, promotion, merit, and hiring), all faculty in the School of Health Administration are invited to attend monthly faculty meetings. Faculty who are hired on the basis of a percentage of full-time at a rate of 50% or more and who do not hold an administrative appointment outside of their college are invited to vote on all non-personnel issues. Lecturers hired per-course or who teach less than 50% are invited to attend general faculty meetings, but may not vote.

**POLICY CHANGES**

***Temporary Policy Changes***

To control class size and/or to balance the budget, and with at least one week’s notice to the faculty, the Director may make temporary changes in policies as required.

***Amendments to the Policy Statement***

Changes to this policy statement can be recommended at any time by the Director, School Personnel Committee, or petition from five or more faculty members. Changes or additions must be announced at least one week prior to their consideration and approved by two-thirds of the faculty present and voting at the monthly meeting during which the recommendations are considered. Each September the Director will provide all faculty members with a revised policy statement incorporating any changes from the previous year.

**SOHA PPS 1.02 SCHOOL ADMINISTRATIVE RESPONSIBILITIES**

***Committee Assignments***

Annually, at the beginning of the fall semester, and after consultation with the personnel committee, the Director makes assignments to School administrative posts and committees. Committee Directors and other supervisors report to the Director. Committee members meet with committee Directors as the necessary work of the School requires. Tenured and tenure-track faculty and senior lecturers ordinarily serve on at least two committees; lecturers ordinarily have no committee assignment. In making assignments, the Director strives to achieve balance among programs by seeking recommendations from appropriate program directors.

***University and College Committees***

In addition to assignments within the School, faculty members will have assignments to College & University Committee’s as required.

***Nominations for Faculty Awards***

The Personnel Committee and Director will meet in a timely way to recommend a single nominee from the School of Health Administration for various faculty awards. These include the Presidential Awards for Excellence in Teaching, Scholarly/Creative Activity, and Service. Faculty are able to self-nominate for many awards as well.

***Supervision of Instructional Assistants and Teaching Assistants***

The Director supervises all Graduate Instructional Assistants. Faculty help supervise instructional assistants who are assigned to assist them each semester. At the beginning of the academic year, and occasionally thereafter, teaching assistants meet with the Director for an orientation and expectation requirements. Instructional assistants meet routinely with their supervisors who regularly monitor their teaching and grading procedures. Failure to meet acceptable standards will result in non-continuation for the next semester.

***Commencement***

Approximately one-third of the faculty represents the School at each of three annual commencement exercises held in December, May, and August. The Director prepares a list of attendees for the Academic Advising office based on faculty preference and must approve any changes in these assignments. Faculty are required to attend one commencement every academic year. Nine-month faculty attend either December or May commencement every academic year. Faculty who are designated as 100% of summer semester, are also required to attend August commencement.

***Deadlines***

As part of their ordinary professional obligations, faculty are expected to meet various deadlines—e.g., submitting annual evaluation materials; submitting Promotion and Tenure materials; for verifying class rosters; for turning in schedule request forms; for uploading final grades; and others. Missed deadlines create additional work for staff and strain the School ’s relations with other university offices. Faculty are therefore urged to be mindful of deadlines and to make every effort to meet them.

**SOHA 2.01 PPS STUDENT PERCEPTIONS OF INSTRUCTION**

Texas State University is required to administer Student Perceptions of Instruction (SPI) for all regular, undergraduate courses (not to include independent studies or internships/residencies) to be posted on the University’s website in accordance with House Bill 2504. The University SPIs will be administered every fall, spring & summer semester.

The School of Health Administration requires evaluations to be performed each fall & spring semester with summer available at the option of the instructor. During the fall & spring, instructors are expected to administer departmental perceptions of instruction for all regular courses (not to include independent study or internships/residencies) to be proctored by someone other than the instructor. Students enrolled in non-regular courses (independent studies or internships/residencies) that wish to make comments regarding the course or instructor are welcomed to speak with the School Director either in person, by phone or email.

During the summer, it is optional for instructors to administer departmental perceptions of instruction. If the instructor decides to conduct the evaluation the procedure will be the same as stated in paragraph 2.01 for regular semesters; however’ the instructor can choose not to use the results in an annual evaluation or tenure/promotion documentation. The scores will still be calculated & placed in the faculty member’s file. This only applies to the department perceptions. The University SPI will still be required for all regular, undergraduate courses.

Small, classes defined as having less than 10 students for Undergraduate and 5 students for Graduate, and independent study courses that are being used to a regular course that did not make due to low enrollment will still conduct evaluations in the normal fashion. Stacked courses will be split along and evaluated separately to see the perceptions of both majors enrolled.

**SOHA 2.02 PPS EVALUATION of STUDENT FITNESS & PERFORMANCE POLICY**

***Program Standards***

The Texas State School of Health Administration mission is “To prepare health leaders to serve in a variety of diverse healthcare environments and add to the body of knowledge in our fields.” Students must meet academic and professional development standards to successfully advance through all the Health Administration Degree and Certificate programs. Academic standards include not only academic performance, but professional development as well, which is demonstrated through professional and ethical behavior.

Each student signs a contract before program admission 1) agreeing to adhere to the ACHE Code of Ethics and applicable state laws; and 2) acknowledging his/her understanding that a student can be terminated from the program based on failing to satisfactorily achieve academic and professional standards. Faculty evaluate students’ academic achievement and professional development based on Council of Accreditation of Healthcare Management Education (CAHME) and Association of University Programs in Health Administration (AUOPHA) Accreditation Standards, the University Honor Code, and the Texas State and School of Health Administration Student Handbooks in order to identify actions that the School can take to facilitate students’ successful advancement, or to terminate students’ enrollment in the program if remediation is not possible.

The Program Standards Committee will be a standing committee comprised of three faculty members. The committee members will be appointed by the Director and will serve for the academic year assigned. The committee members will rotate off of the committee on a staggered basis to ensure consistency and continuity of policies and procedures.

***Evaluation of Student Fitness & Performance***

Texas State School of Health Administration will comply with University program standards and policies related to student fitness and performance. If there are changes in the student’s academic standing:

* The University Registrar, Graduate College, and/or Academic Advisor will inform each student and the BHA or MHA Program Directors in writing of any changes in the student’s academic standing.
* Each student is responsible for contacting the Program Director, and submitting a corrective action plan indicating how the student will resolve the academic standing issue by the end of the semester in which the problem is identified.
* Students that fail to comply with this process may not be allowed to continue in the program.

If a faculty member has a serious concern about a BHA or MHA student’s professional behavior and/or development, the faculty member will:

* Document the concern on the Student Concern form within the semester in which the concerns are identified.
* The faculty member will submit the Student Concern form electronically to the student’s the appropriate Program Director.
* The faculty member and Program Director will discuss the concern and determine if a corrective action plan is needed, and if
* If it is determined that a corrective action plan is needed, the faculty member will meet with the student to discuss the concern and they will develop the corrective action plan together.
* If the student is unable or unwilling to participate in the development of the corrective action plan, the faculty member will develop the plan independently and indicate the student’s lack of involvement on the plan.
* A copy of the corrective action plan will be sent to the student and the appropriate Program Director electronically.
* In the event that the faculty member and the Program Director are the same person, the Director or a member of the Program Standards Committee will assist in the process.
* If the student’s behavior ceases or the concern is resolved, the faculty member will document this change in behavior, inform the student and appropriate Program Director, and no further action will be pursued on the matter.

***The Student Review Process***

If the documented unprofessional behavior or developmental concern persists, the faculty member will initiate remediation based on the following:

* The faculty member who had the initial concern will then refer the continued concern to the Program Standards Committee for action and/or recommendations.
* The Program Director will submit the Student Concern Form, corrective action plan and any other supporting documentation to the Director of the Program Standards Committee.
* A copy of all documentation will also be provided to the student.
* The Program Standards Committee will convene a hearing within ten (10) working days to make recommendations.
  + Attending this meeting will be: the faculty member who voiced the concern, the student, and the student’s advocate if desired. The Committee may also invite other individuals who are deemed relevant to the process.
  + .
  + The Committee members will hear the faculty member’s concern as well as the student’s response, and any attempts to resolve the concern.
  + At the conclusion of the hearing, all participants will be excused from the room. Committee members will remain in order to deliberate.
* The Committee will report their decision(s) in writing within ten (10) working days to the student, the appropriate Program Director and the School Director.
* The student has ten (10) working days to accept/reject the Committee’s recommendation(s) in writing. If a student fails to respond within ten (10) working days in writing, this will be an indication of acceptance of the decision.
* The student may appeal the Committee’s decision in writing to the School Director within ten (10) working days of the notification of the Committee’s decision.
* The student may appeal the School Director’s decision in writing to the College Dean within ten (10) working days of the notification of the School Director’s decision.
* The College Dean’s decision is final.

If a faculty member is concerned that a student’s professional development and/or behavior is so serious that it requires a prompt or immediate resolution and no corrective action plan is feasible, the faculty member will follow these procedures:

* The faculty member will notify the Program Director about the concern and the need for prompt resolution, and immediate referral to the University Behavioral Assessment Team (BAT) is required.
* The Program Standards Committee will be notified and will convene within two (2) working days. All procedures outlined above will be followed within an expedited timeframe of two (2) working days instead of ten (10).

***Documentation & Record-Keeping***

The Program Standards Committee report will remain in the School Director’s office. Notification that the report is being held by the Director will be placed in the student’s file. The appropriate University officials will be notified of the Program Standard Committee’s decision if needed.

The School must complete all Student Fitness and Performance Evaluation procedures by the last day of the semester (including exam week) unless the faculty member delivers his/her concern to the appropriate Program Director within one week of the end of the semester. Should this occur, the Program Standards Committee must complete its deliberations within one week of the new semester’s first class day.

The appropriate Program Director will advise students who have one or more unresolved student concerns on file at the end of a semester that they are advanced to the next semester only on a probationary basis. Students will not graduate if they have an unresolved student concern on file.

**SOHA PPS 4.01 PROFESSIONAL ACADEMIC RESPONSIBILITIES**

***Conduct and Planning of Courses***

PPS 4.01 (Conduct and Planning of Classes) gives an overview of faculty members’ professional responsibilities as teachers. All faculty, but especially those new to the School, are encouraged to review this PPS, which covers the following topics:

Role of the Instructor (2-9)

Attendance policies (10-13)

Course descriptions (14-15)

Core curriculum courses (16-17) Grades (18-19)

Grade changes (20-21)

Students with disabilities (22)

Independent study, topics, and problems courses (23-26)

Office hours (27-29)

Retention of records (30-32)

Student evaluations (33)

Syllabi (34-35)

Exams, papers, essays, and other graded assignments (36-45) Final examinations (36-39)

Punctual return (40) Textbooks (41-42) Writing (43-45)

***Course Subject Matter***

So long as the content of a course remains relevant to its overall purpose, the faculty member has full academic freedom in choosing materials and topics for classroom use and discussion.

***Course Syllabi***

University policy requires that faculty provide a syllabus for every course they teach. See PPS 4.01 (Conduct and Planning of Courses), paragraphs 34-35. Faculty must post their undergraduate course syllabi on the university’s HB 2504 website early each semester and should keep in mind that all information posted on the site is available to the general public.

***Textbook Selection and Adoption***

Textbook selection for all courses is left to the discretion of the individual instructor, and approved by the faculty. All textbook selections are subject to the final approval of the Director.

***Student Class Attendance and Withdrawal Policies***

In all classes, faculty members determine their own attendance policies. All attendance policies are to be distributed to students in writing during the first week of class, and included in syllabi.

Procedures for withdrawals and drops are described in detail in PPS 4.09. Before a date established by university policy, a student may withdraw from a course regardless of absences or academic standing at that time. An automatic “W” is assigned in such cases. Drops after the automatic “W” date are allowed only in rare cases and require documentation (usually medical) and permission from the Director. See PPS 4.09, paragraphs 13-16, for details. Students may also appeal to the dean for an administrative (retroactive) “W” after the semester has ended and a grade has been assigned. Reasons for the withdrawal must be formally documented and approved by the dean. See PPS 4.09, paragraphs 17-22, for details.

***Meeting Classes***

Although unscheduled university holidays are sometimes announced by the president and occasional meetings of classes may take place other than in the classroom, as a general rule faculty members meet all classes as officially scheduled and personally supervise all examinations and in-class writing assignments. If the university approves a faculty member’s request for absence from the campus, the faculty member arranges for qualified substitutes or develops alternate class meeting format to meet all missed classes and submits those persons’ names to the Director. The Director provides university-required leave forms for this purpose.

A faculty member who becomes ill or faces a personal emergency notifies the Director or School staff immediately. Then the Director sees that appropriate substitutes meet classes for the absent faculty member, or alternate meeting format is approved. For such emergency leave and sick leave, the faculty member obtains official forms from the Director, fills them out, and submits them to the School as soon as possible after returning to campus.

***Office Hours***

Faculty list office hours in their syllabi and report the hours each semester to the School staff on a form provided. Ordinarily, faculty keep a minimum of five office hour per week, and post these outside their office doors.

***Final Examination***

In undergraduate courses, faculty must follow the policy on final examinations spelled out in the Texas State *Faculty Handbook*. Final examinations will be given by all faculty and taken by all students unless the Director and the faculty member concur on an alternate method of evaluation. Finals will be administered according to the published schedule. Individual students with conflicts or serious problems may take a final at an alternate time if they secure permission from their instructor, Director, and school dean. Faculty who wish to change the time of a final for an entire class may do so with permission from their Director, school dean, and the Vice President for Academic Affairs.

In graduate courses, faculty may elect to require a paper, a take-home final, or other means of evaluation in lieu of a final exam. In such cases, the scheduled exam period may be used as an additional class meeting.

***Student Complaints***

University policy provides information for student complaints on a range of specific issues: see UPPS 07.10.06. For complaints about conduct of classes, the College of Health Professions and School of Health Administration follow procedures outlined in UPPS 07.10.06.03 for “non-academic” student complaints. If informal consultation with a faculty member proves unsatisfactory, a student may submit a more formal complaint to the Director of the School. Unless immediate action is required as for matters of safety, students are to bring formal complaints to the Director in writing. The Director conducts a review of the complaint and as needed confers with faculty. A faculty member may respond to a formal complaint in writing and, if so, the response will be filed with the complaint. The Director responds to the student in a timely way, usually within ten days of the formal complaint. The Director is to maintain a log of student complaints.

***Grade Appeals***

Students who believe that they have been awarded an inaccurate or unfair grade at the end of a course may initiate a grade appeal with the Director, following procedures outlined in CHP 04.01, but only after they have attempted to resolve the issue directly with the faculty member. A copy of the School’s grade appeal policy is available to faculty and students in the Director’s office. The policy states that, in any grade appeal, “the burden of proof is on the student. The student must demonstrate that the grade is inaccurate or was determined unfairly.” The policy further states that the “Director will not read a student’s papers or exams. Without having attended the class and read the work of all other students, the Director lacks the context necessary for making an informed assessment of the student’ oral or written work.”

***Incomplete Grades and Change-of-Grade Policies***

Only in exceptional cases do faculty give “I” grades for incomplete work in a course. An “I” automatically becomes an “F” after one year unless the faculty member requests an extension. Faculty members who, for justifiable reason, must give an “I” in an undergraduate course file with the School office an account of the work that the student must complete before receiving a definitive grade. Faculty must also indicate on the change-of-grade form why the student took the “I.” If a student otherwise passing a course must miss a final examination for valid reason, the instructor gives a make-up examination. Infrequently, a faculty member may need to change a final grade already reported to the Registrar. In these exceptional cases, the faculty member fills out a change-of-grade card for School and Dean’s approval, reporting the reason for the change.

**SOHA PPS 4.02 TRAVEL AND ABSENCE FROM OFFICE**

The Director is guided by the following policies.

***Travel***

Travel money is allocated using the following guidelines:

1. Money is available to faculty who are traveling for the following purposes: (a) to present a paper or poster at a professional meeting or (b) to represent the School at a professional meeting, or c) conduct recruiting visits, or d) obtain continuing education credits for re-certifications, or e) participate in alumni event.

2. Funds are allocated to faculty on a $1,200 per academic year basis, with funds having to be encumbered no later than 31 July. Additional funds and funds not used by each faculty member are available to be re-distributed for identified faculty needed as outlined above and are funded first-come, first-served, as the budget permits. Faculty who submit more than one travel application must number the applications to indicate first choice for funding, which is second, and so forth.

3. Besides funding travel by faculty and graduate students, the Director must set aside money to pay the travel costs of job candidates visiting the School. This money must come from the School’s regular travel budget.

4. Faculty who decide not to travel after submitting an application should inform the Director immediately.

5. If additional travel funds become available (e.g., from faculty who decide not to travel), the Director may fund late applications and/or allocate the available balance to cover the cost of trips already made by faculty. The School of Health Administration is allocated funds for research or research related activities each year by the University, currently $600. Additional funds will be added by the School when available, an additional $600 per year.

The School Director sets aside money for School related activities such as attendance at the ACHE/AUPHA Annual Meeting, the THA meeting, travel to field placements sites and/or other activities as determined by the Director to have direct impact on the mission and vision of the School.

The remaining funds are divided evenly across all tenured and tenure track, full-time faculty for travel and continuing education costs. The Director will announce the availability and amount of such funds at the first faculty meeting in the fall. Employees that are not tenured or tenure track, full-time faculty are not eligible for the allocation, but may submit travel requests to the Director for consideration.

Faculty will encumber travel funds by July 31st. Funds not encumbered by July 31st will remain with the School and do not carry over to the next fiscal year.

To initiate a travel request, the traveler needs to fill out an SOHA Travel Notification Form and submit for Director’s approval. This form needs to be filled out as completely as possible. Sign & date this form and give to the administrative assistant in charge of travel.

The traveler must submit the travel notification with sufficient time to be approved by the appropriate levels prior to the trip. This means that in-state travel should be submitted at least three work days prior to the trip, out-of state should be submitted at least five work days prior and foreign travel should be submitted no later than 60 calendar days prior to the trip. The administrative assistant will stamp the form with the date & time it is received and will follow up with an email to the traveler confirming receipt of the notification form and giving the funds available for reimbursement as well as the lodging & per diem rates for the destination(s) to be visited.

A travel request will be entered in the University’s online travel management system (TravelTracks) by the administrative assistant on the traveler’s behalf based on the information submitted on the SOHA Travel Notification Form. The traveler does not need to approve travel requests in the online system.

Once the travel request has been approved by the appropriate levels the administrative assistant will print the approved request and email it to the traveler as a PDF document.

After the trip has been completed, the obligation is on the traveler to initiate the reimbursement process. The traveler needs to file a SOHA Travel Expense Form to confirm the trip occurred as requested and supply all necessary, zero-balance (paid) receipts to the administrative assistant for processing. The administrative assistant will again stamp the form with the date & time it is received and enter the expenses claimed into the TravelTracks system. When the reimbursement is ready, the traveler will log in to release the reimbursement for payment. No payment will be made without the traveler releasing the reimbursement.

Receipts – Necessary receipts are to include, but not are not limited to, airfare, hotel, public transportation (shuttle, taxi, bus, etc.), toll fees, rental car and registration. Meal receipts are not required. All receipts should show the entire purchase as paid in full with a zero dollar balance. More information on receipt requirements is available on the Travel Office website ([www.txstate.edu/gao/ap/travel](http://www.txstate.edu/gao/ap/travel)).

Lodging – all lodging will be paid at the Per Diem Rate for that area as specified by the U.S General Services Administration website or the amount of lodging, if less than the allowed rate. Lodging taxes are reimbursable with the exception of the State of Texas Hotel Occupancy Taxes, which state travelers are exempt from. Taxes do not count towards the maximum Per Diem Rate.

The administrative assistant will check the system every Friday to look for unpaid reimbursements and follow up with the Travel Office or traveler as needed.

More information regarding travel requirements & procedures are available from the Travel Office website ([www.txstate.edu/gao/ap/travel](http://www.txstate.edu/gao/ap/travel)) and the Texas Comptroller of Public Accounts website ([www.window.state.tx.us](http://www.window.state.tx.us)).

**SOHA PPS 4.06 OUTSIDE EMPLOYMENT AND ACTIVITIES**

Outside employment – any compensated employment (more than $500), consulting, or service performed by the employee outside of the employee's employment relationship with Texas State for the direct or indirect benefit of the employee or the organization served.

Outside activity – any uncompensated activity, consulting, or service performed by the employee outside of the employee's employment relationship with Texas State for the direct or indirect benefit of the employee or the organization served.

Conflict of interest and commitment – any outside employment or activity, as determined by the employee’s division vice president, that interferes or conflicts with the employee's Texas State duties and responsibilities, and includes as a minimum the situations described in [UPPS No. 01.04.02](http://www.txstate.edu/effective/upps/upps-01-04-02.html), Ethics Policy; [UPPS No. 02.02.07](http://www.txstate.edu/effective/upps/upps-02-02-07.html), Researcher Conflicts of Interest in Research and Sponsored Program Activities; [UPPS No. 02.02.08](http://www.txstate.edu/effective/upps/upps-02-02-08.html), Conflicts of Commitment in Research and Sponsored Program Activities; Chapter V, Section 4.83, and Chapter VIII of The Texas State University System [Rules and Regulations](http://gato-docs.its.txstate.edu/tsus/policies-procedures/Rules-Regs-052314/System%20Rules%20%26%20Regulations.pdf).

To serve in public office or pursue political activities, an employee may not:

1. create the impression that they officially represent the university;

1. utilize or expend university resources;

1. neglect their university duties unless on eligible approved leave; or

1. conduct political or campaign activities on university property during normal working hours.

Additional Employment with the State of Texas

1. [Section 667.007, Texas Government Code](http://www.statutes.legis.state.tx.us/Docs/GV/htm/GV.667.htm), requires that all state employees must inform their state agencies or public institutions of higher education prior to accepting additional employment with another agency or institution.
2. The employee’s agency or institution will inform the employee that:

1) each employment requires maintenance of separate leave records;

2) he or she may not use time worked in one position as additional service credit for longevity purposes or annual leave accrual for other positions;

3) upon termination of one employment, he or she may not transfer leave balances accrued under one employment to the remaining employment;

4) the state contribution towards the employee’s benefit replacement pay corresponds to the overall individual limit, meaning the university treats the employee as if holding only one state position;

5) the total state contribution towards the employee’s group insurance may not exceed the amount specified in the Appropriations Act for full-time active employees;

6) the staff employee will receive state longevity payment for no more than one employment; and

7) overtime compensation will accrue to each employment independent of the other except in those instances in which a staff employee is subject to the overtime provisions of the Fair Labor Standards Act (FLSA). When the employee is subject to FLSA provisions, the employing state entities must consider all combined time worked in excess of 40 hours per week as overtime and compensate the employee in accordance with the FLSA provisions applicable to joint employment relationships. The two entities shall coordinate in order to determine which entity will have the responsibility for ensuring that the employee is properly compensated.

PROCEDURES FOR REPORTING OUTSIDE EMPLOYMENT OR ACTIVITIES

Employment: Employees shall complete a [Request for Outside Employment or Activity Form](http://www.hr.txstate.edu/Forms/outsideemploymentforms.html) in the SAP Portal and obtain written approval before beginning any outside employment as defined above.

The approval authority is the employee’s division vice president. The request form will be routed directly to the employee’s department head. The department head will review the request for compliance, recommend approval or disapproval, specify justification for the recommendation, and route through the normal administrative levels to the division vice president. The division vice president will approve or disapprove the request, specify the justification for the decision, and route the request form back to the department head who will forward to the employee. The division vice president’s decision is final unless the vice president submits the request to the president for a decision.

A copy of all approved forms must be routed to Human Resources from the vice president’s office and will be retained in the employee’s personnel file. For additional state employment, it is critical that these forms be routed promptly for coordination of pay and benefits.

Faculty – Faculty are required to:

* 1. report any outside employment prior to accepting any employment;
  2. report all outside employment annually (beginning September 1); and
  3. report any changes that may occur during the academic year (e.g., change in outside employment workload).

Staff – Staff outside employment must only be reported once. However if the duties and responsibilities change significantly or there is a change in employer, the employee must resubmit for review and continued approval.

Other than the public service exception described below, activities for which the employee does not receive any compensation do not need to be reported unless the employee or supervisor believes there may be a conflict of interest or interference with the employee’s university duties and responsibilities.

Public Service Exception – Uncompensated activity, which includes serving in either an elected or appointed capacity, in any federal, state, or local government entity including governing bodies of school districts, cities, towns, or other local governmental districts, must be reported. Any outside activity reported shall follow the same procedures outlined above.

**SOHA PPS 7.01 WORKLOAD POLICY**

College and university workload policies always supersede those of the School, and the awarding of assigned time is always contingent on the School’s ability to meet its fundamental teaching obligations. The Director will make every effort to arrange teaching assignments and allocate resources so that assigned time can be awarded in accord with School, college, and university policies. University workload policies are spelled out in PPS 7.05.

A. All full-time tenure-track and tenured faculty in the School of Health Administration are expected to meet a set of professional responsibilities that include teaching, scholarly/creative activity, and service.

B. Senior lecturers are expected to meet a set of professional responsibilities that include teaching and service. They may elect to include scholarly/creative activities in their responsibilities, but they are not required to do so. Lecturers are expected to meet a set of professional responsibilities in teaching; they are not evaluated for service or scholarly/creative activities.

C. Part-time faculty who are not paid per course are expected to meet, in an appropriately proportional way, the same professional responsibilities expected of faculty with comparable rank. This provision does not apply to faculty on phased retirement, whose professional obligations do not include scholarly/creative activity or service.

D. Tenured faculty members, in consultation with the Director and with the concurrence of the Director and the Dean, may negotiate to concentrate in two areas of professional responsibility rather than three. Tenured faculty who choose to be evaluated in annual review on teaching and service will ordinarily teach a four-course load.

E. While tenured faculty who negotiate to teach a four-course load may elect to have scholarly/creative activities marked as N/A (not applicable) for the sake of annual review, all faculty must remain current in their professional fields for the sake of effective teaching. They are also obligated to participate in institutional governance.

I. Faculty members receiving assigned time for major research/creative or grant-related activity will annually provide evidence during the annual review process that they are engaged in such an activity and that their activity meets School expectations. The School of Health Administration recognizes that scholarly research and creative activity may take a variety of forms and that no quantitative measure of one year’s work can capture this diversity. While the regular publication of books and journal articles or creative work is a compelling demonstration that faculty are using assigned time productively, the School also recognizes that books and journal articles are often generated by such activities as reviewing the work of other scholars/writers or presenting at conferences. Moreover, publication in the peer-reviewed journals often comes only after extended periods of reflection and even rejection. The Director—in approving assigned time for research and creative activity—must take these variables into consideration.

The full professional responsibility in the careers of tenured or tenure-track faculty include their obligations to the University for teaching, conducting research activities, and providing service to the University and/or their profession. The division of the obligations outlined above may vary from individual to individual, and change over time.

Workload credit during each long semester can be earned in three general areas; teaching, research activities and service. All activities that receive faculty workload credit will be assessed by the School Director to maintain acceptable standards of accountability. Workload in a semester is the sum of assigned workload credits.

The normal workload for full-time faculty is a minimum of twelve workload units during the fall semester and 12 workload units during the spring semester. For most tenured and tenure-track faculty in the School who consistently engage in research and service at a *usually meets expectations* level as measured by the previous year’s annual evaluation, this twelve workload unit standard is fulfilled by teaching three courses (9 workload credits) and conducting research and service at level that warrants the awarding of three workload credits.

Common exceptions to the normal workload mentioned above include the following:

School Director receives 6 workload credits each long semester and 6 workload credits each summer session for service as Director.

One graduate advisor (Graduate Programs Director) receives 3 workload credits each

long semester and 3 workload credits each summer session for service as advisor.

One undergraduate advisor (BHA Director) receives 3 workload credits each long   
 semester and 3 workload credits each summer session for service as advisor.

New tenure-track faculty will receive an additional 6 workload credits twice during their tenure-track time period, to establish their teaching preparations and/or establish their research agendas. The School Director, in consultation with the new tenure-track faculty member and cognizant of the needs of the School, will determine when these workload credits will be awarded.

Faculty teaching courses with labs will be given the choice to earn the workload credit associated with the labs or waive the workload credit associated with the labs in exchange for a dedicated graduate assistant.

In lieu of the formula for awarding teaching workload for field experience, field experience coordinators may receive workload credits based on the following table.

0-10 students in field experience 3 workload credits

11-20 students in field experience 3 workload credits

21-30 students in field experience 3 workload credits

31-40 students in field experience 3 workload credits

The Director may assign up to 3 workload credit for special projects such as accreditation/certification self-studies. Workload credits assigned to the special project will be based on effort and will be roughly commensurate with the effort expended in teaching a course.

Faculty workloads are determined by the School Director each semester and summer session and are submitted to the Dean of the College of Health Professions for final approval. The Director is responsible for assuring that faculty workloads comply with the University workload policies and procedures. The Director is also responsible for assuring that faculty workloads are fairly distributed among faculty members within the School. While University policy dictates that the Director give each faculty member his/her own workload each semester/session and report total faculty workload to the School Personnel Committee, the Personnel Committee, in the spirit of transparency, has authorized the School Director to distribute reports of total faculty workload to all faculty.

Graduate Instructional Assistant assignments are made by the Director and allocates funding for student workers to assist staff and faculty in the School office. The School currently has three GIA positions funded every semester. At the beginning of each semester, the Director will notify faculty requesting GIA support that semester of their assigned GIA. GIAs will be assigned to a panel of faculty they will work with for the semester, and each faculty member will be given a minimum of 6 hours per week of GIA time. While GIAs are hired to support the work of faculty in instructional assistance only, they should not be asked to perform tasks outside their usual routines (e.g., work that should be done by IAs). Tenure-track faculty are funded a dedicated Research Assistant for their first Academic Year as part of their start-up packages. These students are required to work on research related activities for the faculty member assigned only. Both instructional and research assistants are limited to 20 hours per week. Any additional requests for GIA support for a short-term project can be made to the Director who will evaluate and approve on a case-by-case basis.

**SOHA PPS 7.02 FULL & REGULAR FACULTY SUMMER WORKLOAD**

The regular nine-month faculty contract assumes no summer teaching for any faculty member. Faculty may request summer courses, and the Director makes assignments based on student need, available funding, the number of faculty requesting to teach, and a course’s history of successful enrollment.

1.00 The summer schedule will be developed by the Director of Undergraduate Studies, the Director of Graduate Studies, and the Administrative Assistant, and School Director based on student demand for the courses during the summer.

2.00 The School Director will determine in October which faculty want to teach the following summer and which summer session they would prefer.

3.00 The School Director will take the above referenced information and assign faculty to the schedule attempting to give each faculty member 50 percent for the summer (or 25 percent if the faculty member requests 25 percent) with the following exceptions: faculty who are expected to work in both summer sessions based on teaching assignments (i.e., field placements) and faculty who have administrative assignments that extend to both summer sessions (i.e., directors of programs) may be assigned schedules that equate to more than 50 percent for the summer.

In the event that there is insufficient money to fund the summer schedule, the Director will retain courses on the schedule based on the following priorities:

* The highest priority will be graduate courses that are taught only once a year.
* The second highest priority will be senior-level courses that if not offered, may delay a student's graduation.
* The third highest priority will be junior-level courses that if not offered, may delay a student's progression to senior-level courses.

Once the schedule meets the budget constraints referenced above, the Director will assign faculty to the schedule using the following criteria:

* The highest priority will be given to tenure-track faculty who are primary for the course up to 50 percent per faculty (75% if demand requires).
* The second highest priority will be given to faculty who have taught the course before.
* The third highest priority will be given to faculty who are identified as secondary to a course, but who have never taught the course.

The School Director will notify faculty of their summer schedules and their summer compensation as soon as the School's summer budget is finalized.

4.00 It should be noted that in the event that an assigned course does not make during either summer session, the faculty member's summer compensation may be reduced accordingly.

**SOHA PPS 7.04 TERMS OF EMPLOYMENT AND TERMINAL DEGREE POLICY**

It is the intent of the School of Health Administration to hire and assign faculty to courses who have the appropriate qualifications given the interdisciplinary nature of the degrees/majors. Recognizing the interdisciplinary nature of the degrees/majors, the Commission on Accreditation of Healthcare Management Education (CAHME) allows the accredited graduate program to determine the academic qualifications of its faculty consistent with the mission of the program. The Association of University Programs in Health Administration (AUPHA) requires baccalaureate program faculty to have demonstrated scholarly and/or professional activity consistent with the mission of the program and at least one faculty member to have an earned doctorate in healthcare administration or a closely related discipline.

The School of Health Administration offers the degrees of Master of Healthcare Administration (MHA), and Bachelor of Healthcare Administration (BHA). The School of Health Administration also offers graduate certificates in Healthcare Administration, and Long Term Care Administration.

It is the policy of the School of Health Administration to hire faculty with an earned doctorate and a masters, one of which must be in the teaching discipline (degree/major in which the faculty will be teaching) or a closely related discipline and from a CAHME, CEPH or AACSB accredited Program; or faculty who have extensive research and/or service in a School related field.

***Types of Contracts***

New faculty are ordinarily hired in one of three categories:

**A. Tenure-track faculty** are employed on one-year contracts, subject to annual renewal. The initial contract specifies contract type (tenure track), dates of contract, length of probationary period, year of tenure review, and nine-month salary. Tenure credit can be awarded based on years of experience, but must be awarded at time of initial contract. Annual contracts run from 1 Sep – 31 May each academic year.

In rare circumstances, a tenure-track contract for a position that requires the PhD may be issued to a candidate who has not yet completed the PhD. However, if the degree has not been awarded at the time of appointment in the fall semester, the candidate must complete all degree requirements prior to July 1 of the following year or a terminal contract will be issued.

With favorable annual reviews, the candidate will be eligible to stand for tenure during the final year of the specified probationary period. No tenure-track contract; however, either initial or subsequent, guarantees more than a one-year appointment until either a subsequent contract is recommended by the School and confirmed by the administration or tenure is recommended by the School & College and confirmed by the administration.

Tenure-track faculty are recommended for reappointment annually based on the Director’s and personnel committee’s favorable review in the categories of teaching, scholarly/creative activity, and service. Third-year review is summative, providing a snapshot of progress toward tenure (see PPS 8.01). In all years prior to tenure, the reappointment process is to assist faculty as they develop documented records of effective teaching; coherent, continuous, and high-quality records of scholarly/creative activity; and service. Tenure-track reappointment considers cumulative progress toward tenure, in contrast to annual review (Section 4 below). As part of the appointment process, members of the personnel committee and the Director provide tenure-track faculty with formative written comments that indicate areas of strength and/or those in need of improvement.

B. **Clinical Faculty** are hired on an annual basis, and are not tenure-track faculty.Clinical faculty fill special roles in the School, and are hired based on significant experience in the field. These positions are primarily in administrative positions in the School. Clinical faculty do have teaching, service and research requirements, but are evaluated on an annual review basis. The clinical faculty appointment is to provide an appointment route for individuals who are entering academics from the practice environment. Clinical faculty make a unique contribution to the mission of the university. Clinical faculty are generally full time faculty who are not only engaged in teaching, but also engaged in scheduling, training, supervision, evaluation, program development and/or other areas of experiential learning in the field placement portion of the Programs. The clinical faculty appointment establishes the appropriate rank and title for individuals who participate in academic programs that educate students for professional practice. The primary responsibilities of a faculty member appointed as a clinical faculty member is to provide education in the area of client/patient services, share professional expertise with students, and to direct educational experiences in practice settings in their particular profession. Clinical faculty members have extensive experience and professional practice expertise. They may also be engaged in practice concurrent with teaching assignments.

**C. Lecturers** are hired on a contingent basis, usually by the semester, to teach courses that cannot be covered by continuing faculty. Contracts specify either a per-course stipend or a percentage appointment, e.g. 50% or 100%. **Senior Lecturers** are generally issued three-year renewable contracts. However, contracts are subject to annual review, with reappointment dependent on satisfactory performance and available funding. Contracts specify an annual salary. The School of Health Administration will observe the following terminal degree requirements for each of its degrees/majors/certificates.

Bachelor of Healthcare Administration – The terminal degree is an earned doctorate with either a masters or the doctorate in healthcare administration or a closely related discipline from a CAHME, CEPH or AACSB accredited Program. Closely related disciplines are represents by the following degrees: graduate degrees in DrPH, MPH, DNA, JD, MD, DDS, DC, DPT, PhD, EdD, DSc, DPA, DBA, DHA, MA, MS, MPH, MBA, MPA, with a major in one of the following:

* health services management/administration,
* public health,
* health education,
* community health,
* rural health,
* health services research,
* mental health
* nursing administration,
* medical care organizations,
* medical humanities or medical ethics,
* medical anthropology or medical sociology,
* long term care administration,
* health economics.

Master of Healthcare Administration & Graduate Certificate in Health Administration – The terminal degree is an earned doctorate with either a masters or the doctorate in healthcare administration or a closely related discipline from a from a CAHME, CEPH or AACSB accredited Program. Closely related disciplines are represents by the following degrees: graduate degrees in DrPH, DNA, JD, MD, DDS, DC, DPT, PhD, EdD, DSc, DPA, DBA, DHA, MA, MD, MS, MPH, MHSA, MSHP, MBA, MPA, MPA with a major in one of the following:

* public health,
* health education,
* community health,
* rural health,
* health services research,
* mental health,
* nursing administration,
* medical care organizations,
* medical humanities
* medical ethics,
* medical anthropology,
* medical sociology,
* long term care administration,
* health economics,
* public affairs

Graduate Certificate in Long Term Care Administration – The terminal degree is an earned doctorate with either a masters or the doctorate in long term care administration or a closely related discipline. Closely related disciplines are represents by the following degrees: graduate degrees in DrPH, DNA, JD, MD, DDS, DC, DPT, PhD, EdD, DSc, DPA, DBA, DHA, MA, MS, MPH, MBA, or an MPA with a major in one of the following:

* healthcare administration,
* health services management/administration,
* gerontology,
* medical humanities,
* medical ethics,
* medical anthropology,
* medical sociology. Management

**Degree Required for Graduate Assistants Teaching Lower-Division Courses**

As permitted by SACS guidelines, the School hires graduate instructional assistants. GIAs must hold at least a baccalaureate degree and must have completed at least 9 graduate semesters hours in the teaching discipline. All GIAs work under the direct supervision of an experienced faculty member who trains them and evaluates their work. GIAs ordinarily are only eligible to teach in the BHA Program.

**SOHA PPS 7.03 GRADUATE FACULTY EVALUATION**

The School of Health Administration follows the provisions of PPS 7.03, Nomination and Evaluation Procedure for Graduate Faculty, which are incorporated by reference into this document. The following policies are designed to ensure that graduate faculty membership is based on a careful review of teaching, scholarship/creative activity, and service.

***Criteria for Graduate Faculty Membership***

Faculty teaching graduate courses in the School ordinarily hold a terminal degree in the discipline and must have a proven record of scholarship or creative activity in their field. The School’s graduate director may recommend an exception to this criterion (see PPS 7.03). Faculty teaching graduate courses with a “regular” status must be evaluated as meeting expectation in annual review by both the personnel committee and the Director.

***Procedures for Nominating Graduate Faculty—Regular Status and Associate Doctoral Status***

The term for regular graduate faculty or associate doctoral status is five years. Faculty appointed to regular status may teach master’s graduate courses, direct master’s theses, and serve on thesis committees. Faculty appointed to associate doctoral status may teach doctoral-level courses and serve on doctoral dissertation committees. Faculty applying for either status must submit a current Texas State Vita to the School’s graduate director, who then prepares a nomination/renomination form. The director, in consultation with the graduate committee, reviews the form, vita, and three most recent annual reviews (or alternative evidence for recently hired faculty) to verify that the faculty member meets the criteria for graduate faculty membership. The director routes the application, via the School Director and college dean, to the graduate dean.

***Procedures for Nominating Graduate Faculty—Adjunct Status***

Faculty who do not hold a terminal degree in the discipline may apply for adjunct status. Adjunct graduate faculty are appointed for one year, and their appointment allows them to teach a particular course (or courses) and/or to serve in a particular role as a thesis director/committee member. To apply for adjunct status, a faculty member must submit a current Texas State Vita to the School’s graduate director, who then prepares a nomination/renomination form. The director, in consultation with the graduate committee, reviews the form, vita, and three most recent annual reviews (or alternative evidence for recently hired faculty). For a faculty member who does not hold a terminal degree, the director must also prepare a justification form detailing alternative credentials that qualify the applicant for graduate faculty status. The director routes the application, via the School Director and college dean, to the graduate dean.

Applicants for graduate faculty status in the School of Health Administration must meet the following criteria:

* + 1. Possess a doctorate and a masters, one of which must be in the teaching discipline or an approved field closely related to the teaching discipline, from a CAHME, CEPH or AACSB accredited Program
    2. Show evidence of active research pertinent to the area of teaching specialization. “Evidence” consists of published articles, monographs, books, presentations at professional meetings, workshops, and/or funded grants.
    3. Demonstrate service to the profession through membership and participating in professional societies.
    4. Demonstrate currency in the field and a commitment to expanding personal knowledge by participation in relevant continuing education programs at the regional, state, or national level.

Applicants may be considered for the graduate faculty without a doctorate/masters in the teaching discipline or an approved field closely related to the teaching discipline, if the above referenced criteria are met and the applicant has significant work experience in the teaching field.

**SOHA PPS 8.01 TENURE AND PROMOTION POLICY**

The School Health Administration follows University and College of Health Professions policies for tenure and promotion. For more information, consult the following:

CHP PPS 8.01—CHP Tenure and Promotion Policy

PPS 8.01—Development/Evaluation of Tenure-Tenure Track Faculty

PPS 8.10—Tenure and Promotion Review

The following School policy for tenure and promotion supplement college and university policies:

1. By 1 June, faculty must notify the Director in writing of intent to apply for tenure and/or promotion that fall.

2. Because college policy requires a minimum of two external reviews of scholarly/creative work (CHP 8.01), faculty who intend to apply for tenure and/or promotion must supply the School Director by 15 June the following: a) an updated Vita in Texas State format (see PPS 8.10, Form 1A or 1B); b) a list of three faculty eligible to serve as external reviewers (see qualifications specified later in this policy) of scholarly/creative work, together with current contact information such as email and postal addresses. The Personnel Committee will also submit a list of three names meeting these criteria. The Director will select one name from each list, and contact for willingness to serve as external reviewers. The candidate may request a second list be provided by the Personnel Committee is they do not find the original list to be acceptable. Each list will be rank ordered in priority of the submitting group’s desire of the individual to serve. In the event no member of the lists submitted is willing to serve, the Director will request an additional list.

3. By 1 July, faculty intending to apply for tenure and/or promotion supply to the School Director copies (in specified digitized or paper formats) of all peer-reviewed publications and additional materials to be forwarded to external reviewers.

4. Candidates standing for tenure and/or promotion must submit all credentials (Texas State Vita, Review Group Information Form, and supporting documents) to the School Director by 5 pm on October 15. They are to notify anyone from whom they solicit a recommendation that tenure and promotion files are open to them.

5. A copy of each candidate’s Texas State Vita and Review Group Information Form must be placed in a separate folder in a portfolio of documents supporting applications for tenure and promotion. The Director will add to the portfolio a folder containing all external reviews received and will hold copies of the same in the Director’s office. The folders of all candidates will be secured in containers supplied by the School in space designated by the Director*.* After October 15, containers will remain accessible to the Personnel Committee and candidates until the file is moved to the college. A duplicate Vita and Review Group Information Form for each candidate must be filed with the candidate’s supporting material.

6. After reviewing a candidate’s credentials, each personnel committee member will sign and date the signature sheet for that candidate, which is kept in the container with the candidate’s Vita and Review Group Information Form.

7. No absentee ballots for tenure and promotion will be allowed. The *Faculty Handbook* (Fall 2006) states, “Members [of the personnel committee] must be present to vote. A simple majority of members voting is sufficient to recommend the granting of or denial of appointment, reappointment, tenure, or promotion. No member is required to vote on a recommendation" (p. 38). In addition, a tie vote from the Personnel Committee is a “no” vote.

8. The Director will set the date of the faculty meeting for tenure and promotion votes at least three weeks in advance.

9. At the beginning of the tenure and promotion meeting, the Director will explain the exact role of the participants, i.e., the personnel committee passes its recommendation along to the next level, and the Director, who remains neutral during the discussion of each candidate, passes along an entirely separate recommendation. The *Faculty Handbook* (Fall 2006) states: “Directors preside at these meetings, but they do not vote since they submit their own independent recommendation" (38).

10. Candidates should consult the Director in deciding how much supporting material to include in the files.

11. General Information: Recommendations on tenure and promotion are based on judgments of professional achievements and on the expectation of future achievement. To gain the support of the School of Health Administration, candidates for tenure and promotion are expected to have a strong record in teaching, research, and service, as documented in their curriculum vitae submitted in University format. In assessing the expectation of future achievement, the following should be considered:

* The record over the entire career.
* The record since the most recent promotion.
* The record since being hired at Texas State University.
* Future prospects for continuing achievement.

Teaching: A strong record in teaching is essential and would normally include evidence of sustained teaching effectiveness and commitment to continuous improvement in the form of:

* Statement of teaching philosophy (required).
* Student evaluations (required).
* Evaluations by School Director (required).
* Evaluations based on classroom observations by other faculty members. (Required for tenure and promotion to Associate Professor).
* Evidence of continuing education in teaching discipline.
* Other evidence, possibly including but not limited to letters from former students, development or revision of courses or programs, evidence of innovative instructional materials and teaching techniques, faculty development activities focused on improving teaching effectiveness (such as attendance at conferences and workshops or formal academic study), and teaching awards, honors, and funded teaching grants.

Research: A strong record in research is essential and would normally include evidence of sustained research contributions. Research that is eligible for consideration for tenure and promotion is as follows:

* Publications in peer-reviewed academic journals.
* Publications in peer-reviewed professional journals.
* Other scholarly activity including but not limited to scholarly books, publications in non-peer-reviewed journals, book chapters, funded internal and external research grants, textbooks, conference proceedings, case publications (not in peer-reviewed journals), Internet-based publications, study guides, papers (refereed) at professional conferences, invited presentations and workshops at professional conferences, and software development.
* It is recommended that candidates for tenure have a strong record in research with a minimum of six peer-reviewed research articles adding to the field. A variety of peer-reviewed articles in both academic and professional journals is desired. In some cases other scholarly publications (e.g., books, book chapters) may be regarded as equivalent to a peer-reviewed article if they carry a similar level of prestige and require a similar level of effort. Additional contributions such as non-refereed publications, cases, papers, presentations and workshops, and funded research grants are encouraged because they provide evidence of sustainability but do not substitute for peer-reviewed articles.
* It is recommended that candidates for promotion to Professor have a strong record in research with a minimum of eight additional peer-reviewed articles since promotion to associate professor. At least some of the required peer-reviewed articles should be in academic journals while the balance may be in professional journals. In some cases other scholarly publications (e.g., books, book chapters) may be regarded as equivalent to a peer-reviewed article if they carry a similar level of prestige and require a similar level of effort. Additional contributions such as non-refereed publications, cases, papers, presentations and workshops, and funded research grants are encouraged because they provide evidence of sustainability but do not substitute for peer-reviewed articles. Research productivity must be sustained over a number of years and there must be evidence of sustainability.

Evaluation of scholarly contributions involves a judgment about quality as well as quantity. Items like impact factor and journal acceptance rates will be used to make these subjective assessments. In addition, lead & sole authorship and the number of co-authors of a scholarly contribution may be considered as well as whether the scholarly contribution is international, national, or state. A significant portion of a candidate’s research must deal directly with his or her professional discipline, and be identified in the School’s mainstream journal list, while only a minor portion can deal with support disciplines such as education. Any publication in a journal listed and identified as a predatory journal will not be considered in this collective body of work for the applicant.

Service: Evidence of a strong commitment to service may include but is not limited to the following:

* Chairing University, College, or Department committees.
* Service on University, College, and/or Department committees.
* Leadership in national, regional, and/or local professional organizations.
* Academic and career advising.
* Sponsorship and advising of student organizations.
* Community service, including consulting activities.
* Mentoring of students and other faculty.
* Grant proposals for service activities.
* Administrative activities.

Service activities carry greater weight in evaluating candidates for Professor than for Associate Professor and tenure. Candidates for tenure and/or promotion must understand that recommendations on service are based on judgments.

External Review: The purpose of external reviews is to obtain a professional assessment of the tenure and/or promotion candidate's performance by individuals with similar expertise in the discipline. External reviewers should ordinarily hold the terminal degree (a doctorate and a masters, one of which must be in healthcare administration or a closely related discipline) and be a professor in rank. To minimize biases for or against the candidate, external reviews will not be solicited from the candidate's thesis/dissertation advisor, co-authors, former students, or former professors. The external reviewer shall provide feedback on the quality and significance of the candidate's performance in the areas of scholarship, teaching, and service. Along with the candidate's submission of intent to apply for promotion/tenure, by June 15 submit candidate's selections for external reviewers will submit to the School Director the following:

* Names, titles, and complete addresses of three (3) individuals who have the qualifications to serve as external reviewers.
* Two (2) copies of materials to be evaluated representative of the candidate's performance in research, teaching, and service from the time period of the evaluation. Research should be limited to reprints of published works and to manuscripts that have been accepted for publication. Reprints of works published prior to the period of evaluation should not be included. Candidates with more than ten publications will be asked to select three to five (3-5) of the most significant works to be reviewed by the external reviewers.
* Two copies of the candidate's current curriculum vita in the university format.

On or by June 15, the School Director will solicit from the Personnel Committee the names and complete addresses of three (3) individuals who have qualifications to serve as external reviewers. The candidate shall have the right to veto any or all of the nominees selected by the Personnel Committee and request that a list of other nominees be names. No more than two sets of nominees may be vetoed.

The School Director will then select one (1) individual from each of the two lists and contact them by phone/e-mail to determine their willingness to serve as external reviewers.

If the individuals selected is willing to serve, the School Director shall send a letter explaining the following information to the external reviewers:

* + - The purpose of the external review.
    - The type of information required.
    - The time frame for completion of the review.
    - A statement to the effect that their comments will become part of the candidate's evaluation file that will be reviewed by individuals in the University community involved in the evaluation process.
    - Instructions to mail the review to the School Director.
    - The candidate's curriculum vitae.
    - Materials to be used in the evaluation of the candidate's scholarship.

The external reviews should be completed on or by October 15 in time for the Personnel Committee to review during the evaluation of the candidate. It is realized that extenuating circumstances beyond the candidate's control may prevail. In such cases, the School Director may consult the Personnel Committee about a possible and reasonable extension of the deadline.

**SOHA PPS 8.02 ANNUAL REVIEW AND EVALUATION OF FACULTY**

All School of Health Administration faculty—whether full time or part time, continuing or non-continuing, on leave or not—are reviewed annually by March 1 for the preceding calendar year. The School follows the provisions of PPS 8.09 (Performance Evaluation of Faculty and Post-Tenure Review) and of PPS 8.11 (Performance Evaluation of Non-Continuing Adjunct Faculty), both of which are incorporated into this policy by reference. Faculty submit review materials no later than the last Monday of January at 5:00 pm. Annual faculty review is entirely separate from review for tenure and/or promotion.

***Reviewers***

The annual review of faculty is the responsibility of the Director and School personnel committee. Faculty on phased retirement are reviewed for teaching only. The Director makes an independent review of all faculty. The personnel committee and Director evaluate all eligible faculty across the three domains as outlined below and are assessed one of the following four eligible categories: Does Not Meet; Meets; Exceeds; Exemplary.

***Criteria for Review***

**A. Teaching.** Good university teachers have the following characteristics: competent and growing in their discipline; articulate; accessible to students; disciplined in their work habits; skillful in motivating students; effective in organizing courses; and careful in maintaining high academic standards.

In general, faculty who are rated as *exceeds or exemplary* in teaching provide the Personnel Committee with detailed evidence of the following: development of new courses or modification of the content, format, organization, or use of technology in existing courses; development of teaching knowledge and skills through independent study, attendance at workshops, or other professional development activities; mentoring that extends beyond the classroom, such as training IAs, helping students revise work for presentation/publication, or advising students about graduate study or career options. Faculty also will have consistent positive student and peer evaluations of their classroom performance and indicate what they have learned from evaluations and explain what changes, if any, they have decided to make in light of students’ responses.

**B. Scholarly/Creative Activity.** Teachers may demonstrate their scholarly and/or creative activity in ways such as the following: scholarly publications, including books, peer-reviewed articles, presentation of scholarly papers or creative works at conferences, universities, etc.; public lectures, presentations, or talks in the faculty member's field; participation in workshops and conferences; unpublished professional studies or reviews in the discipline; grant activity that supports scholarly and creative activity; peer reviewers for scholarly journals.

To *meet expectations* in scholarly/creative activity, faculty assigned time research release time must demonstrate scholarly and/or creative work accomplished, accepted, or in progress (that is, work undertaken that is expected to lead to a public forum such as publication or conference presentation). Faculty who have not published or presented work during the review year must provide a brief account of works in progress made and a plan for future publication/presentation.

To be rated as *exceeds expectations or exemplary* in scholarly/creative activity, faculty must publish, in print or electronically, a combination of the following: book chapter; peer-reviewed scholarly journal article; scholarly or creative project in digital media; or other similar works of scholarship. A faculty member may also exceed expectations through a combination of limited publication or conference presentations; or limited publication plus grant activity. In weighing the combination of publication and/or other scholarly/creative activity to determine whether the faculty member exceeds expectations or exemplary, the Director and Personnel Committee will consider such factors as quantity and quality of publication; such as impact factors and acceptance rates.

**C. Service.** Faculty may demonstrate their service by their activities, including funded grant activity, in behalf of the School, College, University, discipline, or community. Faculty should clearly indicate which service activities are supported by assigned time and which are not. To *meet expectations* in service, all faculty must demonstrate service on at least two School committees, as well as service on at least one other level (College, University, profession, or community). To *exceed expectations* in service, all faculty must also demonstrate commitment to and substantial activity in the School, College, University, profession, or community in ways such as the following: Chairing a major active committee, completing a significant project, serving as an officer or elected member of a professional group. Lecturers are not evaluated for service; they are automatically assigned “NA” in this category.

***Failure to Submit Materials***

Since all faculty members are expected to submit materials for annual review, the Personnel Committee cannot consider anyone to have met expectations in teaching, scholarly/creative activity, or service who does not submit an annual evaluation, in the case of tenure-track faculty, the required documentation. This will be the case whether or not merit or performance money is available. Tenured faculty who fail to meet expectations are subject to post-tenure review (see PPS 8.09). All annual evaluation materials will be submitted in the Digital Measures system by the required date to meet the annual review requirements.

***Categories of Evaluation***

All full-time tenured and tenure-track faculty will be evaluated in all three categories—teaching, scholarly/creative activity, and service. If a faculty member wishes not to be evaluated in a particular category, this should be negotiated with the Director well in advance so that appropriate adjustments in workload can be discussed and approved outside the School. Non-tenure line faculty are evaluated for teaching and service. Lecturers and faculty on phased retirement are evaluated only for teaching. If faculty members are uncertain about which categories of review apply in a given situation, they should consult the Director.

***Information about Reviews***

The School Director reports confidentially to each faculty member the findings of the Personnel Committee, as well as the Director’s independent evaluation. Faculty then certify that they have read their reports. In doing so, they may add comments in the appropriate section. (Note that certifying a report does not mean that the faculty member necessarily agrees with the findings.) The entire report is kept on file, and available to the faculty member and the Director. This process will be completed in Digital Measures.

If the personnel committee review identifies any faculty member who does not meet expectations, the Director will provide him or her with a written list of deficiencies. After consultation with the faculty member, School Personnel Committee, and college Dean, the Director shall prescribe in writing an appropriate program of remediation. If there is no significant improvement during a period of three consecutive years after the Director has identified in writing a list of deficiencies and appropriate program of remediation, the Director will initiate a recommendation of dismissal for cause. See PPS 8.09 for further details.

Annual Evaluation & Time Line

* + All full-time faculty will be evaluated annually as outlines above.
  + Evaluation period will be the previous calendar year or a portion thereof for first-year faculty.
  + Faculty will submit a current Texas State curriculum vita (VPAA/PPS 8.10, and annual self-assessment and documentation to the School Director by the deadline provided which is usually the last Monday of January.
  + School Personnel Committee will make recommendations regarding annual evaluations to the School Director by February 15.
  + School Director will meet with each faculty member and discuss the annual evaluation by February 28.
  + Tenured faculty who fail to meet School expectations as documented by the annual evaluation will result in the School Director providing him or her with a written list of deficiencies. After the School Director's consultation with the faculty member, Personnel Committee, and Dean of the College of Health Professions, the School Director will prescribe in writing an appropriate program of remediation. Three consecutive years of “does not meet expectations” in teaching or three consecutive years of "does not meet expectations" in both scholarship and service will cause the School Director to initiate a recommendation for dismissal for cause. See Faculty Handbook, Rules and Regulations: The Texas State University System.

Part-time and adjunct faculty will be evaluated per semester. This evaluation will include a review by the School Director of the following:

* Weighted student evaluations for the semesters being reviewed, using the n of the students completing the EOCC for each course..
* Relevant graduating student exit evaluations (undergraduate) or exit interviews (graduate).
* Grade distribution report, if available.
* As necessary, requested feedback from Personnel Committee members concerning any perception or observation of performance.
* As necessary, primary or School Director member’s evaluation of the part-time & adjuncts classroom performance for the semester being reviewed.

Documentation is required for annual evaluation and appointment to graduate faculty. Documentation is required in all three categories of teaching, scholarship, and service. Non-tenured and non-tenure track faculty are required to submit documentation consistent with their appointment.

**SOHA PPS 8.03 PROCEDURES FOR AWARDING PERFORMANCE AND MERIT RAISES**

***Performance***

Performance funds are distributed in accord with university policy, usually as an across-the-board increase for all eligible faculty. The university administration determines the amount of funding, if any, and the basis for eligibility. Barring instructions to the contrary, faculty will be eligible for performance raises if they meet expectations in annual review (as determined by the evaluation of the personnel committee and the Director.

***Merit***

Merit raises are also awarded in accord with university policy, which has typically defined the basis for merit as faculty accomplishment during the preceding calendar years since last merit raise was funded.

Merit awards should make clear, meaningful, significant distinctions. The Personnel Committee recommends to the Director an evaluation of a faculty member's performance, in the context of School criteria, during the annual review process. The Personnel Committee indicates who is eligible to be considered for merit, namely, all faculty who have exceeded expectations in at least one-third of the individual annual review ratings made by the PC during the period of merit review. The Director determines merit but is required to consult the personnel committee before making decisions. Basic merit amounts have generally been linked to annual review results and shares, with additional amounts added, if available, based on exceptional achievement (see below). In the annual review process the personnel committee and the Director indicate approximately what the range of merit raises will be on a high, medium, low scale for a given level of annual review performance.

Merit decisions are based on exceptional achievement. In teaching, exceptional achievement might be a major teaching award or development effort. In scholarly/ creative activity, exceptional might be a book or major grant supporting scholarship or creative writing. In service, exceptional might be a major report or major committee project or major funded grant that serves the public or School.

If the university administration sets a maximum amount for merit awards, that amount may be awarded in the most exceptional cases, with additional awards in proportion based on shares determined by annual review process, until all merit money is used.

Performance Raises are defined as a prescribed number of salary steps awarded to faculty whose performance during the preceding year meets departmental expectations in two out of the following three: teaching, service, or research. Performance raises, to the extent possible, track cost-of-living increases.

In evaluating annual performance, the Personnel Committee, the School Director, and the College Dean will consider the faculty member's contributions in the context of School, College, and University needs and the faculty member's own past performance and career path. This evaluation will be conducted in accordance with the School's approved policy for the performance evaluation of faculty. Any faculty member denied a performance raise will be counseled personally by the School Director who will provide specific written suggestions for improvement.

Once a merit pool is established, the School Director will determine the shares to be divided into the merit pool in the following manner: 1) Each exceeds expectations during the evaluation period equals one share; 2) Each exemplary rating during the evaluation period equals two shares. For example, a faculty member who received an exceeds in teaching, an exemplary in service, and a meets in research, would be allocated three shares of merit, or 50%. The merit dollars per share is determined by dividing the total shares for the faculty by the merit pool available. To receive full merit the faculty member must be evaluated as exemplary in all eligible categories that apply to them.

The Director will review with the Personnel Committee the final merit awards prior to distribution individual faculty member awards. Faculty who are dissatisfied with the School's final merit recommendation may appeal to the College Dean and shall be afforded an opportunity to meet with the Dean to offer information in support of their position. If the Dean upholds the decision of the School Director, the Dean is required to provide the faculty member with an explanation. The decision of the Dean is final and not subject to grievance. The Dean also withholds 10% of merit pool and disperses to faculty who have exceeded specific criteria for that year.