

**PAT CAPPS COVEY**  
**COLLEGE OF ALLIED HEALTH PROFESSIONS**  
**POLICY AND PROCEDURES MANUAL**

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# **Pat Capps Covey College of Allied Health Professions Policy and Procedures Manual**

## **1. General Information**

### **1.1 Introduction**

This Administrative Manual includes a list of procedures and regulations that are specific to the Pat Capps Covey College of Allied Health Professions. For a complete listing of rules and regulations for faculty, staff and students affiliated with the University of South Alabama the reader should refer to the Faculty Handbook, Staff Handbook and the Lowdown, available on-line at:

<http://www.southalabama.edu/departments/academicaffairs/resources/policies/facultyhandbook2017.pdf>  
<http://www.southalabama.edu/departments/financialaffairs/hr/resources/staffemphandbook.pdf>  
and <http://www.southalabama.edu/departments/studentaffairs/lowdown/>

### **1.2 History**

The University of South Alabama was created by Act of the Alabama State Legislature and approved May 9, 1963. All provisions relating to the establishment and operation of the University of South Alabama embodied in the Act are found in Sections 16-55-1 through 16-55-9, Code of Alabama 1975. The Pat Capps Covey College of Allied Health Professions was established in August of 1975 and continued to grow through the years with the addition of academic programs.

### **1.3 Mission Statement of the Pat Capps Covey College of Allied Health Professions**

The Pat Capps Covey College of Allied Health Professions is dedicated to the provision of the highest quality education in the basic medical sciences, the applied sciences, and professional health programs as well as to the creation and dissemination of new knowledge through research in order to address the health care needs of the Gulf Coast region and the country.

### **1.4 Administrative Organization**

#### **Dean**

The Dean is the executive officer of the college and reports directly to the Provost and Senior Vice President for Academic Affairs and indirectly to the President of the institution. The Dean also has a seat on the Academic Affairs Dean's Council. Responsibilities of the Dean are described in section 2.7 of the Faculty Handbook.

#### **Associate Dean**

The Associate Dean reports to the Dean and has the following responsibilities:

- all matters related to curriculum

- registration activities
- evaluation of student transfer records
- all matters pertaining to student program admissions, records, credit by examination, advanced credit, and student advising
- supervision, and administration of college graduate programs
- student recruitment and retention
- other duties as assigned by the Dean

## **Department Chairs**

The Department Chairs report to the Dean and serve as senior administrative and academic officers for their departments. Responsibilities of the Department Chair are described in section 2.8.1 of the Faculty Handbook.

## **1.5 College of Allied Health Standing Committees**

### **Chairs' Council**

The Chairs Council serves as an advisory body to the Dean of the College to evaluate and recommend changes in policy and procedures. Members of this committee include all Chairs, the Associate Dean, and it is chaired by the Dean or designee. Meetings are held on a regularly scheduled basis or as needed.

### **External Advisory Board**

The goal of this Board is to assist the College in improving the quality of education, our research and scholarship, and our service to the community. The committee members of the External Advisory Board are successful members of the community who work in the health arena who may or may not be alumnae. They provide guidance into the future health care needs of our region and the country and provide advice and council on the academic programs offered by the College. Members are appointed by and serve at the pleasure of the Dean.

### **College Academic Standards Committees**

The College appoints two committees for academic standards, one for graduate students and the other for undergraduates. The committee only meets should a student be accused of violations of Academic policies (see The Lowdown at <http://www.southalabama.edu/departments/studentaffairs/lowdown/> ).

### **Faculty Evaluation, Promotion and Tenure Committee**

This committee is appointed every year to review faculty portfolios for tenure and/or promotion. For more information, see section on Promotion and Tenure.

### **Curriculum/Academic Programs Committee**

The purpose of the Curriculum/Academic Programs Committee is to assist the College and its Departments in assessing the proposal and implementation of new and/or revised curricula or

Programs initiated within the College. The committee will review all new and/or revised course proposals (curriculum action forms), proposed substantive changes in current programs of study, and new degree program proposals within the College and recommend approval or disapproval of same to the Dean. Specific areas of assessment include but are not limited to: review of all new course proposals for overlapping and duplication within the College; review of new program proposals for relevance to the mission of the Department and College, demonstrated regional and national societal need, resource implications, adequacy of Departmental resources to deliver the program and/or recommendations concerning academic affairs as deemed appropriate.

The committee shall submit a report to the Dean or designee indicating their recommendation(s) for approval, disapproval, or amendment of the proposed action. Integral to the committee's operation is the acquisition of adequate input from the department program in order to study the proposal, assess academic relevance, reflect on specific action proposal and formulate a recommendation on the action proposed to the Dean. The Committee has the right to request additional or clarifying information to facilitate its review.

### **College Biosafety Committee**

The Biosafety Committee provides oversight to insure compliance with all applicable federal, state, and local biohazard requirements (see below). The committee is chaired by the Biosafety Officer of the Pat Capps Covey College of Allied Health Professions.

## **2. Faculty**

### **2.1 Faculty Appointments: Tenure-track and non-tenure-track, and Instructor Appointments**

Faculty holding terminal degrees in their discipline may be appointed to tenured, tenure track, non-tenure track, full-time, and/or part-time appointments at the time of their employment in the university. Designation of faculty appointments shall be specified at the time of employment in the offer of employment letter from the President. Faculty appointment eligibility and rank designation are described in section 3.8 and 3.10.2 of the Faculty Handbook. Faculty appointed to Tenure Track appointments will be subject to the same promotion and tenure policies as specified in Sections 3.10 and 3.11 of the Faculty Handbook. Traditional ranks of tenure-track faculty are Assistant Professor, Associate Professor, and Professor.

Non-tenure track appointments are typically made for positions with specific workload assignments that are primarily devoted to clinical, teaching, research or administrative functions and not of sufficient breadth to facilitate required activities/progress in a tenure track position. Non-tenure track appointments are also made for positions supported by extramural funding. See Section 3.14 of the Faculty Handbook. Depending upon credentials and qualifications, a faculty member who earned a terminal degree in their field (or related field) could be appointed as Assistant Professor, Associate Professor, or Professor. For those individuals without a terminal degree in their field (or related field), the rank of Instructor or Senior Instructor are available. The terminal degree is determined by the Department faculty based on guidance from each discipline's accrediting body as well as CHEA and SACS.

#### **Non-Tenure Track Positions**

Designation of an approved non-tenure track faculty position requires written justification by the Dean and must be approved by the Provost and Senior Vice President for Academic Affairs. Non-tenure track faculty positions may be approved in any of the following instances:

- when the position satisfies a current need but may not be needed in the future
- when a program requires positions to satisfy a current need but the program may not be needed in the future
- when the position is funded with grants and/or other temporary funding sources
- when the duties of the position exclude either teaching or research as a major responsibility
- when the position does not require a terminal degree

#### **Change of Appointment Status for Non-Tenure Track Faculty**

Procedures and conditions governing change from non-tenure track faculty appointment status to tenure track faculty appointment status are as follows: Persons holding non-tenure track appointments will not be eligible for consideration for tenure track faculty rank, except as successful applicants responding to a normal, advertised search along with other candidates under affirmative action procedures. Change from non-tenure track status to tenure track status is not automatic. Appointment to a tenure track position will be treated as a new appointment and the appointee must submit in writing his/her resignation from the non-tenure track appointment. Origination of recommendation and procedures relative to the change in appointment will follow procedures identical to those for appointment of new faculty.

## **Promotion Following Completion of Terminal Degree**

Faculty members who are appointed as Instructors may be considered for promotion upon completion of the terminal degree if the following conditions are met:

- Approval received from the Chair and the Dean to pursue the degree for the purposes of promotion, merit, and retention.
- Receipt of official transcripts sent to department chair directly from the awarding institution.
- Verification of degree by the Office of the Provost and Senior Vice President for Academic Affairs (*Note: USA Faculty Consent Form must be completed by faculty member*).
- Recommendation forwarded by the Department Chair through normal administrative channels for approval by the Dean and Provost.
- Final promotion decisions are made by the President, subject to approval by the Board of Trustees.

## **Clinical Adjunct Professor of (Department Name)**

This is an honorary designation for external clinical supervisors/preceptors who oversee students placed in their clinics for their external clinical rotations.

## **2.2 Non-Faculty Appointments: Skills Lab Assistants and Teaching Assistants**

Professionals who have specialized certification or qualifications may be appointed as a Skills Lab Assistant or as a Teaching Assistant. The Skills Lab Assistant will work with the instructor of record to plan and administer laboratory activities in the skills lab setting. The Skills Lab Assistant will provide instruction and oversight of students in the skills lab setting but will not design the lab or course, develop or conduct student assessment, or serve as the instructor of record. The Teaching Assistant will have the primary responsibilities of teaching and preparing laboratories under the supervision of the instructor of record.

## 2.3 Annual Faculty Evaluation

The Pat Capps Covey College of Allied Health Professions shares the mission of the University of South Alabama to provide educational programs and experiences of high quality, to engage in scholarly activities that contribute to professional, academic and educational knowledge, and to engage in services and activities that support the University and the community. Faculty members have an obligation to participate in and make contributions to each of these activities, but not every individual will contribute in the same proportion to each of these areas. Any deviation from the normally prescribed workload allocation must be approved in advance by the Chair and the Dean. A major goal of faculty development and evaluation is to recognize the unique talents and accomplishments of each faculty member while meeting the objectives and needs of the institution.

Each faculty member is responsible for establishing and achieving academic objectives. These objectives should be discussed with the Chair of the department so that institutional needs can be met and resources effectively allocated. Guidelines must be consistent with the University Affirmative Action Plan and they are subject to approval by the Dean. Goals and objectives may change over the course of the evaluation period. In this case, an amended Faculty Objectives Report may be discussed and agreed upon by the faculty member and Chair.

No later than May 31, the faculty member reports to the Chair on his/her accomplishments for the preceding year (June 1 to May 31). The Faculty Report includes:

- Annual Faculty Activities Report
- Any other supporting documents
- Faculty Objectives for the upcoming academic year
- A copy of the Faculty Objectives form for the year under evaluation to determine the degree of completion of previous objectives

### **Brief Description of Forms (see forms in Appendix 1)**

#### **1. Annual Faculty Activities Report**

The **Faculty Activities Report** summarizes all the accomplishments for the year under evaluation and includes publications, presentations, grants, and other scholarly and service activities that are additional to those on the list of objectives. Supporting documentation (teaching dossiers, copies of publications, etc.) may be included as needed.

#### **2. Faculty Objectives Form**

On this form the faculty member and the Chair set the objectives **for the following year**. The goals and objectives for the following year are mutually agreed upon by the faculty member and the Chair. The Department Chair, in consultation with the Dean, selects methods of evaluation and score determination for each activity. The form lists each of the items summarized in the Affirmative Action Plan Evaluation.



### **3. Affirmative Action Plan Evaluation (AAP)**

Complete identification portion at top of the form and indicate faculty status by checking the right hand column. Allocation of weights is established at the beginning of the evaluation year as recorded on the signed AAP and Faculty Objectives forms. Scores are derived by evaluating the information submitted by the faculty. **Each faculty member's productivity is compared with objectives submitted at the beginning of the academic year.**

#### **Weights**

Weights for the Faculty Objectives and the Affirmative Action (AAP) forms refer to the percentage of time and/or percentage of effort devoted to a particular activity. Percentages of time/effort across all activities on the Faculty Objectives form must total 100 percent. Percentage of time spent or effort is converted to weights of 10.0 for calculations on the Affirmative Action form. For example, 60% time/effort for teaching is converted to a weight of 6.0 on the AAP form. The typical allocation of time for tenured/tenure-track faculty is: 60% of time devoted to teaching, 30% of time devoted to scholarly activities, and 10% of time devoted to service. The typical allocation for non-tenure track faculty is 90% of time devoted to teaching and 10% of time devoted to service.

#### **Evaluation Scores**

Evaluation Scores on both the Faculty Objectives and Affirmative Action forms should reflect the quality, rigor, and professional recognition of the work in the context of contribution to the mission of the Department, College and/or University. A range of 0 to 10 points is possible for each activity, with 10 being excellent performance and 0 inadequate.

Student rating of teaching performance is mandatory for every course taught and will be minimally completed using the University electronic assessment entitled "Student Evaluation of Teaching" and will be used as part of the evaluation of teaching performance.

Each department in the College shall develop evaluation criteria for each of the areas of assignment (teaching, service, research, administration). These criteria shall be consistent with current university policies in this regard and must include student evaluations for every course taught.

#### **Description of the Annual Evaluation Process:**

No later than June 15<sup>th</sup>, the Department Chair meets with the faculty member to discuss the report and to evaluate the degree of completion of objectives listed for the year under evaluation and other accomplishments. The Dean serves as the evaluator for Department Chairs. Decisions regarding merit pay increase, retention, promotion and tenure will incorporate information from these evaluations. The Annual Evaluation involves the following steps:

1. During the evaluation the Department Chair (or the Dean if the person being evaluated is a chair) meets with the individual faculty member to establish realistic priorities and objectives for the coming academic year and to evaluate the accomplishments during the previous year. For new faculty, the Chair should arrange a meeting to establish the Faculty Objectives plan as soon as possible. The areas to be evaluated include:

- a. **Teaching** assignments are made based on departmental needs and expertise of the instructor and are assigned by the Chair. The percent of time allocated to instruction for the year should be based on the average number of credit and/or contact hours (as appropriate for each course) and related responsibilities for each semester; and recorded on the Faculty Objectives form.
  - b. **Scholarly activity** objectives should be proposed by the faculty member based on acceptable guidelines established by the departmental faculty approved by the Department Chair and the Dean. The Department Chair will review these activities for appropriateness and with respect to resources and space and time commitments of other departmental activities. The objectives are listed and an allocation of time for scholarly activities is recorded on the Faculty Objectives form.
  - c. **Committee assignments and service engagement** activities. The faculty member should also list professional and community engagement activities for the coming year that are academic related. An allocation of time for service activities is entered on the Faculty Objectives form.
2. The completed Faculty Objectives **form for the upcoming academic year** is signed and dated by the faculty member and the evaluator. The University Affirmative Action (**AAP**) form is completed using the percent allocations shown on the Faculty Objectives form. The originals of both forms are retained by the Department Chair. Copies of all documents are provided to the faculty member and are also forwarded to the Departmental office and the Dean's office by June 15th.
  3. Progress toward meeting objectives can be reviewed at any time during the academic year, at the request of the faculty member, the Department Chair, or the Dean. Alteration of objectives, reallocation of activities, or changes in assignments should be entered on a supplemental Faculty Objectives form, signed by the faculty member and evaluator, and attached to the original Faculty Objectives form. Copies are distributed as before.
  4. No later than June 15<sup>th</sup>, the activities proposed for the upcoming year are listed in a new Faculty Objectives form. After reviewing the report, the Department Chair meets with the faculty member to formally evaluate the faculty member. The actual assignment of scores for each activity should be done during or after discussion with the faculty member. The faculty member must have the opportunity to review the evaluation form before it is submitted to the next administrative level. In cases of disagreement with the faculty objectives and evaluation process, faculty may appeal to the Dean and subsequently with the Provost.

## **College of Allied Health Professions**

### **2.4 Guidelines and Procedures Pertaining to Promotion and Tenure**

Faculty appointed to Tenure Track appointments will be subject to the same promotion and tenure policies as specified in Sections 3.10 and 3.11 of the Faculty Handbook. Traditional ranks of tenure-track faculty are Assistant Professor, Associate Professor, and Professor.

Non-tenure track appointments are typically made for positions with specific work load assignments that are primarily devoted to clinical, teaching, research or administrative functions and not of sufficient breadth to facilitate required activities/progress in a tenure track position. Non-tenure track appointments are also made for positions supported by extramural funding. See Section 3.14 of the Faculty Handbook. Depending upon credentials and qualifications, a faculty

member who earned a terminal degree in their field (or related field) could be appointed as Assistant Professor, Associate Professor, or Professor. For those individuals without a terminal degree in their field (or related field), the rank of Instructor or Senior Instructor are available. The terminal degree is determined by the Department faculty based on guidance from each discipline's accrediting body as well as CHEA and SACS.

Candidates for promotion to Professor and those seeking tenure and promotion to Associate Professor will be required to follow the processes and procedures described in the Faculty Handbook and any directives from the Office of Academic Affairs.

### **Pre-Tenure Review of Assistant Professors**

In addition to the Annual Affirmative Action Plan Evaluation, tenure-track faculty members are reviewed annually for progress toward tenure during their probationary period by the departmental committee and Department Chair. The annual pre-tenure reviews should address all aspects of the faculty member's performance relevant to tenure. As part of this annual review, the faculty member has the responsibility of providing timely and accurate documentation to ensure adequate consideration. The chair will meet with the faculty member to discuss the results of the review and will provide the faculty member with a written evaluation that addresses all aspects of the faculty member's performance relevant to tenure, including scholarship, teaching, service and collegiality. The college dean will review all annual reviews for compliance with University policy and procedures.

A mid-probationary review is conducted at the department level or comparable academic unit for all untenured tenure-track faculty no later than the completion of the third year of probationary service (or near the mid-point of the probationary term for those faculty members whose probationary term includes credit for prior service). The mid-probationary review will also function as the annual pre-tenure review for that year. The mid-probationary review should address all aspects of the faculty member's performance relevant to tenure. As part of this review, the faculty member has the responsibility of providing timely and accurate documentation to ensure adequate consideration. The Departmental Chair will conduct the mid-probationary review in consultation with the tenured faculty of the department or comparable unit. The chair will meet with the faculty member to discuss the results of the review and will provide the faculty member with a written summary that addresses all aspects of the faculty member's performance relevant to tenure, including scholarship, teaching, service and collegiality. The college dean will review the mid-probationary evaluation for compliance with University policy and procedures.

### **Application for Promotion and Tenure (see also Appendix 2)**

#### **I. Role of the Faculty Member in the Application Process**

The faculty member initiates the application for promotion and tenure, in consultation with the Department Chair, via the submission of a portfolio of evidence of professional accomplishment. **This portfolio will provide the main source of information to review the candidate's credentials.**

In the absence of faculty initiative, no consideration of promotion or tenure will occur. A faculty member may elect to withdraw the application at any time during the process by notifying the Department Chair and Dean. However, in the absence of written notification of voluntary withdrawal, the application will be considered at each level in the process.

After the first three levels of review (External Reviews, Departmental Committee Review, and Departmental Chair Review), the Department Chair will meet with the candidate and will inform the candidate of the recommendation of promotion, tenure, or both. If a faculty member does not complete the application for **tenure (submission of a completed portfolio)** by the stated deadline, a letter of non- reappointment will be issued.

## **II. Role of the Department Chair in the Faculty Application Process:**

It is the responsibility of the Departmental Chair to remind the faculty member in writing when eligibility occurs with sufficient time for the application to be completed. The faculty member must ensure that their portfolio is complete by the assigned deadline and submitted to the Department Chair who will then forward it to the Dean of the Pat Capps Covey College of Allied Health Professions. After the review by the departmental promotion and tenure committee (where applicable), the Department Chair will review the portfolio for professional accomplishments in areas of teaching, scholarship, service, and professional collegiality. The Department Chair will facilitate and communicate with External Reviewers. After the first three levels of review (External Reviews, Departmental Committee Review, and Departmental Chair Review), the Department Chair will meet with the candidate and will inform the candidate of the recommendation of promotion, tenure, or both.

## **III. Description of the process:**

Considering that the evaluation of an individual for promotion or tenure must be as impartial as possible, the review process requires that the candidate's record be reviewed at the following levels:

- A. The Departmental Level
  - a) External review (3-5)
  - b) Departmental Promotion and Tenure committee
  - c) Department Chair
  
- B. The College Level
  - d) College Promotion and Tenure Committee
  - e) Dean of the College
  
- C. The University Level
  - f) Provost and Senior Vice President for Academic Affairs
  - g) President of the University
  - h) Board of Trustees

## **IV. Description of steps in the review process:**

### **A. External Review for Both Promotion and Tenure**

An external review of the candidate's scholarship will be included in all tenure applications. External reviewers must be professionally competent to evaluate the academic credentials of a candidate; thus, reviewers must be external to the university and should normally be at or above the rank for which the candidate is being considered. Exceptions are discouraged, and must be

justified in the chair's report. The candidate may submit the name(s) of individuals that could have a conflict of interest in serving as an external reviewer. The list should be accompanied by a description of the potential conflict. External reviewers who have a conflict of interest or the appearance of one or whose objectivity may be questioned may not serve in this role. Obtaining the reviews will be the responsibility of the department chair in accordance with the following procedures:

The candidate, the chair of the Departmental Tenure Committee, and tenured faculty of the department each will submit a list of names of external referees who are recognized scholars in the candidate's field of scholarship.

The chair of the Departmental Tenure Committee will select name(s) from each of the three lists and will request that the department chair contact reviewers. The department chair will request that these external reviewers provide a written review of the candidate's scholarship. The candidate will be notified of the names of those selected to serve as referees after the tenure and promotion process has been completed. The external review will then be included in the candidate's tenure portfolio and will be a component of all levels of the tenure review process. All reviews received by the deadline must be included in the file.

The Departmental Tenure Committee shall submit a written report to the department chair. The chair shall submit a written report to the dean along with the Departmental Tenure Committee's support and the faculty member's supporting documents. USA Faculty Handbook Revision 3.11.4.3, Chapter 3. Adopted 2019.

#### External Review of Candidates for Promotion to Associate Professor or Professor

An external review of the candidate's scholarship will be included in all applications for Promotion to Associate Professor or Professor. In cases where the candidate is simultaneously under review for tenure, the external review for tenure will suffice for promotion as well. External reviewers must be professionally competent to evaluate the academic credentials of a candidate; thus, reviewers must be external to the university and should normally be at or above the rank for which the candidate is being considered. Exceptions are discouraged, and must be justified in the chair's report. The candidate may submit the name(s) of individuals that could have a conflict of interest in serving as an external reviewer. The list should be accompanied by a description of the potential conflict. External reviewers who have a conflict of interest or the appearance of one or whose objectivity may be questioned may not serve in this role. Obtaining the reviews will be the responsibility of the department chair in accordance with the following procedures:

The candidate, the chair of the Departmental Promotion Committee, and faculty in the department, senior in rank, except assistant professors, each will submit a list of names of external referees who are recognized scholars in the candidate's field of scholarship.

The chair of the Departmental Promotion Committee will select name(s) from each of the three lists and will request that the department chair contact reviewers. The department chair will request that these external reviewers provide a written review of the candidate's scholarship. The candidate will be notified of the names of those selected to serve as referees after the tenure and promotion process has been completed. The external review will then be included in the candidate's portfolio and will be a component of all levels of the promotion review process. All reviews received by the deadline must be included in the file.

The Departmental Promotion Committee shall submit a written report to the department chair. The chair shall submit a written report to the dean along with the Departmental Promotion Committee's report and the faculty member's supporting documents. USA Faculty Handbook Revision 3.10.3, Chapter 3; Adopted 2019.

## **B. The Departmental Review**

The Department Chair convenes the Departmental Promotion and Tenure Committee. The committee shall include all tenured faculty and all other faculty holding the rank of Associate Professor or Professor. For **candidates requesting promotion to Professor**, only the members of the committee holding the rank of Professor shall participate in the evaluation of that candidate. For **candidates requesting tenure**, only tenured faculty at the same or higher rank shall participate in the evaluation. The Departmental Review involves several steps:

- i. Review by the Departmental Committee:** The committee members elect a Chair and deliberate without the Department Chair being present. The committee's recommendation concerning tenure and/or promotion must be supported by a rationale shared in the committee's recommendation and will include the final voting record. **All members must sign the written report.** The report is added to the Reviews (pdf document on google drive).
- ii. Department Chair's Review:** The Department Chair has as many as four sources of information for his/her evaluation of the candidate: a) the recommendation letter from the Departmental Committee; b) the information provided by the candidate in his/her dossier; c) documentation from annual faculty evaluations between the Department Chair and the candidate; and d) evaluation by external reviewers. After reviewing the available information, the Department Chair will "develop a written recommendation for or against tenure/promotion along with a justification for the recommended action. The [Department] chair meets with the candidate and informs the candidate of the recommendations [Departmental Promotion and Tenure Committee and Department Chair], giving the candidate a copy of the written recommendation and justification (which should omit the names of external reviewers) and the departmental review notification form giving them one week to submit the form to the Dean (*Faculty Handbook* section 3.10.1 and 3.11.4.3, February 2017). The Department Chair will provide a written recommendation to the College Committee summarizing with his/her rationale for supporting or not supporting the candidate's application for tenure and/or promotion.

## **C. College Level Review**

- i. College Committee Review:** The Dean of the College appoints **seven** faculty members holding the rank of tenured Associate Professor or Professor, for the College Promotion and Tenure Committee during the Fall semester and appoints the Committee Chair. For **candidates requesting promotion to Full Professor** only the Full Professor faculty may be appointed to the committee. For **candidates requesting tenure**, only tenured faculty at the same or higher rank shall be appointed to the committee. In the

case where there are not a sufficient number of appropriately ranked professors available in the College, the Dean may appoint faculty members from other Colleges.

The College Promotion and Tenure Committee will be convened by the Committee Chair. The committee will be provided the portfolio (electronically) developed by the candidate which will include all internal and external evaluations and summaries completed to that point in the process, and a summary of the percentage (FTE) of teaching, scholarly, service and administrative assignment of the candidate during his/her tenure at the university. Upon completion of deliberation, the Committee will provide a written recommendation to the Dean stating the rationale for their decision and the final voting record. **All committee members must sign the written report.**

- ii. **Dean Review:** The Dean of the College will provide a statement and rationale in support or non-support of the candidate's application for both tenure and/or promotion. The Dean will forward to the Provost and Senior Vice President for Academic Affairs the Candidate's Portfolio to include the External Reviews, the deliberations and recommendations by Departmental Committee, Department Chair, College Committee and Dean as well as a report of the votes.

#### **D. University Level review**

- i. **Provost and Senior Vice President for Academic Affairs:** The Provost and Senior Vice President for Academic Affairs shall review all the previous materials received from the Dean of the College and make a recommendation to the President per general university guidelines in this regard.
- ii. **President:** The President shall review the evaluations received from the Provost and Senior Vice President for Academic Affairs and make recommendations to the Board of Trustees per general university guidelines.
- iii. **Board of Trustees:** Recommendations for promotion and/or tenure are not official until approved by the Board of Trustees.

#### **V. Evaluation Criteria Weighting**

- A. It is recognized that the workload assignments of faculty will vary as a function of individual strengths, professional areas of expertise and as a function of the educational needs of the department. The assignment of faculty Full Time Equivalent (FTE) workload is a negotiated collegial process between the Department Chair, the Dean, and the faculty person. While the assignments may vary as the circumstances and demands of the department change over time, the general emphasis of the workload across teaching, scholarly activity, service, or administration is set forth at the time of employment and specifically allocated annually by the department chair with approval of the Dean.
- B. Regardless of the FTE assignment, promotion to successive ranks and/or tenure in the Pat Capps Covey College of Allied Health Professions is based on the expectation of a demonstrated commitment to excellence in teaching and quality scholarly productivity. Promotion is never automatic, regardless of the number of years of service.

- C. Evaluation for promotion is based on assessment of scholarship, teaching, and service. The percentage of FTE previously assigned to each of these areas shall be reported in the promotion/tenure dossier and provided at all levels of evaluation.

**Summary of Tenure and Promotion Deadline Dates**

July/August	Dean's office informs first time eligible candidate and Department Chair of candidacy
September 1	Faculty member initiates application by providing a letter to their Department Chair. Chair then notifies the Dean's office.
Fall Semester	Candidate prepares portfolio via Digital Measures. Note: All materials supplied by the candidate must be submitted via Digital Measures.
October 1-15	Deadline for candidate to submit their updated CV for external review to the Department Chair.  Departmental T&P Committee convenes.  Candidate, Chair of Departmental T&P Committee, and tenured faculty, and/or faculty senior in rank to candidate (except Assistant Professors) in the department submit list of names of external referees (see USA faculty handbook Ch. 3, pg. 95). Chair of Department T&P Committee selects referees. Department Chair contacts external reviewers.
October 16- November 1	Department Chair communicates with external referees by this date and provides relevant candidate information (i.e. letter and CV) as well as due date for review (November 15).
November 15- December 1	External reviews received by the Department Chair. Department Chair adds these letters to the portfolio for review at all levels.
December 1	Deadline for the candidate to complete their Digital Measures submission and submit DM cover page.
December 15	Deadline for the Departmental T&P Committee to submit their report to the Department Chair
December 16 to January 8	Department Chair reviews and develops a written recommendation.
January 8	Deadline for the Department Chair to meet with the candidate and inform the candidate of the recommendation for promotion, tenure, or both. The chair shares with the candidate their written recommendation for or against tenure (which should omit names of external reviewers) and gives the candidate a copy of this written recommendation and justification.



Additionally, the Department Chair provides the candidate with the Departmental notification form. See USA Faculty Handbook Ch. 3, pg. 96.

- |                |   |
|----------------|---|
| January 15     | Deadline for the candidate to include any additional materials supporting their candidacy.  |
|                | Deadline for the candidate to submit the Departmental notification form.  |
|                | Department Chair's recommendation and all materials are submitted to the Dean.  |
| By January 20  | Dean convenes College Committee   |
| By February 15 | College Committee reviews applicant's portfolio and submits written recommendation to the Dean  |
| February 28    | Deadline for a candidate for tenure and/or promotion to submit a written request to their Department Chair and Dean withdrawing their application for tenure and/or promotion |
| By March 1     | Dean's review of applicants and preparation of recommendation to Provost and Senior Vice President of Academic Affairs  |

\*Note: In the event that any of the dates specified in the timeline fall on a weekend or Holiday, the deadline is the next business day.

## **2.5 Annual Reports of Scholarly Activities**

The annual report of departmental and faculty activities will include academic activities between June 1<sup>st</sup> and May 31<sup>st</sup>. The report will include a summary of departmental activities during the previous year followed by specific activities of faculty members. The information will be sent to the Dean's office by **June 30** to be included in the College Annual Report. The information to be included in the report is summarized in Appendix 3.

## **2.6 Awards for Teaching, Service and Research**

The Pat Capps Covey College of Allied Health Professions honors faculty members who excel in Research, Teaching and Service during the annual College Awards Ceremony. Nominations from faculty, chairs and students are evaluated by the Faculty Awards selection committee appointed by the Dean. The final selection of the faculty members to be honored each year is made by the Dean upon recommendation from the Faculty Awards selection committee. The honoraria for excellence in Service is \$1000, the Excellence in Teaching and Excellence in Scholarship honoraria are \$2000 each.

### **Criteria for Awards:**

- Eligibility is limited to full-time faculty in the Pat Capps Covey College of Allied Health Professions at the rank of Instructor or higher, both tenure track and non-tenure track.
- Recipients must have been employed full-time at the University of South Alabama for at least five years preceding the year in which they receive the award.
- Faculty members may receive a particular award only once every six-years. Faculty are eligible to receive all three awards during that six-year period.
- An individual may not receive more than one award in the same year.
- The awards will be subject to the availability of funds, at the sole discretion of the Dean of the College, and will be paid out of an account designated by the Dean which is not funded by appropriations from the State of Alabama.
- Nominations for each award will be solicited each year from faculty, staff and students in the Pat Capps Covey College of Allied Health Professions and must be received by December 15<sup>th</sup>. All nominations, regardless of their source, will be considered. Supporting materials will be described by the selection committee at the time nominations are solicited.
- Selection of the recipients will be made by the Dean, based on recommendations from the Faculty Awards selection committee.
- All awards will be subject to regular payroll withholding taxes and will be made through the normal payroll process.

## **2.7 New Courses/Curriculum Action Forms (CAF)**

All new courses must be approved by the Office of Academic Affairs before they can be listed in the Bulletin and offered to students. The Department Chair of the program proposing a new course shall complete the Curriculum Action Forms with sufficient time to have them reviewed by the Pat Capps Covey College of Allied Health Professions Curriculum Committee before the deadlines established by the Office of Academic Affairs or the Graduate School:

In addition to the curriculum action form, the Department Chair will provide the committee with a description of the course, justification for the need for a new course, the Departmental learning objectives to be met by the course and any other information that could help the committee in making a recommendation. In addition, the department Chair or appointee shall be available at the request of the Committee to present his/her proposal and/or clarify specific points.

All recommendations concluded from review shall be made in writing to the Dean of the College of Allied Health Professions.

### **Procedures for Submitting Requests for Special Course Fees**

New special course fees and proposed increases in special course fees require the approval of the Special Course Fee Committee, Budget Council, President, and the Board of Trustees. Proposed increases in existing special course fees as well as new fees will only be implemented at the beginning of each academic year after receiving approval at all levels.

Each request should include:

- Rationale/Justification
- Estimate of the revenue to be generated by the fee to include the number of students per year enrolling in the course times the fee amount.
- Detailed explanation of how the revenue will be used
- Special Course Fee Form
- Approval by the Chair and Dean
- Approval by the Provost and Senior Vice President for Academic Affairs

## **2.8 Research Compliance**

Research is an integral part of the mission of the Pat Capps Covey College of Allied Health Professions. Faculty and students are required to be aware and follow the University of South Alabama standard procedures concerning research compliance. For more information visit the USA web page of the Office of Research Compliance and Assurance at:  
<https://www.southalabama.edu/researchcompliance/>

Specific areas subjected to evaluation by the Office or Research Compliance include:

- Protocols involving human subjects (not just patients) must be reviewed by the USA Institutional Review Board (IRB).
- Protocols involving the use of animals in research must be reviewed by the USA Institutional Animal Care and Use Committee (IACUC). All investigators using animals must first receive appropriate training  
(<https://www.southalabama.edu/researchcompliance/animalcare.html> )

- Protocols involving biological hazards (microorganisms, toxins, etc.) must be evaluated by the USA Biosafety committee.
- Export Control. This area oversees transfer of information, materials and technical data between faculty in the US and entities in other countries.

Special attention should be paid to the time required to process these forms since some of these committees may have questions delaying approval of protocols by several weeks.

### 3. Academic Programs and Students' Affairs

#### 3.1 Degrees Offered

- **Certificate Program:**
  - EMT-Basic Certificate Program
  - Paramedic
- **Bachelor of Science Degrees:**
  - Biomedical Sciences
  - Cardiorespiratory Care
  - Emergency Medical Services
  - Professional Health Sciences
  - Radiologic Sciences
  - Speech and Hearing Sciences
- **Master of Science Degrees:**
  - Occupational Therapy - MSOT
  - Physician Assistant Studies - MHS
  - Speech-Language Pathology – MSSLP
- **Doctoral Degrees:**
  - Audiology – Au.D.
  - Communication Sciences and Disorders –Ph.D.
  - Physical Therapy – DPT

#### 3.2 Admission Reports

All reports of admission to professional programs are due in the Dean's office no later than September 1<sup>st</sup>. Reports should include the following information:

- Summary of Admissions Procedures
- Criteria and equations used to rank all applicants (for example, weights of scores and personal interview, in-state vs. out-state applicants, etc.).
- When appropriate, average ACT/SAT (for freshman students entering undergraduate programs)
- Average GPA for applicants to professional components of undergraduate programs
- Average GPA and GRE (both Verbal and Quantitative) for applicants to graduate programs
- Number of Applicants
- Number of non-accepted applicants
- Number of accepted applicants
- Number of those accepted students who enrolled at USA vs. those who accepted the position at other institutions (reasons if available).
- Detailed information (names, GPA, GRE, other scores) for all accepted applicants
- Origin by state and institution of all applicants
- Gender and ethnicity (if available)

### **3.3 Background Checks for Previous Felony Convictions**

Many of the health centers where Allied Health Professions' students perform their clinical rotations require initial background checks for felony convictions before allowing a student to start his/her practica. In some cases, background checks are also required when graduates join the workforce as well as prior to taking professional licensing examinations.

The following describes the policy and procedures concerning mandatory background checks for all students enrolled in professional clinical programs in the Pat Capps Covey College of Allied Health Professions. Students will be informed of these requirements at the time of their application for enrollment in the program.

The background checks will be completed online, by [castlebranch.com](http://castlebranch.com), unless the health centers where students will perform their clinical rotations require fingerprinting, in which the background check will be run by the Alabama Bureau of Investigation. More information about these two sources is included at the end of this document.

#### **Procedures for Background Checks upon Admission to the Professional Component**

A student applying for admission to a professional component of a program in the Pat Capps Covey College of Allied Health Professions will be asked to indicate in his/her application if he/she has had a previous felony conviction. When a student is accepted for admission to the program, he/she will be informed that his/her acceptance will be pending a negative background check as defined in section carried out by the appropriate agency. Admission will be withdrawn for students failing to authorize a background check or failing to receive a negative background check.

- All costs associated with the background check will be the responsibility of the student.
- Criminal background checks are conducted to identify pending cases, criminal records for the past 7 years, and prior convictions.
- Clinical education sites may have different policies and may require additional background checks (e.g. credit report, driving record, random drug testing).
- Included with the acceptance letter, students will be sent an authorization form for background checks and information concerning how to apply for a background check. Students must complete the authorization form and mail it back by the deadline specified by each department.

The company performing background checks will notify the chair of the department when the results of the background check become available. The original reports will be stored in a locked cabinet in the respective departmental offices in the student academic file.

Positive findings on the background check will be discussed with the applicant and any consequences on the admissions process will be decided on an individual basis by the Department Chair. A positive background check may cause the student to be denied matriculations into the program or dismissed from the program. All positive findings must be immediately reported to the Deans office. Before taking any adverse action, the student will be provided with a copy of the report. Students may appeal any adverse decision by the Department Chair, within five business days, to the Dean of the Pat Capps Covey College of Allied Health Professions.

## **Agencies responsible for running background checks**

Students in the departments of Cardiorespiratory Care, Emergency Medical Services, Physical Therapy, Physician Assistant Studies, Radiological Sciences and Speech Pathology and Audiology are required to complete the background check information on-line, unless the health care facility where they will be rotating requires fingerprinting. The on-line agency used for these checks is:

Castlebranch.com

Students who are considered “volunteers” instead of “students in training” who will be rotating at DHR-licensed facilities fall within the definitions indicated the Alabama Act 2000-775, which requires additional background information. In this case students need to be fingerprinted and the background check will be run by the Alabama Bureau of Investigation. Occupational Therapy students fall within this category. In this case the contact site is:

Alabama Bureau of Investigation  
Identification Unit  
P.O. Box 1511  
Montgomery, AL 36102-1511

### **3.4 Drug Testing Policy and Procedures**

Many of the health centers where Allied Health Professions’ students perform their clinical rotations require screening tests for substance abuse before allowing a student to start his/her practica. In some cases, these tests are required again when graduates join the workforce.

The following describes the policy and procedures concerning drug testing for all students who are enrolled in the Pat Capps Covey College of Allied Health Professions pursuing professional degrees. Students will be informed of these requirements at the time of their application for enrollment in the College.

Each department will be responsible for identifying the appropriate agencies to run drug tests, unless the health centers where students will perform their clinical rotations require that the tests be run by a specific agency, in which case that designated agency will run the test.

#### **Initial screening tests for substance abuse**

At the time of application to a professional program in the Pat Capps Covey College of Allied Health Professions, students will be informed that a mandatory drug test, administered by persons approved by the University of South Alabama for the purpose of such tests, is required before the start of their clinical rotations. Entry into clinical rotations or into the professional component of a program will not be allowed until a negative drug test is received by the University of South Alabama in accordance with this policy. Prior to the testing, students will be asked to report if they are under the care of a physician and receiving prescribed medications that could cause a positive drug test before the test is run. Students will be required to pay all costs associated with drug tests.

A student testing positive for the use of illicit or illegal drug(s) will not be allowed to start a clinical rotation until he/she provides documentation proving: 1) that the subject drug(s) were currently prescribed in the student's name prior to the administration of the drug test or 2) successful completion of an approved rehabilitation treatment program (see below). Other appropriate disciplinary action may be initiated as necessary.

A second confirmed positive test for use of illicit or illegal drug(s) will result in permanent dismissal from the program. Students may appeal dismissal to the Dean of the Pat Capps Covey College of Allied Health Professions.

### **Procedure for Drug Testing**

Students selected for admission to the professional component will be notified in writing of the scheduling and procedure for the drug test. Students will be required to follow the procedures established by their department and should not obtain a drug test prior to being notified. All costs associated with this testing are the responsibility of the student.

Testing for substance abuse usually involves testing a single urine sample for several drugs. Tests will be conducted by a certified laboratory using established methods and procedures (see list at end) or by a specific laboratory if required by the health center where the student will perform his/her rotation. Confidentiality of the student as well as the integrity of the urine sample will be protected. The procedure for collection, as determined by the testing site, will involve stringent measures to guard against specimen exchange or alteration, tamper-proof urine specimen containers, and chain of custody procedures that identify all individuals involved in specimen collection, transfer and testing. A drug test will be presumed positive if any of the commonly abused drugs are detected. Some commonly abused drugs are listed at the end of this document (see addenda)

For presumed positives, the student may request that the remaining urine sample be sent to another testing laboratory for confirmation at additional cost to the student. If the results from the urine test are positive, the available evidence, including health history, will be used to determine the presence or absence of drug use. The testing laboratory will report the results of the initial urine screen to the student's Department Chair. The department Chair will ensure confidentiality of results by making the information available only to the student and appropriate Pat Capps Covey College of Allied Health Professions Administrators. The records will be kept in a locked cabinet in the student's academic file in the respective departmental office. All positive drug tests must immediately be reported to the Dean's office.

### **Drug/Alcohol Testing during the Professional Program**

During their clinical rotations, students will be subjected to the same rules and regulations that apply to all employees at the clinical site. In addition to those that may be required at the clinical site, additional drug/alcohol testing for any student enrolled in the professional component can be requested at any time by a faculty member, a clinical supervisor or an administrator in the Pat Capps Covey College of Allied Health Professions under the following circumstances: 1) If there is reasonable cause to suspect that the student is impaired, in violation of the University policy to maintain a drug-free environment, 2) if the student is involved in a class-related accident or incident which could have endangered the health or safety of another person or one's self, or 3) if the student is included in a random testing to ensure compliance by students with this policy. If the request is made by a supervisor in the clinical site, the supervisor should follow the same rules



that apply to other employees in that facility. Faculty members should request a test after consultation with the Chair or with a colleague who could confirm this behavior. The cost of this additional drug testing will be borne by the Pat Capps Covey College of Allied Health Professions. The drug testing procedure as described in the above section (**Procedure for Drug Testing**) will be followed.

A student who is tested because he/she appears to be impaired will not be allowed to continue in professional classes/clinical rotations and will be placed on suspension from the point of notification until the test results are received. Notification of intent to drug test may consist of telephone call or a letter received via mail or email. A student with positive drug test results will be withdrawn from the professional program and encouraged to seek evaluation and treatment at a recognized substance abuse treatment center. Refusal by a student to submit to drug testing will result in that student's dismissal from the professional component of the Pat Capps Covey College of Allied Health Professions.

Any student, who voluntarily admits to having a chemical dependency problem will be referred to an appropriate substance abuse agency for counseling. Conditions, if any, for continued participation in the program will be at the discretion of the Chair. A student readmitted to the program after rehabilitation will submit to drug tests as requested by the Pat Capps Covey College of Allied Health Professions and will be dismissed if any test after readmission is positive.

### **Faculty procedures concerning reporting possible cases of substance abuse by students**

The Pat Capps Covey College of Allied Health Professions maintains a drug-free environment. Any student who demonstrates behavioral changes suspected to be related to the use of drugs or alcohol may be subjected to testing at the discretion of the College administration. The decision to refer a student for drug testing will be based on, but not limited to:

- Observable phenomena such as direct observation of drug/alcohol use, physical symptoms and/or manifestations of being under the influence of a drug/alcohol.
- Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, sleeping and/or deterioration of work performance.
- Information that a student has caused or contributed to an accident that resulted in injury to him/herself or others, requiring treatment by a licensed health care professional.
- Conviction by a court of a charge related to drug, alcohol or controlled substance offenses.

Testing will be conducted using the following procedures:

- An academic or clinical faculty member will ask another faculty member or staff member to confirm the suspicious behavior as a "witness".
- Students will be subjected to the same procedures applicable to employees in the site where they are doing their clinical rotations. All expenses associated with this test will be covered by the student.
- If the clinical site does not have drug testing policy, the USA drug testing policy will apply.
- If the decision is to require a drug test of the student, the student should be instructed on where and when to report for testing:
  - Provide the student with a list of collection sites (available in the Dean's or Chair's office).
  - Instruct the student as to when to report for testing.

- As soon as possible the faculty member must notify the department Chair of the referral. The Chair will notify the Dean's office.
- The faculty member completes the Faculty Report of Reasonable Suspicion of Drug/Alcohol Use form (see addenda) and submits the form to the Chair, who forwards it to Dean's office as soon as possible.

The student will be suspended from all professional class/clinical activity until the case has been reviewed by the Dean's office. If the test is positive for the first time, the student will be suspended from the program until rehabilitation treatment is completed. If the student had tested positive in the past, a positive test will result in dismissal from the program.

### **Readmission after a Positive Drug Test**

A student whose admission is withdrawn or who is dismissed from the professional component of the Pat Capps Covey College of Allied Health Professions due to a positive drug test will be considered for readmission if the following conditions are met:

- Submission to an evaluation for drug use by an evaluation and/or treatment agency approved by the Pat Capps Covey College of Allied Health Professions, and documentation for completion of the prescribed rehabilitation treatment program is provided to USA in a manner acceptable to USA (USA students should call the USA Substance Education/Prevention Center for an evaluation (251-460-7980).
- Submission to a drug test prior to readmission. This drug test will be at the student's expense and a positive finding will result in permanent dismissal from the program.
- Submission to random drug tests as requested by the Pat Capps Covey College of Allied Health Professions after readmission to the professional component. Any positive drug test will result in permanent dismissal from the Pat Capps Covey College of Allied Health Professions.

Since every program admits only a limited number of students, admission of a student will depend on the availability of an opening to continue their professional training and belief that this student is the best candidate for that opening.

## **3.5 Biosafety**

The Pat Capps Covey College of Allied Health Professions is committed to protecting the health and wellbeing of its faculty, staff, and students through the adoption and promotion of safe work practices that minimize student and/or faculty occupational exposure to bloodborne pathogens such as human immunodeficiency virus (HIV), and other infectious materials.

In doing so, the Dean of the Pat Capps Covey College of Allied Health Professions appoints a Biosafety Officer who will act as a consultant on biosafety matters for all departments. The Dean will also appoint a Biosafety Committee chaired by the Biosafety Officer. The committee's charge is to establish oversight mechanisms that comply with all applicable federal, state, and local biohazard requirements.

The Pat Capps Covey College of Allied Health Professions maintains an individualized Exposure Control Plan (ECP) whose requirements reflect specific biohazards in the health professions. All employees and/or students whose learning experience involves reasonable anticipation of exposure to human blood or other potentially infectious materials must become

familiar with, and adhere to, provisions of the ECP. The ECP is annually reviewed by the Biosafety Officer.

### 3.6 Immunizations

Students applying to professional programs are required to receive the following immunizations:

Immunization	CRC	EMS	OT	PA	PT	SPA	RS
Annual flu vaccine <b>hospitals</b> (as requested by VPHS)	√	√	√	√	√	√	√
Measles	√	√	√	√	√	√	√
Mumps	√	√	√	√	√	√	√
Rubella	√	√	√	√	√	√	√
Or MMR	√	√	√	√	√	√	√
Tdap (DPT)/Td booster	√	√	√	√	√	√	√
TB (or negative PPD)*	√	√	√	√	√	√	√
Polio	√	-----	√	√	√	√	√
Hepatitis B	√	√	√	√	√	√	√
Meningitis	√	√	√	√	√	√	√
Other	Varicella**	-----	Varicella**	Varicella**	Varicella**	-----	-----
* Positive PPD must be followed by chest X-Ray or an Interferon-Gamma Release Assay (IGRA) whole blood test. ** Documentation of having had Chicken Pox is also acceptable							

Students who refuse to be immunized may face dismissal from the program. In programs where students who refused to be immunized may still be considered acceptable, the candidates must sign a statement indicating that they have been advised of the risks of exposure to contagious diseases while in a health care facility. These students must also sign a statement indicating that some of the clinical affiliates may refuse to allow them to complete their clinical education requirements, which may prevent students from completing the program either on-time or in a timely manner.

Students who have knowledge of being infected with either HIV or HBV shall not perform or assist in the performance of an invasive procedure unless and until he or she has notified the State Health Officer, as provided in Section 22-11A-61 of the Alabama Code, and agrees to cooperate with any investigation authorized in Section 22-11A-63 of the Alabama Code and any necessary practice modifications. Therefore, any student infected with HIV or HBV must contact the State Health Officer of the Alabama Department of Public Health (334-206-5364), or his or her designee. An investigation and subsequent report will be completed to determine practice modifications and limitations. When received by the student, the final report must be presented to the Departmental Clinical Coordinator who will then work with the student and Special Student Services in the planning and determination of what accommodations may be reasonably made with the parameters of the educational program. Clinical Preceptors will be made aware of the student's practice limitations and restrictions in a confidential manner. Failure to adhere to this policy will result in dismissal from the Program.

## **Pat Capps Covey College of Allied Health Professions (CAHP) Influenza (Flu) Vaccination Policy**

### **Introduction**

The Centers for Disease Control and Prevention (CDC) recommends that health care workers caring for patients at high risk for complications from flu are annually vaccinated against influenza<sup>1</sup>. Therefore, all CAHP students performing rotations at USA medical facilities (USA Medical Center and/or Children's and Women's Hospital) are required to be annually vaccinated against influenza. Vaccination is also highly recommended for students performing rotations at non-USA healthcare facilities, unless specifically required by the training site.

### **Reactions**

According to CDC<sup>1</sup>, life-threatening allergic reactions are very rare and usually occur in persons with a severe allergy to eggs. However, two instances when a vaccination is not warranted include:

- A severe allergic reaction to eggs or to a previous flu shot.
- A history of Guillain-Barré syndrome (GBS).

A history of mild reactions is not cause to avoid flu vaccination. They usually occur shortly after vaccination and are short-lived. If symptoms occur, they can include:

- Soreness, redness, or swelling at shot site
- Fever (low grade)
- Aches
- Runny nose, headache, sore throat, cough (nasal spray only)

Students should talk with their physician before getting a flu shot if they (1) are sick and have a fever or (2) have had prior reactions that do not match the ones listed as mild. A complete set of recommendations is available at the CDC web site<sup>1</sup>. The nasal spray vaccine is an equally acceptable vaccination method.

### **Documentation**

Each student will need to complete a CAHP Influenza Student Vaccination Policy Form (Attachment 1). Proof of annual vaccination must be presented to his or her department monitor. This will usually be a physician's note indicating the date and place administering the vaccine. This information shall be documented on the CAHP student immunization form. Exemptions are stipulated on the following document (Attachment 1). Students granted an exemption will have to comply with local Employee Health policies (e.g. mask wear when within 6 feet of a patient).

### **Sources & Availability**

Vaccination is available at a variety of places including USA Student Health Service, County Health Department, drug stores, acute care, or family physician offices. Duration of flu season is

monitored by Mobile County Department of Health. Seasonal vaccine is normally available from September to April of the following year. Students are responsible for all vaccination costs although it may be covered by a health insurance policy.

<sup>1</sup>CDC - Key Facts About Seasonal Flu Vaccine, <http://www.cdc.gov/flu/protect/keyfacts.htm> (accessed 9 September, 2015).

### **3.7 Standard Precautions**

Each department Chair is responsible for implementing specific policies and procedural practices, which serve to reduce or eliminate risk of potential exposure to biohazards in their respective area. These include:

- Universal precautions
- Engineering and work practice controls
- Personal protective equipment (PPE)
- Housekeeping (e.g. biohazard waste removal)

Both general and task-specific requirements addressed in this section apply to all departments. A copy of ECP shall be readily accessible in all at risk areas at all times.

### **3.8 Reporting Exposure**

CAHP faculty/staff and students shall immediately report any potential exposure event to human blood or body fluids to supervisory personnel. On-site supervisory training personnel shall ensure that appropriate first aid was completed. Additionally, he or she shall ensure that a confidential medical evaluation takes place as soon as possible following the reported event (see complete information at:

<http://www.southalabama.edu/colleges/alliedhealth/biomedical/biosafety/resources/CAHPExposureControlPlan.pdf>).

Department Chairs are charged to convey to their faculty/staff and students the following essential program information:

- Student and employee post-exposure laboratory testing and provider evaluation are mandatory program elements.
- Post-Exposure Prophylaxis Program (PEP) drug therapy is voluntary to take PEP for an exposure to blood or body fluids from a known HIV infected person as soon as it is offered.
- Students and employees will carry a wallet-sized PEP card with procedures to follow in event of a training-related blood/body fluids exposure.

In case of an exposure event, the student/employee will complete the Evaluation of Circumstances Surrounding an Exposure Incident Form (Appendix E in the Exposure Control Plan (ECP) For Bloodborne Pathogens

(<http://www.southalabama.edu/colleges/alliedhealth/biomedical/biosafety/resources/CAHPExposureControlPlan.pdf>).

### **3.9 Post-Exposure Prophylaxis (PEP) Program**

According to the World Health Organization (WHO), PEP is short-term antiretroviral treatment to reduce the likelihood of HIV infection after potential exposure. All Post-exposure procedures for students, supervisors, and employees is found on our CAHP Biosafety website:

<http://www.southalabama.edu/colleges/alliedhealth/biomedical/biosafety/index.html>

## **4. Office of Academic Advising**

### **4.1 Advising**

Graduate students are advised by program faculty. Undergraduate students are advised in first year advising and/or the Allied Health Academic Advising unit. First year students (those with fewer than 30 credit hours) are advised in the first year advising unit on campus. After 30 credit hours are earned, students will be advised in the Allied Health advising unit. The advisors coordinate orientation, advising, and registration of new students. Files are created for new students and any transfer work is reviewed to determine completion of requirements. They assist continuing and readmitted students during registration and drop/add.

Although advisors assist students in various aspects of academic life, it is the students' responsibility to become familiar with all academic regulations, policies and procedures described in the University of South Alabama's bulletin, the Lowdown and other departmental documents and web sites.

The advisors meet with current students by appointment. During advising sessions, the student may discuss the following:

- the choice of major
- career goals
- evaluation of transfer credits
- scheduling classes for the next semester
- transient approval to attend another college
- any academic problems (such as probation status, the need to drop or withdraw)
- requirements for entry to a professional program
- meeting graduation requirements for the degree
- other issues that may require referral to another office on campus (Counseling and Testing, Career Services, Special Student Services, and the Writing Center).

Other information available to students in the Office of Academic Advising includes:

- model curriculum sheets for each program
- brochures about each program
- Schedule of classes
- catalogs
- bulletin board (includes important announcements and deadlines, job openings, etc.)

### **4.2 Recruitment**

The academic advisors work with prospective students and parents and currently enrolled students to provide accurate, timely information to assist the student in choosing a major, preparing for admission to a professional program, and meeting requirements for completion of the degree.

Recruiting activities include the following:

- USA Days
- Contact high school Academic and Science Advisors
- Mobile County and Baldwin County College and Career Days
- Health Occupations College Fair
- Organization of tours by local High Schools health students' group twice a year
- Providing booth at area hospitals and high schools for career days
- Individual appointments with prospective students and/or their parents
- Responding to emails and phone calls from prospective students

### **4.3 Other responsibilities**

Advisors are members of the USA Advising Council, a group of professional advisors that meets monthly and provides an opportunity to share information. Additionally, advisors may be members of SouthALACADA.

The advisors work closely with the Associate Dean and have regular meetings. They also participate in the monthly staff meetings.



## **Appendices**

## Appendix 1: Annual Faculty Evaluation Forms

### 1. Annual Faculty Activities Report

The Faculty Activities Report summarizes all the accomplishments for the year under evaluation and includes publications, presentations, grants, and other scholarly and service activities that are additional to those on the list of objectives. Supporting documentation (teaching dossiers, copies of publications, etc.) may be included as needed.

### 2. Faculty Objectives Form

In this form the faculty member and the Chair set the objectives **for the following year**. The department Chair, in consultation with the Dean, selects methods of evaluation and score determination for each activity. The form lists each of the items summarized in the Affirmative Action Plan Evaluation.

### 3. Affirmative Action Plan Evaluation (AAP)

Complete identification portion at top of the form and indicate faculty status by checking the right hand column. Allocation of weights is established at the beginning of the evaluation year as recorded on the signed AAP and **Faculty Objectives** forms. Scores are derived by evaluating the information submitted by the faculty. **Each faculty member's productivity is compared with objectives submitted at the beginning of the academic year.**

**ANNUAL FACULTY ACTIVITIES REPORT**  
(To be completed by faculty member)

Name \_\_\_\_\_ Date \_\_\_\_\_

Department \_\_\_\_\_

Evaluation Year \_\_\_\_\_

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**I. Teaching**

1. List any University courses that you taught that were not included on the **Faculty Objectives** form for this year. Include courses in which your participation was 25% or more. Indicate student evaluation score, if available.
  
  
  
  
  
  
  
  
  
  
2. Indicate role and effort in student academic and career advising.
  
  
  
  
  
  
  
  
  
  
3. Course development (Describe new courses or improvements in existing courses)
  
  
  
  
  
  
  
  
  
  
4. List any other instructional or educational development duties not included on the **Faculty Objectives** form.

**II. Professional Development (Scholarly Activities)**

1. List publications for the academic year. Indicate type of publication (research article, review, abstract, editorial, etc.), coauthors, journal or book, volume and inclusive page numbers, whether or not it is peer-reviewed, publisher, and year of publication.

2. List research projects in progress. Indicate title of project, type (survey, laboratory study, literature review, case studies, etc.), approximate expected completion date, and whether project is funded.
  
3. List grants, awards and other funding activities applied for and received. Include type of award, sponsor, time period of award, and amount.
  
4. List presentations before scholarly or academic groups. Include type of presentation (workshop, research results, invited seminar, panel participant, etc.), location and date of presentation, and type of audience. Also include participation in institutes, workshops, and conferences.
  
5. List and describe other scholarly activities.

### III. Professional Service

1. List committees you served on. Indicate organizational level (department, college or university) and special tasks or responsibilities.
2. Indicate participation in student organization advising and other extracurricular activities of an academic or professional nature.
3. List professional commitments and activities, offices held, or special duties. Include name of organization and approximate extent of activity.
4. List community services or projects you were involved in that were related to the University, higher education, or to your profession.
5. List other services to your department

### IV. Miscellaneous

List any special assignments, institutional duties, special awards or honors received, or other noteworthy events.

Signature \_\_\_\_\_ Date \_\_\_\_\_  
Faculty

Signature \_\_\_\_\_ Date \_\_\_\_\_  
Evaluator

## ANNUAL FACULTY OBJECTIVES AND EVALUATION FORM

Name \_\_\_\_\_  Part-time  FTE  
 Full-time  
 Rank \_\_\_\_\_  Tenured  
 Tenure track  
 Department \_\_\_\_\_  Non-tenure track  
 Evaluation Year \_\_\_\_\_

### I. Teaching Effectiveness

% Effort \_\_\_\_\_

#### Teaching Assignments

Course (abbreviation)	Semester and year	Credit hours	Contact hours	# Students (complete before next evaluation)	Student rating (complete before next evaluation)

#### Weights and degree of completion

Description	Weight	% Completion (complete the following year)
1. Classroom performance		
2. Academic Advising (include orientation and career advising)		
3. Course Development		
4. Other (Specify)		

**II. Professional Development (Scholarly Activities)**

**% Effort** \_\_\_\_\_

Description	Weight	% Completion (complete the following year)
<b>1. Publications</b>		
<b>2. Research, Grant activity</b>		
<b>3. Professional Institutes, workshops, Conferences, etc.</b>		
<b>4. Presentations</b>		
<b>5. Other</b>		

**III. Professional Service**

**% Effort** \_\_\_\_\_

Description	Weight	% Completion (complete the following year)
<b>1. Committees</b>		
<b>2. Extracurricular participation (student organization advisor, etc.)</b>		
<b>3. University-related community service</b>		
<b>4. Departmental Service/collegiality</b>		
<b>5. Other</b>		

**IV. Special Service or Assignments**

**%Effort** \_\_\_\_\_

Description	Weight	% Completion (complete the following year)

Signature \_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

Signature \_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

**University of South Alabama**  
**AFFIRMATIVE ACTION PLAN EVALUATION**

**Summary**

**Name** \_\_\_\_\_ **Part-Time** \_\_\_\_\_ **FTE** \_\_\_\_\_  
**Rank** \_\_\_\_\_ **Full-Time** \_\_\_\_\_  
**Department** \_\_\_\_\_ **Tenured** \_\_\_\_\_  
**Evaluation Year** \_\_\_\_\_ **Tenure Track** \_\_\_\_\_  
 \_\_\_\_\_ **Non-Tenure Track** \_\_\_\_\_

**I. Teaching Effectiveness** **Score x Weight**    **Subtotal**    **Total**

1. Classroom Performance			
2. Academic advising			
3. Course development			
4. Other (specify) _____			

**II. Profession Development** \_\_\_\_\_

1. Publications			
2. Research, grant activity			
3. Participation in Professional institutes workshops, courses, conferences, etc.			
4. Presentations to professional groups			
5. Other (specify) _____			

**III. Professional Service** \_\_\_\_\_

1. Committee Service			
2. Extracurricular participation (student organization advisor, etc.)			
3. University-related community service			
4. Department service/collegiality			
5. Other (specify) _____			

**IV. Special Service or Assignment**

(specify) \_\_\_\_\_

Signature \_\_\_\_\_ **TOTAL** \_\_\_\_\_  
 Faculty \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_  
 Evaluator \_\_\_\_\_ Date \_\_\_\_\_

04/11



## Guidelines for Evaluation

### A. Teaching Effectiveness

At the beginning of the evaluation year, fill in teaching assignments, semester to be taught, and number of credit and contact hours. Enter the number of students and final average evaluation rating as each course is completed. Student rating of teaching performance is mandatory for each course and will be done using the University computerized form entitled "**Survey of Student Opinions of Teaching.**"

#### (1). Classroom Performance

##### A. Evaluation of teaching dossier by Chair of department

1. syllabi of courses
2. examinations
3. handouts, workbooks, lab manuals
4. audiovisual materials, pedagogical enhancements
5. grade distributions for courses taught

##### B. Outcome assessments. Use normalized actual scores.

1. certification or licensure scores in specific subject areas
2. departmental or program comprehensive examination results

##### C. Direct observations of teaching by Chair or delegate. Use evaluation form.

##### D. Participation in educational technique seminars, workshops, courses, etc.

##### E. Awards or honors received.

(2). Rate effort and success in student advising, including orientation of freshmen and transfer students, academic advising, and career advising.

(3). Rate quality of work in course development, curriculum innovations, etc.

### B. Professional Development

(1). Publications. Rate on scale of 1 to 10 (highest). Factors for assigning rating might include:

- A. type of publication (journal article, book, monograph, etc.)
- B. number of publications
- C. impact or scope of publication (audience, peer-review, original research, review, etc.)

(2). Research projects and grant activity in progress. Evaluate effort on a scale of 1 to 10 (highest). Examples:

- A. basic experimental research
- B. applied research
- C. software development
- D. clinical studies
- E. educational method innovation or techniques
- F. essays or reviews of allied health or health care issues

(3). Participation in Professional Activities.

- A. participation in professional associations and organization committees, panels, etc.
- B. offices held in professional organizations
- C. accreditation committees
- D. participation in professional institutes, workshops, courses, conferences, etc.

(4). Presentations. Rate on scale of 1 to 10 (highest)

- A. type of presentation (seminar, workshop, brief report)
- B. number of presentations (different topics)
- C. impact or scope (expertise of audience, invited or submitted, regional, national, international)

(5). Other, including awards or honors received. Indicate scope of group, whether honorary or competitive, frequency of award (annual, monthly, etc.)

### **C. Professional Service**

(1). Number and types of academic committees, relative time, and responsibility and evaluate performance.

- A. departmental
- B. college
- C. university

(2). Extracurricular participation.

- A. professional student groups
- B. advisor to University student groups

(3). University-related community service

- A. fund drives, volunteer agencies
- B. science fairs, health fairs
- C. university or academic-related consulting activities in the community

- (4). Department service/collegiality
  - A. participation in department activities not reflected in other categories
  - B. collegiality

**D. Special Services or Assignments**

- (1). Administrative
  - A. assistance to the Dean, departmental Chair
  - B. clinical director or coordinator
  - C. self-study chair
- (2). Other special assignments
  - A. continuing education activities
  - B. patent and technology transfer activities

## **Appendix 2: Tenure and Promotion Information**

### **Portfolio**

The portfolio should be submitted via Digital Measure software to include the following information:

### **Curriculum Vita/Biographical Data**

- A) Name
- B) Academic Rank
- C) Dates of Appointment to the University of South Alabama to Current Rank
- D) Educational Credentials
  - 1. Baccalaureate degree earned, date conferred, granting institution and discipline
  - 2. Master's degree earned, date conferred, granting institution and discipline
  - 3. Doctorate degree earned, date conferred, granting institution and discipline
- E) Professional designations/licenses
- F) Other credit-earning higher education courses completed
- G) Other courses attended for professional development, including course title, date completed, organization/institution conducting course

### **Teaching**

#### **A) Teaching Experience**

- 1. Undergraduate and Graduate courses taught at U.S.A.
- 2. Courses taught (both credit and non-credit) at other institutions indicating title, academic level, and dates
- 3. Chronology of academic appointment at all institutions of higher learning beginning with current academic appointment

#### **B) Teaching Effectiveness**

Use any appropriate indicators applicable to your field such as:

- 1. Short statement of your teaching philosophy and goals
- 2. A list of any course syllabi developed by the candidate
- 3. A list of representative supplementary materials prepared by the candidate
- 4. Innovative teaching methods
  
- 5. A list of audiovisual materials developed by the candidate
- 6. New courses or new academic programs developed in the past five years
- 7. Any laboratory experience/experiments devised, revised, or utilized
- 8. Academic Advising Assignments/Activities
- 9. Supervision of Independent Research
- 10. Guest Lecturer Presentations

11. Student Evaluations
12. If appropriate, evidence of continued development as a clinical practitioner

### **Research/Professional Development**

1. Publications and manuscripts accepted for publication (upload pdfs).
2. Manuscripts submitted for publication (upload pdfs)
3. Grant and Contract Awards; Grant and Contract Submission
4. Research activities
5. Paper presentations
6. Participation in professional organizations (offices held, sessions chaired, etc.) - indicate national, regional, state, or local organizations and dates of service
7. Activities as professional advisor, consultant, clinician, workshop leaders, editor, etc.
8. Honors and awards earned for professional publications, performances, etc.
9. Participation in short courses, workshops, etc.

Other supporting documentation, (books, photographs, etc.), should not be included with the portfolio, but should be made available if requested by any of the reviewers.

### **University Service**

1. University-level committees, including Faculty Senate
2. College-level and departmental-level committees
3. Extracurricular activities, i.e., student organization advisor, counseling, etc.
4. University-related community services which involves field of expertise, i.e., clinical service, public/community health activities

### **Recommendations**

The Department Chair will add to the dossier letters of recommendations by external reviewers. The recommendations from the departmental committee, department Chair, college committee, and college dean to the Provost and Senior Vice President for Academic Affairs will also be added to this section for forwarding to the President.

## Procedures/Policy & General Guidelines for Review of Faculty Candidates for Tenure and Promotion

The Faculty Handbook addresses the University Policy for Promotion and Tenure (<http://www.southalabama.edu/departments/academicaffairs/resources/policies/facultyhandbook2017.pdf>). Reviewers are reminded that the applicant's file is available for the purpose of this review and is otherwise a confidential document that may not be reproduced in any form. The contents of the applicant's file and any other aspect of the review may be discussed only during convened meetings of the committee.

### CRITERIA FOR EVALUATING TENURE

The criteria for tenure include **four** areas of consideration: **scholarship, teaching, service and collegiality**. There must be evidence of respectable strength by national standards in all areas while in service at the University of South Alabama.

The award of tenure demonstrates a belief in a faculty member's future promise and constitutes a long-term investment and commitment to the future career and success of this faculty member. Therefore, the decision to tenure must be based on evidence of sustained past performance in teaching, services, research and collegiality and the potential for continued achievement. The following questions should serve as a guide in reviewing the candidates:

#### I. SCHOLARSHIP:

1. Is there evidence of a **national** standard of quality?
2. Is there evidence of a **sustained** output of quality?
3. Is there evidence of sufficient **quantity** of output?

Scholarship includes various professional activities pertinent to the advancement of a particular discipline and the generation of new knowledge. The USA Faculty Handbook defines three different forms of scholarship: basic, applied and instructional.

Measurements of scholarship include publications, books, reports, grants, presentations, offices held in professional organizations, editorships, participation in study sections for grant evaluation and other significant contributions. The committee members are expected to distinguish between research for scholarly purposes and activities that are essentially service oriented. The evaluation should include an assessment of the quality of the journals in which papers have been published and distinction between refereed and non-refereed journals. Co-authored articles should be evaluated taking into consideration the relative contribution of the candidate. The evaluation of the candidate must also be supported by the opinions of other experts in the field.

#### II. TEACHING/ADVISING:

Is there evidence of effective teaching and advising including classroom and laboratory performance, academic advising and counseling, availability to students, supervision of students, independent research, course and curriculum development, and guest lectures?

### III. SERVICE:

Is there evidence of a commitment to high quality service in committee and other administrative service work at the Department, College and University levels?

### IV. COLLEGIALITY:

Is the applicant compatible with colleagues in the Department?

## CRITERIA FOR EVALUATING PROMOTION

The criteria for **promotion** include three areas: **teaching, scholarship and service**. Promotion constitutes an award/distinction for past accomplishments and performance.

The following questions should serve as a guide in reviewing the candidate. Each question is derived from the criteria and should be defined in accordance with standards appropriate to the discipline/department.

### I. SCHOLARSHIP:

In addition to the criteria for scholarship described above, under **criteria for evaluating tenure**, the committee addresses the following questions:

1. Is there evidence of **outstanding** quality based on a nationally accepted standard?
2. Is there evidence of a **sustained** output of quality in accordance with the rank sought?
3. Is there evidence of **sufficient quantity** of output in accordance with the rank sought?

The candidate's publications should be evaluated according to:

- The quality of the journals in which papers have been published
- A distinction between refereed and non-refereed journals
- An evaluation of the candidate's contributions to co-authored articles

### II. TEACHING/ADVISING:

Is there evidence of effective teaching and advising, including classroom and laboratory performance, academic advising and counseling, availability to students, supervision of students, independent research, course and curriculum development, and guest lectures?

### III. SERVICE:

Is there evidence of a commitment to high quality service in committee and other administrative service work at the Department, College and University levels?

## **Procedures Concerning External Review of Faculty Candidates for Tenure and Promotion**

### **Criteria for Reviewer Selection:**

1. The external reviewers will be full professors (or senior-level) who are recognized in their area of expertise and reside at universities that are well respected in the particular discipline. Every effort should be made to select reviewers whose expertise is closely related to the candidate's area of scholarship.
2. The reviewers cannot be former professors, major professors, research collaborators, or coauthors.

### **Development of Lists of Reviewers and Selection of Final Reviewers:**

The list of external reviewers should be completed by mid-Fall. For those candidates seeking tenure and/or promotion to Associate Professor or Professor, per the *Faculty Handbook* (Section 3.11.4.3; February 2017): "The candidate, the chair of the Departmental Tenure Committee, and tenured faculty of the department each will have an opportunity to submit a list of names of external referees who are recognized scholars in the candidate's field of scholarship. The chair of the Departmental Tenure Committee will select 3 or 5 name(s) from each of the three lists and will request that the Department Chair contact reviewers. The [Department] Chair will request that these external reviewers provide a written review of the candidate's scholarship." For non-tenure track candidates, the candidate and the Department Chair will have an opportunity to submit a list of names of external referees to the Dean who are recognized scholars in the candidate's field of scholarship. The Dean will select 3 or 5 name(s) from each of the two lists and will contact the reviewers. The Dean will request that these external reviewers provide a written review of the candidate's teaching accomplishments, service to the institution and the profession, professional collegiality, and national standing.

The Chair of the Department (or Dean for non-tenure track candidates) will send a letter or email to each reviewer during the Fall Semester requesting that he/she forward a written letter of review (using the Colleges standard form letter) concerning the candidate's qualifications no later than **November 30<sup>th</sup>**. If a reply is not received, then **another name** should be selected from the list.

### **Notification to Candidate of Names of Reviewers:**

The Department Chair (or the Dean for non-tenure track candidates) will inform the candidate of the names of reviewers once the reviewers have agreed to participate in the process.

### **Confidentiality:**

The external review letters will be read only by those individuals involved in the tenure/promotion process.



## SAMPLE LETTER FOR EXTERNAL REVIEWERS

*(Date)*

*(Address)*

Dear Dr. \_\_\_\_\_:

We are requesting that you serve as an external reviewer for Dr. \_\_\_\_\_'s application for \_\_\_\_\_ of \_\_\_\_\_ at the University of South Alabama. I am enclosing a copy of *(his/her)* curriculum vita for your review. Also, if you require additional information, please do not hesitate to let me know.

Although the criteria for \_\_\_\_\_ include various areas of consideration, we are asking that you review this candidate only in the area of scholarship. Three major questions that are derived from the criteria at the University of South Alabama that should serve as a guide in reviewing the candidate are:

1. Is there evidence of a national standard of quality in scholarship?
2. Is there evidence of a sustained output of quality in scholarship?
3. Is there evidence of sufficient quantity of output in scholarship?

I would appreciate it if you would review Dr. \_\_\_\_\_'s scholarly record with the three questions posed above serving as a guide. Please send your written recommendation to me in the enclosed stamped, pre-addressed envelope by no later than November 30<sup>th</sup> \_\_\_\_\_.

Thank you very much for your willingness to participate in this important process.

Sincerely,

Chair, Tenure and Promotion Committee

Enclosure

## **Appendix 3: Information to be Included in the Annual Report of Scholarly Activities**

### **Brief Summary of Departmental Activities:**

The departmental Chair will write a short introductory paragraph highlighting curricular changes, improvements and new initiatives in the department.

### **Individual Faculty Members**

#### **Publications:**

#### **Books:**

This section only includes list of books authored or edited by a faculty member, indicating his or her role in it.

#### **Chapters in Books**

List both chapters in books that have been published or are currently “in press”. Include all authors, editor, publisher, etc.

#### **Peer Reviewed Journal Articles**

List peer reviewed publication both published or “in press”.

#### **Non-Peer Reviewed Journal Articles**

Same as before

#### **Published Abstracts**

In this section only list abstracts published in technical journals available at a library, which could be used as a reference in a peer-reviewed publication. Books of abstracts given at professional meetings are not considered a publication and those abstracts should be listed later, as presentations.

#### **Other Publications**

Book reviews, technical reports or articles for magazines edited by professional societies (obviously not those considered scientific journals) or papers on technical issues written for the general public.

#### **Newsletters**

#### **Instructional Material**

#### **Extramural Grants/Funding**

Include all submitted grant applications. For funded grants include total amount, duration of the grant and role of the faculty member (PI or CoPI).

#### **Intramural Grants/Funding**

Same as before

### **Peer reviewed Presentations Before Scholarly Groups**

This section should include the titles of presentations at professional meetings (including all authors and any other pertinent information) for which the abstracts were peer reviewed.

### **Non-peer reviewed Presentations Before Scholarly Groups**

Same as the previous but for professional meetings in which there is no peer-review process.

### **Continuing Education Workshops and Seminar Presentations**

This section will only include presentations during the year being reported. Future commitments should be included in future reports.

### **Office/Appointed Positions Held in Scholarly/Professional Organizations**

#### **Distinguished Lectureships**

Conferences and special lectures

#### **Reviewer for Journals/Books**

#### **Proposal Reviewer for Funding Agencies**

#### **Editorships**

#### **Awards/Honors**

Awards and honors should be limited to professional organizations

#### **Other relevant information**

Faculty members may include a paragraph summarizing any additional information, considered relevant from an academic standpoint, that could not be listed above (for example, technical developments, patents and community involvement relevant to their profession or to the institution such as activities with local high schools, science fairs, etc.)

## Appendix 4: CAHP Influenza Student Vaccination Policy Form

(to be distributed to students at acceptance into their professional program)

\_\_\_\_\_  
*Name*

\_\_\_\_\_  
*JAG #*

I understand that as a College of Allied Health Professions (CAHP) student that I am required to get an annual influenza (flu) vaccination before performing rotations in USA medical facilities. I also understand that proof of flu vaccination shall be submitted to my department.

**Initials:** \_\_\_\_\_

### **Vaccination exemptions:**

I request an exemption from flu vaccination due to a documented reason. I have been notified that granting of a flu vaccination exemption may place me at risk of not completing all academic program requirements. I also understand that affiliated non-USA training sites may also require proof of flu vaccination prior to my entry into a clinical component. I have been advised that my inability to complete any or all required clinical component(s) will prevent program degree award. **Initials:** \_\_\_\_\_

### ***Medical Exemption:***

I have been advised to seek additional medical advice on the benefits & risks of flu vaccination for my particular medical condition from a licensed physician.

**Initials:** \_\_\_\_\_

### ***Personal Exemption:***

I have been advised that if I am granted a flu vaccine exemption, for religious or other reason, it does not excuse me from completing all portions of required clinical training.

**Initials:** \_\_\_\_\_

By signing below, I acknowledge that I understand the information contained within this document. I also acknowledged that I was given an opportunity to ask questions concerning flu vaccination.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness's Signature (also print name):  
\_\_\_\_\_

### Notes:

1. All information regarding my health status will remain confidential.
2. Flu vaccine is available through USA Student Health Services, Public Health Department, or family physician office.