



DEPARTMENT OF PUBLIC HEALTH BYLAWS

----- Approved 18 February 2026-----

**University of West Florida
11000 University Parkway, Building 38
Pensacola, Florida 32514**

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I. NAME OF THE DEPARTMENT

The Department of Public Health hereafter referred to as the Department is a unit in the Usha Kundu, MD College of Health.

II. MISSION AND VISION

Mission statement

The mission of the Department is to empower a generation of public health professionals with skills, knowledge, and competencies to contribute creatively and ethically to education, research, and service to promote public health and disease prevention. Programs foster community engagement through education, services, and public health research.

Vision statement

Healthy communities for all people through innovative competency-based education, translational research, and service.

III. VALUES

A set of values form the foundation upon which we have created a vision and mission for the Department. These values include:

- **Integrity** in the pursuit of knowledge through intellectual inquiry and discourse. We conduct ourselves with competency, respect, accountability, and transparency.
- **Excellence** in teaching, research, and service. We believe that excellence in education leads to excellence in the practice of public health.
- **Creativity and Innovation** in designing and implementing our programs to fit the needs of the region.
- **Collaboration** with community and UWF partners in providing quality education.
- **Diversity and Inclusion** in thought, attitude, understanding, appreciation, and practice. We welcome, respect, and celebrate the ways in which people and their ideas are different and the ways in which they are similar.
- **Stewardship** in managing responsibly as we utilize and protect our resources and the environment.
- **Caring:** We provide a learning environment that encourages the development of individual potential for future public health professionals.

IV. ACCREDITATION STANDARDS AND PROGRAM REVIEW PROTOCOLS

Section IV-1. Public Health Advisory Board

The Department solicits constituent input at least annually from an advisory board composed of members representative of the field of public health and relevant community partners whose contributions align with the Department's mission, vision, and goals. Members of the Public Health Advisory Board are appointed by the Chair and provide feedback on the currency of public health curricula, workforce development/community engagement needs, changing practice and research/employer opportunities/needs, program graduates' ability to perform competencies/skill sets in employment settings, ongoing operations, overall planning (including self-study and accreditation processes), and future directions.

Section IV-2. External Accrediting Agencies

The Department of Public Health adheres to the following accreditation standards:

- University-wide regional accreditation
 - Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Program-specific national/international accreditation
 - Council on Education for Public Health (CEPH)

For program-specific national/international accreditation, the development of a required Self-Study technical report and supporting Electronic Resource digital repositories produced for CEPH follows a systematic, data-driven, evidence-based approach to document program quality and professional competency relevance. As such, the Department of Public Health evaluates deliverables produced by faculty for CEPH that are peer-reviewed by multiple levels of educators outside UWF within the service area related to teaching, learning, and administration (see **Section XII-2** below).

These standards provide graduates with a high-quality, up-to-date education. Compliance with these criteria supports graduates to have the skills and training that allows them to contribute creatively and ethically to education, research, and service in public health, locally and beyond.

Section IV-3. External Accreditation Review

Curricula, faculty credentials, and programmatic standards are reviewed annually with respect to the standards of the accrediting agencies noted above.

The Department is also a member of the Association of Accredited Public Health Programs (AAPHP) to promote collaboration with similar institutions vested in the delivery of high-quality education in public health.

Section IV-4. Internal UWF Program Review

Each program at UWF undergoes a formal review process every seven years. Guidelines are provided by the Office of the Provost a year prior to the review, and the Department produces a self-study. A review team that consists of two UWF faculty members from outside the department and an external reviewer who is an expert in the field review all documents, meet with faculty and students, and provide peer recommendations for improvement.

Section IV-5. UWF Academic Learning Compacts and Academic Learning Plans

Each academic program determines specific learning outcomes from its Academic Learning Compact (for undergraduate programs) or Academic Learning Plan (for graduate programs) to assess and improve. It is not necessary to assess every outcome every year, but each domain should be addressed during the five-year review cycle. The program faculty should determine the assessment plan for each year and meet at least once at the year's conclusion to review results and recommend changes to the curriculum based on the review. Faculty members should also participate in university-wide assessment review workshops offered by the Office of Teaching, Learning, and Technology.

Section IV-6. UWF Annual Report

Each program determines its strategic goals and reports on progress annually. Annual reporting also includes reporting on assessment reviews.

All department faculty have the right to be informed and the responsibility to be involved in strategic planning, assessment, accreditation, curriculum review, and execution of departmental and programmatic goals.

V. DEPARTMENTAL CITIZENSHIP

To promote the optimal functioning of the Department, faculty members are expected to participate in a professional and collegial manner in professional activities that help the Department achieve its goals. These obligations include committee work within the Department but also extend to other activities that strengthen the presence of the Department on campus. Attendance and collegial participation in Department meetings, assistance in outreach activities on behalf of the Department, participation in campus events sponsored by the Department, and presence at graduation represent effective and meaningful citizenship contributions.

VI. STRUCTURE OF THE DEPARTMENT

Section VI-1. Members of the Department

The Department consists of a Chair, faculty (including adjuncts, visiting instructors, and post docs), administrative/support personnel, and other coordinators tailored to programmatic needs.

Section VI-2. Department Chair

The Department Chair is a faculty member in the Department and serves at the pleasure of the Dean. Appointments are typically made after consultation with the faculty of the department and the Provost. Appointments may be made on a rotating or renewable basis.

The Chair must be familiar with the departmental bylaws and the governing laws of the university.

Chairs have a responsibility to students, faculty, and the administration. The Chair is responsible for overseeing the quality of instruction in the Department and oversight of accreditation standards. This includes curriculum planning and assessment, recruiting and developing faculty, and departmental resource management. Multiple processes are in place to ensure that academic standards are upheld. The Chair works with the Department faculty to complete these processes. However, the Chair is responsible for the reporting of such. The [Chair and Faculty Resources](#) site (see **Appendix A**) provides guidance to aid Chairs in completing their recurring duties.

Section VI-3. Eligibility in Governance

A shared governance model encourages all faculty (including instructors/lecturers and visiting faculty) to participate in Department discussions, as follows:

- a) Role of the Chair: Recognizing the Chair's managerial responsibilities, it is the Department's expectation that s/he shall seek the advice and consent of the Department faculty and strive to reach decisions by consensus.
- b) All faculty (including instructors/lecturers and visiting faculty) are encouraged to vote on non-personnel matters.
- c) Administrative staff members may be invited to participate in discussions by the Chair or a majority of the faculty.
- d) On matters requiring a vote, no action shall be taken without a quorum participating. A quorum shall consist of a half plus one of the eligible voting members in the Department. All actions shall be based on the majority vote.
- e) Bylaws may be amended at any regular or special faculty meeting as approved by the 2/3 vote of eligible voting members.
- f) The Chair, or designee, will officially represent the Department in its relationships across the University and throughout the community.
- g) All matters not covered by departmental bylaws will be governed by University or College bylaws.

Section VI-4. Voting Members

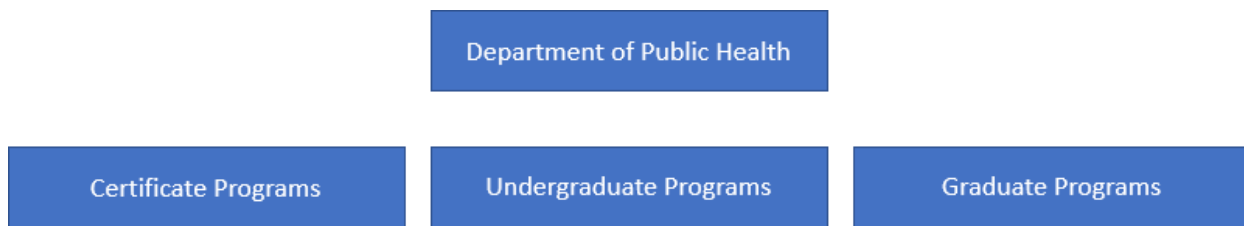
Members of the faculty who are tenured or in tenure-track lines and who hold the rank of Assistant Professor, Associate Professor, or Professor in the Department of Public Health are voting members. Voting members in phased retirement shall retain voting privileges until completion of the phased retirement period. Retired faculty members, including those with emeritus status, do not have voting privileges. Full-time, non-tenure track faculty lines can vote on all matters except tenure and promotion matters. The Chair will request all full-time faculty (excluding visiting faculty) in the Department or unit to submit an evaluation on promotion for the promotion candidate.

Section VI-5. Non-voting Members

The [Chair and Faculty Resources](#) site (see **Appendix A**) defines ranked faculty, Adjunct Faculty Members, and Faculty Associates. Faculty Associates are appointments that do not include compensation, but that may include special privileges and responsibilities. Persons with this status may or may not be otherwise affiliated with the University. Adjunct Faculty Members and Faculty Associates may participate in faculty meetings and discussions of key Department issues.

Section VI-6. Department Organizational Chart and Program Accountability

The Department oversees the following types of programs:



Certificate programs include:

- **Emergency Management and Infection Control Certificate**
- **Environmental and Occupational Health Certificate**

Undergraduate programs include:

- **Bachelor of Science in Public Health (BSPH)**

Graduate programs include:

- **Master of Public Health** with three concentrations
 - *MPH Generalist*
 - *MPH in Health Promotion, Education and Behavior*
 - *MPH in Global Health*

VII. DEPARTMENTAL RESOURCES

Section VII-1. Budgeting

The departmental/programmatic expense budgets are determined at the level of the College. Increased needs in this category should be conveyed to the Chair for presentation to the Dean. Requests for the use of resources

not already assigned to an individual departmental member must align to the mission of the Department. Requests should be made in writing to the Chair, describing the request in light of the mission and strategic priorities. The Chair must approve all requests.

Travel budgets are provided through the general department fund. Each year the Chair will notify Department faculty of the availability of travel funds for the upcoming year. Faculty are required to apply for travel match funding when eligible.

Requests for graduate student assistants must be made prior to the beginning of a term, as early in advance of the term as possible. The Chair will assign graduate students and other support staff to department members based upon a consideration of faculty load (e.g., number of students and number of preparations), special needs (e.g., tenure and promotion, special projects), allocated funds, and other Departmental requirements as outlined by the Chair.

Section VII-2. Equipment/Operating Capital Outlay

The Chair will maintain a list of capital equipment needs and keep Operating Capital Outlay requests for these updated through the College Resource Request web portal. Faculty input is necessary for prioritization.

Section VII-3. Material and Supplies/Equipment Fees

When material and supplies/equipment fees are collected, they are spent on student consumables and equipment used by the students.

Section VII-4. Foundation Account

Foundation accounts are funded by donations and may have specific goals. Foundation accounts in general can be used for faculty travel, professional development, refreshments, etc., and are the least restrictive of the accounts.

Section VII-5. Carryforward Account

Carryforward accounts can be used at the discretion of the Chair with input from the faculty. Funds can be used for faculty research needs, travel, office furniture, etc.

VIII. FACULTY MEETINGS

Faculty meetings will be scheduled during the regular academic year as requested by the Chair or the majority of the faculty. Department faculty on sabbatical or other authorized paid leave shall be informed of faculty meetings and shall be given opportunity to participate in discussions and votes. There will be at least two faculty meetings in each of the Fall and Spring semesters. A minimum of two weeks' notice shall be given, with the exception of meetings called by the Chair to handle unforeseen issues. All departmental actions will be reported by email and discussed at the next scheduled regular meeting in case faculty are unavailable to attend.

The agenda for each meeting will be distributed electronically, and faculty may add items to the agenda. The agenda will be distributed two working days in advance when practical.

Minutes will be taken by the administrative staff or a designee assigned by the Chair and distributed at least one week before the next meeting for review. One electronic copy will be filed in the Departmental shared/network drive. A majority at the next faculty meeting must approve the minutes.

For all faculty meetings, a simple majority of the eligible voting faculty members shall constitute a quorum. The Chair votes only in case of a tie among the voting faculty. Missing faculty may provide a proxy. In items relating to personnel matters, or when requested by at least one-third of the faculty present, the voting shall be by secret ballot. A recorder shall tally the votes for recording in the minutes.

Robert's Rules of Orders (see **Appendix A**) shall be followed in all meetings. A copy is with the Office Administrator.

Individual programs within the Department may call ad hoc meetings to address issues that pertain exclusively to their focus. These arise on a more informal schedule. The Chair should be apprised of the outcomes of these meetings.

IX. COMMITTEE STRUCTURE

Section IX-1. Ad Hoc Committees/Working Groups

The Chair establishes ad hoc committees as the need develops, to carry out specific responsibilities (e.g., Search Committees, Website/Social Media Review Committee, etc.). These committees are disbanded following completion of assigned duties and submission of a written report to the faculty. The Chair shall serve as ex-officio member to ad hoc committees. These committees serve as advisory bodies to the Chair.

Section IX-2. Mentoring Committees for Junior Faculty

Each faculty member will be assigned a one- or two-member Mentoring Committee. Within the first semester of employment, the Chair will meet with each new hire and make a good faith effort to balance the qualifications on the Mentoring Committee with the track-appropriate career goals of each mentee, including finding outside mentors where necessary. To ensure equitable mentoring for all candidates, the Chair will serve as the ex-officio member of all Mentoring Committees.

Members of the Mentoring Committee will meet with junior faculty at least annually to review his/her progress towards track-appropriate career goals and make recommendations for success. Faculty members are also expected to seek guidance throughout the year from members of their Mentoring Committee regarding their progress towards goals in teaching, research, and service (as appropriate for their career track).

As career goals are met for both tenure-track and non-tenure-track lines, the Chair and each mentee will mutually decide on mentorship guidance going forward.

Section IX-3. Department Standing Committees

The Department has a set of standing committees, which consist of faculty members, including a Committee Chair, and may include members of the community, adjunct instructors, and/or students.

The Department Chair will serve as an ex-officio member to all standing committees. Membership of the committees may vary from year to year. The composition of the committees should be stated in the committee meeting minutes.

It is expected that all faculty (with the exception of adjuncts) will serve on at least one departmental committee at all times as part of his/her service requirement. These committees are composed of a minimum number of primary faculty (as indicated) and a student (when appropriate). Minutes will be maintained by a recorder assigned by the Committee Chair.

Subsection IX-3-A. Accreditation & Programmatic Assessment Committee

Charge: The Accreditation & Programmatic Assessment Committee consists of faculty charged with making recommendations to the Department Chair and faculty with stewardship over:

- 1) Maintaining ongoing and systematic data collection, monitoring, and assessment for program (UWF), professional (CEPH, including self-study and electronic resource file resources), and regional (SACSCOC) accreditation standards

- 2) Applied practice experience
- 3) Integrative learning experience
- 4) Capstone experiences
- 5) Comprehensive exam
- 6) Faculty teaching pool (i.e., adjunct, visiting, and post-docs) consistent with accreditation standards

Composition: The Accreditation & Programmatic Assessment Committee is composed as follows:

- Primary Instructional Faculty (2, one must chair the committee)
- Student representative
- Department Chair (ex-officio member)

How Often it Meets: The Accreditation & Programmatic Assessment Committee meets at least once a year or more frequently if necessary.

Subsection IX-3-B. Admissions Committee

Charge: The Admissions Committee is charged with making recommendations to the Department Chair and faculty on issues related to the admission of students into departmental programs and evaluates all applications for approval or denial based on established program policies.

Composition: The Admissions Committee is composed as follows:

- Primary Instructional Faculty (1, must chair the committee)
- UKCOH Graduate Admissions Assistant
- Department Chair (ex-officio member)

How Often it Meets: The Admissions Committee meets at least twice each semester or more frequently if necessary.

Subsection IX-3-C. Curriculum Committee

Charge: The Curriculum Committee makes recommendations to the Department Chair and faculty with respect to the following responsibilities:

- 1) Review and approve or deny all proposed changes to the curriculum and degree requirements, including academic standards and policies, as well as course competencies emphasized to address workforce needs.
- 2) Maintain professional ethics, honor codes, and other curriculum-related documentation (e.g., practicum guides) in accordance with all approved policies and procedures.
- 3) Participate in ongoing and systematic data collection, monitoring, and assessment for program and professional accreditation standards, including posting agenda and taking minutes of actions taken with respect to curriculum changes.

Composition: The Curriculum Committee is composed as follows:

- Primary Instructional Faculty (2, one must chair the committee)
- Student representative
- Department Chair (ex-officio member)

How Often it Meets: The Curriculum Committee meets at least once a year or more frequently if necessary.

Subsection IX-3-D. Personnel Committee

Charge: The Personnel Committee makes recommendations to the Department Chair and faculty with respect to the following responsibilities:

- Deliberation of faculty personnel matters, including recommendations for tenure and promotion
- Strategies for the recruitment and training of adjuncts

Composition: Three tenured faculty members shall constitute the Personnel Committee. If a candidate for promotion to Full Professor is brought before the committee, only Associate and Full Professors may consider the case. If there are less than three Associate or Full Professors on the Personnel Committee, the Department Chair shall appoint the needed number to the committee to consider a case.

How Often it Meets: The Personnel Committee meets at least once a year or more frequently if necessary.

Subsection IX-3-E. Workforce Development & Community Outreach Committee

Charge: The Workforce Development & Community Outreach Committee is charged with making recommendations to the Department Chair and faculty on community outreach, workforce development needs, grants, and community engagement at the local, regional, national, and global levels.

Composition: The Workforce Development & Community Outreach Committee is composed as follows:

- Primary Instructional Faculty (2, one must chair the committee)
- Student representative
- Department Chair (ex-officio member)

How Often it Meets: The Workforce Development & Community Outreach Committee meets at least once a year or more frequently if necessary.

Subsection IX-3-F. Research and Service Excellence Committee

Charge: The Research and Service Excellence Committee plays a crucial role in creating a supportive and stimulating environment for research and service in the Department of Public Health to advance knowledge and innovation. Responsibilities include:

- fostering a culture of research and service excellence
- reporting on areas of research and service that align with relevant strategic goals (e.g., Department, institution, region, State of Florida, federal/international agencies, etc.)
- data collection and documentation for reporting to CEPH and SACSCOC

Composition: The Research and Service Excellence Committee includes faculty members in both non-tenure and tenure-track positions, as well as those holding the title of Faculty Research Associate.

How Often it Meets: The Research and Service Excellence Committee meets at least once a semester or more frequently if necessary.

X. ACADEMIC POLICIES

Section X-1. Advising (academic and career)

Academic advising will be carried out by assigned staff from the UKCOH Advising Center.

Faculty are expected to participate in student recruitment, provide assistance with student progression to degree completion, and engage in career advising with students, as needs are identified by the Chair.

Section X-2. Grading and Examination Policies

Grading and examination policies are made at the discretion of the instructor. Online examination policies must be in accordance with university policies with respect to proctoring. Policies must be published in the course syllabi.

Syllabi must be posted by the end of the first week of class and preferably before the class begins. Controversy over grading practices should begin with the student and the instructor. Student grievances should proceed as outlined in the [Student Handbook](#) (see **Appendix A**).

Section X-3. Office Hours

All full-time faculty are required to meet a posted schedule of a minimum of six office hours per week distributed over at least two days and several time blocks.

Section X-4. Class Cancellation Policies

The minimum class size is determined by several characteristics. Graduate classes are expected to have fewer students than undergraduate classes. Classes that are electives and classes that are required for a degree have a minimum “make number” for undergraduates and for graduates, as provided by the Dean. Exceptions to these constraints are internships and directed studies. Enrollment should be monitored during registration. If a course is canceled, full-time faculty should be reassigned to another class to maintain their contact hour requirement.

Section X-5. Changes in Policies

All changes to academic and curricular policies must be approved by majority vote of all eligible unit faculty.

XI. PERSONNEL POLICIES AND PROCEDURES

Section XI-1. Recruitment/Selection of New Faculty

Faculty lines are allocated to academic units by Academic Affairs and the Dean, usually when an existing position is vacated within the department. Advertising, recruiting, and selection of new faculty follow established University procedures. When a faculty line is provided or becomes available to any of the programs, a faculty Search Committee is formed to screen all candidates' credentials.

A Search Committee is composed as follows:

- Primary Instructional Faculty (2, appointed by the Department Chair)
- Student representative
- External Member (appointed by the Department Chair)
- Other members (appointed by the Department Chair)
- Department Chair (ex-officio member)

Each Search Committee must comply with the rules and regulations established by UWF's [Office of Human Resources](#) (see **Appendix A**). The Department Chair shall consider input from the Search Committee and departmental faculty when evaluating the strengths and weaknesses of screened candidates.

Section XI-2. Faculty Development/Sabbatical Requests

The Department is committed to assisting faculty and promoting excellence. Faculty requesting sabbaticals will notify the Chair in advance of the sabbatical year in accordance with current Collective Bargaining Agreement (CBA) guidelines. Faculty requesting release time for curriculum and/or research development should present a plan to the Chair with sufficient time to find an alternate instructor. Sabbatical requests must be submitted to the Dean.

Faculty are encouraged to participate in UWF faculty training opportunities and at least one regional or national conference per year. Funding for faculty travel is available through the College and is competitive. Tenure-track faculty have priority over non-tenure-track faculty. Faculty should discuss departmental funding for conferences with the Chair.

Tenure-track faculty may be provided with laboratory space and a seed account for purposes of starting up new research projects. The seed account/start-up funds are negotiated with the Dean during the hiring process.

Section XI-3. Annual Work Assignments

Annual work assignments shall be consistent with the current [UWF-UFF Collective Bargaining Agreement](#) (see **Appendix A**).

The Chair, in consultation with the faculty member, will establish the faculty member's assignments in teaching, research, and service for the upcoming academic year. These assignments are based upon the needs of the Department and the professional development of the faculty member. The Chair prepares and signs the letter of assignment and forwards it to the Dean for further processing.

Section XI-4. Summer Work Assignments

Summer courses will be offered and scheduled based on student program needs and enrollment projections.

Faculty will be offered supplementary contracts based on area of specialization and qualifications to teach the courses offered. If more than one faculty member is qualified to teach a scheduled course, the supplementary appointments will be offered on a rotation basis. Priority will be based on two factors: the length of the time since the last summer appointment and the number (fewest) of appointments within the previous five years. Faculty, rather than adjuncts, will have first consideration of appointment, within constraints of summer lines made available to the College and Department.

Section XI-5. Overload Work Assignments

No faculty member shall be forced to engage in overload teaching, but all faculty members who desire to do overload teaching shall have an opportunity to do so in their fields of expertise. Faculty members shall be encouraged to work through the Chair to promote their overload courses in order to secure appropriate numbers of students. In those areas where more than one faculty member has expertise, the overload teaching shall be assigned on a rotational basis, with the rotation beginning with the faculty member with greater years of

employment with the Department. In the unlikely situation of ties beyond these criteria, the decision will be that of the Department Chair.

Section XI-6. Work Appointments for Instructors and Lecturers

The [UWF-UFF Collective Bargaining Agreement](#) (see **Appendix A**) specifies the criteria for instructors and lecturers to qualify for contracts. See **Appendix D** for promotion criteria.

Section XI-7. Adjunct Work Assignments and Evaluation

Adjunct instructors are required to pass the same credential review required for tenure-earning faculty, including submission of transcripts, letters of recommendation, and an updated CV. Adjuncts are typically assigned on a term-by-term basis and an Adjunct Appointment Form is submitted for each adjunct instructor during the semester prior to their assigned teaching. All faculty are required to pass a background check before an offer is made. Subsequent background checks will be repeated as required by university policies.

The Chair informs the adjunct of the responsibilities of the position and the compensation. If the adjunct is teaching online, they also meet with the faculty coordinating online teaching and training and arrange for completion of online teaching training requirements. Adjuncts will be evaluated each semester using criteria that includes: student evaluations, student complaints and praise, and responsiveness to students. Repeated or excessive complaints from students regarding technical difficulties within the control of the adjunct to solve will be grounds for termination of their appointment.

Section XI-8. Merit Pay

Merit pay decisions are made by the Dean upon consultation with the Chair based on the annual evaluation and the merit pay criteria negotiated by the [UWF-UFF Collective Bargaining Agreement](#) (see **Appendix A**).

XII. ANNUAL EVALUATION CRITERIA AND PROCEDURES

Annual evaluations are conducted by the Chair. The evaluation is based on the annual work assignment letter written by the Chair and acknowledged by the faculty member. The assignment letter addresses expectations for teaching, research, and service.

The Chair and faculty member review and discuss the material submitted by the faculty member in the form of an updated CV, a statement of accomplishments, and student evaluations from all courses taught during the academic year under consideration. The Chair writes a letter of evaluation with a rating of **Unsatisfactory**, **Does Not Meet Expectations**, **Meets Expectations**, or **Exceeds Expectations** in each area being evaluated based on assessment of the submitted materials. The letter of evaluation is reviewed together by both the faculty member and Chair, signed by the faculty member, and then forwarded to the Dean. The process is conducted in compliance with university policies and shall also be consistent with the current [UWF-UFF Collective Bargaining Agreement](#) (see **Appendix A**).

Section XII-1. Annual Evaluation of TEACHING

Teaching-related activities evaluated as part of the annual evaluation process include the following:

Category 1. Courses

- # Different courses taught
- # Course sections taught
- # Students taught
- New courses developed and/or first offering

Category 2. Assessment planning and execution, including engagement with:

- Aligning instructional content/strategies and accreditation standards

Category 3. ADA compliance

Category 4. MPH Oral Presentations

- Participation in the form of attendance plus written feedback; engagement with students during Q&A portion demonstrated at various points during the academic year

Category 5. Record of quality improvement in teaching

- Participation in training, workshops/courses, conferences on online teaching
- Employment of innovative and new instructional strategies
- Course assessment (where appropriate)
- Course material effectively addresses programmatic competencies

Category 6. Awards and honors related to teaching

Category 7. *High-impact practices* (see **Appendix A**)

Category 8. Student career-related and retention/degree progression advising, through:

- Promotion of resources available through the *Office of Career Development and Community Engagement* (see **Appendix A**)
- Assisting with delivery of related advising resources provided within the Public Health Student Learning Community in Canvas

Category 9. Directed studies

- # Graduate or undergraduate directed studies or honor students

Category 10. Graduate students

- Thesis/dissertation committees as chair (external to unit)
- Thesis/dissertation committees as member (external to unit)

Category 1-3 activities are performed based on assigned contact hours per individual contract. Individuals are also expected to address items in Categories 4-5 to ensure rigorous programmatic assessment and evidence-based continuous improvement and pursue demonstration of excellence in teaching/advising with Category 6-8 activities. Categories 9-10 represent additional categories to demonstrate participation in individualized instruction or specialized academic training.

Teaching: Department Standard

Student evaluations should document a consistently positive impact on learning. Assessment, syllabi, and curriculum development should be in compliance with program policies. Documentation for the Department Standard does not require a comprehensive list of all 10 categories. To demonstrate that the Department Standard has been met, faculty must document fulfillment of contractual teaching duties (Categories 1–3) and compliance with mandatory departmental and accreditation assessment protocols (Categories 4 and 5). Categories 6-10 represent achievements beyond the baseline Department Standard.

With respect to numerical expectations and associated documentation for SAI (Student Assessment of Instruction) data sets submitted for evaluation, the following is the Department Standard:

- Has received student evaluations with a minimum average of 70% of rankings in all categories greater than or equal to Good in all courses taught
- For any student evaluation items with a ranking less than 70%, faculty must provide evidence of efforts to address issues related to that item

In addition to numerical data, faculty are encouraged to curate impactful qualitative feedback from both solicited (SAI narratives) and unsolicited (e.g., emails, messages) sources. This evidence should be organized by course and source (solicited vs. unsolicited) to substantiate the narrative of transformative teaching and serve as a repository for future Tenure and Promotion dossiers.

Teaching: Ranking for Evaluation of Unsatisfactory

This performance level demonstrates serious problems in attaining success in a teaching role as reflected either by (1) a combination of many of the negative indicators; or (2) fewer, but more extreme behaviors that produce substantial negative outcomes on students and their learning. In general, teaching performance is well below the Department Standard.

Indicators:

- Teaching-related activities fall well below the Department Standard noted above for Teaching
- Student evaluations document consistent and substantive problems (SAI ratings and/or supporting documentation below the department standard)
- Student Complaint Log reflects consistent and substantive problems in performance
- Teaching philosophy missing, poorly articulated, or poorly expressed in course activities and planning
- Syllabi fail to establish clear and relevant expectations
- Assessment practices are inadequate to support student learning and program needs (e.g., competencies are inadequate, inappropriate, or missing; testing strategies are not effective or are unfair)
- Goals and course content reflect no continuous improvement efforts; no assistance rendered for programmatic assessment plans
- Pedagogical practices are unsound (e.g., disorganization; late, missing, unhelpful feedback; standards too lax or too challenging; routinely poor preparation; failure to master eLearning environment)
- Student support practices are unsound (e.g., routine failure to respond to student queries in discussion forums; routine failure to respond to emails from students)
- Consistent and very negative ratings in advising, mentoring, and supervision of students in directed studies projects
- Chronic academic integrity concerns identified including evidence of disrespect for students and their rights

Teaching: Ranking for Evaluation of Does Not Meet Expectations

This performance level demonstrates some challenges with teaching outcomes and/or major areas for concern that have a negative impact on students and their learning, typically as reflected by a combination of several of the indicators below. In general, teaching performance is below the Department Standard.

Indicators:

- Teaching-related activities fall below the Department Standard noted above for Teaching
- Student evaluations document areas of moderate concern (SAI ratings and/or supporting documentation below the department standard)
- Teaching philosophy may not be clearly expressed in course planning and activities
- Syllabi need to provide clearer and more appropriate expectations
- Assessment practices show some difficulty in supporting student learning and meeting program needs
- Goals and course content reflect limited continuous improvement effort
- Some pedagogical practices need attention
- Some student support practices need improvement
- Advising, mentoring, and student supervision practices need improvement
- Special teaching assignments (e.g., honors, capstone, general education) could be executed with greater competence
- Challenges related to academic integrity, including disrespect for students and their rights

Teaching: Ranking for Evaluation of Meets Expectations

This performance level demonstrates consistent high-quality teaching with positive outcomes for students as reflected by the indicators below. These indicators meet the Department Standard.

To achieve this ranking, faculty must **first demonstrate that these two (2)** indicators are met:

- **Adherence to Department Standard:** Teaching-related activities meet the Department Standard noted above for Teaching
- **Student Impact (SAI):** Student evaluations document consistently positive impact on learning (SAI ratings and/or supporting documentation at the department standard)

Faculty should then also submit evidence supporting **at least two (2)** of the following indicators.

Indicators:

- **Philosophy:** Teaching philosophy provides foundation for coherent course planning and activities
- **Syllabi:** Syllabi outlines comprehensive, clear, and appropriate performance expectations
- **Assessment:** Assessment practices enhance student learning and contribute to programmatic needs
- **Continuous Improvement:** Goals and course content routinely provide evidence of continuous improvement effort
- **Pedagogy:** Pedagogical practices facilitate optimal learning conditions
- **Support:** Student support practices facilitate optimal student development
- **Advising:** Advising, mentoring, and student supervision practices receive consistently favorable review
- **Integrity:** Appropriate standards of academic integrity promoted, including respect for students and their rights
- **Currency:** Course materials and topics reflect current knowledge, evidence-based practices, and disciplinary standards
- **Administration:** Administrative responsibilities (e.g., timely grade submission, attendance verification, LMS usage) are completed accurately and according to policy

Teaching: Ranking for Evaluation of Exceeds Expectations

This performance level demonstrates an unusually high degree of quantity or quality in teaching as shown by the following indicators that build upon indicators for the Department Standard. In general, teaching contributions exceed the Department Standard.

To achieve this ranking, faculty must provide evidence for **at least two (2)** of the following indicators. Faculty are encouraged to demonstrate a cohesive teaching narrative around the selected indicators. While any combination of two indicators is accepted, common **profiles of excellence** include:

Profile Name	Primary Focus	Key Indicators (examples)
The Master Instructor	Focuses on recognized excellence in classroom delivery and high-level student satisfaction	Student Impact (SAI) Awards
The Curriculum Leader	Focuses on the structural improvement of the program through leadership and the creation of shared resources	Leadership Instructional Resource Creation
The High-Impact Educator	Focuses on modernizing instruction through active learning, real-world application, and data-driven updates	Applied & Experiential Learning Pedagogical Innovation & Currency
The Transformational Mentor	Focuses on deep, individualized student growth and career-changing educational experiences	Intensive Student Mentorship Learning Experiences
The Professional Gateway	Focuses on a high volume of instruction that rigorously prepares students for industry standards and careers	Volume above Department Standard Workforce Readiness

Indicators:

- **Volume above Department Standard:** Teaching-related activities exceed the Department Standard noted above for Teaching
- **Student Impact (SAI):** Numerical student evaluation data document clear exceptionality (SAI ratings and/or supporting documentation above the department standard in exceptional ways)
- **Learning Experiences:** Narrative statements emphasize powerful impact on learner or transformative learning experiences
- **Awards:** Teaching awards honor high caliber of performance
- **Leadership:** Leadership evident in the promotion of high-quality teaching and curriculum development in the department (e.g., engagement in evidence-based approaches, designing/deploying cross-training initiatives with adjuncts or other faculty, etc.)
- **Intensive Student Mentorship:** Demonstrates significant engagement in individualized instruction beyond standard advising (evidence may include chairing honors theses, supervising independent/directed

studies, leading study abroad, etc.)

- **Applied & Experiential Learning:** Incorporates "High-Impact Practices" that connect classroom theory to real-world application (evidence may include facilitating service-learning projects, integrating community-based research into the curriculum, etc.)
- **Pedagogical Innovation & Currency:** Demonstrates a commitment to evolving instructional methods and/or data-driven course evolution (evidence may include obtaining teaching quality-related certifications, significant course redesigns based on assessment data, the adoption of new technologies/simulations, etc.)
- **Workforce Readiness:** Significant integration of current industry standards, competencies, or professional networking into the curriculum
- **Instructional Resource Creation:** Authorship of substantial educational materials used in courses that are adopted by the department or recognized/used externally (evidence may include assignments, comprehensive case studies, software/simulations, etc.)

Section XII-2. Annual Evaluation of RESEARCH

The expectation for research (creative and scholarly activity) by tenure-earning faculty is guided by the university's mission. Scholarly-related activities evaluated as part of the annual evaluation process include the following:

Category 1. Publications (Refereed)

- Journals: submitted, accepted, published (in press, online, in print)

NOTE:

For faculty in tenure-earning lines, annual research activity should reflect the necessary trajectory to meet Tenure & Promotion requirements. Tenure-earning faculty must prioritize refereed journal articles as the primary metric for advancement (refer to benchmarks in **APPENDIX B, Table 2**).

- Books as author: submitted, accepted, published (in press, online, in print)
- Books as editor: submitted, accepted, published (in press, online, in print)
- Chapters in books: submitted, accepted, published (in press, online, in print)
- Proceedings full paper: submitted, accepted, published (in press, online, in print)

Category 2. Publications (Non-refereed)

- Books as author: submitted, accepted, published (in press, online, in print)
- Books as editor: submitted, accepted, published (in press, online, in print)
- Chapters in books: submitted, accepted, published (in press, online, in print)
- Proceedings full paper: submitted, accepted, published (in press, online, in print)

Category 3. Meeting/Conference Presentations: international, national, regional, local

Category 4. External grants/contracts

- Federal: submitted, new awards, continuing
- State: submitted, new awards, continuing
- Local: submitted, new awards, continuing
- Private: submitted, new awards, continuing

Category 5. Internal grants/contracts: submitted, new awards, continuing

Category 6. Other Activities

- Abstracts: submitted, accepted, published (in press, online, in print)
- Patents on products related to field of study: filed, awarded
- Consulting projects (paid/unpaid) in area related to field of study
- Workshops/courses attended related to field of study
- Technical reports: submitted, accepted, published (in press, online, in print)
- Maintenance of professional licensure
- Student engagement/inclusion in scholarly-related activities: undergraduate, graduate

Category 7. Qualitative assessment

- Citation index
- Impact factors
- Awards related to field of study

Research: Department Standard

Individuals in tenure-track positions are expected to participate in research-related activities. The following Department Standard is based on a 3:3 (Fall:Spring) teaching load, which is adjusted for some faculty with significant service assignments. Two research activities (any combination from Categories 1-7) should be accomplished each year.

Tenure-earning faculty must prioritize journal manuscripts to demonstrate the necessary progress for Tenure & Promotion. Meeting the Department Standard through other activities satisfies the annual contract but may be insufficient for tenure progression. Therefore, at least one of the two annual activities must involve the formal submission, acceptance, or publication of a journal manuscript.

Documentation for the Department Standard does not require a comprehensive list of all 7 categories. Faculty need only document **at least two (2)** specific activities used to meet the Department Standard. For tenure-earning faculty to meet this indicator, at least one of the two activities must be from Category 1 (Refereed Publications). This is defined as a manuscript that is accepted, published, or formally submitted for peer review during the evaluation period. Evidence of submission must include the system-generated confirmation email or editorial acknowledgement validating that the manuscript has entered the review workflow.

Manuscripts listed as "in preparation," "in progress," or "draft stage" do not satisfy the Department Standard for tenure-earning faculty, as they do not provide verifiable evidence of scholarly productivity required for tenure progression. Despite this exclusion from the Department Standard calculation, faculty should still report these activities to document ongoing effort. Detailed evidence of work-in-progress (draft manuscripts, data analysis, IRB approvals) ensures that the evaluation captures the full scope of the faculty member's annual labor, even if the final deliverable is not yet complete. Faculty are thus strongly encouraged to document these activities as supplemental evidence. Reporting a robust research pipeline (e.g., data collection, analysis, drafting) is essential to demonstrate sustained scholarly effort and to provide context for the timeline of research output, particularly for projects conducted without dedicated laboratory infrastructure or funding.

Research: Ranking for Evaluation of Unsatisfactory

This performance level demonstrates serious problems in developing scholarship and creative projects as reflected by the indicators below. In general, scholarly and creative production is well below the Department Standard.

Indicators:

- Research-related activities fall well below the Department Standard noted above for Research
- Scholarly agenda or creative plan has not been identified (e.g., central focus of career interest has not materialized)
- Minimal pursuit of scholarly and creative projects
- Avoidance of professional organization involvement that could help disseminate or display faculty work
- Failure to pursue expected professional enhancement activities (e.g., licensure, continuing education, technology training)
- Avoidance of grant exploration or pursuit
- Ethical regulations violated regarding scholarly or artistic production
- Poor time management strategies handicap work output

Research: Ranking for Evaluation of Does Not Meet Expectations

This performance level demonstrates only minor tangible progress toward executing a scholarly and creative agenda as shown by the indicators below. In general, scholarly and creative projects are below the Department Standard.

Indicators:

- Research-related activities fall below the Department Standard noted above for Research
- General focus of interest identified, but appropriate timelines and preferred dissemination or display venues have not been articulated

- Evidence of some completion of beginning stages of scholarly or artistic process (e.g., data collection, manuscript outline, artistic plan), but falls short of rate of departmental standards related to the rate of completion or quality of dissemination venue
- Lacks sufficient exploration of possible scholarly collaboration or resource network to help with specific plan
- Professional organizations not identified that will support scholarly and creative goals
- Lack of sufficient engagement with appropriate professional educational opportunities (e.g., licensure, technology training, special educational opportunities)
- Sources of external support for scholarship or creative activities agenda identified, but not explored
- Judgment about ethical standards for scholarly and artistic production may be problematic at times
- Questionable time management strategies limit production of manuscripts or abstracts
- Noted issues with effective time management strategies contributing to lack of external funding success

Research: Ranking for Evaluation of Meets Expectations

This performance level demonstrates satisfactory execution of scholarship or creative activity agenda as shown by the indicators below. These indicators meet the Department Standard.

To achieve this ranking, faculty must **first demonstrate that these two (2)** indicators are met:

- **Adherence to Department Standard:** Research-related activities meet the Department Standard noted above for Research
 - Note: For tenure-earning faculty, at least one of the two annual activities must involve the formal submission, acceptance, or publication of a journal manuscript. If listing "in preparation" as a supplemental activity, evidence such as a draft manuscript, data analysis, or related IRB application/approval must be provided.
- **Research Ethics:** Highly skilled application of ethical conventions in discipline

Faculty should then also submit evidence supporting **at least two (2)** of the following indicators.

Indicators:

- **Scholarly Agenda:** Refined scholarly agenda or creative plan well suited to the mission of the university, with appropriate timelines and preferred dissemination or display venues articulated
- **Career Trajectory:** Completed projects suggest the potential for significant, high-quality scholarship over the candidate's career
- **External Recognition:** Potential for wide recognition of quality outside of the University
- **Professional Development:** Completes appropriate schedule of professional educational opportunities (e.g., licensure, technology training, etc.) in a timely fashion
- **Grant Submission:** Grants developed and submitted to capture support for scholarly endeavors
- **Secured Funding:** External support captured to facilitate scholarship or creative activities agenda
- **Conference Dissemination:** Active presentation of scholarly or creative work at professional meetings, conferences, or workshops
- **Student Research Mentorship:** Actively involves students in the research process (e.g., data collection, literature reviews, or lab work) to foster their inquiry skills and professional development
- **Disciplinary Currency:** Demonstrates engagement with current literature, debates, and methodological standards to ensure the expertise remains relevant to the field
- **Collaborative Engagement:** Effectively participates in research partnerships or research infrastructure development, contributing to departmental or interdisciplinary research groups

Research: Ranking for Evaluation of Exceeds Expectations

This performance level demonstrates an unusually high degree of skill in design and execution of scholarly and creativity projects as shown by the indicators below that build upon the indicators for the Department Standard. In general, scholarly and creativity projects exceed the Department Standard.

To achieve this ranking, faculty must provide evidence for **at least two (2)** of the following indicators. Faculty are

encouraged to demonstrate a cohesive research narrative. While any combination of two indicators is accepted, common **profiles of excellence** include:

Profile Name	Primary Focus	Key Indicators (examples)
The High-Impact Scholar	Focuses on producing a high quantity of work that generates measurable quality and data-driven results	Volume above Department Standard Exceptional Metrics
The Public Impact Scholar	Focuses on translating scholarship into practice, policy, or public debate with a wide geographic reach	Social Impact & Applied Scholarship Audience Reach
The Funded Investigator	Focuses on securing external resources to support the research agenda and mentor the next generation	Grant Success Student Co-Authorship & Mentorship
The Research Innovator	Focuses on technical mastery, new methodologies, and receiving formal accolades for breakthroughs	Advanced Training Awards
The Distinguished Expert	Focuses on shaping the discipline through governance and earning a high-level reputation among peers	External Recognition Leadership

Indicators:

- **Volume above Department Standard:** Research-related activities exceed the Department Standard noted above for Research
- **Exceptional Metrics:** Both quantity and quality measures clearly exceed departmental expectations
- **Audience Reach:** National or international audience
- **External Recognition:** National or international recognition earned for quality
- **Awards:** Awards received for scholarly or creative projects
- **Advanced Training:** Achievements in continuing professional training show unusual merit
- **Grant Success:** Strong record of grant pursuit/awards, successful completion, and dissemination of results
- **Leadership:** Campus and/or disciplinary leadership
- **Student Co-Authorship & Mentorship:** Successfully mentoring students to the dissemination stage of research or creative activity (evidence may include co-authored publications, joint conference presentations, student awards for research conducted under faculty supervision, etc.)
- **Social Impact & Applied Scholarship:** Scholarly work that directly influences policy, professional practice, or community outcomes (evidence may include technical reports for agencies, white papers, patents, research-based consulting that leads to verifiable organizational change, etc.)

Section XII-3. Annual Evaluation of SERVICE

Service-related activities evaluated as part of the annual evaluation process include the following:

Category 1. Institution (program, department, college, university)

- Committee/council/task force as member
- Committee/council/task force as chair
- Institution sponsored activities: open house, orientations, recruitment
- Sponsorships/advising for student organizations

Category 2. Profession

- Associations/societies: officer, committees, invited seminars
- Journals: editorships, reviewer
- Agencies: board memberships, reviewer
- Meeting/conference: hosting, chairing sessions
- Publishing houses: textbook

reviews

Category 3. Community

- Invited seminars
- Juror/judge

- Sponsor/participant outreach activities

Category 4. Preparation, organization, and quality control of all accreditation-related documents (internal, external)

- Coordinating initiatives for compliance with accreditation standards (internal, external)
- Developing the Electronic Resources Files
- Writing technical reports (CEPH Self-Study, 7-year Program

Review)

Category 5. Qualitative assessment by Chair

- Awards related to service

Service: Department Standard

Individuals in the department are expected to participate in service-related areas with at least **one activity from each of Categories 1-3** listed above, and **at least four activities total**. Two activities may be single events (e.g., an outreach activity related to community public health); two activities must be recurring events (e.g., serving on a standing committee or sponsoring / advising a student organization). All tenure-earning lines must structure activities in line with goals for tenure and promotion. Faculty holding non-tenure-earning lines are expected to engage in service as indicated below.

For Category 4, as noted in **Section IV-2** above, the CEPH-required Self-Study technical report and supporting Electronic Resource digital repositories produced as part maintaining the national/international accreditation of programs in public health are endorsed by the Department of Public Health as approved service contributions to teaching, learning, and administration. Faculty assigned to work on CEPH deliverables undertake systematic inquiry about student learning and program administration, informed by prior service contributions to teaching and learning, and then publicly disseminate their contributions through the required posting of the Self-Study on the Department's website, alongside the final review and program accreditation decision awarded by the CEPH Board of Councilors. Due to the rigorous nature of systematic inquiry and data analysis required, significant engagement in Category 4 may be substituted for the "fourth activity" requirement or used to satisfy the "recurring commitment" requirement. The Department of Public Health formally endorses these contributions as critical service to teaching, learning, and administration.

Documentation for the Department Standard does not require a comprehensive list of all 5 categories. Faculty need only document the **four (4) specific activities** used to meet the standard: at least one activity each from Categories 1, 2, and 3, plus one additional activity. Evidence must explicitly identify which two activities satisfy the recurring event requirement. Due to the critical nature of Category 4 (Accreditation), these activities may be designated as either recurring (e.g., continuous data maintenance, analysis, etc.) or single (e.g., technical reports, presentations, etc.) events to satisfy the respective requirements. While routine engagement in Category 4 meets the Department Standard, substantial leadership or authorship in this category, as well as Category 5 (Awards), represent achievement beyond the baseline Department Standard.

Note on Summer, Uncompensated, and Critical Service Activities: Faculty on 9-month contracts are evaluated based on duties performed during the academic year. Instructional assignments during the summer are compensated via separate contracts and are evaluated through the standard Student Assessment of Instruction (SAI) process for those specific courses. However, the Department recognizes that student mentorship, organizational advising, and critical service obligations often require continuity in between semesters and through the summer months, as follows:

- **Summer Service:** Uncompensated service activities performed outside the 9-month contract period (e.g., advising student organizations, mentoring students for success/retention, or time-sensitive committee work) are considered voluntary and represent a significant commitment to the program.
- **Non-operational Hours Support:** The Department recognizes that student needs do not always align with the academic calendar. Faculty who demonstrate "Exceptional Accessibility"—defined as providing critical student support or preventing graduation delays during official university closures (e.g., holidays, inter-semester breaks, emergency shutdowns)—may document this as evidence of High-Impact Service. This distinction applies regardless of compensation status, as it acknowledges the dedication required to support student retention and success during non-operational hours.

- **Evaluation Impact:** While not required to meet the Department Standard, documentation of substantial uncompensated summer service or non-operational hours support shall be considered strong evidence for **Exceeding Expectations** in the Service category, as it demonstrates dedication to student success and departmental operations beyond the contractual obligation.

Service: Ranking for Evaluation of Unsatisfactory

This performance level demonstrates serious problems in fulfilling appropriate service contributions for faculty as shown by the indicators below. In general, service is absent.

Indicators:

- Service-related activities fall well below the Department Standard noted above for Service
- Service activity nonexistent or very poor in number/quality, producing a potentially adverse impact on the goals of the departmental programs
- Significance of the obligation of service in the faculty role in line with the mission of the university not apparent (e.g., faculty seems resistant or oblivious to service needs)
- Community service, if any, does not in any way provide synergy between the faculty member's area of expertise and the service functions

Service: Ranking for Evaluation of Does Not Meet Expectations

This performance level demonstrates lack of tangible progress in service contributions as shown by the indicators below. In general, service is below the Department Standard.

Indicators:

- Service-related activities fall below the Department Standard noted above for Service
- Appropriate arenas for service not identified and/or not sufficiently explored
- Selection of service activity expresses poor understanding of faculty service role in the mission of the department, college, and/or university
- Minimal contributions made in service role (e.g., "sits" on committees as compared to active participation)
- Does not consistently participate actively and constructively in service activities (e.g., does not schedule meetings and/or does not attend scheduled meetings)
- Balance and/or over-commitment to service spreads faculty time and energy too thinly to facilitate effectiveness
- Community service provides limited, tangential synergy between the faculty member's area of expertise and service functions

Service: Ranking for Evaluation of Meets Expectations

This performance level demonstrates satisfactory execution of service contributions as shown by the indicators below. In general, service contributions meet the Department Standard.

To achieve this ranking, faculty must **first demonstrate that these two (2)** indicators are met:

- **Adherence to Department Standard:** Service-related activities meet the Department Standard noted above for Service
- **Reliability:** Routinely participates actively and constructively in service activities, including scheduling meetings when relevant and attending scheduled meetings

Faculty should then also submit evidence supporting **at least two (2)** of the following indicators.

Indicators:

- **Mission Alignment:** Service agenda well-suited to the mission of the university
- **Strategic Balance:** Service contributions represent strategic decisions that balance demands from the discipline, programs, campus, and community
- **Recognition Potential:** Potential shown for wide recognition inside and outside of the university

- **Community Synergy:** Community service provides excellent synergy between the faculty member's area of expertise and the service functions
- **Professional Affiliation:** Current membership maintained in relevant professional or disciplinary organizations
- **Disciplinary Service:** Contributes to the profession through activities such as peer review, conference moderation, or committee service for professional organizations
- **Assessment Participation:** Contributes required data, artifacts, or feedback for program accreditation and assessment reports in a timely manner
- **In-Unit Governance Participation:** Actively participates in department meetings, retreats, and voting processes to support shared governance and decision-making
- **Institutional Service:** Participates effectively in assigned college or university-level committees, task forces, or working groups
- **Recruitment Engagement:** Participates in departmental recruitment events, open houses, or major fairs to support enrollment and program visibility

Service: Ranking for Evaluation of Exceeds Expectations

This performance level demonstrates a high degree of skill in service contributions as shown by the indicators below that build upon indicators for the Department Standard. In general, service contributions exceed the Department Standard.

To achieve this ranking, faculty must provide evidence for **at least two (2)** of the indicators below. Faculty are encouraged to demonstrate a cohesive service narrative. While any combination of two indicators is accepted, common **profiles of excellence** include:

Profile Name	Primary Focus	Key Indicators (examples)
The Program Champion	Focuses on external visibility, enrollment growth, and pipeline development	Leadership in Enrollment & Student Success Community Impact
The Operational Keystone	Focuses on reliability and maintaining critical functions during non-contractual periods or crises	Continuity of Commitment Exceptional Accessibility
The Faculty Developer	Focuses on internal mentorship and actively solving problems to help colleagues succeed	Peer Mentorship Proactive Solutions
The Accreditation Strategist	Focuses on the heavy lifting required for compliance and high-stakes reporting	Accreditation Leadership Volume above Department Standard
The Disciplinary Leader	Focuses on high-level reputation and leading within the profession (national/international)	External Recognition Disciplinary Leadership
The Community Architect	Focuses on synergizing academic expertise with public service to solve real-world problems	Community Impact Proactive Solutions

Indicators:

- **Volume above Department Standard:** Service-related activities exceed the Department Standard noted above for Service
- **Disciplinary Leadership:** Holds elected or appointed leadership roles in professional associations or societies (e.g., Board Member, Conference Chair, Journal Editor) at the state, regional, national, or international level)
- **Proactive Solutions:** Problems solved proactively through vigorous contributions
- **External Recognition:** Wide external recognition (local, national, or international audiences) or awards achieved for quality of service contributions
- **Community Impact:** Community service provides significant and measurable impact; service provides excellent synergy between the faculty member's area of expertise and the service functions
- **Accreditation Leadership:** Providing strategic leadership in aligning departmental operations with accreditation requirements
- **Continuity of Commitment:** Demonstrates sustained voluntary engagement during non-contractual periods (e.g., summer, inter-semester breaks) to bridge the gap between academic terms (evidence may include maintaining momentum for student degree progression, overseeing student organization

operations, managing essential departmental workflows that require year-round attention, etc.)

- **Exceptional Accessibility:** Provides critical, time-sensitive support to students or colleagues during official university closures (e.g., holidays, emergency shutdowns) or significant personal time (evidence may include interventions to ensure student retention or technical support for deadline-driven submissions when institutional resources are unavailable, etc.)
- **Peer Mentorship:** Active mentorship of junior faculty, adjuncts, or peers that facilitates their professional success (e.g., peer teaching observations, onboarding support, or collaborative grant/research coaching)
- **Leadership in Enrollment & Student Success:** Leadership activities in recruitment events, pipeline development (e.g., high school or community college partnerships), or specialized initiatives for targeted student cohorts (e.g., military, honors, first-generation, at-risk/non-traditional) that directly support departmental enrollment and retention goals

When evaluating accreditation-related deliverables and activities produced under Category 4, the Chair will consider the following factors for a **Exceeds Expectations** rating relative to the indicators above and workload assignments falling under the umbrella of the service contributions to teaching, learning, and administration:

1. Both quantity and quality measures clearly exceed departmental expectations
 - Feedback the faculty member receives from administrators or staff outside the Department of Public Health on Self-Study or related data-driven, evidence-based activities (e.g., Dean, Provost, the Office of Teaching, Learning, and Technology, Career Development and Community Engagement, etc.)
 - Scope of faculty participation in creation of final Electronic Resource digital repositories reviewed by CEPH personnel (e.g., number of files/folders, number of uploads, etc.)
 - Scope of faculty participation in creation and maintenance of digital repositories housed internal to the Department of Public Health in support of accreditation-related metrics (e.g., Excel workbooks, Google Sheets, Qualtrics-related files, etc.)
2. National or international audience; National or international recognition earned for quality
 - Scope of faculty participation in the 3 separate, independent evaluations of the Self-Study and Electronic Resource file by panels of reviewers drawn by CEPH from a national audience including faculty participation in responding to new documentation requests during each level of review
 - Scope of faculty participation in the on-campus (or virtual) site visit by a panel of reviewers drawn by CEPH from a national audience
3. Achievements in continuing professional training show unusual merit
 - Scope of faculty participation in CEPH-sponsored or recommended webinars (or equivalent)
 - Scope of faculty participation in cross-training other faculty (within or outside unit) in preparation for on-campus site visit
 - Scope of faculty participation in the development of accreditation-related presentations for meetings with administrators outside the Department of Public Health to assist with preparation for the on-campus site visit (e.g., presentations made at the Dean and Provost level)
4. Spearheading accreditation efforts, successful completion, and dissemination of results
 - The implications of the successful review and acceptance of the documentation and digital repositories for a Self-Study leads to financial rewards to UWF for those students that choose UWF because of an accreditation award. Accordingly, faculty member's activities in the service contributions to teaching, learning, and administration in support of accreditation can be defined and evaluated by multiplying student head counts by estimated in- state and out-of-state tuition costs for representative student cohorts as an estimate of the financial value of accreditation for these cohorts.
 - Scope of faculty participation in the dissemination of accreditation results (e.g., addressing CEPH requirements in this area, associated website reviews for the Department to address Self-Study alignment)
 - Scope of faculty participation in dissemination of accreditation-related deliverable through UWF's Annual Peer Review of Assessment or in support of UWF's regional accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

5. Campus and/or disciplinary leadership

- Scope of faculty leadership within and outside the Department to engage stakeholders in the accreditation process (e.g., faculty, staff, adjuncts, community/military partners, students, UWF administrators, etc.)
- Scope of faculty leadership in assisting with the coordination of the on-campus agenda for the CEPH site visit
- Scope of faculty leadership in interim/annual reporting required by CEPH
- Scope of disciplinary leadership in the service contributions to teaching, learning, and administration, as evidenced by roles and responsibilities within and outside the Department related to accreditation/sustainable program quality (e.g., UWF's Annual Peer Review of Assessment, coordinating alignment with SACSCOC processes, etc.)

XIII. TENURE AND PROMOTION PROCESS

Section XIII-1. Departmental Guidelines for Tenure and Promotion

A candidate for tenure and/or promotion should have demonstrated collegiality and a willingness to work with colleagues in supporting the goals and mission of the Department, college, and university. Department-specific guidelines for tenure and promotion are listed in **Appendix B**. There are three performance categories: teaching, scholarship and creative activity, and service.

The following levels will be used in evaluating faculty quality of performance:

- **Unsatisfactory:** Unacceptable level of performance. Major areas of weakness require remediation. Disregard or failure to address remediation efforts by the university to provide correction or assistance for performance that does not meet expectations, or performance involving incompetence or misconduct as defined in the [UWF-UFF Collective Bargaining Agreement](#) (see **Appendix A**) and applicable university regulations and policies.
- **Does Not Meet Expectations:** Overall performance includes some strengths, but one or more major weaknesses exist.
- **Meets Expectations:** Meets department standards for professional performance. No areas of weakness exist.
- **Exceeds Expectations:** Exceeds department standards for professional performance. Exceeds the standards for excellence in quality and/or quantity.

The performance levels are expected as an average with sustained effort throughout the decision period.

A candidate must have served at least five years at UWF in order to be eligible to apply for tenure (University requirements), unless credit was given at the time of employment by the University for work done at other institutions prior to the UWF employment.

Section XIII-2. Annual and Mid-Term Developmental Tenure Review

Members of the Personnel Committee will meet with untenured, tenure-track faculty at least annually to review their performance in the areas of teaching, research, and service. Faculty members are also expected to seek guidance throughout the year from members of the Personnel Committee regarding their progress towards goals in teaching, research, and service.

A mid-term developmental tenure review occurs at the level of the department during the spring semester of the third year. The candidate will generate a mid-term tenure portfolio which will be reviewed by members of the Personnel Committee. The members of the Personnel Committee will discuss the mid-term portfolio and provide written feedback to the candidate and the Chair of the Department. The goal of the feedback is to help the candidate focus on weaknesses of the packet in the next year.

The mid-term portfolio should have the following subsections:

- Departmental Bylaws
- Updated CV
- Annual evaluation summaries since date of hire
- Student evaluations since date of hire
- Statement of contributions addressing teaching, research, and service

The written mid-tenure review generated by the Personnel Committee does not progress beyond the level of the department. Additionally, untenured, tenure-track faculty are strongly encouraged to seek a review of their mid-term portfolio by additional faculty within and outside the college. Finally, faculty members should also re-seek guidance from members of the Personnel Committee regarding their progress since the mid-tenure review in subsequent years prior to the application for tenure and/or promotion.

Section XIII-3. University Guidelines for Tenure and Promotion

After a period of 5 years, but no longer than the 6th year, untenured, tenure-track faculty members will follow university-published guidelines for initiating the tenure and promotion process. After a minimum period of 5 years in-rank, a tenured Associate Professor can submit his/her credentials for consideration for promotion to Professor.

Section XIII-4. Post-Tenure Review

The purpose of the Post-Tenure Review (PTR) is to ensure high standards of quality and productivity among the tenured faculty members. Each tenured faculty member shall have a comprehensive post-tenure review of five years of performance in the fifth year following the last promotion or the last comprehensive review, whichever is later. For faculty hired with tenure, the hire date shall constitute the date of the last promotion. A faculty member may not elect a deferral apart from extenuating or unforeseen circumstances without the approval of the Provost prior to the submission date, per BOG Reg. 10.003(2.c).

The University of West Florida adheres to the Florida Board of Governors' Regulation 10.003 and Article 11 of the [UWF-UFF Collective Bargaining Agreement](#) (see **Appendix A**) in all matters relating to post-tenure review.

There are four **Post-Tenure Review Performance Ratings**, as follows:

- **Unsatisfactory:** Failure to meet expectations that reflect disregard or failure to follow previous advice or other efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable University regulations and policies.
- **Does Not Meet Expectations:** Performance falls below the normal range of annual variation in performance compared to faculty across the faculty member's discipline and unit but is capable of improvement.
- **Meets Expectations:** Expected level of accomplishment compared to faculty across the faculty member's discipline and unit.
- **Exceeds Expectations:** A clear and significant level of accomplishment beyond the average performance of faculty across the faculty member's discipline and unit.

The **Minimum Expectations for PTR** are as follows:

- **Research expectations:** A record of excellent scholarly activity is required. Thus, at least the **Meets Expectations** rating in the scholarship category shall be considered the minimum expectation for a successful Post-Tenure Review.
- **Teaching expectations:** A record of excellent teaching is required. Thus, at least the **Meets Expectations** rating in the teaching category shall be considered the minimum expectation for a successful Post-Tenure Review.
- **Service expectations:** A record of excellent service is required. Thus, at least the **Meets Expectations** rating in the service category shall be considered the minimum expectation for a successful Post-Tenure Review.

Over the five-year period of post-tenure review, a faculty member's receiving of consistent **Meets Expectations** annual evaluation ratings in research, teaching, and/or service shall constitute the PTR rating standard of **Meets Expectations** for research, teaching, and/or service for the post-tenure review. Over the five-year period of post-tenure review, a faculty member's receiving of consistent **Exceeds Expectations** annual evaluation ratings in research, teaching, and/or service shall constitute the PTR rating standard of **Exceeds Expectations** for research, teaching, and/or service for the post-tenure review.

As faculty members create dossiers for PTR review, tabular summaries (including counts) linking their accomplishments in research, teaching, and service against the specific Categories and Indicators of **Section XII-1**, **Section XII-2**, and **Section XII-3** must be provided for the 5-year window.

XIV. DATE OF BYLAWS ADOPTION

FEBRUARY 18, 2026¹

¹ Cover page and footer below also notes the Bylaws adoption date noted here.

APPENDIX A: RESOURCE LINKS SUPPORTING DEPARTMENTAL BYLAWS

The following links are provided in support of the Departmental Bylaws:

- [Annual Evaluation, Tenure, & Promotion Policy](#)
- [Chair and Faculty Resources](#)
- [High-Impact Practices](#)
- [Institutional Approaches to Mentoring Faculty Colleagues](#)
- [Office of Career Development and Community Engagement](#)
- [Office of Human Resources](#)
- [Robert's Rules of Orders](#)
- [Student Handbook](#)
- [UWF-UFF Collective Bargaining Agreement](#)

APPENDIX B: DEPARTMENTAL TENURE and PROMOTION CRITERIA

Tenure and promotion criteria for the Department of Public Health are modeled after those established by the University, but have also been tailored to address the unique teaching, research, and service needs of the Department of Public Health. For Assistant Professors, after a period of 5 years, but no longer than the 6th year, the untenured, tenure-track faculty member will follow the university guidelines for consideration for promotion to Associate Professor. For Associate Professors, after a minimum period of 5 years in rank, the faculty member will follow the university guidelines for consideration for promotion to Professor. To provide assistance throughout the promotion process, each tenure-track faculty member is assigned a Mentorship Committee as described in the departmental bylaws.

Table 1. Department of Public Health Tenure and Promotion Criteria for TEACHING

CRITERION	INTENT/IMPACT	GUIDANCE ON INTERPRETATION & REPRESENTATIVE EXAMPLES
<p>T1. Has fulfilled their assigned teaching responsibilities since the beginning of their employment at UWF</p>	<p>fulfillment of work assignments in teaching</p>	<p>summary of courses taught each semester</p>
<p>T2. Has received student evaluations with a minimum average of 70% of rankings in all categories greater than or equal to Good in all courses taught</p> <p>For any student evaluation items with a ranking less than 70%, candidate must provide evidence of efforts to address issues related to that item</p>	<p>consistent and meaningful efforts to ensure high quality teaching, recognizing the diverse set of courses required in the curricula, where some courses are more competency-intensive than others</p>	<p>course evaluations with a summary of courses taught, noting: undergraduate vs. graduate level, competency requirements, assignment/project complexities, core vs. elective course, major vs. non-major student composition, new prep vs. mature course, number of times taught, student enrollments, total course load, student evaluation response rates per course, etc.</p>
<p>T3. Has participated in UWF the Office of Teaching, Learning, and Technology, ITS, Coursera/EdX, local/regional workshops/conferences, or other teaching-related, equivalent trainings approved by the Chair to routinely employ the latest available online teaching technologies in courses</p>	<p>engagement in external training appropriate to employ the latest technologies appropriate for each course, particularly for any areas of weaknesses identified by student evaluations</p>	<p>summary of external trainings attended; summary of employed technologies, updates required to address software licensing issues, etc.</p>
<p>T4. Has completed course-appropriate content updates as part of individual and program-specific continuous quality improvement initiatives, accreditation, assessment, and QEP planning and execution, including incorporation of innovative teaching strategies and high impact activities where appropriate</p>	<p>consistent and meaningful efforts to ensure high quality teaching and positively contributes to teaching-related initiatives for accreditation, assessment, and QEP planning and execution</p>	<p>summary of quality improvement updates, changes based on Quality Matters-based initiatives, etc.; summary of efforts to support teaching-related programmatic documentation requests (e.g., compliance with syllabi standardization, implementation of course competency coverage, providing questions for MPH comprehensive exam, etc.); development/implementation of teaching practices addressing university-wide strategic plans (e.g., High-Impact Teaching Practices initiatives), etc.</p>

Table 2. Department of Public Health Tenure and Promotion Criteria for RESEARCH

CRITERION	INTENT/IMPACT	GUIDANCE ON INTERPRETATION & REPRESENTATIVE EXAMPLES
<p>R1. Has published an average of 1 paper/year in a peer-reviewed journal or presented an average of 1 paper or poster/year in a peer-reviewed, discipline-related arena during employment at UWF</p> <p><u>ASSISTANT->ASSOCIATE PROFESSOR:</u> A minimum of FOUR (4) papers in peer-reviewed journals must be published as an Assistant Professor to be considered for promotion to Associate Professor</p> <p><u>ASSOCIATE->FULL PROFESSOR:</u> A minimum of FIVE (5) papers in peer-reviewed journals must be published as an Associate Professor to be considered for promotion to Professor</p>	<p>substantial and highly tangible scholarship in candidate's area of expertise, as recognized by peers external to the University</p> <p>contribution to University goals on issues of regional, statewide, national, and/or international (promotion to Full Professor) importance</p>	<p>peer-reviewed book chapters, books, editorships, and conference abstracts, posters, papers, and presentations are strongly encouraged to supplement the minimum peer-reviewed journal requirements</p> <p>faculty presenting at non-peer-reviewed venues (e.g., UWF's Student Scholar Symposium and Faculty Research Showcase, UWF Office of Teaching, Learning, and Technology, invited lecture or panelist outside UWF, etc.) should also seek out peer-reviewed venues such as regional, national, and international conferences and workshops (e.g., APHA, FPHA, APTR, CUGH, etc.) whenever appropriate</p> <p>faculty working on departmental committees are strongly encouraged to seek out peer-reviewed presentation/publication venues for the scholarship of teaching, learning, and administration to publish their contributions</p> <p>faculty working on white papers, technical reports, or grant-related activities are strongly encouraged to seek out peer-reviewed presentation/publication venues to publish their findings whenever appropriate</p>
<p>R2. Has applied for external funding, and/or received external funding</p>	<p>meaningful extramural grant-related efforts</p>	<p>extramural grants may involve program evaluation, workforce development, basic research, interventional/translational research, community engagement/participatory research, support to enhance teaching or research facilities, support for outreach initiatives or student participation, etc.</p> <p>faculty are strongly encouraged to show a track-record of grant-related activities including extramural grant development (even if unfunded), grant-related consulting, serving as a grant reviewer, etc.</p> <p>faculty are strongly encouraged to seek intramural grant awards when possible or appropriate (to conduct pilot studies, to provide start-up funds for new research in an emerging area, to demonstrate successes with grant-related efforts, to make follow-on extramural grant applications more competitive, etc.), and to engage in other research-related professional activities in support of strengthening future grant applications (e.g., serving as a national/international journal reviewer, etc.)</p>

<p>R3. Has involved students in their research activities</p>	<p>meaningful contributions to promoting student engagement in research endeavors (current students or alumni)</p>	<p>activities may include data collection, analysis, study design, manuscript co-authorship, grant-writing, etc.</p> <p>faculty are supported in serving on thesis/dissertation committees outside the department (in support of research goals, development of new interdisciplinary lines of research, etc.)</p>
<p>R4. Has collaborated with regional organizations in ways that promote the practice of public health and broaden their knowledge of public health</p>	<p>meaningful community engagement in candidate's area of expertise</p>	<p>activities may include grant development, engaging with disease-specific or health/environmental-issue coalitions (e.g., Healthy Start, Citizens Against Toxic Exposure, County Community Health Committees, Drug Abuse, HIV, Immunization Coalition, League of Women Voters Natural Resource Committee, etc.), working with organizations to develop interventions, consulting or data analysis for research-related collaborations (e.g., to better understand the extent and determinants of health disparities, prevalence of toxic substances in the community, etc.), serving as a regional journal/newsletter reviewer (e.g., Florida Public Health Journal), etc.</p>

Table 3. Department of Public Health Tenure and Promotion Criteria for SERVICE

CRITERION	INTENT/IMPACT	GUIDANCE ON INTERPRETATION & REPRESENTATIVE EXAMPLES
<p>S1. Has served on an average of 2 program committees/year</p> <p><u>ASSISTANT->ASSOCIATE PROFESSOR:</u> Must additionally chair/lead at least 1 program committees as an Assistant Professor for 2 or more years</p> <p><u>ASSOCIATE->FULL PROFESSOR:</u> Must additionally chair/lead at least 2 different program committees as an Associate Professor or chair the same committee for 3 or more years</p>	<p>consistent and meaningful program committee engagement and leadership</p>	<p>summary of committee memberships and leadership roles on:</p> <ul style="list-style-type: none"> ● Accreditation & Programmatic Assessment Committee ● Admissions Committee ● Curriculum Committee ● Personnel Committee ● Workforce Development & Community Outreach Committee ● Ad Hoc Committees, for example: <ul style="list-style-type: none"> a. Adjunct Development b. Bylaws c. Search d. SWOT Analysis e. Mentorship Committee f. Website/Social Media g. Working Groups
<p>S2. Has served in 1 leadership role on a College-level or University-level committee or working group, or served on a Task Force, or has engaged in a significant role as part of a UWF Network/Center/Institute or other similar interdepartmental event or outreach activity</p>	<p>demonstration of the ability to shoulder major responsibilities in service within and/or beyond the University</p> <p>meaningful engagement with faculty at and above your current rank from departments within and outside your college</p>	<p>chairing a College or University-level committee or subcommittee, serving on a Task Force at UWF, organizing a panel or specialized training at a Network/Center/Institute event (e.g., UWF Office of Teaching, Learning, and Technology, etc.), significant role engaging the College or University as part of an interdepartmental event, outreach activity, or working group (e.g., meaningful interdepartmental engagement with UWF's Persistence and Academic Success Services (PASS), Office of Career Development and Community Engagement, Division of Continuing Education, Alumni Relations, ITS, Study Abroad, etc.)</p> <p>early participation in a variety of university-affiliated events will provide opportunities to meet faculty at and above your rank from other departments and colleges (e.g., judging Science Fair or Science Olympiad, attending Commencement or Honors Convocation, etc.)</p>
<p>S3. Has participated in accreditation and assessment activities for SACSCOC, CEPH, and program reviews</p>	<p>meaningful accreditation and assessment engagement</p>	<p>engagement with data collection, data analysis, website/social media maintenance, self-study manuscript development, accreditation-related strategic planning, participation in site visit pre-planning, attendance/participation during on-campus site visits, engagement with post-visit follow-up, assistance with annual reports or accreditation-related or program review assessment initiatives, etc.</p>
<p>S4. Has engaged in advising, internship/capstone, and retention activities for students</p>	<p>meaningful advising, internship, and retention engagement</p>	<p>one-on-one or group advising, development and/or deployment of advising-related processes, performing graduation audits, development/implementation of retention activities, service activities in support of university-wide strategic plans (e.g., Advising, Retention and Completion initiatives), assistance with internship AAs/MOUs, internship/capstone supervision, development or coordination of Public Health Student Learning Community in Canvas, etc.</p>

<p>S5. Has a track record of helping develop, promote, and increase student participation and leadership in service events/activities or has engaged in marketing the programs and in recruiting students</p>	<p>meaningful contribution to increasing student engagement in discipline-related events and activities or meaningful marketing and recruitment engagement</p>	<p>has served as the Faculty Advisor or provided other tangible assistance to the Student Association for Public Health (e.g., website/social media maintenance, guiding students in the development of exhibits or booths, engaging students in mentorship/leadership training, providing guidance for leveraging social media and technology to crowdsource activities, etc.), has helped to promote local and non-local student engagement in national events (e.g., Earth Day, Great American Smoke-Out, National Breast Cancer Day, National Public Health Week, World AIDS Day, etc.), has worked to engage students in hosting or promoting UWF-affiliated functions associated with an event, etc.</p> <p>or</p> <p>development/distribution of hardcopy or digital marketing materials, hosting/manning booth at APHA or other local/regional venues, development of new marketing/branding initiatives, maintaining programmatic social media accounts (e.g., AfterCollege, Facebook, Instagram, LinkedIn, Pinterest, Twitter, TikTok, etc.), website development, high school outreach initiatives, service activities in support of university-wide strategic plans (e.g., Open House, Nursing Assembly, Phone-A-Thon, etc.), etc.</p>
<p>S6. Holds membership in at least 1 professional discipline-related organization and participated in some capacity within that organization or has a record of engagement with local, regional, national, or international professional events or organizations</p>	<p>clearly defined and robust record of service on behalf of public/community health as demonstrated by meaningful professional society engagement or meaningful professional event engagement or meaningful engagement with community-related outreach activities</p>	<p>possible organizations include FPHA, APHA, AAPHP, etc. with serving as an officer/subcommittee member/subject matter expert/task force member/facilitator, providing assistance with support services (e.g., social media accounts), presenting at a meeting, assisting with meeting organization or post-meeting follow-up, engaged with strategic planning or fund-raising, contributor/reviewer for a newsletter, reviewer for associated conferences/workshops/journals, reviewer/contributor to technical reports or white papers, etc.</p> <p>or</p> <p>serving as a developer, host, moderator, panelist, presenter, or promoter of a workforce development-related training, participating in public health-related training exercises, providing assistance to promote discipline-related professional events or outreach activities, serving as a consultant or liaison to a professional society, assisting with coordination with regional Chambers of Commerce or other business/government leaders, fund-raising, etc.</p> <p>or</p> <p>data collection and analysis in preparation for planning outreach activities (e.g., working on technical reports, white papers, etc.), engagement in activities to assist in mobilizing community stakeholders (e.g., serving as a panelist or presenter, engagement with targeted initiatives for Ad Hoc Working Groups, etc.), promoting public awareness of the value of the discipline to the economy of Florida and the nation, etc.</p>

APPENDIX C: DEPARTMENTAL CLINICAL PRACTICE, NON-TENURE-TRACK PROMOTION CRITERIA

The UWF guidelines for promotion to the ranks of **Clinical Associate Professor** and **Clinical Professor** state that UWF departments should develop departmental criteria for promotion, in addition to the minimum University criteria for promotion to these positions. In the evaluation process, the departmental Personnel Committee will review all dossiers before the Chair's evaluations.

The Department of Public Health requires that successful candidates for promotion to the ranks of **Clinical Associate Professor** or **Clinical Professor** meet **at least one** of the following additional departmental criteria:

- The candidate has an established record of annual evaluation ratings where a majority of the ratings (inclusive of all Dean and Chair annual ratings) are at the level of **Exceeds Expectations**. This level of evaluation is an enhancement of the University standard for promotion; **or**
- The candidate has an established and documented record of incorporating **High-Impact Practices** (HIP) into their teaching and service (see **Appendix A** for resources). The scope and spirit of the activities identified by the University should guide an understanding of what constitutes a HIP; **or**
- The candidate has an established and documented record of service at the Department, College, and University levels, with additional service initiatives within practice settings in the broader community related to the public health discipline. The Department extends the annual evaluation guidelines' service activity examples in the Department of Public Health bylaws to the eligible service activities for promotion review; **or**
- The candidate has an established and documented record of administrative work at the **Meets Expectations** or **Exceeds Expectations** level at UWF (in addition to the candidate's teaching and service expectations). These administrative activities may be in a formalized role such as Coordinator, Director, or Assistant/Associate Chair, or in another recognized administrative role that emphasizes the oversight, direction/coordination, and/or mentorship of faculty peers or students. These types of administrative duties should be reflected in the candidate's work assignments and annual evaluations during some or all the pre-promotion window of employment. These activities should contribute to the functional success of the Department, College, and/or University.

A candidate for promotion to the ranks of **Clinical Associate Professor** and **Clinical Professor** in the Department of Public Health should clearly document evidence for these Departmental Criteria in the candidate's application for promotion. As faculty members create dossiers for review, tabular summaries (including counts) linking their accomplishments in teaching and service against the specific Categories and Indicators of **Section XII-1** and **Section XII-3** must be provided for the pre-promotion window, alongside **Table 1** and **Table 3** accomplishments (from **Appendix B**). Candidates may optionally append tabular summaries (including counts) linking their accomplishments in research against the specific Categories and Indicators of **Section XII-2** for the pre-promotion window, alongside **Table 2** accomplishments (from **Appendix B**), when summarizing the impact of these activities to their teaching and service contributions.

APPENDIX D: DEPARTMENTAL INSTRUCTOR/LECTURER, NON-TENURE- TRACK PROMOTION CRITERIA

The UWF guidelines for promotion to the ranks of **Senior Instructor** and **Senior Lecturer** state that UWF departments should develop departmental criteria for promotion, in addition to the minimum University criteria for promotion to these positions. In the evaluation process, the departmental Personnel Committee will review all dossiers before the Chair's evaluations.

The Department of Public Health requires that successful candidates for promotion to the ranks of **Senior Instructor** or **Senior Lecturer** meet **at least one** of the following additional departmental criteria:

- The candidate has an established record of annual evaluation ratings where a majority of the ratings (inclusive of all Dean and Chair annual ratings) are at the level of **Exceeds Expectations**. This level of evaluation is an enhancement of the University standard for promotion; **or**
- The candidate has an established and documented record of incorporating **High-Impact Practices** (HIP) into their teaching and service (see **Appendix A** for resources). The scope and spirit of the activities identified by the University should guide an understanding of what constitutes a HIP; **or**
- The candidate has an established and documented record of service at the Department, College, and University levels, with additional service initiatives within practice settings in the broader community related to the public health discipline. The Department extends the annual evaluation guidelines' service activity examples in the Department of Public Health bylaws to the eligible service activities for promotion review; **or**
- The candidate has an established and documented record of administrative work at the **Meets Expectations** or **Exceeds Expectations** level at UWF (in addition to the candidate's teaching and service expectations). These administrative activities may be in a formalized role such as Coordinator, Director, or Assistant/Associate Chair, or in another recognized administrative role that emphasizes the oversight, direction/coordination, and/or mentorship of faculty peers or students. These types of administrative duties should be reflected in the candidate's work assignments and annual evaluations during some or all the pre-promotion window of employment. These activities should contribute to the functional success of the Department, College, and/or University.

A candidate for promotion to the ranks of **Senior Instructor** or **Senior Lecturer** in the Department of Public Health should clearly document evidence for these Departmental Criteria in the candidate's application for promotion. As faculty members create dossiers for review, tabular summaries (including counts) linking their accomplishments in teaching and service against the specific Categories and Indicators of **Section XII-1** and **Section XII-3** must be provided for the pre-promotion window. Candidates may optionally append tabular summaries (including counts) linking their accomplishments in research against the specific Categories and Indicators of **Section XII-2** for the pre-promotion window when summarizing the impact of these activities to their teaching and service contributions.