



Board of Trustees
UNIVERSITY of WEST FLORIDA

Academic Affairs Committee Meeting
Thursday, May 21, 2026
Zoom Webinar

Members: Chair Zack Smith, Edward Fleming, Heather Riddell

Agenda

I. Call to Order

II. Roll Call

III. Greeting

IV. Public Comment

V. Approval of Minutes

a. [February 12, 2026](#): Committee Meeting Minutes

VI. New Business

a. Action Items

i. [ACA-1](#): Specialized Admissions Status Reaffirmation

ii. [ACA-2](#): Tenure as a Condition of Employment

b. Information Items

i. [INFO-1](#): Tenure

ii. [INFO-2](#): Post-Tenure Review

VII. Good of the Order

VIII. Adjournment

**Academic Affairs Committee
February 12, 2026
Zoom
Minutes**

Table of Contents

Committee Meeting 1

 I. Call to Order 1

 II. Roll Call 2

 III. Greeting 2

 IV. Public Comment 2

 V. Approval of Minutes 2

 VI. New Business 2

 A. Action Item 2

 1. ACA-1: New Material and Supply (M&S) and Equipment Fees in Mechanical Engineering 3

 B. Information Item 3

 1. INFO-1: Accreditation Update 3

 VII. Good of the Order 3

 VIII. Adjournment 9:08 a.m. 3

Committee Meeting

9:02 a.m.

The public was provided with information on the UWF Board of Trustees website to attend this public meeting virtually through Zoom Webinar.

I. Call to Order

The meeting of the UWF Board of Trustees Academic Affairs Committee was called to order at 9:02 a.m. by Committee Chair Adam Kissel.

II. Roll Call

Chair Kissel asked Kristie Johnson to conduct roll call. Trustees Adam Kissel, Edward Fleming, and Heather Riddell were in attendance virtually.

Other Trustees in attendance included:

Paul Bailey, Trista Bennett, Janice Gilley, Kevin Mason, Rebecca Matthews, Rachel Moya, Kishane Patel, Ashley Ross, Zack Smith, and Chris Young were in attendance virtually.

Others in attendance included:

Manny Diaz, Jr., President; Jaromy Kuhl, Senior Vice President and Provost; Clifford Humphrey, Chief of Staff and Vice President of Strategic Initiatives; Tori Bennett, Interim Vice President of University Advancement; Dan Lucas, Vice President of Finance and Administration; Mary Anderson, Interim Vice President and Dean of Students for Academic Engagement and Student Affairs; Dave Scott, Associate Vice President for Athletics; Jamie Sprague, Senior Associate VP, Human Resources; Julie Sheppard, Interim General Counsel; Cass Boatwright, Assistant Vice President and Chief Operating Officer; Alex Smith, Director of External Affairs; David Bryant, Chief Audit Executive; Matt Packard, Chief Compliance Officer; Dallas Snider, Vice Provost; Jeffrey Djerlek, Senior Associate Vice President and Controller; Denise Soares, Dean of School of Education; Angela Bryan, Assistant Vice President, Planning and Institutional Performance; Anna Lochas, Director of Events; and Kristie Johnson, Board of Trustees Liaison.

III. Greeting

Trustee Kissel welcomed all in attendance and informed them there was an action item and an information item on the Academic Affairs Committee Meeting agenda.

IV. Public Comment

Chair Kissel opened the floor for public comment. There was none.

V. Approval of Minutes

Chair Kissel reminded the committee members that they had been given the opportunity ahead of time to review the minutes of the November 13, 2025, Academic Affairs Committee Meeting. Chair Kissel asked for a motion to approve the minutes as presented if there were no changes or corrections.

- i. Motion by: Trustee Riddell
- ii. Seconded by: Trustee Fleming
- iii. Motion passed unanimously.

VI. New Business

- A. Action Item

1. ACA-1: New Material and Supply (M&S) and Equipment Fees in Mechanical Engineering

The action item was presented by Dr. Jaromy Kuhl, Provost, to partially cover costs of equipment through the institution of the new fee.

Chair Kissel asked for a motion to approve the new M&S and Equipment Fees proposed by the Department of Mechanical Engineering to be brought to the full board at the next regularly scheduled meeting.

- i. Motion by: Trustee Fleming
- ii. Seconded by: Trustee Riddell
- iii. Motion passed unanimously.

B. Information Item

1. INFO-1: Accreditation Update

Dr. Snider presented the information item and provided an update on the transition to HLC accreditation.

VII. Good of the Order

Chair Kissel identified that all agenda items had been discussed. Chair Kissel asked if the committee members had any additional business to discuss. No other business was discussed.

VIII. Adjournment

9:08 a.m.

Chair Kissel thanked those in attendance for their participation. With no other business to discuss, Chair Kissel adjourned the meeting at 9:08 a.m.

**Board of Trustees
Academic Affairs Committee
May 21, 2026**

Specialized Admissions Status Reaffirmation

Recommended Action:

Approve specialized admissions status reaffirmation for the Nursing, BSN degree program (CIP 51.3801) and the Clinical Laboratory Sciences, BS degree program (CIP 51.1005).

Background Information:

Florida Board of Governors Regulation 8.013 allows institutions to seek specialized admissions status based on particular criteria. In 2022, the BOG granted specialized admissions status to the Nursing, BSN degree program based on the criteria of limited resources and accreditation. The BOG also granted specialized admissions status to the Clinical Laboratory Sciences, BS degree program based on limited resources.

Regulation 8.013 requires a periodic review and reaffirmation of specialized admissions status by the Board of Trustees and the Board of Governors. UWF is seeking reaffirmation of specialized admissions status for these programs effective 2027-28 so that there is no lapse in status for these degree programs.

Degree Program/Tracks	Criteria for Specialized Admissions	Reaffirmation Effective Term
Nursing, BSN (CIP 51.3801) Tracks: Traditional and RN-to-BSN	Limited Resources Accreditation	Fall 2027
Clinical Laboratory Sciences, BS (51.1005) Tracks: Traditional and MLT-to-MLS	Limited Resources Accreditation	Fall 2027

Implementation Plan:

- May 21, 2026 – Academic Affairs Committee of Board of Trustees considers approval of specialized admissions status for the Nursing and Clinical Laboratory Sciences degree programs.
- June 18, 2026 – Board of Trustees considers approval of specialized admissions status for the Nursing and Clinical Laboratory Sciences degree programs.
- June 2026 – UWF submits BOT approved specialized admissions status reaffirmation for the Nursing and Clinical Laboratory Sciences degree programs to the Board of Governors.
- November 2026 to January 2027 – Board of Governors considers approval of specialized admissions status reaffirmation requests.
- June 2027 – UWF catalog is published to reflect reaffirmation of specialized admissions status for Nursing and Clinical Laboratory Sciences degree programs.

- Fall 2027 – Specialized admissions status in effect for Nursing, BSN and Clinical Laboratory Sciences, BS degree programs.

Fiscal Implications:

None

Relevant Authority:

BOG Regulation 8.013 Specialized Admissions

Supports Strategic Direction(s):

3.1 Ensure excellent academic programs in areas of strategic importance of the University, region, and state.

4.1 Enhance the region's educational opportunities, economic development, health, and environmental sustainability.

Documents:

1. UWF BSN SA Reaffirmation Application 2027-28
2. UWF CLS BS SA Reaffirmation Application 2027-28

Prepared by:

Angela Bryan, PhD, Asst. Vice President, Planning and Institutional Performance and Accreditation Liaison Officer, Academic Affairs, abryan@uwf.edu

Presenter:

Dallas Snider, PhD, Vice Provost



Updated February 19, 2026

Specialized Admissions Status Reaffirmation

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

Institution: University of West Florida

Degree Program: Nursing, BSN

CIP Code: 51.3801

Total Number of Credit Hours for the Degree: 120

Effective Academic Year: 2027-28

1. Does the proposed program qualify as a Program of Strategic Emphasis?
[Programs of Strategic Emphasis List](#)

- Yes
- No

Does the program fall under one of the CIP codes listed below that qualify for the Programs of Strategic Emphasis Waiver?

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

- Yes. If yes, the program is not eligible for specialized admissions per [Regulation 8.013](#).
- No

2. Identify the program, major(s), or track(s) initially approved for specialized admissions status and for which reaffirmation is requested.

All tracks – Traditional BSN and the RN-to-BSN

3. What are the requirements for admission to this program?

The University of West Florida (UWF) Traditional BSN (TBSN) program will utilize the following admissions requirements:

- Minimum overall GPA of 3.0 on a 4.0 scale
- Minimum score of 75% on the TEAS entrance exam
- Completion of all General Education requirements, including foreign language
- Completion of all nursing common prerequisites with a grade of “C” or better
- Documentation of required nursing program immunizations

When the number of qualified applicants exceeds available capacity, admission will be based on objective, pre-established criteria such as GPA and TEAS scores. These criteria are applied consistently and are publicly communicated to ensure transparency.

The University of West Florida is in compliance with BOG Regulation 6.004 on Transfer Student Admission in that Florida College System Institution AA graduates receive priority for admission over out-of-state transfer students.

The University of West Florida (UWF) RN to BSN (RNB) program will maintain clear and equitable admissions requirements. Applicants must hold an Associate Degree in Nursing (ADN) from an accredited institution, possess a current and unencumbered RN license, have a minimum cumulative GPA (typically 2.5 or higher), and submit all required application materials by the deadline.

When applications exceed available capacity, admission will be based on objective criteria such as GPA, prior academic performance, and timeliness of application submission. These criteria will be consistently applied and publicly communicated. Equal access for Florida College System (FCS) Associate in Arts (AA) graduates is ensured through alignment with statewide articulation agreements, which recognize the AA degree as completion of general education requirements.

4. Which criteria for specialized admissions status does the program meet?
 - Limited Resources (If approved, the status will last a maximum of four years)
 - Minimal Skills (If approved, the status will last a maximum of five years)
 - Accreditation Requirements (If checked, either limited resources or minimal skills must be selected)

5. If the specialized admissions criteria is based on limited resources, describe the specific limitations, such as: space, equipment, or other instructional facilities; clinical facilities; required student-faculty ratios; fiscal or other resource limitations. Since obtaining specialized admissions status, what has the institution done over the past four years to meet the student demand for the program?

For the Traditional BSN program, the most critical constraint is the availability of clinical placement sites, which are essential to meeting program outcomes and regulatory requirements. The program requires students to complete over 750 hours of supervised clinical practice over four semesters to ensure eligibility for the NCLEX licensure examination in the state of Florida. UWF currently relies on four primary hospital partners and several smaller clinical agencies, most of which are located within a 50-mile radius of the Pensacola area. Because many students are place-bound due to personal and financial obligations, the program prioritizes clinical placements that minimize travel burden; however, this geographic limitation further restricts expansion opportunities.

Clinical site capacity is constrained by multiple external and regulatory factors. The Florida Board of Nursing limits clinical group size to no more than 12 students; however, in practice, most clinical partners restrict placements to 8 students per unit due to patient safety considerations, acuity levels, staffing availability, and the need to maintain appropriate supervision ratios between experienced nurses and students. Specialty units, including pediatrics, maternal health, and mental health, further reduce student capacity due to the sensitive nature of patient populations and operational limitations. For example, pediatric placements are particularly limited, as the region is served by only one children's hospital, which must accommodate all competing nursing programs.

Competition for clinical placements significantly intensifies these constraints. UWF shares clinical resources with multiple regional institutions, including Pensacola State College, Pensacola Christian College, Fortis College, Bishop State College, and Coastal Alabama Community College. Clinical agencies typically permit only one nursing program per unit per day, further limiting the number of students that can be accommodated. As a result, even when theoretical capacity exists within a facility, scheduling and competition reduce actual placement availability.

In addition to clinical limitations, faculty resources are inherently tied to clinical capacity. Clinical instruction requires low faculty-to-student ratios to ensure safe and effective supervision, meaning that any increase in student enrollment necessitates a proportional increase in qualified nursing faculty, an ongoing national challenge in nursing education.

For the RN to BSN program, while clinical placement demands are less intensive than the pre-licensure track, resource limitations still exist in the form of faculty workload, advising capacity, and infrastructure needed to support a growing population of working registered nurses seeking degree advancement. Demand for the RN to BSN program continues to increase due to workforce expectations,

employer preferences for baccalaureate-prepared nurses, and national initiatives to advance nursing education. However, faculty availability, student support services, and program infrastructure must be carefully managed to maintain program quality, student outcomes, and accreditation standards.

Overall, the demand for both TBSN and RNB programs at UWF significantly exceeds available resources, particularly in relation to clinical placements, qualified faculty, and regional competition for limited healthcare training environments. Granting specialized admissions status will allow the program to align enrollment with available resources, ensure compliance with regulatory and accreditation standards, maintain high-quality educational outcomes, and support student success while continuing to meet the workforce needs of the region.

The University of West Florida (UWF) does not anticipate an increase in local clinical placement capacity at this time. While the School of Nursing maintains active and collaborative relationships with its current clinical partners, existing healthcare systems within the 50-mile service area are operating at or near maximum student capacity due to constraints related to patient safety, staffing, unit availability, and competition among multiple nursing programs.

UWF will continue ongoing dialogue with current clinical affiliates to preserve existing placements and optimize their use; however, no immediate expansion in the number of available clinical slots is expected. Additionally, the geographic limitations of the region, combined with the need to minimize undue travel burden for place-bound students, further restrict the feasibility of expanding into distant clinical markets.

Given these constraints, the institution does not project an increase in clinical placement resources over the next several years. As a result, maintaining specialized admissions status remains essential to ensure that enrollment is aligned with available resources, thereby supporting program quality, regulatory compliance, and student success.

6. If the specialized admissions criteria include accreditation requirements, include the name of the accrediting body and a direct link to the specific standard(s) that require the requested status.

Specialized admissions criteria are necessary to ensure compliance with both state regulatory requirements and national accreditation standards.

The Florida Board of Nursing (FBON) requires nursing programs to obtain and maintain accreditation and adhere to clinical safety standards. Florida Statute 464.019 mandates that programs achieve accreditation within five years of enrolling students. Additionally, FBON limits clinical group sizes (typically 1:12 faculty-to-student ratio) to ensure appropriate supervision and patient safety, which directly impacts enrollment capacity.

At the national level, the Commission on Collegiate Nursing Education (CCNE) requires programs to demonstrate sufficient faculty, clinical placements, and resources to support student learning.

Direct link: <https://www.aacnnursing.org/ccne-accreditation/standards-procedures/standards-for-accreditation>

These requirements necessitate controlled enrollment through specialized admissions to ensure:

- Adequate clinical placement availability
- Safe faculty-to-student ratios
- Compliance with accreditation standards

7. List other System institutions that offer the degree and indicate if the degree has been approved for specialized admissions status in the table below. Add more rows as needed.

Institution	Specialized Admissions Status (Yes/No)
FAMU	Yes
FAU	Yes
FGCU	Yes
FIU	Yes
FSU	Yes
UF	Yes
UCF	Yes
UNF	Yes
USF	Yes

8. Do the program’s prerequisite courses align with prerequisites at other System institutions offering the same degree program? If not, describe.

- Yes
- No

9. Workforce Demand – **Nursing 51.3801 is a PSE.**

If the program for which reaffirmation is being requested is on the Programs of Strategic Emphasis list, skip question 9 and go directly to question 10.

Complete the labor market demand table below using data from the Search by CIP or SOC Employment Projection Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code XX.XXXX

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Florida Median Annual Wage	Education Level Needed for Entry
	FL XXXX-XX	U.S. XXXX-XX	FL XXXX-XX	U.S. XXXX-XX	FL XXXX-XX	U.S. XXXX-XX		

Sources:

Date Retrieved: XX/XX/XXXX

U.S. Bureau of Labor Statistics - <https://data.bls.gov/projections/occupationProj>

Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

10. Provide the total number of applications received and the total number of students accepted in the degree program for each academic year in the table below.

TBSN	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
# of Applications Received	170	173	193	In progress
# of Students Accepted	150	145	150	In progress

Note: Applications received are qualified applicants.

RN-to-BSN	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
# of Applications Received	377	256	214	In progress
# of Students Accepted	221	209	214	In progress

Note: Applications received are qualified applicants.

11. Provide the enrollment and degrees awarded for the degree program in the table below.

TBSN	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
Enrollment	191	191	183	In progress
# of Degrees Awarded	115	127	113	In progress

RN-to-BSN	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
Enrollment	316	256	279	In progress
# of Degrees Awarded	194	183	177	In progress

Required Signatures

Signed by:
Dr. Dallas Swider, Vice Provost, for Dr. Jaromy Kuhl
2E7ACB1691914B4

Provost's Signature

04/20/2026

Date

Board of Trustees Chair's Signature

Date

June 18, 2026

Date Approved by the Board of Trustees



Updated February 19, 2026

Specialized Admissions Status Reaffirmation

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

Institution: University of West Florida

Degree Program: Clinical Laboratory Sciences, B.S.

CIP Code: 51.1005

Total Number of Credit Hours for the Degree: 120

Effective Academic Year: 2027-28

1. Does the proposed program qualify as a Program of Strategic Emphasis?
[Programs of Strategic Emphasis List](#)

- Yes
- No

Does the program fall under one of the CIP codes listed below that qualify for the Programs of Strategic Emphasis Waiver?

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

- Yes. If yes, the program is not eligible for specialized admissions per [Regulation 8.013](#).
- No

2. Identify the program, major(s), or track(s) initially approved for specialized admissions status and for which reaffirmation is requested.

All Tracks – Traditional CLS, BS track and the MLT to MLS track

3. What are the requirements for admission to this program?

Traditional CLS, BS track Admission Requirements:

- A minimum overall GPA of 2.5 on a 4.0 scale
- Completion of General Education requirements
- Completion of all the prerequisite coursework with a grade of "C-" or better
- Submission of a departmental application
- Personal interview with the selection committee
- Recommendation letters

MLT to MLS track:

- Associate of Science in Medical Laboratory Technology degree from a NAACLS or ABHES accredited program and completion of the general education, common, and upper-division prerequisites of the program; or military training as a Medical Laboratory Technician, ASCP certified, and completed an Associate of Arts degree and the general education, common, and upper-division prerequisites of the program.
 - The MLT program must include clinical training courses.
- Minimum overall GPA of 2.5 on a 4.0 scale.
- Completion of all the prerequisite coursework with a grade of "C-" or better.
- A grade of "C" or higher is required in each programmatic course (4000-level clinical courses with an MLS prefix).
- Two years of full-time work as an MLT in the last 5 years.
 - If graduated in the last year from an accredited program, must be working at the time of acceptance into the MLT to MLS program.
- Current certification as an MLT by ASCP, AMT, or AAB.
 - Cannot be provisional.
- Submission of a departmental application.
- Recommendation letters as requested.

The University of West Florida is in compliance with BOG Regulation 6.004 on Transfer Student Admission in that Florida College System Institution AA graduates receive priority for admission over out-of-state transfer students.

4. Which criteria for specialized admissions status does the program meet?

- Limited Resources (If approved, the status will last a maximum of four years)
- Minimal Skills (If approved, the status will last a maximum of five years)
- Accreditation Requirements (If checked, either limited resources or minimal skills must be selected)

5. If the specialized admissions criteria is based on limited resources, describe the specific limitations, such as: space, equipment, or other instructional facilities; clinical facilities; required student-faculty ratios; fiscal or other resource limitations. Since obtaining specialized admissions status, what has the institution done over the past four years to meet the student demand for the program?

UWF is requesting specialized admissions status for Clinical Laboratory Sciences, BS degree program in CIP Code 51.1005, all tracks. This program prepares students for a certification required for licensure in the state of Florida. Additionally, the program has a clinical component that requires students to complete clinical internship placements at clinical sites that offer limited placements.

UWF currently has 28 clinical sites that stretch from Mobile, Alabama (58 miles away) all the way to Tampa, FL (467 miles away). However, most students in the program are non-traditional students and are essentially place-bound for the program due to families, homes, etc. The program tries to ensure that students are placed at a clinical site that will not be burdensome (travel time and fuel costs) for the duration of the clinical portion of their program. The clinical portion of the program places students in a supervised clinical setting for 32 hours a week for 29 weeks (two-semester).

Other than geographic proximity for clinical placement and the frequency and duration of rotations, a significant constraint of the program is the limited capacity at individual clinical sites. This limitation is not only a function of site size and staffing but is also strictly governed by the Florida Board of Clinical Laboratory Personnel under Florida Administrative Code (F.A.C.) Rule 64B3-3.002.

These regulations mandate specific supervision and staffing ratios that directly impact the number of students who can be placed at any given site. To ensure patient safety and maintain the quality of training, the program must adhere to a 1:1 ratio between trainees and licensed personnel, meaning there must be at least one licensed technologist or supervisor on duty for each student during scheduled practicum experiences. In addition, trainees are required to be under immediate supervision, defined as the direct, physical presence of a Florida-licensed medical technologist or supervisor within the immediate bench area where testing is performed. In limited cases where a clinical site designates an instructor whose sole responsibility is student training, a maximum ratio of one instructor to three trainees is permitted.

Of the 28 currently approved clinical sites, 17 are only able to accommodate one student at a time for the two-semester clinical placement due to these regulatory requirements in combination with size and staffing constraints. Larger facilities, such as Baptist Hospital and Sacred Heart Hospital in Pensacola, FL, may be able to accommodate approximately 4–6 students for the two-semester clinical assignment. However, availability at all sites can fluctuate due to staffing changes, regulatory compliance requirements, and other operational limitations.

Additionally, placement at non-commutable sites may present a hardship for students and create a potential barrier to successful completion of the degree program.

Another constraint the program faces with clinical placements is staffing shortages at various clinical lab sites. The clinical site provides supervision of the students and must have appropriate staff to accommodate the number of students they typically accommodate. There is

also an AAS program at NWFSC that competes with the UWF program for clinical placements as well. Both these constraints impact whether a site may be able to accommodate clinical students, the actual number may be less or not at all due to staffing shortages and/or accommodations to clinical students from other institutions.

UWF continues to seek additional clinical opportunities as opportunities present themselves.

UWF currently has an articulation agreement with NWFSC which allows their MLT students to transfer into our program to complete their BS degree in the MLT to MLS track after they have completed their AA/AS degree at NWFSC.

6. If the specialized admissions criteria include accreditation requirements, include the name of the accrediting body and a direct link to the specific standard(s) that require the requested status.

The specialized admissions criteria for the Clinical Laboratory Sciences (CLS) program are directly influenced by regulatory requirements established by the Florida Board of Clinical Laboratory Personnel, as outlined in the Florida Administrative Code Rule 64B3-3.002. This regulation mandates specific staffing ratios and supervision requirements that inherently limit student enrollment and clinical placement capacity. Specifically, the rule requires a minimum 1:1 supervision ratio, ensuring that at least one licensed technologist or supervisor is on duty for each trainee during all scheduled practicum experiences. In situations where a clinical site designates an instructor whose sole responsibility is student training, a maximum ratio of one instructor to three trainees is permitted. Additionally, trainees must be under immediate supervision, defined as the direct, physical presence of a Florida-licensed medical technologist or supervisor within the immediate bench area while the trainee is performing labor

Direct link to the applicable standard:

Florida Administrative Code Rule 64B3-3.002
(<https://www.flrules.org/gateway/ruleNo.asp?id=64B3-3.002>)

Additionally, the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) emphasizes safety and health in the accreditation standards for clinical laboratory sciences degree programs.

Standard IV.C.1 reads “Describe how the health and safety of students, faculty, program specific staff and patients, are safeguarded during educational activities. Include how access to health and emergency services is achieved.” This standard directly supports regulatory requirements needed to ensure the safety and health of all involved in clinical settings: students, faculty, program specific staff, and patients.

This standard is found in the 2024 Standards Compliance Guide published on the NAACLS site (<https://naaccls.org/wp-content/uploads/2024StandardsComplianceGuide.pdf>).

7. List other System institutions that offer the degree and indicate if the degree has been approved for specialized admissions status in the table below. Add more rows as needed.

Institution	Specialized Admissions Status (Yes/No)
FGCU	Yes
UCF	Yes
USF	No

8. Do the program's prerequisite courses align with prerequisites at other System institutions offering the same degree program? If not, describe.

- Yes
- No

9. Workforce Demand

If the program for which reaffirmation is being requested is on the Programs of Strategic Emphasis list, skip question 9 and go directly to question 10.

Complete the labor market demand table below using data from the Search by CIP or SOC Employment Projection Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code 51.1005

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Florida Median Annual Wage	Education Level Needed for Entry
	FL 2025-33	U.S. 2024-34	FL 2025-33	U.S. 2024-34	FL 2025-33	U.S. 2024-34		
Clinical laboratory technologists and technicians 29-2010	7.1	2.0	N/A	N/A	1,853	6,000	\$55,700	Bachelor's degree

Sources:

Date Retrieved: 02/25/2026

U.S. Bureau of Labor Statistics - <https://data.bls.gov/projections/occupationProj>

Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

10. Provide the total number of applications received and the total number of students accepted in the degree program for each academic year in the table below.

Traditional	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
# of Applications Received	23	22	17	15
# of Students Accepted	23	22	17	15

Note: Applications are qualified applicants.

MLT-to-MLS	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
# of Applications Received	101	55	35	36
# of Students Accepted	101	55	35	36

Note: Applications are qualified applicants.

11. Provide the enrollment and degrees awarded for the degree program in the table below.

Traditional	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
Enrollment	41	59	54	40
# of Degrees Awarded	31	22	16	19

MLT-to-MLS	2022-2023 AY	2023-2024 AY	2024-2025 AY	2025-2026 AY
Enrollment	100	102	79	93
# of Degrees Awarded	13	22	45	27

Required Signatures

Signed by:
Dr. Dallas Snider, Vice Provost, for Dr. Jeremy Kuhl
2E7ACB1691914B1...

Provost's Signature

04/21/2026

Date

Board of Trustees Chair's Signature

Date

June 18, 2026

Date Approved by the Board of Trustees

**Board of Trustees
Academic Affairs Committee
May 21, 2026**

Tenure as a Condition of Employment

Recommended Action:

Approve Tenure as a Condition of Employment for Dr. Mustafa Morsy

Background Information:

The University of West Florida Board of Trustees considers all nominations for tenure at its June meeting. Tenure nominations as a condition of employment will be considered as needed.

The following faculty is being considered for tenure as a condition of employment:

- **Dr. Mustafa Morsy**, Chair and Professor, Department of Biology; Hal Marcus College of Science and Engineering

Implementation Plan:

- Dr. Morsy's appointment begins July 1, 2026

Fiscal Implications:

None

Relevant Authority:

UWF-UFF Collective Bargaining Agreement (16.9)

Supports Strategic Direction(s):

Strategic Direction 2: Employee Success

Supporting Documents:

1. Tenure Support and CV for Dr. Morsy

Prepared by:

Jaromy Kuhl, Senior Vice President and Provost, Division of Academic Affairs, jkuhl@uwf.edu

Presenter:

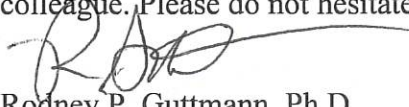
Jaromy Kuhl, Senior Vice President and Provost

TO: Jaromy Kuhl, Ph.D., Provost
THROUGH: Mohamed A. Khabou, Ph.D., Dean, Hal Marcus College of Science and Engineering
FROM: Rodney P. Guttman, Ph.D., Interim Chair, Department of Biology
DATE: March 5, 2026
RE: Department Support for Tenure – Dr. Morsy

The purpose of this memorandum is to convey the formal support of the tenured faculty of the Department of Biology at the University of West Florida for the granting of tenure to Dr. Morsy as a condition of employment.

A vote was conducted among the tenured faculty members of the Department of Biology. The vote was unanimous in support of granting tenure to Dr. Morsy, with all tenured faculty members of the department participating (7 FOR/ 0 AGAINST).

The department is confident that Dr. Morsy meets the standards expected of tenured faculty at the University of West Florida, and we look forward to welcoming Dr. Morsy as a valued colleague. Please do not hesitate to contact me if any additional information is needed.



Rodney P. Guttman, Ph.D.
Professor and Interim Chair, Department of Biology
University of West Florida

Mustafa R. Morsy
Professor (Tenured Rank)

Department of Biological and Environmental Sciences (BES), University of West Alabama (UWA)

SUMMARY

My vision is to lead a biology department that excels in innovative teaching, transformative student research experiences (CUREs), and interdisciplinary scholarship in areas including marine science, ecology, and molecular biology, leveraging its unique Northwest Florida location to become a leader in applied marine and environmental sciences.

Vision Statement

My vision is to lead a biology department that excels in innovative teaching, transformative student research experiences, and interdisciplinary scholarship that addresses global challenges, leveraging its unique location to become a leader in marine and environmental sciences.

LEADERSHIP & ADMINISTRATIVE EXPERIENCE

Interim Chair, Department of Biological and Environmental Sciences (BES), UWA (01/2024 – 08/2025)

- **Visionary Leadership & Strategic Planning:** Developed a five-year strategic plan and revised the department's bylaws, vision, and mission.
- **Shared Governance & Faculty Advocacy:** Practiced and upheld principles of shared governance through collaborative decision-making with faculty, staff, and university administration, serving on key committees including the Institutional Review Board (IRB) and Sponsored Programs Advisory Board.
- **Fiscal Management & Budget Restoration:** Successfully restored the departmental budget from a deficit to a surplus.
- **Curriculum Development & Accreditation:** Led a comprehensive curriculum overhaul, revising and improving over 160 courses, and oversaw program assessments to ensure alignment with accreditation standards.
- **Faculty Hiring, Mentorship, and Evaluation:** Oversaw the successful hiring of three new faculty, enhanced engagement through workshops, and participated in and oversaw faculty evaluation processes.
- **Collaboration & Partnerships:** Signed several articulation agreements with high schools and community colleges and developed new partnerships with regional industries and educational institutions.
- **Inclusive Excellence:** Established numerous departmental programs for student recruitment and retention, fostering a diverse and inclusive environment.

Director, UWA Biology Opportunity and Scholarship for Success (2014 – Current)

- **Student Success:** Secured and managed over \$2.1 million in NSF S-STEM funding. Developed and implemented innovative initiatives that improved student retention and graduation rates, cultivating a diverse STEM talent pipeline.

Chair and Founder, UWA Academic Research Conference (2011 – Current)

- Program Development: Established and led a university-wide conference for undergraduate and graduate research. This effort transformed the university's value of research and experiential learning, hosting an international conference for over a decade and supporting more than 1,200 student presentations.

Executive Committee Member , Southern Section, ASPB	2023 – Current
Associate Editor , Frontiers in Plant Science	2023 – Current
Advisory Board , NSF IUUSE Auburn University at Montgomery	2023 – Current
Advisory Board , NSF IUUSE grant, Yale University	2023 – Current
Board Member , UWA Institutional Review Board	2012 – Current
Board Member , UWA Sponsored Programs and Research Advisory Board	2012 – Current
Elected Chair , Southern Section, ASPB	2021 – 2022
Coordinator and Founder , Science Saturdays Outreach Program	2011 – 2021
Organizer , Kriton Hatzios Symposium, Annual Southern Section ASPB	2020 – 2021
Vice-Chair , Southern Section, ASPB	2020 – 2021
Treasurer/secretary , Southern Section, ASPB	2019 – 2020
Organizer , Annual Meeting, Southern Section, ASPB	2019 – 2020
Organizer , Integrating Undergraduate Research in the Curriculum	2017
Chair and co-founder , Tiny Earth Annual Symposium	2014 – 2017
Organizer , Course-Based Undergraduate Research Experience Workshop	2016
Faculty Senator , UWA Faculty Senate	2014 – 2016
Associate Editor , Journal of Investigative Genomics	2014 - 2018
Associate Editor , BMC Research Notes	2011 – 2016

PROFESSIONAL APPOINTMENTS

Professor , BES, UWA	09/2020 – Current
Intern Chair , BES, UWA	01/2024 – 08/2025
Visiting Professor & US Fulbright Scholar , United Arab Emirates University	01/2022 – 09/2022
Associate Professor , BES, UWA,	09/2014 – 08/2020
Assistant Professor , BES, UWA	09/2011 – 08/2014
Postdoctoral Fellow , Noble Institute, Ardmore, OK	02/2007 – 07/2011
Postdoctoral Associate , University of Nevada, Reno	02/2005 – 01/2007
Research Specialist , University of Arkansas, Fayetteville, AR	01/2002 – 12/2004

EDUCATION

Ph.D. (Cell and Molecular Biology), University of Arkansas, Fayetteville, AR, 2005
M.S. (Genetics), Alexandria University, Alexandria, Egypt, 1995
B.S. (Genetics), Alexandria University, Alexandria, Egypt, 1992

TEACHING & CURRICULUM DEVELOPMENT

Professor (and previous roles), University of West Alabama: 2011 – Current

- Extensive experience developing and teaching graduate-level courses in cell biology, molecular biology, genetics, and biotechnology. Graduate Courses: BY-500: Graduate Seminar, BY-572: Cell Biology, BY-576: Advanced Cell Biology, BY-580: Advanced Genetics, BY-581: Principles of Biotechnology, BY-582: Molecular Biology
- Undergraduate Courses: BY-104: Principles of Biology, BY-222: Zoology, BY-231: Human Anatomy and Physiology, BY-307: Functional Genomics, BY-340: Microbiology, BY-375: Microbes to

Molecules, BY-380: Genetics, BY-495: Research in Biology, BY-472: Cell Biology, BY-400: Seminar in Biology

Curriculum Development

- Led and contributed to the development and revision of multiple undergraduate and graduate biology courses, including *Molecular and Microbial Biology: A Discovery-Based Biology Class for Freshmen* (2013-2014).
- Actively engaged in integrating undergraduate research into the curriculum (e.g., Organizer, Integrating Undergraduate Research in the Curriculum, 2017; Organizer, Course-Based Undergraduate Research Experience Workshop, 2016).

STUDENT MENTORING & ADVISING

- Served as **main advisor to 8 master's degree students** and served on 3 doctoral thesis committees.
- Served as **academic advisor to more than 75 undergraduate students**, including pre-health students and biology majors.
- Mentored numerous undergraduate students in research, resulting in extensive conference presentations and publications (details in "Conference Presentations" and "Publications").

RESEARCH & FUNDING

Total Funding Secured: Over \$4.5M as PI

Pending Grants (\$250,000)

1. **Morsy (2025)** Enhancing Biomedical Research and Education Capacity at a Rural PUI Through Acquisition of an Attune Cytpix Flow Cytometer. **National Institute of Health, \$250,00.**

Active Grants (\$1,540,000)

2. **Morsy M (2021 – 2026)** Biology Opportunities and Scholarships for Success II (BOSS II). **NSF S-STEM \$1,500,000**
3. **Morsy M (2025 – 2026)** Enhancing Specialty Crop Sustainability Through Research and Education. **USDA Specialty Crop Block Grant, \$40,000.**
4. **Morsy M (2025)** Academic Research Conference: Advancing Education and Economic Development. **Alabama Association of RC&D Councils, \$25,000**

Completed Grants Selected (total \$2,581,000)

5. **Morsy M (2021 – 2023)** Improving turfgrass drought tolerance using biofertilizer. **USDA Specialty Crop Block Grant, \$40,000.**
6. **Morsy M (2018 –2020)** Enhancement of Strawberry Production using Microbial Symbionts. **USDA Specialty Crop Block Grant, \$25,000**
7. **Morsy M (2016 –2020)** Improving Learning Outcomes Via Enhancement of Biology Research (iLOVE Biology Research), **NSF-IUSE, \$300,000**
8. **Morsy M (2014 – 2020)** Biology Opportunities and Scholarships for Success. **NSF S-STEM, \$609,000.**
9. **Morsy M (2020)** Uncovering the role of *Ampelomyces* Sp. and *Paecilomyces* sp. in improving abiotic stress tolerance, production, and flavor, **Bayer AG, \$11,000.**
10. **Morsy M (2014 –2018)** Confirmation of the roles of fungal genes in plant stress tolerance. **NSF-IOS, \$554,000.**
11. **Morsy M (2015 –2017)** Bio-BOOM: A Closer Step to a Natural Biofertilizer. **USDA Specialty Crop Block Grant, \$25,000.**

12. **Morsy M** (2016 –2018) Application of Fungal Symbiont into Sweet Corn to Improve Productivity and Drought Tolerance. **USDA Specialty Crop Block Grant, \$25,000.**
13. **Morsy M** (2014 – 2016) Bio-BOOM: Boosting Crop Production using Alabama-specific Symbionts. **USDA Specialty Crop Block Grant, \$25,000.**
14. **Morsy M** (2011 – 2014) Plant heat tolerance through cross-kingdom interaction. **NSF-IOS sub-award from Penn State. \$114,000**
15. Roossinck M and **Morsy M** (2010 – 2014) Plant heat tolerance through cross-kingdom interaction. **NSF-IOS, \$758,000**

Key Research Areas:

Plant-microbe interactions, abiotic stress tolerance, genomics, molecular biology, and antibiotic discovery.

PUBLICATIONS (Selected)

1. Mundra S, and **Morsy M** (2024). Applicative and ecological aspects of mycorrhizal symbioses. *Frontiers in Plant Science* 15, 1510941
2. Mundra S, Shockey J, **Morsy M** (2023). Plant microbiome: Ecology, functions, and application trends. *Frontiers in Plant Science*, **14**
3. Nothias LF, [...] **Morsy M**, and Dorrestein PC (2020). Feature-based Molecular Networking in the GNPS Analysis Environment. *Nature Methods*, **17**, 905–908
4. Ludwig M, Nothias LF, Dührkop K, Koester I, Fleischauer M, Hoffmann MA, Petras D, Vargas F, **Morsy M**, Aluwihare L, Dorrestein PC and Böcker S (2020). Database-independent molecular formula annotation using Gibbs sampling through ZODIAC. *Nature Machine Intelligence*, **2**, 629–641
5. **Morsy M.**, Cleckler B., Armuelles-Millican H. (2020). Fungal Endophytes Promote Tomato Growth and Enhance Drought and Salt Tolerance. *Plants* 9, 877
6. Raman V, Anand A, Vasudevan B, Morsy M, Pant B, Lee HK, and Mysore KS (2019). Overexpression of VIRE2-INTERACTING PROTEIN2 in Arabidopsis regulates genes involved in Agrobacterium-mediated plant transformation and abiotic stresses. *Scientific Reports* 9: 13503
7. Liu C, Cleckler B., and **Morsy M**. (2018). Development of an Expression Vector to Overexpress or Downregulate Genes in *Curvularia protuberata*. *Journal of Fungi*. 4(2), 54-68
8. Busby P, Soman C., Wagner MR, Friesen ML, Kremer J, Bennett A, **Morsy M**, Eisen JA, Leach JE, and Dangl JL (2017). Research priorities for harnessing plant microbiomes in sustainable agriculture, *PLOS Biology*.
9. **Morsy M** (2015). Microbial Symbionts: A Potential Bio-Boom. *Journal of Investigative Genomics*, Vol 2, issue 1
10. Al-Hamdani S, Stoelting A, and **Morsy M** (2015). Influence of Symbiotic Interaction between Fungus, Virus, and Tomato Plant in Combating Heat Stress. *American Journal of Plant Sciences*. 6: 1633-1640.
11. Feldman TS, **Morsy M** and Roossinck MJ (2012). Are communities of microbial symbionts more diverse than communities of macrobial hosts? *Fungal Biology*, 116: 465–47.
12. Vaghchhipawala ZE, Vasudevan B, Lee S, **Morsy M**, Mysore KS (2012). *Agrobacterium* May Delay Plant Nonhomologous End-Joining DNA Repair via XRCC4 to Favor T-DNA Integration. *Plant Cell*, 24: 4110–4123

13. **Morsy M**, Oswald J, He J, Tang Y, and Roossinck MJ (2010). Teasing apart a three-way symbiosis: transcriptome analyses of *Curvularia protuberata* in response to viral infection and heat stress. *Biochemical and Biophysical Research Communications* 401: 225–230
14. **Morsy M**, Gouthu S, Orchard S, Thorneycroft D, Harper J, Mittler R, and Cushman C (2008). Charting Plant Interactomes: Possibilities and Challenges. *Trends in Plant Sciences* 13: 183–191
15. Laxmi A, Pan J, **Morsy M**, and Chen R (2008). Light plays an essential role in intracellular distribution of auxin efflux carrier PIN2 in *Arabidopsis thaliana*. *PLOS ONE* 1: 1–11
16. Ciftci-Yilmaz S, **Morsy M**, Song LP, Coutu A, Krizek B, Lewis M, Warren D, Cushman J, Connolly E, and Mittler R (2007). The EAR-motif of the C2H2 zinc-finger protein Zat7 plays a key role in the defense response of *Arabidopsis* to salinity stress. *Journal of Biological Chemistry* 282: 9260–9268
17. **Morsy M**, Jouve L, Hausman JF, and Stewart J McD (2007). Alteration of oxidative and carbohydrate metabolism under abiotic stress in two rice (*Oryza sativa* L.) genotypes contrasting in chilling tolerance. *Journal of Plant Physiology* 164: 157–167
18. **Morsy M**, Almutairi AM, Gibbons J, Yun SJ, and de los Reyes BG (2005). The *OsLti6* genes encoding low molecular weight membrane proteins are differentially expressed in rice cultivars with contrasting sensitivity to low temperature. *Gene* 344: 171–180
19. De los Reyes B, **Morsy M**, Gibbons J, Varma TSN, Antoine W, McGrath JM, Halgern R, and Redus M (2003). A snapshot of the low-temperature stress transcriptome of developing rice seedlings (*Oryza sativa* L.) via ESTs from subtracted cDNA library. *Theoretical and Applied Genetics* 107: 1071–1082.

PROFESSIONAL DEVELOPMENT & COMMUNITY ENGAGEMENT

International Training & Capacity Building

- Trained 20 faculty from the Agricultural University of Ecuador on identifying plant and soil microbiomes via a weeklong workshop (March 26 - April 1, 2023). Discussed dual-degree and exchange programs.
- Trained 45 Moroccan graduate students from the University of Sidi Mohamed Ben Abdellah (USMBA) on plant-fungal-virus interaction via a weeklong workshop (July 23 - August 1). Discussed dual-degree and exchange programs during this visit.
- Trained 26 faculty from the Agricultural University of Ecuador on identifying plant and soil microbiomes via a weeklong workshop (August 18 - 22, 2025).
- Trained 15 graduate students from the University of Sidi Mohamed Ben Abdellah (USMBA), Morocco, on the use of AI as a tool in research, focusing on plant-fungal interaction (November 19- 22, 2025).

Invited Talks (Selected):

1. University of Alabama at Birmingham, 09/2025.
2. The Khalifa Center for Genetic Engineering & Biotechnology, UAE, 06/2022.
3. Neom, Saudi Arabia, 05/ 2022.
4. NaturaGrowth LP, Israel, 05/2022.
5. United Arab Emirates University, Biology Department, 03/2002.
6. Food for Future Summit & Expo, Dubai, UAE, 03/2022.
7. 3rd International Conference on Plant Science & Research (Virtual), keynote Speaker, 05/2021
8. 2nd International Conference on Plant Science & Research (Virtual), keynote Speaker, 06/2020
9. World Agri-Tech, London, 10/2019
10. 3rd Partnerships in Biocontrol, Biostimulants & Microbiome, Philadelphia, PA, 10/2018

11. American Society of Plant Biologists, Montreal, Canada, 07/2018
12. The Alltech Ideas Conference 2018, Lexington, KY, 05/2018
13. 2nd Annual Microbiome AgBioTech Summit, Raleigh, NC, 02/2018
14. Invited participant in the CUREnet Planning Meeting, Carleton College, Northfield, MN, 11/2017
15. Tombigbee RC&D annual meeting, Tuscaloosa, AL, 10/2017
16. Microbiome AgBioTech Summit, Raleigh, NC, 02/2017
17. Claflin University, Department of Biology, Orangeburg, SC, 04/2017
18. Ag-Microbiomes Consortium, hosted by the US National Science Foundation, Asilomar, CA, 06/2016
19. Suez Canal University, Department of Biology, Egypt, 10/2015
20. LaSalle Beauvais Institute Polytechnique, France, 10/2015
21. Birmingham-Southern College, Department of Biology, 10/2015
22. The University of West Georgia, Department of Biology, 09/2015
23. UWA Office of Sponsored Programs, 06/2015
24. The 92nd Annual Meeting of the Alabama Academy of Science: 03/2015

Conference Presentations (Selected Undergraduate/Graduate Student Mentorship)

1. Hunter Reid, Moureen Jepchumba, Blake Cleckler, and Mustafa Morsy (2019). Fungi: Bio-Fertilizer to Improve Crop Productivity. The University of West Alabama Research Symposium, Livingston, AL, March 5th.
2. Kylie Earle, Ashley Brettel, and Mustafa Morsy (2019). Antibiotic-Producing bacteria from UWA campus: Tiny Earth at UWA. The University of West Alabama Research Symposium, Livingston, AL, March 5th.
3. Nelson Kimutai, Victor Onyango, Blake Cleckler, and Mustafa Morsy (2018). Symbiosis: Improved Crop Production via Plant-Fungal Interaction. The University of West Alabama 7th Annual Undergraduate Research Symposium.
4. Darnella Cole, Renosha Barlow, Yasmine Ezell, Kyle Gordy, and Mustafa Morsy (2018). Fresh garlic cloves vs. granules: testing best suppressor of the pathogenic bacterium *Escherichia coli*. 7th Annual University of West Alabama Undergraduate Research Symposium, Livingston, AL.
5. Haley Turner, Leigh Hubbard, Dasha Harrington, and Mustafa Morsy (2017). Discovery of novel antibiotics to fight antibiotic resistant bacteria. CUR's Posters on the Hill. Washington, DC.
6. Riley King, Mara DeLuca, and Mustafa Morsy (2017). Antibiotic Discovery Across Saline Gradient of the Simpson Wildlife Sanctuary. American Society for Microbiology, Microbe meeting.
7. Cole D., Coley A., Atkins J., and Mustafa Morsy (2016). Fighting Antibiotic Resistant Bacteria: The Search Antibiotics. University of West Alabama Undergraduate Research Symposium, Livingston, AL. (Students awarded the Dean's award).
8. Haley Turner, Abigale Coley, and Mustafa Morsy (2016). Uncovering Tomorrow's Medicine: The Search for Novel Antibiotic Cures in Dirt. American Society for Microbiology, ASMMicrobe, Boston, MA.
9. Krystal Aultman, Noah Napier, and Mustafa Morsy (2015). A Discovery from Within: The Search for Antibiotics. University of West Alabama Undergraduate Research Symposium. Livingston, AL. (Student awarded the President's award).
10. Riley King, Austin Tubbs, and Mustafa Morsy (2015). Home Grown Bacteria, Can it hold a Solution for Antibiotic Resistant Bacteria? University of West Alabama Undergraduate Research Symposium, Livingston, AL. (Student awarded the Provost's award).

PROFESSIONAL ASSOCIATIONS

- Alabama Water Institute Affiliated Faculty 2018 - Current
- American Society for Microbiology 2014 - Current

- Tiny Earth Partner and Developer 2013 - Current
- Council on Undergraduate Research 2012 - Current
- Phi Kappa Phi Honor Society 2011 - Current
- International Symbiosis Society 2009 - Current
- American Society of Plant Biologists 2002 – Current

HONORS & AWARDS (selected)

- Phi Kappa Phi Great Minds Award 2023
- Fulbright US Scholar Fellowship 2022
- Featured Cover Story, UWA magazine 2021
- AAAS travel award 2018
- UWA's OSPR Research Star Award 2018
- UWA's OSPR Largest Research Portfolio Award 2017
- CUR's transforming undergraduate research culture & curricula award 2016
- Featured Cover Story, UWA magazine 2016
- Phi Kappa Phi Love of Learning Award 2012
- Travel award, The Institute of Genome Research 2005
- G.O. Mott Outstanding Ph.D. Student Award - UARK 2005

**Board of Trustees
Academic Affairs Committee
May 21, 2026**

Tenure

Recommended Action:
Information item

Background Information:

The University of West Florida Board of Trustees (BOT) tenure approval procedure contemplates that the Board of Trustees award tenure based on the President's recommendation. The UWF-UFF Collective Bargaining Agreement also requires that tenure be awarded by the Board following the specified process.

The Tenure approval process is as follows:

- The UWF BOT considers all recommendations for tenure at its June meeting. Tenure offered as a condition of employment will be considered as needed.
- The University President submits to the BOT a list of faculty recommended for tenure for approval by the BOT. The President's transmittal certifies that each nominee has met the requirements necessary to be granted tenure and will continue to contribute to the University.

Four faculty have been recommended for tenure having fulfilled all necessary requirements. These faculty were nominated for approval in accordance with the requirements of the tenure approval procedure. This recommendation constitutes the President's certification that these faculty have met the university, college, and department standards for tenure.

1. **Dr. Kristi Gilmore**, Communication
2. **Dr. Amrita Gautam**, Mechanical Engineering
3. **Dr. Ajay Lajmi**, Chemistry
4. **Dr. Tim Morse**, Teaching, Leadership, and Research

Implementation Plan:

The UWF Board of Trustees will consider all recommendations for tenure as an action item at its June meeting. Any grant of tenure will be effective as of August 8, 2026.

Fiscal Implications:
None

Relevant Authority:

UWF-UFF Collective Bargaining Agreement Article 16 Tenure

Supports Strategic Direction(s):

Supporting Documents:

1. 2025-2026 Guidelines for Annual Evaluations, Tenure, and Promotion

Prepared by:

Jaromy Kuhl, Senior Vice President and Provost, Division of Academic Affairs, jkuhl@uwf.edu

Presenter:

Jaromy Kuhl, Senior Vice President and Provost



**UWF Guidelines for Annual Evaluations,
Tenure, and Promotion
2025-2026**

Table of Contents

I.	FRAMEWORK FOR DECISIONS	4
A.	DEFINITION OF TERMS.....	4
1.	“Regional Comprehensive University”	4
2.	Compliance Levels	4
3.	Criteria and Performance Indicators.....	4
4.	Categories of Performance	5
B.	TENURE AND PROMOTION CRITERIA	5
1.	University Criteria for Tenure and Promotion.....	5
2.	Departmental Criteria	5
C.	DEPARTMENT ANNUAL EVALUATION PERFORMANCE INDICATORS.....	6
1.	Performance Indicators for Teaching.....	6
2.	Performance Indicators for Scholarship and Creative Projects	7
3.	Performance Indicators for Service	8
II.	ADMINISTRATIVE GUIDELINES	9
A.	TENURE.....	9
1.	Eligibility for Tenure	9
2.	The Role of Chair’s Annual Evaluation in Tenure Review	10
3.	The Department’s Role in Preparation of Tenure-Track Faculty.....	10
4.	The Role of the Department in Tenure Evaluation	11
B.	PROMOTION.....	11
1.	Eligibility for Promotion	11
2.	The Role of the Chair’s Annual Evaluation in Promotion Decisions	11
3.	The Role of the Department in Promotion Evaluation	12
C.	GENERAL PRINCIPLES AND PROCESSES FOR TENURE AND PROMOTION.....	12
1.	Confidentiality.	12
2.	Securing colleague supporting materials.....	12
3.	Preparing the dossier.....	12
4.	Levels of Review.	12
5.	Review Decisions.	13
6.	Department Procedures and/or Bylaws.	13
7.	Tenure and Promotion Review Calendar.....	13
D.	SPECIAL CONSIDERATIONS	15
1.	Linkage of Tenure and Promotion	15
2.	Enhanced Department Requirements	15
3.	Changing Department Standards.....	15
4.	Early Review Considerations	15
5.	Joint Appointment	15
6.	The Candidate is the Chair	16
E.	MATERIALS IN TENURE AND PROMOTION DOSSIERS	16
1.	Format, Scope, and Custody of Dossier Materials	16
2.	Dossier Materials.....	16
F.	ANNUAL EVALUATION PROCEDURES.....	18
1.	Evaluation Period	18
2.	Materials.....	18

3.	The Chair’s Review	20
4.	Faculty Rebuttal to Chair’s Review.....	20
5.	Dean’s Review	20
6.	Faculty Rebuttal to Dean’s Review	20
7.	Provost’s Review	20
8.	Calendar for Annual Evaluations.....	21
III.	DOCUMENT HISTORY	21
	APPENDIX A	22
I.	TEACHING PERFORMANCE INDICATORS	22
A.	“EXCEEDS EXPECTATIONS” PERFORMANCE.....	22
B.	“MEETS EXPECTATIONS” PERFORMANCE	22
C.	“DOES NOT MEET EXPECTATIONS” PERFORMANCE	23
D.	“UNSATISFACTORY” PERFORMANCE	24
II.	SCHOLARSHIP AND CREATIVE PROJECTS PERFORMANCE INDICATORS.....	24
A.	“EXCEEDS EXPECTATIONS” PERFORMANCE.....	24
B.	“MEETS EXPECTATIONS” PERFORMANCE	24
C.	“DOES NOT MEET EXPECTATIONS” PERFORMANCE	25
D.	“UNSATISFACTORY” PERFORMANCE	25
III.	SERVICE PERFORMANCE INDICATORS	25
A.	“EXCEEDS EXPECTATIONS” PERFORMANCE.....	25
B.	“MEETS EXPECTATIONS” PERFORMANCE	26
C.	“DOES NOT MEET EXPECTATIONS” PERFORMANCE	26
D.	“UNSATISFACTORY” PERFORMANCE	27
	APPENDIX B	28
	APPENDIX C	29
	APPENDIX D.....	30

I. FRAMEWORK FOR DECISIONS

A. DEFINITION OF TERMS

1. “Regional Comprehensive University”

Henderson (2007) elaborated the following unique features of the regional comprehensive university. Such institutions

- democratize education, making a college education broadly available to students with diverse preparation and motivation,
- focus specific attention on meeting the workforce needs of the region,
- emphasize the importance of effective teaching over research productivity,
- range from medium to large in size,
- concentrate on undergraduate education but offer selected graduate courses at the master’s level and a limited number of doctorates,
- are primarily supported through state funding and tuition.

The term “comprehensive” does not imply that the university will offer every conceivable university program, but instead connotes that the university is multi-purpose and selective in its goals. As such, faculty roles can be diverse in the regional comprehensive university, including those entirely committed to teaching and others whose primary focus is research. However, the majority of faculty will strive to balance commitments across teaching, scholarly and creative projects, and service in accordance with their departments’ mission.

2. Compliance Levels

When describing procedures and requirements, this policy document uses the verbs **must**, **should**, and **may**. The meanings follow:

- **Must** implies that the department must comply in all cases, without exception.
- **Should** implies a presumptive requirement, and the department is expected to comply in all cases. However, when “should” is used, the department may, in certain limited circumstances, deviate from the requirement. Deviations should be the exception, not the rule, and should be justified by the department during the review process.
- **May** indicates a polite suggestion that departments are encouraged to address, if appropriate.

3. Criteria and Performance Indicators

- “University tenure and promotion criteria” addresses expectations about aspects of performance for major personnel decisions that are common across departments and programs.
- “Department tenure and promotion criteria” refers to the expectations departments develop for purposes of tenure and promotion decisions.
- “Department annual evaluation performance indicators” describes how departments adapt university criteria to fit their disciplines. Performance indicators reflect activities that faculty **must** have actually accomplished so that personnel committees can fairly evaluate whether a Candidate satisfies the university and department expectations.

These indicators might also be viewed as outcome measures, as they capture the outcomes that are expected for achieving a given performance rating.

4. Categories of Performance

These adjectives are ordinal rankings of the department annual evaluation performance criteria: “Exceeds Expectations,” “Meets Expectations,” “Does Not Meet Expectations,” and “Unsatisfactory.” Departments **must** use performance criteria that reflect the same ordinal scale and the same adjectives to depict that scale. These ordinal rankings are defined in the Florida Board of Governors’ Regulation 10.003.

- **Exceeds Expectations:** a clear and significant level of accomplishment beyond the average performance of faculty across the faculty member’s discipline and unit.
- **Meets Expectations:** expected level of accomplishment compared to faculty across the faculty member’s discipline and unit.
- **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.
- **Unsatisfactory:** performance fails to meet expectations that reflect disregard, or failure to follow previous remediation efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable university regulations and policies.

B. TENURE AND PROMOTION CRITERIA

1. University Criteria for Tenure and Promotion

The University extends the annual evaluation criteria defined in Department/Unit bylaws for a faculty member’s teaching, scholarly/creative projects, and service, to the evaluation of a faculty member’s teaching, scholarly/creative projects, and service for consideration of tenure and promotion. A faculty member’s eligibility for tenure or promotion in teaching, scholarly/creative projects, and service **shall** reflect the annual evaluation ratings (inclusive of both the Dean and Chair ratings) received by the faculty member in each category of teaching, scholarly/creative projects, and service over the evaluation window. To meet the University criteria’s minimum standard for tenure or promotion, a faculty member **should** demonstrate no less than a majority of “Meets Expectations”/“Excellent” annual evaluation ratings in teaching, scholarly/creative projects, and service over the pre-tenure/promotion window.

2. Departmental Criteria

In addition to the University Criteria for tenure and promotion, departments **may** adopt additional departmental criteria for tenure and promotion. Departments **should** strive to create tenure and promotion evaluation criteria that are as straightforward and transparent as possible. Department tenure and promotion criteria **must** clearly state how ordinal annual evaluation rankings (along with other factors the department determines are important) translate to the conclusions drawn in tenure and promotion decisions. Candidates for tenure and promotion are responsible for assembling portfolios in which the weight of evidence documents sustained performance at the appropriate levels required for favorable decisions. Departments **should** provide guidance to faculty on what constitutes acceptable sustained performance. For

example, departments **may** require a specific level of achievement for two or three years as evidence of readiness for tenure or promotion.

C. DEPARTMENT ANNUAL EVALUATION PERFORMANCE INDICATORS

Departments **should** devise Annual Evaluation Performance Indicators that reflect the mission of the university and department. In each of the three areas (teaching, scholarly/creative projects, and service) departments **must** develop specific and measurable performance indicators that address the following:

- Quality criteria relevant to each activity
- The frequency of activities and outcomes expected within review period, where relevant.

Performance indicators **must** clearly distinguish the differences between and among performance criteria (ordinal rankings: “Exceeds Expectations,” “Meets Expectations,” “Does Not Meet Expectations,” and “Unsatisfactory”). Appendix A provides university-level behavioral criteria for the four levels of performance that guide department discussions of their criteria.

1. Performance Indicators for Teaching

Because high-quality teaching is critical to the university’s regional comprehensive mission and vision, “Meets Expectations” performance is **required** for all tenure and promotion decisions. Teaching includes all teaching and learning activities in and out of the classroom that result in relevant, appropriate course learning outcomes, including the following:

- Face-to-face classroom teaching at Pensacola or branch campuses
- Online teaching
- Teaching in distance learning circumstances
- Research group and one-on-one supervision and mentoring
- Studio teaching in group or one-on-one formats
- Continuing education assignments
- Advising/Mentoring
- Community-engaged teaching with organizations/community partners to enhance student learning and community outcomes (Appendix D)

Department performance indicators for teaching **should** include student evaluations of teaching. Conclusions drawn about teaching performance **may** also be influenced by the following indicators:

- Teaching awards and other accomplishments related to teaching
- Pedagogical and quality enhancement activities that improve learning (e.g., active learning and student engagement techniques)
- Participation in professional development activities that improve teaching
- Respect for students and their rights
- Quality of teaching philosophy
- Quality of syllabi and course goals
- Effectiveness of assessment practices
- Evidence of student support practices
- Effectiveness of advising/mentoring and student supervision practices

- Quality of execution of special teaching assignments (e.g., honors, capstone, General Studies)
- Quality of supervision of thesis, dissertations, or field experiences
- Impact and outcomes of community-engaged projects and partnerships
- Internal or external recognition and awards for community-engaged teaching initiatives
- Other relevant performance indicators specified by the department

2. Performance Indicators for Scholarship and Creative Projects

Departments **must** adopt performance indicators for scholarship and creative projects, taking into consideration issues of both quality and frequency of production, where relevant, that are consistent with the university's mission, vision, and resources to support scholarly and creative work. Accordingly, departments **should** consider a broad range of activities that express their mission and vision as well as community-engaged scholarship, as appropriate. Moreover, departments **should** recognize that regional comprehensive universities have limited resources that **may** constrain scholarly expectations (e.g., relatively limited travel support diminishes the opportunity for international participation).

Scholarship and creative projects **must** be externally reviewed and publicly available. These projects include the following:

- Creation, production, exhibition, artistic performance, or publication of works by one or more individuals demonstrating originality in design or execution
- Discovery of new knowledge
- Development of new technologies, pedagogy, methods, materials, or uses
- Integration of knowledge leading to new understanding
- Application of knowledge to consequential problems including action-oriented research projects that address real-world issues and require stakeholder engagement and impact.
- Community-engaged scholarship that collaborates with local, regional, or global communities to address mutual interests and challenges (Appendix D).

Departments **should** consider and address a wide range of venues for disseminating scholarly and creative projects, including the following:

- Peer-reviewed publications
- Editorially reviewed publications
- Convention and conference contributions
- Grant activity
- Electronic outlets
- Broad performance venues for the creative and performing arts
- Other performance indicators for service deemed acceptable to the department

Conclusions drawn about the quality of scholarly and creative projects **may** be influenced by the following performance indicators:

- Recognition or awards earned
- Scholarly or creative projects agenda or creative plan

- Peer reviews or other evidence of quality
- Adherence to ethical standards
- Professional development activity (e.g., licensure, technology training, etc.)
- External grants or other support to facilitate scholarship or creative activities
- Time management skills
- Skilled use of collaboration as demonstrated by the commitments proposed, accepted, and fulfilled (e.g., group projects, creative activities, and grants)
- Impact and outcomes of community-engaged scholarship and creative projects. For community-engaged scholarship, departments should consider both quantifiable measures (e.g., increased community participation, improved public health outcomes, etc.) and qualitative measures (e.g., testimonials from community partners, media coverage, or documented changes in community practices).
- Other relevant performance indicators specified by the department

3. Performance Indicators for Service

Departments **must** adopt performance indicators for service, taking into consideration issues of both quality and frequency, which are consistent with the university's mission and vision. Moreover, departments **should** recognize that service is relatively more important in a regional comprehensive university than what might be expected at a research-intensive university.

Service activities **may** include the following:

- Service to university or college or department
- Discipline-related service to the community
- Service as Department Chair or Program Director
- Unremunerated consultancies
- Community engagement related to one's discipline including initiating, sustaining, and assessing community partners/partnerships in collaboration or with reciprocity (e.g., community outreach projects, public lectures and presentations, etc.) See Appendix D.
- Advising student organizations
- Service to academic or professional organizations (e.g., editorial review boards, organization leadership; conference organizer)
- Travel time to and from remote campuses locations

Although there is no specific requirement about the balance of service activities that the faculty should select, there is an expectation that the faculty member will function effectively as a department citizen, assisting in completing the work of the department's programs.

Faculty will vary in their execution of a service plan. For example, service **may** reasonably emphasize activity on the campus at the expense of the other options where that plan works with the university and department missions. In such a case, greater depth of service would be expected.

As faculty progress in their service commitments, the general trend is to move from less involved participation (e.g., "sitting" on a committee and being reactive to emerging plans) through more intense investment (e.g., exercising leadership and solving service problems proactively).

At the outset of employment, service activities are likely to be the relatively lowest priority of the three categories. As such, department Chairs and Program Directors should advise new faculty about the necessity of service in a regional comprehensive university and how these activities can be incorporated strategically into their work assignments. Service expectations should be somewhat lighter for new faculty who are establishing themselves as teachers and scholars/artists, but new faculty should ultimately be encouraged to render high quality service in their selected activities. Departments should provide equitable access to service opportunities for all members and be reasonable in making service assignments that fit with other faculty responsibilities.

Community service is more valuable when it is related to a faculty member's disciplinary background. For example, a biology professor serving as the director of a local church choir would not represent service contributions for the purpose of promotion and tenure evaluation. However, such a service for a music professor probably would. Departments' performance indicators **may** address how compensated service should be evaluated in the context of their discipline and department.

Conclusions drawn about quality of service **may** be influenced by the following performance indicators:

- A measure of the scope of service activities
- Quality of service leadership
- Service agenda well suited to regional comprehensive university mission
- Service contributions represent strategic decisions that balance demands from the discipline, department, campus, and community
- Recognition for service inside or outside of the university or both
- Synergy between faculty member's area of expertise and service function
- Impact of mutually beneficial community partnerships- the extent to which the partnership addresses a community need, creates geographic impact, and fosters reciprocity from the community partner (e.g., contributions that benefit the university, faculty, or students).
- Other service activities defined by the department

II. ADMINISTRATIVE GUIDELINES

A. TENURE

1. Eligibility for Tenure

- a. Faculty beginning careers at UWF. Candidates for tenure **must** submit for tenure review no later than the fall of the 6th year of employment. Candidates for tenure with unusually strong performance records **may** submit for review no earlier than the fall of the 5th year.
- b. Faculty transferring to UWF. Faculty members **may** negotiate up to 2 years of credit toward tenure based on past performance. The initial appointment letter **must** clearly identify the number of years of credit toward tenure. When the Dean grants 2 years of credit toward tenure, regular consideration for tenure will transpire in the fall of the 4th year of employment. Early consideration for tenure, in cases where Candidates demonstrate unusually strong performance, will initiate tenure review in the fall of the 3rd year. In cases for which service outside UWF produced credit toward tenure, a copy of the initial

appointment letter documenting this credit **must** be included in the portfolio. Any subsequent changes to years of credit toward tenure also **must** be documented and included in the portfolio.

2. The Role of Chair's Annual Evaluation in Tenure Review

The Chair's annual evaluations provide systematic feedback to the faculty member over the course of employment. The Chair **shall** evaluate each faculty member annually in writing, assess progress toward tenure and promotion, give the faculty member a copy of the written evaluation, and discuss the written evaluation with the faculty member. If the evaluation reflects deficiencies in the faculty member's performance, the Chair **shall** make specific suggestions to give the faculty member an opportunity to improve performance, thereby enhancing the likelihood of successful tenure and/or promotion. The faculty member **may** submit a rebuttal to the annual evaluation that will become part of the official file.

The Chair's annual evaluations should carry some degree of weight in tenure and promotion decisions; however, this perspective represents just one component of the formal review process. At each level of review, the Candidate's accomplishments are subject to professional and peer evaluations of the dossier. Therefore, strong annual evaluations represent summative feedback about faculty performance but cannot be construed as a guarantee of either tenure or promotion.

3. The Department's Role in Preparation of Tenure-Track Faculty

Departments **must** have a procedure devoted to mentoring new faculty. Departments have the responsibility for designing and maintaining a mentoring program that facilitates new faculty members' professional growth and adaptation to the university.

It is also the responsibility of the department to conduct a review during the midpoint of the probationary period. The Dean **must** identify the approximate date of the mid-point review in the initial appointment letter. The Chair **shall** take responsibility for ensuring that the department completes the review, whether the Chair provides the evaluation or delegates the responsibility (e.g., mentoring committee). The procedure for the review **shall** be described in departmental bylaws.

The mid-point review is intended to provide formative feedback to optimize faculty success in the tenure decision. The review should corroborate success and encourage faculty who are making solid progress toward tenure, inform faculty who **may** need to improve in selected areas of performance, and warn faculty where lack of progress could jeopardize a favorable outcome. Faculty members **may** elect to include a copy of the mid-point review in the tenure portfolio; however, inclusion is not required.

All mid-point reviews should address the performance of annual assignments including teaching, scholarly and creative projects, and service occurring during the preceding tenure-earning years of employment. In addition, all reviews should assess overall performance and contributions critically in light of mid-point expectations. The mid-point review will not be as extensive as the formal tenure review that occurs toward the end of the probation period, but should be based on a set of documents, including a current vita; annual evaluations; student evaluation of teaching; selected examples of teaching materials and scholarship; and a self-evaluation by the faculty member. The Dean will review the department's written mid-point

review and respond to the department and the faculty member in writing. Further use of these materials is at the discretion of the faculty member.

4. The Role of the Department in Tenure Evaluation

All tenured faculty in the department or unit **shall** vote regarding the acceptability of tenure for the Candidate. The **unsigned** ballots will be electronically scanned and uploaded to the tenure case in Interfolio **without disclosure of how individual faculty voted in the decision**. (See Appendix B for the form on which to record the results of the secret ballot.)

In cases where there are fewer than three tenured faculty to assist in making the tenure evaluation decisions, the respective college council **shall** develop a procedure to provide an additional evaluation method. Chairs **shall** notify the college council at the start of the academic year when an alternative needs to be implemented.

B. PROMOTION

1. Eligibility for Promotion

The faculty member and the Chair **shall** confer about the readiness of the faculty member as a Candidate for promotion. The process of submitting a dossier for consideration for promotion **shall** be initiated upon request of the faculty member or upon agreement between the faculty member and Chair. The Chair will forward the request to the Dean.

Eligibility for promotion involves both quality of performance and time served in existing rank. Candidates will typically be considered worthy of promotion consideration when their annual evaluations demonstrate quality in performance consistent with the expected level of performance for the rank to which the Candidate aspires as indicated in departmental bylaws. Candidates will also have to achieve any specific targets for the production of scholarly and creative projects that are identified in department bylaws, criteria, or policies.

If Candidates do not succeed in their bid for promotion, they should refrain from immediate resubmission unless the intervening changes show substantial improvements. Results of all prior unsuccessful reviews **shall** be required in subsequent promotion reviews.

- a. **Promotion to Professor.** Candidates for Professor will typically complete at least 5 years of employment at the associate level, 3 of which should transpire at UWF. Candidates **may** submit for review after the completion of 4 years of employment at the associate level, at least 3 years of which have transpired at UWF, in exceptional cases where annual evaluations point to success in meeting performance expectations.
- b. **Promotion to Associate.** Candidates for Associate Professor will typically complete 5 years of employment at the assistant professor level before submitting a dossier for review in the fall of the 6th year. Candidates **may** submit for review after the completion of 4 years of employment in exceptional cases where annual evaluations point to success in meeting performance expectations.
- c. **Promotion to Senior Research Associate.** Candidates for Senior Research Associate will complete 5 years of employment at the research associate level before submitting a dossier for review in the fall of the 6th year.

2. The Role of the Chair's Annual Evaluation in Promotion Decisions

The Chair **shall** be responsible for keeping the faculty member informed about the Chair's assessment of the faculty member's accomplishments and progress towards promotion. Candidates and administrators should refer to relevant articles in the Collective Bargaining Agreement for guidance.

3. The Role of the Department in Promotion Evaluation

The department **shall** set their own policies and procedures for providing input on a Candidate's readiness for promotion. If an out-of-unit Associate Professor does not have a teaching obligation as part of the out-of-unit faculty member's work assignment, any enhanced criteria, whether created on the departmental or university level, shall be aligned with the performance expectations associated with the out-of-unit faculty member's work assignment.

C. GENERAL PRINCIPLES AND PROCESSES FOR TENURE AND PROMOTION

1. Confidentiality.

All evaluators, including faculty, Chairs, Deans, and committee members as well as staff members who assist in the process **shall** keep all recommendations and committee deliberations in strict confidence.

2. Securing colleague supporting materials.

In consultation with the Candidate, the Chair **must** secure 3 evaluation letters for personnel decisions (tenure and/or promotion) from knowledgeable peers outside the university who have expertise in the Candidate's discipline. For these letters, peers should be in a position to make independent judgments. The evaluators should specify how long and in what capacity they have known the Candidate and include an abbreviated curriculum vita. Prior to the consideration of the faculty member's candidacy, the Candidate should review the contents of the relevant file and **may** attach a brief response to any materials therein.

3. Preparing the dossier.

Faculty members are encouraged to consult with the Chair as a mentor to facilitate the smoothest preparation process possible; however, ultimately the Candidate **shall** be responsible for including all pertinent information in the dossier in the recommended order and meeting appropriate deadlines. The Chair **shall** assist the Candidate with preparation of the dossier and **shall** make available to the Candidate all necessary materials, information, and forms.

4. Levels of Review.

Before the President makes a final decision on the status of the application, the Candidate's dossier will undergo sequential review by the following entities:

- the department (in the case of tenure) and Chair
 - If the Candidate is the Chair of the unit, the dossier will be forwarded to the next level of review.
- the College Faculty Personnel Committee (CFPC)
- the Dean
- the University Faculty Personnel Committee (UFPC)
- the Provost.

Each review judgment should be regarded as independent and advisory.

A review by the UFPC will be required if there are any negative reviews from any prior reviewing bodies. Additionally, the Provost **may** request a UFPC review if they believe that further deliberation and input will facilitate the most defensible decision. Any Candidate **may** also request a review by the UFPC.

A review by the UFPC will not be required under the following conditions:

- a) The departmental faculty renders majority support, or tie vote, in favor of the Candidate in the case of tenure; and
- b) The Chair agrees with the majority (or breaks the tie) in favor of the Candidate; and
- c) The CFPC agrees in favor of the Candidate, with no negative opinions; and
- d) The Dean agrees in favor of the Candidate.

In summary, a Candidate whose dossier produces no negative feedback through the Dean's level of review should not expect to be reviewed by the UFPC unless extenuating circumstances prompt the Provost to ask for additional assistance from the UFPC.

The President **shall** recommend to the University Board of Trustees on all tenure matters, considering the recommendations of all groups or individuals described in this statement.

The President shall review the advisory committees' recommendations and shall make a final and binding determination regarding the success of the faculty member's application for promotion

5. Review Decisions.

All reviewers **shall** exercise independent judgment. Each decision, starting with the decision made by the Chair, **must** be accompanied by a rationale for the decision made. When a decision is unfavorable, the rationale should provide sufficient detail to enable the Candidate to address the concerns in a rebuttal. The conclusions of the CFPC and UFPC committee **must** reveal the vote tally; however, the decision **must** not disclose how individual committee members voted in the decision.

6. Department Procedures and/or Bylaws.

Departments **shall** ensure that relevant department procedures and/or bylaws are in accord with the principles outlined in this document.

7. Tenure and Promotion Review Calendar.

The following represents the schedule by which the various levels of decisions will be rendered for promotion and tenure.

2025

- | | |
|--------------|--|
| JUN 27 (Fri) | The Dean shall provide to each Department Chair a list of faculty members eligible to apply for tenure and promotion in the Chair's department. |
| AUG 29 (Fri) | Deadline for those faculty members with credit towards tenure to withdraw all or a portion of such credit (may only be withdrawn once). |

- SEP 2 (Tue) The Candidate provides an updated curriculum vitae (CV) and other materials as stated in Section II.E, Materials in Promotion and Tenure Dossiers.
- SEP 26 (Fri) The Department Chair receives external letters, adding them to the dossier, and confers with the Candidate. Electronic copies of the secret ballots for tenure cases **must** also be added.
- OCT 27 (Mon) The Department Chair adds their recommendation letter to the dossier and **must** ensure that a copy of their recommendation letter is accessible by the Candidate no later than this date.
- NOV 3 (Mon) The Candidate adds a rebuttal letter to the dossier (if they choose).
- NOV 4 (Tue) The Department Chair forwards the dossier to the College Faculty Personnel Committee (CFPC).
- DEC 1 (Mon) The CFPC adds its recommendation letter and **must** ensure that a copy of the recommendation letter is accessible by the Candidate no later than this date. The CFPC also sends a copy of their recommendation letter to the Department Chair.
- DEC 8 (Mon) The Candidate adds a rebuttal letter to the dossier (if they choose).
- DEC 9 (Tue) The CFPC Chair forwards the dossier to the Dean.

2026

- JAN 12 (Mon) The Dean adds their recommendation letter to the dossier and **must** ensure that a copy of the recommendation letter is accessible by the Candidate no later than this date. Dean also sends a copy of the recommendation letter to the Candidate's Department Chair and the CFPC.
- JAN 20 (Tue) The Candidate adds a rebuttal letter to the dossier (if they choose).
- JAN 21 (Wed) The Dean forwards the dossier to the Provost who forwards the dossier to the University Faculty Personnel Committee (UFPC), when necessary.
- FEB 9 (Mon) The UFPC adds its recommendation letter and **must** ensure that a copy of the recommendation letter is accessible by the Candidate no later than this date. UFPC sends a copy to the Department Chair, Dean, and Chair of the CFPC.
- FEB 16 (Mon) The Candidate adds a rebuttal letter to the dossier (if they choose).
- FEB 17 (Tue) The UFPC Chair returns the dossiers the UFPC reviewed to the Provost. All dossiers are available for the Provost to review.
- MAR 15 (Sun) A Faculty Member being considered for tenure prior to the sixth (6th) Year may withdraw from consideration on or before March 15 without prejudice. (CBA 16.2e)**
- MAR 16 (Mon) The Provost adds their recommendation letter and **must** ensure that a copy of the recommendation letter is accessible by the Candidate no later than this date, and sends a copy to the Department Chair, Dean, and Chair of the CFPC. A copy will only go to the Chair of UFPC if the UFPC wrote a recommendation.

- MAR 23 (Mon) The Candidate adds a rebuttal letter to the dossier (if they choose).
- MAR 24 (Tue) The Provost forwards all dossiers to the President.
- APR 20 (Mon) The President informs the Candidate of the promotion decision and/or tenure recommendation, in writing, with copies to the Department Chair, Dean, Provost, and the Chairs of the CFPC and UFPC.
- MAY 21 (Thu)* UWF Board of Trustees Academic Affairs Committee Meeting to discuss and vote on tenure.
- JUN 18 (Thu)* UWF Board of Trustees Full Board Meeting to discuss and vote on tenure.

* Dates subject to change

D. SPECIAL CONSIDERATIONS

1. Linkage of Tenure and Promotion

Many Candidates will go up for promotion to associate and tenure at the same time; however, that linkage is not a university requirement. Reviewers should recommend tenure, but not promotion, only when they have confidence that the Candidate is close to qualifying for promotion. Otherwise, departments **may** end up with the challenge of having made a career commitment to a faculty member who will be unable to realize the full range of faculty demands during their careers at the university, perhaps having an adverse long-range impact on the quality or scope of what the department can accomplish.

2. Enhanced Department Requirements

Departments can exercise more stringent performance requirements than the university standards as described in Part I, as long as they are consistent with the Collective Bargaining Agreement. Such enhancements **must** be clearly identified in department bylaws as enhancements beyond university standards so reviewers who do not share the department's disciplinary orientation can understand and support the department's standards.

3. Changing Department Standards

Changes in department standards **must** be consistent with the applicable provisions in the Collective Bargaining Agreement. Changes are considered finalized when posted to the Academic Affairs website.

4. Early Review Considerations

Some Candidates for tenure and/or promotion **may** be inclined to take advantage of the option to go up early for review for tenure or promotion. In general, Candidates should only go up early when the history of work supports a favorable and easy decision at all levels of review. If the Candidate is unsuccessful in an early bid for tenure and/or promotion, the results of the first review along with any recommendations made by the reviewing body will be included in any subsequent review.

5. Joint Appointment

If a faculty member is hired as a joint appointment, the Chairs of the respective departments will confer at the time of the appointment to determine which department will serve as the

primary for administrative purposes. The Chair of the primary department **shall** be responsible for personnel decision processes, but is obliged to confer with the Chair of the secondary department before rendering judgment. The relevant departments **shall** confer regarding how the faculty member's scholarly or creative agenda should relate to relevant evaluation criteria. If an existing faculty member's status is changed to a joint appointment, the administrative responsibilities between the departments should be determined at the point when the change in status transpires. In a joint appointment, the standard for scholarly production should be a hybrid of the two departments' expectations; the faculty in a shared appointment should not be expected to meet separate production targets for both departments.

6. The Candidate is the Chair

There will be cases where the faculty member being considered for tenure and/or promotion is the Chair of the department. In these cases, the Dean, or designee, will collect external letters of support, and secret ballots for tenure to add to the dossier. The Chair's dossier will be forwarded to the next level of review once these documents have been procured.

E. MATERIALS IN TENURE AND PROMOTION DOSSIERS

1. Format, Scope, and Custody of Dossier Materials

To facilitate the work of review committees and responsible University officials, Candidates applying for tenure and/or promotion should arrange their documentation and supporting material in the order listed below.

Candidates should restrict the inclusion of materials in their evaluation files to those that are germane to fair consideration of Candidate's contributions. Evaluation files that include irrelevant or redundant materials inhibit the work of committees and administrators and are inimical to the best interests of the faculty member and the institution.

Once the Candidate submits the dossier, the custody of the dossier moves from Chair to Dean to Provost, in accordance with the tenure and promotion schedule. Should the Candidate wish to include additional material after submitting the dossier, the custodian of the dossier will indicate date of receipt on the added materials. The custodian **must** notify the Candidate if materials (e.g., late-arriving evaluations) are added to the file after submission. A copy of the materials will be sent to the faculty member within 5 days. See the Collective Bargaining Agreement for additional detail. Materials added after submission **shall** not trigger reevaluation from reviewers who have already rendered judgment.

2. Dossier Materials

Faculty will upload their digital files into the Interfolio system (see Appendix C, UWF Interfolio)

a. A copy of the approved departmental promotion and tenure criteria.

- Changes to promotion criteria (CBA 15.3f) If a faculty member makes application for promotion within three (3) years following the effective date of changes in promotion criteria, such faculty member will be evaluated under the previous criteria unless they have notified the University in writing at least thirty (30) days prior to commencement of the promotion review process of a choice to be evaluated under the new criteria.

- Changes to tenure criteria (CBA 16.4e) If a faculty member has at least three (3) years of tenure-earning credit as of the date on which the tenure criteria are adopted (under CBA section 16.4(a) through (d)), the faculty member will be evaluated for tenure under the criteria as they existed prior to modification unless the faculty member has notified the University at least thirty (30) days prior to commencement of the tenure consideration that they have chosen to be evaluated under the newly-adopted criteria.
 - If the faculty member chooses to be evaluated under new criteria, a statement should be included indicating that choice.
- b. Statement of contributions justifying tenure and/or promotion. This statement should include the Candidate's self-evaluation concerning teaching, creative and scholarly activities, and service. The Candidate should address not only the quantity but the quality and significance of their work.
 - c. Curriculum Vitae (CV). The CV should clearly define publication headings, e.g., books and other monographs, journal articles, conference proceedings, and technical reports. Published items and items forthcoming should be clearly distinguished and separately listed. The CV should also distinguish work that is peer reviewed. Please ensure the CV included is current and up to date.
 - d. Letter of initial appointment.
 - e. Annual work assignments and annual evaluations of the Candidate's performance since joining UWF or since their last promotion. Annual evaluation documentation should include both the Chair and Dean's evaluations plus any rebuttal letters. Candidates **may** initially choose to redact the Chair's statements regarding progress toward tenure; however, the Candidate **must** honor a request from any reviewer to submit the statements of progress.
 - f. Student evaluation data. Candidates **must** submit numerical results of all student course evaluations that have been conducted during the 3 years preceding the review. Those who have been on sabbatical or leave during the preceding 3 years should submit all student course evaluations conducted over the 4 years preceding the review. Ideally, the 3 most recent years of student evaluation data should be considered. If any data are missing for any other reason, the Candidate **shall** offer an explanation.
 - g. External evaluation letters (3 letters).
 - h. Secret ballot results (in the case of tenure).
 - i. Documentation of special circumstances. Any situations that require a departure from the expected procedure should be documented in this section.

Examples include:

- If a Candidate has been unsuccessful in a prior application for tenure and/or promotion, the Candidate **must** include the judgments and recommendations (Chair, CFPC, Dean, UFPC, Provost, and President) from the prior deliberation in this section of the current dossier.

- If a Candidate or Chair has requested materials to be included after the dossier has been submitted, the cover letter making the request should be included in this section of the current dossier.
- j. List of supporting materials. Examples of Teaching and Advising/Mentoring, Scholarship and/or Creative Activity, and Professional Service should be included here.

During the course of review, the following documents will be added to the packet and shared with the Candidate.

- Recommendation of Chair (Any rebuttal letter.)
- Recommendation of CFPC (including the vote tally). (Any rebuttal letter.)
- Recommendation of Dean (Any rebuttal letter.)
- Recommendation of UFPC (including the vote tally). (Any rebuttal letter.)
- Recommendation of Provost. (Any rebuttal letter.)
- Recommendation of President. (Regarding Tenure)
- Decision of President. (Regarding Promotion)
- Confirmation of Tenure by the UWF Board of Trustees.

F. ANNUAL EVALUATION PROCEDURES

1. Evaluation Period

The evaluation period should correspond to the type of appointment. For example, 12-month faculty should be evaluated over the entire year whereas 9-month faculty should be evaluated only for those semesters included in the regular contract; summer teaching for 9-month faculty members should not be included.

Faculty retiring at the end of the fall or spring semesters are not required to undergo an annual evaluation for that academic year period. Faculty should confer with their department Chair and College Dean's Office to ensure that the appropriate paperwork has been filed to confirm the planned retirement date. A letter of intent to retire will not suffice.

Should a faculty member decide not to retire later as originally planned, the annual evaluation **must** be completed for that academic year.

2. Materials

a. Faculty Prepared Materials

For the evaluation period, the faculty member will prepare the following for submission to the Chair:

- Updated Curriculum Vitae (CV)
- ACRES forms or other indication of distribution of effort
- At least one exemplar of teaching quality in addition to the standard university teaching assessment material. Exemplars should be consistent with indicators identified in the Tenure and Promotion guidelines, such as outcome assessment data, peer review observations, syllabi, assessment samples, etc. Acceptable supplemental exemplars **may** also be outlined in department/unit bylaws. CBA 11.2(b)(2)d

- Statement of contribution. The purpose of the statement is to highlight the noteworthy achievements of the year. Any extenuating circumstances that should be considered in rendering judgment about unusual constraints should also be articulated in the statement. The contribution form **may** include a self-assessment of quality endorsed by the department or college. The statement of contribution should not merely repeat or list data provided in either the vita or ACRES form. Instead, the emphasis should be on quality of effort and scope of impact. Chairs, Deans, and the Provost **may** require specific forms or narrative formats for the statement of contribution. If ACRES information is not available at the time, please provide other documentation indicating distribution of effort.

Examples of appropriate contributions **may** include the following:

- indication of high quality of course-related student contacts, including advising/mentoring, counseling, student conferences, and thesis and/or intern supervision.
- high quality of course syllabi that provide appropriate and clear direction, including articulation of student learning outcomes.
- evidence of appropriately rigorous intellectual demands made upon students, including examples of high quality of test design or assignments.
- peer or Chair classroom evaluation.
- assessment data reflecting appropriate student progress in mastering course content and achieving course outcomes.
- description of substantial revision of established courses or development and teaching of new courses.
- description of professional growth that will enhance the faculty member's value as a teacher.
- peer evaluations that identify progress made toward achieving pedagogical goals.
- evidence of quality is derived from a peer reviewed process related to a creative or scholarly work.
- a formal note of appreciation for service that emphasizes scope of impact or significance of service.
- self-assessment that highlights how submitted material supports success in fulfilling course objectives and achievement at a particular performance level.
- evidence of sustained, impactful, and mutually beneficial community engagement initiatives that address community needs.
- feedback from community partners on the effectiveness and impact of collaborative projects.
- evidence of internal or external awards or public recognition for contributions to community engaged initiatives.

b. Student Evaluation Data

Student evaluations will be conducted on all courses and all sections for the contract period. The faculty member has access to the evaluations only after grades in the courses have been assigned. Candidates **must** submit numerical and narrative student comments on all courses conducted during the regular academic year. Candidates **may** choose to submit additional evaluation material from the summer session, but it is not required.

3. The Chair's Review

The Chair and faculty member discuss the evidence the faculty member has submitted. The Chair considers and weighs all evidence relevant to the decision and produces a defensible judgment that is subsequently reported to the faculty member. The Chair **may** propose that judgment as tentative and request further feedback and discussion from the faculty member. The Chair's judgment will include both quality of performance during the academic year as well as estimating progress, or lack thereof, toward relevant tenure and promotion decisions.

Both the Chair and the faculty member sign the evaluation. Faculty signature signifies that the discussion has been conducted. It does not connote agreement with the Chair's conclusions. The Chair submits to the Dean the total annual evaluation file on which the Chair's judgment was based.

4. Faculty Rebuttal to Chair's Review

A faculty member who is convinced that the Chair has rendered judgment that underestimates performance is encouraged to submit a written rebuttal to the Chair's evaluation, which becomes an official part of the annual evaluation file.

5. Dean's Review

The Dean's judgment about both annual performance and progress of tenure and promotion decisions **must** be rendered in writing. Any unresolved differences between Chair and Dean evaluations **shall** be discussed concurrently among the Chair, Dean, and faculty member. Either the Chair or Dean can initiate a meeting to address and resolve the difference in opinion.

6. Faculty Rebuttal to Dean's Review

A faculty member who is convinced that the Dean has rendered judgment that underestimates performance is encouraged to submit a written rebuttal to the Dean's evaluation, which becomes an official part of the annual evaluation file.

7. Provost's Review

Generally, only those annual evaluations for tenure-earning faculty will be forwarded to the Provost for review. This review is informational only and does not result in a response on the part of the Provost.

8. Calendar for Annual Evaluations

The calendar governing annual evaluations should be followed by all parties involved in the process and should reflect the general targets below:

2026

- MAY 29 (Fri) Faculty member provides evaluation file to Chair.
- JUN 22 (Mon) Chair shares their written evaluation with faculty member.
- JUN 29 (Mon) Faculty provides a rebuttal letter (if they choose) which is added to the evaluation file. The complete file is then forwarded to the Dean.
- JUL 27 (Mon) Dean provides their written evaluation to the faculty member.
- AUG 3 (Mon) Faculty provides a rebuttal letter (if they choose) which is added to the evaluation file. After this date, the annual evaluation process is complete. Evaluation files for tenure-earning faculty are shared with the Provost.

III. DOCUMENT HISTORY

- 2024-02-23 Revisions made for Florida Board of Governors' Regulation 10.003. SPE for Librarians moved to its own document.
- 2024-07-12 Revisions made for 2024-2025 Academic Year
- 2025-04-10 Revisions made for 2025-2026 Academic Year

APPENDIX A

GUIDELINES FOR DEPARTMENTAL ANNUAL EVALUATION PERFORMANCE INDICATORS

Departments **must** use scaled performance indicators that clearly delineate the differences between the performance levels of “Exceeds Expectations,” “Meets Expectations,” “Does Not Meet Expectations,” and “Unsatisfactory.” Departments **must** not merely list the performance indicators without providing guidance about the relative importance of the indicators that are required for each performance level. Moreover, those indicator measures **must** both cohere with university criteria described in this document and fairly capture unique characteristics of their disciplinary and departmental cultures.

The following sections provide guidelines for departments on how to make appropriate judgments for tenure and promotion recommendations on quality of performance (i.e., “Exceeds Expectations,” “Meets Expectations,” “Does Not Meet Expectations,” and “Unsatisfactory”).

I. TEACHING PERFORMANCE INDICATORS

A. “EXCEEDS EXPECTATIONS” PERFORMANCE

“Exceeds Expectations” performance demonstrates that the weight of evidence supports an unusually high degree of quality in teaching as shown by the following indicators that build upon performance indicators for excellence.

- Performance indicators that **may** be used to support “Exceeds Expectations” ratings:
- Numerical student evaluation data document clear statistical exceptionality
- Narrative statements emphasize powerful impact on learner or transformative learning experiences
- Teaching awards honor high caliber of performance
- Leadership evident in the promotion of high-quality teaching and curriculum development in the department
- Completion of an external course evaluation and certification through organizations such as Quality Matters
- Evidence of reciprocal benefits from community engagement activities for both students and community partners (Appendix D).

B. “MEETS EXPECTATIONS” PERFORMANCE

“Meets Expectations” performance represents consistent high-quality teaching with positive outcomes for students as reflected by the performance indicators below.

Performance indicators that **may** be used to support “Meets Expectations” ratings:

- Student evaluations document consistently positive impact on learning (above average)
- Teaching philosophy provides foundation for coherent course planning and activities
- Syllabi outlines comprehensive, clear, and appropriate performance expectations
- Assessment practices enhance student learning and contribute to department needs

- Goals and course content routinely provide evidence of successful continuous improvement effort
- Pedagogical practices facilitate optimal learning conditions
- Student support practices facilitate optimal student development
- Advising/mentoring, and student supervision practices receive consistent favorable review
- Special teaching assignments (e.g., honors, capstone, General Studies) executed with expert skill
- Appropriate standards of academic integrity promoted, including respect for students and their rights
- Participates voluntarily in professional development activities to improve teaching quality and flexibility
- Implementation of high-impact practices defined by the American Association of Colleges and Universities (<https://www.aacu.org/trending-topics/high-impact>)
- The adaptation or creation of open educational resources to meet a course's needs.

C. "DOES NOT MEET EXPECTATIONS" PERFORMANCE

"Does Not Meet Expectations" performance demonstrates some positive teaching outcomes but produces major areas for concern for the department. The weight of evidence suggests that teaching performance in this performance category is below what is required for tenure and promotion decisions. Remediation is required.

Performance indicators that **may** be used to support "Does Not Meet Expectations" ratings:

- Student evaluations data document areas of moderate concern (ratings below the department average) or consistent and substantive problems (ratings well below the department average)
- Teaching philosophy **may** not be clearly expressed, missing, poorly articulated or poorly expressed in course planning and activities
- Syllabi need to provide clearer and more appropriate expectations or fail to establish clear and relevant expectations
- Assessment practices show some difficulty in supporting student learning and meeting department needs, or are inadequate to support student learning and department needs (e.g., learning outcomes are inadequate, inappropriate, or missing; testing strategies are not effective or fair)
- Goals and course content reflect limited or no continuous improvement effort
- Some pedagogical practices need attention or are unsound (e.g., disorganization; late, missing, unhelpful feedback; standards too lax or too challenging; routinely poor preparation; disengaging, chaotic, or hostile classroom environment)
- Some student support practices need improvement or are unsound (e.g., late or absent for class, not responding to email, not keeping keep office hours, showing favoritism)
- Advising/mentoring and student supervision practices need improvement, or consistent and very negative ratings in advising/mentoring
- Special teaching assignments (e.g., honors, capstone, General Studies) could be executed with greater competence, or special teaching assignments are avoided or poorly executed
- Occasional or chronic challenges related to academic integrity
- Evidence of disrespect for students and their rights

D. “UNSATISFACTORY” PERFORMANCE

“Unsatisfactory” performance is demonstrated by

- Failure to meet expectations that reflect disregard or failure to follow previous remediation efforts to provide correction or assistance, including failure to make improvements for a rating of “Does Not Meet Expectations” as stated in Annual Evaluations or a Performance Improvement Plan
- Performance involving incompetence or misconduct as defined in applicable university regulations and policies.

II. SCHOLARSHIP AND CREATIVE PROJECTS PERFORMANCE INDICATORS

A. “EXCEEDS EXPECTATIONS” PERFORMANCE

“Exceeds Expectations” performance demonstrates unusually high degree of skill in design and execution of scholarly and creativity projects as shown by the performance indicators below that build upon the performance indicators for excellence. In general, the weight of evidence in this performance exceeds department criteria for excellence.

- Performance indicators that **may** be used to support “Exceeds Expectations” ratings:
- Both quantity and quality measures clearly exceed department expectations
- Wide national or international audience
- National or international recognition earned for quality
- Awards received for scholarly or creative projects
- Achievements in continuing professional training show unusual merit
- Strong record of grant pursuit, grant awards, successful completion, and dissemination of results
- Evidence of community-based research/scholarship leading to significant advancements in the field and/or positively impacting community policies or practices (Appendix D)

B. “MEETS EXPECTATIONS” PERFORMANCE

“Meets Expectations” performance demonstrates satisfactory execution of scholarship or creative activity agenda as shown by the performance indicators below.

Performance indicators that **may** be used to support “Meets Expectations” ratings:

- Refined scholarly agenda or creative plan well suited to regional comprehensive university context
- Meets department production targets for both quantity and quality of scholarship
- Favorable review by and respect from majority of colleagues in the department for scholarly and creative works
- Potential for wide recognition of quality outside of the University
- Completes appropriate schedule of professional educational opportunities (e.g., licensure, technology training, etc.) in a timely fashion
- External support captured to facilitate scholarship or creative activities agenda
- Adheres to relevant ethics conventions for scholarly and creative projects
- Skilled time management facilitates success of scholarly agenda or creative plan

- Skilled use of collaboration as demonstrated by the commitments proposed, accepted, and fulfilled (e.g., group projects, creative activities, and grants)

C. “DOES NOT MEET EXPECTATIONS” PERFORMANCE

“Does Not Meet Expectations” performance demonstrates only minor tangible progress toward executing a scholarly and creative agenda. In general, the weight of evidence suggests that scholarly and creative projects are moderately below the department norms. This level of performance offers no immediate support for tenure or promotion decisions but provides evidence of some promise for future productivity. Remediation is required.

Performance indicators that **may** be used to support “Does Not Meet Expectations” ratings:

- General focus of interest identified, but falls short of the rate of production required for promotion and tenure decisions, or scholarly agenda or creative plan has not been identified (e.g., central focus of career interest has not materialized)
- Evidence of some completion of beginning stages of scholarly or artistic process, (e.g., data collection, manuscript outline, artistic plan), but falls short of the production required for tenure and promotion decisions
- 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)
- Judgment about ethical standards for scholarly and artistic production **may** be problematic or violated at times
- Questionable or poor time management strategies limit production
- Erratic, unreliable, or problematic performance in collaborative activities (e.g., grants, research collaborations, creative performance) negatively influences project quality or completion

D. “UNSATISFACTORY” PERFORMANCE

“Unsatisfactory” performance is demonstrated by

- Failure to meet expectations that reflect disregard or failure to follow previous remediation efforts to provide correction or assistance, including failure to make improvements for a rating of “Does Not Meet Expectations” as stated in Annual Evaluations or a Performance Improvement Plan
- Performance involving incompetence or misconduct as defined in applicable university regulations and policies.

III. SERVICE PERFORMANCE INDICATORS

A. “EXCEEDS EXPECTATIONS” PERFORMANCE

“Exceeds Expectations” performance demonstrates a high degree of skill in service contributions as shown by the performance indicators below that build upon performance indicators for excellence. In general, the weight of evidence in the faculty service contributions exceeds the

criteria for “Meets Expectations.” Performance indicators that **may** be used to support “Exceeds Expectations” ratings:

- Leadership demonstrated in targeted arenas of service (e.g., holds elected office)
- Collaboration is skillful and innovative
- Problems solved proactively through vigorous contributions
- Wide external recognition (local, national, or international audiences) or awards achieved for quality-of-service contributions
- Community engagement or service, if applicable, provided significant and measurable impact; engagement or service provides excellent synergy between the faculty member’s area of expertise and the service function (Appendix D)
- Leading program assessment activities

B. “MEETS EXPECTATIONS” PERFORMANCE

“Meets Expectations” performance demonstrates satisfactory execution of service contributions as shown by the performance indicators below.

- Performance indicators that **may** be used to support “Meets Expectations” ratings:
- Scope and effort level meet department criteria
- Colleagues view contributions to department as effective
- Service agenda well suited to regional comprehensive university mission
- Service contributions represent strategic decisions that balance demands from the discipline, department, campus, and community
- Potential shown for wide recognition inside and outside of the university
- The adaptation or creation of open educational resources to meet a department’s needs.
- Effective participation in program assessment activities

C. “DOES NOT MEET EXPECTATIONS” PERFORMANCE

“Does Not Meet Expectations” performance demonstrates only minor tangible progress in service contributions that can be the result of many factors, including limited pursuit of service, passive participation, or inability to manage obligations. In general, the weight of evidence suggests that service is moderately below department norms. Remediation is required to assist the faculty member to come to terms with the service obligations and appropriate behaviors to achieve positive outcomes in the regional comprehensive university context.

- Performance indicators that **may** be used to support “Does Not Meet Expectations” ratings:
- Service activity nonexistent or very poor in quality, producing a potentially adverse impact on the goals of the relevant organization
- Significance of the obligation of service in the faculty role in a regional comprehensive university not apparent (e.g., faculty seems resistant or oblivious to service needs)
- Community service, if applicable, does not in any way provide synergy between the faculty member’s area of expertise and the service function
- Over-commitment to service spreads faculty time and energy too thinly to facilitate effectiveness

D. “UNSATISFACTORY” PERFORMANCE

“Unsatisfactory” performance is demonstrated by

- Failure to meet expectations that reflect disregard or failure to follow previous remediation efforts to provide correction or assistance, including failure to make improvements for a rating of “Does Not Meet Expectations” as stated in Annual Evaluations or a Performance Improvement Plan
- Performance involving incompetence or misconduct as defined in applicable university regulations and policies.

APPENDIX B

**SECRET BALLOT BY *TENURED* MEMBERS OF DEPARTMENT FOR NOMINEES
BEING CONSIDERED FOR TENURE**

DEPARTMENT OF: Insert name

COLLEGE OF: Insert name

SECRET BALLOT FOR: Insert name

____ YES

____ NO

PLEASE DO NOT SIGN YOUR NAME ON THIS BALLOT

APPENDIX C

UWF INTERFOLIO

The Division of Academic Affairs utilizes Interfolio's Review, Promotion & Tenure (RPT) service to manage submission and review of packets for Tenure, Promotion, Post-Tenure Review, and Sustained Performance Evaluation. Faculty will upload their files into Interfolio.

Interfolio will be used for the following application and review processes:

- Tenure
- Promotion to Associate Professor
- Promotion to Professor
- Promotion for Library Faculty
- Promotion for Professional/Clinical Practice Positions
- Promotion for Lecturer, Instructor, and Research Associate Positions
- Post-Tenure Review
- Sustained Performance Evaluation for Library Faculty

Please visit the [UWF Interfolio](#) webpage for more details, including how to access this new system.

APPENDIX D

RECOGNITION OF COMMUNITY ENGAGEMENT

UWF is committed to collaborating with regional and state partners to improve the quality of life in the region. In 2015 and again in 2024, UWF received the Carnegie Elective Classification for Community Engagement. This classification is the leading framework for recognition of community-engaged work by higher education institutions. UWF has adopted the following Carnegie definition and purpose statement for community engagement.

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

carnegieclassifications.acenet.edu/elective-classifications/community-engagement/how-to-apply/

Community engagement is inherently collaborative, requiring active participation from the community in the design, implementation, and evaluation of various academic outcomes. These partnerships are mutually beneficial, ensuring that the community is not only involved but also directly contributes to and benefits from the academic work.

While community engagement often naturally occurs within the Service Performance Indicator, it can also be integrated into the Teaching and Scholarship and Creative Projects Indicators.

To be considered community engaged teaching, the community engagement must be designed to “enhance curriculum, teaching, and learning” in support of “preparing educated, engaged citizens” and “strengthening democratic values and civic responsibility.” UWF defines community engaged teaching as, a pedagogical approach that integrates academic learning with real-world community involvement, allowing students to apply their knowledge to address societal issues in collaboration with local, regional, or global partners. This may include activities such as service learning/community-based projects, community-based research projects, study abroad, collaborative creative projects, and internships.*

To be considered community engaged scholarship, the community engagement must “enrich scholarship, research, and creative activity” in support of “addressing critical societal issues” and “contributing to the public good.” UWF defines community engaged scholarship as, scholarly work that involves collaboration between academics and communities to address societal challenges, applying research, creative activities, and/or knowledge to generate mutual benefits and measurable impact beyond academia. This may include activities such as collaborative research projects, community-based participatory research, applied research, public scholarship, creative works and performances that involve community collaboration and/or reflect community themes, policy analysis and advocacy, service learning projects with scholarly output, and other relevant activities.

UWF defines community engaged service as, the collaboration between academic institutions and external partners to address public issues, applying university resources and knowledge to improve community well-being and create meaningful societal impact.

Acceptable evidence of community engaged teaching, scholarship, and service are detailed in their respective sections

*Practicum, clinicals/clinical placement, preceptorship, student teaching, co-op, and field experience/placement are terms used in various disciplines that are synonymous with “internship.”

**Board of Trustees
Academic Affairs Committee
May 21, 2026**

2025-2026 Post-Tenure Review

Recommended Action:

Information Item

Background Information:

The purpose of the Post-Tenure Review is to ensure high standards of quality and productivity among the tenured faculty in the State University System. All tenured faculty at the University of West Florida (UWF) are required to undergo a periodic post-tenure review. Post-tenure review is intended to recognize and honor exceptional achievement, affirm continued academic professional development, enable a faculty member who has fallen below performance norms to pursue a performance improvement plan and return to expected levels of productivity, and identify faculty members whose pattern of performance is unacceptable and inconsistent with professional standards.

Per regulation, the Provost shall report to the President and Board of Trustees the outcomes of the post-tenure review process for the previous fiscal year. In academic year 2025-2026, 19 tenured faculty completed a post-tenure review. The following performance ratings were assigned at the conclusion of the review process.

- 94.7% of faculty (18) received a performance rating of Exceeds Expectations
- 5.3% of faculty (1) received a performance rating of Meets Expectations
- No faculty received a performance rating of Does Not Meet Expectations
- No faculty received a performance rating of Unsatisfactory

Implementation Plan:

N/A

Fiscal Implications:

19 faculty to receive base salary increases totaling \$103,000

Relevant Authority:

BOG Regulation 10.003 Post-Tenure Faculty Review

UWF Regulation 2.001 Post-Tenure Review

UWF-UFF Collective Bargaining Agreement Article 11.3.c Post-Tenure Review

Supports Strategic Direction(s):

Strategic Direction 2: Employee Success

Supporting Documents:

1. BOG Regulation 10.003 Post-Tenure Faculty Review
2. UWF Regulation 2.001 Post-Tenure Review
3. UWF-UFF Collective Bargaining Agreement Article 11.3.c Post-Tenure Review

Prepared by:

Jaromy Kuhl, Senior Vice President and Provost, Division of Academic Affairs, jkuhl@uwf.edu

Presenter:

Jaromy Kuhl, Senior Vice President and Provost

10.003 Post-Tenure Faculty Review.

(1) Each board of trustees shall adopt policies requiring each tenured state university faculty member to undergo a comprehensive post-tenure review to accomplish the following.

- (a) Ensure high standards of quality and productivity among the tenured faculty in the State University System.
- (b) Determine whether a faculty member is meeting the responsibilities and expectations associated with assigned duties in research, teaching, and service, including compliance with state laws, Board of Governors' regulations, and university regulations and policies.
- (c) Recognize and honor exceptional achievement and provide an incentive for retention as appropriate.
- (d) Refocus academic and professional efforts and take appropriate employment action when appropriate.

(2) Timing and Eligibility

(a) 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.

1. In the first year following the effective date of this regulation, 20% of tenured faculty will be evaluated, in addition to faculty in the fifth year under (2)(a).

2. In each of the second, third, fourth, and fifth years following the effective date of this regulation, 20% of tenured faculty who have not received a comprehensive review will be evaluated in addition to faculty who are in the fifth year under (2)(a).

3. Beginning with the sixth year following the effective date of this regulation, the process outlined in (2)(a) shall be followed.

(b) Tenured faculty in administrative roles, such as department chairs or directors, shall be evaluated annually by the appropriate college dean based on criteria established by the university. Such evaluations shall include a review of performance based on all assigned duties and responsibilities and professional conduct. Such evaluations shall also include the following, if applicable: performance of academic responsibilities to the university and its students; non-compliance with state law, Board of Governors' regulations, and university regulations and policies; and substantiated student complaints.

(c) Policies and regulations adopted by the boards of trustees may include exceptions to the timing of the comprehensive post-tenure review for extenuating, unforeseen circumstances. Exceptions granted to tenured faculty members shall be disclosed in the chief academic officer's report to the university's president and board of trustees on the outcomes of the comprehensive post-tenure review outlined in Section (6) below.

(3) Review Requirements

- (a) The comprehensive post-tenure review shall include consideration of the following.
 - 1. The level of accomplishment and productivity relative to the faculty member's assigned duties in research, teaching, and service, including extension, clinical, and administrative assignments. The university shall specify the guiding documents. Such documents shall include quantifiable university, college, and department criteria for tenure, promotion, and merit as appropriate.
 - 2. The faculty member's history of professional conduct and performance of academic responsibilities to the university and its students.
 - 3. The faculty member's non-compliance with state law, Board of Governors' regulations, and university regulations and policies.
 - 4. Unapproved absences from teaching assigned courses.
 - 5. Substantiated student complaints.
 - 6. Other relevant measures of faculty conduct as appropriate.
- (b) The review shall not consider or otherwise discriminate based on the faculty members' political or ideological viewpoints.

(4) Process Requirements

- (a) The faculty member shall complete a university-designated dossier highlighting accomplishments and demonstrating performance relative to assigned duties and submit the dossier to the appropriate department chair.
- (b) The faculty member's department chair shall review the completed dossier, the faculty member's personnel file, and other records related to professional conduct, academic responsibilities, and performance.
- (c) The faculty member's department chair shall add to the dossier the following.
 - 1. Additional records related to professional conduct, academic responsibilities, and performance concerns.
 - 2. A letter assessing the level of achievement and certification that the letter includes, if applicable, any concerns regarding professional conduct, academic responsibilities, and performance during the period under review.
- (d) The faculty member's department chair shall forward the dossier, including all records and the chair's letter, to the appropriate college dean for review.
- (e) The dean of the college shall review all materials provided by the faculty member's department chair.
- (f) The dean of the college shall add to the dossier a brief letter assessing the level of achievement during the period under review. The letter shall include any concerns regarding professional conduct, academic responsibilities, and performance. The letter shall also include the dean's recommended performance rating using the following scale.

1. Exceeds expectations: a clear and significant level of accomplishment beyond the average performance of faculty across the faculty member's discipline and unit.
 2. Meets expectations: expected level of accomplishment compared to faculty across the faculty member's discipline and unit.
 3. 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.
 4. 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.
- (g) The dean of the college shall forward the dossier to the chief academic officer for review.
- (h) The chief academic officer shall review the dossier provided by the dean of the college.
- (i) With guidance and oversight from the university president, the chief academic officer will rate the faculty member's professional conduct, academic responsibilities, and performance during the review period. The chief academic officer may accept, reject, or modify the dean's recommended rating. The chief academic officer may request assistance from a university advisory committee in formulating an assessment. Each faculty member reviewed will receive one of the following performance ratings, as defined in (4)(f) above.
1. Exceeds expectations
 2. Meets expectations
 3. Does not meet expectations
 4. Unsatisfactory
- (j) The chief academic officer shall notify the faculty member, the faculty member's department chair, and the appropriate college dean of the outcome.

(5) Outcomes

- (a) University regulations and policies regarding outcomes of the comprehensive post-tenure review process shall include recognition and compensation considerations and consequences for underperformance.
- (b) For each faculty member who receives a final performance rating of "exceeds expectations" or "meets expectations," the appropriate college dean, in consultation with the faculty member's department chair, shall recommend to the chief academic officer appropriate recognition and/or compensation in accordance with the faculty member's performance and university regulations and policies. The chief academic officer shall make the final determination regarding recognition and/or compensation.
- (c) For each faculty member who receives a final performance rating of "does not meet expectations," the appropriate college dean, in consultation with

the faculty member's department chair, shall propose a performance improvement plan to the chief academic officer.

1. The plan must include a deadline for the faculty member to achieve the requirements of the performance improvement plan. The deadline may not extend more than 12 months past the date the faculty member receives the improvement plan.
 2. The chief academic officer shall make final decisions regarding the requirements of each performance improvement plan.
 3. Each faculty member who fails to meet the requirements of a performance improvement plan by the established deadline shall receive a notice of termination from the chief academic officer.
- (d) Each faculty member who receives a final performance rating of "unsatisfactory" shall receive a notice of termination from the chief academic officer.
- (e) Final decisions regarding post-tenure review may be appealed under university regulations or collective bargaining agreements, as applicable to the employee, consistent with the following:
1. Notwithstanding section 447.401, Florida Statutes, or any other law related to faculty grievance procedures, personnel actions, or decisions regarding faculty, including in the areas of evaluations, promotions, tenure, discipline, or termination, may not be appealed beyond the level of a university president or designee. Such actions or decisions must have as their terminal step a final agency disposition, which must be issued in writing to the faculty member and are not subject to arbitration. The filing of a grievance does not toll the action or decision of the university, including the termination of pay and benefits of a suspended or terminated faculty member.

(6) Monitoring and Reporting

- (a) The chief academic officer shall report annually to the university president and board of trustees on the outcomes of the comprehensive post-tenure review process consistent with section 1012.91, Florida Statutes.
1. Beginning January 1, 2024, and continuing every three years thereafter, each university must conduct an audit of the comprehensive post-tenure review process for the prior fiscal year and submit a final report to the university's board of trustees by July 1. The audit shall be performed by the university's chief audit executive or by an independent, third-party auditor ("auditor"), as determined by the chair of the university's board of trustees. The auditor must provide the university board of trustees with a report that includes the following.
 - a. The number of tenured faculty in each of the four performance rating categories as defined in (4)(f).
 - b. The university's response in cases of each category.
 - c. Findings of non-compliance with applicable state laws, Board of Governors' regulations, and university regulations and

policies.

2. Each university board of trustees shall consider the audit report at the next regularly scheduled board of trustees meeting after the report's publication date.

- a. The chief academic officer or the auditor must present the audit report to the board of trustees. The board of trustees shall not adopt the report as a consent agenda item.
- b. If the audit report shows that a university is in compliance with applicable state laws, Board of Governors' regulations, or university regulations and policies, a copy of the adopted audit report shall be provided to the Board of Governors consistent with Regulation 1.001(6)(g).
- c. If the auditor finds that a university is out of compliance with applicable state laws, Board of Governors' regulations, or university regulations and policies, the auditor must present the report to the Board of Governors at its next regularly scheduled meeting.

(7) Following the effective date of this regulation and subsequent amendments, universities shall not enter into any collective bargaining agreement that conflicts with this regulation.

(8) Nothing in this regulation is intended to prevent a state university from instituting additional evaluation processes, criteria, or standards so long as they meet or exceed the requirements outlined in section 1001.706(6)(b), Florida Statutes, and this regulation.

Authority: Section 7(d), Art. IX, Fla. Const., Sections 1001.706(6)(b), 1001.741(2), Florida Statutes; New 03-29-23; Amended 11-09-23.



Number: UWF/REG-2.001
Title: Post-Tenure Review
Responsible
Department: Office of the Provost

I. General Statement

The purpose of the Post-Tenure Review is to ensure high standards of quality and productivity among the tenured faculty in the State University System. All tenured faculty at the University of West Florida (the “University”) are required to undergo a periodic post-tenure review. Post-tenure review is intended to recognize and honor exceptional achievement, affirm continued academic professional development, enable a faculty member who has fallen below performance norms to pursue a performance improvement plan and return to expected levels of productivity, and identify faculty members whose pattern of performance is unacceptable and inconsistent with professional standards.

II. Timing and Eligibility

- A. 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.
- B. Tenured faculty in administrative roles (chairs, directors, or higher) shall be reviewed annually by their direct supervisor, the dean or the Provost as applicable. Upon returning to a 1.0 FTE faculty role, these faculty shall undergo post-tenure review by the fifth year following a return to a full-time faculty appointment.
- C. Exceptions to the timing of a faculty member’s post-tenure review may be made for extenuating, unforeseen circumstances. Exceptions granted to tenured faculty members shall be disclosed in the Provost’s report to the President and the Board of Trustees required by Section VI.

III. Review Requirements

Tenured faculty are expected to meet expectations associated with assigned duties in research, teaching, and service. Positive sustained contributions are expected in all assigned work areas.

Percent effort in areas of assignment may vary as a career evolves. A decrease in effort and thus expectation in one category should be balanced with a concomitant increase in another category. Except in the case of significant other responsibilities, tenured faculty should retain a minimum of 10% (unless otherwise approved by the Provost) research, scholarship, or creative work.

- A. The comprehensive post-tenure review shall include consideration of the following:
1. The level of accomplishment and productivity relative to the faculty member's assigned duties in research, teaching, service, and other assignments including extension, clinical, and administrative assignments;
 2. The faculty member's history of professional conduct and performance of academic responsibilities to the University and its students;
 3. Any substantiated disciplinary actions in the personnel file including but not limited to the faculty member's non-compliance with state law, BOG regulations, and University regulations and policies; Unapproved absences from teaching assigned courses; Substantiated student complaints; and Other relevant measures of faculty conduct as appropriate.
- B. Criteria for rating faculty performance in work assigned shall be clarified by each college and department in terms tailored to the college and department disciplines through departmental bylaws and consistent with University standards. The criteria for rating faculty performance shall be initiated by unit faculty with final approval of the Provost.

Rating categories for Post-Tenure Review shall include the following University-level guidance:

1. Exceeds expectations – a clear and significant level of accomplishment beyond the average performance of faculty across the faculty member's discipline and unit.
2. Meets expectations – expected level of accomplishment compared to faculty across the faculty member's discipline and unit.
3. 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.
4. 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.

IV. Process Requirements

- A. The faculty member shall complete a dossier demonstrating performance relative to assigned duties over the previous five years, along with highlighting relevant accomplishments, and submit the dossier to the appropriate department chair (or individual responsible for conducting the annual evaluation, such as program director, or designated supervisor; hereafter referred to as “chair”).
- B. The faculty member’s chair shall review (1) the faculty member’s university-designated dossier of expectations and accomplishments, (2) the last five years of work assignments and annual performance reviews by the chair, and (3) the faculty member’s disciplinary record in their personnel file covering the past five years.
- C. The faculty member’s chair shall provide a written assessment certifying the level of achievement and including, if applicable, any concerns regarding professional conduct, academic responsibilities, and performance during the period under review. The chair is not responsible for assigning a performance rating.
- D. The faculty member’s chair shall forward the dossier, work assignments and annual evaluations, and the chair’s letter to the dean of the college for review.
- E. The dean of the college shall review all materials provided by the faculty member’s department chair.
- F. The dean of the college shall add to the materials a brief letter assessing the level of achievement during the period under review. The letter shall include any concerns regarding professional conduct, academic responsibilities, and performance. The letter shall also include the dean’s recommended performance rating using the criteria established by unit faculty and approved by the department head, dean, and Provost and the rating scale described above in section III.B.1.
- G. The dean of the college shall forward the packet and recommendation to the Provost for review.
- H. The Provost shall review the packet and the recommendation provided by the dean of the college. The Provost may consult with an advisory committee.
- I. With guidance and oversight from the University President, the Provost will rate the faculty member’s professional conduct, academic responsibilities, and performance during the review period. The Provost may accept, reject, or modify the dean’s recommended rating. Each faculty member reviewed will receive one of the performance ratings established in section III. B. 1. above.
- J. The Provost shall notify the faculty member, the faculty member’s chair, and the appropriate college dean of the outcome.

V. Outcomes

- A. For each faculty member who receives a final performance rating of “exceeds expectations” or “meets expectations,” the appropriate college dean, in consultation with the faculty member’s chair, shall recommend to the Provost appropriate recognition and/or compensation in accordance with the faculty member’s performance and University regulations and policies. The Provost shall make the final determination regarding recognition and/or compensation.
- B. For each faculty member who receives a final performance rating of “does not meet expectations,” the dean, in consultation with the faculty member and the faculty member’s chair, shall propose a performance improvement plan to the Provost.
 - 1. The plan must include a deadline for the faculty member to achieve the requirements of the performance improvement plan. The deadline may not extend more than 12 months past the date the faculty member receives the improvement plan. The Provost shall make final decisions regarding the requirements of each performance improvement plan.
 - 2. Faculty receiving a "does not meet expectations" rating on a Post-Tenure Review will enter into a performance improvement plan. The performance improvement plan will be developed by the chair in concert with the dean. The faculty member will be provided with an opportunity to provide input into the performance improvement plan. The performance improvement plan shall outline each of the areas needing attention and improvement. The performance improvement plan shall provide specific performance targets and a time period for achieving the targets not to extend more than 12 months past the date the faculty member receives the improvement plan. The performance improvement plan must be approved by the Provost. The chair will meet regularly with the faculty member to review progress toward meeting the performance targets. However, it is the responsibility of the faculty member to attain the performance targets specified in the performance improvement plan within the specified time frame and demonstrate competency in their position.
 - 3. Each faculty member who fails to meet the requirements of a performance improvement plan receives a final performance rating of “unsatisfactory” and shall receive a notice of termination from the Provost, pursuant to applicable University processes.
- C. Final decisions regarding post-tenure review may be appealed under this regulation or the applicable collective bargaining agreement. Pursuant to Section 1001.741, Fla. Stat., the decision may not be appealed beyond the President or designee and is not subject to arbitration.

VI. Monitoring and Reporting

A. Annual Report

The Provost shall report annually to the President and Board of Trustees (“BOT”) the outcomes of the post-tenure review process for the prior fiscal year.

B. Audit

1. Beginning January 1, 2024, and continuing every three years thereafter, the Chief Audit Executive or designee must audit the post-tenure review process for the prior fiscal year. A final report of the audit must be presented to the BOT by the Provost or the Chief Audit Executive by July 1.
2. The audit report must include:
 - a. The number of tenured faculty in each of the four performance rating categories;
 - b. The University’s response in cases of each category; and
 - c. Any findings of non-compliance with applicable state laws, BOG regulations, and University regulations and policies.
3. The BOT shall review the audit report at its next regularly scheduled meeting of the full board after the report is finalized by the Chief Audit Executive. The BOT shall consider the report and adopt it on its action item agenda.
 - a. If the University is in compliance, then a copy of the adopted audit report shall be provided to the BOG.
 - b. If the University is not in compliance, then the Chief Audit Executive must present the report to the BOG at its next regularly scheduled meeting.

Effective Date: December 14, 2023

Authority: BOG Regulation 10.003, Post-Tenure Faculty Review

History: Adopted September 14, 2023; revised December 14, 2023

Last review: September 2023

Provost who will conduct a separate review and make a final decision regarding whether the promotion criteria were met and the tier rating.

- (9) Authorized leaves of absence may, under the provisions of Article 19 (Leaves), be credited toward the period of the six-Year evaluation period or may suspend the running of the period at the election of the Faculty Member.
- (10) Faculty receiving “Unsatisfactory” ratings on an SPE will enter into a Performance Improvement Plan (PIP). PIP will be developed by the Chair in concert with the Dean within thirty (30) Days of the date of the evaluation. The Faculty Member will be provided with an opportunity to provide input into the PIP. The PIP shall outline each of the areas needing attention and improvement so that the Faculty Member shall meet the promotion standards in place at the time of the evaluation, upon successful completion of the PIP. The PIP shall provide specific performance targets and a time period for achieving the targets. The PIP must be approved by the Provost. The Chair will meet regularly with the Faculty Member to review progress toward meeting the performance targets. However, it is the responsibility of the Faculty Member to attain the performance targets specified in the PIP within the specified time frame and demonstrate competency in his or her position. The Faculty Member’s next SPE will follow a new six-Year schedule beginning with the Academic Year following the Academic Year of successful completion of the PIP.

(c) **Post-Tenure Review**

- (1) Tenured Faculty are required to undergo post-tenure review as outlined in the Board of Governors Regulation 10.003.
- (2) On an annual basis the Provost shall issue a memorandum identifying the Faculty that will undergo post-tenure review for the following Academic Year. The Provost’s memorandum will describe the process and timeline for the submission of materials by the Faculty Member.
- (3) The materials to be submitted by the Faculty Member being evaluated will reflect the five Years corresponding to the candidate’s post-tenure review.
- (4) For tenured Faculty who achieve a performance rating of “exceeds expectation” as defined in BOG Reg.10.003 the Deans will recommend a salary increase of \$6000 for Professors, \$4000 for Associate Professors, and \$2000 for Assistant Professors.
- (5) For tenured Faculty who achieve a performance rating of “meets expectations” as defined in BOG Reg,10.003, the Deans will recommend a salary increase of \$3000 for Professors, \$2000 for Associate professors and \$1000 for Assistant Professors.
- (6) Tenured Faculty who have served in out-of-unit administrative roles for more than two Years shall not be required to undergo a post-tenure review until the Faculty Member has completed five consecutive Academic Years in unit following return to the Bargaining Unit. For the purposes of post-tenure review, Faculty Senate President is not an “administrative role.”
- (7) The process for creating and approving criteria identifying the level of accomplishment and productivity relative to the Faculty Member’s assigned duties in research, teaching, and service, including extension, clinical, and administrative assignments, shall follow the same University process as the creation and approval of tenure and promotion criteria.
- (8) The post-tenure review shall not consider or otherwise discriminate based on the Faculty Members’ political or ideological viewpoints.

- (9) Post-tenure review criteria shall be in place and available for review prior to Faculty putting forward a post-tenure review file.
- (10) If a Faculty Member goes up for promotion and post-tenure review simultaneously in the same Academic Year, and both the promotion and the post-tenure review are successful, the amount of the post-tenure review tier salary increase shall be recommended at the rate of the new rank.

11.4 Criteria.

The annual performance evaluation will be based upon assigned duties and will carefully consider the nature of the assignments, in terms, where applicable, of:

- (a) Teaching effectiveness, including effectiveness in presenting knowledge, information, and ideas by means or methods such as lecture, discussion, assignment and recitation, demonstration, laboratory exercise, practical experience, and direct consultation with students. The evaluation will include consideration of effectiveness in imparting knowledge and skills, and effectiveness in stimulating students' critical thinking and/or creative abilities, the development or revision of curriculum and course structure, and adherence to accepted standards of professional behavior in meeting responsibilities to students. The evaluator may take into account class notes, syllabi, student exams and assignments, and any other materials relevant to the Faculty Member's teaching assignment.
- (b) The teaching evaluation must take into account any relevant materials submitted by the Faculty Member, including the results of peer evaluations of teaching, and may not be based solely on student evaluations when this additional information has been made available to the evaluator.
- (c) Contribution to the discovery of new knowledge, development of new educational techniques, and other forms of creative activity. Evidence of research and other creative activity will include, but not be limited to, published books; articles and papers in professional journals; musical compositions, paintings, sculpture; works of performing art; papers presented at meetings of professional societies; and research and creative activity that have not yet resulted in publication, display, or performance.
- (d) The evaluation will include consideration of the Faculty Member's productivity, including the quality and quantity of what has been done during the year, and of the Faculty Member's research and other creative programs and contributions; and recognition by the academic or professional community of what is done.
- (e) Public service that extends professional or discipline-related contributions to the community; the State, including public schools; and the national and international community. This public service includes contributions to scholarly and professional organizations and governmental boards, agencies, and commissions that are beneficial to such groups and individuals.
- (f) Participation in the governance processes of the institution through significant service on committees, councils, and senates, beyond that associated with the expected responsibility to participate in the governance of the institution through participation in regular departmental or College meetings.
- (g) Other assigned University duties, such as advising, counseling, supervision of interns, and academic administration, or as described in a position description, if any, of the position held by the Faculty Member.