



Board of Trustees
UNIVERSITY *of* WEST FLORIDA

Special Board Meeting

Thursday, July 24, 2025

Zoom Webinar

1:00 p.m. CT



Board of Trustees

UNIVERSITY *of* WEST FLORIDA

Special Board Meeting Thursday, July 24, 2025 Zoom Webinar

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Agenda

- I. Call to Order**
- II. Roll Call**
- III. Greeting**
- IV. Public Comment**
- V. President's Report**
- VI. New Business**
 - a. Action Items
 - i. [BOT-1](#): Tenure
 - ii. [BOT-2](#): Revisions to UWF Regulation 4.002, Waiver of Tuition and Fees
 - iii. [BOT-3](#): Hire Vice President, Strategic Initiatives/Chief of Staff
- VII. Good of the Order**
- VIII. Adjournment**



Board of Trustees
UNIVERSITY *of* WEST FLORIDA

President's Report



Board of Trustees
UNIVERSITY *of* WEST FLORIDA

New Business

❖ Action Items

Board of Trustees
Full Board Meeting
July 24, 2025**Tenure**

Recommended Action:

Approve the President's recommendation of tenure for Dr. Chrystina Hoffman.

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 University's current collective bargaining agreement with the faculty also requires that tenure be awarded by the Board following the specified process.

The Tenure approval process reads as follows:

- The UWF BOT considers all nominations for tenure at its June meeting. Tenure nominations as a condition of employment will be considered as needed.
- The University President submits to the BOT a list of faculty nominated 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.

Dr. Chrystina Hoffman's tenure consideration was tabled at the June 12, 2025, Full Board meeting to the next board meeting. Dr. Hoffman's tenure, if approved, would be in the Department of Criminology, Criminal Justice, and Legal Studies.

Implementation Plan:

Tenure grant to be effective August 8, 2025

Fiscal Implications:

None

Relevant Authority:

UWF-UFF Collective Bargaining Agreement (16.2.d)

Supports Strategic Direction(s):

Strategic Direction 2: Employee Success

Supporting Documents:

1. 2024-2025 Guidelines for Annual Evaluations, Tenure, and Promotion
2. 2023-2026 UWF-UFF CBA, Article 16 - Tenure

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**UWF Guidelines for Annual Evaluations,
Tenure, and Promotion
2024-2025**

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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 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

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

- 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. 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

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)
- 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 activities related to one's discipline
- 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 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 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 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
- 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 mid-point 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 by-laws.

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 votes will be included in the tenure dossier in an envelope 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 production of scholarly and creative projects that are identified in department by-laws, 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 render 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 rendered by the Chair, **must** be accompanied by a rationale for the decision rendered. 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.

2024

JUN 28 (Fri)	The Dean shall provide to each Chair a list of faculty members eligible to apply for tenure and promotion in the Chair's department.
AUG 30 (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 3 (Tue)	Candidate provides curriculum vitae (CV) update and other materials as stated in Section II.E, Materials in Promotion and Tenure Dossiers.
SEP 27 (Fri)	Chair receives external letters, adding them to the dossier, and confers with candidate. Secret ballots for tenure cases should also be added.
OCT 28 (Mon)	Chair adds their evaluation to the dossier and must assure that a copy of their evaluation is accessible by the candidate no later than this date.
NOV 4 (Mon)	Candidate adds rebuttal letter (if they choose) to the dossier. Chair forwards dossier to the Dean.
NOV 5 (Tue)	Dean forwards the dossier to the College Faculty Personnel Committee (CFPC).
DEC 2 (Mon)	CFPC adds its recommendation and returns the dossier to Dean. CFPC must ensure that a copy of the recommendation is accessible by the candidate no later than this date.
DEC 10 (Tue)	Candidate provides a rebuttal letter (if they choose). The Dean includes the rebuttal in the dossier.

2025

- JAN 13 (Mon) Dean adds their recommendation to the dossier and **must** assure that a copy of the recommendation is accessible by the candidate no later than this date. Dean also informs the members of CFPC regarding their recommendation and sends a copy of recommendation to the candidate's Chair.
- JAN 21 (Tue) Candidate provides a rebuttal letter (if they choose). The Dean includes the rebuttal in the dossier.
- JAN 22 (Wed) Dean forwards complete dossier to Provost who forwards dossier to University Faculty Personnel Committee (UFPC), when necessary.
- FEB 10 (Mon) UFPC adds its recommendation and forwards complete dossier to Provost. UFPC sends a copy of the recommendation to the candidate, Chair, and Dean.
- FEB 17 (Mon) Candidate provides a rebuttal letter to Provost, if they choose, to be included in dossier.
- MAR 15 (Sat) 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 17 (Mon) Provost adds their recommendation and sends a copy to candidate, Chair, Dean, and members of the CFPC and UFPC.
- MAR 24 (Mon) Candidate provides a rebuttal letter (if they choose). The Provost includes the rebuttal in the dossier.
- MAR 25 (Tue) President receives complete dossier.
- APR 21 (Mon) President informs the candidate of the promotion decision and/or tenure recommendation, in writing, with copies to Chair, Dean, Provost, and the Chairs of the CFPC and UFPC.

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 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 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 later decide not to retire 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 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 where 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 derived from peer reviewed process related to a performance 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.

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 estimate 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:

2025

MAY 30 (Fri)	Faculty member provides evaluation file to Chair.
JUN 23 (Mon)	Chair shares their written evaluation with faculty member.
JUN 30 (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 28 (Mon)	Dean provides their written evaluation to the faculty member.
AUG 4 (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

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.

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

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 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 service, if applicable, provided significant and measurable impact; service provides excellent synergy between the faculty member's area of expertise and the service function
- 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

APPENDIX C

UWF INTERFOLIO

Beginning in the fall of 2023, the Division of Academic Affairs will be utilizing Interfolio's Review, Promotion & Tenure (RPT) service to manage submission and review of packets for Tenure, Promotion, Post-Tenure Review, and Sustained Performance Evaluation.

When the new service is live, faculty will no longer submit printed materials ("binders and buckets") but will upload their files into this new digital system. 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.

ARTICLE 16

TENURE

16.1 Eligibility.

- (a) Faculty with the rank of Assistant Professor, Associate Professor, Professor, and other Faculty the Board may designate, will be eligible for tenure, unless appointed pursuant to Section 9.4(f) (Fixed Multi-Year Appointments).
- (b) The University may, by rule, make Assistant Professors ineligible for tenure. If the University explores this option, it will work through the system of shared governance. The UFF will be notified of any proposed rule and offered an opportunity to discuss such rule in consultation with the President or representative, as provided under Article 2 (Consultation). If the University promulgates a rule that makes Assistant Professors ineligible for tenure, such rule will only apply to Faculty hired after the effective date of this Agreement.
- (c) The Board may designate other positions as tenure-earning and will notify the Faculty Member of such status at the time of initial appointment.
- (d) Tenure will be in a Department/Unit.
- (e) Tenure will not extend to administrative appointments.

16.2 Tenure Decision.

- (a) A Faculty Member will normally be considered for tenure during the sixth (6th) Year of Continuous Service in a tenure-earning position, including any prior service credit granted at the time of initial employment.
- (b) A Faculty Member may seek to be considered for tenure earlier than the sixth (6th) Year of Continuous Service if University policy permits, and as long as the Faculty Member complies with University policy.
- (c) By the end of six (6) Years of Continuous Service at the University, a Faculty Member eligible for tenure will either be awarded tenure by the Board or given notice that further employment will not be offered.
- (d) Decision by the Board. The Board will award tenure. This decision will normally be made at the first Board meeting following the end of the Spring Semester, but no later than the following meeting.
- (e) A Faculty Member being considered for tenure prior to the sixth (6th) Year may withdraw from consideration on or before March 15 without prejudice.

16.3 Criteria for Tenure.

- (a) The decision to award tenure to a Faculty Member will be a result of meritorious performance and will be based on established criteria specified in writing by the Board and the University. The decision will take into account the following:
 - (1) annual performance evaluations;
 - (2) the needs of the Department/Unit, College/division, and University;
 - (3) the contributions of the Faculty Member to the Faculty Member's academic Unit (program, Department/Unit, College/division); and
 - (4) the contributions the Faculty Member is expected to make to the institution.
- (b) The University will give a copy of the criteria for tenure to Faculty eligible for tenure, and each such Faculty Member will be apprised in writing once each Year of the Faculty

Member's progress toward tenure. The appraisal will be included as a separate section of the annual evaluation and is intended to provide assistance and counseling to candidates to help them qualify themselves for tenure.

- (c) The tenure appraisals are not binding upon the University.
- (d) The Faculty Member may request, in writing, a meeting with an administrator at the next higher level to discuss concerns regarding the tenure appraisal which were not resolved in previous discussions with the evaluator.
- (e) Tenure criteria will be available in the Department/Unit office and/or at the College/division level.

16.4 Modification of Criteria.

- (a) Modifying criteria. The Board and the University may modify the criteria for tenure so long as the UFF has been notified of the proposed changes and offered an opportunity to discuss such changes in consultation with the University President or representative.
- (b) Changes in criteria will not become effective until one (1) Year following adoption of the changes, unless mutually agreed to in writing by the UFF and the University.
- (c) The date of adoption will be the date on which the changes are approved by the Chief Academic Officer.
- (d) Any proposal to develop or modify tenure criteria will be available for discussion by members of the affected Departments/Units before adoption.
- (e) Effect on Faculty. The provisions of Section 10.3(f) (Equitable Opportunity) are applicable to the modified criteria. Further, 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 Section 16.4(a) through (d) (Modification of Criteria), above, 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 he or she has chosen to be evaluated under the newly-adopted criteria.

16.5 Recommendations and Procedures.

- (a) Recommendations for awarding tenure will be made by the Faculty Member's Supervisor and will include a poll by secret ballot of the tenured members of the Faculty Member's Department/Unit.
- (b) The performance of a Faculty Member during the entire term of employment at the University will be considered in determining whether to grant tenure.
- (c) Recommendations regarding tenure will include a copy of the applicable tenure criteria, the Faculty Member's annual work assignments, annual evaluations, student evaluations, and, if the Faculty Member chooses, the Faculty Member's tenure appraisals. The reviewers at any stage in the review process may request to view any tenure appraisals.
- (d) Prior to the consideration of the Faculty Member's candidacy, the Faculty Member will have the right to review the contents of the tenure file and may attach a brief response to any materials therein.
- (e) Evaluative materials or summaries thereof prepared by peer committees may be placed in the tenure file when signed by a representative of the committee.
- (f) It is the responsibility of the Faculty Member to see that the file is complete.
- (g) The provisions of Sections 12.2 (Access) through 12.7 (Removal of Contents) of this Agreement will apply to the contents of the tenure file.

- (h) If any material is added to the file after the commencement of consideration, a copy will be sent to the Faculty Member within five (5) Days (by personal delivery or by mail, return receipt requested).
- (i) The Faculty Member may attach a brief response within five (5) Days of his or her receipt of the added material. The file will not be forwarded until either the Faculty Member submits a response or until the second five- (5) Day period expires, whichever occurs first.
- (j) The only documents which may be considered in making a tenure recommendation are those contained or referenced in the tenure file or those required to verify or clarify statements in the tenure file.

16.6 Notice of Decision.

- (a) The Faculty Member will be notified in writing by the University within ten (10) Days or as soon as possible thereafter of the decision with regard to tenure.
- (b) If the application for tenure is denied, the Faculty Member may request, in writing and within twenty (20) Days of the receipt of the denial, a written statement by the University of the reasons for the denial.
- (c) The written response will be provided by the University within thirty (30) Days after the request.

16.7 Other Considerations.

- (a) During the period of tenure-earning service, the Faculty Member's employment will be governed by the provisions of Article 13 (Non-Reappointment).
- (b) Part-time service of a Faculty Member employed at least one (1) Semester in any twelve (12) month period will be accumulated. For example, two (2) Semesters of half-time service will be considered one-half (1/2) Year of service toward the period of tenure-earning service.
- (c) Where Faculty Members are credited with tenure-earning service at the time of initial appointment, all or a portion of such credit may be withdrawn once by the Faculty Member prior to formal application for tenure.

16.8 Transfer of Tenure.

If transfer of tenure across State universities becomes possible, the University and the UFF will review options for such transfer during regular consultation as discussed in Article 2 (Consultation).

16.9 Tenure upon Appointment.

Tenure may be granted to a Faculty Member by the Board at the time of initial appointment, upon recommendation of the appropriate administrator. The administrator will consider the recommendation of the Department or equivalent Unit prior to making his or her final tenure recommendation.

16.10 Leave.

Authorized leaves of absence may, under the provisions of Article 19 (Leaves), be credited toward the period of tenure-earning service.

16.11 Termination/Layoff.

Tenure guarantees annual reappointment for the Academic Year until voluntary resignation, retirement, removal for just cause in accordance with the provisions of Article 17 (Disciplinary Action) or Article 18 (Job Abandonment), or layoff in accordance with the provisions of Article 14 (Layoff and Recall), but does not extend to administrative appointments.

ARTICLE 17 DISCIPLINARY ACTION

17.1 Policy.

The purpose of this Article is to provide a prompt and Equitable procedure for disciplinary action taken with just cause.

- (a) Just cause is defined as
 - (1) incompetence, or
 - (2) misconduct.
- (b) A Faculty Member's activities which fall outside the scope of employment will constitute misconduct only if such activities adversely affect the legitimate interests of the University.

17.2 Progressive Discipline.

Both parties endorse the principle of progressive discipline as applied to professionals. When administering discipline, the University will consider the Faculty Member's disciplinary history, along with facts and circumstances of the Faculty Member's misconduct and/or job performance.

17.3 Notice of Intent to Suspend or Terminate.

When the President or representative has reason to believe that a suspension or termination should be imposed, the President or representative will provide the Faculty Member with a written notice of intent to suspend or terminate ("Notice of Intent") and the reasons therefor.

- (a) The Notice of Intent will be sent by certified mail, return receipt requested; priority regular mail; electronic via@uwf.edu email; or delivered in person with written documentation of receipt obtained.
- (b) The Faculty Member will be given ten (10) Days in which to respond in writing to the President or representative before the proposed action is taken.
- (c) After the ten (10) Day period, the President or representative may
 - (1) issue a notice of suspension or termination:
 - (2) issue a notice of lesser disciplinary action:
 - (3) issue a notice that no disciplinary action will be taken
- (d) If the President or representative does not, within forty-five (45) Days of the date of the Notice of Intent take one of the actions described in Section 17.3(c) (Notice of Intent to Suspend or Terminate), the Faculty Member may request a decision of the President or representative. In response, the University may take the action specified in 17.3(c) or may request an extension of up to forty-five (45) Days. The University will provide this response within three (3) Days. Such extension will be granted by the UFF and additional extensions may be requested, if needed, and will be granted by the UFF.
- (e) If no disciplinary action follows the Notice of Intent, the Notice of Intent will not be retained in the Faculty Member's master evaluation file or personnel file.
- (f) The Faculty Member has the right to union representation during investigatory questioning that may reasonably be expected to result in disciplinary action.

Board of Trustees
Full Board Meeting
July 24, 2025

Revisions to UWF Regulation 4.002, Waiver of Tuition and Fees

Recommended Action:

Approve revisions to UWF Regulation 4.002, Waiver of Tuition and Fees, contingent upon no substantive changes following the conclusion of the posting period

Background Information:

This regulation was last updated in March of 2024. At the Special Session of the Legislature in early 2025, SB 2-C was passed and signed into law by the Governor as Chapter Law 2025-1, which revised Section 1009.26(12) regarding waivers of tuition. The Board of Governors is in the process of revising Regulation BOG 7.008, Waivers and Exemptions of Tuition and Fees, which in turn necessitates that UWF revise its regulation. Additionally, a revision to Section 1 of UWF Regulation 4.002 is being made to more clearly align with the law.

Implementation Plan:

Because UWF Regulation 4.002 is a select regulation (as defined by BOG Guidance), the regulation will become effective upon approval by the BOG or 60 days following transmission of the BOT-approved regulation to the BOG if no action is taken by the BOG.

Fiscal Implications:

Minor

Relevant Authority:

Section 1009.26, Fee Exemptions (Florida Statutes)

Florida Board of Governors Regulation 7.008, Waivers and Exemptions of Tuition and Fees

Supports Strategic Direction(s):

Strategic Direction 1: Student Centered and Focused

Supporting Documents:

1. UWF/REG 4.002 Waiver of Tuition and Fees (redline)
2. UWF/REG 4.002 Waiver of Tuition and Fees (clean)

Prepared by:

Jeffrey A. Djerlek, Associate VP of Finance & Controller, jdjerlek@uwf.edu

Audrey H. Liss, Associate Controller of Cashiers and Student Accounts, aliss@uwf.edu

Presenter:

Jeffrey A. Djerlek, Associate VP of Finance & Controller



Number: UWF/REG-4.002
Title: Waiver of Tuition and Fees
Responsible
Department: Controller's Office

I. General Statement:

Pursuant to Section 1009.26, Florida Statutes, and Florida Board of Governors ("BOG") Regulation 7.008, Waivers and Exemptions of Tuition and Fees, the University of West Florida (the "University") is authorized to waive tuition, non-resident tuition, and associated fees for purposes that support and enhance the mission of the University. The University shall report the purpose, number, authority, and value of all fee waivers and exemptions granted annually in a format prescribed by the BOG. The University shall have a designated liaison to address questions and concerns that may arise regarding fee waivers and exemptions.

II. Statutory Waivers and Exemptions

As set forth in detail in Section 1009.26, Florida Statutes, and BOG Regulation 7.008, Waivers and Exemptions of Tuition and Fees, the following tuition and fee exemptions are considered mandatory for the following categories:

- A. A child or spouse of a Deceased Law Enforcement Officer;
- B. A child or spouse of a Deceased Firefighter;
- C. A child or spouse of a Deceased Emergency Medical Technician or Paramedic;
- D. A child of a Deceased Teacher or School Administrator;
- E. A child or spouse of a Deceased Active Duty Member of the United States Armed Forces;
- F. Wrongfully incarcerated persons;
- G. Students in Dual Enrollment or Early Admissions Programs (accelerated students who are earning credit for both a high school diploma and an associate or baccalaureate degree or are in dual enrollment or early admission programs);
- H. Florida Department of Children and Families eligible students;
- I. Homeless Children and Youths;
- J. Child Protection and Child Welfare Personnel;
- K. School Psychology Training Program graduate student interns;
- L. Purple Heart Recipients and other superior combat decoration recipients;
- M. ~~Undocumented students for federal immigration purposes~~ Non-resident students who are citizens of the United States or lawfully present in the United States and who meet the criteria described in BOG Regulation 7.008(3);

- N. Honorably discharged Veterans of the armed services, reserves, and national guard;
- O. Active Duty members of the U.S. Armed Forces;
- P. Veterans, Active Duty, Spouses and Dependents (transcript fee);
- Q. Disabled Veterans;
- R. Eligible students in the State University System Online Free Seat program;
- S. Eligible students in Programs of Strategic Emphasis;
- T. Eligible students in the Resident Grandparent program;
- U. Eligible students in the Welfare Transition program;
- V. State Employees; and
- W. Eligible students in an approved Apprenticeship Program.

III. Discretionary Waivers and Exemptions

The following tuition and fee exemptions and waivers are authorized by the BOG and may be granted at the discretion of the University consistent with Section 1009.26, Florida Statutes, and BOG Regulation 7.008, Waivers and Exemptions of Tuition and Fees. Not all discretionary waivers are honored by the University. Refer to <https://uwf.edu/tuitionwaivers> for additional information.

- A. Eligible students in the Florida Linkage institutes;
- B. Students eligible for the Florida public assistance grant;
- C. Eligible Intern Supervisors;
- D. University Employees;
- E. Florida Residents 60 years of age or older;
- F. Full-time Public-School Classroom Teachers;
- G. Participants in Sponsored Credit Courses and Programs;
- H. Non-degree seeking non-resident students;
- I. Eligible students for an admissions deposit waiver; and
- J. Intercollegiate Student Athletes receiving athletic scholarships.

IV. University of West Florida Waivers

Pursuant to the authority of the Board of Trustees, the following waivers are also available to students that meet specific eligibility requirements:

- A. Graduate Assistants;
- B. Online Program Waivers; and
- C. Intercollegiate Student Athletes assessed the out-of-state fee.

V. Late Fees

The University will, upon appeal of the student, waive the late registration, late payment, and reinstatement fee when the University determines:

- A. The University is primarily responsible for the delinquency; or

- B. Extraordinary circumstances beyond the control of the student prevented registration or the payment of fees.

Effective Date: [date]

Authority: §§ 1009.24, and 1009.26, Fla. Stat.
BOG Regulation 7.008, Waivers and Exemptions of Tuition and Fees

History: Adopted as Rule 6C6.4.02 December 1980 and amended November 2003, August 2004, and July 2005; converted to UWF/REG 4.002 July 2005 and amended August 2006, August 2009, March 2024, and [date]

Last review: [date]



Number: UWF/REG-4.002
Title: Waiver of Tuition and Fees
Responsible
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- J. Child Protection and Child Welfare Personnel;
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- M. Non-resident students who are citizens of the United States or lawfully present in the United States and who meet the criteria described in BOG Regulation 7.008(3);
- N. Honorably discharged Veterans of the armed services, reserves, and national guard;

- O. Active Duty members of the U.S. Armed Forces;
- P. Veterans, Active Duty, Spouses and Dependents (transcript fee);
- Q. Disabled Veterans;
- R. Eligible students in the State University System Online Free Seat program;
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The following tuition and fee exemptions and waivers are authorized by the BOG and may be granted at the discretion of the University consistent with Section 1009.26, Florida Statutes, and BOG Regulation 7.008, Waivers and Exemptions of Tuition and Fees. Not all discretionary waivers are honored by the University. Refer to <https://uwf.edu/tuitionwaivers> for additional information.

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Pursuant to the authority of the Board of Trustees, the following waivers are also available to students that meet specific eligibility requirements:

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History: Adopted as Rule 6C6.4.02 December 1980 and amended November 2003, August 2004, and July 2005; converted to UWF/REG 4.002 July 2005 and amended August 2006, August 2009, March 2024, and [date]

Last review: [date]

Board of Trustees
Full Board Meeting
July 24, 2025

Hire Vice President, Strategic Initiatives/Chief of Staff

Recommended Action:

Approve hiring for the position of Vice President, Strategic Initiatives/Chief of Staff

Background Information:

The Vice President, Strategic Initiatives/Chief of Staff position has been created to work closely with the Interim President. This position directly reports to the Interim President and is considered a member of the executive management team.

Implementation Plan:

Once this position has been approved by the Board, the onboarding process will begin with the applicant. Human Resources will work with the applicant to ensure successful completion of the onboarding process. The anticipated start date is August 4, 2025.

Fiscal Implications:

Salary = \$180,000

Fringe = \$98,686 (will not exceed this amount- based on type of benefits selected)

Cell phone allowance = \$75/pay period (\$1,957.50 annually)

Moving expenses = \$5,000 (one time)

Adjunct extra state compensation = \$2950 per course

Relevant Authority:

Florida Statute, 1001.741, requires that the President's executive management team must come before the Board of Trustees for approval before the onboarding process can begin, including a tentative offer letter.

Supports Strategic Direction(s):

Strategic Direction 2: Employee Success

Supporting Documents:

1. Vice President, Strategic Initiatives/Chief of Staff Job Description
2. Applicant's Resume

Prepared by:

Jamie C. Sprague, Sr. Associate Vice President/CHRO, jsprague@uwf.edu

Presenter:

Manny Diaz, Jr., Interim President

Vice President, Strategic Initiatives 113540

PageUp #: PD-781

Department: 1000-University President
Action: Reclassify and Recruit
Approval Date:

If you wish to update this Job Description, scroll down to the Approval Workflow and select “Click to Update Job Description” to reopen the fields and launch a new approval request. Fill in all mandatory fields marked with an asterisk.

Position Number: 113540
[Position: Vice President, Strategic Initiatives](#)

Position #: 113540
Position Title:* Vice President, Strategic Initiatives 113540
Working Title: Chief of Staff

POSITION DETAILS

Division:* President's Office
Department:* University President
Work site / location: Pensacola
Classification:* Vice President of Strategic Initiatives
[Classification: Vice President of Strategic Initiatives](#)

Classification Code: 9264

Pay Band: Executive Administration

E Class Description: 10-Executive Service

EEO Skill: 10-Executive Service

Veteran's Preference Eligibility: No

FLSA: Exempt

Minimum Qualifications: Master's degree in an appropriate area of specialization and eight years of appropriate experience; or a bachelor's degree in an appropriate area of specialization and ten years of appropriate experience.

Minimum Qualifications:* Master's degree in an appropriate area of specialization and eight (8) years of appropriate experience; or a bachelor's degree in an appropriate area of specialization and ten (10) years of appropriate experience.

Position Qualifications: This position requires a high degree of sensitivity, confidentiality, diplomacy, and knowledge of public relations. Project management and organizational skills, with the ability to coordinate multiple stakeholders and competing priorities. Strong communication skills to manage presidential communications and engage with internal and external partners. Experience with ensuring compliance with educational regulations. Strategic thinking and analytical skills to support decision-making and operational oversight. Collaborative, adaptable, and mission-driven, with a commitment to advancing the university's academic and research goals.

Preferred Qualifications:* Advanced degree (master's or higher) in a relevant field such as public policy, business administration, political science, or a related discipline. A minimum of four years of leadership experience in higher education, public administration, or a related field, with a proven track record of managing complex projects, building strategic partnerships, and teaching at the University level.

JOB DUTIES

Job Summary:* The Vice President of Strategic Initiatives/Chief of Staff serves as a key advisor and partner to the President, driving strategic initiatives, managing critical operations, and coordinating high-impact projects across the university and its external partners. This position requires an exceptional leader with strong organizational, communication, and decision-making skills to advance the university's mission through research, teaching, and operational excellence. This position reports directly to the President and serves as a member of the President's Cabinet.

Marginal Functions:* None

Is this position designated as essential for University closings, emergencies, unscheduled closings?:*

☒ Yes ☐ No

Daily Hours (from-to):*

8am-5pm; varies

Total Hours per Week:*

40+

Explain variations in the workweek:

This position usually works more than 40 hours per week and is available as needed after hours and weekends.

Describe the types of decisions that are made in the position:*

Independent decisions on the operations of the President's Division. Independent budget authority for the President's Division. Messaging decisions for the University. Hiring/staffing decisions.

Describe the types of problems analyzed and/or solved in the position:*

Presidential issues and concerns; Board of Trustees issues and concerns; and external relations issues and concerns.

Consequence of Error:*

5-Would be difficult to detect, including recommendation of unsuitable equipment/facilities resulting in excessive costs/inadequate service over an extended period. May have an adverse effect on major unit/division & impact community relations.

Describe the type of communication with internal and external sources:*

The incumbent has an extensive level of public contact throughout the University and externally with local and governmental officials and the community.

Describe the type(s) of confidential or sensitive information that is (are) handled and how used in the position:*

Responsible for sensitive data and confidential information. Deals daily with confidential student and personnel issues and records. Deals closely with University departments and Administrators in assisting sensitive issues.

Describe the level of monetary responsibility associated with this position. What is the amount of money that is typically handled, and what are the consequences of error?:

Oversees and administers divisional budget.

List the hardware and software applications that are required for this position:*

Microsoft office suite, Google suite, email, calendar and various software applications.

Does this position supervise line faculty or workforce employees?:*

☒ Yes ☐ No

List the classification title and position number of the employee(s) supervised:

126470, Assistant Vice President (Mixon)
125940, Business Manager (Davis)
126650, Emergency Management Director- dotted line

Does this position supervise OPS and/or Student Employees?:*

☐ Yes ☒ No

Total Number of OPS and/or Student Employees supervised:

0

SPECIAL REQUIREMENTS OR CONSIDERATIONS OF THE JOB

Special Requirements of the Job:*

☒ Required to submit a financial disclosure to the Florida Commission on Ethics per FS 112.3144.

☐ This position is responsible for meeting requirements of FS 215.422

☒ This position requires a criminal background screen

☐ This position requires a valid driver's license

☐ This position requires licensure, certification, or other described in the Special Instructions

☐ This position is eligible for veteran's preference

☐ This position requires a Child Care provider security check

☐ This position requires a post-offer employment physical

☒ This position requires fingerprinting

PHYSICAL DEMANDS

Physical requirements of the job:*

Frequent heavy or intense physical requirements. May be combined with exposure to a number of disagreeable environmental elements, such as heat, cold, noise, dust, dirt, chemicals, etc. Injury may require professional treatment or hospitalization.

Impact of deadlines of the job:*

Externally imposed deadlines set or revised on short notice. Frequent shifts in priority. Numerous interruptions requiring immediate attention. Unusual pressure on a daily basis due to accountability for success of major projects.

Standing:*

Daily

Walking:*

Daily

Sitting:*

Daily

Reaching with hands and arms:*

Daily

Climbing or Balancing:*

Occasionally

Stooping, Kneeling, Crouching, or Crawling:*

Occasionally

Use of hands to handle objects:*

Daily

Lifting up to 10lbs.:*

Occasionally

Lifting up to 25lbs.:*

Occasionally

Lifting over 25lbs.:*

Occasionally

Talking - express or exchange of ideas verbally:*

Daily

Hearing - perceive sound by ear:*

Daily

Vision - ability to distinguish similar colors, depth perception, close vision:*



Daily

ESSENTIAL FUNCTIONS OF THE JOB

JOB DUTIES

% of time	Description of Duty	Essential
10	Building and Expand Research Relationships: Develop and strengthen partnerships with local, state, and national organizations, including government agencies, industry leaders, and community stakeholders, to enhance the university's research portfolio and impact. Facilitate collaborative research initiatives that align with institutional priorities and regional needs. Work with Research administrators to connect with new partners.	Essential
10	Coordinate Cross-silo Initiatives: Oversee and manage complex, interdisciplinary projects that span academic and administrative units. Ensure alignment of goals, resources, and timelines to deliver outcomes that support the university's strategic objectives.	Essential
10	Manage Presidential Initiatives: Lead the development, implementation, and evaluation of key initiatives spearheaded by the President's Office. Provide strategic guidance, monitor progress, and ensure successful execution of high-priority projects.	Essential
5	Oversee Compliance with Federal and State Law: Monitor and ensure compliance with federal and state regulations related to general education and curriculum, collaborating with academic units to maintain adherence to legal and accreditation standards.	Essential
10	Oversee Strategic Planning Proposals: Lead the development and review of proposals for the university's strategic planning, ensuring alignment with institutional goals and long-term vision.	Essential
10	Oversee Presidential Marketing and Communication: Manage and coordinate marketing and communications for the President's Office with the marketing and communications team, assisting with drafting speeches, reports, and correspondence, and marketing efforts to ensure clear and effective messaging. This position will be the point of contact for the Emergency Management Director for emergencies/crises. Work closely with the Marketing and Communication office on all communications for the President or University.	Essential
10	Provide Decision Support: Serve as trusted advisor to the President, conducting research, analyzing data, and providing actionable insights to inform high-level decision making.	Essential
10	Oversee Operations and Budget: Provide operational and budget oversight of the President's Office, ensuring efficient management of resources, staff, and processes to support institutional priorities.	Essential
10	Provide Policy and Strategic Counsel for University Budget, Government Affairs, and Board Relations: Advise on development and strategic management of overarching university budget including but not limited to: annual budget request; other funding requests from local, state, federal governments and varying entities; as well as Board of Trustees and Board of Governors matters.	Essential
10	Manage Access and Priorities: Act as a key point of contact for the President, working with the Assistant Vice President to prioritize and coordinate access to the President's time and attention to ensure focus on strategic objectives.	Essential
5	Promote Citizenship: Oversee programs and events that instruct students in the institutions and virtues of self-government, encourage dialogue and civic engagement with varied perspectives, and foster a campus culture of constructive debate to ensure that the university maintains its mission of helping to produce informed citizens.	Essential

APPROVALS

Initiator:*	Jamie Sprague Email address: jsprague_duplicate@uwf.edu
Approval process:*	1 Approver - vacant JD
1. 1st Approver:	Jamie Sprague  Approved Jun 30, 2025
2. HR Final Review:	Brianna Collins  Approved Jun 30, 2025
HR Representative:*	Employment Team Email address: employmentteam@uwf.edu

Clifford Humphrey

Curriculum Vitae

2850 Green Forest Lane, Tallahassee, Florida 32312
(770) 654-3578 CliffordHumphrey@gmail.com

EDUCATION

Ph.d. Politics, Hillsdale College, 2020
Dissertation: “The Republican Federalism of John Taylor of Caroline”
Advisor: Paul A. Rahe

M.A. Politics, Hillsdale College, 2016

Post-Baccalaureate studies in Greek and Latin, Columbia University, 2007-2009

B.S. Psychology, Palm Beach Atlantic University, 2006

EMPLOYMENT

2025 — present Adjunct Professor, political science department, Florida State University

May 2023 — present Executive Vice Chancellor, Florida College System, Florida Department of Education

2022 — 2023 Professor of Practice, Executive Director of the Institute for Leadership Development, Troy University

2021 — 2022 Assistant Professor, Thales College

2020 — 2022 Postdoctoral Fellow, Institute for Human Ecology, Catholic University of America

2018 — 2019 Lecturer, Hillsdale College

TEACHING EXPERIENCE

Florida State University

Adjunct Professor: POS 3931 - Leadership as Statesmanship (Spring 2025)

Teaching political leadership as an application of political philosophy. Introducing students to the basic concepts of virtue ethics, emphasizing the importance of the virtues of prudence, courage, and ambition for leadership as well as the art of rhetoric, while teaching students to distinguish mere influence and persuasion from virtuous guidance as true leadership.

Troy University

Professor of Practice: LDR1100 - Introduction to Leadership (Fall 2022 - Spring 2023)

Taught moral philosophy and rhetoric as “compelling excellence” with an emphasis on virtue and rhetoric.

Thales College

Assistant Professor: HUM:150 - American History & Constitution (Fall 2021 - Spring 2022)
Taught a dual enrollment course composed primarily of homeschooled juniors and seniors in high school on the primary historical and political documents pertaining to the American founding, the Constitution, the Civil War, Progressive era, World War I and II, the Cold War, and contemporary political debates.

Hillsdale College

Lecturer: POL:101 - U.S. Constitution (Spring 2018)
Taught a core liberal arts class using primary sources to understand the philosophic foundations of the American founding, the crisis that led to the Civil War, and the transformations of government and politics into the present day

PUBLICATIONS

- “Are ‘Merely Christian’ Colleges Enough?” *First Things*, February 27, 2023
- “Uncivil Wars of Civil Religion,” *Law & Liberty*, October 29, 2020
- “Liberty and the Indissoluble Union Between Virtue and Happiness,” *The Epoch Times*, May 9, 2019
- “Citizenship is not a matter of identity politics. It’s the moral basis of republicanism,” *The Washington Examiner*, April 26, 2019
- “Fentanyl and the Third Opium War,” *The American Spectator*, March 15, 2019
- “Where our freedom really comes from,” *The Atlanta Journal Constitution*, March 4, 2016

ACADEMIC CONFERENCE PARTICIPATION

- 2022 “‘Null, void and of no force, or effect’: Political Theory of the Resolutions of 1798, as Interpreted by John Taylor of Caroline” Southern Political Science Association (SPSA), January 13- 16
- 2021 “On the ‘True Intention of Publius: The Diamond Thesis at 60.” American Political Science Association (APSA), September 30- August 3
- 2021 “John Taylor of Caroline’s Criticism of the Intention of Publius: 138 Years before the Diamond Thesis.” Southern Political Science Association (SPSA), virtual, January 7-9
- 2019 “John C. Calhoun and John Taylor of Caroline: A Contrast Revealing An Interesting Division in the Early State-Rights School.” Southern Political Science Association (SPSA), Austin, TX, January 17-19
- 2018 “Conservative Fusionism Enters the Trump Era.” Northeastern Political Science Association (NPSA), Montreal, Canada, November 8-10

- 2018 “John Locke, Natural Law, and Universal Culpability.” Midwest Political Science Association (MPSA), Chicago, IL, April 5-8
- 2017 “Federalism and Sovereignty of the People: The Natural Rights Federalism of John Taylor of Caroline.” Northeastern Political Science Association (NPSA), Philadelphia, PA, November 9-11
- 2016 “James Madison’s Theory of the Extended Sphere and the Psychology of Citizenship.” Georgia Political Science Association (GPSA), Savannah, GA, November 10-12
- 2015 “The Necessity of Transcendent Justice for Humane Life in Dostoevsky’s *Notes from Underground*.” The Association for Core Texts and Courses, Plymouth, MA, April 9-12

DISSERTATION

Title: “The Republican Federalism of John Taylor of Caroline”

Abstract:

John Taylor of Caroline articulated an understanding of federalism that was a product of both principle and prudence. He understood federalism as the structure of government established by the American people through the Federal and State constitutions, but he also understood it as an important means of preserving consent in a regime situated on a large territory. Taylor’s view is unique in light of those with whom he is often compared, especially John C. Calhoun and James Madison. His complex argumentation and writing style, though, make Taylor’s thought almost inscrutable and seemingly contradictory. One can see a coherence, though, in Taylor’s thought, by separating his political science from his political philosophy. In the former, Taylor largely agrees with Calhoun, while in the latter, he largely agrees with Madison. By separating Taylor’s political science from his political philosophy, a coherent view of federalism arises that illumines an alternative to the binary distinction of State versus national sovereignty, one that seeks to preserve sovereignty in the people by beckoning them to exercise it as both their right and their duty.

GRADUATE COURSES

Plato’s <i>Republic</i>	Nietzsche	The American Founding
Plato’s <i>Laws</i>	Medieval Pol. Philosophy	<i>The Federalist Papers</i>
Aristotle’s <i>Politics</i>	Early Modern Pol. Philosophy	Nationalism & Sectionalism
Aristotle’s <i>Nicomachean Ethics</i>	Late Modern Pol. Philosophy	Modern American Regime
Thucydides	20th & 21st Cent. Pol. Thought	American Progressivism
Cicero	The Scottish Enlightenment	American Conservatism
John Locke	Natural Law	Post-1960s Liberalism
Alexis de Tocqueville	Studies in Statesmanship	Doctoral Humanities Seminar

AWARDS AND FELLOWSHIPS

- 2024 summer Lincoln Fellow at the Claremont Institute, Claremont, CA
- 2020 — 2021 Postdoctoral fellowship at the Program on the Constitution and Catholic Social Doctrine in the Institute for Human Ecology at the Catholic University of America
- 2021 — 2021 Fellow for the International Center for Jefferson Studies at Monticello, VA
- 2019 — 2020 Donald Rumsfeld Foundation Fellowship
- 2017 — 2019 Institute for Humane Studies Fellowship
- 2017 — 2018 Henry Salvatori Fellowship, Intercollegiate Studies Institute

PROFESSIONAL SOCIETY MEMBERSHIPS

- 2023 — present Intercollegiate Studies Institute's American Government and Politics Association
- 2018 — 2022 Southern Political Science Association

OTHER RELEVANT EXPERIENCE

- 2014 & 2015 **Chavagnes International College, Pais de la Loire, France**
Taught English language classes to native French speaking middle and high school students for two summers
- 2012 — 2013 **Tie Yi Zhong, No. 1 Middle school, Huaihua, Hunan, China**
Taught English classes to native Mandarin-speaking high school students
- 2009 — 2012 **Trinitas Christian School, Pensacola, Florida**
Taught various classes to middle and high school students, including: elementary and advanced Latin, elementary and advanced Greek, English literature, history, classical rhetoric, and debate

REFERENCES

Paul A. Rahe

Professor of History
Hillsdale College
Hillsdale, MI
517-607-2391
prahe@hillsdale.edu

Larry P. Arnn

President of Hillsdale College
Professor of Politics
Hillsdale College
Hillsdale, MI
517-607-2301
larnn@hillsdale.edu

R. J. Pestritto

Dean of the Van Andel
Graduate School of
Statesmanship
Professor of Politics
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Adjournment