

**The University of West Florida**  
**Department of Criminology & Criminal Justice**  
**Bylaws**

## **1. Mission**

The mission of the Department of Criminology & Criminal Justice is to challenge and inspire students to be lifelong learners and to critically examine crime and justice issues. The department engages in quality teaching to provide students with theoretical, practical, and ethical foundations in the study of crime and justice, contributes to the body of knowledge in crime and justice through quality research, and participates in professional, academic, and community partnerships and service. Our programs prepare and enhance the development of effective criminal justice professionals with a commitment to understand and embrace the importance of diversity in society.

## **2. Officers**

2.1. The Department Chair, or designee, will officially represent the Department in its relationships across the University and throughout the community.

## **3. Departmental Meetings**

3.1. The Chair will convene departmental meetings at least once each Fall and Spring semester. At least one week notice for meetings shall be provided when possible. A majority of the voting faculty may request that the Chair convene a departmental meeting in a timely manner. Faculty meetings shall follow a set agenda when possible. Minutes of faculty meetings shall be recorded and made available.

## **4. Voting Eligibility and Procedures**

4.1. On issues of tenure: all full-time tenured faculty members in the Department.

4.2. On all other issues: full-time tenure-line faculty members and instructors, academic advisor, and the Chair.

4.3. A written proxy may be given to another member or an absentee ballot may be marked and given in writing, facsimile, or other electronic means to the Chair or designee if a member is unable to be present.

4.4. A quorum shall consist of half plus one of eligible voters.

4.5. The bylaws shall be amended with a 2/3 vote of eligible faculty.

## **5. Committees**

- 5.1. The Chair appoints members of all committees except the Personnel Committee. All ad hoc committees are dissolved at the completion of the assigned task.
- 5.2. The Personnel Committee shall review the faculty member's progress toward tenure and promotion. The Committee shall consist of all tenured faculty members in the department. Should the number of tenured faculty members be less than three, the Chair may request that a faculty member or members outside the Department be appointed to the committee. The outside member(s) must meet the Department criteria for membership on the committee.
- 5.3. The following standing committees shall consist of the Department Chair and at least two members of the full-time faculty who will serve two-year, renewable terms. All standing committees will select a committee chair within the first month of the academic year. Each standing committee must meet at least once each academic year.
  - 5.3.1. The Curriculum Committee shall annually review the curricula of the programs within the Department and recommend changes to the full faculty. The Curriculum Committee shall draft and review all program and course curriculum change requests.
  - 5.3.2. The Assessment Committee shall coordinate, oversee, and report the Department's assessment efforts.
  - 5.3.3. The Bylaws Committee shall annually review the Department bylaws and recommend changes to the full faculty.
  - 5.3.4. The Budget Committee shall serve as an advisory body to the Chair on budget matters.
  - 5.3.5. The Graduate Admissions Committee shall serve as an advisory body to the Chair on graduate admissions-related matters.
  - 5.3.6. The Scholarship Committee shall serve as an advisory body to the Chair on scholarship awards.

## **6. Academic, Curricular, Grading, and Examination Policies/Procedures**

- 6.1. All curricular and academic policy changes shall be approved by the Department faculty except those superimposed by changes in UWF Board of Trustees' regulations, which will be automatic.
- 6.2. Grading and examination policies are left to the professional judgment of the classroom instructor subject to University policies. These policies must be made clear to students at the beginning of classes and must be in the course syllabi. Course syllabi must be made available at or before the first class meeting for all courses.
- 6.3. The University final examination schedule is to be maintained. Necessary exceptions may be applied for through the Chair of the Department.

## **7. Policy and Procedures for Summer Teaching Opportunities.**

- 7.1. Summer teaching assignments will be based on programmatic needs and the availability of funding.

## **8. Office Hour Policies**

- 8.1. Full-time faculty shall observe a minimum of eight hours of regularly scheduled office hours per week and post a schedule accordingly. Faculty teaching on-line courses may apportion part of the total to on-line office hours.

## **9. Personnel Policies/Procedures**

- 9.1. Faculty of the Department of Criminology & Criminal Justice are expected to meet the standards set in Florida statutes, UWF Board of Trustees rules, the UWF Board of Trustees-UWF agreement, the UWF Faculty Handbook, and the bylaws and mission statement of the Department.
- 9.2. Recruitment/Selection of Faculty, Adjunct Faculty, and Staff
  - 9.2.1. For tenure-line faculty, instructors, and faculty associates, search committees with appropriate representation are organized by the Chair in consultation with the faculty. The Department will follow University recruitment and search procedures.
  - 9.2.2. Adjunct faculty will be reviewed and hired on an ongoing and regular basis by the Chair in consultation with Department faculty. Adjunct faculty must meet University qualifications. The Chair or designee will review and assist with course content and serve as resource persons as needed.

- 9.2.3. For staff positions designated as University Workforce Employees, search committees with appropriate representation are organized by the Chair in consultation with the faculty. Staff positions designated as Other Personnel Services (OPS) will be hired by the Chair.

## **10. Mentoring**

- 10.1. All untenured assistant professors will be assigned a faculty mentor by the Chair upon commencement of their employment at UWF. The mentor shall be a tenured faculty member in the Department. If a tenured faculty member is not able to serve as a mentor, a tenured faculty member of a different department may be assigned. At any time, the mentee or mentor may request that the Chair assign a new mentor.

## **11. Categories of Performance for Annual Evaluation, Tenure, and Promotion**

- 11.1. Distinguished performance clearly exceeds department expectations for excellence.
- 11.2. Excellent performance is defined as meeting department standards for excellence; no major areas of weakness exist.
- 11.3. Good performance indicates moderate progress in a given area, but one or more weaknesses render the performance not quite to the expectations of excellence in the department.
- 11.4. Fair performance suggests minor progress in an evaluation area because one or more major weaknesses exist in performance. Although there may be one or more strengths as well, the performance clearly is not consistent with the department's expectations for excellence. Performance at this level warrants remediation planning.
- 11.5. Poor performance is characterized as having substantial weaknesses that jeopardize professional progress as a UWF faculty member. Performance at this level requires remediation activity. In extreme cases, out-counseling may be the most appropriate course of action to assist the faculty to find an institution that will be a better match for the faculty member's abilities, values, and/or work ethics.

## **12. Annual Evaluation**

- 12.1. Each faculty member will be evaluated on an annual basis by the Chair. This evaluation is to be based on the assignment letter written by the Chair and agreed to by

the individual faculty member. The Chair must consider any evidence and materials relevant to the work assignment submitted by the faculty member. At a minimum tenure-line faculty must submit an updated vita; a concise narrative discussing teaching, research and scholarly activity, and service; course syllabi; and student evaluations. The Chair shall give an evaluation of poor, fair, good, excellent, or distinguished for each category of Teaching, Research, and Service, as well as an overall performance rating. Examples of indicators for each of the performance categories are provided in Appendix A. Untenured faculty are also evaluated by the Chair on their progress toward tenure, and faculty who are not yet full professors are evaluated by the Chair on their progress toward promotion. Instructors are evaluated in the categories of teaching and service.

- 12.2. Annual evaluation folders of faculty are submitted by the Chair to the Dean who reviews the faculty member's statement of contributions and the Chair's letter of evaluation.
- 12.3. Merit pay is based on the last completed evaluation prior to the awarding of merit. The Chair shall use a point system with the highest ranking given to the distinguished rating and no points awarded for a poor performance.

### **13. Mid-Point Review**

- 13.1. All untenured assistant professors shall undergo a mid-point review of their progress toward promotion and tenure during the fall semester of the third year toward tenure at UWF. The Chair will convene the Personnel Committee of the Department plus at least one tenured faculty member from an outside department. The Department will adhere to the tenure and promotion submission and review dates outlined in the University of West Florida's annual evaluation, tenure, and promotion policies. The Chair must inform the untenured assistant professor of the dates for the review no later than ten (10) business days after the Dean provides the list of those faculty scheduled for mid-point review. The untenured assistant professor shall prepare and submit a mid-point review dossier that parallels the format required by the University for application for tenure/promotion, excluding letters of recommendation. The Chair and/or faculty mentor will provide guidance to the untenured faculty member in the preparation of the review materials. The Personnel Committee of the Department will provide its review, in writing, to the untenured faculty member and to the Chair. The Chair will review the dossier and Personnel Committee's letter and prepare a written review of the untenured assistant professor's progress, which will then be provided to the untenured assistant professor and forwarded to the Dean of the College. An untenured assistant professor may request an earlier review upon giving reasonable advance notice to allow for a review committee to be formed. A tenured faculty member may request the Committee

to review his/her progress toward promotion upon giving reasonable advance notice to allow for a review committee to be formed.

#### **14. Tenure & Promotion**

- 14.1. The Department of Criminology & Criminal Justice affirms that a candidate for tenure and/or promotion must meet the criteria for teaching, research and scholarly activity, and service. These three endeavors are interdependent and the quality of performance in teaching and service is shaped to a large degree by the research and scholarly activity of our faculty.
- 14.2. In addition to those criteria and standards found in Florida statutes, UWF Board of Trustees rules, the UWF Board of Trustees-UWF agreement, and the UWF Faculty Handbook, the following represent the minimum necessary criteria and standards required for favorable tenure and promotion decisions. Examples of indicators for each of the performance categories are provided in Appendix A.
- 14.3. Criteria for Tenure at any level
  - 14.3.1. A sustained record of excellent teaching demonstrated by multiple indicators.
  - 14.3.2. A sustained record of scholarly and creative activities, which may include academic presentations, grant work, research awards and must include a minimum of three (3) peer-reviewed journal articles OR one (1) book that contributes to the organization of knowledge, or the creation of new knowledge, in the faculty member's discipline.
  - 14.3.3. A sustained record of significant contributions in service to the Department, College, University, profession, and/or community.
  - 14.3.4. Favorable external reviews of the tenure file by at least three (3) professionals in the academic discipline.
  - 14.3.5. To be granted tenure, a faculty member must demonstrate excellent teaching and at least one excellent and at least one good rating in the other two categories.
- 14.4. Criteria for Promotion to the rank of Associate Professor
  - 14.4.1. A sustained record of excellent teaching demonstrated by multiple indicators.

14.4.2. A sustained record of scholarly and creative activities, which may include academic presentations, grant work, research awards and must include a minimum of five (5) peer-reviewed journal articles (one [1] of which may be a book chapter [excluding encyclopedia entries]) OR one (1) book that contributes to the organization of knowledge, or the creation of new knowledge, in the faculty member's discipline.

14.4.3. A sustained record of substantial contributions in service to the Department, College, University, profession, and/or community.

14.4.4. Favorable external reviews of the promotion file by at least three (3) professionals in the academic discipline.

14.4.5. To be promoted to Associate Professor, a faculty member must demonstrate excellent performance in all three categories.

14.5. Criteria for Promotion to the rank of Professor

14.5.1. A sustained record of excellent teaching demonstrated by multiple indicators.

14.5.2. A sustained record of scholarly and creative activities, which may include academic presentations, grant work, research awards and must include a minimum of twelve (12) peer-reviewed journal articles (two [2] of which may be book chapters [excluding encyclopedia entries]) OR two (2) books that contribute to the organization of knowledge, or the creation of new knowledge, in the faculty member's discipline, OR seven (7) peer-reviewed journal articles and one book that contributes to the organization of knowledge, or the creation of new knowledge, in the faculty member's discipline. A minimum of three peer-reviewed journal articles or one book must carry a publication date subsequent to promotion to associate professor.

14.5.3. A sustained record of very substantial contributions in service, including leadership positions, to the Department, College, University, profession, and/or community.

14.5.4. Chairs with a strong record of managing departments can become candidates for professor. In addition to demonstrating a strong record of accomplishment in managing the department, a distinguished teaching, research, or service record are necessary to qualify for promotion to professor.

14.5.5. Favorable external reviews of the promotion file by at least three (3) professionals in the academic discipline.

14.5.6. To be promoted to professor, a faculty member must demonstrate a distinguished performance record in at least one category and at least excellent in each of the other two categories.

#### 14.6. Procedures for Tenure

14.6.1. The Dean shall provide to the Chair a list of faculty who are eligible for tenure. Following the procedures outlined below, the Chair shall submit to the Dean a recommendation to grant, defer, or deny tenure and a brief rationale for each recommendation. In making this recommendation, the Chair shall consider the faculty member's contribution to the University in teaching, research, and service.

14.6.2. The Chair will request all tenured full-time faculty members to submit a formal evaluation on tenure for each eligible faculty member within the department. The evaluation shall be submitted to the Chair, who is obligated to maintain confidentiality about the evaluation. Other full-time faculty may provide the Chair with opinions of the candidate's dossier. On a separate document, all full-time tenured faculty in the department 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.

14.6.3. The Chair, in consultation with the candidate, shall obtain at least three and no more than five external evaluation letters for tenure-eligible candidates from knowledgeable peers. At least three of the letters must be included in the dossier. The Chair, in consultation with the candidate, shall obtain at least three and no more than five internal letters of support for tenure-eligible candidates from knowledgeable UWF peers (outside the department) in consultation with the candidate. If more than three letters are obtained, the candidate, in consultation with the Chair, shall determine which three will be included in the dossier. Any additional letters, not to exceed two, will be included in the supporting materials. Each faculty member eligible for tenure will be informed by the Department Chair in writing whether the faculty member will be recommended for tenure. The President shall notify in writing each tenure-eligible faculty member of the final tenure decision in the faculty member's case immediately following appropriate action by the Trustees.

#### 14.7. Procedures for Promotion

- 14.7.1. The faculty member and the Chair shall confer about the readiness of the faculty member as a candidate for promotion. Upon request of the faculty member or upon agreement of the faculty member and Chair, the process must be initiated for submitting the dossier of the faculty member for consideration for promotion along with a brief rationale for the decision. In making such a recommendation, the Chair shall consider the faculty member's contributions to the University in teaching, research, and service.
- 14.7.2. All full-time faculty members in the department shall be requested by the Chair to submit an evaluation on promotion for each faculty member being considered within the department.
- 14.7.3. The Chair, in consultation with the candidate, shall obtain at least three and no more than five external evaluation letters for promotion to associate professor and to full professor from knowledgeable peers. At least three of these letters must be included in the dossier. The Chair, in consultation with the candidate, shall obtain at least three and no more than five internal letters of support for promotion to associate professor and to full professor from knowledgeable UWF peers (outside of the Department). If more than three letters are obtained, the candidate, in consultation with the Chair, shall determine which three will be included in the dossier. Any additional letters, not to exceed two, will be included in the supporting materials.

## **15. Sustained Performance Evaluation**

- 15.1. All tenured professors and associate professors shall undergo a sustained performance evaluation. Each tenured faculty member shall submit to a sustained performance evaluation in the sixth (6<sup>th</sup>) year after receiving tenure and every sixth (6<sup>th</sup>) year thereafter where the faculty member's previous six (6) years of performance will be evaluated. The Department will adhere to the specific decision-making protocols and guidelines for sustained performance evaluations established by the University of West Florida's annual evaluation, tenure, and promotion policies. The dossier will then be reviewed by the faculty member's Chair, Dean, and College Personnel Committee, who in turn submit their recommendations to the Provost for final review and decision.

## Appendix A – Examples of Indicators for Annual Evaluation, Tenure, and Promotion Criteria

The following charts contain multiple artifacts that faculty may use to demonstrate performance. Additional artifacts, not listed below, may also be utilized when relevant. Categories of performance are listed across the top and artifacts used to demonstrate the various performance categories are listed along the left side. The cells represent indicators of specific performance categories used in annual evaluations, tenure and promotion reviews, and sustained performance evaluations. Performance ratings are based on the weight of the evidence provided. Multiple indicators in a performance category across several artifacts lend support for ratings in that category. All indicators do not need to be in a single category for that rating to apply. For example, a majority of teaching indicators in the “Excellent” category should indicate a rating of “Excellent” for teaching even if there are a few indicators in other categories.

With regard to the quality of publications, it is the faculty member’s responsibility to demonstrate the quality of a publication. There are a number of metrics that can be used to do so. Peer-reviewed publications should be the standard, and further characteristics will distinguish high- and low-quality peer-reviewed outlets. Some examples of these characteristics are: citation rates, impact factors, acceptance rates, and journal rankings. Other indicators that are generally accepted within the discipline may be used by faculty to illustrate the quality of publication.

**Teaching**

	<b>Distinguished</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Syllabi</b>		Syllabi are comprehensive, clear, and include appropriate performance expectations	Syllabi are reasonably clear and include appropriate expectations	Syllabi are unclear and include inappropriate expectations	Syllabi fail to meet department and university requirements
<b>Student Evaluations</b>	Numerical student evaluation data document clear statistical exceptionalty	Student numerical evaluations document consistently positive impact on learning (e.g. consistent Excellent & Very good ratings)	Student numerical evaluations document adequate impact on learning (e.g. consistent Good or higher ratings)	Student numerical evaluations document areas of moderate concern (e.g. consistent good or lower ratings)	Student numerical evaluations document consistent and substantive problems (e.g. consistent fair or lower ratings)
	Student evaluation comments are overwhelmingly positive and demonstrate transformative learning	Student evaluation comments are consistently positive	Student evaluation comments are generally positive	Student evaluation comments are generally negative	Student evaluation comments are consistently negative
<b>Peer Evaluations</b>	Multiple peer evaluations are overwhelmingly positive and demonstrate impactful teaching	Peer evaluations are consistently positive	Peer evaluations are generally positive	Peer evaluations are generally negative	Peer evaluations are consistently negative
<b>Philosophy</b>		Teaching philosophy provides foundation for coherent course planning and activities	Teaching philosophy expressed in course planning and activities	Teaching philosophy may not be clearly expressed in course planning and activities	Teaching philosophy missing, poorly articulated or poorly expressed in course activities and planning
<b>Professional development</b>		Participates voluntarily in professional development and incorporates activities that improve teaching quality and flexibility	Participates in teaching development when directed to do so	Does not typically participate in teaching development activity	Avoids teaching development opportunities, even when directed to do so.

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	<b>Distinguished</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Student Assignments</b>		Assignments are varied and clearly enhance student learning	Assignments usually appropriate and enhance student learning	Assignments are usually inappropriate and have minimal impact on student learning	Assignments are inappropriate and do not have a positive impact on student learning
<b>Solicited and Unsolicited Student comments</b>	Narrative statements emphasize powerful impact on learner or transformative learning experiences	Narrative statements indicate excellence in teaching			
<b>Out of class student engagement</b>	Student advising, mentoring, and supervision (e.g. directed studies, area papers, honors theses) demonstrate exceptional effort and accomplishment and broad impact	Student advising, mentoring, and supervision practices (e.g. directed studies, area papers, honors theses) are executed with expert skill	Student advising, mentoring, and supervision practices (e.g. directed studies, area papers, honors theses) are executed with reasonable skill but exhibit some difficulty	Student advising, mentoring, and supervision practices (e.g. directed studies, area papers, honors theses) are executed with apparent difficulties	Student advising, mentoring, and supervision practices (e.g. directed studies, area papers, honors theses) are avoided and/or poorly executed
<b>Pedagogical development</b>	Leadership evident in the promotion of high quality teaching and curriculum development.	Takes initiative to develop new approaches to student learning (e.g. new classes, assessment techniques, high-impact practices)			
		Content of courses is consistently updated to reflect current knowledge in the discipline	Content of courses is usually updated to reflect current knowledge in the discipline	Content of courses is rarely updated to reflect current knowledge in the discipline	Content of courses is not updated to reflect current knowledge in the discipline
<b>Teaching Awards</b>	University-level or regional/national teaching award received				

**Research & Scholarly Activities**

	<b>Distinguished</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Publications</b>	Both quantity and quality of publications clearly exceed department expectations.	Both quantity and quality of publications meet department expectations.	Either quantity or quality of publications meet department expectations, but improvement is needed.	Neither quantity nor quality of publications meet department expectations.	No record of publication.
<b>Presentations</b>	Sustained record of scholarly presentations that result in quality publications.	Regularly presents at regional, national, and/or international conferences often resulting in scholarly publications.	Occasionally presents at regional, national, and/or international conference	Rarely presents at regional, national, and/or international conference	Does not present at regional, national, and/or international conference
<b>Grants</b>	Strong record of external grant awards, successful completion, and dissemination of results, including in scholarly publication.	A record of internal grant awards and/or external grant pursuit that lead to scholarly publication.	A record of attempting to secure internal grants.		
<b>Professional development</b>		Regularly seeks out professional development or educational opportunities that enhance scholarly and creative activities and contributes to scholarly publications.	Some professional educational opportunities pursued.		
<b>Student engagement</b>	Strong record of quality publications with student coauthors.	A record of quality publications and/or conference presentations with student coauthors.	A record of student engagement in research that does not necessarily result in publications or external presentations.		

	<b>Distinguished</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Recognition of scholarship</b>	National or international recognition of scholarship (e.g. media coverage, strong citation record)	Local or regional recognition of scholarship or potential for national or international recognition			
	Awards received for scholarly or creative projects				
<b>Research agenda</b>		Refined and implemented scholarly agenda or creative plan well suited to regional comprehensive university context leading to scholarly publication.	Specific scholarly agenda or creative plan identified but not fully implemented	General focus of interest identified	Scholarly agenda or creative plan has not been identified

**Service**

	<b>Distinguished</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Professional service</b>	Meaningful/impactful leadership in regional, national, international academic/professional organizations	Service to regional, national, or international academic/professional organizations (e.g. panel chair, committee member, officer).	Membership in regional, national, international academic/professional organizations.	Limited involvement in academic/professional organizations	No involvement in academic/professional organizations
	Meaningful/impactful service as an editor of a peer-reviewed scholarly journal.	Sustained record (consistent with rank) of service as a reviewer for scholarly publications and/or external grants.			
<b>Departmental, college, and university service</b>	Meaningful/impactful Leadership in targeted arenas and strong contributions across department, college, university levels.	Scope and effort level meet or exceed department standards consistent with faculty rank.	Scope and effort level are near department standards consistent with faculty rank.	Scope and effort level are clearly misaligned with department standards consistent with faculty rank.	Service activity nonexistent or very poor in quality.
<b>Community service</b>	Meaningful leadership resulting in significant and measurable impact; service provides excellent synergy with the faculty member's discipline.	Meaningful and impactful service that provides excellent synergy with the faculty member's discipline.	Community service provides synergy with the faculty member's discipline.	Community service provides limited synergy with the faculty member's discipline.	Community service, if any, does not in any way provide synergy with the faculty member's discipline.

Appendix B  
Change Index

Section 5.3 Amended and approved on (01-22-16)

Section 5.3.6 Added and approved on (01-22-16)

Section 13.1 Amended and approved on (01-22-16)

Section 15 and 15.1 Added and approved on (01-22-16)

Appendix A Amended and approved on (01-22-16)

Appendix B Added and approved on (01-22-16)