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I. MISSION STATEMENT

Criminology is defined as the interdisciplinary scientific study of crime, criminal behavior, and the social control of crime. The Department of Criminology provides a scientific, philosophical, and humanistic approach to the understanding of these subjects in contemporary society. The Department is committed to a liberal arts education, believing that this pedagogy best prepares students for whatever choices they might make upon graduation. Accordingly, faculty strive to achieve excellence in the dissemination of knowledge, to be at the cutting edge of advances in the field, and to participate with both public and private agencies involved in the prevention and control of deviant behavior. The faculty is dedicated to ensuring that the perspectives of the academic criminologist, the criminal justice professional, the offender, the victim, and society are each critically examined within an academic/scholarly framework. The Department of Criminology is committed to supporting the University of South Florida's affirmative action policies and diversity policies. The Criminology Department recognizes the principles of equity of assignment, resources and opportunities of faculty across a multi-campus university. The Department currently operates undergraduate (B.A.), master's (M.A., MACJ, and MA CyberCrime), and doctoral (Ph.D.) degree programs.

3. Faculty members may request changes to the minutes at the next scheduled meeting. In cases where there is dispute regarding changes to the minutes, proposed changes approved by 2/3 faculty vote will be incorporated into the final minutes. Final approval of the minutes requires a majority vote of the faculty.

C. Voting Procedures

1. Eligibility for Voting

a. For purposes of decision-making, only full-time tenured and tenure-track faculty, including the Department Chair, faculty who hold the rank of Instructor, and the various program Directors and coordinators may vote on departmental matters.

b.

faculty members may request an alternative voting procedure, subject to approval by 2/3 of the faculty. Voting on any matter must be done at a called regular or special faculty meeting. Proxy votes are acceptable. The recording of votes (for, against, abstained) on all matters voted upon shall appear in the meeting minutes.

b. Following Robert's Rules of Order and concerns that online voting violates the ideal of democratic participation, email and other online voting procedures are discouraged. It is recognized, however, that such a procedure may be needed from time to time to complete resolution of on-going faculty business that has already been discussed in person (e.g., the need for immediate voting on faculty recruitment when the short-term window of opportunity precludes a meeting). If faculty members cannot attend a meeting in person, they may vote electronically via a virtual meeting

at a faculty meeting called for this purpose and chaired by the Associate Chair or designee appointed by the Executive Committee. Voting shall proceed via secret ballots.

B. Associate Chair and Campus Chairs

1. Appointment:

The department shall have one Associate Chair. This officer is appointed by the Dean upon nomination by the Chair, subject to majority affirmative vote of approval by the faculty, and the consent of the appointee. The Associate Chair shall be fulltime (1.00 FTE) tenured-faculty. The terms of office are fully, or in part, concurrent with that of the Chair, but periods of appointment cannot exceed that of the serving Chair unless the Chair has resigned and the Associate Chair is designated to carry out the Chair's duties until a new Chair can be appointed. During a Chair's term of service, a different Associate Chair may be appointed through the process described above.

Graduate Program Coordinators for their home campus. Campus Chairs will make recommendations to the Department Chair regarding course schedules and faculty teaching assignments on their respective branch campuses, annual faculty evaluations, and both tenure and promotion and lecturer promotion evaluations. The Associate Chair shall represent the Chair and the Department, faculty, students, and staff at meetings where the Chair is unable to attend.

3. **Evaluation:**

The Associate Chair and Campus Chairs shall be evaluated annually by the Department Chair. The evaluation of Campus Chairs shall also include the consultation and participation of a designee of the branch campus' upper administration. The Associate Chair and/or Campus Chairs may be removed from their position by the Chair with a showing of cause.

C. Director of the MA and Ph. D. Programs in Criminology

1. Appointment:

The Director of the MA and Ph. D. Program in Criminology (also referred to as "Graduate Director") is appointed by the Chair with prior consent by the appointee, subject to majority affirmative vote by the faculty. Eligibility is restricted to fulltime (1.00 FTE) tenure-line faculty. The term of service is concurrent with that of the Chair, but Graduate Directors may be changed during a Chair's term by the process described above. The appointment may not exceed the serving Chair's term but may be extended by successive Chairs. Normally, however, the Director should not serve more than two terms of 3 years each unless another agreeable candidate cannot be found among the faculty. Typically, the Graduate Director is released from teaching one course each semester of the regular academic year, and is expected to receive additional financial compensation for duties performed during the period between the Spring and Fall semesters if such duties fall outside of the Director's normal contract (i.e., if the Director is on a 9 month contract).

2. Charge:

The Graduate Director oversees the various aspects of the graduate programs in criminology, with the exception of the MACJ and CyberCrime programs. The

Graduate Director oversees: student recruitment, admissions, and orientation; the

admission files; review, evaluation, and admission decisions regarding MA applications; sitting on appropriate graduate committees; assistance in the preparation of annual reports; updating graduate program requirements; recruitment of students; and counseling students, including the conduct of annual or semester meeting with graduate students. The Graduate Coordinator may represent the Graduate Director at faculty meetings when the Graduate Director is unable to attend, and may sign various paperwork and fulfill other functions for the department when the Graduate Director is unavailable.

3. Evaluation:

The Graduate. Program Coordinator shall be evaluated annually by the Department Chair in consultation with the Graduate Director. The Graduate Program Coordinator may be removed from their position by the Chair with a showing of cause.

E. Graduate Coordinators (MACJ and MA CyberCrime Programs)

1. Appointment:

The MACJ (and tracks/concentrations within) and MA CyberCrime Program Coordinators are appointed

The Evaluation of Program Coordinators housed on a branch campus shall also include the consultation and participation of the Campus Chair from that branch campus. These Program Coordinators may be removed from their position by the Chair with a showing of cause.

F. Internship Program Coordinator

1. Appointment:

The internship Program Coordinator is appointed by the Dean upon nomination by the Chair with the consent of the nominee. Internship Program Coordinator must be fulltime (1.00 FTE) faculty (instructor or tenure-line). The term of office is indefinite but may be terminated by either the Coordinator or the Chair at their discretion. Compensation is negotiable with the Dean and/or appropriate branch campus administrator subject to approval by the Chair.

2. Charge:

concurrent with that of the Department Chair, but periods of appointment cannot exceed that of the serving Chair. Compensation is negotiable with the Dean or appropriate branch campus administrator subject to approval by the Chair.

2. Charge:

The duties of the Undergraduate Program Coordinator shall include, but not be limited to the following: (1) evaluate the teaching effectiveness of adjuncts on a per semester basis and make recommendations to the Chair regarding their continuation, (2) handle undergraduate student complaints, grievances, and misconduct charges, (3) work with the Chair and Associate Chair to coordinate the scheduling of courses and teaching assignments on the Tampa campus, (4) work with the Associate Chair regarding the

V. DEPARTMENT COMMITTEES

A. Standing and Ad Hoc Committees

The department's standing committees are as follows: (1) Executive Committee; (2) Faculty Evaluation Committee; (3) M.A. and Ph.D. in Criminology Graduate Committee; (4) Development/Scholarship Committee; (5) Community Affairs Committee; (6) Doctoral Comprehensive Exam Committee; and (7) MA Comprehensive Exam Committee. All other committees shall be treated as Ad hoc committees. Standing committee members are elected by majority vote of the faculty at the first faculty meeting of the academic year.

Ad hoc committees, including but not limited to Tenure & Promotion, Instructor Promotion, and Search Committees are either elected by majority vote of the faculty at a regular faculty meeting as needed, or appointed by the Chair when an Ad Hoc committee is required to serve a given, short term administrative function within the department. Search Committees must include at least one representative from each campus; searches for faculty to be housed on a branch campus must also include the Regional Chancellor or her/his designee. Regional Chancellors or their designee will serve as a voting member on all search committees for faculty hiring on branch campuses. All faculty promotion committees (i.e., T&P and Instructor) should include at least one representative from each branch from which an applicant for promotion is housed.

All meetings of Standing and Ad Hoc committees should be announced in advance. Members can attend electronically.

B. Executive Committee

1. Purpose:

The Departmental Executive Committee assists the department in five major ways: (1) helps establish and support the implementation of departmental policies, (2) serves as a mechanism for student, faculty, and staff expression of their views on issues important to departmental functioning, (3) carries out specific tasks the department may at times be required to complete, (4) addresses student, staff and faculty grievances when asked to serve in this manner by a member of the department, and (5) convenes in matters of academic dishonesty when requested by the Chair in conformance with departmental policies and procedures.

2. Appointment:

The Executive Committee is comprised of five (5) tenured faculty members elected to three-year staggered terms by majority vote of the faculty with at least one member from a branch campus. Executive Committee members elect the Committee Chair. Executive Committee members whose terms expire are required to wait one year before being considered for reappointment. An additional non-tenured faculty member will be asked

2. Responsibilities of the Faculty Evaluation Committee:

a. The Faculty Evaluation Committee Chair will advise all faculty members via memo which may be distributed by email when they are to submit their materials to the committee.

b. The Faculty Evaluation Committee Chair will provide each faculty member with the necessary guidelines and forms to be completed for the Annual Faculty Evaluation.

c. The Faculty Evaluation Committee Chair will collect all materials provided by the faculty members and review them before a meeting with the whole committee to be certain that all the materials requested have been provided and are in proper order.

d. Once the Faculty Evaluation Committee meets, the Faculty Evaluation Committee Chair will be responsible for summarizing the comments of the committee members. If there is a disagreement among the committee members regarding a faculty member's evaluation, minority opinions will be included with the committee's comments.

e. Once the Faculty Evaluation Committee has completed their assessment, their evaluation scores and narratives will be distributed to each faculty member. Faculty members who are in disagreement with their evaluation have the right to provide a written response. Faculty members may choose to have this written response included in their evaluation materials. When this information is provided to the FEC Chair, s/he shall share these objections with other committee members. The FEC may reconsider their assessment and revise the faculty member’s evaluation accordingly. In either case the faculty member shall be advised of the final decision of the committee.

f. When the Faculty Evaluation Committee is to meet on issues of policy, the Faculty Evaluation Committee Chair should notify all non-committee members of such and invite their participation in the discussion of such policies.

g. Regional Chancellors or their designee will provide formal written input prior to a College Dean or Vice President completing the performance appraisal for branch campus faculty.

D. Tenure and Promotion Committee

1. Selection:

a. The Tenure and Promotion Committee will meet when necessary (i.e., one or more faculty members require an evaluation for tenure and/or promotion, or a faculty member is eligible for mid-tenure review.

b. The Department shall elect a Tenure and Promotion Committee consisting of at least 5 eligible faculty (consistent with the level of promotion under consideration). In any

c. Regional Chancellors will provide a formal review in promotion and tenure cases for faculty members on branch campuses prior to a College Dean completing and forwarding a recommendation to the Provost (see USF Consolidation Handbook).

E. Instructor Promotion Committee

1. Selection

This committee is referred to as the Departmental/School Instructor Promotion Committee (DS-IPC) in the CBCS Promotion Guidelines for Instructor Career Path, and that acronym will be used below. The term instructor will be used to refer to both faculty who hold titles of Professors of Instruction and faculty who hold titles of Instructor. **The Department will make decisions about promotion for Instructors in accordance with the CBCS Promotion Guidelines for Instructor Career Path CBCS Instructor Promotion Guidelines**. As needed, the Department Chair will appoint a DS-IPC to review applications and enter the vote. Refer to the CBCS Promotion Guidelines for Instructor Career Path for further information.

2. Responsibilities:

a. The Department Chair will appoint the DS-IPC Committee when an instructor or professor of instruction at any level requires an evaluation for promotion.

b. The committee will consist of four eligible faculty members, including instructors or professors of instruction who hold a higher rank than the candidate and tenure-track faculty at any rank. If possible, three of the four members should hold a position as instructors. Branch campus tenure-track faculty and instructors are eligible to serve on the committee, but if the candidate is from a branch campus, a higher-ranking instructor or tenure-track faculty member from that campus should serve on the committee.

c. Per the CBCS Promotion Guidelines for Instructor Career Path, “the DS-IPC committee **shall select the DS-IPC Chair** who shall be responsible for writing the evaluation of the majority opinion of the DS-IPC committee, entering the vote of the committee into the promotion application, noting the evaluations made by the DS-IPC

Committee (e.g., Outstanding, Strong, etc.) and signing the application on behalf of the DS-IPC".

F. Faculty Search Committee

1. Selection:

The committee shall consist of at least four members appointed at the Department Chair's discretion. The Department Chair will appoint the Chair of the Search Committee. Whenever possible, this person should have expertise in the substantive area related to the position to be hired. The search committee will include at least one full-time faculty member from each of the three campuses and one graduate student representative.

The Department's faculty hiring emphasizes diversity and knowledge/skills, not only for affirmative action goals but also because of our values and mission. Faculty hiring will reflect these goals in both the membership of the search committee as well as the recruitment process and applicant pool.

2. Responsibilities:

a. The Faculty Search Committee Chair will immediately consult with the Unit HR Coordinator to ensure compliance with all Human Resources rules and regulations and arrange a meeting with the search committee and the Human Resources Office.

b. All Search Committee members must complete HR Recruitment Training—USF Employee Learning—before serving on the search committee.

c. The Faculty Search Committee will develop the search plan and draft the job ad.

I. Doctoral Comprehensive Exam Committee

1. Selection:

The Doctoral Comprehensive Exam Committee is comprised of three to five faculty members chosen by the Graduate Director. The Graduate Director serves the ex-officio Chair of the committee and does not grade comprehensive exams. The three grading members the committee shall be nominated by the Graduate Director and approved, on an individual basis, by majority vote of the faculty for a term of three years or the remainder of the Director's term, whichever is less. Committee member replacements may be named by the Graduate Director, subject to majority vote of 0912 0 612 795o74acuulty irittee

VI. Faculty Workloads and Annual Assignments

The Collective Bargaining Agreement (CBA) between the University of South Florida (USF) and the United Faculties of Florida (UFF) requires that faculty receive a timely, fair, and appropriate assignment of professional duties around the general areas of teaching, research, and service. The CBA further requires that the annual evaluation of faculty performance and productivity in these

Teaching workloads/assignments may be distributed across the following sub-categories: (1) undergraduate courses taught, (2) undergraduate students supervised/directed, (3) graduate courses taught, (4) graduate students supervised/directed, and (5) "other instructional effort" -- advising, new course development, new course preparation/revision, efforts to improve instruction, textbook publishing, publications/presentations in pedagogy, learning outcomes planning, assessment, and/or reporting, etc.

Research workloads/assignments may be distributed across the following categories: (1) departmental research and (2) organized research – research and scholarship supported by grants or contracts. Percentages of effort for organized research may only be reported when the faculty receive a portion of their salary from the grant/contract and the amount of effort reported must equal the exact proportion of salary earned.

Service workloads/assignments may be distributed across the following categories: (1) Professional and Public Service and (2) University Governance. Public service refers to discipline-related engagement within the community that may include agency, organizational and governmental boards and commissions that are beneficial to such groups and individuals.

Administrative workloads/assignments may only be made and reported for those contracted to engage in administrative activities, starting at the level of department chair or higher; branch campus chairs, the Associate Chair, and program directors/coordinators workloads/assignments are to be reported as departmental service.

Workloads/assignments made and reported in the "Other" category are for recording sabbaticals, professional development leave, sick leave, annual leave, parental leave, etc.

Again, under both AFD/FAR and FIS faculty workloads and assignments are made to be in compliance with the 12-hoour rule and the CBS and are reported according to two metrics: (1) Contact Hours/Contact Hour Equivalencies (CHE) which for full-time faculty must sum to 12, and (2) Percent of Effort which must sum to 100% for full-time faculty. Finally, the department recognizes that 1 CHE is equal to a maximum of 8.33% effort; as such, a 3 credit-hour course is equal to 3 CHE and a maximum of 25% effort for the semester in which it is taught. Under this relationship between CHEs and percent of effort, teaching assignments can be easily converted into percentages of effort and percentages of effort assigned to other areas of teaching, research, and service, etc. can be easily converted into CHEs. For example, a 35% of effort assigned to departmental research during a particular semester is equal to 4.2 CHE.

A. <u>FIS Default Workloads</u>: 3 credit hour course = 25% effort per semester or 12.5% per year; 4 credit hour course = 33.3% effort per semester or 16.65% per year; 1 credit hour course = 8.33% effort per semester or 4.165% per year.

These do not apply to any sections of independent study, directed readings, directed research, advanced research, honor's thesis, MA thesis, or dissertation hours.

In addition, these are <u>maximum</u> percent of effort values; the chair is authorized to assign lesser values according to USF workload protocols.

1. All tenure-line faculty will be assigned a minimum as 5% effort to a maximum of 10% effort for the supervision/direction of student research efforts to be determined by both the number of students supervised/directed and the nature of that supervision/dire

STEP 1: At the start of the spring term, each faculty member will receive notification via email that they may enter into the FIS Assignments section in Archivum and complete the optional Pre-Assignment Narrative (P.A.N.) – a mechanism by which they may inform the Chair of the course preferences for the next academic year and provide other information useful to the Chair for completing their faculty workloads/annual assignments.

STEP 2. The Chair will review the P.A.N.s and will organized a one-on-one meeting (in-person or via TEAMS) to discuss details of each individual faculty member's workload/annual assignment of duties for the next academic year.

STEP 3. The Department Chair and Liaison will enter assigned percentages of effort across the various categories of faculty assigned duties. These percentages of effort, unless circumstances should dictate otherwise, are expected to be identical to those discussed during the one-on-one meetings in STEP 2.

Step 4. Once the Chair/liaison have entered and submitted these faculty workloads into FIS, Archivum will notify the faculty via email to enter into Archivum and "Acknowledge Receipt" of their workload assignment.

faculty member. The Department strives to excel in its research mission by publishing in high-quality peer-

To evaluate a faculty member's contribution to the Department's goals, the Annual Evaluation committee will use the following to app

• Presentation at an academic conference • Write an evaluation report for a local agency • Works in progress (article under submission to a high-impact journal) • Evidence of a major data collection effort	• Invited presentation at another university or organization • Book chapter in top-tier press • Monograph in a mainstream press • Write an evaluation report for a state or local agency • Include students as authors on a paper	• Lead-authored publication in a high-impact journal • Write an evaluation report for a prestigious agency (e.g., NIJ, Presidential Commission)

*These factors are not a checklist; instead, they should be used by the faculty member to make their case for impact and be used by the evaluation committee to appraise the case. The list of factors is not exhaustive.

For faculty that have a less than 30% annual research assignment, the evidence for impact remains the same, but the expectation for the quantity of output should be considered. Individuals with less than 30% are advised to make a strong case for productivity. For example, a 20% annual assignment faculty might be considered satisfactory with one peer-reviewed journal article and a conference presentation. Should that person attain one top-tier publication as the second author and have only one presentation, the committee might elevate them to Outstanding, given less time assigned to research.

TEACHING

Teaching is the other essential activity that faculty engage in for the Department. Teaching comprises both in-class and online instruction and mentoring students through various activities, including, but not limited to, serving on thesis and dissertation committees, honors thesis committees, lab activities, directing independent studies, or publishing with students. As in research, there are many ways that faculty may help the department reach its teaching goals. The rubric below provides factors that the evaluation committee may use to assess how well the faculty member has helped the department achieve its teaching goals.

Department Goals for Teaching

- Uphold the mission and values of the College and University.
- Create a classroom and learning environment that promotes inclusivity, equity, and belonging.

- Encourage the real-world application of knowledge and community-engaged learning.
- Develop mentorship relationships with students.
- Promote critical thinking and problem-solving strategies.

Very Unsatisfactory 1	**Unsatisfactory 2**	**Satisfactory 3**	**Strong 4**	**Outstanding 5**
Teaching effort did not contribute to the Department's goals.	Teaching effort did not elevate the Department's teaching goals	The faculty member contributed to the department goals as expected given their teaching assignment.	The faculty member has contributed to the Department's teaching goals by elevating pedagogy, improving	

Department's goals	Department's service goals.	expected given their service assignment.	university, the profession, and/or the community.	university, the profession, and/or the community.
Factors that elevate the evaluation*				
• Served on assigned committees	• Engaged in community-related activities related to the profession • Review articles for journals • Service to the discipline (e.g., serve as program chairs) • Provide expertise on issues to local media • Guest editor for journal special issue	• Extensive Service to a regional or national organization (e.g., division chair) • Provide expertise on issues to state, federal, and international media. • Longform discussions regarding expertise (podcasts or involved media interviews) • Journal editor or associate editor • Receive service award		

*These factors are not a checklist; instead, they should be used by the faculty member to make their

Tenure and Promotion Guidelines

A. Philosophy and Principles of the Department of Criminology

In developing appropriate criteria for tenure and promotion decisions the Department has considered the goals it desires to attain in building our department as well as the college and university guidelines, policies, and strategic priorities. These goals are as follows:

1. To create a community of scholars whose members are, and are recognized to be, among the leaders in their chosen areas of research. We expect our colleagues to make significant, excellent scholarly contributions that transform and shape the areas of scholarship in which they work.
2. Building a department with a reputation for excellent and stimulating teaching at both the graduate and undergraduate levels.
3. Creating a stimulating environment for faculty, staff, and students necessary for professional growth.
4. Serving professional, university, and community needs that criminologists are uniquely qualified to meet.

Keeping these goals in mind, the sections that follow examine the department's criteria for (II) Tenure and Promotion to Associate Professor; (III) Promotion from Associate to Full Professor; and (IV) Tenure and Promotion Checklist.

B. Criteria for Tenure and Promotion to Associate Professor*

The granting of tenure is not solely a reward for past achievement; it is also a prediction of future performance. Tenure will be recommended by the department if, and only if, in the judgment of the department, the candidate will continue to be one of the leading scholars in Criminology, a first-rate teacher, and a good citizen of the department, college, and university.

Each individual tenure decision is made independently from prior tenure decisions, and should not be impacted by the outcome of prior tenure cases. Candidates are evaluated entirely on the

department's goals. In addition to meeting the standards listed below related to criterion areas (scholarship, teaching, and service), a candidate must be judged to be contributing to the mission and goals of the department and to be able and willing to work cooperatively with colleagues in our unit. Careful consideration must be given both to the equitability of the candidate's assignment and opportunities in relation to others in the department/school.

1. Criterion Areas

When a faculty member is considered for tenure and promotion in this department, we review his or her contributions in three major areas:

a. Scholarship in the candidate's area(s) of specialization, including community-engaged scholarship

b. Teaching or comparable activity (including advising, mentoring, and community engaged instruction)

c. Service to the University, the profession, and the community.

Integral to the mission and vision of USF is commitment to engagement with its communities. As defined by the Carnegie Foundation for the Advancement of Teaching, "community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, [international,] global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." While some faculty engagement may come in the form of public service as such, any of the three categories

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2. Scholarship

For a person to be recommended for tenure and promoted from Assistant Professor to Associate Professor in this department, the candidate's published work will provide evidence that he or she is already becoming a leading scholar in their area(s) of specialization, with the expectation that he or she will indeed become a leading scholar in the field in future years.

The candidate's published work represents the firs rnce

given; (10) instructional grants awarded; and (11) teaching awards and honors. We are also concerned with the extent to which the applicant has demonstrated a sustained commitment

D. Tenure & Promotion Criteria Checklist

Based on the criteria noted above and in related documents cited above, this section presents an outline of evidence required and preferred for tenure and promotion to Associate Professor and promotion to Full Professor.

1. Research

A. **Required Evidence:**

	Tenure/Associate	Full
1. Articles (or equivalent)/year	2	2
2. Continuous record of scholarship	√	√
3. Clear program(s) of research	√	√
4. High impact publications	√	√
5. Sole/lead/senior authorships		

C. Indicator Explanation

1. **Articles/equivalent.** According to data from the 2019 Annual Report of the Association for Doctoral Programs in Criminology and Criminal Justice (ADPCCJ), the average faculty member at a Ph.D. program produces approximately 2.09 articles per year. Because it is the objective of the department to be among the top programs, the annual average number of publications should be equivalent to or higher than the national mean. We expect that during their pre-tenure period, faculty produce an average of 2 articles or their equivalent annually. For candidates applying for promotion to Full Professor, we expect these faculty members to produce, on average, 2 articles or their equivalent annually for at least the preceding five years at the rank of Associate Professor. Consideration for workload allocation will be given, but the general expectations are based on an approximate 40% average workload allocation to research.

   There is some need to address general expectations concerning *article equivalents***.** An edited book of reprints is equivalent to an article; an edited book of original work is equivalent to 1.5 articles; a scholarly book or monograph is equivalent to 4 articles; a final grant report is equivalent to an article; a grant proposal is equivalent to an article; an accepted federal/state grant is equivalent to 2 articles; book chapters are the equivalent of 0.75 articles. Book reviews and encyclopedia entries are given minor credit, but do not in and of themselves indicate evidence of scholarly publication. Applications for promotion or tenure should consist primarily of peer-reviewed publications, with a preference for peer-reviewed publications that are sole or lead/senio0.75 r

26. **Other evidence of impact of one's work.** Applicants for promotion in rank to either Associate Professor or Full Professor are encouraged to submit any other evidence of their scholarly productivity and/or its impact.

2. Teaching

A. **Required**

	Tenure/Associate	Full
27. Required/graduate courses Taught	x	√
28. Student Evaluations of Teaching	√	√
29. Peer Evaluation of Teaching	√	x
30. Graduate Student Committee Memberships		
31. Directing/co-directing M.A. Thesis	x	√
32. Directing/co-directing Ph.D. Diss.	x	√
33. Successfully direct student research		

C. Indicator Explanation

27. **Courses Taught.** Candidates for promotion in rank to Associate Professor should provide evidence that they have made a meaningful contribution to the core undergraduate curriculum, such as teaching required courses. Candidates for promotion in rank to Full Professor should provide evidence of their teaching graduate courses.
28. **Student Evaluation of Teaching.** Candidates for promotion in rank to either Associate Professor or Full Professor are expected to be effective classroom teachers. One measure of teaching effectiveness is average student rating for each section taught. On average, student evaluations of the candidate's teaching should be approximately at or above the college average for equivalent courses. Student comments should parallel these quantitative ratings.
29. **Peer Evaluation of Teaching.** Candidates for promotion in rank to Associate Professor are required to have the department Chair, Associate Chair, or branch campus Chair visit their classroom at least once prior to their Mid-tenure Review and at least once again after the Mid-

36. **Number and Variety of Sections Taught.** It is especially desirable for candidates seeking promotion in rank to either Associate or Full Professor to demonstrate that she/he has taught a variety of courses across the curriculum (the number and variety of sections taught should be consistent with their assignment of duties and appropriate for their rank). This diversity of teaching could include undergraduate, Masters, and doctoral levels; large and small enrollments; required and elective courses; classroom, web-based, and/or hybrid formats, etc.
37. **Course Preparation.** Candidates for promotion in rank to Associate Professor or Full Professor should provide direct evidence of the extent to which they have actively prepared new courses or revised/updated courses they have previously taught. This would include courses converted from classroom delivery to web-based or hybrid formats.
38. **Directing Honors Thesis.** Candidates for promotion in rank to Full Professor are encouraged to be actively involved in the direction of undergraduate Honors thesis research.
39. **Teaching Awards/Honors.** A highly desirable indicator of the impact of one's teaching are any honorific awards, citations, or distinctions garnered from lay or professional audiences.
40. **Grade Distributions.**

3. Service

A. Required

	Associate/Tenure	Full
54. Department Committee Membership	√	√
55. Department Committee, Chair	x	√
56. College/University Committee Member	x	√
57. External Manuscript Referee	√	√
58. Conference Program Service	x	√
59. Editorial Board Membership/Editor	X	√
60. Community-engaged service	√	√

B. Preferred/Additional Evidence that may be submitted and considered:

59. Community-engaged service
60. Officer and Other Service to Professional Organizations
61. Service to Government Agency
62. Service to Grant Agency
63. Administrative Position, Academic
64. Service to Student Organizations
65. Media Contributions
66. Participation in Graduation Ceremonies
67. College/University Committee Chair
68. Departmental Written Reports
69. Graduate Director
70. Associate Chair
71. Guest Editor
72. Talks given to community or professional groups
73. Other Evidence of Service

64.

VIII. INSTRUCTOR PROMOTION GUIDELINES

1. Departmental Instructor Promotion Committee

This committee is referred to as the Departmental/School Instructor Promotion Committee (DS-IPC) in the CBCS Promotion Guidelines for Instructor Career Path, and that acronym will be used below. The term instructor will be used to refer to both faculty who hold titles of Professors of Instruction and faculty who hold titles of Instructor. The Department will make decisions about promotion for Instructors in accordance with the CBCS Promotion Guidelines for Instructor Career Path CBCS Instructor Promotion Guidelines. As needed, the Department Chair will appoint a DS-IPC to review applications and enter the vote. Refer to the CBCS Promotion Guidelines for Instructor Career Path for further information.

2. Duties:

   a. The Department Chair will appoint the DS-IPC Committee when an instructor or professor of instruction at any level requires an evaluation for promotion.

   b. The committee will consist of four eligible tenure-track faculty at the rank of associate or full professor. If possible, three of the four members should hold a position as instructors. Branch campus tenure-track faculty and instructors are eligible to serve on the committee, but if the candidate is from a branch campus, a higher-ranking instructor or tenure

IX. ADJUNCT SCREENING PROCESS

A. The Adjunct Screening Process will be the responsibility of the Associate Chair/Campus Chairs of the campus for which the adjunct is to be appointed. The Associate/Campus Chair will request the assistance of the faculty member who has the most appropriate background to evaluate any adjunct applicant who wishes to teach the same or a similar course as that taught by the full-time faculty member.

B. The Associate/Campus Chair will be responsible for obtaining all the documents necessary to assess the suitability of the applicant. This includes a current c.v., teaching evaluations from other institutions (if they are available), letters of recommendation, and a certified

attention of the Department Chair along with recommendations for dealing with the problem.

E. If it is necessary to offer a course that requires a specific faculty member as instructor, that faculty member may be assigned the course without being subject to the lottery procedure.

F. Courses taught on other USF campuses, if available, will be included in the list of courses from which faculty may be assigned.

G. Faculty who negotiate USF Criminology summer course assignments separate from the department are not eligible for assignments determined by the first round of the lottery procedure.

H. Faculty who are unable to obtain a course are, in lottery pick order, automatically eligible for course assignment during the next (or subsequent) summer that a course is available, and will be assigned a course prior to utilization of the lottery system.

I. The foregoing policies pertain to summer courses that are funded through allotments from the College of Behavioral & Community Sciences Dean's Office and from other USF campus sources. Should other options for teaching summer courses become available, allotment procedures will be specified in a freestanding document until such time that it is formally incorporated into this Governance Document.

XI. ACADEMIC DISHONESTY AND BEHAVIORAL MISCONDUCT BY STUDENTS

A. Academic Dishonesty

When an instructor or other departmental employee (such as the undergraduate advisor or departmental support staff) has reason to believe a student has engaged in academic misconduct in class or on an assignment, he/she should follow the procedures outlined "Academic Integrity of Students," (USF Regulation 3.027). Instructors should inform the Associate Chair/Undergraduate Program Coordinator (and Graduate Director if a

as Departmental policy, disenrollment fromponr,Cmintcy,cy4(r)-3(t)-4aj[Mtmr,shooH3(u)-3(d4(r)5(be)(m

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be advanced by the Associate Chair or Chair of the Executive Committee to the appropriate college or university administrator for resolution.

Sixth, issues taken out of sequence shall be remanded back to the proper level for resolution.

XIII. PROCEDURE TO AMEND THE GOVERNANCE DOCUMENT

Any member of the Criminology faculty may propose amendments of this Governance