

BYLAWS

Archaeology Institute

Mission

The Archaeology Institute is one of several complementary units that focus on anthropology and archaeology at the University of West Florida. The Institute also oversees the operations and activities of the Marine Services Center (MSC), which is a unit under Academic Affairs. This document pertains to the Archaeology Institute.

The Archaeology Institute is dedicated to the support of academic programs at the University of West Florida through the investigation, preservation, and enhancement of archaeological resources, and through public outreach, education, and training opportunities for students and the public. The important values of archaeological resources are communicated by involving undergraduate and graduate students and the public in archaeological research. Formal classes, workshops, public lectures, exhibits, publications, and other high-impact practices are conducted and produced by Institute staff and Department faculty alongside students in Anthropology. The Institute further makes equipment and workspaces available to faculty, staff, and students engaged in instruction, research, and service at UWF.

The Institute plays an integral part in the training, education, and professionalization of students at UWF. Through direct, hands-on and high-impact practices like conducting archaeological research and fieldwork for clients, developing research designs and implementing them, supporting Masters thesis research, and contributing to original research and reporting of archaeological investigations, students can, under the tutelage of Institute professionals, gain marketable skills necessary for a wide variety of cultural resource management and preservation, museum and research institutes, higher education, and private contractual careers. The Archaeology Institute further supports faculty in the Department of Anthropology (and others) through materials and supplies (including maritime services like boats and dive lockers), labor, and laboratory space needed to complete research.

Departmental Structure

Voting Rights: Faculty researchers and staff who participate in Archaeology Institute activities and hold the working titles of faculty research associate (which includes archaeologists, collection manager, and lab manager), and directors are eligible to participate in Institute meetings and, when appropriate, vote on all Institute matters submitted to a vote. The Institute may, by majority vote, extend voting privileges to other persons associated with the Institute (ex., OPS employees). A quorum shall be a simple majority of the voting members. Any Institute voting member may submit their vote on specific issues in writing to the Director in advance of a meeting. The Archaeology Institute will observe college, university, and Board of Governors (BOG) rules and regulations in matters of promotion.

Role of the Director: The Director of the Institute is the administrative head of that unit. Recognizing the administrative responsibilities of the Director to the Chair of the Department of Anthropology, the Dean of CASSH, and UWF administration, the Institute expects the Director to seek from and give advice to Institute faculty and staff, and to strive to reach decisions by consensus. The duties of the Director include managing financial affairs for the Institute, including creating and managing budgets, and overseeing payroll for the Institute and MSC; coordinating, tracking and assessing Institute activities and providing summaries in annual reports; creating annual assignment letters for Institute employees and writing annual performance reviews; and developing new research and high-impact opportunities for students.

Committees: Ad hoc committees may be elected by the Institute as a whole or appointed by the Director as appropriate. Recommendations of ad hoc committees will be reviewed and approved by the voting members of the Institute.

Meetings: The Director shall call at least one meeting in each of the fall and spring semesters. Any two voting members of the Institute may call a special meeting on their own motion at any time, with said meeting to be scheduled by the Director for optimum faculty attendance. Roberts' Rules of Order shall govern when necessary.

Personnel Policies and Procedures

It is the intent that all personnel policies and procedures contribute to the collegial well-being of the Archaeology Institute. The BOT-UFF collective bargaining agreement shall be implemented.

Recruitment/Selection of New Faculty: Recruitment and selection of new Institute personnel shall follow established policies and procedures of the college and the university.

Annual Evaluation Criteria and Procedures: Annual evaluations are the responsibility of the Director. The Director shall follow university and college policies and consider an annual vita update, student evaluations (as appropriate), scholarly outputs and products, and other materials the Institute member shall submit.

Merit Pay Criteria and Procedures: If merit pay becomes available, the Director will follow university procedures in its allocation.

Promotion Criteria and Review Processes: The Director shall be responsible for advising eligible Institute research faculty to facilitate their movement toward meeting promotion criteria.

Work Assignment Procedures: While the Director is responsible for making the annual work assignments in the Archaeology Institute and Marine Services Center, input from each member shall be requested and considered prior to its development. A draft work assignment shall be submitted to the employee for review and response prior to issuance of the final document.

Not all Institute faculty will necessarily have comparable assignments across all categories. Some may have a lesser research load to accommodate a more demanding public service assignment, while others may have a reduced service load in order to meet research or

educational demands. These work assignments will be regarded as the joint product of the Director and the individual Institute or MSC member.

Student-Related Policies and Procedures

The Archaeology Institute recognizes that its primary role is to teach students, to enhance their learning, and to assist them in meeting their educational and workforce or career goals. The Institute shall follow college and university policies regarding student grievances and complaints.

Planning and Budgeting of Resources

The Director shall keep the faculty informed of planning and budgetary information as it becomes available.

Institute employees shall submit to the Director their requests for needed equipment, graduate assistants, or special resources in a timely manner fitting university budgeting processes and financial regulations.

Program Review

The Archaeology Institute may be required to undertake a program review as a necessary part of accreditation or to evaluate the status of our programs. The Archaeology Institute relies upon policy and guidelines for program review supplied by Academic Affairs. The Archaeology Institute faculty will assist the Director and the Dean of the College of Arts, Social Sciences, and Humanities in identifying internal and/or external reviewers. Initial communication with reviewers will be made by the Dean. The final determination of reviewers will be made by the Dean from the list provided by the Archaeology Institute and in consultation with the Director.

Changes in the Bylaws

These bylaws may be changed by a majority vote of the voting members attending any formal Institute meeting, provided that at least one week's notice shall be provided to all Institute employees that such a specific change is contemplated.

Performance Standards for Evaluation

The following categories shall be used in evaluating faculty efforts in teaching, scholarly and creative activities, and service for the purposes of Annual Evaluation and Promotion.

- *Exceeds Expectations*: Exceeds Institute standards for professional performance in quality or quantity or both.
- *Meets Expectations*: Meets Institute standards for professional performance.
- *Does Not Meet Expectations*: Does not meet Institute standards for professional performance.
- *Unsatisfactory*: Disregard or failure to address remediation efforts by the university to provide correction or assistance for performance that does not meet expectations, or performance involving incompetence or misconduct as defined in the collective bargaining agreement and applicable university regulations and policies.

Promotion Guidelines

Promotion to Senior Research Associate:

To be promoted to senior research associate, a faculty member must exceed expectations in at least one category and meet expectations in each of the other two categories of evaluation.

ASSESSMENT CRITERIA AND RUBRICS

1. TEACHING

Archaeology Institute faculty are dedicated to supporting the University mission of providing a high-quality student focused learning environment. Archaeology Institute faculty engage with students and continuing education learners at all levels providing support within their areas of expertise both as part of formal thesis committees, for example, and through research support meetings, consultancies, workshops, assistantships and internships, and student mentorship. The Archaeology Institute faculty teach classes for the Department of Anthropology on an as needed basis, normally one course or less per academic year. When Archaeology Institute faculty teach a course, they will be evaluated on that course using the Department of Anthropology standards.

a. Criteria for assessing teaching contributions and educational engagement

Teaching effectiveness may be demonstrated by, but is not limited to:

- Director's annual evaluations and recommendations
- Satisfactory student evaluations (when formal SAI are available)
- Design of new courses and/or programs for students and the public
- Clear and definitive explanation of assignments
- Engaging with and mentoring students in research projects
- Scholarship of teaching, in pedagogical journals, for example
- Updating course and other teaching material to reflect advancements in the field
- Conference, workshop, or seminar participation related to teaching in specialized area
- Teaching awards and other outstanding accomplishments in teaching

- j) Participation in teaching development programs
- k) Teaching specialty topics in seminars, discussion groups, and other student-centric delivery forums
- l) Directing students in thesis research, directed studies, honors projects, internships, etc.
- m) Serving on thesis and/or dissertation committees
- n) Incorporating university priorities such as active learning and student engagement into educational initiatives
- o) Directing and supervising student and non-student volunteers
- p) Peer evaluation

UNSATISFACTORY

This performance level demonstrates serious problems in attaining success in teaching role as reflected either by (1) a combination of many of the following negative indicators, or (2) fewer but more extreme behaviors that produce substantial negative outcomes on students and their learning. In general, teaching performance is well below Institute expectations. In addition, this performance level indicates a failure to address past remediation efforts to provide correction or assistance for negative indicators or behaviors.

Indicators:

- a) Student or participant evaluations or feedback document consistent and substantive problems (ratings well below average)
- b) Syllabi and other teaching materials fail to establish clear and relevant expectations
- c) Assessment practices are inadequate to support learning and Institute needs (e.g., learning outcomes are inadequate, inappropriate, or missing; testing strategies are not effective or fair)
- d) Learning objectives or course content reflect no continuous improvement efforts
- e) Pedagogical practices are unsound (e.g., disorganization; late, missing, unhelpful feedback; standards too lax or too challenging; routinely poor preparation; disengaging, chaotic, or hostile classroom environment)
- f) Student support practices are unsound (e.g., late or absent for student-oriented activities, not responding to email, not keeping office hours, showing favoritism)
- g) Consistent and very negative ratings in engagement with, mentoring of, and supervision of students' scholarly or creative activities
- h) Special teaching assignments (e.g., honors, capstone, general education, continuing education) avoided or poorly executed
- i) Chronic academic integrity concerns identified including evidence of disrespect for students and their rights

Implications: Requires major remedial work.

DOES NOT MEET EXPECTATIONS

Demonstrates some positive teaching outcomes but produces areas for concern that may have a negative impact on students and participants and their learning typically as reflected by a combination of several of the indicators below. In general, teaching performance is below Institute expectations.

Indicators:

- a) Student or participant evaluations and feedback document areas of demonstrable concern
- b) Syllabi and other teaching materials need to provide clearer and more appropriate expectations
- c) Assessment practices show some difficulty in supporting student learning and meeting Institute needs
- d) Learning objectives and course content reflect limited continuous improvement effort
- e) Some pedagogical practices need attention
- f) Some student support practices need improvement
- g) Student engagement, mentoring, and supervision practices need improvement
- h) Special teaching assignments (e.g., honors, capstone, general education, continuing education) could be executed with greater competence
- i) Occasional challenges related to academic integrity, including disrespect for students and their rights
- j) Does not actively participate in teaching development activities

Implications: Some remediation is necessary. Change will need to be substantial to qualify for promotion.

MEETS EXPECTATIONS

Demonstrates consistent high-quality teaching with positive outcomes for students and participants as reflected by the indicators below. In general, performance at this level meets all Institute expectations.

Indicators:

- a) Student or participant evaluations and feedback document a mostly positive impact on learning.
- b) Syllabi and other teaching materials provide comprehensive, clear, and appropriate performance expectations.
- c) Assessment practices enhance student learning and contribute to Institute needs.
- d) Learning objectives and course content routinely provide evidence of continuous improvement effort.
- e) Pedagogical practices facilitate optimal learning conditions.
- f) Student support practices facilitate optimal student development.
- g) Engagement with and mentoring of capstone, honors, and other student-lead research projects.
- h) Appropriate standards of academic integrity promoted, including respect for students and participants and their rights.
- i) Participates voluntarily in professional development activities to improve teaching quality and flexibility.

Implication: Performance average at this level over the specified period of employment at UWF justifies favorable promotion decision.

EXCEEDS EXPECTATIONS

Demonstrates a high degree of quality in teaching as shown by the following indicators that build upon indicators for excellence.

Indicators:

- a) Student and participant evaluations and feedback document a consistently positive impact on learning.
- b) When applicable, narrative statements emphasize powerful impact on learner or transformative learning experiences.
- c) Teaching awards or recognition honor high caliber of performance.
- d) Leadership evident in the promotion of high-quality teaching, and curriculum, and other learning opportunities development within the Institute.

Implications: Performance average at this level over the specified period of employment at UWF easily justifies favorable promotion decision.

Faculty who perceive that their student and/or participant evaluations and feedback do not accurately reflect their teaching performance, or faculty who wish to demonstrate successful or innovative teaching not revealed with evaluations or feedback, may provide additional documentation to consider for evaluating their teaching performance.

2. SCHOLARLY AND CREATIVE ACTIVITY

a. Criteria for assessing scholarly/creative contributions

Activity categories for Institute faculty and staff are devised based on complexity and include 1) activities in which an individual has served as a project lead, principal investigator or co-principal investigator, or supervisor; 2) activities in which an individual has worked at a contributory level, including as a co-author or project team member; and 3) ancillary activities that are less complex and shorter-term, but that still require some scholarly or creative effort. Responsibilities for scholarly and creative activity in each category will be laid out in work assignments following discussion between the Director and faculty or staff member. Work assignments will reflect the unique nature of each faculty or staff role at the Institute. If a drastic change in potential scholarly and creative activity occurs due to a new project or other significant activity, work assignments may be updated following discussion between the Director and faculty or staff member. Participation in additional activities across two or more categories will be used to determine qualification for promotion.

Project Lead, Sole Author, Principal, and Supervisory Activities exemplars include:

Peer-reviewed article in a journal

Editor-reviewed article in peer-reviewed journal

Book

Editor of edited volume

Book chapter

Peer-reviewed proceedings chapter

Published data set

Grants/contracts and grant/contract writing
Exhibit (traditional or digital)
Archaeology technical report (Phase I, II, or III)
Other technical reviews/reports/manuals
Non-peer-reviewed journal article
Book review
Non-peer reviewed proceedings chapter
Encyclopedia articles
Popular press items
Digital content
Archaeological fieldwork
Symposium/conference organization
Paper/poster presentation; participant on organized panel; symposium discussant

Contributory, Co-Author, Team Member, and Assistance Activities exemplars include:

Peer-reviewed article in a journal
Book
Co-editor of edited volume
Book chapter
Peer-reviewed proceedings chapter
Published data set
Grants/contracts and grant/contracts writing
Exhibit (traditional or digital)
Archaeology technical report
Other technical reviews/reports/manuals
Non-peer reviewed journal article
Encyclopedia articles
Popular press items
Digital content
Manuscript/proposal review and/or editing
Archaeological fieldwork
Symposium/conference organization
Paper/poster presentation

Ancillary Activities exemplars include:

Archaeological fieldwork (ad hoc/emergency)
Laboratory work (ad hoc/emergency)
Letter Report
Research and response to general public inquiry
Research and response to faculty inquiry
Research and response to outside researcher inquiry
Research and response to outside to local government inquiry
Creation and maintenance of internal digital assets (e.g., databases, datasets, GIS information)
Maintenance, organization, and stabilization of archaeological collections
Complete specialized analyses of artifact collections

UNSATISFACTORY

Demonstrates serious problems in developing scholarship and creative projects as reflected by the indicators below. In general, scholarly and creative production is well below Institute expectations. In addition, this performance level indicates a failure to address past remediation efforts to provide correction or assistance for negative indicators or behaviors.

Indicators: Scholarly and creative contributions do not meet expectations laid out in annual work assignment and no additional activities are pursued.

Implications: Major remedial work is required. Assignment of a scholarship and creative projects mentor for the individual should be considered.

DOES NOT MEET EXPECTATIONS

Demonstrates only minor tangible progress toward executing a scholarly and creative agenda as shown by the indicators below. In general, scholarly and creative projects are moderately below Institute expectations.

Indicators:

Failure to deliver or late delivery of scholarly and creative contributions laid out in annual work assignment.

Implications: No support for promotion.

MEETS EXPECTATIONS

Demonstrates satisfactory execution of scholarship or creative activity agenda well suited to a regional comprehensive university context, as shown by the indicators below. In general, scholarly and creative products meet Institute expectations in both quality and quantity. .

Indicators:

Scholarly and creative activities laid out in annual work assignment are met. Additional scholarly or creative activities outside of work assignment reflect one activity category.

Implications: May qualify for promotion if other effort areas meet expectations.

EXCEEDS EXPECTATIONS

Demonstrates unusually high degree of skill in design and execution of scholarly and creativity projects as shown by the indicators below. In general, this performance exceeds Institute expectations in both quality and quantity.

Indicators:. Scholarly and creative activities laid out in annual work assignment are met, with formal recognition of quality through awards, letters of appreciation/impact, etc. Additional scholarly and creative activities reflect two or more activity categories.

Implications: Easily qualifies for favorable promotion decisions

3. SERVICE

a. Criteria for assessing service contributions

Along with teaching and scholarship, service to the university, local community, and the disciplines of anthropology and archaeology are an important part of Archaeology Institute faculty and staff responsibilities. At the outset of their employment, the Director will advise new Institute employees about how this activity can be incorporated strategically into their work assignments. For some, service activities may be the bulk of their annual work assignment. As is the case with scholarship, some service activities are more complex than others. Most complex are those that involve major time commitments and contribute to the well-being of the Institute, college, university, or profession.

Service is broadly defined and includes a wide range of activities including, but not limited to the following categories. All service activities must be linked to the discipline in order to contribute to promotion, and faculty are expected to participate in at least two of the three categories.

1. Service to the Institution

- a) Service on University, College, and Institute committees
- b) Service as Program Director, Program Creator, or Program Coordinator
- c) Service as consultant for University units
- d) Service to Division of University Advancement (i.e., Advancement Services, Alumni Relations, Development, Institutional Communications, Pensacola Museum of Art, Retired Employees Association, Student Ambassadors, UWF Foundation, Inc., UWF Historic Trust, WUWF Public Media)
- e) Service related to recruitment and retention of students
- f) Public outreach activities that promote the Institute, College, or University
- g) Textbook, manuscript, grant, and resources production and reviewing activities
- h) Assigned mentoring of faculty or staff (e.g., OPS employees)
- i) Preparation and maintenance of materials, including, but not limited to, data sets, collections, maps, and images, for use by students, staff, faculty members, or outside researchers in research publications for which the creator is not given an authorship credit
- j) Preparing students for professional conferences or publications
- k) Pursuing continuing education and personal development
- l) Maintaining and editing Institute, Department, and Maritime Services digital presence

2. Service to the Profession

- a) Service to professional and student organizations
- b) Service on the Board of a professional organization
- c) Service on editorial review boards, advisory committees, grant review panels
- d) Editing a scholarly journal
- e) Organizing conferences or serving on conference committees
- f) Serving as a reviewer/referee on textbooks, monographs, journal articles or grants

3. Service to the Community

- a) Community service related to one's discipline
- b) Participation with local professional organizations
- c) Public lectures, performances, or exhibitions
- d) Unremunerated consultancies and archaeological services
- e) Providing information when requested by the media or public
- f) Consultation regarding archaeological services to local governments and the public

b. Rubrics for evaluating service contributions

UNSATISFACTORY

Demonstrates serious problems in fulfilling appropriate service role for faculty as shown by the indicators below. In general, service is well below Institute expectations and indicates a failure to address past remediation efforts to provide correction or assistance for negative indicators or behaviors.

Indicators:

- a. Service activity nonexistent or very poor in quality, producing a potentially adverse impact on the goals of the relevant organization
- b. Significance of the obligation of service in the faculty role in a regional comprehensive university not apparent (e.g., individual seems resistant or oblivious to service needs)
- c. Community service, if any, does not in any way provide synergy between the faculty member's area of expertise and the service functions (e.g., serving as the director of a local church choir).
- d. Performance involving incompetence or misconduct as defined in applicable university regulations and policies.

Implications: Remedial work is required; may include recommendation to find a context that is a better match to the individual's service values than the substantial service needs relevant to the regional comprehensive university context. No support for promotion.

DOES NOT MEET EXPECTATIONS

Demonstrates only minor tangible progress in service contributions as shown by the indicators below. In general, service is below Institute expectations.

Indicators:

- a. Minimal contributions made in service role (e.g., "sits" on committees as compared to active participation)
- b. Over-commitment to service spreads faculty time and energy too thinly to facilitate effectiveness
- c. Community service, if applicable, provides limited, tangential synergy between the faculty member's area of expertise and service functions.

Implications: Remedial work may be required to assist the individual in recognizing obligations and appropriate behaviors to achieve positive outcomes in the regional comprehensive university context. No support for promotion

MEETS EXPECTATIONS

Demonstrates satisfactory execution of service contributions as shown by the indicators below. In general, service contributions meet Institute expectations.

Indicators:

- a. Participates effectively in at least five of the service activities listed above
- b. Colleagues view contributions to the Institute as effective
- c. Service agenda well suited to regional comprehensive university mission
- d. Service contributions represent strategic decisions that balance demands from the discipline, Institute, campus, and community
- e. Community service provides excellent synergy between the faculty member's area of expertise and the service functions.

Implications: Performance at this level qualifies for favorable promotion decisions.

EXCEEDS EXPECTATIONS

Demonstrates high degree of skill in service contributions as shown by the indicators below. In general, service contributions exceed Institute expectations.

Indicators:

- a. Participates effectively in at least ten of the service activities listed above
- b. Leadership demonstrated in targeted arenas of service (e.g., holds elected office; collaborates skillfully and innovatively)
- c. Problems solved proactively through vigorous contributions
- d. External recognition (local, national or international audiences) or awards achieved for quality of service contributions
- e. Community service provided significant and measurable impact; service provides excellent synergy between the faculty member's area of expertise and the service functions

Implications: Performance easily qualifies for favorable promotion decisions.

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