

BY-LAWS

**Department of Psychology
Florida State University**

Approved November 3, 2009 by a majority of Psychology Department E&G funded faculty and A&P personnel via a secret ballot.

Amended February 10, 2014 by a majority of Psychology Department E&G funded faculty, E&G-funded A&P personnel and C&G-funded faculty via a secret ballot. The amended by-laws are effective as of January 1, 2014.

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BY-LAWS

Department of Psychology Florida State University

Preamble: The department bylaws adhere to and are consistent with University policies found in the FSU Constitution, BOT-UFF Collective Bargaining Agreement, Faculty Handbook, and annual Promotion and Tenure letter.

Article I. Membership and Eligibility to Vote

Section 1. Membership in the Department of Psychology shall include:

- A. Full-time or part-time regularly appointed faculty in tenured or tenure-earning positions, and 9- and 12-month faculty in specialized faculty positions on E&G-funded lines.

- B. Temporary or part-time faculty appointees, including those serving as:
 - * instructors
 - * visiting faculty appointees
 - * courtesy appointees
 - * adjunct appointees
 - * postdoctoral fellows
 - * professors emeriti
 - * research associates
 - * associates in research
 - * assistants in research

- C. Administrative and Professional (A&P) personnel

- D. USPS personnel

- E. All part-time and full-time graduate students

Section 2. Eligibility to Vote

Only the following will be entitled to vote in faculty meetings or by mail or online ballot: all faculty members as defined in A above, and 12-month A&P personnel appointed on E&G-funded lines. In addition, C&G-funded faculty members are entitled to vote on the by-laws.

Article II. Major Program Areas

The current major program areas are 1) Neuroscience, 2) Clinical, 3) Cognitive, 4) Social, and 5) Developmental. These areas are defined by specialized interests on the part of faculty and students and also reflect traditional professional training requirements.

Article III. Officers

Section 1. Chair

A. Term of office

The Chair's term of office shall be three years, normally beginning prior to the start of the Fall term of the academic year. An incumbent Chair shall not be eligible for appointment to a third consecutive term or beyond unless three-fourths of those who cast ballots in the election approve.

B. Procedures for Selection of the Chair

1. In the first annual Fall faculty meeting of the final year of a Chair's term or upon a vacancy in this office for another cause, the faculty shall elect a Selection Committee consisting of three tenured faculty members. Further details on Chair selection procedures are contained in Appendix A: Procedures for the Nomination and Selection of the Psychology Department's Chairperson. The first duty of the Selection Committee will be to review these procedures and present, for approval by majority vote of eligible departmental members, any changes or modifications.

2. The Department of Psychology shall send to the Office of the Dean of Arts and Sciences the name of one full time, tenured faculty member, selected by the procedures in Appendix A, as its choice to act as Chair of the Department for three years. The person so named shall, upon appointment by the Dean, assume the duties and responsibilities of the departmental Chair in accordance with the rules and regulations of the university and under conditions negotiated both with the faculty in Psychology and the Dean. Provisions have been made in the event that a Chair has a conflict of interest with a faculty member in the department (e.g., spousal/partnership relationship) (see Appendix B: Guidelines for Annual Evaluation and Merit Pay Decisions of E&G-Funded Faculty (9- and 12-Month) and A&P Personnel, and Appendix C: Promotion and Tenure Decisions Guidelines for E&G-Funded Faculty).

3. Those allowed to vote for candidates for Chair are all eligible voters described in Article 1.

C. Authority and duties of the Chair

1. The Chair shall serve as the chief administrative officer of the department and will be responsible for:

- a. executing the policies established by the department,
- b. consulting regularly with departmental committee chairs and program area directors,
- c. the agenda and scheduling of faculty meetings, and
- d. supervision of the department's Coordinator, Administrative Services.
- e. the assignment of responsibilities for all faculty members (see Appendix E for departmental guidelines on teaching assignments).

2. The Chair shall appoint for one-year, renewable terms an Associate Chair, a Director of Undergraduate Studies, and a Director of Graduate Studies.

3. The Chair shall appoint any other officers and/or committee members required for the administration and conduct of departmental affairs within two weeks of the annual elections meeting in the Fall term.

4. The Chair, serving as principal financial officer of the department shall:

- a. supervise receipt and expenditures of all moneys;
- b. in conjunction with the Executive Committee, prepare an annual operating budget and previous year-end financial report. These documents shall be presented to the faculty as early in the academic year as circumstances permit.

5. The Chair, in conjunction with appropriate Faculty committees, shall supervise and coordinate the recruiting of new faculty members.

6. The Chair, after receiving recommendations of the Faculty Development Committee (FDC), shall make recommendations for faculty salary increases to the Dean of the College of Arts and Sciences. If the recommendations regarding salary increases from the FDC differ from those of the Chair, then both will be forwarded to the Dean.

7. The Chair shall be responsible for initiating meetings of the Faculty Development Committee and the Promotion and Tenure Committee in order to insure timely preparation of materials and recommendations for promotion and tenure decisions in the department and at the college level.

8. The Chair shall hold an annual evaluation meeting with each E&G-funded faculty member and A & P employee to review his/her overall performance of professional responsibilities consistent with that member's annual assignment of duties for the previous calendar year. For faculty, the Chair shall assign one of five evaluative statements, Substantially Exceeds FSU's High Expectations, Exceeds FSU's High Expectations, Meets FSU's High Expectations, Official Concern or Does Not Meet FSU's High Expectations (see Appendix B, Procedures / Role of Chairperson for definitions of these statements) in each of the four evaluation areas of research, teaching, service and overall performance. Evaluations will be based on all available information including the recommendations of the Faculty Development Committee. The Chair shall provide each faculty member who has not achieved the highest rank possible a written evaluation of his or her progress toward promotion and, if appropriate, tenure.

9. The Chair, with the advice of appropriate committees and officers of the department, shall coordinate all segments of the academic program, such as degree requirements, curricular offerings, and catalog announcements. S/He shall determine and supervise, in consultation with appropriate committees, such matters as the scheduling of classes and the assignment of duties to faculty members.

10. Except when provided for otherwise, the Chair or his/her designee shall serve as liaison officer and departmental representative to officers and bodies outside the department.

D. Procedure for Removing a Chair from Office

The department may recommend to the Dean that a Chair be removed from office. Such an action must be taken according to the following procedure.

1. A petition calling for removal must be signed by a majority of the persons eligible to vote for the Chair and submitted to the Dean.

2. The Dean or his/her representative shall preside at a meeting of the faculty to consider the petition. Two weeks notice shall be given for this meeting.

3. To be adopted, a motion for removal must be supported by two-thirds of the members eligible to vote for the Chair in a secret, mail ballot. This process shall be conducted by the Elections Committee which shall report the vote to the faculty and to the Dean.

Section 2. Associate Chair

The duties of the Associate Chair are as follows:

- A. The Associate Chair shall serve as the Chair's representative on various university and departmental committees and in other ways assist the Chair in administration of the department.
- B. The Associate Chair shall have primary responsibility for requesting information from faculty and program area directors regarding course offerings and scheduling.
- C. The Associate Chair shall coordinate all requests for curriculum changes, both graduate and undergraduate, and forward such requests to the appropriate college and university committees.
- D. The Associate Chair shall assist the Chair in the annual assignment of duties to faculty and in the selection of faculty (and courses) for the summer term. The department's policies for assigning summer E & G salary are described in Appendix F.
- E. The Associate Chair shall assist in fiscal matters such as travel allocations, colloquium funds, shop budgets, OPS requests, etc.
- F. The Associate Chair shall serve as direct supervisor for the Office/Administrative Assistant (or equivalent) in the main office and thus will have primary responsibility for coordination of duties and services provided (e.g., preparation of research and instructional materials, manuscripts, exams, etc.) by the main office; this excludes supervision of fiscal staff and their assigned duties.
- H. The Associate Chair shall assign duties to graduate students receiving "departmental assistantships" to help with laboratories and other courses as well as in program or departmental administration, etc. and shall assign teaching responsibilities to graduate students receiving "teaching assistantships."

Section 3. Program Area Directors

Each of the major program areas shall have an individual designated as its "director".

A. Selection of Area Directors

The eligible, voting members in each of the respective areas shall elect by secret ballot a member from that area to be presented to the Chair for approval as area director for a three-year, renewable term.

B. Duties of Area Directors

- 1. Coordinate teaching assignments at the graduate and undergraduate levels as well as call meetings of area faculty to consider curriculum changes, student recruitment, and program requirements, identify candidates for departmental

assistantships, etc. Although the area directors provide guidance to the area on curriculum issues, all faculty members in the area vote on changes to the area's curriculum.

2. Insure that the program is in compliance with requirements of primary accrediting agencies. This includes, but is not limited to: 1) filing required reports in a timely manner; 2) monitoring student programs to insure that all academic and professional requirements are met; 3) monitoring accreditation standards to insure the curriculum and experience requirements are consistent with accreditation agency standards.

3. The director has responsibility for making recommendations to the Faculty Development Committee regarding merit pay for individuals in his/her area.

4. Coordinate requests from the area faculty for capital equipment and other items requiring financial support from the department.

Section 4. Director of Graduate Studies

The duties of the Director of Graduate Studies are as follows:

A. Coordinate matters relating to department-wide issues pertinent to graduate training including curriculum (e.g., departmental and area "core" courses), recruitment and admission of students, program requirements, etc. at the Tallahassee and Panama City Campuses.

B. Maintain records of graduate students, coordinate timely evaluations, monitor enrollment patterns, determine eligibility of students for University-sponsored awards, etc.

C. Supervise the Graduate Office Program Assistant.

Section 5. Director of Undergraduate Studies

The duties of the Director of Undergraduate Studies are as follows:

A. Coordinate matters relating to undergraduate training in the department including curricula, recruitment and admission of students, program requirements, etc.

B. Plan and coordinate upper- and lower-division advising assignments, orientation meetings for new students, etc.

C. Oversee the department's undergraduate advising office and supervise the advisors.

Article IV. Faculty Meetings

Section 1. General Faculty Meetings

The faculty of the Department shall meet in regular session at least once each semester during the academic year. The first meeting during the Fall term will normally be scheduled in the first two weeks of classes. Additional sessions may be called by the Chair or his/her designated representative:

- A. on his/her initiative,
- B. in response to a majority vote of one of the standing committees requesting a meeting, or
- C. at the written request of six departmental members eligible to vote.

Section 2. The Chair shall normally preside at faculty meetings. In the absence of the Chair, another voting member designated by the Chair shall preside.

Section 3. One third of the eligible voting members of the department shall constitute a quorum at any faculty meeting.

Section 4. The Departmental Coordinator, Administrative Services shall serve as Secretary. In the absence of the Secretary, the Chair shall appoint a substitute. The duties of the Secretary shall be:

- A. to record the minutes of the meetings,
- B. to distribute copies of minutes to all departmental faculty members within one week following the meeting, and
- C. to keep in the departmental office a complete file of departmental minutes.

Article V. Committees

Service on departmental committees is considered to be part of each department member's assignment of duties. In addition, all faculty members are encouraged to raise issues and suggest changes to be considered by any committee. Meetings of committees shall be held only when a majority of the voting members of the committee are present. Unless otherwise specified, all committee members serve in a voting capacity.

Section 1. Standing Committees

- A. Elections Committee**

1. This committee (a) shall be responsible for preparation and distribution of ballots for all secret votes, and (b) shall serve as tellers by counting and reporting all ballot votes.

2. This committee shall solicit nominations from the eligible voters for vacancies on the various departmental committees and for other elected positions in the department. In the case of an insufficient number of nominations, the committee will offer additional nominees. The committee will then coordinate the election of departmental committee members using the list of nominees who accepted their nomination. The election will typically be held by the end of the fourth week of classes in the Fall semester.

3. This committee will make recommendations of nominees for various elected positions in the college and university (e.g., Committee on Sabbaticals, etc.)

4. This committee shall consist of three members elected by the eligible voting members of the department. Members shall serve two- year terms.

5. The committee will elect its own chair on an annual basis.

B. Executive Committee

1. This committee shall be responsible for monitoring and discussing all budgetary matters except for faculty salaries and shall advise the Chair and the department members on these matters.

2. This committee shall consider and discuss issues relating to long-range planning within the department, including potential program developments, justification for new faculty positions, etc.

3. This committee shall meet at least once per semester.

4. This committee shall consist of the following departmental members:

- a. the Chair, who shall chair the Committee,
- b. the Associate Chair,
- c. the Coordinator, Administrative Services as a nonvoting member.
- d. the director of each program area.

C. Faculty Development Committee

1. The primary responsibility of this committee will be to establish and carry out procedures for the annual evaluation of faculty and to consult with the Chair, as

requested, for merit evaluations of E&G-funded A&P personnel. Such procedures or changes in previously approved procedures must be ratified by a two-thirds vote of all voting faculty members and A&P personnel combined.

2. The committee shall review annually each faculty member in terms of her/his overall performance of professional responsibilities consistent with that member's annual assignment of duties. The committee will recommend to the Chair the assignment of one of five evaluative statements in each of the four evaluation areas of research, teaching, service and overall performance: Substantially Exceeds FSU's High Expectations, Exceeds FSU's High Expectations, Meets FSU's High Expectations, Official Concern, or Does Not Meet FSU's High Expectations.

3. The committee shall specifically examine the performance of selected faculty members with respect to qualifications for Promotion and/or Tenure, including all faculty who have not been tenured and/or have not reached the rank of Professor. For Assistant Professors, all annual reviews (including the Second and Fourth Year Reviews) will be considered as part of the examination process. For Assistant Professors, the Faculty Development Committee considers the reports of Mentor Committees, which serve as subcommittees of the Promotion and Tenure Committee. A more detailed description of these procedures is included in Appendix C: PROMOTION AND TENURE DECISIONS GUIDELINES for FACULTY.

4. The Committee shall provide to the Chair, for use in determining annual merit pay recommendations, a department-wide ranking of all E&G-funded faculty with assignments in research, teaching and service (typically tenure-earning faculty), and a separate department-wide ranking of E&G-funded faculty with unique assignments (e.g., assignments in 1 or 2 of the areas of research, teaching, and service; these are typically specialized faculty). These recommendations will be based on all available information including department-wide peer ratings, area peer ratings, program directors' suggestions, vita, current brag sheets, and other documents included in the evaluation files. Department guidelines for merit pay will be followed in these recommendations (see Appendix B: Guidelines for Annual Evaluation and Merit Pay Decisions of E&G-Funded Faculty (9- and 12-Month) and A&P Personnel).

5. When any member of the committee is being evaluated for any purpose, the member shall be absent from the committee's deliberations and voting. This also applies when a committee member has a conflict of interest with a faculty member (e.g., a spouse/partner) who is being evaluated.

6. If requested by the department Chair, the Committee shall also provide to the Chair, for use in determining annual merit pay recommendations, a single, department-wide ranking of all E&G-funded A&P personnel. This ranking will be determined in accordance with the procedures outlined in Appendix B: Guidelines for Annual Evaluation and Merit Pay Decisions of E&G-Funded Faculty (9- and 12-Month) and A&P.

7. The committee normally shall consider grievances of the faculty.
8. The committee shall meet as often as needed during the academic year.
9. The committee shall consist of six members:
 - a. the departmental Administrative Assistant as a nonvoting member, who will serve as Secretary and resource person to the committee,
 - b. five tenured faculty (one from each area) shall be elected by the department from the ranks of members eligible to vote.

10. Two specialized faculty members shall be appointed by the Chair to serve two-year terms on the Faculty Development Committee. These members will participate in committee deliberations and decisions for specialized faculty only. They will not be present when tenured and tenure-track faculty are discussed.

11. The elected committee members will serve two-year terms and the election cycles will be staggered with no more than 3 seats open in any given election year. The committee shall elect its own chair on an annual basis.

D. Promotion and Tenure Committee

1. This committee shall make recommendations regarding promotion and tenure for tenure-track faculty and promotion for E&G- and C&G- funded specialized faculty.

2. This committee conducts Second and Fourth Year Reviews. Specifically, the Mentor Committee, as a subcommittee of the Promotion and Tenure Committee, conducts the initial review and then presents its report to the Faculty Development and Promotion and Tenure Committees.

3. Membership on this committee will vary depending on the status for which a candidate is being considered. The tenure committee consists of all tenured faculty members, the committee for promotion to full professor consists of all full professors and the committee for promotion to associate professor consists of all associate and full professors. A specialized faculty member at the highest rank will be elected by and from the ranks of the specialized faculty to the P&T Committee and will be present only during discussions of promotion of specialized faculty.

E&G-funded 12-month faculty members who have assignments of responsibility commensurate with those of tenure-track faculty (i.e., assignments in teaching, research and service) and who meet the criteria for a Standard Classroom Assignment as specified in Appendix E, may submit a request to the Chair for membership on the Promotion and Tenure Committee. The Chair and the appropriate Promotion and Tenure Committee

(i.e., the committee comprised of full professors and/or full professors and associate professors) shall decide whether to approve the request and, if approved, the appropriate Committee for membership. Approved 12-month faculty may vote on promotion but not tenure decisions.

4. One member of this committee holding the rank of full professor shall be elected by the Tenure Committee to serve as the representative of the department on the Natural Sciences Area Promotion and Tenure Committee. This person shall report back to the faculty on his or her impressions of criteria being applied by the area committee and any other committee to which he or she may be elected.

E. Graduate Studies Committee

1. This committee shall establish and help implement policies relating to department-wide aspects of graduate admissions, training, curriculum, program requirements, etc. The committee will make departmental decisions about adding, deleting or changing graduate level courses as recommended by program faculty. Recommendations for changes to the department's *Guidelines for the Operation of the Graduate Program* will be brought to the full faculty for a vote.

2. The committee shall consist of six members: a. the Director of Graduate Studies, who will also be the representative of their program area and will chair the committee; b. four elected faculty members, one from each of the other major program areas; and c. one graduate student appointed by the Graduate Student Advisory Committee to serve as a member with full voting privileges (the student member will not be present during discussion of matters relating to the evaluation of another student and will not vote on the admission of a potential student).

3. Elected faculty members will serve two-year terms. The student representative will serve a one-year renewable term.

F. Graduate Student Advisory Committee

1. This committee shall consist of five full-time graduate students in the department.

2. This committee shall discuss issues relevant to graduate students and graduate training in the department and will serve as an advisory body to the Director of Graduate Studies and department. This committee will meet with the Director of Graduate Studies at least once a year.

3. Five members of the committee will be elected from the Clinical, Cognitive, Neuroscience, Social and Developmental areas. Students are elected to one-year terms with an option to serve for a second year if the person desires. Election will occur within the first three weeks of classes.

4. The committee shall elect its own chair on an annual basis.

G. Undergraduate Studies Committee

1. This committee shall establish and help implement policies relating to undergraduate training, curriculum changes, and advising (both lower- and upper-division). The committee will make departmental decisions about adding, deleting or changing undergraduate level courses as appropriate for the existing curriculum. Recommendations for changes to the curriculum will be brought to the full faculty for a vote.

2. The committee shall consist of four faculty members: the Director of Undergraduate Studies who will chair the committee, and three elected faculty members. At least one faculty member will be from the Neuroscience program. The elected committee members will serve two-year terms.

H. Space Committee

1. This committee shall make recommendations for the utilization of space assigned to the Department of Psychology.

2. This committee shall establish procedures for the assignment of: offices to faculty and students, research and storage space, and carrels to graduate students. This committee shall also consider future space needs based on changes in faculty, research programs, etc.

3. This committee shall consist of seven members: a. the department Chair (or his/her designated representative); b. the Facilities Manager as an ad hoc member; and c) five faculty members, one from each area of the department, elected for two-year terms.

4. The committee shall elect its own chair on an annual basis.

I. Facilities Committee

1. This committee shall supervise operation of shop technical facilities (machine, electronics, computer) and personnel. Administrative matters, particularly coordinated scheduling of work priorities, would normally be considered by this committee.

2. This committee shall consist of three tenure-track faculty members, two of whom shall be from the Neuroscience area, all appointed by the Chair for one-year renewable terms, one designated as the chair of the committee. Key shop personnel will also be appointed by the department Chair to serve on this committee.

J. Colloquium Committee

1. This committee shall collect nominations for colloquium speakers from faculty and staff members and select candidates for the Departmental Colloquium Series. The committee shall plan and coordinate travel arrangements, room scheduling, refreshments, etc.

2. This committee shall consist of four faculty members and one student, all appointed by the Chair for two-year renewable terms. All appointments will begin in January. One of the faculty members will be designated by the Chair each calendar year to serve as chair of this committee.

K. Library Committee

1. This committee shall serve to evaluate Psychology-related library purchases, review lists of journals and other library materials purchased automatically by the library, keep Psychology faculty informed of library activities and requests as needed, and serve as departmental liaison to the FSU libraries.

2. This committee shall consist of three elected faculty members who will serve two-year terms.

L. Information Technology Committee

1. This committee shall help address electronic communications of the department and recommend policy for the conduct of electronic communication among members of the department and the department's presence on the Internet. The committee shall also address issues pertaining to the purchase and maintenance of computer equipment and software, computer/data security, and setting priorities for utilization of services provided by the department's computer support personnel.

2. The committee shall consist of:

- a) Technical support personnel charged with oversight of departmental computing (appointed by the Chair),
- b) The webmaster (appointed by the Chair),
- c) Three tenure-track faculty members, all appointed by the Chair for one-year renewable terms, one designated as the chair of the committee, and
- d) A member of the current Graduate Student Advisory Committee (appointed by the chair of that committee).

M. Scarborough Historical Archive Committee (SHAC)

1. This committee will oversee and organize the Scarborough Historical Archive, originated by Dr. Barron Scarborough in the later 1980's, which houses historical documents and images related to the Department's history. One version will be in electronic form to provide easy retrieval of information by faculty, students, alumni and staff, and by others in the wider scholarly community. SHAC will oversee the well-being of materials in the archive and will solicit additional materials from time to time to keep the archive current.

The committee will recommend actions to the Executive Committee that will facilitate the preservation of archived materials and accessibility to the archive by interested parties.

2. This committee shall be appointed by the Chair, as needed.

N. Graduate Research Day Committee

1. This committee shall organize all aspects of an annual event in which graduate students present their research. These activities include recruitment and selection of student participants.

2. The committee shall consist of three faculty members appointed by the Chair.

3. The committee shall also include two graduate student representatives serving two year terms. Each year one graduate student will remain on the committee and a new graduate student will be nominated by the GRD committee. After accepting this nomination and with approval of the nominee's advisor, the nominee will become the new graduate student GRD representative.

O. Undergraduate Research Day Committee

1. This committee shall organize all aspects of an annual event in which undergraduate students present their research. These activities include recruitment of student participants and all aspects of the Howard Baker Research Awards and ceremony.

2. The committee shall consist of two faculty members appointed by the Chair, the Psi Chi Faculty Advisor, and the departmental advisor.

3. The committee shall also include two Psi Chi members nominated by the URD Committee.

P. Faculty Senate

The department will elect its faculty senator(s) and official alternate(s) at such times as specified by the constitution of the Faculty Senate. S/he is responsible for

attending Faculty Senate meetings and informing the department of developments affecting the department or its members.

Section 2. Other Committees

The Chair may establish other committees as needed to conduct the affairs of the department. Included would be the following committees: Human Subjects, Laboratory Animal Research and Search Committees for recruitment of new faculty members (see Appendix D for a detailed description of procedures for recruitment of new faculty). The functions and membership of each such committee shall be made known to the department as soon as is practical in the Fall term of each year. Program areas may also establish committees to carry out particular functions (e.g., Curriculum Committee).

Article VI. FSU Substantive Change Policy

Faculty and staff members are expected to be familiar with and follow the Florida State University Substantive Change Policy as found on the university web site <https://sacs.fsu.edu/substantive-change-policy/>

Article VII. "Sunset" Provision

These by-laws shall cease to apply after the November 2017 faculty meeting unless they are approved again by a secret ballot vote of a majority of the voting members of the department.

Article VIII. Amendments to the By-laws

Any voting member of the department may propose an amendment to these by-laws. To be adopted, a proposed amendment must receive an affirmative vote by two-thirds of eligible voters. The amendment must be made available to all voting members at least two weeks prior to a vote. All voting on proposed amendments shall be conducted by secret ballot. Approved amendments shall take effect immediately or as provided in the amendment itself. C&G-funded faculty will be invited to attend faculty meetings when amendments are on the agenda.

APPENDIX A

PROCEDURES FOR THE NOMINATION AND SELECTION OF THE PSYCHOLOGY DEPARTMENT'S CHAIRPERSON

PREAMBLE

The Department of Psychology shall send to the Office of the Dean of Arts and Sciences the name of one tenured faculty member, selected by the procedures outlined below, as its choice to act as Chairperson of the Department for a period of three years. The person so named shall, upon appointment by the Dean, assume the duties and responsibilities of the departmental Chairperson in accordance with the rules and regulations of the university and under conditions negotiated both with the faculty in Psychology and the Dean.

All tenure-track faculty and specialized faculty within the Department of Psychology shall be eligible to participate in all phases of the selection process, i.e., nomination, discussion, voting.

PROCEDURES

I. Selection of Committee to Oversee Chairperson Selection

a. A committee of three tenured faculty members (hereafter called the Selection Committee) shall be elected from the Psychology faculty to carry out the selection procedures. In accordance with the wishes of the Dean, a fourth member from outside the Department shall be appointed by the Dean to sit with the Committee.

b. The mission of the Selection Committee shall be to carry out the procedures, decided upon by the Department and described in Sections II. to V. below, for selecting a nominee for Chairperson to be presented to the Dean. The duties of the Committee include: 1) development of a schedule of events; 2) communication of faculty desires and questions to the Dean; 3) distribution and tabulation of ballots; 4) arranging meetings; 5) keeping records; and 6) informing the faculty of its activities. The Committee specifically shall not have the power to change the selection procedures as adopted by the Department.

c. Members of the Committee shall be selected by a vote of the Department during the first annual Fall faculty meeting of the final year of a Chair's term or upon a vacancy in this office for another cause.

d. Members of the committee must be tenured and not candidates for departmental Chairperson.

e. Selection of the Committee members shall occur before the preliminary pool of Chairperson nominees has been developed.

f. In the event that a Committee member becomes a candidate for Chairperson, membership on the Committee will end and a replacement member from the appropriate interest area selected from the outcome of the initial committee election results, e.g., the runner-up in the appropriate area.

II. Selection Procedures

The Chairperson Selection Procedure shall consist of three phases:

- a. a Nomination phase;
- b. a Discussion and Evaluation phase;
- c. an Election phase.

These procedures shall be conducted by the Selection Committee within a two month period every three years.

III. Nomination Phase

Eligibility

Any tenured member of the faculty in Psychology may be nominated as a candidate for Chairperson.

- a. Nomination to be a candidate for Chairperson shall be by anonymous ballot.
- b. Each faculty member may submit one (or more) name(s) (his/her own or that of another faculty member).
- c. All names submitted by this procedure shall be announced by the Committee.
- d. Any person nominated may decline being considered by requesting that his/her name be removed from the list of nominees.
- e. The names selected by this procedure (i.e., those who accept the nomination) shall constitute the pool of nominees for Chairperson.

IV. Discovery, Evaluation, and Discussion Phase

- a. All nominees shall make themselves available for meetings with the faculty, the circumstances, times, etc. to be arranged by the candidates in collaboration with the Selection Committee.
- b. All nominees shall meet individually with the Dean.
- c. Special conditions or arrangements with regard to changes in teaching responsibilities, salary, etc. shall be individually negotiated with the Dean and the faculty of Psychology.

V. Election Phase

a. Upon completion of the Discovery, Evaluation and Discussion period, not to exceed one month, an election shall be held.

b. The election to determine the Department's choice among the nominees shall be by secret ballot. All ballot results shall be announced to the faculty by the Selection Committee as soon as they are tabulated.

c. If no candidate receives a majority, a run-off election between the two candidates receiving the highest number of votes shall be held. The nominee receiving a majority of votes shall be declared the winner.

d. The person selected shall have his/her name presented to the Dean as the Department's choice for Chairperson.

APPENDIX B

GUIDELINES FOR ANNUAL EVALUATION AND MERIT PAY DECISIONS of FACULTY (9- AND 12-MONTH) AND A&P PERSONNEL

The evaluation of one individual by others is a delicate and difficult matter but one that cannot be avoided in departments where quality of performance is an important objective. This document addresses two closely related issues: 1. criteria and procedures for annual evaluation of department members (faculty and A&P) and 2. criteria and procedures for merit pay recommendations. The importance of the outcome of these annual evaluation processes argues for explicit statement of criteria and procedures involved in each.

The guidelines presented here are necessarily broad, but an attempt has been made to translate them into operational terms. The major objective of this document is to ensure that each department member is aware of the criteria and procedures that are employed. Thus, each department member will be provided with a copy of this document, and individuals are encouraged to seek clarification, where necessary, through consultation with the department Chair.

In some instances, the guidelines may prove to be inappropriate for a particular department member. In those cases the individual is expected to propose more appropriate criteria for evaluation in his/her specific case. Such special cases should be established and approved by the Chair in the process of formalizing the assignment of duties for the coming academic year. Examples of such special cases would be faculty with 12-month, non-tenure earning appointments, faculty with special administrative or service assignments, and any department member holding joint appointment in another agency, department, or institute.

The procedures for annual evaluation and merit ranking of Administrative and Professional (A&P) employees in the department differ from those for faculty and are addressed separately at the end of this document.

FACULTY

The following guidelines apply to E&G-funded faculty. Annual evaluation procedures for C&G-funded faculty are addressed in the final section of these guidelines for faculty.

MISSION STATEMENT

Teaching, scholarship and service constitute the three areas of consideration for both regular annual evaluation and merit pay recommendations. As a research-oriented department in a major research institution, it is expected that all faculty members in tenure-earning positions will be involved in ongoing research in his/her area of specialty in addition to teaching and service assignments. At the same time, it is recognized that individual faculty members differ widely with regard to interests and abilities and thus

may contribute to the overall department missions in different ways. For this reason, flexibility in assignment across the three categories of teaching, research and service is critical (see Appendix E for departmental guidelines on teaching assignments). Faculty members in non-tenure earning positions may have assignments of responsibility that are limited in breadth (e.g., only research; only teaching). Annual evaluation and merit recommendations are to be based on evidence of quality of performance, consistent with the assigned duties of the individual. In particular, the basis on which recommendations for merit pay increases are to be based is exemplary performance in all aspects of the individual's assignment (for tenure-track faculty members this would require outstanding performance in both teaching and research plus conscientious performance in service duties). Each department member is advised: (1) to study ways in which the assignment of responsibilities is most appropriately evaluated, (2) to discuss these points with the Chair and other senior colleagues, and (3) to provide the department with documented evidence regarding activity and accomplishments in each of these areas.

PROCEDURES

The procedures described in this section are designed to ensure that information regarding each department member's yearly performance is assembled, reviewed and evaluated in a systematic, reliable and equitable fashion. The materials to be collected and assessed should emphasize the current year's performance, with long-range (career) accomplishments serving as a context for this evaluation.

I. Role of Chairperson:

Annual and merit evaluations are conducted each Spring semester and are based on performance during the previous calendar year in the categories of teaching, research and other creative activities, and/or service, and any other duties that may be assigned. The Chair has the ultimate responsibility for both annual evaluation and merit pay recommendations. If the Chair's recommendations for merit rankings differ from those of the Faculty Development Committee, the Chair will notify the Faculty Development Committee and both recommendations will go forward to the Dean and the Provost.

The Chair is expected to examine all the documentation regarding the year's performance for each department member and to evaluate that evidence within the framework of the Department's evaluation and merit criteria (see below) and in relation to the individual's assigned duties. In addition, the Faculty Development Committee will provide recommendations to the Chair for the assignment of annual evaluations in the areas of teaching, research, service and overall performance as well as department-wide merit rankings for faculty. These recommendations will be part of the evidence considered by the Chair.

The Chair shall assign one of five evaluative statements in the areas of research and/or teaching and/or service in which the faculty member has an assignment of

responsibility, as well as overall performance. A narrative explanation for the rating of overall performance will be attached to the Annual Evaluation Summary Form. The descriptions of performance below are for tenured and tenure-track faculty with assignments in all areas (teaching, research, and service). It is understood that the descriptions are adjusted for specialized faculty to reflect only the areas in which the faculty member has assigned responsibilities. For faculty who are meeting expectations, there are three categories:

Substantially Exceeds FSU's High Expectations – This describes a faculty member who far exceeds performance expectations during the evaluation period and achieves an extraordinary accomplishment or recognition in teaching, research, and service, which may include several of the following: highly significant research or creative activities; demonstrated recognition of the individual by peers as an authority in his/her field; securing significant external funding; attaining significant national or international achievements, awards, and recognition.

Exceeds FSU's High Expectations – This describes an individual who exceeds expectations during the evaluation period by virtue of demonstrating noted achievements in teaching, research, and service, which may include several of the following: high level of research/creative activity, professional recognitions, willingness to accept additional responsibilities, high level of commitment to serving students and the overall mission of the Department, involvement/leadership in professional associations, initiative in solving problems or developing new ideas.

Meets FSU's High Expectations – This describes an individual who demonstrates the requisite knowledge and skills in his/her field of specialty and completes assigned responsibilities in a manner that is both timely and consistent with the high expectations of the university.

If an individual's overall performance rating falls below "Meets FSU's High Expectations," specific suggestions for improvement should be provided to the individual. There are two performance rating categories for individuals who are not meeting expectations:

Official Concern – This describes an individual who demonstrates the requisite knowledge and skills in his/her field of specialty but is not completing assigned responsibilities in a manner that is consistent with the high standards of the university.

Does Not Meet FSU's High Expectations – This describes an individual who fails to demonstrate with consistency the knowledge, skills, or abilities required in his/her field of specialty and/or in completing assigned responsibilities.

Department members will meet individually with the Chair before the annual evaluation and merit recommendation is finalized and placed in the individual's evaluation file or forwarded to the Office of the Dean. The evaluation shall be signed and

dated by the person performing the evaluation, and by the person being evaluated, who may attach a concise comment to the evaluation.

If appropriate, the Chair will discuss with the faculty member ways in which performance could be improved and/or possible changes in the individual's annual assignment for the coming year. Implementation of a formal Performance Improvement Plan (PIP) will follow Collective Bargaining Agreement policies and procedures.

II. Evaluations by Colleagues:

A. Peer Review.

1. Faculty with assignments in research, teaching and service.

The Department of Psychology is composed of five major areas (Clinical, Cognitive, Neuroscience, Social and Developmental). Faculty members within each of these areas generally share a common subject matter, and hence area colleagues constitute an informed group for peer evaluations.

After documentation has been assembled for each department member, area colleagues are asked to rate each member of their area with regard to (a) teaching, (b) research and other creative activities, (c) service and other assigned duties, and (d) overall performance. The peer ratings in each of the above activities are to be made in the context of the department member's assigned duties during the previous calendar year. Department members also may rate all E&G-funded faculty with assignments in the three areas, thus providing department-wide ratings. Both department-wide and area peer ratings are forwarded to the Faculty Development Committee and the Chair.

2. Specialized faculty with assignments in one or two areas of research, teaching and/or service.

Two specialized faculty members in this category will be appointed by the Chair as representatives of this group. They will meet with the FDC to review the performance of faculty in this category (these representatives will not be present when their own performance is under review). Each faculty member will be evaluated according to their assigned duties and overall performance during the previous calendar year. Results of the reviews will be conveyed to the Chair.

B. Faculty Development Committee. One of the existing, standing committees in the Department of Psychology is the Faculty Development Committee. This committee consists of five individuals-- five tenured faculty members (one from each area) selected by the department from the ranks of members eligible to vote (membership details are contained in the Department By-laws). For each faculty member, the Faculty Development Committee shall provide to the Chair evaluation ratings of

Substantially Exceeds FSU's High Expectations, Exceeds FSU's High Expectations, Meets FSU's High Expectations, Official Concern, or Does Not Meet FSU's High Expectations for overall performance and in each area (research, teaching and/or service) in which the faculty member has an assignment of responsibility.

In addition, the Committee shall provide to the Chair, for use in determining annual merit pay recommendations, a department-wide ranking of all faculty with assignments in research, teaching and service (typically tenure-earning faculty). These recommendations will be based on all available information including department-wide peer ratings, area peer ratings, program area directors' comments, vita, current brag sheet, and other documents included in the evaluation files. Distinctive levels of merit will be recommended.

The Faculty Development Committee shall provide to the Chair, for use in determining annual merit pay recommendations, a ranking for E&G-funded faculty with unique assignments (e.g., assignments in 1 or 2 of the areas of research, teaching, and service; these are typically specialized faculty). These recommendations will be based on all available information including supervisors' comments, brag sheets, and other documents included in the evaluation files. Distinctive levels of merit will be recommended. Merit will be distributed from the pool of available funds generated by these individuals, i.e., the pool of funds will be separate from the available merit generated by faculty with assignments in all three categories of research, teaching and service.

Merit is typically based on performance evaluation during the past calendar year. However, if it has been more than one year since merit was distributed, the Faculty Development Committee, in consultation with the Chair and department faculty, may base merit rankings on performance since the last merit distribution.

In the event of a request to the Chair by a department member for a review of either the annual evaluation or the merit salary recommendation, the Faculty Development Committee will conduct the review. Such a review should only be conducted after the individual has had a thorough discussion of the basis for the evaluation and/or merit pay recommendation in his/her case with the department Chair. Upon completing their review, the Faculty Development Committee should submit a written report to the department Chair. Timelines for the review and further appeal procedures are specified in the Collective Bargaining Agreement.

DOCUMENTATION

Prior to annual and merit evaluations each year a personnel file for each department member is prepared with assistance from department staff. This file, which will be made available to colleagues, typically contains the following:

A. The current year "brag sheet". In this document, tenure-track and specialized faculty can spell out their accomplishments and effort in teaching, research and other creative activity, service to the university and to the community, and other assigned responsibilities during the previous calendar year.

B. A current, detailed professional vita.

C. Student Perception of Courses and Instructors (SPCI) reports for the current evaluation period.

D. A personal statement of teaching philosophy, strategies and objectives may be submitted. The personal statement can include, if appropriate, a description of the development of new materials, technologies or methods in teaching, and/or participation in specialized teaching programs, e.g., honors, directed individual study, etc. Copies of course syllabi, assignments, tests or other materials demonstrating teaching philosophy, strategies, objectives and students' achievements can also be included in the evaluation file.

E. Publications that have come out during the evaluation period.

F. Any other documents that the department member feels are pertinent to annual evaluation and merit recommendation considerations.

CRITERIA

In accordance with the Collective Bargaining Agreement, the Department of Psychology stipulates that each faculty member is to be evaluated in accordance with his/her assignment of responsibilities. For specialized faculty criteria are specified in the CBA, Appendix J. For tenure-track faculty departmental criteria for teaching, research and service follow.

I. Teaching

The problems of behavioral definition and measurement are clearly apparent in attempts to quantify ability. Current measuring devices (e.g., student evaluations) have, at best, face validity, and most fail to discriminate over the entire range of abilities. One result of their failure to discriminate is that most teachers are generally rated highly by their students and no way to differentiate the really superior or outstanding teacher from the undifferentiated "O.K." category is provided. In contrast, most measuring devices do discriminate the very "poor" teacher. All things considered, therefore, attempts to design a single common evaluation of individual teachers may remain largely an exercise in futility. Therefore, the following criteria should be interpreted broadly.

A. Standard Student Questionnaire:

As required by the FSU Faculty Senate, a university-wide questionnaire will be used by all faculty for appropriate courses. Results of this questionnaire will not be used as the sole measure of a teacher's ability if other evidence is available.

B. Commitment--Activity Measure:

Since truly good teaching requires a commitment not unlike that seen in research, participation in teaching-oriented activities, over an extended period, can serve as evidence for teaching ability. Specifically, reference is made to: a) development of new materials for instructional purpose; b) development of new technologies or methods in teaching; c) participation in specialized teaching programs, e.g., honors, and d) service on master's thesis, preliminary exam, and dissertation committees.

C. Classroom Visit:

The reports of invited faculty visitors can be used as documentary material for teaching evaluation.

D. Teaching Critique:

An expansion of the current system of videotape recordings of classroom performance will be encouraged. These recordings might be used for self-study and, in some cases, as prima facie evidence of true teaching excellence. Further, outside teaching "experts" will be available for the instructor for assistance in "self-study."

E. Disposition of Past Students:

One measure of excellence in teaching can be the success of students who have worked closely with the faculty member. This measure is especially valid when such success is consistent for a number of the faculty member's students. "Success" can include a broad range of situations. As examples:

1. Graduate Students: a) How many students have completed their Master's theses or Doctoral dissertations under the faculty member's guidance? b) Where are these graduate students now employed? Do they have "good" positions? c) How well are these ex-students doing? Have they been promoted, are they publishing, have they won any awards?

2. Undergraduate Students (those working intensely with the faculty member--e.g., DIS, Honors, lab assistants, work study employees, etc.): a) How many are now in professional school (e.g., medical school, nursing school, graduate school, etc.)? b) How well are these students doing? (i.e., has the faculty member helped the student to make the correct choice?)

F. Mentorship:

A significant component of faculty teaching is individual and small group instruction of graduate students for whom he/she serves as major professor. An appraisal of the accessibility and competence of the faculty member in this role can be made through solicited and unsolicited comments of students supervised, through student research documents (published and unpublished) that result from this instruction, and through observation of long-range professional accomplishments of students supervised.

G. Preparation of Teachers in Graduate Training:

Commitment to preparing graduate students for college teaching also provides an index of teaching commitment. This commitment can be observed either by participation of the faculty member in teacher-training roles or the presence of his/her students in specialized department teaching programs.

H. Questionnaire to Graduated Majors:

Evaluation of teaching by students appears to be most appropriate when based upon "residual" effects and then only if it is placed in perspective to the total educational enterprise. Consequently, student evaluation of a teacher would appear to be most appropriate sometime after graduation. A system of evaluation of courses and teachers by majors graduated within one year can be established. These results might deserve heavy weighting in teacher evaluation.

I. Preparation for Professional Practice:

Another of the roles of the Department of Psychology is to acquaint graduate students with current methods in the professional practice of psychology. It follows that one index of this commitment is provided by the extent of the effort of the faculty member who engages in the supervision of clinical practice and internship.

J. Criterion-Referenced Testing:

Conceptually, teaching should be inferred from the performance of the learner--consequently, the performance of the student measured against some objective norm would appear to be one appropriate procedure for evaluating teaching. From this viewpoint, the major burden rests on the answer to the question: What did the student learn? For purposes of evaluation the department encourages each instructor to attempt to obtain answers to this question. Suggested steps to this end are:

1. Prepare a comprehensive examination designed to assess the extent to which his/her stated goals have been achieved. This examination should contain a strictly objective portion as well as any other evaluative exercise desired by the instructor.

2. The objective portion of the comprehensive exam should be administered the first week of class and during the final exam period, using alternate forms. The questions on this exam should be subjected to continuing item-analysis procedures.

3. Since standardized tests have been developed for several general areas of psychology, the use of these tests in a "before-after" procedure would be appropriate in many instances.

II. Scholarship:

There are many specific products and/or events that can be used in evaluating scholarship. The guidelines attempt to address the problem of differentially weighting the scholarly prestige of the product/event, the frequency of its production/occurrence, the effort required in bringing it about and the degree to which it is recognized as worthy by other scholars in the individual's field. Publications represent the more traditional ways of documenting scholarship, but other data also need to be considered, such as scholarly participation in learned societies, paper presentations and symposia, refereeing of papers and grant proposals, journal editorship, grant awards, interdisciplinary activities, and other tangible evidence of scholarly regard the individual's peers have for him/her.

A. Publications:

Not all publications are equivalent. Different individuals use different criteria for deciding where, what, and when to publish, and consequently differential weighting must be given to different publications. It clearly isn't possible to eliminate subjective judgment from this process, but identification and discussion of the major relevant considerations may clarify matters somewhat.

Publications seem to fall naturally into three broad classes: typical journal articles or equivalents thereof; major integrative/theoretical contributions such as Psychological Bulletin articles and book chapters; and books. In general, the overriding evaluative consideration is the quality of the intellectual effort and the impact of the work--not the particular format:

1. In general, books representing major scholarly contributions to the individual's sub-specialty constitute evidence of greater scholarship than do textbooks, which in turn constitute greater evidence of scholarship than a book of readings. More advanced textbooks are, obviously, more scholarly than introductory textbooks.

2. Highly significant in scholarly contributions are major integrative/theoretical efforts such as are represented in Psychological Review or Psychological Bulletin articles, chapters in handbooks, and chapters in other books of a scholarly nature. Within many specialty fields, additional mechanisms for integration have been established and are well recognized, such as the Handbook of Social Psychology, the Harvard Educational Review, etc. Chapters in books addressed to specialty fields are often equivalent to these.

3. Journal articles are by far the most frequent outlets for scholarly contributions. There are a great variety of journals, varying in content, format, presence or absence of outside refereeing, editorial review, and so on. This variety makes it necessary to identify means of differentially weighting journal articles. Three considerations seem primary:

a. prestige of the journal--more prestigious being more carefully refereed, generally more directly related to professional organizations, more frequently cited in scholarly publications, having a higher rejection rate, and judged by people within the field as more desirable places to publish;

b. scope of article--increasing with breadth, depth and length sometimes indicated tangibly by number of journal pages devoted to the article, number of references cited, number of studies in a series that are reported, and the like, but requiring peer judgment in the final analysis (note: This requires making allowances for differences in the prestige of the journals);

c. research effort required--some fields of research and some lines of investigation within those fields pose greater difficulties to the scholar in terms of the complexity of instrumentation and experimental design required, the time required to collect data, the complexity of data reduction and analysis techniques.

4. Technical reports within agency publication series constitute another outlet for scholarly contributions, and one that is especially difficult to assess since agencies vary greatly in what they demand of a technical report, and technical reports may (and usually do) have objectives quite different from those of recognized journals. What is appropriate for a technical report may be quite inappropriate for a scientific journal. Nonetheless, technical reports constitute varying degrees of scholarly contributions, with many of them being equivalent to good journal articles. Usually, within special fields, everyone known to be interested in the particular line of investigation has access to the reports, and they are publications in the public domain since copies will usually be supplied upon request. Peer judgment seems to be the only way at present to determine the weight that should be given to individual technical reports, although some general

judgments could probably be made with regard to the average worth of reports in particular agency series.

5. Proceedings of conventions or symposia constitute further evidence of scholarship, since participation in the convention/symposium would typically occur through invitation (evidence of the high regard in which the individual is held by others in his field) or competition (evidence of judged quality of his/her proposed contribution). Differential judgments of scholarship here could be based on the national/international scope of the participation, the reputation of the other participants, longevity of the series (e.g., the Nebraska Symposium on Motivation) and, in the last analysis, peer judgment.

B. In addition to publications, presentations at professional meetings must also be considered in evaluating scholarship. These typically constitute less convincing evidence than journal articles and other publications in that they are not always refereed, are frequently preliminary disclosures of research results, and are generated in the more permissive atmosphere of conventions encouraging maximum participation and exposure of students and younger scholars. Nevertheless, paper presentations are evidences of research participation and sufficient responsibility to see projects through to the point of reporting to the scientific community. Differential weighting of papers and presentations is possible along the local-regional-national-international dimension, and in accord with the degree to which the presentation is made in an established and recognized community of scholars, and considering the evaluation procedures of the meetings in question.

C. An individual's scholarship is recognized tangibly further by his/her service as an editor or referee for recognized journals, refereeing grant proposals for agencies supporting scholarly activity, and serving on site visits for agencies in evaluating the training and/or research capabilities of grant-seeking or grant-holding departments or laboratories.

D. Receiving research grant awards is good evidence of an individual's current scholarly standing, since this reflects current ability to put together a scholarly proposal on a topic of investigation of current interest that is of sufficiently high quality to stand critical appraisal by panels of carefully chosen experts in his/her field. Agencies differ, of course, in the degree to which outside refereeing of grants is sought and in the general difficulty of obtaining their funding, and this must be taken into account. It should be possible, however, to identify within each individual scholar's field a prestige hierarchy of granting agencies. In any event, the magnitude, the complexity, and the time period of the grant would help provide differential weighting to this criterion.

E. Attempts to obtain research grants, whether or not they are funded, are considered evidence of scholarly effort.

F. It is important to recognize that many very highly regarded scholars make their contributions primarily through their students. The scholarly activity of the

individual's students reflects on the scholarship of the individual. This is particularly true in the quality of theses and dissertations produced by the individual's students. Further tangible evidence of the individual's students' scholarship may be seen in the individual's participation in the undergraduate research program, the Honors program, and the contributions of his /her graduate students.

G. Credit must also be given for consultantships and visiting appointments reflecting scholarship, such as post-doctoral research programs, awarded chairs or lectureships, advisory board or steering committee appointments for research groups, and so on.

H. Invited lectures, colloquia, symposia, and workshops are further evidence of scholarship.

III. Service:

The concepts of service performed by an academic psychologist is an omnibus one including all those activities of the professor which are not considered specifically either teaching or scholarship, but in the broadest sense represent ministering to the needs of students, the department, the college, the university, the community, state, region, and nation, and perhaps mankind. Service, then, is a responsibility that falls upon the shoulders of the professor by reason of his/her professional, academic, and state-employee's identification to the ability of the Department to provide quality education for psychologists.

There are several structures within which service is rendered, and as many ways of presenting these services, but perhaps the most meaningful presentation for the purpose of differentiating service contributions can be made from the point of view of the reason for the call to service.

A. Department Service:

Most frequently the professor of psychology is called upon for service because she/he is identified with the department and with the profession. That is, she/he is identified as a psychologist and serves as a representative of the department. There are many service activities engaged in by a member of the Department of Psychology, but five are regarded as particularly important.

1. Department committees--Large departments depend upon working committees to keep the activities of the department responsive to the needs of the university. Certain faculty members are identified as having both skill and dedication to the functioning of these committees, and the reports of these committees represent significant performance each year. It is recognized that the workload among and within committees is never even.

2. Administrative load sharing--In addition to department committees, department administrative duties, often as not of a transient nature, require an enormous investment of energy to be done correctly. Such energy investments obviously must be credited to the individual as a service contribution.

3. Serving as a member of an advisory committee constitutes a service contribution.

4. Seeking and obtaining outside funding for graduate student stipends and research support expenses can constitute a service contribution.

5. Maintaining a cooperative attitude toward the essential functions and goals of the department.

B. Professional Service:

1. Professional groups

a. Psychological, mental health, mental retardation, vocational rehabilitation, educational and other groups within the state make significant contributions to the well-being of the residents of the state and at the same time advance the professional standards of psychology and its related fields. Psychologists who are appointed or elected to the councils and boards of these organizations make significant social contributions. Obviously some groups, by reason of their effectiveness and elite status, carry more significance than others.

b. In many national professional groups, psychologists serve as members, committee members, and elected officers. These include regional psychological associations, national psychological associations, and related professional groups.

2. Appointment to study committees--One of the most significant service responsibilities, which carries with it immense prestige within the profession, is membership on study committees responsible for the evaluation of major programs and research efforts in psychology and related fields. These are generally national in scope, but on occasion are regional and state groups.

3. Public advisory groups--By reason of their identification with the profession of psychology and/or the Department of Psychology, some members of the department are appointed or elected to public advisory groups. In such roles, they serve in an advisory capacity to governmental agencies and public and private social service agencies on state, national, and international levels. These service activities not only provide service to humanity, but bring prestige to the university.

C. College of Arts and Sciences Service:

By reason of his/her identification with the College of Arts and Sciences, the Psychology faculty member incurs duties and obligations related to the functioning of the college within the university. These services can be categorized in four broad areas.

1. Appointment or election to college committees—As in the case of the department, much of the effectiveness of the College of Arts and Sciences depends upon committees related to policy and function. College committees, such as Area Advisory Committees, provide a service without which the college could not function.

2. Instigation of college-wide innovations—Closely related to scholarly pursuit and teaching is innovation in the function of the university above and beyond the usual teaching and research activities. This is a particular responsibility of the psychologist, to look creatively at the way in which the college goes about its business of education. The development of innovative education is a service function which should be given considerable weight in judging overall contribution to the college.

3. Appointment to master's and doctoral supervisory committees—Serving as the college representative of master's and doctoral supervisory committees affords the department member the opportunity to add to the effort to improve the quality and relevance of graduate education throughout the college.

D. University Service:

Beyond the college, the department members have the responsibility to serve various administrative committees of the university. The Faculty Senate, the Advisory Committee, Task Force Committees, Self-Study Committees are but a few of the areas that require the attention of the participating, responsible academic psychologist.

In the final analysis, the ultimate criterion is the evaluation of the individual by his/her peers. The foregoing are visible items going into such evaluations, but precise weighting leading to mathematical formulae are clearly out of the question now and will continue to be. However, improved explication of the data going into such evaluations may lead to greater understanding of our separate value systems, greater agreement about what is relevant, and greater equity for all.

SUSTAINED PERFORMANCE EVALUATIONS

Tenured faculty members shall receive a sustained performance evaluation once every seven years following the award of tenure or their most recent promotion, whichever is most recent. Faculty members' Evaluation Summary Form and documents contained in the evaluation file will be the sole basis for the sustained performance evaluation.

A faculty member who received "Meets FSU's High Expectations" or better on overall performance on the Evaluation Summary Form during the previous six years shall not be rated below "Meets FSU's High Expectations" in the sustained performance evaluation nor subject to a Performance Improvement Plan (PIP). Faculty whose performance falls below "Meets FSU's High Expectations" in more than two of the previous six evaluations shall develop a PIP, following Collective Bargaining Agreement procedures.

SPECIAL MERIT PAY PROCEDURES FOR A FACULTY MEMBER WHEN A CONFLICT OF INTEREST EXISTS WITH THE DEPARTMENT CHAIR

In the event of a conflict of interest between the department Chair and a faculty member, the Faculty Development Committee will take over all of the Chair's normal evaluative responsibilities for that department member. Thus the Faculty Development Committee will determine the specific evaluation statements (Substantially Exceeds FSU's High Expectations, Exceeds FSU's High Expectations, Meets FSU's High Expectations, Official Concern, or Does Not Meet FSU's High Expectations) to be entered in each of the assigned performance categories for this individual and will also determine his/her ranking in terms of merit pay recommendations. Accordingly, the Faculty Development Committee will provide the Chair with its merit recommendations for each department member except the person with whom the Chair has a conflict of interest. The Faculty Development Committee Chair will meet with the faculty member to apprise him/her of the annual evaluation report as well as the merit ranking. For the purpose of assigning merit increments, the Chair, after receiving recommendations from the Faculty Development Committee, will assign merit dollars or units to all other department members but will reserve the equivalent of the largest merit assignment in case the faculty member is at the top of the merit list. After the preliminary merit dollar or unit assignments have been made, the Faculty Development Committee Chair will inform the department Chair of this person's merit category or rank, and the appropriate merit dollar or unit assignment, if any, will be made and any remaining merit dollars will be redistributed.

ANNUAL EVALUATION PROCEDURES AND MERIT PAY DECISIONS FOR C&G-FUNDED FACULTY

(and others in comparable positions covered by the Collective Bargaining Agreement)

With input from the supervisor and other C&G-funded specialized faculty, the Chair shall assign one of five evaluative statements in the areas of research, teaching and/or service in which the faculty member has an assignment of responsibility, as well as overall performance. A narrative explanation for the rating of overall performance will be attached to the Annual Evaluation Summary Form. For faculty who are meeting expectations, there are three categories: Substantially Exceeds FSU's High Expectations, Exceeds FSU's High Expectations, and Meets FSU's High Expectations. If an individual's overall performance rating falls below "Meets FSU's High Expectations," specific suggestions for improvement should be provided to the individual. There are

two performance rating categories for individuals who are not meeting expectations: Official Concern and Does Not Meet FSU's High Expectations (see Appendix B, Role of Chairperson, for descriptions of these ratings). If appropriate, the Chair will discuss with the faculty member ways in which performance could be improved and/or possible changes in the individual's annual assignment for the coming year. Implementation of a formal Performance Improvement Plan will follow Collective Bargaining Agreement policies and procedures.

Merit pay decisions are made by the supervisor, with input from the Chair and the FDC (which has specialized faculty representation), and are based on the performance of duties assigned to the faculty member in the annual assignment of responsibilities. A faculty member dissatisfied with an evaluation, including the determination of failure to successfully complete a Performance Improvement Plan, may request a review from the Chair.

A&P PERSONNEL (E&G-FUNDED)
(includes all A&P personnel covered by the Collective Bargaining Agreement)

PROCEDURES

Merit evaluations for Administrative and Professional (A&P) employees are conducted each Spring semester in conjunction with the annual evaluation and merit ranking process of faculty. Documentation pertinent to the merit evaluation process will be assembled for each A&P employee as described in the Documentation section below. The department Chair, after review of the documentation, will determine annual merit increments. The Chair may request from the Faculty Development Committee a single, department-wide ranking of all E&G-funded A&P personnel after the committee reviews the documentation.

Annual evaluations for A&P employees are generally performed in July, August or September on a schedule set by the university. The formal annual evaluation is to be carried out by each individual's supervisor based on the person's performance during the past calendar year in accordance with the employee's official position description. It is expected that the supervisor will use the evaluative materials gathered for the A&P merit rankings while preparing the employee's annual evaluation.

DOCUMENTATION

Documentation that shall be made part of each A&P employee's merit evaluation file will include:

1. A copy of the employee's official position description.

2. A “brag sheet” to be provided by each A&P employee in whatever format (list of achievements, narrative statement, etc.) the employee believes best provides a description of his/her professional accomplishments over the evaluation period.
3. A letter of evaluation from the employee’s supervisor solicited by the department Chair or his/her representative.
4. Other evaluative statements solicited from department faculty by the department Chair or his/her representative.
5. Any other documentation and/or evaluative materials the A&P employee wishes to include in his/her file.

CRITERIA

A&P positions within the Department of Psychology have diverse responsibilities that generally are not comparable to one another. For that reason, in making merit recommendations the duties and tasks performed warrant the application of different evaluation criteria consistent with each individual's position description. The standards for evaluation must necessarily take into account the unique functions such persons perform for the department. The appropriate weight given to any aspect of each A&P employee's activities must be designated by the condition of his/her employment and the specific responsibilities to which s/he has been assigned. Effectiveness and consequent meritorious achievement must be evaluated in the light of those criteria. In addition, consideration of special and unique contributions or performance during the evaluation period and the employee's overall value to the department should be given weight in making merit rankings.

HONORIFIC USE OF “PROFESSOR” BY SPECIALIZED FACULTY

Specialized faculty hired into the Teaching Faculty track or the Research Faculty track (regardless of funding source) in Psychology who hold a Ph.D. may use the term “Professor” in their title for correspondence, etc. as outlined in the Collective Bargaining Agreement. The tenured faculty in Psychology approved this accommodation by secret ballot vote at a meeting on 11/05/13. The following specific titles were approved by the tenured faculty and may be used in their exact specified form by those at the appropriate specialized faculty rank (I, II, or III): Assistant Teaching Professor, Associate Teaching Professor, Teaching Professor, Assistant Research Professor, Associate Research Professor, Research Professor.

APPENDIX C

PROMOTION AND TENURE DECISIONS GUIDELINES for FACULTY

The bases on which promotion and tenure decisions are made need to be stated as clearly as possible since decisions arising from such evaluations have great personal relevance to the careers of individual faculty members and to the long-term quality of the faculty community making the evaluations. Therefore, the following guidelines have been developed to try to make more explicit the criteria for evaluation for promotion, tenure and annual evaluation decisions.

The guidelines presented here are necessarily broad and some are difficult to translate into operational terms. The critical point is that each faculty member desiring promotion or tenure be aware of the rules and criteria that are employed. The participation by each candidate must be an active process with the candidate providing essential information to the promotion and tenure committee.

A significant segment of the department faculty occasionally has joint appointments and responsibilities in other university agencies, yet are considered for promotion and tenure by this department. It is necessary to clarify the nature and conditions of these joint appointments because these faculty members do not have a full-time commitment to exclusively departmental functions. The nature and extent of responsibility to both the department and the agency should be stated in writing with a copy filed in the faculty member's permanent record. The method for evaluating the faculty member will be consistent with the procedures outlined in Article 10.3 (f) (1) of the CBA.

Teaching, scholarship, and service constitute the three areas of focus for promotion and tenure decisions for faculty in tenure-earning positions. Each faculty member who anticipates promotion or the receipt of tenure is advised to: 1) study ways in which the three areas are most appropriately evaluated for him or herself, 2) discuss these points with the Chair and other senior colleagues well in advance of his/her expected promotion or tenure, and 3) provide the department with concrete evidence satisfying each criterion. Specialized faculty typically have unique assignments of responsibility and are evaluated consistent with their annual assignments (i.e., in the areas of research, teaching and/or service).

PROCEDURES

1. Required Procedures

This section touches on some of the legal requirements pertinent to promotion and tenure evaluations. Further details are available in the Collective Bargaining Agreement and the most recent edition of the FSU Faculty Handbook.

Faculty members eligible for promotion or for tenure shall be apprised annually in writing of progress towards promotion or tenure in order to provide assistance and counseling in working toward that goal. Progress toward promotion and tenure memos will be written by the Chair each year for Assistant Professors. The Chair's memo will be written based on the discussion of the P&T Committee and the input of the FDC on the annual evaluation.

Second and fourth year tenure reviews of Assistant Professors will also be written by the Mentor Committees, which serve as subcommittees of the Promotion and Tenure Committee. The reports are given to the Faculty Development Committee and the P&T Committee for discussion. The Chair will meet with the faculty member to discuss the report. Both the Chair's memo and the Mentor Committee's review in year two and four will be forwarded to the Dean.

Tenure. The department will ordinarily vote to nominate a faculty member for tenure at the beginning of the individual's sixth year of continuous service in a tenure-earning position. A decision could be postponed until the beginning of the seventh year at the option of the faculty member. The nomination will be made in time for the faculty member's case to proceed through higher-level committees--(1) Natural Sciences, (2) College, (3) University, and (4) President--by the end of the sixth or seventh year as the case may be.

By the end of six full years of service, a faculty member ordinarily will either be approved for tenure or given notice of termination to take effect at the end of seven years of employment. Following a negative tenure vote by the department at the beginning of the sixth year, a faculty member will usually be reconsidered for tenure at the beginning of the seventh year. If the faculty member then receives a positive vote by the department and higher-level committees by the end of the seventh year, the notice of termination will be cancelled.

Promotion. Normal time-in-rank to be considered for promotion is during the 5th year of service in that rank. However, consideration for early promotion is possible any time prior to the 5th year when sufficiently justified by demonstrated merit. Typically an assistant professor is considered simultaneously for promotion and tenure during the 6th year of service. For tenured faculty there is no limit on years in rank before promotion. Promotion is not automatic, nor is it regarded as guaranteed upon completion of a given time of service.

Promotion nominations are made at the beginning of the Fall semester such that an individual's file may proceed through higher-level review committees with a final decision reached by the end of the academic year.

Each spring, the supervisor for a C&G-funded faculty member will write a letter addressing the faculty member's performance for the prior year and their progress toward promotion (the latter will occur until the faculty member reaches the highest level of promotion). When applicable, the supervisor's report will be presented to the Promotion and Tenure Committee, which will include an elected specialized faculty member at the highest rank. The supervisor's letter will be provided to the faculty member and the department Chair and will be included in the promotion binder. Specialized faculty will be assessed for promotion in accord with their annual evaluations, as reflected in their annual letters from the Chair pertaining to progress toward promotion. These in turn depend upon their weighted performances in their areas of responsibility as per their annual assignments. Appendix J of the CBA outlines the criteria for promotion for specialized faculty.

Special procedures for a faculty member with whom the department Chair has a conflict of interest (e.g., spousal/partnership relationship). In the event of a conflict of interest between a faculty member and the department Chair, the Faculty Development Committee will take over all of the Chair's responsibilities for that faculty member in the event s/he is to be considered for promotion or tenure. In any instance where a single person must take the Chair's role (e.g., requesting outside evaluations for promotion considerations), the Chair of the Faculty Development Committee will serve in that role. In addition, the Faculty Development Committee will prepare the faculty member's annual evaluation, and the Chair of the committee will discuss it with that person. The faculty member may request a conference with the Faculty Development Committee Chair to discuss salary adjustments.

2. Committees

Mentor Committees. These serve as subcommittees of the Promotion and Tenure Committee. Separate Mentor Committees will be formed for all tenure-earning, untenured faculty members. The purpose of Mentor Committees is to provide guidance to untenured faculty members in their quest for promotion and tenure. These committees will make themselves available to the untenured faculty member to provide feedback and advice in all matters pertinent to the faculty member's progress toward promotion and tenure. Each committee will be comprised of three tenured faculty members, two from the untenured faculty member's program area within the department and one from another program area of the department. The Chair will appoint members of Mentor Committees after seeking input from the untenured faculty member (i.e., the "mentee"). Ideally, membership on Mentor Committees will remain constant. In the event that a committee member leaves the university or is no longer willing to serve on a Mentor Committee, the Chair will appoint another faculty member to replace him/her.

Mentor Committees are responsible for writing annual reports that describe the accomplishments of the untenured faculty members and provide critical reviews of their progress toward promotion and tenure with recommendations to the faculty member about areas in need of improvement. Mentor Committees also will write the second and fourth year reviews for Assistant Professors. Mentor Committee reports are completed

prior to the meeting of the Faculty Development Committee in which annual evaluations of the faculty are conducted. Reports are presented to the Faculty Development Committee, the Promotion and Tenure Committees, and the Chair.

Mentor Committees will be established for specialized, E&G-funded faculty and, from their beginning rank up to the time of their first promotion, will provide feedback and advice in all matters pertinent to the faculty member's progress toward promotion. Each committee will be comprised of three faculty members appointed by the Chair, who will seek input from the mentee prior to making the appointments. Ideally, membership on Mentor Committees will remain constant. In the event that a committee member leaves the university or is no longer willing to serve on a Mentor Committee, the Chair will appoint another faculty member to replace him/her. Mentor Committees are responsible for writing annual reports that describe the accomplishments of faculty members and provide critical reviews of their progress toward promotion with recommendations to the faculty members about areas in need of improvement. Mentor Committee reports are completed prior to the meeting of the Faculty Development Committee in which annual evaluations of the faculty are conducted. Reports are presented to the Faculty Development Committee, the Promotion and Tenure Committee and the Chair.

Supervisors of C&G-funded specialized faculty will provide advice and annual written feedback about progress toward promotion. Faculty may consult with the Chair.

Promotion and Tenure (P & T) Committees: Membership on P & T Committees depends on the status for which a candidate is being considered. All members of P & T Committees must be in good standing as defined by the departmental by-laws. The tenure committee consists of all tenured faculty; the committee for promotion to full professor consists of all full professors; the committee for promotion to associate professor consists of all associate and full professors; and the committee for promotion of specialized faculty consists of all tenured faculty and an elected specialized faculty member.

An exception may be made to the membership of the P & T Committees according to the following guidelines: E&G-funded 12-month faculty members who have assignments of responsibility commensurate with those of tenure-track faculty (i.e., assignments in teaching, research and service) and who meet the criteria for a Standard Classroom Assignment as specified in Appendix E, may submit a request to the Chair for membership on the Promotion and Tenure Committee. The Chair and, as determined by the Chair, the appropriate Promotion and Tenure Committee shall decide whether to approve the request and, if approved, the appropriate Committee (i.e., committee for promotion to full professor or associate professor) on which the person would serve. The faculty member may vote on decisions of promotion but not tenure.

The functions of the P & T Committees are to (1) decide (in the spring) whether or not a promotion or tenure file should be prepared for a candidate; (2) vote to nominate (in the fall) faculty members for promotion and/or tenure; and (3) in the event of a negative departmental vote for promotion of a specialized, E&G-funded faculty member,

decide whether to recommend termination of employment as soon as permitted by the person's contract or reconsideration for promotion within the following 12-month period. In all these deliberations, the P & T Committees will rely heavily on the evaluations performed by the Mentor Committees and the Mentor Committees will play a substantial role in the discussions of the P & T Committees--answering questions, expanding on its written evaluations, and so on.

The Collective Bargaining Agreement gives a candidate for promotion and/or tenure the right to go forward and submit a binder in the event of a negative departmental vote, including in their 7th year. In the latter situation, an unsuccessful bid for tenure results in termination by FSU.

DOCUMENTATION

For promotion and/or tenure. When a candidate is eligible for promotion and/or tenure a final promotion and/or tenure file will be prepared by a group consisting of the candidate, the Chair, the Department Administrative Assistant and the department's representative and forwarded to higher-level P&T Committees unless the candidate withdraws in writing from consideration. A final file should contain the items for tenure-earning faculty as specified in the annual memorandum on promotion and tenure from the Vice President for Faculty Development and Advancement.

Specialized faculty candidates create a promotion file using the relevant guidelines specified in the annual memorandum on promotion for specialized faculty from the Vice President for Faculty Development and Advancement. This includes an updated curriculum vita, a letter from the Chair, and evidence of teaching, research and/or service, depending on the candidate's assignment of responsibilities.

The Mentor and Faculty Development Committees or supervisor will not be actively involved in the preparation of the candidate's final file, although they will be available for consultation.

The department's nomination of a candidate for tenure or promotion will be based on the candidate's final file. For E&G-funded faculty it is therefore imperative that it be available at least a week in advance of the Fall meeting of the P & T Committee. At that time, the committee will discuss the final file, take a secret ballot to decide whether or not to nominate the candidate for promotion and/or tenure (a majority vote is necessary for approval and a tie vote will be interpreted as a negative vote), advise the Chair on what is to be communicated to the candidate in the event of a negative vote, and in the case of a positive vote, make recommendations for improving the candidate's case (e.g., revisions of the candidate's or Chair's statements). The P&T Committee will write a narrative summary of the Committee's discussion of the candidate and provide it to the Chair.

The final file of C&G-funded faculty must be submitted to the supervisor at least a month before the file is due in the academic dean's office. The supervisor will then forward the final file to the Chair with a recommendation about whether to approve the candidate for promotion at the departmental level.

CRITERIA

Faculty members are evaluated in accord with their assignment of responsibilities. This includes evaluation of faculty members in the areas of (a) teaching, (b) research and other creative activities, and/or (c) service. The departmental criteria for evaluating tenure-track faculty for promotion and/or tenure in the areas of teaching, research and service are the same as those used for annual evaluation and merit pay decisions, as outlined in Appendix B of these bylaws. The criteria for evaluating specialized faculty for promotion are the same as those for the annual evaluation and are outlined in the CBA (see Appendix J). In addition, second and fourth year reports for tenure-track Assistant Professors and progress toward promotion letters for all other faculty members will be considered for decisions of promotion and/or tenure.

APPENDIX D

GUIDELINES FOR FACULTY HIRING PROCEDURES

Applicant folders will be kept in a location that can be accessed by all faculty members. The Search Committee (SC) will keep the faculty informed as it completes each phase of its review of applications.

1. Upon authorization by the Dean to recruit for a faculty member in a particular area of the department, the Chair appoints a SC with a minimum of three faculty members representing at least two areas of the Psychology Department.
2. SC solicits feedback from the faculty on the advertisement for the position.
3. SC evaluates all applications and eliminates those that are not considered appropriate for the position.
4. SC rank orders applicants considered appropriate for the position; faculty input is solicited prior to decisions about who to invite for interviews.
5. SC recommends to the Chair the top 3 – 4 candidates to be invited to visit the department.
6. Following each candidate's visit, SC solicits feedback from faculty.
7. Following the last candidate's visit, SC rank orders the candidates according to SC ratings based on evaluation of all materials including feedback provided by the faculty.
8. SC summarizes its recommendations and presents these before a meeting of the full faculty. To facilitate discussion, it is recommended that a member of the SC provide a rationale for specific offers. This overview can include both strengths and any noted limitations. The CV should be distributed and highlights from this can be discussed along with other data including information from external referees. The floor is opened for discussion of each candidate. The faculty completes a secret ballot, the tallies are announced either at the meeting if time allows or through later communication.
9. In certain instances, when expediency is critical, the SC may, with approval from the Chair, present candidate summary and recommendations using email and soliciting an email discussion followed by a secret ballot vote of the full faculty.
10. A recommendation to the Chair that an offer be made to a candidate can be advanced with a majority positive vote.
11. Chair recommends to the dean that an offer be made to the selected candidate.

APPENDIX E

GUIDELINES FOR FACULTY TEACHING ASSIGNMENTS

This document describes how teaching assignments are made in the Department of Psychology. It should be noted that these are the guidelines used by the department Chair. It is recognized and accepted that the Chair may deviate from these guidelines if justified by the circumstances.

The Department of Psychology has a mission to provide excellent teaching to our undergraduate and graduate students. With approximately 2,000 undergraduate majors and 160 graduate students, the teaching demands on the faculty of this department are high. To accommodate our undergraduate majors and students with other majors who elect to take psychology courses to meet some of their liberal studies requirements, we regularly offer large sections of several of our introductory courses. In addition to offering these large enrollment courses, smaller enrollment courses that create opportunities for our upper division students to hone their critical thinking and writing skills must be available every semester. Small enrollment courses are also essential to our graduate programs, particularly our accredited program in Clinical Psychology, which requires intensive clinical supervision.

The Department of Psychology is committed to meeting the needs of all of our students and to do so in a way that maximizes their educational and career accomplishments. To honor this commitment requires that we offer many different types of courses, with varying sizes of enrollments. As a result, classroom assignments are quite varied across our faculty. We match type and content of course assignments with faculty members' abilities and interests.

With one exception, all of our three and four credit courses are counted equally in classroom assignments. The exception is the undergraduate research experience course (PSY 4920), which is counted as half a course. Careers in psychology and neuroscience require graduate training (typically doctoral training). To adequately prepare our majors for graduate training requires opportunities for them to be actively involved in research. Undergraduate research mentorship is essential to our teaching mission and thus is considered part of faculty classroom assignments. Faculty members (FMs) meet regularly with students in PSY 4920 and provide research experiences that will help prepare the students for graduate studies. Typically, FMs offer sections of this course in both the Fall and Spring semesters of an academic year. PSY 4920 may be used to fulfill only one of a FM's course assignments per academic year. Only FMs with an active program of research are assigned to teach PSY 4920 (i.e., see "Evidence of standard levels of academic activity").

Standard Classroom Assignment

The standard classroom assignment in psychology is four courses per academic year (AY). FMs who meet **at least two** of the following three criteria are eligible for the standard classroom assignment:

- 1) Evidence of standard levels of scholarly activity
 - a. Scholarly activity includes publishing research in peer-refereed journals, authoring review articles, authoring books, and contributing chapters to edited books.
 - b. A “standard” amount of scholarly activity for faculty members in this department is about 2 publications per year, based on a rolling 5-year interval, with quality and impact of the publications taken into consideration.
- 2) Involvement in graduate/post-doctoral training which is defined by serving as major professor/advisor for an average of 2 graduate/postdoctoral students in any given year, based on a rolling 5-year interval.
- 3) Major external research funding from federal agencies, state agencies, or private foundations.
 - a. It is expected that tenured FMs will have an RO1 or its equivalent (with sufficient funds to support one or more graduate students/post-doctoral fellows).
 - b. An RO3 or its equivalent would be sufficient to satisfy this criterion for untenured FMs.

Reduced Classroom Assignments

FMs who meet all three of the above criteria for a standard assignment are assigned three courses per AY. On occasion, FMs with multiple major grants who request a course release to devote time to their grant-funded projects may be assigned to teach two courses per AY. If a FM experiences a gap in grant funding, his/her reduced teaching assignment will remain in effect for 1 year to facilitate the FMs’ efforts to revise and resubmit grant proposals.

It is the long-standing policy of this department to start newly hired assistant professors with reduced classroom assignments (1 course in the 1st year, 2 courses in the 2nd year) so that they can get their programs of research off the ground quickly.

Other circumstances that may lead to reduced classroom assignments:

FMs with major service assignments (e.g., Chair, Associate Chair) may have reduced classroom assignments.

FMs who are jointly hired with other units on campus may have a reduced classroom assignment as part of the memo of understanding pertaining to their assignment of responsibilities.

Enhanced Classroom Assignments

FMs who do not meet the criteria for a standard assignment but who are involved in research as defined by an average of about 1 peer-refereed publication per year (over a rolling 5-year interval) and who have some involvement in graduate/postdoctoral training (i.e., serve as major professor for at least one graduate student/postdoctoral fellow or teach a required graduate course) are assigned 5 courses per academic year.

FMs who are not involved in graduate training and who do not have an active program of research (i.e., average of less than 1 peer-refereed publication per year over a rolling 5-year interval) are assigned 6 courses per academic year.

FMs in non-tenure earning positions who are hired exclusively in the role of classroom teacher may be assigned up to 8 courses per academic year (and a total of 10 courses per calendar year).

APPENDIX F

SUMMER E&G SALARY ROTATION POLICIES

Faculty may request supplemental assignments from the department's summer salary allocation from the college. Priority for these assignments is as follows:

1. Faculty with administrative assignments such as Associate Chair, Director of Graduate Studies, Director of Undergraduate Studies and Psychology Clinic Director. The assigned FTE is negotiated with the department Chair.
2. Untenured faculty, including those in 9-month tenure-track and specialized teaching faculty positions, requesting to teach 1 course.
3. Tenured faculty teaching a required course that the department needs to offer (e.g., undergraduate lecture/lab).
4. Tenured faculty requesting to teach one course and who have not taught in the summer for the past 3 years.
5. Tenured faculty requesting to teach 1 course and who taught in the past 3 years.
6. Untenured faculty (tenure-track and specialized) requesting a second course.
7. Tenured faculty requesting a second course.

Summer teaching assignments are typically distributed to faculty in January of each year. Faculty who decide they do not want to teach after students have begun to register for the summer semester (typically in March) will be allowed out of their commitment only if a substitute instructor can be identified.

APPENDIX G

GRADUATE FACULTY STATUS POLICY

Definition of GFS: Membership in the Graduate Faculty of the Department of Psychology authorizes faculty to teach all graduate level courses, to sit on all graduate level committees, to chair all graduate student master's and doctoral committees, and to participate fully in all components of graduate education, research, and service. Limitation or removal of any of these authorizations from individual GFS faculty is delegated to the department, i.e., the unit that makes these assignments.

GFS Nomination Criteria: Tenured and tenure-earning faculty under consideration for nomination to Graduate Faculty Status, subject to consideration of special circumstances, must (1) hold the Ph.D. in Psychology or a related discipline (e.g., a discipline related to the faculty member's area of research), (2) have an active program of research, and (3) have proven expertise in the teaching area.

Specialized faculty may be considered for GFS on a case-by-case basis. The individual must (1) hold the Ph.D. in Psychology or a related discipline, (2) have proven expertise in the teaching area, (3) demonstrate credentials equivalent to tenure-track faculty who have been granted GFS, and (4) meet departmental criteria for serving on supervisory committees and as major professor. Specialized faculty approved by the department and chair, academic dean and Dean of the Graduate School will be expected to fully participate in graduate education and have a role in all departmental decisions that affect graduate education in the department.

GFS Limitations / Restrictions: Faculty members holding GFS who are not actively involved in graduate training and who do not have an active program of research may be denied the right to participate in graduate education activities in the department, to chair master's and doctoral supervisory committees, to serve on graduate student committees, or to teach graduate courses. These decisions will be made by the Chair and Director of Graduate Studies, in consultation with the department's Graduate Studies Committee. The same process will be used to restore these rights when faculty whose rights have been restricted can show evidence of an active program of research. Exceptions to these policies may be made in unusual circumstances by the Chair and Director of Graduate Studies, in consultation with the Graduate Studies Committee. Any action taken by the department to restrict or restore GFS rights will be consistent with University GFS policy.