

School of Psychological and Behavioral Sciences By-Laws [Amended 4/22/11]

MISSION

Through innovative teaching and research, the School of Psychological and Behavioral Sciences challenges and inspires undergraduate and master's students to apply psychological science to everyday life. We are also committed to service through the development of knowledge of human behavior and enhancement of quality of life, not only for our students, but also for the profession and broader communities at the local, state, regional, and global levels.

VOTING MEMBERS

Members of the faculty who hold the rank of Assistant Professor, Associate Professor, or Professor in the School of Psychological and Behavioral Sciences (SPBS) are voting members. Those who have been awarded either of these ranks but are currently in phased retirement may vote, while those who are faculty emeriti may not. In addition, voting privileges may be extended to other individuals for a determined period of time by a vote of two-thirds of the faculty.

NON-VOTING MEMBERS

Section VI of the Faculty handbook defines ranked faculty, adjuncts and faculty associates. Faculty Associates are appointments which do not include compensation, but which may include special privileges and responsibilities. Persons with this status may or may not be otherwise affiliated with the University. Faculty Associates are encouraged to participate in faculty meetings and discussions of key SPBS issues. Please see criteria for obtaining and maintaining Faculty Associate status on the SPBS website (<http://uwf.edu/spbs/faculty-resources/>)

VOTING ON PROMOTIONS / TENURE

Current university policy dictates that the School Director is responsible for confidentially polling all tenured voting members with rank in SPBS on decisions of tenure. Votes may be "for," "against," or "deferral of" the granting of tenure. Likewise, the Director will solicit signed peer evaluations of promotion candidates from all voting faculty in the School. The results of these procedures will then be forwarded to the CAS Dean, who will then forward the dossier materials to the College Personnel Committee.

MENTORING OF TENURE/PROMOTION CANDIDATES

In response to the University's new Tenure and Promotion document, the following framework for colleague mentoring within the School of Psychological and Behavioral Sciences is proposed.

Several recommendations have been made in the literature about formal (i.e., arranged) mentoring to increase its effectiveness. For example, goals of the mentoring process should be identified. Training or instruction should be provided to participants to clarify expectations about and provide structure for the process, especially about frequency of interaction. Some degree of participant input should occur in the matching process. The mentoring commitment

should be time-limited and offer the opportunity to change mentors if a pair does not “click.” Mentoring should be focused on both the *career/instrumental* functions and the *psychosocial* functions that have been identified as part of successful mentoring. Career functions involve such things as coaching, sponsoring, giving professional advice, introducing to others in the organization who can be of career assistance, explaining the typical routes to advancement, and increasing positive exposure in work-related settings. Psychosocial functions include provision of friendship, role-modeling, confirmation and acceptance, and other supportive behaviors.

Therefore, the following guidelines for our mentoring program are proposed:

1. Each untenured faculty member (visiting or tenure-track) should be assigned a minimum of two mentors from among the tenured faculty. Post-tenure Associate Professors should also be assigned at least one mentor from among senior faculty.
2. Mentor-mentee assignments should be time-limited; one academic year is suggested. Longer pairing should be possible by mutual agreement, but it should be recognized that over time a mentee’s needs may change and therefore various senior faculty may be more helpful from one year to the next.
3. Both senior and junior faculty should be given the opportunity to express preferences in assignment; however, the actual matching should be done by the Director, taking into consideration the unique needs of junior faculty, the other assignments of senior faculty, and other relevant factors.
4. Mentors’ work assignments should reflect their involvement in this process to reflect our unit’s commitment to designing an effective mentoring program.
5. Mentor-mentee pairs should agree to meet at regular intervals, at minimum once per month, during the academic year for the purpose of discussing factors that will affect the “professional growth and adaptation to the University” of the junior faculty. Both partners should take the initiative in arranging these interactions. Although this is a formal mentoring program, it would be desirable for participants to try to develop the types of informal interactions that would occur had they chosen one another spontaneously.
6. At the end of the academic year (or other period of assignment) the Director should solicit informal feedback from all participants about the perceived effectiveness of the relationship and areas in which further support would be useful.
7. Because the Director is responsible for career development and evaluation for all faculty, she or he should not be assigned specific mentees.

Here are some suggestions for topics and activities that could be part of such mentoring relationships:

- ❖ Go out for lunch and talk about informal topics.
- ❖ Discuss both persons’ teaching and research and share ideas to facilitate these activities.
- ❖ Talk about time management and balancing of professional obligations.
- ❖ Discuss routes to promotion and professional advancement.
- ❖ Introduce the other person to others on campus or elsewhere who could be helpful in various ways (e.g., as a research partner, someone to share leisure activities, or someone to provide information about campus and community events or organizations).
- ❖ Chat about different types of service activities, their time demands and significance at various career levels.
- ❖ Visit different parts of the campus or the local area that may be unfamiliar.
- ❖ Celebrate “important” events (birthdays, manuscript submissions or acceptances, completion of the first semester, etc.).

- ❖ Provide honest feedback with no (evaluative) strings attached.
- ❖ Invite the other person's involvement in research, committee work in professional organizations, community organizations, etc.
- ❖ Check in periodically about how things are going in general.

These recommendations are based on articles such as those in *The Handbook of Mentoring at Work: Theory, Research, and Practice* by Belle Rose Ragins and Kathy E. Kram, Eds. (2007). Los Angeles: SAGE. Of particular relevance is the article by S. Gayle Baugh and Ellen A. Fagenson-Eland, "Formal mentoring programs: A 'poor cousin' to informal relationships?" (pp. 249-271).

MID-POINT REVIEW

Purpose of the mid-point review:

...intended to provide formative feedback to optimize faculty success in the tenure decision. The review should corroborate success and encourage faculty who are making solid progress toward tenure, inform faculty who may need to improve in selected areas of performance, and warn faculty where lack of progress could jeopardize a favorable outcome.

Content:

All mid-point reviews should address the performance of annual assignments including teaching, scholarly and creative projects, and service occurring during the preceding tenure-earning years of employment. In addition, all reviews should assess overall performance and contributions critically in light of mid-point expectations.

Materials:

A MPR Dossier will be prepared with the following materials and should address the content described above.

- Statement of Contributions
- Current CV
- Letter of Initial Appointment
- SPBS Director's Annual Evaluations for previous 2 years
- Student Evaluations of Teaching (through the Fall of the third year)
- Peer Evaluations of Teaching
- Examples of teaching materials, service activities, and scholarly contributions

The SPBS Director will prepare the written evaluation, which will be submitted to the College Dean and placed in the personnel file.

Optional: The probationary faculty member may request to deliver a colloquium in order to present his/her dossier as well as prepare the written dossier.

Reviewers:

The Chair shall take responsibility for ensuring that the department completes the review, whether the Chair provides the evaluation or delegates the responsibility (e.g., mentoring committee).

The SPBS Director will delegate the responsibility to the faculty member's mentors who will guide the faculty member in preparing the MPR dossier. All tenured faculty members will be

required to review the dossier. The mentors will facilitate a SPBS faculty meeting with all tenured faculty to discuss strengths and weaknesses. The mentors will provide the feedback to the probationary faculty member with the Director, including a performance improvement plan if deemed necessary. The probationary faculty member may request to meet with the entire faculty for feedback.

The SPBS Director will prepare a written summary of the evaluation for the personnel file and for the Dean's review.

The Dean will review the department's written mid-point review and respond to the department and the faculty member in writing. Further use of these materials is at the discretion of the faculty member.

Use of Materials:

Faculty members may elect to include a copy of the mid-point review in the tenure portfolio; however, inclusion is not required.

Timeline:

The probationary faculty member will submit the MPR dossier at the beginning of the Spring Semester during the third year. SPBS faculty will review the dossier during Spring semester. By the 10th week of the Spring semester, the mentors will facilitate a meeting with the entire SPBS faculty for feedback. By the 14th week of the semester, the mentors will meet with the probationary faculty member, and also provide their feedback to the SPBS Director. The SPBS Director will submit a written evaluation along with the annual evaluation, which will be submitted to the College Dean.

Year 3 of Probationary Faculty Member

Fall Semester: Mentors meet with probationary faculty member to guide preparation of the dossier.

Spring Semester:

Week 1: Probationary faculty member submits Dossier to mentors.

Week 3: Mentors inform SPBS tenured faculty that Dossier is available for review.

Weeks 4-9: SPBS tenured faculty review dossier and complete tenure evaluation form presented in the Annual Evaluation, Tenure, and Promotion Policy.

Week 10: Mentors facilitate a meeting with all SPBS tenured faculty to gather feedback. (Optional: Probationary faculty member may request to participate in this meeting.)

Weeks 11-13: Mentors meet with Director to discuss feedback and prepare a performance improvement plan, if deemed necessary.

Week 14: Mentors and Director meet with probationary faculty member to give feedback.

Week 15-16: Director prepares written summary; gives to mentors to review.

Post Spring Semester: Director gives feedback to Probationary Faculty Member along with the Annual Evaluation. Directors submits written summary to the Dean.

ELIGIBILITY FOR PROMOTION

The SPBS guidelines for promotion shall be consistent with the most recent revision of the University of West Florida Academic Affairs Annual Evaluation, Tenure, & Promotion Policy (see <http://uwf.edu/academic/facultyresources/pte/pte.cfm>). According to this policy, “Candidates for Professor will *typically* complete at least 5 years of employment at the associate level, 3 of which should transpire at UWF..Candidates for Associate Professor will *typically* complete 5 years of employment at the assistant professor level before submitting a dossier for review in the fall of the 6th year” (Italics added for emphasis). The 5 year time period is suggested by the UWF T&P guidelines, however the SPBS Director may permit candidates to apply for promotion with less than 5 years experience in rank.

ANNUAL EVALUATIONS

In accordance with UWF and BOT policy, evaluations shall be conducted by the SPBS Director annually at the end of the Spring term for all tenured and tenure earning faculty. Annual evaluation procedures must be consistent with the UFF Collective Bargaining Agreement and the University of West Florida Academic Affairs Annual Evaluation, Tenure, & Promotion Policy (see <http://uwf.edu/academic/facultyresources/pte/pte.cfm>). The SPBS Director shall follow the criteria for evaluating faculty that are published on the SPBS Faculty Resources Webpage (see <http://uwf.edu/spbs/faculty-resources/>).

STANDING COMMITTEES

There are two standing committees in the SPBS as described below. The Director appoints members yearly by the beginning of the Fall term.

Graduate Admissions: There is typically one member per concentration area and vote is by a simple majority system. The Graduate Admissions Committee must approve all students admitted.

Executive Committee: The Executive Committee shall be comprised of at least three tenure earning faculty members who hold rank in the SPBS. The School Director shall make a concerted effort to appoint members to the Executive Committee to form a representative sample of the faculty in the SPBS while meeting the specific needs of the Director and the School.

AD HOC COMMITTEES

The Director appoints ad hoc committees as the need arises. Examples include:

Graduate Education and Learning Committee: The purpose of this committee is to evaluate, develop, and enhance Psychology programs at the University of West Florida.

Undergraduate Education and Learning Committee: The purpose of this committee is to evaluate develop, and enhance the undergraduate programs at the University of West Florida.

Faculty and Staff Enhancement Committee: To examine, develop, and recommend policies and procedures that foster a culture of work-life effectiveness.

Community Outreach Committee: To facilitate Departmental capacity to create sustainable community outreach endeavors.

FACULTY MEETINGS

Faculty shall meet at least 3 times during both the Fall and Spring semesters. Additional meetings may be called on an “as needed” basis as determined by the Director. Any faculty member can request a meeting, but the final decision to hold one is that of the Director, unless requested by a majority of the voting faculty. The Director or Director’s designee shall be present at all official meetings.

An agenda will be provided to the faculty at least one week prior to the meeting. Items to be placed on the agenda, therefore, must be submitted to the Director at least 6 business days prior to the meeting. Any items submitted after the deadline will be included at the discretion of the Director and identified as such. If an item is added to the agenda due to urgent circumstances, absent faculty will be notified and given an opportunity to cast a ballot if possible.

If a faculty member is unable to attend a meeting, that member may grant a written or electronic proxy to another member for the purpose of voting on specified items from the prepared agenda.

Also:

- A majority of the voting membership with at least half-time appointment in SPBS shall constitute a quorum.
- All motions must be seconded.
- Votes may be cast by hand or voice.
- A secret ballot shall be used if requested by any 2 or more faculty members.
- Electronic, telephone or mail balloting may be conducted as appropriate.
- The Director shall make a reasonable effort to conduct the meeting in an effective and timely manner.

FACULTY ADDITIONS

In the event that a faculty position becomes open and permission is granted by the University to conduct a search, the SPBS faculty shall have input regarding the type of applicant to be sought. A faculty search committee shall be formed consisting of members appointed by the SPBS Director. In appointing members, the Director strives for diverse representation across seniority, ethnicity, gender, etc. and knowledge of the field in which the search is being conducted. A member from outside the SPBS is appointed as appropriate. The Committee Chair must be a tenured professor of SPBS (of any rank).

The committee’s duties include following the procedures outlined for faculty hiring by the Office of Academic Affairs and shall be consistent with Sunshine Law. They draft search materials including advertisements and selection criteria, and submit these to faculty for approval prior to publication; review applications and forward to the faculty a pool of top candidates (generally 4-8). The search committee may conduct phone interviews.

The faculty will assess the strengths and limitations of all candidates. The faculty may also provide additional input regarding candidate invitations and the selection of finalists by the hiring official(s). When conducting a search, the SPBS faculty values diversity in hiring and emphasizes the recruitment of minority members as a critical component of establishing an optimal candidate pool.

SELECTION OF DIRECTOR

The Director shall ordinarily serve a three-year term. By the end of the fall semester of the third year of an incumbent's tenure as Director, the Executive Committee shall meet with the incumbent to determine that individual's preference for remaining Director for another term. Regardless of the incumbent's preference, the EC will seek input from the faculty and consult with the Dean to determine:

- whether there is any tenured member at or above the rank of associate professor who wishes to be considered for the Director position for the next term; and
- the general level of satisfaction with the incumbent.
- whether a search should be conducted for a candidate outside the SPBS.

Should there be a member of the faculty who wishes to be considered as Director and should the incumbent wish to be considered for a second term, the Executive Committee will conduct an election to determine the SPBS's preference. Should an election be mandated, each candidate, including the incumbent, will be asked to provide a written statement to the faculty describing

- a vision for the SPBS over the next 3 years,
- a description of areas in need of change, and
- potential strategies for accomplishing the changes and achieving the vision.

Voting members will review these statements and each candidate will be afforded an opportunity to meet with the voting members as a whole for open discussion of key issues. Following these steps, voting members will vote by secret ballot. The candidate who receives a plurality (over 50% of the eligible voters) will be recommended to the Dean as Director for the subsequent three-year term. For the purpose of selection of the Director, two-thirds of the eligible voting members must cast a non-abstaining ballot for the election to be valid. If no candidate receives a plurality, a second election will be held one week later if necessary. If still no candidate receives a plurality, both names will be forwarded to the Dean for consideration.

Should the incumbent express a preference for remaining in the Director position for an additional three-year term, and should no faculty member wish to be considered in an election, then the EC members will provide feedback to the incumbent based on their survey of the faculty.

The EC will communicate the faculty's preference to the Dean of the College of Arts and Sciences. Should the Dean concur with the faculty's decision, the individual will be named Director. Should the Dean not concur, the EC will request a meeting between the Dean and the faculty to address the issue and seek resolution.

SUMMER TEACHING / OVERLOADS

The SPBS's first priority for summer teaching is to the students. Therefore, courses will be assigned to those who have the expertise to teach those classes most needed by students. If funding permits, all faculty members who want to teach during the summer will be provided one

course. If funding does not permit each faculty member to receive one course, then priority for the granting of courses shall be as follows:

- First, newly hired faculty members (within 2 years of hiring).
- Second, provided faculty have the expertise to teach the courses required that term, the remaining tenured and tenure-track faculty members will be given priority on a rotational system. Those receiving a course one year will be placed at the end of the list for the following year.

If funding is still available after all faculty who wish to teach receive one course, then the granting of a second course will follow the same order of priority. The assignment of overload teaching shall follow the same priority order as summer teaching.

The SPBS recognizes that direct compensation for Chairing theses and internships during the summer may not be possible. However, in order to provide recognition of such unscheduled teaching, the SPBS may compensate the faculty member with reduced teaching assignments during the fall or spring semester following the summer during which the extraordinary unscheduled teaching was completed. In addition, the Director may grant release time for activities beneficial to the SPBS or college.

OFFICE HOURS

Faculty members are expected to post and keep office hours consistent with their faculty work assignments. Posted hours should be distributed across a minimum of 2 days. Faculty are encouraged to be sensitive to student scheduling needs which may fall outside normal hours.

ETHICS

One theme that unites faculty of the SPBS beyond individual discipline or licensure is that we are all faculty members. Thus the Statement on Professional Ethics by the American Association of University Professors is adopted as our ethical guidelines. Those who are members of other professional organizations will be held to those standards as well.

CHANGING OF SPBS BY-LAWS

Amendments to SPBS by-laws may be proposed and voted on during any spring or fall semester faculty meeting; endorsements from three-fourths of the voting members in the SPBS are needed to make any amendments. The text and rationale of the proposed amendment must be submitted to the SPBS Director and distributed to the voting membership at least 10 workdays prior to the meeting at which the change is to be considered.