UNCW Psychology Department Policies and Procedures
Update September 27, 2022 (Pronouns they/them; Updated student award section)
Update: December 17, 2019
Update: April 19, 2018 (Graduate Faculty Status; Criteria for two-tiered status)
Update: September 23, 2015 (Updated PRT Policy)
Update: March 20, 2014 (Peer Review and PTR Selection Policy)

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I. Psychology Mission Statement

Values

The Psychology Department faculty represents and embraces a diverse range of interests and specializations within the discipline. We are a science and a health- services profession – advancing the field in areas ranging from neuroscience, behavioral and developmental processes, to understanding the cultural effects on behavior, to developing and evaluating treatments for chronic psychological and behavioral disorders. We conduct and disseminate human and non-human research in both laboratory and applied settings. We not only provide training for specific pursuits within our own field (researchers, health-service providers, teachers), we provide critical instruction to those pursuing careers in numerous other disciplines (education, nursing, medicine, social work, business, law). Within this broad range of pursuits, we aspire to core values that connect us as a faculty and a undergraduate and graduate major. As a department we value:

- The primacy of the scientific approach as a means of understanding human behavior, cognition, and emotion.
- Psychological literacy among our students, achieved through active, engaged applied learning experiences in the classroom and the laboratory that go beyond content and lead to the development of data analytic skills, critical thinking skills, information literacy, as well as oral and written communication skills.
- Faculty members as engaged teachers, scientists, leaders, and role models of ethical comportment that support and advance professional inquiry.
- The pursuit of scientific research as both a teaching tool and a practice that enhances the field of psychology and improves quality of life.
- The scientist-practitioner model as a means to translate basic science into clinical application and train individuals to ethically address the challenges within the scope of psychological science.
- Transparent and high standards for faculty and students, ensuring we provide the environment, resources, and training required to meet these standards.
- An open, supportive, and collegial environment that celebrates diversity, equity, and inclusion in all its forms and promotes global citizenship, integrity, and ethical behavior.

Mission

The Department of Psychology supports the UNCW and CAS missions by advancing the scientific discipline of psychology through the synergistic relationship between teaching, research, and service. We are dedicated to excellence in our primary purpose - preparing students to become psychologically literate citizens with the foundational skills necessary to flourish and engage in lifetime activities that serve to advance scientific knowledge, solve problems, and actively engage in efforts to improve our communities and beyond. We accomplish this purpose by utilizing best practices in science education, close instructional contact, and research training with experts in a variety of domains of psychology. We further the experience for students and the field by conducting and disseminating innovative scientific research and fostering engagement in applied learning/service opportunities that connect students with the broader community beyond the

classroom.

Vision
As a leader within the CAS and UNCW, the community and profession, the Department of Psychology seeks to advance the science and professional practice of psychology and its benefits by ethically engaging in: 1) dissemination of the knowledge we generate, 2) promotion of our discipline, and 3) education of our students as partners in advancing scientific knowledge and developing innovative solutions to essential life problems both locally and globally. We aim to cultivate principled individuals who have a well-developed capacity for synthesizing information, are strong critical thinkers and communicators, and respect and enhance diverse people, cultures, and perspectives. We know these skills are necessary for students to pursue a meaningful life of intellectual curiosity, to create flourishing in oneself and others, to contribute to the betterment of society, and to compete in a rapidly shifting and complex workplace.

Diversity, Equity, and Inclusion
UNCW Psychology Statement on Diversity
The Psychology Department takes responsibility to engender a climate of inclusiveness, mutual respect, acceptance and open-mindedness among students, faculty, staff, and the broader community.

Diversity is an educational benefit that enhances the academic experience and fosters a free exchange of ideas from multiple perspectives. We understand that these experiences promote not only the growth of individuals and our community, but also of the field of psychological science.

Diversity includes, but is not limited to race, sex, age, national origin (including ethnicity), language, religion, disability, sexual orientation, gender, veteran's status, socio-economic status, and history of overcoming adversity.

Psychology Department Commitment to Anti-Racism
As faculty members of the UNCW Psychology Department, we are united by our commitment to diversity, inclusion, and social justice. We denounce the systemic and institutional racism that has led to the marginalization and murders of countless Black people. We commit to combatting racism by fostering inclusivity within our community, offering care and support to our students and colleagues, and strengthening our resolve to advocate for change on both individual and systemic levels. We stand in solidarity with marginalized and targeted members in our community, including our campus community. As faculty, we commit to working even harder to root out oppression, bias, and bigotry on our campus, in our communities and within ourselves.

Lands Acknowledgement
The Department of Psychology at UNCW acknowledges with gratitude that the land that we are on was originally stewarded by Indigenous peoples, including the Waccamaw-Sioux tribe.

We honor and respect the Indigenous peoples connected to this land. We continue to consciously reflect on the history and legacy of colonialism and reflect on ways to strengthen relationships with the many Indigenous people who presently live and work in the region and in the state.

Today, the state of North Carolina recognizes eight tribes: Coharie (Sampson & Harnett counties); Eastern Band of Cherokee (tribal reservation in the Mountains); Haliwa-Saponi (Halifax & Warren counties); Lumbee (Robeson & surrounding counties); Meherrin (Hertford & surrounding counties); Occaneechi Band of Saponi Nation (Alamance and surrounding counties); Sappony (Person County); Waccamaw-Siouan (Columbus and Bladen counties).

Please refer to Diversity on the Department of Psychology website for more information: https://uncw.edu/psy/diversity/index.html

II. Departmental Structure

1. Organizational Chart
A copy of the current Psychology Department Organizational Chart is located under the following link:
https://uncw.edu/psy/about/about-documents.html

2. Committee Structure
Policies on the department's two elected committees (post-tenure review and peer evaluation) are given in the sections concerning those processes. There are five standing committees:

Graduate Steering Committee
Charged with reviewing graduate programs, courses and policies, making decisions regarding graduate student issues (including student awards), reviewing graduate faculty status, arranging departmental colloquium series, etc. Six full-time faculty with graduate faculty status will serve staggered 3-year terms. At least one member of each departmental graduate concentration (e.g., Applied Behavioral Analysis, General Clinical, Neuroscience & Behavior, Psychological Science) will serve on the committee. A graduate student representative may be chosen annually by the graduate students to serve as a non-voting member of the Graduate Steering Committee on an as needed basis. The graduate coordinator will chair the committee and the department chair is an ex-officio member.
Graduate Admissions Committee
Charged with disseminating the applications to the Applied Behavioral Analysis and General Clinical faculty and reviewing applications in Neuroscience & Behavior and Psychological Science. This admissions work will result in developing a pool of candidates for interview weekend and determining finalists who are eligible for faculty-student matches. Six full-time faculty with graduate faculty status will serve staggered 3-year terms on the Graduate Admissions Committee that reviews Neuroscience & Behavior and Psychological Science applications. All Applied Behavioral Analysis and Core General Clinical will review applications for their concentrations. At least one member of each departmental graduate concentration will serve on the Graduate Admissions Committee that reviews Neuroscience & Behavior and Psychological Science applications as selected by the department chair. The graduate coordinator will chair the committee and the department chair is an ex-officio member. The graduate concentration specialists (e.g., Director of Clinical Training, ABA Program Director, Psychological Science Specialist) will be consulted as needed and may serve on the committee if designated by the department chair.

Undergraduate Steering Committee

Charged with reviewing undergraduate programs, policies and curriculum, making recommendations regarding undergraduate student issues, student awards and advising.

Six full-time faculty will serve staggered 3-year terms. At least one member of each departmental sub-discipline (e.g., behavioral, clinical, cognitive, developmental, social) will serve as selected by the chair. The undergraduate coordinator will chair the committee and the department chair is an ex-officio member.

Departmental Development Committee

Charged with maintaining the departmental web site, social media sites (e.g., Instagram, Facebook), fund-raising, colloquia and other activities involving the public face of the department. Four full-time faculty members will serve two-year rotations.

<u>Chair's Advisory Council</u>

Full-time faculty selected by the chair to advise the chair on departmental planning, policy, space, equipment purchases, and other matters of departmental concern. Comprised of at least four members, size and composition is at the discretion of the department chair and can include: Graduate Concentration Specialists, Graduate and Undergraduate Coordinators, and At-Large Members. Rotations and membership are at the discretion of the department chair.

3. Psychology Department Rules of Order

A. Faculty
    a. The faculty of the Psychology Department shall consist of those holding a professional rank, full-time teaching positions or on phased-retirement within the department.

B. Agenda
    a. The agenda for each meeting shall be prepared by the Chair of the Department.
    b. The agenda of regular meetings shall typically include:
        i. Call to Order
        ii. Approval of the Minutes
        iii. Report of the Department Chair (including noteworthy academic accomplishments made by faculty since the last meeting and any "emergency" changes in the agenda for the meeting).
        iv. Report of the Senate Delegates
        v. Committee Reports (for all committees holding meetings since last faculty meeting)
        vi. Old Business New Business Announcements
        vii. Items for the department meeting may be presented, in writing, by any member or group of members of the department. Such requests shall be sent at least two days before the scheduled meeting to the department chair, who shall see that the items are placed on the agenda of the next meeting.
        viii. The agenda shall be followed unless set aside by a majority of those present.
        ix. The agenda and the minutes of the meeting shall be distributed to all department faculty.

C. Conduct of Business
    a. A quorum of the department shall consist of a majority of full-time faculty members.
    b. Any proposal which comes before the Department under "New Business," but has not been included on the distributed agenda, shall not be acted upon at the same session in which it is introduced except by a majority vote of those present or if presented by the department chair as a necessary change in the agenda at the start of the meeting. Initial discussion of a "New

Business Item" shall be limited to fifteen minutes; action shall be taken at a subsequent (ordinarily the following) meeting.

c. If at all possible, anyone planning to suggest substantive amendments to a motion being considered by the department should distribute the proposed amendment(s) to the faculty at least two days before the meeting at which action will take place.

d. Any action to rescind a previous action, which was taken during the same academic year or to substantially revise such action shall require the approval of a majority of the entire departmental faculty.

e. When a debatable motion is on the floor, a motion to make a germane amendment is in order. A substitute motion is not in order.

f. A motion to adjourn, to recess, to lay on the table, to call the previous question, or to limit or extend the limits of debate is undebatable. However, any individual who is opposed to such a motion has the right to make a simple concise statement regarding their reason for opposition (e.g., "I don't believe that...has been adequately discussed" or "I have a question regarding..."). A motion to adjourn, to recess, to extend the limits of debate, or to lay on the table requires a majority vote. A motion to call the previous question or to limit debate requires a two-thirds vote.

g. There shall be no provision to vote on motions by absentee or proxy ballot. However, one who will not be able to attend a meeting can provide the department chair with a statement that will then be presented at the meeting.

h. Committee reports placed on the agenda should be presented by a representative of that committee, who shall have the implied consent of the department to speak during the debate concerning that report.

i. Faculty, including adjuncts and part-time faculty, who are not full-time members of the department may be present at a department meeting but shall not be entitled to vote or make motions.

j. A faculty member with the permission of the department chair may invite other persons to attend a meeting of the department.

k.

UNDEBATABLE	ADJOURN RECESS *LAY ON THE TABLE PREVIOUS QUESTION *LIMIT (OR EXTEND LIMITS OF) DEBATE
DEBATABLE	*POSTPONE TO SPECIFIC TIME *REFER TO COMMITTEE *AMEND MAIN MOTION

*These subsidiary motions are all made concerning the main motions which is on the floor.

D. Voting

a. Voting by the department shall be by voice or ballot (e.g., written or clickers) vote, except that the department chair or any member may request a ballot by division. When a vote by division is taken, the record of the voting shall be announced and entered in the minutes.

b. The department chair shall have a vote in all matters.

c. Elections shall be by verbal, on written ballots, or electronic (e.g., clickers). Any member of the faculty or department chair may request a ballot vote. The department chair shall appoint tellers for each election and shall read into the minutes the names of those elected.

d. An individual must receive a majority of the votes cast to be elected.

E. Virtual Meeting
   a. When UNCW faculty are not required to be on campus during semester breaks and holidays and the department chair receives a motion that, in the department chair's judgment requires action before the next scheduled meeting and for which the calling of a special session would be impractical, the department chair may call a Virtual Meeting of the department via electronic mail sent to a mailing list of all full-time faculty. The notice shall state the motion and invite all faculties to debate the matter by sending electronic mail to the mailing list or a private electronic discussion site. Following the discussion, the department chair shall call for a vote, and faculty members will send their ballots via electronic mail, electronic ballot (e.g., Zoom or Forms vote), or in writing as designated by the department chair. A motion carries if a majority of the faculty who are eligible to vote cast affirmative votes, or if the number of faculty casting ballots constitutes a quorum and a majority of these faculty members cast affirmative votes. Actions regarding RTP are not included in this provision.

III.   Departmental Administration

1. Department Chair Description and Selection

Chair Description:
From the UNCW College of Arts and Sciences Policy Manual

"The department chair has a dual role. One the one hand, the chair serves as the department leader, organizer, and facilitator; acts as the department's representative to the dean, to other university administrators, and to the public; and administers the programs and supervises the staff of the department. On the other hand, the chair is the representative of the administration to the faculty, serves the mission of the college and university, and is an integral part of the organization of the college administration."

Eligibility:
Only psychology faculty members who are tenured and hold the rank of associate professor or full professor are eligible to serve as department chair.

Term:
The initial term for the department chair is a 4-year term. Terms are renewable with terms after the first term consisting of 3-years.

Renewal:
If the current department chair wishes to renew for an additional term, the policy requires that the Chair notify the Dean before the initiation of the procedures below. The Dean will solicit the advice of the department faculty regarding renewal. If the department chair wishes to renew and has strong Department support for renewal, the following procedures do not need to be applied. If there is, in the Dean's judgment, "sufficient opposition" to the renewal, the procedures for the standard search (external or internal) will apply and the current Chair can participate as a candidate for the position. The following procedures, therefore, apply if and only if the current department chair does not wish to renew or does not have strong Department support for renewal.

Procedure:
Early during the spring semester of the academic year before the last year of a department chair's term, a department meeting shall be held with the Dean of CAS to discuss the selection of department chair, including whether funds are available for an external search. The meeting shall be called and chaired by the most senior department faculty member other than the current department chair, and who is not a candidate for the department chair position. ("Most senior" to be defined as the member with the most years in rank as a full professor at UNCW). This role shall be titled the "Chair Selection Coordinator".

Following this meeting, the Chair Selection Coordinator will collect nominations (including self-nominations) for the position of chair. Interested candidates should submit a vita, a summary of research, evidence of teaching effectiveness, a written vision statement regarding the direction of the department and of the discipline of psychology, and a statement of administrative philosophy. The Chair Selection Coordinator shall immediately distribute copies of these materials to all faculties.

After two weeks to review the written materials, a second department meeting shall be held, chaired by the Chair Selection Coordinator. At this meeting, no individual candidates will be discussed. By secret ballot, the faculty shall vote their preference for an internal or external search for a chair. The Chair Selection Coordinator shall communicate the choice of the Department faculty of the Dean.

External Search:
If the Department faculty requests an external search and the Dean authorizes an external search, College procedures will be followed. Internal candidates also may apply. The Dean appoints the search committee and its External Search Committee Chair. The External Search Committee's Chair is requested to remember the Department's strong preference to have the fullest possible involvement of the faculty as a whole in every step of the search process. College policies and procedures govern the rest of the selection process.

In accord with College policy, "External candidates are normally invited to campus for a three-day interview that includes initial and closing meeting with the dean, a formal presentation to the full department, a dinner with the search committee, and a departmental reception and other opportunities to interact informally with faculty and students, as well as other activities deemed appropriate by the department. The outgoing chair of the department will not attend any formal departmental interviews but will be scheduled for a private meeting with each finalist.

After the last interview, the department will have seven days to make its recommendation to the Dean following procedures outlined in departmental policy. During the same seven-day period, all full-time faculty members are invited to send their individual assessments of the finalists directly to the Dean for consideration. The Dean will then consult by telephone with the dean(s) of the finalist(s) receiving the most support from the departmental faculty. Pending a positive recommendation from the finalist's dean and the UNCW Dean's concurrence with the departmental recommendation, the UNCW Dean will inform the Department that the candidate's appointment is being forwarded for approval by the provost and chancellor. Should the Dean discover serious problems with the faculty's choice, the Dean will meet with the department to discuss those problems and then solicit the faculty's recommendation for either an alternative selection or a

reopened search the following year.

If the Dean approves an internal search, each internal candidate is expected to have an interview with the CAS Dean in accord with CAS policy. Also, a department faculty meeting will be held, chaired by the Chair Selection Coordinator. At this meeting, candidates will be invited to make short presentations and to answer questions. After candidates leave the room, a brief discussion can be held, followed by a secret ballot. A 2/3 vote of department members in attendance for a candidate is required for a department chair to be recommended to the Dean, although the exact vote for each candidate will be kept confidential by the Chair Selection Coordinator. If no candidate receives 2/3 or more of the first vote, a mechanism will be agreed upon to narrow the field. Once a candidate has received 2/3 of the votes cast, the Chair Selection Coordinator shall report the confidential recommendations to the Dean. In accord with College policy, faculty members also may send their own individual assessments directly to the Dean. The outgoing department chair will not attend the formal departmental interview(s), but will have a separate, informal meeting with the applicants(s) and will submit an independent written assessment of the candidates to the dean. Should the Dean approve the Department's recommendation, the Dean will recommend the applicant to the Provost for approval. Should the Dean discover during the interview problems that threaten a preferred applicant's potential effectiveness as the next department chair, the Dean will meet with the Department faculty to discuss the search and to determine a mutually acceptable resolution. If no resolution results, the Dean will indicate their recommendation to the Provost but will also communicate the fact that the recommendation does not have the full support of the Department or full support of the Dean, whichever applies.

Approved by the Department faculty 10/04/01. Revised to reflect CAS policy 11/28/01.

2. Department Undergraduate Coordinator Description and Selection

Undergraduate Coordinator Description:
The undergraduate coordinator is a tenured faculty member charged by the department chair to assist in the administration of the undergraduate curriculum and has the following duties:

- Chair of the Undergraduate Steering Committee.
- Monitor the undergraduate curriculum: submit undergraduate curricular changes, review undergraduate catalogue revisions, lead the yearly outcome assessment of the undergraduate curriculum in April-May each year.
- Serve as the contact person for academic minor programs.
- Respond to inquiries from prospective students and other University offices regarding undergraduate major and minor requirements.
- Respond to student concerns involving transfer evaluation, transient study, complex advising questions, and problems with student aid and veteran's benefits.
- Recruit undergraduate students by providing representation at sponsored events.
- Update the undergraduate brochure and web materials as necessary.
- Perform other duties assigned by the Chair.

Undergraduate Coordinator Selection
The undergraduate coordinator is appointed by the department chair and serves at the discretion of

the chair. Upon an upcoming vacancy in the role, the department chair will solicit faculty interest in serving as the undergraduate coordinator. The chair will meet with interested faculty members on an individual basis and discuss the responsibilities of the role. The chair will then have the discretion to choose the individual from the pool of interested faculty members.

3. Department Graduate Coordinator Description and Selection

Graduate Coordinator Description

The graduate coordinator is a tenured faculty member with Graduate Faculty Status responsible for the oversight of the graduate program and works with the graduate recruitment specialist representing the graduate concentrations in the department. The graduate coordinator is the liaison between the graduate program and the Graduate School. The graduate coordinator has the following specific duties:

- Oversee advising of all graduate students in the program
- Chair of the Graduate Steering Committee
- Chair of the Graduate Admissions Committee
- Oversee graduate faculty application process within the college/school or department and see that applications are signed by the academic dean and forwarded to the Graduate School for action.
- Oversee thesis / dissertation defense and related procedures.
- Review and approve forms for substitutions to the degree program when appropriate.
- Prepare and approve forms for transfer credit when appropriate.
- Review and approve forms for DIS (591/691) credit.
- Oversee and approve the preparation of graduate catalogue material.
- Work with the Graduate School and Registrar's Office in preparing degree audits and making programmatic changes when necessary.
- Facilitate scholarship requests that come from the Graduate School. This includes the New Scholar Award, Tuition Remissions, Jane Logan Lackey Scholarship, Schwartz Graduate Fellowship, Summer Research Award, graduate student travel awards and Graduate Teaching Excellence Award.
- Attend the graduate coordinator's meetings.
- Provide the following reports to the Dean of the Graduate School when requested:
  - annual report on the Monitoring and Training of Graduate Teaching Assistants required by General Administration;
  - annual report of graduate students' activities;
  - request and justify teaching assistantships and tuition remission needs.
  - prepare other reports as needed
- Perform other duties assigned by the department chair

Graduate Coordinator Selection

The graduate coordinator is appointed by the department chair and serves at the discretion of the chair. Upon an upcoming vacancy in the role, the department chair will solicit faculty interest in serving as the graduate coordinator. The chair will meet with interested faculty members on an individual basis and discuss the responsibilities of the role. The chair will then have the discretion to

choose the individual from the pool of interested faculty members.

IV. Personnel

1. Definition of Senior Faculty

The departmental Senior Faculty consists of those tenured faculty members who hold the rank of Professor. As a decision-making body, the Senior Faculty is responsible for making all departments RTP decisions in consultation with the department chair. Only those senior faculty who do not hold any administrative positions which involve reappointment, promotion, and tenure decisions take part in departmental RTP decisions.

The department has acted on this understood policy for many years and confirmed it by electronic vote during the week of August 20-24, 2001 for inclusion in the department Policy Manual.

2. Definition of Research Active Faculty

Research active faculty are those members of the department faculty who are on the tenure track and those tenured members who meet the research criteria for graduate faculty status.

3. Definition of Graduate Faculty

Graduate faculty are those individuals eligible to teach graduate-level courses and mentor graduate students according to the two tiers stated below. The graduate coordinator is responsible for maintaining and reviewing graduate faculty status in conjunction with the graduate steering committee. This information should be reported to the department chair. In addition to requirements and standards set by the Graduate School, the Department of Psychology established two tiers of status. Tier 1 graduate faculty status is not externally grant active and permits faculty to teach graduate-level courses and mentor graduate students. Tier 2 includes all Tier 1 activities as well as external grant activity.
Tier 1 status requires that faculty meet the following criteria during the five years just before application:

A. Published two peer-reviewed articles, chapters, or monographs of original work that are of national or international scope and must have been the first or senior author on one of these. Senior author indicates that the faculty member was the primary mentor of a graduate student's original published peer reviewed article, chapter, or monograph (not necessarily the graduate student's faculty advisor).

B. Attended at least two regional, national, or international professional meetings or professional workshops and have made a presentation at one or be the senior author at two (as defined Tier 1 in #1) of the meetings.

Tier 2 status requires that faculty meet the following criteria during the five years just before application:

A. Meet criteria listed under Tier 1.

B. Submit or have an external grant proposal or otherwise generate substantial external financial

support for doctoral-level training / research (e.g., a contract with a company).

Faculty approval: 01/07/99; revised and approved 04/19/18.

4. Lecturer

The Psychology Department's policy on the appointment and reappointment of lecturers and promotion of lecturers to senior lecturer status adheres to guidelines outlined in the UNCW Faculty Handbook.

Appointment and Reappointment of Lecturers Teaching on a One-Year Contract
The initial term of appointment for a lecturer is one year. Before the end of the lecturer's first year, the department chair and the dean, after reviewing the evidence provided by the annual lecturer evaluation process and taking into consideration the department's curriculum needs, shall determine whether the lecturer's contract is to be 1) renewed or 2) not renewed.

Lecturers hired on a one-year contract are observed and reviewed

Lecturers hired on a one-year contract are expected to provide the following review materials in their annual evaluation reports: 1) representative teaching materials such as course syllabi, assignment descriptions, study guides, and other items pertinent to the instructor's pedagogy, professional development, or service; 2) teaching observation reports and IDEA summary pages for all courses taught over the previous Fall, Summer, and Spring terms; lecturers hired on an initial one-year contract are expected to submit annual departmental evaluation forms.

Appointment to an Initial Three-Year Contract
After a lecturer has been appointed at least twice to a one-year contract, the lecturer is eligible to be considered by the department chair for an initial three-year contract, though they may choose to remain on a one-year contract. The policy designated in by the Faculty Handbook and CAS Policy Manual will be followed.

Promotion to the Rank of Senior Lecturer

Faculty Handbook IV.B-2

[Approved 08/08/2018]

These guidelines draw from the desire to recognize the importance of teaching in the College and to support superior teaching through the promotion of experienced instructors to senior lecturers. A lecturer given a three-year contract may be considered at the completion of that contract for promotion to senior lecturer. This promotion is based on the department's desire to recognize superior performance and service to the department and is awarded by the department chair and the dean, after consulting with the assembled senior faculty members in the department. Senior lecturers receive three-year contracts. While the typical timetable outlined above requires six years of service at UNCW prior to promotion to Senior

Lecturer, a lecturer with previous professional experience and outstanding performance and service

at UNCW may be considered for promotion to Senior Lecturer two years from their date of hire.

Once the chair has reviewed the lecturer's supporting materials including peer evaluation, student evaluation, and documentation of relevant teaching-related activities, they consult the departmental senior faculty, steering committee, or equivalent, to discuss the candidate's qualifications and possible recommendation to senior lecturer status. The Dean has final review and approval on promotion to senior lecturer.

5. **Selection of New Faculty**

   A. Annually before the time for requests for a new position and upon the occurrence of a vacancy, the department faculty at a called or regular meeting approves the specialty area for any new or replacement position the faculty wishes to request. The faculty will take into account current and projected teaching needs and synergy of research interests with the current departmental plans. Departmental goals, enrollment trends, and curricular plans are used in this process.

   B. Upon establishment of the open position by the Dean, the chair of the Search Committee, as appointed by the department chair, in collaboration with the Search Committee writes a proposed advertisement for the position. The advertisement is discussed and approved at a department meeting or in an email vote led by the department chair. If there are more than editorial suggestions for the Search Committee, then a special called meeting of the department can be called to discuss the advertisement. Ordinarily candidates will be asked to submit a letter of application, a vita, letters of recommendation, and sample reprints. The advertisement will be submitted for approval to the Dean and other administrators required by the UNCW policy. The position will be announced and advertised as required by the UNCW policy. Special attention will be made to recruit diverse candidates including but not limited to writing job ads that promote equity and inclusion and circulating jobs ads to diverse posting resources.

   C. Following College and UNCW policy, the department chair recommends a Search Committee to the Dean. This committee will contain approximately five members who represent the diversity of the population and the area of expertise for the candidate being sought. At least one member of the committee must be from outside of the area of expertise of the candidate being sought.

   D. The Search Committee shall immediately after the deadline commence to narrowing the pool. These names will be submitted to all full-time faculty except any faculty members who are candidates themselves or are related to candidates under the Board of Governors and UNCW policy at least one week before the faculty meeting to select candidates is scheduled.

   E. Each faculty will be asked to evaluate the list of candidates and either approve or disapprove of their selection as an acceptable candidate. These ratings should be provided to the department chair before the scheduled faculty meeting.

   F. At the start of the meeting the number of approval and disapproval votes for each candidate will be announced by the department chair and the merits of each candidate will be discussed in order of highest to lowest number of approvals. Candidates with the same

number of approval ratings will be discussed in alphabetical order. Following the discussion of each candidate, each faculty member present at the meeting will, by secret ballot, reevaluate each candidate as a set, signifying approval or disapproval. The number of approval and disapproval votes will be tallied and posted on the board. The faculty will then be requested to consider individual motions to invite each candidate for an interview in order of the approval ratings provided at the meeting. The candidates receiving a majority of votes will be invited for a position interview. The number of candidates that are invited for an interview may be limited by a majority vote of the department. During the interview process, all full-time faculty except those who are candidates themselves or related by the Board of Governors and UNCW policy to the candidates, will be invited to interview the candidate individually and in small groups. All candidates will be asked to present a scientific talk and a classroom sample lecture to undergraduates. At least two faculty members will be asked to attend the classroom talk and all faculty are invited to attend both talks. Interviews with administrators and the department chair are conducted as part of UNCW and Board of Governor's policy. Interviews with students may be included where practicable.

G. As soon as practicable after the last candidate interviews, the departmental faculty will meet to make a recommendation to the Dean. The same approval procedures listed above will be utilized to select the final candidate. After all of the potential candidates have completed their interview visits the faculty will be asked to provide approval of disapproval rating of the potential faculty members. The department will meet to discuss the merits of each potential faculty member in order of their approval ratings and to reevaluate their approval decisions during this meeting. Motions will be made to recommend the hiring of the candidates in order of their approval ratings. The first candidate to receive a majority vote of the faculty present at this meeting will be recommended for the position and additional motions and votes may be taken for potential alternatives. The faculty may wish to express, in the form of a motion, recommendations to the Dean and department chair concerning considerations of seniority of given candidates upon their entrance into the university. If permitted in terms of the advertised position, the faculty may wish to recommend the entry-level academic rank of the candidate.

All discussions in these meetings are considered confidential. Unless required by court order or UNCW administrative request, it is considered a breach of ethics for faculty members to report to those outside the meeting the contents of the discussions or votes taken in these meetings. The department chair is the sole spokesperson for the department in these matters.

6. Reappointment Promotion and Tenure Policies and Procedure

Notification of Department Members
During the annual evaluation interview the department chair and faculty member discuss progress towards reappointment, promotion, or tenure as appropriate, and the faculty member may discuss the timing of application. During the summer, written notification is provided to all faculty members of deadlines for consideration and those with mandatory decisions are so notified. Applications from candidates are solicited.

Schedule

The scheduling of mandatory promotion/tenure decisions shall follow the policies set forth in the Faculty Handbook. Candidates shall submit their documents for consideration in the fall by August 1 and for consideration in the spring by December 15. Candidates may make addenda to these documents up until the time of submission of the documents to the dean.

As noted below, both the faculty seeking promotion and the Senior Faculty have the option to request outside review. Thus, candidates must announce their intention to be considered for promotion and tenure by April 1 for recommendations reviewed in the fall and August 15 for recommendations reviewed in the spring. The Senior Faculty will be informed by email at this time of upcoming decisions and will have the opportunity to request an external review. If any Senior Faculty request outside review, a meeting of the Senior Faculty will be called after the dossier is reviewed by Senior faculty, and a majority vote is required to trigger an external review.

If such an outside review is sought by the candidate, it must be requested by April 1 for recommendations reviewed in the fall and August 15 for recommendations reviewed in the spring.

Senior Faculty Meeting

As a decision-making body, the Senior Faculty is charged with making all departmental RTP decisions and meets for this expressed purpose. Following UNCW policy, the department chair assembles the Senior Faculty who do not hold any administrative positions which involve reappointment, promotion, and tenure decisions to consult concerning the candidate's qualifications for the proposed RTP action. All senior faculty members are notified in writing of the meeting and a time is set up when all are expected to attend. An individual Senior Faculty member who cannot attend because of an emergency situation is asked to notify the department chair in writing requesting to be excused.

At the conclusion of the discussion on each candidate the members of the senior faculty shall submit a signed ballot with their vote on the recommendation. The chair and a teller shall count the ballots and announce the results to the senior faculty. The teller shall retain the ballots until such time as the final recommendation of the department is submitted when they shall be destroyed. The chair and teller shall keep the individual ballots confidential except when necessary to notify individuals about the need for a further senior faculty meeting. No senior faculty member shall reveal the votes of other members outside of senior faculty meetings and then only on a "need to know" basis or in the instance of a court order or order from a duly authorized UNCW administrator.

Along with writing a detailed evaluation of the candidate, the chair must report the numerical results of the vote and state the department chair's recommendation for or against the RTP action. Within five working days of the senior faculty meeting where a vote is taken, the chair shall notify the senior faculty of the recommendation by either written or electronic means. If the chair's recommendation is counter to that of the majority of the assembled senior faculty the teller shall notify the faculty member senior in service as a full professor and who voted with the majority as to the names of those voting in the majority. The senior member shall convene a meeting of the "majority voters." The majority of voters shall then determine if they desire to write a report stating the reasons for their recommendation. This report shall be signed by all members of the majority

who assent to it, and if a majority of the department's senior faculty members so assent, the report shall be included with the documentation submitted with the departmental recommendation. The report of the majority of voters shall be given to the chair within ten working days of the teller's notification.

Criteria for Recommendations for RTP Actions
The basis for all RTP recommendations is the guidelines detailed in the UNCW Faculty Handbook (https://uncw.edu/facsen/faculty/index.html). Candidates for reappointment to the rank of Assistant Professor, promotion to Associate Professor with tenure or promotion to Professor must, in the view of the Senior Faculty, demonstrate evidence of escalating levels of accomplishment in teaching, research, and service to advance through ranks. As stated in the faculty handbook, teaching effectiveness is the primary criterion for reappointment, promotion, and tenure. However, it is important to note that excellence in one domain does not necessarily mitigate deficiencies in other domains, nor does meeting minimum standards guarantee a positive RTP decision. To make decisions about RTP recommendations, the Senior Faculty evaluates data provided by the candidate, the Department Chair, the Peer Evaluation Committee for all recommendations, and additionally includes data from the Post- Tenure Review Committee and optional external reviews for promotion to Professor.

Assistant Professor (Reappointment) – *A candidate shall show **promise as a teacher** and evidence of **progress in the area of research** or artistic achievement.*

> Promise as a teacher is evidenced by pedagogically sound interactive instruction in classroom teaching, research mentoring and advising. Classroom teaching is primarily evaluated through a review of course materials, classroom visitations, and IDEA scores. Research mentoring is evaluated through markers of student involvement in original research (DIS students, graduate students, thesis committee membership, honors thesis, student authorship on research products).

> Progress in research is primarily demonstrated by establishing a research program at UNCW with ongoing data collection and the involvement of undergraduate and graduate students in empirical research. Products from this program (posters, symposium presentations, etc.) are considered and student co-authorship is highly valued. Progress can also be shown through the building and/or continuance of active collaborations that produce research products (e.g., publishing dissertation, data collected on post-doc or data collected in other research settings). It is important to note, however, that establishing a research program at UNCW is the critical criterion to meet.

> Although not mentioned explicitly in the faculty handbook in regard to reappointment, it is expected that candidates demonstrate engagement in some service (e.g., attending department meetings, serving on a committee, and attending recruiting events).

Associate Professor w/ Tenure – *A candidate shall show evidence of having **developed into an effective teacher**, of a **continuing pattern of research** or artistic achievement, of **regular professional service**, and of scholarship and professional development. To be granted tenure, a faculty member must have evidenced proficiency and a pattern of growth in areas of teaching; scholarship and research/artistic achievement; and service.*

Evidence of development into an effective classroom teacher is demonstrated through strong peer and student evaluations and clear and effective course materials. Other evidence may include curriculum development, contribution to the teaching mission of the department through applied learning, grants for teaching innovations or teaching awards. Evidence of development into an effective research mentor is demonstrated through the significant engagement of undergraduate and graduate students in original research through experiences such as DIS, honors, mentoring graduate students or serving on thesis committees. Although the number of students involved is a factor, the level of student involvement/accomplishment in the form of student co-authorship on posters/presentations/publications and acceptance in graduate school or other important positions is more highly valued.

Evidence of a continuing pattern of research is demonstrated through the establishment of a coherent and ongoing research program with multiple publications in peer-reviewed journals. It is important to note that it is necessary but not sufficient for a candidate to have at least one peer-reviewed publication accepted from work started and completed at UNCW. In making recommendations, "in press" materials will be considered as publications. To be counted as "in press" a letter from an editor that clearly states that the manuscript is fully and finally accepted and in the queue for publication must be submitted with the candidate's application material. The Mission Statement of the department notes the teaching aspect of the research activity, and empirical work is therefore valued more highly than non-empirical work. Additional evidence of a continuing pattern of research is established through the pursuit (i.e., submissions) and/or procuring of extramural funding through grants or contracts. Failure to meet the criteria for remaining eligible for Graduate Faculty status would represent a serious impediment for a recommendation for promotion to Associate Professor and the award of tenure.

Regular professional service is demonstrated through engagement in service to the department, the university and the community/profession. The department places more weight on community service as it is appropriate to the professional specialty of the individual faculty member. The Department Mission Statement notes the synergistic relationship among teaching, research, service to the community, and service to the profession; therefore, endeavors that combine these elements are highly valued.

Professor (Full) - *A candidate shall have exhibited during their career **distinguished accomplishment in teaching**, a **tangible record of research** or artistic achievement, and a **significant record of service**. An individual with the rank of professor should have a reputation as an excellent teacher and be **recognized as a scholar** within their professional field.*

Distinguished accomplishment in teaching is demonstrated through outstanding classroom teaching and substantial contribution to the teaching mission of the department as well as the long-term engagement of students in original research. Ongoing positive course evaluations as well as engagement in departmental and/or campus level initiatives such as curriculum development, grants for teaching innovations or teaching awards serve as evidence of outstanding teaching. Evidence of outstanding mentoring of student research is evidenced by quality research productivity (theses, publications, presentations) on the part of mentored students and ongoing acceptance of students into graduate schools or important positions. The effectiveness of using research activities as part of the teaching mission of the department and

the development of its students is highly valued.

A tangible record of research leading to national/international recognition as a scholar is demonstrated through not only the overall pattern of scholarly engagement, and impact on the field, but the demonstration of outstanding research performance since promotion to Associate Professor with tenure. Among the pieces of evidence used in these recommendations are: overall number of publications, publication in selective journals, research citations by other scholars in the discipline, procuring extramural funding (grants and contracts), invited addresses at major conventions, appointment to editorial boards or NIH study sections, and favorable reviews and citations of the candidate's work. Scholarship for professor includes submitting or having an external grant proposal or otherwise generating substantial external financial support (e.g., a contract with a company) since promotion to Associate Professor with tenure.

A significant record of service is demonstrated through ongoing high-level service that contributes to the operation and growth of the department, university and community/profession. Evidence of this level of service not only includes the amount of service, but service in leadership positions in more than one service domain.

Eventual promotion to the rank of professor is not earned by the length of time at UNCW alone, and it is not expected that all faculty members will attain this rank.

External Review
External review is not generally required but either the Senior Faculty or candidates for promotion have the option of seeking outside review of their credentials to inform the deliberations of the chair and senior faculty. The Senior Faculty will not request outside review except in cases where candidates have teaching and research interests that are so atypical within the department that the majority of the Senior Faculty feel unable to assess the candidate's work. Candidates do not ordinarily request external reviews except in cases when they believe that the Senior Faculty is unable to assess their work. When an outside review is requested by either party, the Senior Faculty shall consider such reviews as one among many forms of documentation providing information on the candidacy. The absence of outside reviews shall not be considered a detriment in any way to the candidacy. The deadlines for the candidate to request the chair for such review are April 1 for recommendations in the fall and August 15 for recommendations in the spring and in such cases the candidate must provide a set of materials to be made available for reviewers at this time. The chair shall conduct the outside review using the procedures outlined below. All outside reviews submitted shall be included with the documentation submitted with the departmental recommendation.

Three to five outside letters of evaluation may be sought, determined by the candidate. The candidate may provide a list of potential evaluators to the chair with the request for outside review. The evaluators will be chosen by the departmental chair in consultation with the senior faculty, but it is expected that at least half (but not all) of these will come from the candidate's list. All evaluators should be recognized as contributors to their field, as indicated, for example, by tenure at a major university, frequent citation of their work, or major awards. Individuals who are in conflict with the candidate (e.g., recent publications or other close personal or professional relationships with the candidate) shall not serve as evaluators.

The solicitation letter should be signed by and should be sent to the chair along with the candidate's CV and two senior/first author publications from the last five years. It should state that the unit is considering the candidate for a possible promotion and request the following information:

A. how and for how long the referee has known the candidate;
B. the significance, independence, influence, and promise of the candidate's scholarship or creative work (particularly that done since coming to the UNCW) and the degree of national/international recognition; and
C. a comparison of the candidate's accomplishments with leading scholars or artists at a similar career stage in the same or related fields.

Information requested in Number 1 will be submitted in a cover letter and the actual review (Numbers 2 & 3) will be provided as an anonymous attachment. The Senior Faculty and others making decisions on the candidacy shall have access to both the reviewer's identities and evaluations, but only the content of the reviews shall be made available to the candidate.

Each evaluator should be provided with the same representative set of the candidate's scholarly materials.

When the promotion recommendation is submitted, the chair will include one sample of the solicitation letter and a statement describing the qualifications of the evaluators, their relationship (if any) with the candidate, the manner in which they were chosen, and the reasons for the choices.

Approved May 2007

7. Post Tenure Review Policy

History: Revised 9/23/2015; Adopted 5/15/2007
Key Change or Comment: Revised to meet GA requirements
Policy Concurrence: Faculty Handbook Sec. IV.H.5. (2015); UNCW Academic Affairs Sec. 03.240 (2009)
The Psychology department policy on post-tenure review (PTR) follows the UNCW policy on PTR as outlined in the Faculty Handbook. The departmental policy defines issues left to department discretion by the campus regulations.

Purpose
Post-tenure review ("PTR") is a comprehensive, formal, periodic evaluation of cumulative faculty performance to ensure faculty development and to promote faculty vitality. The purpose of PTR is to support and encourage excellence among tenured faculty by recognizing and rewarding faculty performance that meets or exceeds expectations; provide for a clear plan and timetable for improvement of faculty whose performance is judged to be below expectations; and for those whose performance remains below expectations, provide for the imposition of appropriate sanctions, which may, in the most serious cases, include a recommendation for discharge (UNCW Faculty Handbook, 2015).

Faculty Affected

PTR is required of all tenured faculty whose primary responsibilities (50% or more) are teaching and/or research and/or service. A faculty member who is in phased retirement or has officially set an irrevocable retirement or resignation within the next 12 months is exempt from PTR.

Frequency of PTR

Faculty for whom PTR is required must undergo a review no later than the fifth academic year following the most recent award of tenure and/or promotion at UNCW, prior post-tenure review, or return to faculty status following administrative service of two years or more. However, a faculty member may elect to undergo post-tenure review at any time. In extenuating circumstances, a faculty member may petition for a postponement of PTR for one year beyond the five-year period. Faculty on reassignment or leave will resume their five-year PTR cycle upon return to the faculty.

Work Plan

At the beginning of their PTR cycle, faculty members will prepare, in consultation with their Department Chair, a brief written five-year plan or set of goals consistent with the expectations of the department. This plan can be modified annually by the faculty member in consultation with the Department Chair as deemed appropriate.

PTR Peer Review Committee

The departmental PTR peer review committee consists of a minimum of three tenured members of the faculty elected by all full-time departmental faculty members. Each committee member serves for two years and membership terms are staggered so that at least one person remains from the previous year's committee. No person related to or having a romantic relationship with the faculty member being reviewed may deliberate or recommend on a PTR action. Committee members are selected from within the department. Persons undergoing PTR review may not serve on the committee during the year of their review. Faculty members may be re-elected to the committee after one year has elapsed since their last term.

PTR Dossier

A faculty member being reviewed shall provide a succinct written report, for the period being evaluated, on all aspects of professional activities in teaching, research and scholarly achievement, and service. This report must include (where applicable):

A. Goals established by the faculty member
B. A brief statement of progress toward achieving the goals
C. Copies of all annual reports for each of the last five years.
D. Copies of all annual evaluations of the department chair and the departmental Annual Peer Evaluation Committee for each of the last five years.
E. Copies of all evaluations of teaching for all courses for each of the last five years.
F. A copy of the faculty member's current Curriculum Vitae
G. Any other materials the candidate wishes to submit.

These materials are to be provided in a binder.

Procedures:
A primary and a secondary reviewer will be appointed for each candidate to examine the submitted PTR dossier individually. The peer review committee will then meet as a whole, in confidence, to deliberate the status of the application for PTR. In cases of a split decision in which one of the reviewers judges that the candidate does not meet expectations, the third member of the committee will examine the dossier as well. Upon the conclusion of deliberation, the peer review committee will submit a written recommendation to the Department Chair. This document will state whether the faculty member's overall professional performance exceeds expectations, meets expectations, or does not meet expectations, and detail the rationale for this determination. The peer review committee recommendations are advisory to the Department Chair.

Criteria for meets expectations are professional competence and conscientious discharge of duties in relation to the goals/plan established at the beginning of the review period, considering the distribution of workload as assigned by the Department Chair. Performance below these criteria does not meet expectations. Criteria for exceeds expectations are sustained excellence in the teaching, research and scholarly achievement, and service, as well as professional performance that is substantially above expectations and that significantly exceeds the performance of most faculty in the unit and the University.

Upon receipt and consideration of the recommendation from the peer review committee, the Department Chair will develop a written evaluation that states whether the faculty member's overall professional performance exceeds expectations, meets expectations, or does not meet expectations, and detail the rationale for this determination.

The Department Chair will then inform the peer review committee of the outcome of the recommendation. The Department Chair will provide a copy of their written evaluation to the faculty member and subsequently meet with the faculty member to discuss the evaluation. The faculty member has the option of attaching a written response to this evaluation. Faculty may appeal any decision within the PTR process. Grounds for appeal include but are not limited to situations in which the faculty member believes their rights were violated or that procedural irregularities cast doubt on the validity of the decision. Appealed decisions will result in the matter being referred to the Senior Faculty for resolution.

No later than ten days after the evaluation summary meeting, the Department Chair will forward the faculty member's PTR document, a list of the peer evaluators, a copy of the written evaluation signed by both the Department Chair and the faculty member, and the faculty member's written response, if any, to the Dean of the College of Arts and Sciences.

The Dean of the College of Arts and Sciences will provide the Provost with a written report listing the name of faculty members reviewed during the academic year, a summary of the outcomes of those reviews, confirmation that all university PTR policies and procedures were followed, and any additional information as required by UNC General Administration.

Outcomes
In the case of performance judged as exceeds expectations, both the Department Chair and the Dean

of the College of Arts and Sciences must agree with this rating. In this case, information regarding the faculty member's rating of exceeds expectations shall be shared with relevant parties in regard to university rewards and awards. If the Department Chair and the Dean of the College of Arts and Sciences do not agree on a rating of exceeds expectations, the final rating is reported as meets expectations. In both cases, the PTR process is complete once Department Chair has forwarded the required documents to the faculty member and the Dean of the College of Arts and Sciences, and the faculty member and Department Chair have met to review the outcome of the PTR process.

In the case of performance judged as meets expectations, no further action is required after the Department Chair has forwarded the required documents to the faculty member and the Dean of the College of Arts and Sciences, and the faculty member and Department Chair have met to review the outcome of the PTR process.

In the case of performance judged as does not meet expectations, the Department Chair and faculty member shall meet within ten working days of receipt of the evaluation or denial of an appeal of the finding of does not meet expectations. In consultation, the Department Chair and the faculty member shall begin to create a development plan that is the product of mutual negotiation. The plan should respect professional self-direction and should be flexible enough to allow for alteration. The plan should represent both a commitment to improvement by the faculty member and to the support of that improvement by the Department Chair, Dean of the College of Arts and Sciences, and University. Establishment of a development plan is not a disciplinary action; rather it is a mechanism for committing to specific development goals and strategies. The plan should be developed within one month after the initial meeting and shall include the following:

A. specific strategies and steps designed to lead to improvement
B. delineation of specific outcomes that constitute an improvement
C. resources to be committed, if any
D. a specified timeline, not to exceed three years, in which the improvement is expected to occur
E. a statement regarding the new allocation of responsibilities if duties are modified as a result of an assessment
F. a statement of the process by which performance under the plan will be evaluated and feedback provided to the faculty member, including possible peer mentoring processes, and clear specification of who will conduct the evaluation. The evaluation must include at least semi-annual progress meetings with the Department Chair, followed by a report to the Dean of the College of Arts and Sciences
G. a clear statement of consequences should the improvement not occur in the designated timeline

The faculty member and the Department Chair will sign the development plan, and the Department Chair will forward a copy to the Dean of the College of Arts and Sciences who must approve the plan and any resources to be committed.

Progress toward achieving goals in the development plan will be reviewed in subsequent performance reviews by the Department Chair, who will provide detailed feedback to the faculty member. These reviews will occur at least semi-annually. A copy of these reviews will be provided to the Dean of the College of Arts and Sciences. At the end of the time specified in the development plan, the Department Chair will review the faculty member's performance and make one of the following recommendations: (a) the faculty member's performance has improved and no further action is necessary pending the next regularly scheduled PTR, (b) the faculty member's performance

has improved but not to the expected level, requiring adjustments in the developmental plan and/or the faculty member's workload, or (c) the faculty member's performance continues to be below expectations, in which case the Department Chair may recommend to the Dean of the College of Arts and Sciences the imposition of appropriate sanctions.

If the Dean of the College of Arts and Sciences agrees with the Department Chair recommendation that no further action is necessary, the review process stops pending the next regularly scheduled PTR, i.e. the date five years from the original PTR date. If the Dean of the College of Arts and Sciences agrees with the recommendation for adjustments in the development plan and/or workload, the changes are implemented, and the performance will be reevaluated at least semi-annually. The post-tenure review stops when the performance meets the expected level within the specified timeframe. If the Dean of the College of Arts and Sciences agrees with the Department Chair recommendation for the imposition of significant sanctions, the Dean of the College of Arts and Sciences forwards this recommendation to the Provost, who will make the final decision regarding such action. Significant sanctions that may be imposed include, but are not limited to, demotion, salary reduction, and recommendation for discharge.

If the Dean of the College of Arts and Sciences disagrees with the Department Chair evaluation of progress toward achieving goals in the development plan, the Dean of the College of Arts and Sciences, Department Chair and the faculty member will meet with appropriate offices within the University as agreed upon by all parties to resolve the issues. If differences cannot be successfully resolved, the issue will be forwarded to the Provost or their designee for final arbitration and resolution.

Appeals
A faculty member may appeal a finding of does not meet expectations if there has been an alleged violation of due process. The appeal must be made by letter to the chair of the Faculty Professional Relations Committee within ten working days after the faculty member has received the written evaluation from: 1) the Department Chair and Dean of the College of Arts and Sciences, and/or (2) the Provost. Faculty may also appeal a finding of non-compliance with a development plan using the above process. Again, this appeal must be based on a violation of due process.

Based on issues of due process, the committee will determine whether or not the appeal should be upheld and communicate a recommendation to the Chancellor or Provost, as appropriate. If the Chancellor or Provost decides to uphold the appeal, the PTR process will be reinitiated. If the appeal is not upheld, the PTR process is concluded.

Failure to agree on the development plan
If a mutually acceptable plan is not reached within one month after the initial meeting, the currently existing mediation process of the University shall be utilized. If a mediated settlement cannot be achieved utilizing this process, the Associate Vice Chancellor of Human Resources or their designee shall advise adjustment by the Dean of the College of Arts and Sciences, who shall act as arbitrator in the development of a plan. The Dean of the College of Arts and Sciences has the authority to utilize appropriate University offices and services to assist with achieving agreement on the development plan. If, after arbitration, a faculty member refuses to formulate the development plan, the Dean of the College of Arts and Sciences will refer the faculty member to the Provost for final arbitration and resolution. Failure of the faculty member to participate in good faith toward the creation of the development plan may result in the imposition of sanctions up to and including dismissal.

Definitions of Level of Performance
Methods and areas of evaluation and performance standards for different academic ranks are outlined in the departmental policies on promotion and tenure. Following the UNCW policy, great weight should be given to the results of annual evaluations in determining the level of performance. "Exceptional" performance involves accomplishments that are close to the top in the department in all areas of performance. The label "Above Expectations" reflects performance that is above average in most areas evaluated. The label "At Expectation" reflects performance that is average in most areas evaluated. The label "Below Expectations" reflects performance that has been below minimal professional standards. These deficiencies ordinarily have been noted consistently in the annual evaluations.

8. Faculty Workload and Credit Hour Equivalencies (CHE)

The Psychology Department recognizes that faculty members engage in a significant amount of effort supervising students in the context of DIS, Honors, internship, and research practicum activities. Individual faculty may elect to keep a record of these activities.

To quantify these activities, faculty can follow the credit hour equivalencies (CHE) provided by the Faculty Workload policy put forth in Section III-1 of the UNCW College of Arts and Sciences Policy Manual.

Faculty can include this information for consideration in annual evaluations, RTP, and post-tenure review decisions particularly when accompanied by student co-authored publications.

If resources permit, an average per year of CHEs earned over the previous three years may serve as a basis, along with other factors, in assigning teaching responsibilities in the department. However, CHE is not a typical component for assigning departmental teaching.

9. Annual Peer Evaluation

Note: Although the Peer Review Committee continues to perform peer evaluations based on the points noted below, the following motion passed 11-29-07 is now in effect:

Each faculty member will generate the descriptive paragraphs for teaching, research and service themselves and will submit that along with their annual report. Each faculty member will be given the electronic copy of their own previous year's report to facilitate this process. The Peer Review Committee would then review the material submitted by the faculty member, along with any ancillary information and write the final descriptive summary.

Peer Evaluation Committee
The annual Peer Evaluation Committee consists of six faculty members representing all professional ranks (including at least two full, one associate and one assistant professor) and the areas of clinical and non-clinical specialties broadly defined. Each member is assigned by the Chair using the criteria above, thus paying attention to rank, area representation and department demographics. Members serve for a three-year term with a two-year hiatus at the end of the term. All faculty members except those serving in full-time administrative roles will serve on this committee at some point in a 5-year span and serve on both this and the Peer Review Committee in a 10-year span.

The selection procedure for Peer Review Committee changed and approved by faculty 3/20/14.

The Peer Evaluation Committee will evaluate the faculty member in each area and make narrative comments in the spaces provided.

Teaching: The following are examples of activities that should be considered in your evaluation. The teaching load should not be considered.

- Formal course materials Student evaluations
- Peer observations
- Internship supervision (IDEA)
- Development of new curricula
- Substantial revision of curricula
- In-class visitation evaluations
- Guest lecturers
- Supervision of students outside of the classroom (DIS, Honors, MA Theses, practicum supervision, help with post-graduate placement)
- Service on thesis committees
- Teaching Honors or Awards Master's Thesis
- Supervision Comments for Narrative Evaluation
- Areas of Notable Activity
- Areas for Improvement

Service: The following are examples of activities that should be considered in your evaluation.

Service to the Department
Committee work: Consider the number of committees, activity level, and role of other Departmental Service:
Providing consultation to faculty in the area of expertise depending on the amount of Consultation provided
Organizing a single colloquium, organizing a series or conference
Being awarded a grant for departmental level facilities (computers, A/V equipment, etc.) depending on the value of grant Teaching Overload-More than 24 hours in any academic year w/out extra compensation

Service to the College and University
Committee work: Consider the number of committees, activity level, and role Other University Service:
Consulting with students or faculty in other departments. Representing the department at some non-mandatory University function. Serving on Faculty Senate depending on contributions noted. Serving as faculty liaison to the Provost's office and the like. Serving as a student organization advisor.

Service to the Profession
Journal Reviewer

Editor of a journal or series, depending on the level of editorship (principle, assistant, etc.)
Officer of a professional organization, depending on the level of organization and type of office (higher if state of national, higher if a vice president or president)
Presenting workshops or colloquia to professional audiences
Serving on masters or doctoral committees at other universities Service to the Community:
Presenting a lecture to non-professionals
Consulting with public agencies or service organizations
Serving on Boards where professional status play a part in function on the Board Comments for Narrative
Evaluation Areas of Notable Activity
Areas for Improvement

Research & Scholarship
This category includes any professionally related scholarly activity. The following are some examples of the products and activities which should be considered in your evaluation.

- Refereed journal article (or monograph)
- Non-refereed journal article
- Invited chapter, publication, presentation

Book-edited, authored manuscripts under review/ in press Work in progress/ongoing projects
Grant proposal/Grant Awarded/on-going grant Conference presentations/posters critical book review
Reprinted article/Technical report Conference attendance
Responsibilities on editorial board or as an ad-hoc reviewer of manuscripts or grant proposals (also counts as service)
Research honors or awards/Summer initiatives grant/Cahill award
Supervision of DIS student and Honor's thesis-involving research (also counts as teaching)
Development of software

In general, credit for manuscripts should only be given if a significant change has occurred from year to year.

Work that continually is "in preparation" is less significant than work that changes from "in preparation" to under review or "in-press". Further, the change from "in-press" to actual publication requires little work on the author's part and does not reflect a major addition to the products of research and scholarship.

In evaluating the scholarly value or importance/quality of research publications and presentations, the Committee may consider such indices of quality as the following: publication in refereed vs. nonrefereed journals; brief notes vs. full-length manuscripts; the prestige of the journal; invitation to contribute to a book, journal, symposium, or conference; reprinting of articles in books of readings; authorship sequence (first or later authorship).

Finished products should be weighted more heavily than work in progress, although the Committee may want to consider whether faculty are "senior" or "junior" when making this evaluation.

Comments for Narrative Evaluation Areas of Notable Activity Areas of Improvement

10. Evaluation of Part-Time Faculty

A. The chair is responsible for hiring and evaluating part-time faculty. Each part-time faculty member will receive a copy of the departmental course policies at the beginning of the academic year and will be evaluated on their teaching performance once per academic year in the following manner:

B. Observational evaluation of part-time faculty is required at least once during their first year of teaching and will take place using the same procedures described for tenure-track faculty (retired faculty who were previously tenured in the department are exempt from this requirement). The department chair may require additional evaluation of part-time faculty on an "as-needed" basis. If the only courses the part-time faculty member teaches are online, peer observation will be accomplished by having peer evaluators enrolled in the class to evaluate materials and online interaction.

C. Part-time faculty will receive a call for annual reports at the same time as the call to tenure-track faculty (normally in March). This call will request teaching materials including a syllabus from at least one section of each course taught, major tests and exams from at least one section of each course taught, important teaching materials from each course, observational peer evaluation reports, and other relevant materials including addresses of web pages. IDEA summaries for all courses in the calendar year will also be requested.

D. The departmental Peer Evaluation Committee will review the materials for each part-time faculty member and will submit a report to the department chair. The Peer Evaluation Committee consists of six faculty elected by the department to three-year staggered terms.

E. The chair will review both the Committee report and the faculty member's materials and will write a chair's evaluation letter commenting on the instructor's performance for CAS. The faculty member will receive copies of both the Chair and the Peer Evaluation Committee's reports. The faculty member may meet with the chair to respond to the evaluation if so desired.

F. In the case of a poor performance evaluation, the chair will meet with the part-time faculty member to communicate areas that require improvement and formulate a plan to address the concerns.

(adopted March 4, 2010)

11. Faculty Mentoring

Following UNCW and Board of Governor's policy all candidates for full-time faculty positions are provided an orientation as to the methods of evaluation and criteria for RTP recommendations. This process is repeated in an interview during the first few days after an individual assumes a faculty post. A memorandum to the Dean of the College of Arts and Sciences acknowledges this process. CAS also has a mentoring and advising policy.

New assistant professors will be assigned one or more tenured faculty mentors to guide their professional development as teachers and researchers from the time of hiring until a tenure decision is made. The chair will consult with junior faculty and mentors at least annually on the status of the mentoring relationships and determine whether mentors should be changed or added to meet the needs of the junior faculty member. On an annual basis all faculty members have an interview with a written evaluation on all areas of performance from a departmental elected Peer Evaluation Committee and from the Chair. The faculty member's signature on the Chair's annual written evaluation acknowledges this process. The faculty member's progress towards RTP is discussed at this meeting. As part of the annual evaluation process, the chair will provide a candid written assessment of all untenured faculty members that outlines progress toward meeting the requirements for promotion and tenure as well as practical guidelines for meeting these requirements and will provide to the senior faculty a summary of these assessments. For tenured faculty, the evaluations of the elected departmental Post Tenure Review Evaluation Committee and the Chair provide feedback as part of the RTP process. The results of the review are reported to the Dean and the candidate

acknowledges this feedback through a signature. In the case of reappointment actions, the Senior Faculty and Chair provide feedback as to future prospects of promotion and tenure. The candidate signs a statement acknowledging having read the written feedback on the RTP recommendation.

12. Professional Development and Department Travel Policy

At the start of each academic year, the Department Chair shall announce the travel budget allotment and consult with the department faculty regarding their preferences for total travel reimbursement.

To the extent that department funds are available, full-time permanent faculty are eligible for some travel reimbursement for attendance at international, national, regional, and state research conventions and meetings. Although the amount of reimbursement varies with the available annual allocation of travel funds, generally a higher dollar amount is approved by the Chair for attendance at international and distant national conferences than for travel to regional and nearby meetings. In order to encourage scholarly development, the department provides some travel funds to faculty to attend one meeting each academic year, as well as to faculty who present research reports. After all faculty have been surveyed regarding their travel fund requests for the year, the Chair may approve the use of remaining funds to support faculty making research presentations at a second or third (or more) conference within the same academic year.

In addition, the Department Chair shall, at their discretion, reimburse travel expenses for travel undertaken by faculty for professional reasons or to represent the department on business other than for research presentations.

The department has acted on this understood policy for many years and confirmed it by electronic vote during the week of August 20-24, 2001 for inclusion in the department Policy Book.

13. Professional and Ethical Conduct

The Department of Psychology recognizes the importance of collegiality and adherence to high standards of professional and ethical conduct. The department follows the policy on Professional Conduct set forth in the UNCW College of Arts and Sciences Policy Manual. This policy is located under the following link:
https://uncw.edu/cas/faculty/index.html

The Department of Psychology follows UNCW guidance pertaining to Discrimination, Harassment, and Sexual Misconduct. In so doing, the department commits to fostering an ethical, safe, and inclusive working and learning space for students, faculty, and staff:
https://uncw.edu/odos/harassment.html

V.   Teaching

1.   Course Policies

Please note the following UNCW policies on course administration. More detailed information can be found in the Faculty Handbook. Copies of the handbook are available from the UNCW site on the web. ***Please note the policies regarding final exams and no tests during the last five class days. It is also critical to hand in the roll verification form and hand in the grades by the deadlines.***

Opening Class Handouts (Syllabus)
SACS and the University require that a copy of the syllabus be provided to each student. The syllabus must be available on the first day of class and at a minimum include, the purpose and basic objectives of the course, the topics covered, and the instructor developed policies on grading and attendance.

Office Hours
Office hours (or for part-time faculty mechanisms for being reached out of class) should be specified as indicted in the UNCW Faculty Handbook, which states:
"For online classes, course policies must be posted online. For other classes, either a hard-copy opening handout must be distributed, or the information must be posted on a course website or emailed to the class. Modifications to the opening handout should also be communicated to students in writing. Faculty are free to create their own policies in these matters, but these policies must be communicated to the students at the beginning of the course." See UNCW Faculty Handbook for further details.

Attendance Policy
Faculty may develop any attendance policy they wish in accordance with the UNCW Faculty Handbook, but it must be clearly specified in writing if there is a grade penalty attached to the policy. The UNCW Faculty Handbook States:
"All faculty members are responsible for setting policy concerning the role of attendance in determining the grades for their classes. Students are expected to be present at all regular class meetings and examinations for the courses in which they are registered. It is the responsibility of the students to learn and comply with the policies set for each class in which they are registered." See UNCW Faculty Handbook for further details.

Posting of Grades
Because of the Family Educational Rights and Privacy Act (FERPA or Buckley Amendment), UNCW policy prohibits posting grades by students' names, social security numbers, or any symbols which could divulge the student's identity. It also follows from the law that faculty members should not announce grades in class. Some students do not wish even good performance to be acknowledged. Without a signed release from students or instructions from the Registrar's office, faculty members should not discuss student grades, attendance, or performance with parents, spouses Please do not give grades over the telephone even when you believe you are speaking with the student. In the past people have posed as the student and inappropriately obtained grades over the telephone.

Final Exam Policy
Faculty members should meet their classes at the time of the scheduled final exam. "If a final examination is not required, the instructor will determine how the final examination period is to be used." Rescheduling of a final examination for an entire class requires the approval of the Dean of the College of Arts and Sciences. In exceptional circumstances (e.g., a laboratory section), the class may not meet at the time of the final examination. This requires the approval of the Chair and notification of the Dean. Students in courses with multiple sections may take the exam with a section other than the one to which they are assigned, and instructors, at their discretion, may give a makeup exam to students who are ill. Students with three or more exams on a given day may request

that one of them be moved to another time. These individual changes do not require approval by the Chair or Dean. The UNCW policy that ***"ordinarily quizzes or tests should not be given at the end of the semester or summer term (last five weekdays in a semester, last three weekdays in a summer term) should be noted by instructors. Finals may not be given during class time or reading days or at unofficial exam time.*** Failure to follow this policy causes an equity problem for both students and faculty and typically generates numerous complaints to the dean's office, and it sends a message that class time is unimportant. If you need to change your exam schedule for the entire class, please consult with the chair.

Honor Codes and Plagiarism
Sound practice dictates that the honor system and plagiarism be discussed in class and noted in the syllabus. Many faculty members in fact remind students in the printed instructions on each test that the honor code applies. If you are using a technique such as a take-home or open-book tests, you should note in the test instructions or the syllabus the limits you have for exchange of information or using notes. The Student Handbook and Code of Student Life contains an excellent definition of plagiarism. Many faculty members point out the APA style manual rules on attribution of quoted materials so that students may not claim ignorance of appropriate attribution of ideas and use of quoted material. The use of electronic devices such as laptops and cell phones capable of sending digital images are providing new opportunities for academic dishonesty and developing and specifying policies on these in your syllabus seems increasingly important.

Administration of IDEAS
Faculty Senate policy requires that the IDEA be administered in *EVERY section*. Exceptions may be made in extraordinary cases by the mutual consent of the instructor and Department Chair.

Reporting of Grades
Grades are to be reported through SEAPORT. Instructors must report grades for the whole class by the deadline specified by the Registrar. ***THE DEADLINE IS FIRM DOWN TO THE HOUR AND MINUTE.*** This is true for *ALL* grades **including DIS and Thesis**. If there are questions about individual students, the whole class grades should not be held up. ***Grades now must be submitted using the SEAPORT system, and the computer will stop accepting grades at the deadline***. If you have trouble with the SEAWEB grading system, please contact the Registrar's office or the Psychology office staff. It should be noted that failure to follow this deadline causes difficulties for the entire grading system, and the Dean and Chair are notified about individuals who are late. If you have specific problems with grading (e. g., student cheating) please contact the chair. It is not uncommon for thesis and DIS grades to be missing from grade reports—so please be scrupulous about these! Even in sessions when you are not teaching (e.g., summer school), it is a good practice to check SEAWEB to determine if you have a 491 or 599 grade to report.

Makeup Tests to Be Administered to Students
This responsibility is delegated to a teaching assistant and a window of time is designated weekly during which makeup tests are administered and proctored by a rover TA.

Teaching Assistants
Teaching assistants are assigned to laboratory and overloaded sections. Other faculty needing roving TA services should contact the "chief rover" who will be identified at the beginning of the academic

year. Because it is often the case that several faculty members are attending meetings at the same time please give as much notice as possible. We will try to accommodate emergency needs when a TA is available.

Undergraduate Students Grading Fellow Students Work
UNCW and SACS policy strictly prohibits undergraduate students grading any work, including homework or quizzes, of fellow students. Undergraduate students may act as peer editors or fill out evaluative questionnaires, but they may not assign a grade to any work. UNCW policy also prohibits undergraduates from duplicating or handling test materials. Because of FERPA, it is unwise to allow undergraduates to collate grades or perform similar chores. Undergraduates may not have access to the records of the work of fellow student including grade sheets and degree audits. Graduate TA students may grade papers, but the assignment of grades for individual work and the overall course remains the responsibility of the instructor of record. Only the chair may assign a graduate student as an instructor of record, and it is the stated desire of our faculty that this not happen. While it is permissible for undergraduates to help set up labs and to work with faculty in order to learn about college teaching, undergraduates are not teaching assistants; in the sense that they can be given the independence that can be expected of graduate teaching assistants who are duly appointed by the university administration and have received appropriate orientation from the Graduate School.

Audiovisual Equipment: Sign outs, reporting broken equipment and depleted supplies
Please sign out audiovisual equipment each time you use it. When equipment is inadvertently removed without signing it out, colleagues are greatly inconvenienced, and we become concerned about theft. *Please report all broken equipment to the office staff. If you notice that we are low on supplies or forms, please report this observation to the office staff.* It is not possible always to monitor equipment and supplies. Colleagues are often greatly inconvenienced when they need something and are under the assumption that it is available. **Please power down or mute the projector before you leave the classroom.**

Disabled Students
See the UNCW Disabilities Services Website: https://uncw.edu/disability/

Roll Verification Forms
Roll verification forms will be distributed by the Registrar's Office. They are important for a variety of administrative purposes, and the Dean's office monitors compliance with the deadline. If a student is attending class but not on the roll, this should be reported immediately to the Registrar. Students not on the roll at the end of the term cannot be given a grade even if they have earned one by attending class and completing tests and assignments.

Directed Individual Studies (DIS) Courses
Please recall that UNCW policy limits DIS credit for majors to nine hours towards graduation and GPA. **Non-majors are limited to THREE hours of PSY 491 credit towards graduation.** Before you sign a DIS form please ask students how many previous DIS hours they have taken. Sometimes the Registrar's office does not catch an overload of DIS hours and the degree audit shows an inaccurate number of hours completed. Often problems result during the student's last semester because of insufficient hours towards graduation. Ordinarily students should have junior status when they begin their first DIS course. ***Except in extremely unusual circumstances, DIS forms must be***

submitted by the first week of classes. Please be certain to ask students to hand their DIS forms to the ***office assistant*** who handles advising and academic records. Please do ***NOT*** put DIS forms in my mail or signature box. This way we can better ensure that all forms are submitted in a timely manner.

Sexual Harassment Policy
Allegations of gender-based or sexual misconduct committed by or against faculty or staff are addressed by the University's Unlawful Discrimination, Harassment, and Sexual Misconduct Policy. Additionally, the UNCW policies website is an index and repository for all official university UNCW policies, including the aforementioned policies. https://uncw.edu/titleix/policies/index.html

Improper Personal Relationships Between Students and Employees
The university does not condone amorous relationships between students and employees. Members of the university community should avoid such liaisons, which can harm affected students and damage the integrity of the academic enterprise. Even if a relationship is not prohibited by this policy, it can raise risk management and conflict of interest concerns; thus, the University would discourage it. Further, sexual relationships between unmarried persons can result in criminal liability. In two types of situations, university prohibition and punishment of amorous relationships is deemed necessary: 1) when the employee is responsible for evaluating or supervising the affected student; and 2) when the student is a minor, as defined by North Carolina law. Refer to the current UNCW catalogue for further details.

Conflict of Interest
Conflict of Interest (COI) relates to situations in which financial or other personal considerations, circumstances, or relationships may compromise, may involve the potential for compromising, or may have the appearance of compromising an employee's objectivity in fulfilling their University duties or responsibilities, including research, service and teaching activities and administrative duties. Refer to the current UNCW catalogue and Research Compliance Office for further details.

Book Orders
Faculty must submit book adoptions for all courses by the announced deadline using the FacultyEnlight. If assistance from the office staff is needed, please seek assistance well in advance of the announced deadline.

Class Lists and Student Email Accounts
You may use the SEAPORT faculty services to access your class lists. You may wish to tell your students that their UNCW email account is now the official means of communication between the university and students. All student and faculty email accounts are listed on the UNCW outlook email exchange server. Students should be asked to check their email accounts on an ongoing basis. You can assume that communication through emails represents due diligence on your part in attempting to notify students concerning various issues of the class business.

PSY 105 Out of Class Activity Requirement
If you teach General Psychology, you should make students familiar with the out of class activity requirement. Basically, this is the requirement that students either participate in experiments or produce an alternative report on an article they have read. This is a departmentally mandated aspect

of the basic course structure. Please try to encourage students to complete this activity in a timely manner.

Cancellation of Class Due to Inclement Weather
Faculty should point out to students that the Chancellor's office decides on the cancellation and resumption of classes during times of inclement weather. There will be numerous announcements on public media about the status of classes. There is a hurricane hotline (962- 3991 or Toll-Free 888-657-5751) for students and faculty to call in order to determine the status of university closings and openings. Faculty may wish to note that if their classes are canceled in an unforeseen emergency that there will be a notice on the board signed by an office staff member. Office staff members are instructed to check our 962-3370 number upon arrival to determine if there are messages from faculty about class cancellation. UNCW policy generally suggests that alternative in-class activities be provided for planned faculty absences. Often the administration presents options for making up classes missed for bad weather. Please inform students how these makeup policies apply to your class. Providing a printed handout or posting an announcement on the web is helpful in these instances.

Faculty Absences
In regard to faculty absence from class, the Psychology Department adheres to the policy put forth in Section III-11 of the UNCW College of Arts and Sciences Policy Manual. The policy can be found under the following link:

http://www.uncw.edu/cas/documents/CASPolicyandProcedureManual.pdf

2. **Observational Evaluations of Classroom Teaching**
Purpose
Evaluation of classroom teaching is an essential component of overall faculty performance. The observational evaluations are primarily used by the individual faculty member in developing effective teaching skills. However, the evaluations will also be used by the Department Chair, senior faculty, RTP committee, and Dean of Arts and Sciences as materials to be considered for reappointment, promotion and tenure decisions.

Timing
Observational evaluation of non-tenured faculty members on tenure track will occur at least once each academic year (usually in the Fall semester). The individual faculty member or the Chair may request that a second observation take place in the Spring semester. Other faculty members may request an observational evaluation at any time. Observational evaluation of part-time faculty is required at least once during their first year of teaching. The faculty member being evaluated may suggest preferred dates during which the evaluation could take place, subject to the evaluators' schedules. The faculty member being observed will be notified at least one week in advance of the evaluation date.

Observational Evaluation of Teaching Committee
A committee of three tenured faculty members of the Psychology Department will be appointed by the Chair to serve two years, staggered terms on the Observational Evaluation of Teaching Committee. The Committee, in consultation with the Department Chair and the faculty member

being observed, will determine which course(s) will be evaluated during any semester. The committee will meet early each semester to establish classroom visitation schedules and to assign two evaluators.

Selection of Evaluators
Evaluators will be selected by the Committee in the following manner:
- One classroom evaluator will be selected by the Committee from a list of three faculty members submitted by the faculty member who will be observed
- A second classroom evaluator will be appointed by the Committee from among the tenured members of the Department

Evaluation Process
The two evaluators will attend the same class session for a given faculty member and will complete the Departmental form for teaching observation and evaluation. Although the evaluators may consult with one another, their observation forms should be completed independently and must include detailed comments regarding the strengths and weaknesses observed. A copy of each form should be given to the faculty member observed, and the original should be given to the Department Chair. All evaluations become part of the Department record, except for the formative observational evaluation conducted during the first semester of teaching at UNCW.

Approved by Department Faculty 04/05/01

EVALUATION OF TEACHING PSYCHOLOGY

Teacher_____ Course_____ Date_____

Evaluator_____ Location_____ Time_____

Scale: VG = Very Good   S=Satisfactory   NI=Needs Improvement

TEACHING BEHAVIOR	VG	S	NI	COMMENTS
Establishes eye contact				
Keeps students' attention				
Uses ancillary materials				

Shows enthusiasm for the subject				
Organized presentation of material				
Answers questions				

Scale: VG = Very Good   S=Satisfactory   NI=Needs Improvement

TEACHING BEHAVIOR	VG	S	NI	COMMENTS
Patient, consistent and thorough in correcting mistakes				
Encourages pertinent discussion and questions				
Tolerant of students' point of view, limited knowledge and mistakes				
Attends equally to students				
Presents professional demeanor				
Presents material accurately relative to current scholarship				
Presents material at appropriate level				
Uses class time effectively				

3. **Applied Learning Experiences in Psychology: Requirements and Options**

The purpose of the applied learning requirement for the psychology major is to ensure that each graduate of the baccalaureate program is deeply involved in courses in which the student is part of an active, laboratory or outside of class experience. These courses are designed to:

- Offer students a learning opportunity that involves different learning styles than those typically elicited in classroom settings.
- Provide students with a range of life experiences typically not found in the classroom setting.
- Give students the opportunity to engage professionally with expert faculty members. Students learn through interaction with a mentor and form the model that their mentor provides. Typically, these experiences demand participation in professional teams similar to those in most work environments.
- Provide students with learning opportunities to enhance critical thinking, communications, and other professional skills.
- Provide students with the opportunity to enhance and apply content knowledge encountered in the classroom and/or laboratory setting.
- Provide students with practical skills in research methods, cross-cultural relations, and/or baccalaureate level human services occupations.

Each major is required to complete eight hours of coursework to complete the applied learning requirement (Tier A courses). Additionally, students are strongly encouraged to explore a range of options that permit more independent and intensive forms of active learning involving psychological research and practicum experiences (Tier B courses).

Applied Learning Experience Requirement
Tier A Courses-Required of All Students
Applied Learning Requirement; PSY 355; Choice of a Capstone (PSY 410 or 412 or 417 or 423 or 425 or 464); a total of eight hours of credit that includes two intensive laboratory components.

PSY 355, Experimental Psychology, is required of every major
and includes a laboratory component that involves applied learning in small group settings under the supervision of the course instructor and supplemented by the involvement of a teaching assistant. Enrollment in both the lecture and laboratory sections is limited to 24 students, and there are at least three contact hours of laboratory work per week. The instructor is given a full three contact hour teaching load credit for the laboratory component of the course. Laboratory experiences provide a broad range of experiences from survey and fieldwork to computer-controlled experiments in the classroom. The course is "writing-intensive" and students learn to use scientific writing style to describe and document their applied learning experiences.

PSY 410, 412, 417, 423, 425, and 464 are all capstone courses with a laboratory component that involves an intensive applied individual and small group experience. As with PSY 355, the laboratory component involves individual and small group learning experiences that are directly supervised by the course instructor and supplemented by the involvement of a teaching assistant.

Enrollment in both the lecture and laboratory sections is limited to 24 students, and there are at least three contact hours of laboratory work per week. The instructor is given a full three contact hour teaching load credit for the laboratory component of the course. All laboratory sections involve laboratory experiments that possess applied learning characteristics such as the use of computers and computerized laboratory instrumentation. For example, the students in the psychology of learning are responsible for using operant chambers in rat learning experiments.

All laboratory sections also require an extensive capstone paper that involves not only the communication of results of experiments but critiques of the scientific literature that represents the most sophisticated level of analysis expected of undergraduate students taking the standard curriculum. Even though individual written work is required, students typically work in teams for aspects of their projects. The teams are similar to those that are found in most modern work environments.

Thus, these courses provide four types of experiences associated with applied learning. First, they allow students to use different learning styles that emphasize individual discovery. Second, they promote the interchange of ideas by all students because of their small size and intensive contact with their professors. Third, they challenge students to express themselves in terms of sophisticated concepts and to hone their understanding of inquiry through the scientific process. Finally, they teach skills using technology and collaborative work practices that generalize to many areas of life.

None of these courses would require modification of the course descriptions, faculty teaching load credits, or practices of instruction. It may be useful, however, to state in the degree requirements that category two requires four hours of credit. This would clarify the requirement for transfer students.

Tier B: Optional Enhanced Applied Learning Experiences

PSY 451, 455, 491, 492, and 499

451 (Supervised Counseling Practice) involves field placements in baccalaureate-level human services roles under the joint supervision of a clinically-trained UNCW faculty member and an agency supervisor.

455 (Advanced Experimental Psychology) represents a research/teaching opportunity.

491 (Directed Individual Study) involves a more independent research experience under the direct supervision of a research-active faculty member. This activity should not exceed 3 credit hours in a single faculty member's lab in a single semester or session.

492 (International Studies in Psychology or other course numbers that provide an international experience component) may be a small group, but because it represents an international experience it is a special case that is in the spirit of individual learning opportunities.

499 (Honors Work in Psychology) is an advanced and highly independent research project that involves six credits and defense of a formal thesis. Departmental honors represent the essence of the individual learning experience.

The Psychology department encourages students to engage in more than one of these optional applied learning alternatives. Both 451 and 491 can be repeated for credit and students may take any combination of the above. In fact, many of our majors complete a practicum and three or more credits of 491. Thus, every major is required to complete eight credit hours involving applied learning, but in fact many complete 14 or more applied learning credit hours.

Limiting factors in the department's ability to offer Tier B options to a higher percentage of our students include needs for more faculty members, research space, and funding for supplies and research equipment.

VI.   Graduate Program Policies

1.   Graduate Admissions Procedures

Potential graduate students apply online through the Graduate School Application Portal from January 4 to February 15. Priority deadline for consideration in January 4.

Note for Graduate Coordinator (GC): You cannot accept any application material outside of the portal. If a letter or transcript is sent to you, tell the applicant that you cannot accept it and that they need to go through the Graduate School. Give the applicant the Graduate School email: gradschool@uncw.edu.

The Graduate School sends weekly program reports with data for each week. AppReview emails are also sent when complete applications are available in the online portal. By January 4, the GC views completed applications and moves them from "Initial Review" to "Committee Review" in AppReview. The applications can now be downloaded and saved for review. They cannot be downloaded prior to the "Committee Review" step.

The Graduate Coordinator checks each application to make sure the applicant meets minimum requirements (e.g. the applicant has had at least 21 undergrad credits in Psychology and that includes a Research Methods in Psychology course and a Psychology Statistics course).

The Graduate Coordinator and Graduate Assistant enters applicant information in a spreadsheet, including name, contact info, requested concentration, GPA last 60 hours, GPA overall, grades in statistics and research methods courses, graduation date, undergraduate institution, diversity information, and notes. The spreadsheet is shared with members of the Graduate Admissions Committee (GAC), which is comprised of 5 graduate faculty members and the GC. GAC members may access each applicant's "Committee Review" file through AppReview or a university approved server (e.g., OneDrive). Faculty with graduate faculty status, termed graduate faculty, may interview or mentor a graduate student as defined by the Graduate School.

When the GAC is notified of the applications, the Graduate Coordinator goes over the procedures with the GAC and also sends committee members updates as new information and applications arrive from the Graduate School. The individual GAC members rate each applicant, using such factors as letters of recommendation, last 60 hours GPA, and research interests and experience.

To be eligible to be considered for acceptance into the graduate program:
    A. Psychology majors must have at least 21 credit hours in Psychology, including Statistics and Research Methods.
    B. Non-Psychology majors must have at least 21 credit hours in Psychology, including Statistics and Research Methods. All applicants should have these materials by the application priority deadline of January 4 for admissions and funding.

At the GAC meeting to select applicants for interviews, which should be held at least 3 weeks before the Interview Weekend, each applicant will be discussed and a group will be selected for invitation. It is usually best to select at least twice as many as you want to accept (e.g., if you want to accept a class of 20-25, interview at least 40-50). It is better to err on the high side, rather than low, because some will drop out at this stage.

The GAC will only review and vote on complete applications. The GC will work with the Graduate School to ensure that applicants complete their applications. This may include sending an email to applicants with incomplete applications that encourages them to complete their application.

If an applicant has requested to be considered with incomplete information (e.g., missing transcript), the factors the GAC should consider when evaluating whether the application merits exception are:
    A. There should be some clear justification as to why the material is missing.
    B. The other aspects of the application must be exemplary in order to be considered for an exception of the missing materials.
    C. There must be, in the committee's judgment, good reason to believe that when the applicant completes the missing requirements, the performance will be exemplary, or that there are sufficient alternative accomplishments that can substitute for the missing materials.
    D. The missing material will be given important weight in funding and admissions decisions.

Based on the above criteria, the GAC will decide whether an applicant's request to be considered with an incomplete application warrants an exception and whether the applicant may be considered for admission. If a majority of the GAC agrees, the GC provides a written explanation as to why this applicant warrants exception in the AppReview portal. The applicant will then be included with other applicants under consideration for invitation to interview.

The GAC applicant ratings are turned in to the Graduate Coordinator before the GAC meeting to select interviewees. The General Clinical PhD concentration has a separate applicant rating process with their core clinical faculty committee as mandated by the APA. The Director of Clinical Training, who chairs the clinical core faculty committee for the General Clinical PhD concentration, will send their interview list to the Graduate Coordinator; the Graduate Coordinator will then set up interviews for those applicants. The ABA concentration also has a separate process that uses the ratings stated below. The GAC is focused on the Psychological Science and Neuroscience & Behavior admissions using the ratings and process stated here:

    A. definitely invite for an interview
    B. maybe invite for an interview
    C. do not invite for an interview

The GC receives recommendations from the General Clinical and ABA faculty and oversees the process for the Psychological Science and Neuroscience & Behavior admissions. Based on these recommendations, applicants may be asked to change their concentration. For example, an applicant for the Psychological Science Concentration might be considered inappropriate for Psychological Science, but a good fit for the ABA concentration. Or, a PhD applicant may be more appropriate for the MA. If the applicant and faculty agree, then the GC will contact the graduate school to make the change.

Once the GAC decides who will be invited for interviews, they may specify any recommendations of acceptance contingent on remediation or any other course requirements as listed in the catalogue (e.g., statistics in criminology instead of psychology).

The Graduate Coordinator immediately invites the applicants via e-mail, phone, and/or hard copy letter, giving them enough time to make preparations to arrive. In addition, some applicants may be scheduled for telephone interviews.

If it is warranted based on the funding status of the department, the GAC members may be asked to rank the applicants who are invited to interview, according to academic credentials (e.g., GPA and letters of reference). These rankings can serve as the basis for the Chair recommendations for admissions and funding decisions. These ranks are kept confidential and are used only by the GC and the Chair.

The Graduate Coordinator gives the graduate faculty access to the files of the invitees and gets feedback as to who wants to interview each candidate, which is typically done through an online survey. Interviewees who attend in person should be scheduled for at least two interviews; if only one graduate faculty members sign up for a particular person, other faculty members may be called upon to interview them. In addition, the Graduate Coordinator sets up the appointments so that each clinical interviewee (General Clinical or ABA) has at least two interviews with a clinician in that concentration. Applicants to the ABA concentration will be interviewed by at least two behavior analysis faculty. Applicants in the General Clinical track will be interviewed by at least two core clinical faculty and Director of Clinical Training. The Graduate Coordinator organizes/schedules interviews for each graduate faculty member and applicant.

The Graduate Assistants help organize the schedule, reserve reception and room space, order food, and also helps find housing and transportation for applicants, as needed. Interview weekend typically begins Friday afternoon with a program overview, campus tour, and concludes with an informal reception with faculty and current graduate students. Saturday consists of 30-minute interviews with graduate faculty mentors, lab tours, and informal conversations with current graduate students; breakfast & lunch are served (Graduate Coordinator & Graduate Assistant organize). Current graduate students are invited to help and participate throughout. Many of these activities have been moved online with a largely virtual interview weekend.

Immediately following the interviews, clinical faculty will meet by concentration to assess the appropriateness of applicants in their respective clinical concentrations (i.e., General Clinical and ABA). Input from these groups as well as any other faculty or individuals will be forwarded to the GC who will communicate concerns about specific applicants with faculty who expressed interest in

these applicants. Any deficiencies that require remediation are also communicated to the GC. GC will remind faculty who interviewed applicants that they can notify GC if there were any applicants who might be inappropriate for graduate studies at UNCW, based on information or behavior learned during interview weekend; this may part of the digital survey the GC sends to graduate faculty immediately after the interviews. Faculty can also email the GC with concerns about applicants at any time.

If there are applicant concerns from faculty, the GC may convene the GAC to discuss concerns about admitting any of the interviewed applicants, and faculty interested in discussing the suitability of any applicant may attend. The GC may convene an electronic meeting if a face-to-face meeting is deemed unnecessary or not feasible. Based on the discussion, the GAC may vote to remove applicants from the pool of eligible matches and may vote to retain individuals based on a shift in concentration (e.g., from Psychological Science or ABA to General Clinical) for some applicants. The GC will form a final list of applicants accepted in the pool of applicants eligible for matching. This list will be available to all graduate faculty.

For purposes of assigning available departmental teaching assistantships (TAs), tuition waivers, scholarships and so on, if the funding status of the department deems it necessary, the GAC rankings will be forwarded by the Graduate Coordinator to the Chair (see above). Generally, these master's rankings are to be based on applicants GPA and letters of recommendation. If necessary, the Chair and the Graduate Coordinator will take these master's rankings into consideration in making financial aid assignments. Doctoral applicants receive funds based on rankings in their respective concentrations as well as available funds to the department. Doctoral students are not typically made an offer of admission without available funding.

Applicants from the pool will be admitted only if they match with a graduate faculty mentor. Therefore, immediately after the interviews are over, graduate faculty members will complete a digital survey in which they will include a ranked list of applicants with whom they want to match, along with how many graduate students they wish to take this year and any statement regarding their needs (e.g., "I have two, two-year, full-time Research Assistant (RA) positions that need to be filled this year.") and any material pertinent to the matching guidelines. This will also include whether the faculty member has money to pay for an applicant's tuition and/or stipend. The Graduate Coordinator and the Chair will match graduate faculty with applicants based on the order in which faculty ranked applicants, applicants' stated interests, and distribution of graduate students among the concentrations.

Matching Guidelines:
The Graduate Coordinator and the Chair generally will attempt to match one new graduate student with each graduate faculty member who wants one before moving on to a second round. Exceptions may be considered if a graduate faculty member has funding for more than one RA that covers the applicant's entire time in graduate school and needs to offer to more than one graduate student to fill those positions.

In cases of faculty interest ties (i.e. one applicant is ranked first by two or more graduate faculty members), the Graduate Coordinator and the Chair will consider the following principles in determining matches:

A. A faculty member with a funded Research Assistantship that covers the applicant's entire time in graduate school (e.g., typically 2-years for MA and 4-years for PhD) will be given highest priority. This does not apply to partial funding.

B. Generally, tenure track faculty members beginning their second year will be given next priority, in keeping with the principle that we want to assist these faculty members to get their labs running.

C. A faculty member whose applicant did not enroll at UNCW in preceding year will have next priority for matching (This means that the faculty member matched with an applicant in the prior year and the applicant declined to come. Declining to match one year does not give a faculty member higher priority over others the following year.)

D. Applicants may be consulted directly by the GC (not the faculty members) regarding their preferences only after other avenues have failed (we do not want to set up situations in which applicants are put on the spot by faculty members).

E. All other things being equal, the best fit to maximize the number of accepted applicants (to the ideal) in each concentration will be considered.

Once the applicants have been selected/matched and financial offers determined (if available), the mentor can contact the applicant by phone or e-mail. The GC will send a formal letter with a deadline for acceptance that includes mentor, start date and any financial offer. NOTE: The letter and phone or e-mail messages never say that the person is accepted since only the Dean of the Grad School can officially accept.

As applicants reject our offers, matches will continue to be made by the GC in consultation with the Chair and interested graduate faculty. The GC uses AppReview to indicate admit/reject.

2. Graduate Comprehensive Exam Policies for ABA Master's and PhD Concentrations:

The Comprehensive Exam for students in the Applied Behavior Analysis program will consist of an Applied Behavior Analysis content exam, modeled after the BACB certification exam;

The Applied BA content exam is written by the behavior analysis faculty. The exam will be taken immediately following completion of the practicum course. A score of 80%* is required to pass this component of the exam. The individual scoring the exam will coordinate communication of the results to the research advisor and the student and, if necessary, coordinate remedial action (* note: The passing score is current practice, but is subject to change based upon our experiences with the test).

Retaking the Examination: If you do not pass the examination, you may request to retake the examination in consultation with ABA faculty. You may not take the examination a third time without the written approval of the UNCW Graduate Council.

This ABA content exam is a required component for the ABA program. The other concentrations do not have such a requirement and as such do not have a comprehensive exam.

VII.   Miscellaneous Departmental Policies

1.   Malpractice Insurance
The Department of Psychology will reimburse or obtain malpractice insurance for any department faculty member who is a licensed health services provider psychologist who practices solely as a clinical supervisor of students at UNCW.

The department has acted on this understood policy for many years and confirmed it by electronic vote during the week of August 20-24, 2001 for inclusion in the department Policy Book.

2.   Budget Approval Procedure
Each spring, as part of the budget preparation procedure for the next fiscal year, the department faculty Budget Committee (Chair's Advisory Council) surveys the department faculty and staff regarding budget needs and requests. At a subsequent department meeting, these requests are discussed by the faculty, who make recommendations to the Chair for budget request priorities.

At the annual planning department meeting held at the start of each academic year, the Chair shall present to the department faculty a report of the budget funds provided to the department for the fiscal year. The Chair shall consult with the faculty regarding preferred category allocations of those funds (e.g. whether there is a preference to increase office supply funds by decreasing travel funds, etc.). Discussions at this meeting, as well as at the secondary planning meeting at the start of the spring semester, and at other department meetings as the need arises, have the purpose of ensuring that the department budget allocations reflect department goals and needs.

The department has acted on this understood policy for many years and confirmed it by electronic vote during the week of August 20-24, 2001 for inclusion in the department Policy Book.

3.   Office Assignments Policy
It is UNC policy that the ultimate responsibility for office assignments rests with each campus administration.

Ordinarily, however, the Psychology Department Chair assigns vacant offices on the basis of faculty choice, in the order of seniority of academic rank and years in rank. If two or more faculty are tied at rank level and years in rank, then the length of years employed at UNCW will be used to determine the order of vacant office selection by faculty.

Exceptions to the above policy are made by the Department Chair when the requirements of the department mission dictate the assignment of specific office spaces.

The department has acted on this understood policy for many years and confirmed it by electronic vote during the week of August 20-24, 2001 for inclusion in the department Policy Book.

4.   Advising
Generally, schedules for pre-registration advising are available to students and faculty during the middle of the week following fall and spring vacation and actual pre-registration begins about November 1 and April 1. Shortly after the breaks faculty should post their advising appointment

schedule on their office door. Faculty may either ask students to sign up for specific appointments or provide general times for students to have "walk-in" appointments. In either case it is very important to have posted enough time to work with each advisee. The posted times allow for orderly scheduling of appointments and make your availability clear to advisees.

A. During every pre-registration advising appointment please review with the student the Degree Audit. Please discuss:

B. **Their expected graduation date, the number of hours remaining to graduation, the average number of hours per semester needed to graduate by the target date, and _any sequential courses which must be taken to graduate on time_**. Please inform students that we vary as to whether we offer Experimental and Category II courses in the summer, and to ensure timely graduation students should take these courses in the regular semesters. Students wishing to take the practicum should also be reminded that there are two semesters or summer sessions of prerequisites (346, 347, and 450). It is also important to urge full-time students, when appropriate to take at least 15 hours per semester so that they can graduate on time.

C. **The remaining requirements for both basic studies and the major.** If there are any discrepancies between the degree audit and the actual requirements, please make a note of them in the student's file. Please remind students of the one D rule. We are trying to correct a problem in the degree audit which shows more than one D is a completed course towards the major requirements. Note in writing instances where students are acting against your best judgment. Students should be reminded that the advising process involves active collaboration between advisor and student but that the ultimate responsibility for knowing graduation requirements and choosing courses belongs to the student. ***It is a good practice to ask the staff to run a degree audit.***

D. **Ask about plans after the baccalaureate degree.** It is a good idea to discuss this issue briefly at every major advising interview including preregistration. If you feel that you cannot give sound advice in this area, the Career Center and Michael Bradley are good sources of advice. Remind students of the various workshops we hold on careers and graduate schools. Also, please remind students that admissions to most graduate and professional schools are in the fall and that they need to start planning early. Most testing needs to be arranged by early fall. It is never too early for students wishing to begin their careers after the B.A. to visit the Career Center. They offer vocational counseling, training for interviews, a credentials service, and recruiting interviews, but students must be registered to use these services. Students using psychology a pre-professional major for law, medicine, occupational therapy, etc., should be referred to the appropriate pre-professional advisor. While advisors cannot always be expected to be experts in career counseling or all aspects of graduate and professional school, it is their clear responsibility to make appropriate referrals in this area.

E. **Review progress with current courses.** It is sometimes a good practice to ask students about their best and worse course because struggling students will often say that their semester is going well. Again, while advisors are not expected or encouraged to provide counseling on personal problems, it is important to make appropriate referrals. If students are having trouble in working with a particular faculty member, it is usually best to help the student work with the faculty member rather than try to mediate.

F. **Ask students if they have or wish to pursue a minor.** If students wish to pursue a minor, they should be referred to the appropriate coordinator and informed that we do not advise them about minor requirements.

During pre-registration, please keep one copy of the multi-part pre-registration worksheet.

If you call the Registrar's office or the Chair for an interpretation of graduation requirements, it is a good practice to make a note with the date of conversation in DegreeWorks, Starfish, or the approved platform.

Please get a signed release from the student before discussing any aspect of the student's performance or choice of courses with parents or any other person other than UNCW employees with a "need to know."

If transfer students have questions about the appropriate designation of courses which they brought from other institutions, a course substitution request can be submitted so that course can count towards graduation requirements. The form needs to be signed by the advisor and the Chair or designee of the department which teaches the substituted course. Course waiver/substitution forms are available in the Psychology Department office, and requests should be filed as soon as the student discusses the concern with you. Questions about Psychology major and/or basic studies requirements may be referred to as the Psychology Undergraduate Coordinator or Department Chair. Students should be reminded that it is their responsibility to ensure that transcripts from transfer and transient study work be submitted to the Registrar's office.

5. Departmental Scholarship Policies
Please contact Graduate and Undergraduate Coordinators for information about awards.

6. Subject Pool Policy
In order to allow minors (students under the age of 18) to gain educational experience about the psychological research process, they will be permitted to take part in studies if they receive parental consent or, without such consent, if the study meets the following criteria: (1) it received "expedited" approval from UNCW's IRB office (so that it does not include procedures that are stressful or invasive); (2) it does not require more than a single experimental session; and (3) there is no monetary payment involved.   When a minor participates without parental consent, the minor's data may not be used for research purposes and, in lieu of consent, experimenters must provide a clear description of the study to the minor prior to their participation. For studies that do not meet these criteria, the phrase "no minors" should be clearly placed in the eligibility requirements for that study in any recruitment materials. In all cases, it is the responsibility of the student to identify themselves as a minor prior to participation in any study.

7. Departmental Service Policy
Departmental service is part of the job, not volunteer work. Departmental service is essential to our Psychology Department mission, and all faculty, including junior faculty, are expected to be involved in some department service. Departmental service is assigned by the Chair, who incorporates the concepts of transparency and equality, but also has flexibility, in that skill sets, experience, and extra-departmental responsibilities are also considered. The chair should be mindful

of the workload allocation for junior faculty.

Departmental service roles vary widely in terms of the amount of time and effort (T & E) required, and the chair considers this in allocating service roles. Faculty should be aware that compensation for Departmental Service in the form of teaching load reductions will generally not be available. Refusal to accept service roles, or failure to devote sufficient time and effort to assigned roles, will have negative consequences in terms of annual, RTP and PTR reviews.
Procedures

At the final Spring Department meeting, Faculty will complete the proposed "Service Role Preference Form" and return it to the Chair. Faculty who do not attend the meeting must complete the form and return it within 2 working days, or risk being assigned roles irrespective of preferences.

The Service Role Preference Form
Departmental service roles are listed in categories (Committee & Individual) and relative to T & E required. Each faculty member is required to select at least one that demands large-to-moderate T & E (> 30 hours per year), and at least 2 that require minimal T & E (< 30 hours per year). The chair will take these preferences into account.

Some roles may be considered to be "rotation roles" in which there is a clear (i.e. determined by skill sets, such as animal care or clinical supervision) subset of faculty that are expected to serve on a rotating basis.

"Other" activities related to departmental services, such as attendance at graduation ceremonies, Convocation, Administrator Search talks, Provost Forums, etc. are expected. The faculty will list these on their Annual Report. This information will be used in the annual evaluation process.

Department Service Role PREFERENCES   (Date in Spring)

Please indicate below your PREFERENCES for PSY Department Service roles. Choose a min. of ONE role that requires > 30 hours in a year, and TWO others that are < 30 hours. Please note that all committees must be filled. See the handbook for descriptions of roles.

NAME

Committees
< 30 hours per year

           Chair's Advisory
           Graduate Steering
           Undergraduate Steering
           ABA Task Force
           Clinical Competency Reviews
           Colloquium

>30 hours per year

           Graduate Admissions (Spring semester only)

Individual Services
< 30 hours per year

           Newsletter
           Department Webmaster
           Library
           Peer Teaching Observation Coordinator
           Psychology Courtesy Fund
           Minor/Cluster Advisor-ABA & Developmental Disabilities
           Minor/Cluster Advisor-Neuroscience
           Student Learning Outcome Assessment (Spring semester only)

>30 hours per year

           Psi Chi Advisor
           Animal Care Coordinator
           Subject Pool Coordinator
           General Clinical Director of Clinical Training
           ABA Intern Placement Coordinator (>15 hours Spring Semester only)
           ABA Coordinator
           Grad Practicum Supervisor (>15 hours, Spring semester only)

Other

           Faculty Senate * (Self-nomination: elected by faculty)
           Ad Hoc Hiring Committees (May not be active during some academic years)
           Ad Hoc Doctoral Planning Committees

Now, please provide the following information:
Indicate below your interest in other roles (Check all that apply)

Graduate Coordinator
Undergraduate Coordinator

EXPECTED
ATTENDANCE

Graduate Interview Weekend Reception
Graduation ("large" AND Department ceremony; check at least 1)
_____ December   _____ May
Convocation (August, once every 2 years; check at least 1)
_____ Upcoming academic year   _____ Next year

PEER REVIEW &
PTR

Post-Tenure Review (< 30 hours per year; Spring semester only)
Annual Peer Evaluation (> 30 hours per year; Spring semester only)

VOLUNTEER OPPORTUNITIES (All are strongly encouraged to attend)
Transfer Orientations: January
                                May
                                June
                                August
Graduate Student Welcome Back Party (August or September)
Psi Chi Initiation Ceremony
Homecoming Reception

Approved 2/20/14