

UNCW Psychology Department Policies and Procedures

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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 natural science, social science and a health-services profession – advancing the field in areas ranging from basic brain, 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 certain core values that connect us as a faculty and a traditional liberal arts 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, sound scientists, and role models of the intellectually involved person that support and advance intellectual inquiry.
- Pursuit of scientific research as both a teaching tool and a practice that advances 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 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 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 skills necessary to flourish and engage in life 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 fields of psychology, conducting and disseminating cutting-edge scientific research, and fostering engagement in applied learning/service opportunities that connect students with the larger 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 disseminating the knowledge we create, promoting our discipline and training our students as partners in advancing scientific knowledge and developing innovative solutions to important life problems both locally and globally. We aim to cultivate ethical 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 believe these skills are necessary for students to pursue a life of intellectual curiosity, to create flourishing in oneself and others, to contribute to the betterment of society, and compete in a rapidly shifting and complex workplace.

II. Departmental Structure

1. Organizational Chart

A copy of the current Psychology Department Organizational Chart is located under the following link:

<http://www.uncw.edu/cas/PDF%20org%20Charts/PSYOrgchart.pdf>

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 faculty will serve staggered 3-year terms. At least one member of each departmental interest group will serve as selected by the chair in consultation with the interest group leader. A graduate student representative will be selected annually by the graduate students to serve as a non-voting member of the Graduate Steering Committee. The graduate coordinator will chair the committee and the department chair is an ex-officio member.

Graduate Admissions Committee

Charged with developing a pool of candidates for interview weekend, and determining finalists who are eligible for faculty-student matches. Six faculty will serve staggered 3-year terms. At least one member of each departmental interest group will serve as selected by the chair in consultation with the interest group leader. The graduate coordinator will chair the committee and the department chair is an ex-officio member.

Undergraduate Steering Committee

Charged with reviewing undergraduate programs, policies and curriculum; making recommendations regarding undergraduate student issues, student awards and advising. Six faculty will serve staggered 3-year terms. At least one member of each departmental interest group will serve as selected by the chair in consultation with the interest group leader. 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, producing the departmental newsletter, fund-raising, colloquia and other activities involving the public face of the department.

Chair's Advisory Council

Advises the chair on departmental planning, policy, space, equipment purchases and other matters of departmental concern. Interest group leaders, Graduate and Undergraduate Coordinators and two at-large members selected each year by the chair serve on this committee.

3. Psychology Department Rules of Order

A. Faculty

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

B. Agenda

1. The agenda for each meeting shall be prepared by the Chairperson of the Department.
2. The agenda of regular meetings shall typically include:
 - Call to Order
 - Approval of the Minutes
 - Report of the Chairperson (including any major academic accomplishments made by faculty since the last meeting and any "emergency" changes in the agenda for the meeting).
 - Report of the Senate Delegates
 - Committee Reports (for all committees holding meetings since last faculty meeting)
 - Old Business
 - New Business
 - Announcements
3. 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 chairperson, who shall see that the items are placed on the agenda of the next meeting.
4. The agenda shall be followed unless set aside by a majority of those present.
5. The agenda and the minutes of the meeting shall be distributed to all department faculty.

C. Conduct of Business

1. A quorum of the department shall consist of a majority of full-time faculty members.
2. 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 chairperson 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.

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

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

5. 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.

6. 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.

7. 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 chairman with a statement which will then be presented at the meeting.

8. 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.

9. Faculty who are not full-time members of the department may be present at a department meeting but shall not be entitled to voted or make motions.

10. The chairperson may grant adjunct or part-time member of the department the privilege to speak.

11. The chair person of faculty member with permission of the chairperson may invited other persons to attend meeting of the department.

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

*These subsidiary motions are all made with respect to a main motion which is on the floor.

D. Voting

1. Voting by the department shall be by voice vote, except that the chairperson or any member may request a vote by division. When a vote by division is taken, the record of the vote shall be announced and entered in the minutes.
2. The chairperson shall have a vote in all matters.
3. Elections shall be by verbal or written ballots. Any member of the faculty or chairperson may request a written ballot. The chairperson shall appoint tellers for each election and shall read into the minutes the names of those elected.
4. An individual must receive a majority of the votes cast to be elected.

E. Virtual Meeting

When UNCW faculty are not required to be on campus during semester breaks and holidays and the Chairperson receives a motion that, in the Chairperson's judgment requires action prior to the next scheduled meeting and for which the calling of a special session would be impractical, the Chairperson 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. Following the discussion, the Chairperson shall call for a vote, and faculty members will send their ballots via electronic mail or in writing to the Chairperson. A motion carries if a majority of the faculty eligible to vote cast affirmative ballots, or if the number of faculty casting ballots constitutes a quorum and a majority of these faculty members cast affirmative ballots.

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. On 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 department chair is 4-year term. Terms are renewable with terms subsequent to the first term consisting of 3-years.

Renewal:

If the current chair wishes to renew for an additional term, the policy requires that the Chair notify the Dean prior to the initiation of the procedures below. The Dean will solicit the advice of the department faculty regarding renewal. If the 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 normal search (external or internal) will apply and the current Chair can participate as a candidate for the position. The following procedures, therefore, apply only if the current 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 Chair's term, a department meeting shall be held with the Dean of CAS to discuss the selection of 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 Chair, and who is not a candidate for the Chair position. ("Most senior" to be defined as the member with the most years in rank as 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 a two-week period 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 chair. The Chair Selection Coordinator shall communicate the preference 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 it's Chair. The 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 interview with each finalist.

At the conclusion of 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 strongest support by 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 choice 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, 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 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 Chair will not attend the formal departmental interview(s), but will have a separate, informal interview with the applicants(s) and will submit a separate 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 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 his/her recommendation to the Provost, but will also communicate the fact that the recommendation does not have 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 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.
- Serve as the contact person for minors.
- 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 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 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. 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 the Graduate Steering Committee
- Chair 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 defense and comprehensive exam 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) credit.
- Oversee and approve preparation of graduate catalogue material.
- Work with the Graduate School and Registrar's Office in preparing degree audit 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 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 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 RPT 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 RPT 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 Book.

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. Tenured faculty may request “teaching active” status with greater weight in annual evaluations being placed on teaching. Tenured associate professors requesting “teaching active” status should understand the implications of lower research activity for reducing the possibility of future promotions.

3. Definition of Graduate Faculty

Graduate faculty are those individuals eligible to mentor graduate students and teach graduate courses. In addition to requirements and standards set by the Graduate School, the Department of Psychology has established the following requirements for membership on the graduate faculty and approval of instructors for graduate-level courses:

During the five-year period just prior to application, the candidate must have:

1. Published two peer-reviewed articles, chapters, or monographs of national or international scope and must have been first author on one of these.
2. Attended at least two regional, national, or international professional meetings or professional workshops and have made a presentation at one of the meetings.

The department oversight committee shall consider the individual's overall pattern of productivity and may consider such products as grant proposals and major scholarly editing activities in lieu of part of the above requirements.

Faculty approval: 01/07/99

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 set forth 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 is to be 1) reappointed or 2) not reappointed.

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 SPOT 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 apply for an initial three-year contract, though he or she may choose to remain on a one-year contract. Any eligible lecturer who chooses to apply for an initial three-year contract should notify the chair of this intention at the beginning of the spring term, at which point the chair will appoint a review committee of three professorial-rank faculty, who, in addition to the annual review dossiers from the previous two years, will review the lecturer's annual evaluation report for the current year.

Once the chair and the review committee have independently reviewed the lecturer's portfolio, they shall meet to discuss their assessment of the lecturer's record and recommend to the dean

that the lecturer be 1) appointed to an initial three-year contract or 2) not be appointed to an initial three-year contract. In the event that the lecturer is not recommended for appointment to an initial three-year contract, the chair and review committee will further determine whether the lecturer be 1) reappointed to a one-year contract or 2) not be reappointed to a one-year contract.

Promotion to the Rank of Senior Lecturer

Once a lecturer nears completion of an initial three-year contract, he or she is eligible to apply for a second three-year contract and promotion to senior lecturer status. Promotion to senior lecturer status is based on the department's desire to recognize superior performance and service to the department. Should an eligible lecturer decide to apply for promotion to senior lecturer status, the department chair and professorial-rank faculty independently review the annual review dossiers from the period under review (up to six years).

Once the chair and professorial-rank faculty have independently reviewed the lecturer's supporting materials, the chair convenes professorial-rank faculty to discuss the candidate's qualifications and to recommend that the lecturer be 1) appointed to a second-three year contract and promoted to senior lecturer status or 2) not be appointed to a second three-year contract and promoted to senior lecturer status.

No faculty member related to or having a romantic relationship with the lecturer under consideration may deliberate or recommend on the contract appointment decision. Other faculty members may also excuse themselves if they believe their relationship with the lecturer under consideration prevents them from fair and objective consideration of the candidate's application.

In consideration of the lecturer's requested promotion to senior lecturer status, the chair shall first circulate a simple statement to be signed by those assembled affirming that they were present for deliberations regarding the candidate. The chair will then invite a candid discussion of the candidate's strengths and weaknesses, first in the area of teaching, then in the area of service. When discussion concludes, each faculty member will in turn cast an advisory ballot on whether the candidate should be recommended for appointment to a second three-year contract and promotion to senior lecturer status. The chair will record and announce the numerical vote for, against, and abstaining but will not record how individuals voted. The chair will then indicate whether his or her recommendation will accord with the majority recommendation of the professorial-rank faculty.

If the chair indicates that his or her recommendation will not accord with the majority recommendation of the assembled faculty reviewers, the chair shall leave the room, during which time the assembled faculty will determine if a majority of those assembled wish to submit a dissenting evaluation to the dean.

Confidentiality and mutual respect are essential for fostering frank and candid discussion. Moreover, evaluation of any lecturer applying for promotion to the rank of senior lecturer constitutes a confidential personnel action, and faculty present during deliberations are prohibited by law and by ethical canons from revealing any part of those deliberations to any persons not authorized to deliberate on that action.

If, following the review process, a lecturer is not recommended for appointment to a second three-year contract and promotion to senior lecturer status, the chair, acting upon input from

professorial-rank faculty and in consultation with the CAS dean, shall determine if the individual is to be reappointed to a one-year contract or released.

Those who achieve senior lecturer status are eligible for subsequent three-year contracts, though, contingent upon performance, curricular needs, and budgetary exigencies, such a designation does not guarantee indefinite reappointment.

A lecturer completing a first three-year contract may decline to apply for senior lecturer status and may request, instead, to remain a lecturer on a subsequent three-year contract or return to a one-year contract.

5. Selection of New Faculty

1. Annually before the time for requests for 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 takes 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.
2. Upon establishment of the open position by the Dean, the Chair circulates to the faculty a proposed advertisement for the position. The advertisement is discussed and approved at a department meeting. In an emergency, the Chair may solicit and email vote. If there are more than editorial suggestions, then a special called meeting of the department is necessary 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 UNCW policy. The position will be announced and advertised as required by UNCW policy.
3. Following College and UNCW policy, the Chair recommends to the Dean a Search Committee. 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.
4. The Search Committee shall immediately after the deadline begin to narrow the pool to from twelve to twenty individuals. These names will be submitted to all full time faculty except any faculty members who are candidates themselves or are related to candidates under Board of Governors and UNCW policy at least one week before the faculty meeting to select candidates is scheduled.
5. Each faculty will be asked to evaluate the list of candidates and either approve or disapprove of their selection as acceptable candidate. These ratings should be provided to the chairperson before the scheduled faculty meeting.
6. At the start of the meeting the number of approval and disapproval votes for each candidate will be announced by the chairperson 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 Board of Governor's 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 Chair are conducted as part of UNCW and Board of Governor's policy. Interviews with students may be included where practicable.

7. As soon as practicable after the last candidate is interviewed, 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 an approval or 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 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 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 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 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 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 external review. If any Senior Faculty request outside review, a meeting of the Senior Faculty will be called and a majority vote is required to trigger an external review.

If such 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 RPT decisions and meets for this expressed purpose. Following UNCW policy, the 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 RPT 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 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 chairperson'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 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 voters shall be given to the chair within ten working days of the teller’s notification.

Criteria for Recommendations for RPT Actions

The basis for all RTP recommendations are the guidelines detailed in the UNCW Faculty Handbook (http://www.uncw.edu/facsen/documents/Faculty_Handbook.pdf). 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 review of course materials, classroom visitations, and SPOT scores. Research mentoring is evaluated through markers of student involvement in original research (DIS students, grad 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).

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 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 number of students involved is a factor, 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 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 - *A candidate shall have exhibited during her/his 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 her/his 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 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.

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 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 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 candidates 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 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. 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 candidates list. All evaluators should be recognized 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 candidate) shall not serve as evaluators.

The solicitation letter should be signed by and should request return to the chair. It should state that the unit is considering the candidate for possible promotion and request the following information:

1. how and for how long the referee has known the candidate;
2. 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
3. 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

The Psychology Department Policy on Post Tenure Review (PTR) follows the UNCW policy on PTR as outlined in the Faculty Handbook. The departmental policy merely defines those issues left to its discretion by the campus regulations.

PTR Peer Review Committee

The departmental PTR peer review committee consists of three tenured members of the faculty. Committee members serve for two years and are assigned by the chair based on rank, area representation and department demographics. Terms are staggered so that at least one person remains from the previous year's committee. 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.

Selection procedure for PTR changed and approved by faculty 3/20/14.

Procedures:

When the departmental chairperson is notified by the office of the Dean of the College of Arts and Sciences of the names of individuals scheduled for PTR, the chairperson in turn informs these individuals of the deadline to submit materials for review by the departmental peer evaluation committee. The materials the candidates submit include:

- Annual reports for each of the last five years.
- Annual evaluations of the Chair and the departmental Annual Peer Evaluation Committee for each of the last five years.
- SPOT print outs for all courses for each of the last five years.
- A copy of the faculty member's current Curriculum Vitae
- A personal statement by the candidate outlining accomplishments, goals for the future, resource needs, and any other information the candidate wishes to provide.
- Any other materials the candidate wishes to submit.

These materials are placed in a binder, and the peer review committee examines them. The peer committee meets and determines whether performances over the past five years has been "deficient, satisfactory, or exceptional" as defined below. The departmental PTR Peer review Committee submits a memorandum to the Chairperson, signed by all members, and stating its opinion as to the level of the candidate's performance. If the committee states that performance has been "satisfactory", it should include in its memorandum a brief statement about its reasoning. If the committee determines that performance has been "deficient or exceptional" there must be an extensive statement specifying the reasons behind the committee's determination.

The department chairperson will review the committee recommendation and materials submitted by the candidate. If the committee has determined the candidate's performance to be "deficient", then the department chairperson shall ask the Senior Faculty to review the candidate's materials and make a separate determination about performance. The chairperson of the psychology Department shall then prepare a memorandum in accordance with UNCW policies concerning the results of the PTR determination of performance. The chairperson shall then present the chairperson's and committee memorandum to the candidate and the chairperson's memorandum to the dean again in accordance with university policy. The departmental chairperson's memorandum including the candidate's acknowledgement of receipt shall be transmitted to the Dean of the College of Arts and Sciences in accordance with university policy. Appeals,

developmental plans, and other response by the department chairperson and candidate shall follow UNCW policies as outlined in the Faculty Handbook.

Definitions of Level of Performance

Methods and area of evaluation and performance standards for different academic ranks are outlined in the departmental policies on promotion and tenure. Following UNCW policy, great weight should be given to results of annual evaluations in determining level of performance. “Exceptional” performance involves accomplishments that are close to the top in department in all area of performance. The label “deficient” reflects performance that has been below minimal professional standards. These deficiencies ordinarily have been noted consistently in the annual evaluations.

8. Faculty Workload and Banking

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. It has been the long-term practice of the department to keep a running three-year record of these activities.

In order to quantify these activities, the Psychology Department adheres to 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 (<http://uncw.edu/cas/documents/CASPolicyandProcedureManual.pdf>).

This record is updated each semester by the Chair and the information receives significant consideration in annual evaluations, RPT, and post-tenure review decisions particularly when accompanied by student co-authored publications.

In addition, as resources permit, an average per year of CHEs earned over the previous three years can be computed and serve as a basis, along with other factors, in assigning teaching responsibilities in the department.

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 should be given the electronic copy of the previous year’s report to facilitate this process. The Peer Review Committee would then review this material, 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.

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 which should be taken into account in your evaluation. Teaching load should not be considered.

Formal course materials

Student evaluations (SPOT)

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 which should be taken into account in your evaluation.

Service to the Department

Committee work: Consider number of committees, activity level, and role other

Departmental Service:

Providing consultation to faculty in area of expertise depending on amount of

Consultation provided

Organizing a single colloquium, organizing a series or conference

Being award a grant for departmental level facilities (computers, A/V equipment, etc.) depending on value of grant Teaching Overload-More than 24 hours in any academic year w/out extra compensation

Service to the University

Committee work: Consider 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.

Service to the Profession

Journal Reviewer

Editor of a journal or series, depending on level of editorship (principle, assistant, etc.)

Officer of professional organization, depending on level of organization and type of office (higher if state or national, higher if 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 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 taken into account 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 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

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 his or her teaching performance once per academic year in the following manner:

1. 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 chairperson 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.
2. 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. SPOT summaries for all courses in the calendar year will also be requested.

3. 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.
4. 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's and the Peer Evaluation Committee's reports. The faculty member may meet with the chair to respond to the evaluation if so desired.
5. 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 RPT 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 College of Arts and Sciences acknowledges this process.

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 to 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 RPT 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 RPT 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 RPT 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 presentation at a second or third (or more) conference within the same academic year.

In addition, the Department Chair shall, at his/her 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 Psychology Department 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:

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

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 re 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 hardcopy syllabus be provided to each student. The opening class handout should 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. UNCW policy, as specified in the faculty handbook is that “each member of the faculty is expected to be available to students and advisees for at least two hours per day during the regular academic year, and at least one hour per day during the term of a summer session in which a faculty member teaches. Office hours should be posted on office doors and should be at times convenient for students.”

Attendance Policy

Faculty may develop any attendance policy they wish, but it must be clearly specified in written format if there is a grade penalty attached to the policy. In the case of University sponsored activities, "it is expected that the instructor will excuse the absence and permit the student to make up the work in whatever manner the instructor deems appropriate." It is up to the student to notify the instructor of these activities. Changes in attendance policy and major changes in grading policy should be communicated to students in writing. It is also wise to note that the course is governed by the policy on academic honesty. You may particularly wish to discuss plagiarism in your syllabus. It is a general rule that the more complete the syllabus the easier it is to deal with student issues at grading time. Full time faculty will provide their course documents as part of the annual evaluation process, and part-time faculty should provide a copy of their syllabus to the department secretary.

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. An arbitrary code is the best way to post grades. At the end of the term students may obtain grades through SEAWEB. 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 make up exam to students who are ill. Students with three or more exams in 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 in fact remind students in the printed instructions on each test that the honor code applies. If you are using a technique such as 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 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 SPOTS

Faculty Senate policy requires that the Student Perception of Teaching (SPOT) be administered in **EVERY section**. Exceptions may be made in extraordinary cases by mutual consent of the instructor and department Chair. The SPOT should be administered during the last five days of class (three days in summer) at a time convenient to the instructor. Administration at other times may be agreed upon in exceptional circumstances by the instructor, Chair, and Dean. The SPOTs may not be given during the examinations, and the department is required to submit the SPOTs for the whole department to the Computer Center on the first day of final exams. Individual administration of the SPOTs is not allowed in the policy. Administration of the SPOT should be delegated to an individual other than the faculty member (student or other faculty member). Faculty members should not remain in the area of the class room during the administration of the SPOTs. Following administration of the SPOT the forms must be returned immediately to the department office.

Reporting of Grades

Grades are to be reported through SEAPORT. Faculty 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.

Department Test Typing and Printing Policy

Printing of tests, exams and class handouts is best accomplished through SEACOPY. Send a SEACOPY request file and the file to be printed to one of our administrative staff two working days before you need it (SEACOPY offers a 24-hr turnaround, but allowing for 48 hr is a safer bet!!). Other duplicating and work requests should be entered into the work log. Please do **NOT** hand work directly to the office staff. We use the work log to track work and to ensure that work requests are equitably assigned and completed. By placing tests in the locked cabinet we can increase security.

Make Up Tests to Be Administered to Students

The number of make up tests being given has become an impossible burden for the office staff. Therefore, each faculty member must take responsibility to administer make up tests to students. This includes meeting the student, identifying a space for the student to work, and proctoring the exam. This responsibility can be delegated to a teaching assistant if one is assigned to you or you may request a “rover” graduate assistant if you do not, but office staff should not be asked to manage your make up tests.

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 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 prohibit 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 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. **When using the multimedia in the smart classrooms, you may get the access codes from the administrative secretary. Please power down the projector and lock the multimedia cabinet before you leave the classroom.**

Disabled Students

We are required by law and policy to make reasonable accommodations for disabled students so that they will be able to receive educational services and demonstrate their capabilities. From time to time students will bring you letters from the Disabilities Services Office of the Student Development Center. Please try to work with the students as suggested in the letter. All verifications of disabilities are the responsibility of the Disabled Students Services Office. The Office is responsible for providing special testing facilities for learning disabled students and others who need it. They also provide note takers, tutors, special equipment, counseling, and other services. If you have an identified disabled student with issues concerning their education this is a good referral. If you have students who perceive that they need special services but do not have a letter from the Disabled Student Services Office and you wish verification of their status, please refer the student to the Offices of Student Disability Services. If you have concerns about suggested accommodations, you may either contact the Chair or call the staff of Disabilities Services directly. The staff of the Disabilities Services office is experienced in helping develop plans for maintaining academic standards and faculty prerogatives while complying with the law.

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

It is important that all faculty be familiar with the UNCW sexual harassment policy. If a student reports to you sexual harassment by a colleague **do not try to ignore it or act as a mediator.** Urge the student to report the matter to the Dean of Students office. They have staff trained to

protect the rights of all parties involved. If students do not wish to report the incident, it is a good practice to contact the Dean of Students Office and make a note in your personal diary. If a student reports a feeling of unease or threat of violence in a relationship or concerns about being stalked, collaborate with the student to contact the Dean of Students or Campus Police.

Personal or Family Relationships with Students

It is against UNC policy for a faculty member to have an immediate family member or person with whom the faculty member has a dating, amorous or similar close personal relationship in his or her class or to be involved in any form of evaluation or control of the outcomes of student performance. It is against UNC policy for a faculty or staff member to supervise or evaluate a student or regular faculty or staff employee with whom the faculty member has such a relationship.

Book Orders

Ordinarily book orders should be turned in by the date set by our office to allow us to meet the bookstore deadline. Very late orders make it difficult for the bookstore to have books ready for your students on time. If we continually have exceptions then it becomes more and more difficult for us to work effectively with the bookstore personnel. Please discuss with the Chair any substantial extension of the deadline which you need to request.

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 communications 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 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 make up 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 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 weakness

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 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); 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 field work 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 represent 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.

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 involve 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 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 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 students apply online through the Apply Yourself/Graduate Office by Jan 15. Note for Graduate Coordinator (GC): You cannot accept any application material. If you inadvertently open a letter or transcript sent to you, you should re-seal it, write "opened by mistake" on the envelope, sign the outside of the envelope, and send it directly to the Graduate School.

The Graduate School periodically sends link to AY with data for each week. By January 16, the GC views and prints out one copy of the completed applications to be filed in the main office.

The Graduate Coordinator reads each application and with the help of the Graduate Student Assistant creates a file for each applicant.

The Graduate Coordinator checks each application to make sure the person 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 enters applicant information in an Excel file, including name, contact info, requested concentration, GPA last 60 hours, GPA overall, GRE scores, grades in stat and research methods courses, graduation date, undergrad institution, diversity info, and notes. (ITSD may create a program that will populate the Excel sheet from Banner info. The Excel file is e-mailed to members of the Grad Admissions Committee. Committee members may access the applications through AY, or hard copies of completed applications are made available to the Grad Admissions Committee in the workroom.

At the first Admissions Committee meeting in late January, the Graduate Coordinator goes over the procedures with the Committee and also sends committee members updates as new information and applications arrive from the Graduate School.

The individual Committee members rate each applicant, using such factors as GRE scores, last 60 hours GPA, and research interests and experience. The ratings are turned in to the Graduate Coordinator before the second Admissions Committee meeting. Ratings are:

- 1—definitely Invite for an Interview
- 2—maybe Invite for an Interview
- 3—definitely do not invite for an interview

Applicants may be urged to change their Concentration choices. For example, an applicant for the General Concentration might be considered inappropriate for General, but a good fit for the SATP or ABA concentration, instead. Please be sure to note this so it can be discussed at the second meeting.

To be eligible to be considered for acceptance into the program,

- (a) Psychology majors must have at least 21 credit hours in Psychology, including Statistics and Research Methods and GRE scores for the General Test.
- (b) Non-Psychology majors must have at least 21 credit hours in Psychology, including Statistics and Research Methods and both scores for the GRE General Test and the GRE Subject Test for Psychology. All applicants must have these materials by the application deadline of Jan 15 in order to be assured full consideration for admissions and funding.

At the second meeting, which should be held at least 3 weeks before the Interview Weekend, each applicant will be discussed and a group selected for invitation. It is usually best to select about 45 or more. It is better to err on the high side, rather than low, because some will drop out at this stage.

Prior to committee decisions about who to interview, the GAC will vote on all applicants who submitted incomplete applications to decide if the applicant warrants an exception to policy. This process is as follows:

Before the Graduate Admissions Committee begins to discuss the applicant rankings and make decisions about who should be invited, the Graduate Coordinator will present a list of all students who are missing one or more of the materials required for admission (GRE scores, 21 hours in Psychology, Statistics and Research Methods). The committee will decide whether each application warrants an exception to policy and whether the applicant may still be considered for admission. The Graduate Coordinator will record the vote of the committee, and if the applicant passes with a majority, provide a written explanation as to why this applicant warrants exception. The applicant will then be included with other applicants under consideration for invitation to interview. The factors the committee should consider when evaluating whether the application merits exception are:

- 1. There should be some clear justification as to why the material is missing.
- 2. There must be, in the committee's judgment, good reason to believe that when the student completes the missing requirements, the performance will be exemplary, or that there are sufficient alternative accomplishments that can substitute for the missing materials.
- 3. The missing material will be given important weight in funding and admissions decisions.
- 4. The other aspects of the application must be exemplary in order to compensate for the missing materials.

Once the committee makes decisions on who will be invited for interview, they may at this point specify any recommendations of acceptance contingent on remediation (e.g., language deficiencies) or any other course requirements as listed in the catalogue (e.g., undergraduate course in drugs and behavior for SATP applicants).

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 are scheduled for telephone interviews.

Shortly after the second GAC meeting, the Grad Admissions Committee members are asked to rank the applicants who are invited to interview, according to academic credentials. These rankings will serve as the basis for the Chair recommendations for TAs, scholarships, and other funding decisions. These ranks are kept confidential and are shared only by the Grad Coordinator 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. All candidates who attend in person should be scheduled for at least three interviews, so if only one or two faculty members sign up for a particular person, GAC members will be called upon to interview them. In addition, the Graduate Coordinator sets up the appointments so that each clinical interviewee (SATP or ABA) has at least two interviews with a clinician. Applicants to the ABA concentration will be interviewed by at least two behavior analysis faculty. Grad Coordinator organizes/schedules an interview schedule for each faculty member and student.

Grad Assistant helps reserve reception and room space, order food, help visiting applicants find housing with current students, transportation from the airport, if needed.

Interview weekend—includes Friday afternoon program overview of program, campus tour. Reception at Wise House or other venue follows. Saturday morning consists of 30 minute interviews with faculty mentors; breakfast & lunch are served (Grad Coordinator & Grad assistant put this together). TA's and other grad students are invited to attend to help facilitate.

Immediately following the interviews, clinical faculty will meet to assess the clinical appropriateness of those students in the two applied concentrations (SATP and ABA) in order to minimize problems that might occur with internship placement. ABA faculty will also meet to discuss suitability of applicants for the ABA concentration. Input from these or any other faculty groups 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 communicated to the GC. GC will email all faculty who interviewed and request they 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.

Based on the responses from faculty, the clinical and ABA meetings, 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 SATP or ABA to GEN) 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 e-mailed to all graduate faculty.

For purposes of assigning available TA's, tuition waivers, scholarships and so on, the admissions committee rankings will be forwarded by the Grad Coordinator to the Chair (see #10, above). Generally, these rankings are to be based on applicants GPA and GRE scores. The Chair and the Graduate Coordinator will take these rankings into consideration in making financial aid assignments.

Students from the pool will be admitted only if they match with a faculty mentor; i.e. there will be no "wild card" admissions. Therefore, immediately after the interviews are over, Graduate faculty members should forward to the Graduate Coordinator a ranked list of potential students with whom they want to match, along with a statement regarding how many students they wish to take this year (no more than two per year) and any statement regarding their needs (e.g., "I have two two-year full-time Research Assistant positions that need to be filled this year.") and any material pertinent to the matching guidelines below.

The Graduate Coordinator and the Chair will match faculty with applicants based on faculty ranked interest ratings, applicants' stated interests and fair distribution of students among the faculty. In general, the Graduate Coordinator and Chair will be mindful of keeping a balance of distribution in the different concentrations as well.

Matching Guidelines:

The Graduate Coordinator and the Chair generally will attempt to match one new student with each faculty member who wants one before moving on to a second round. Exemptions may be considered if a faculty member has more than one two-year RA to offer and needs two students to fill those positions.

In cases of faculty interest ties (i.e. one applicant is ranked first by two or more faculty members), the Graduate Coordinator and Chair will consider the following principles in deciding which faculty member has priority in matching with that student:

1. A faculty member with a funded two-year Research Assistantship will be given highest priority. This does not apply generally to one-year only assistantships unless the student understands that there will be no probable funding in the second year and agrees to this.
2. Generally, tenure track faculty members just 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.
3. A faculty member whose first round matched applicant did not enroll at UNCW in preceding year will have next priority in a faculty interest match (This means that the

- faculty member actually matched with an applicant and the applicant declined to come. Refusing to match one year does not give a faculty member higher priority over others the following year)
4. The number of students currently being supervised by the faculty member will be taken into consideration
 5. 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).
 6. All other things being equal, the best fit to maximize the number of students (to the ideal) in each concentration will be considered.

Once the students have been selected/matched and TA's assigned, the Mentor can contact the student by phone or e-mail. The GC will send a formal letter with a deadline for acceptance. Offers of financial assistance, if available, will also be detailed in the Department's offer of acceptance. 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 be continued to be made by the Department Chair, in consultation with the GC and interested faculty. The GC uses Workflow and Image Now to indicate admit/reject.

Approved November 29, 2012

2. Graduate Comprehensive Exam Policies

All candidates for the master's degree must pass a final comprehensive examination before graduation. This examination assesses your understanding of a core set of knowledge in the discipline of psychology. The structure of the examination is different in each concentration, but the idea in all is to assure that you are ready for a Master's degree.

Structure of the Examination

General Concentration: The Comprehensive Examination for students in the General Concentration will consist of a review of a research article selected by the student's mentor, who will also develop a set of questions for the student to respond. The article and a set of questions will be approved by the other members of the student's committee. A few examples of questions a mentor might include are:

- 1) Write an abstract for this article and create an appropriate title.
- 2) What is the research question and is it clearly and concisely stated?
- 3) Identify strengths and weaknesses of the statistical procedures used, and propose at least one alternative strategy for analyzing the data.
- 4) Do the authors describe their methodology clearly and accurately?
- 5) Identify an alternative methodology for answering the research questions posed by the researchers.
- 6) Has the literature been adequately reviewed and interpreted? Are there any additional sources that should be considered?

(Note: These sample questions are provided as guidelines only)

The examination will typically be administered during the month of March in the second semester of the second year. Students will have 48 Hours to complete the review and will be encouraged to use internet and print resources in crafting their responses. The students committee will evaluate the exam and make a recommendation of pass or fail to the mentor, who will also evaluate the responses.

SATP Concentration: The written comprehensive examination administered in the SATP concentration is designed to evaluate your competence in the field. The exam will last no more than three hours. The format will be both objective and essay.

- 1) Objective examination questions will reflect the content areas that will be assessed on the examination for the North Carolina Substance Abuse Professional Certification Board.
- 2) Essay topics will include legal, ethical, and cross-cultural areas. All eligible SATP students will take the examination at the same time, either in the Fall (early September) or the Spring semester (mid-January). Questions will be developed by a departmental committee. This committee will also be responsible for grading your examination.

ABA Concentration: The Comprehensive Exam for students in the Applied Behavior Analysis program will consist of two parts:

- 1) an Applied Behavior Analysis content exam, modeled after the BACB certification exam;
- 2) a journal article critique that includes questions related to experimental design, interpretation of graphical presentation of results, application of findings, and ethical issues.

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).

The research article critique is arranged by the student's research advisor, in consultation with, and with input from the student's thesis committee. A pool of articles and related questions will be compiled, from which an advisor may choose if desired. This component of the exam will be taken at a point that makes sense for the student's timeline, preferably prior to the internship, but during the internship if necessary (see departmental policies for specific procedures involved when clinical students take components the comprehensive exam off site). The exam will be evaluated by members of the student's committee and appropriate designated graduate faculty with expertise in behavior analysis. An evaluation of "satisfactory" from all evaluators is required to pass this component of the exam.

Administration of the Comprehensive Examination

- a. Requirement: You must pass a written comprehensive examination covering your field of study in order to earn a master's degree.

b. Eligibility: If you have completed your course work or you are nearing the end of the last semester of your coursework, you are eligible to take the written comprehensive examination.

c. Exam Dates: You are encouraged to complete the examination as early as you can. Typically, students in the General concentration will take the exam in March of their second year. The examination should be taken no later than 30 days prior to your planned graduation date, if possible. For SATP and ABA students, the dates will be set by the committee.

d. Notice of Intent: You must notify the Graduate Coordinator and your appropriate committee well in advance of your intent to take the examination. For General Concentration students, this should be within the first two weeks of the second semester of the second year.

e. Responsibilities: The Committee Chair is responsible for determining a mutually agreeable time and place for the administration of the comprehensive examination.

In the General Concentration, the chair of the thesis committee is responsible for notifying the rest of the committee of the student's intent to take the examination. The Chair will ask members of the committee and may ask other faculty to submit questions. The chair finalizes the questions and selects the paper for review on the second day of the test. The committee reviews and approves the examination before the student takes it. The committee should also be available at the beginning of the examination to answer questions.

In the SATP Concentration, the tests will be assembled and proctored by a committee under the direction of the Graduate Coordinator. Students who intend to take the SATP test must notify the committee at least a few days in advance of the announced date so that enough tests and seats will be available on the test date.

In the ABA Concentration, the ABA content exam is written by the behavior analysis faculty and will be taken immediately following completion of the practicum course. The research article critique is arranged by the student's research advisor, in consultation with, and with input from the student's thesis committee. This component of the exam will be taken at a point that makes sense for the student's timeline, preferably prior to the internship, but during the internship if necessary (see departmental policies for specific procedures involved when clinical students take components the comprehensive exam off site)

f. Exam length: Students in the General concentration will have 48 hours to complete the article review. The SATP test takes place over one day. For the ABA concentration, the students will have 48 hours to complete the article critique and the exam takes place over one day.

g. Grading: For General Concentration students, committee members will grade questions on a pass/fail basis. Their grades and comments must be forwarded to the committee chair within five working days of when you completed the test. Overall grades will be discussed in your graduate committee and the final grade will be decided. In some cases, remediation may be required before a pass grade can be considered.

For SATP concentration students, members of the department committee will grade each examination within five working days of when you finished the examination. The essay questions will be graded on a pass/fail basis and the rest will be objectively graded. You must pass at least 70% of the multiple choice items on the Substance Use Examination. In some cases, a student may be required to re-take a section, but not until three months have elapsed from the time of the first test.

For ABA concentration students must achieve a passing score of at least 80% on the objective, ABA content exam. An evaluation of “satisfactory” from all evaluators is required to pass the article critique component of the exam.

h. Notification of Results: Your mentor will notify you of the results of your test within two weeks of your examination. Your mentor, or the chair of the clinical testing committee, will notify the Graduate Coordinator of the results, using the form in Appendix A. If you fail the examination, you will receive feedback from your committee concerning the basis of failure within 14 working days.

i. Retaking the Examination: If you do not pass the examination, you may request to retake the examination after at least three (3) months have elapsed. You may not take the examination a third time without the written approval of the UNCW Graduate Council.

Policy for students on internship away from UNCW campus:

For clinical students completing their internships at a site away from Wilmington, where travel to Wilmington would be prohibitive, students may request that comprehensive exam be administered at the internship site. The internship supervisor must agree to administer the exam. For SATP students, the SATP Clinical Training Coordinator will make arrangements to fax a copy of the exam to the student’s internship supervisor on the day of the exam. The completed exam will then be immediately faxed back to the SATP Clinical Training Coordinator at UNCW, who will forward the exam to the appropriate clinical faculty grader. The hard copy of the exam will be mailed to the designated Clinical Training Coordinator at UNCW, to be shredded. For ABA students, the research mentor will make arrangements for the student to complete the article critique.

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 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.). Discussion at this meeting, 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 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 vacations 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.

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

1. **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.

2. 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 students 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.***

3. 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.

4. 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.

5. 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 cannot 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 date of conversation in the student's folder.

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 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

Nielsen Scholarship

Criteria

- **The recipient must have been accepted to the College of Arts and Sciences Department of Psychology at UNCW and be registered as a student taking twelve or more credit hours.** Students must be registered as psychology majors (not pre psychology advisees) at the time that they receive the scholarship.
- At the time the scholarship is received, the recipient must have completed 60 hours or coursework at UNCW with at least 15 hours completed in psychology courses that are applicable towards the major.
- **This is a merit scholarship. The recipient must have achieved a GPA of 3.67 and maintain that average throughout the period of the scholarship to be eligible for renewal.** In addition the weighted UNCW grade point average is an important criterion. It will be calculated by adding the UNCW grade point average and a figure representing the Psychology grade point average multiplied by two. The psychology grade point average includes all grades for all psychology courses attempted at UNCW. The weighted GPA must be at least 3.0
- **Students must possess a demonstrated historical record of community/public service and/or volunteerism in support of non profit organizations or programs. Recipients shall further manifest their continuing commitment to perform public/community service and or volunteerism throughout their undergraduate tenure at UNCW. The recipient's failure to demonstrate continuing commitment to public/community service or volunteerism throughout the active scholarship period may result in ineligibility or non renewal of the scholarship.** Service to the community, including participation in service learning, will be given major consideration in determining the scholarship recipient. This service may be accomplished by taking the practicum course or by other volunteer activities that are outlined in writing and approved by the department chair.
- The selection committee should consider the recipients commitment to research and scholarship and further study in psychology or related professions.

Selection Procedure

- The scholarship will be publicized by a mass email message to all majors and emails to faculty and staff. If technology changes make other means of publicity more effective they may be employed at the discretion of the department chair.
- Applicants will be invited to submit by the specified deadline a transcript, at least two reference forms from faculty members, and an essay stating their interests and background relative to the scholarship selection criteria.
- The selection committee consisting of the members of the Psychology Department Undergraduate Steering Committee. It shall examine the applications or those who meet the qualifications for the scholarship and are ranked among the top ten in weighted grade point averages. If the number of qualified applicants is smaller than ten, all applicants will be considered. The committee shall consider the candidates according to the criteria outlined above.
- After evaluating the credentials of the candidates, individual committee members shall rank order on the basis of their overall qualifications the ten candidates with the highest weighted grade point average among all applicants and then discuss their rankings among themselves during a closed meeting. By majority vote the committee shall select the recipient and an alternate.

The Williams-Jackson Scholarship

Criteria

- The recipient must have earned enough semester hours of credit to be classified as a senior according to the UNCW catalog. Students with a plan of study that will allow them to attain senior standing by the time of receiving the scholarship are encouraged to apply.
- Students must be registered as psychology majors (not pre psychology advisees) at the time of application for the scholarship and at the time that they receive the scholarship.
- At the time of beginning the scholarship, the recipient must have completed 60 hours of study at UNCW, 15 hours of which must be in psychology courses applicable to the major requirements.
- The weighted UNCW grade point average is an important criterion. It will be calculated by adding the UNCW grade point average and a figure representing the Psychology grade point average multiplied by two. The psychology grade point average includes all grades for all psychology courses attempted at UNCW.
- Commitment to further study in the field of psychology or related disciplines and a demonstrated interest in research are important criteria for this scholarship. Candidates should submit a letter of recommendation from a faculty member who has worked with or wishes to work with the student. Students should continue their research involvement during the period of the scholarship.

Selection Procedure

- The scholarship will be publicized by emails to faculty, staff, and undergraduate psychology majors. If technology changes and other means of publicity are deemed by the chair to be more effective they may be utilized.

- Applicants will be invited to submit by the specified deadline a transcript, at least two reference forms from faculty members, and an essay stating their interests and background relative to the selection criteria for the scholarship.
- The selection committee will consist of the members of the Psychology Department Undergraduate Steering Committee. It shall examine the applications of the students meeting the basic selection criteria and ranked among the top ten weighted grade point averages. If an insufficient number of individuals meeting the minimum requirements apply, then all applicants shall be considered. The committee shall consider the candidates according to the criteria outlined above.
- After evaluating the credentials of the candidates, individual committee members shall rank order on the basis of their overall qualifications the ten candidates with the highest weighted grade point average among all applicants and then discuss their rankings among themselves during a closed meeting. By majority vote the committee shall select the recipient and an alternate to be recommended to the department chair.

Consideration for Both Scholarships

- Students may be offered only one departmental scholarship
- Applicants must first be considered for the scholarship for which they applied, but if the selection committee deems that a candidate's qualifications make the applicant also suitable for another departmental scholarship, the application may also be placed in the pool for the other scholarship.

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 him- or herself 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 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 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 set, such as animal care or clinical supervision) subset of faculty that are expected to serve on a rotating basis.

“Other” activities related to departmental service, such as attendance at graduation ceremonies, Convocation, Administrator Search talks, Provost Forums, etc. are expected. Faculty will list these on his or her 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 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 service
< 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
SATP Clinical Training Coordinator
ABA Intern Placement Coordinator (> 15 hours Spring only)
ABA Coordinator
Grad practicum supervisor (> 15 hours, Spring 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 Dept. 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 only)

Annual Peer Evaluation (> 30 hours per year; Spring 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