

BYLAWS OF THE PSYCHOLOGY DEPARTMENT OF  
NORTHERN MICHIGAN UNIVERSITY

INTRODUCTION

In accordance with (3.1.1.1) of the master agreement, "Departments thus have the freedom and flexibility to conduct the department's internal affairs according to the bylaws they create...". The Department of Psychology recognizes its obligation to conform to the professional code of ethics adopted by the American Psychological Association in teaching, research, and any application of psychology in the community. These standards are part of our internal affairs.

In addition, the department maintains a culture of scientifically based inquiry and practice, and highly values student development. To that end, the department encourages direct student involvement in the processes of research, teaching, and service. Students are supported in their efforts to think critically and creatively about both the theoretical and practical aspects of the science of Psychology.

Goals: The Department of Psychology will promote the discovery, transmission, and application of the scientific principles of psychology within the University and the community, provide an appropriate preparation for those majors who desire post-baccalaureate or post-MS employment or further education, and strive to maintain a graduate program for those who plan to continue their education in Psychology at NMU.

This set of ideals should inform the interpretation of the following bylaws.

## ARTICLE 1. DEPARTMENT MEMBERSHIP

- 1.1 Membership in the Department of Psychology consists of all members of the unit in the Department of Psychology.
  - 1.11 A member of the Department on official leave of absence or sabbatical retains all membership rights during that leave.
  - 1.12 Voting membership may be extended to those with joint appointments in the Department of Psychology provided Psychology is his/her primary department.

## ARTICLE 2. MEETINGS

- 2.1 A quorum is defined as having more than half of a committee's membership in attendance at a committee meeting. A quorum is required for all committee meetings.
- 2.2 Departmental meetings shall be held at least once a month at a regularly scheduled time during the academic year. These meetings will be scheduled at times that do not conflict with a member's assigned responsibilities.
- 2.2 At the discretion of the Department Head, a departmental meeting may be called after providing at least 48 hours notice to the department membership. The meeting notification must include a meeting agenda.
- 2.3 Upon the request of one-fourth of the voting membership of the Department, the Department Head shall convene a departmental meeting within five days.
- 2.4 A quorum consisting of at least one-half of the voting faculty members of the Department shall be required for the transaction of business at a meeting.
- 2.5 An invitation to participate in specific departmental meetings may be offered to specific enrolled NMU students by a two-thirds vote of the departmental faculty.
- 2.6 The voting faculty will select one of their members to serve as Recording Secretary, whose responsibility will be to take minutes of each Departmental meeting, and disseminate those minutes to members in a timely manner.

## ARTICLE 3. OFFICERS

### 3.1 Department Head

3.1.1 The Department Head functions as the chief executive officer of the Department. In this capacity, the Department Head is responsible for representing the interests and concerns of the Department of Psychology faculty to the Dean and other administrators, and for informing the committee of the Whole about the concerns and decisions of the administration.

3.1.2 As part of the selection procedures for a new Department Head, a candidate for Head must be endorsed by two-thirds of the voting membership before that individual can be recommended to the Dean.

### 3.2 Faculty Chair

3.2.1 In accordance with the Master Agreement, the Department shall elect a Faculty Chair.

3.2.1.1 The Faculty Chair is responsible for representing the interests and concerns of the Psychology Department faculty to the Department Head and other administrators, and for informing the Committee of the Whole about the concerns and decisions of the administration.

3.2.1.2 The Faculty Chair is a two-year term. Appointment to the Faculty Chair must be supported by a majority of the voting membership. A vote will be held during the first meeting of the Fall academic year.

### 3.3 Academic Senate Representative

3.3.1 In accordance with the Bylaws of the Academic Senate, the Department shall elect a representative to the Academic Senate.

3.3.1.1 The Department Head shall communicate the name of the representative to the Secretary of the Academic Senate.

3.3.1.2 The Academic Senate representative may be recalled by a majority vote of the full voting membership.

3.4 Bargaining Council Representative

3.4.1 To provide for departmental representation in preparation of collective bargaining contract proposals, the Department shall elect a Council Representative. Such elections shall be held within one month of the start of the academic year or within two weeks following an announcement by the Executive Committee. A representative shall be elected by a majority vote of the department voting membership.

3.4.1.1 Bargaining Council Representatives are expected to attend all collective bargaining meetings, or to arrange for an authorized substitute during excused absences from those meetings.

3.4.1.2 The Bargaining Council Representative may be recalled by a majority vote of the departmental membership.

ARTICLE 4. COMMITTEES

4.1 All department committees will be comprised of persons with voting membership in the Department of Psychology.

4.2 General department business will be conducted by the Committee of the Whole. Every bargaining unit member shall have voting rights on matters brought to a meeting of the whole.

4.2.1 The Committee of the Whole will make recommendations on such matters as curriculum revisions, use of carry-over professional development funds, reassigned time requests course assignment concerns, and faculty appointments. Committee recommendations must be approved by a majority of the full voting membership.

4.2.2 The Committee of the Whole may appoint ad hoc committees to conduct certain activities in the Department. In doing so, the Committee of the Whole will define the term length of the ad hoc committee or endpoints of the committee assignment.

4.3 There shall be an Evaluation Committee that does not include the Department Head, with at least three members, selected each year by the Committee of the Whole.

4.3.1 Evaluation of all members of the Department, including the Department Head, shall be conducted in support for annual, 5-

year, promotion, and tenure evaluations, in accordance with Article 5 of the master agreement. The evaluation committee will use articles 7 and 8 of these bylaws, as well as relevant sections of the master agreement. The evaluation committee is expected to complete a written evaluation of each faculty member. The evaluation will provide clear criteria for the support or nonsupport of any faculty member's progress toward promotion or tenure. The statement will specify the strengths of achievements and recommended improvements using the criteria in article 7 and the faculty member's individual goals.

4.3.2 The Chair and other members of the evaluation committee will be appointed by the Committee of the Whole.

4.4 There shall be a Graduate Programs Committee with at least 3 members selected each year by the Committee of the Whole. The function of this committee will be to recommend graduate course schedules, programmatic changes, student admission, assistantship assignments, and other matters directly pertinent to the Department of Psychology graduate degree programs.

4.3.2 The Chair and other members of the Graduate Programs Committee will be appointed by the Committee of the Whole.

## ARTICLE 5. PROFESSIONAL RESPONSIBILITIES

5.1 Full-time instructional faculty members shall normally be assigned to a twenty-four (24) credit hour teaching load (or its equivalent) during the regular academic year (fall and winter semesters). In most instances, twelve (12) hours is the normal credit hour load for each regular semester. It is recognized that it may not be possible to establish the same credit hour production for each faculty member. The Department Head, after meeting with the Committee of the Whole, is responsible for developing mutually agreeable written guidelines to structure assignments that will take into account large sections in single courses, number of preparations, nature of preparations, laboratory supervision and planning, supervision of special learning activities, supervision of field activities, clinical experience, number of advisees, or administrative duties, and other assigned responsibilities. The written guidelines will pertain to the upcoming academic year and the meeting to discuss these written guidelines will take place at a convened faculty meeting prior to the scheduling of Fall semester courses. Specific information for determining teaching load will be based upon the relevant sections in the Master Agreement.

## ARTICLE 6 ACADEMIC RANK

- 6.1 Recommendations for appointment of new faculty will require a 2/3 vote of the voting membership.
- 6.2 Criteria for appointment to academic rank are defined in the Master Agreement. In addition, a candidate will not be appointed to an academic rank if evidence is unavailable to determine if the candidate can meet the responsibilities of the academic rank as described in Article 8 of these bylaws.

## ARTICLE 7. JUDGEMENTAL CRITERIA

- 7.1 Article 7 illustrates a suggested list of sources of data, not in order of virtue, that may be utilized as evidence toward earning tenure and promotion. This list is neither exhaustive nor mandatory, only illustrative. Evidence utilized in evaluations must conform to the spirit, not to the letter, of suggested examples provided in this article. Importantly, the suitability and quality of these data are provided in evaluations from the Department Evaluation Committee.
- 7.2 Teaching and Assigned Responsibilities
  - 7.2.1 Teaching: The Department of Psychology annual evaluation committee report shall serve as both verification of the existence and the quality of achievements in teaching. Additional written evaluations by students or other faculty may also be added to document the quality of achievements. Listed below are suggested sources of data for teaching effectiveness.
    - 7.2.1.1 Student ratings of instructor and course: For every course for each semester or session, objective, anonymous, student opinion shall be solicited utilizing a rating form approved by the department. The form should include instructor and course overall effectiveness measures. Letters from students also may be used to evaluate the quality of instruction and course, advising, and/or research mentoring if the faculty member chooses to include them.
    - 7.2.1.2 Colleague assessment of teaching: The possible sources of written peer review can include an 1) evaluation from a co-teacher, 2) evaluation of a guest lecture, 3) evaluation of recorded class sessions or lecture, 4) evaluation of a course lecture by a department

colleague, and/or 5) review of course material by a colleague.

- 7.2.1.3 Appraisal of student learning: Evidence must be provided to relate assessments of student learning to specific objectives for the course.
- 7.2.1.4 Materials prepared by the instructor associated with courses: Possible types of course material can include 1) course syllabi, 2) study guides, 3) workbooks, 4) lab manuals, 5) problem sets, 6) quizzes and exams, 7) computer models and simulations, and 8) other content related to the instruction of course content.
- 7.2.1.5 Course preparations and innovations: Possible types of evidence can include 1) proposal for new courses, 2) teaching courses that the instructor has not taught before, 3) major revisions to an existing course, including course structure and effectiveness, 4) maintaining and developing agency contacts for practicum experiences, and 5) other content related to course preparations and innovations.
- 7.2.1.6 Equipment and supplies related to a course: Possible type of evidence can include 1) maintenance and repair of equipment, 2) improvement to equipment, 3) design and construction of equipment, 4) procurement of equipment or supplies, and 5) other items related to equipping and supplying courses.
- 7.2.2 Mentorship of Teaching and/or Research Apprentices: Mentorship of teaching and/or research apprentices is an important and valuable assigned responsibility of Psychology Department faculty. The Psychology Department recognizes that these mentorship activities are individualized and that evidence of mentorship quality and effectiveness will vary.
- 7.2.3 Advising and other student services: Activities associated with advising and other student services must include 1) major advising and 2) accessibility to students. Other activities may include 1) admissions advising, 2) advising preparing for graduate school or employment, 3) supervision of student research (if 7.2.2 is not applicable), 4) thesis advising, 5) attending non-mandatory student advising events, and 6) other related activities. Judgment of effectiveness in major advising should include any procedures adopted by the

department. Otherwise, judgment of effectiveness of non-major-advising activities can include a variety evidence types, the appropriateness of which will be determined and weighed by the Evaluation Committee.

- 7.3 Scholarship and/or Professional Development: This is one category and the relative amounts of scholarship and professional development must abide by criteria for tenure and promotion stated in article 8 of these bylaws. Importantly, some individual accomplishments may fit ambiguously in these categories, so the weight of the contribution is established by evidence of peer review commentary in the cumulative annual evaluations. When appropriate, some activities can fulfill responsibilities in two or more areas. Some activities can be divided into components. For example, an activity may have two components, one applicable to professional development and other applicable for an area of scholarship.

- 7.3.1 Scholarship: A scholarly product is an achievement within one of the four forms of scholarship described by the Boyer Project of the Carnegie Foundation, Glassick, C.E., Huber, M.T., & Maeroff, G. I. (1997). These are Discovery, Integration, Application, and Teaching. According to Halpern et al. (1998, *American Psychologist* 53, 1292-1297) "Psychology is a broad field with many paradigms, perspectives, and subdisciplines...". In addition, the purposes and audiences for our scholarship may vary considerably. Hence, scholarship in the Department of Psychology reflect the diversity of individual expertise in the discipline of Psychology in keeping with this description of the field . All forms of scholarship must involve the production of a tangible product or outcome. A tangible product of scholarship will be defined as a "result, outcome, consequence and(/or) effect of scholarly activity."

- 7.3.1.1 The department expects peer review of scholarship. Types of peer review appropriate for Psychology include, but are not limited to, publication in a peer-reviewed journal, presentation of scholarly work as a result of a competitive selection process or invitation, written review of one's scholarship, evaluation of a grant proposal, or a peer letter acknowledging scholarly/professional accomplishments. Department, college, or university recognition of scholarly activity can include receiving a professional award or obtaining a grant

- 7.3.1.2 Scholarship of Discovery: The Scholarship of Discovery shall be understood as the original production or testing



of a theory, principle, or knowledge, or artistic creation. Examples of discovery may include (but are not limited to):

- Original research;
- Research in progress or sponsored quantitative or qualitative student research;
- Presentation of original research at professional meeting;
- Publication of scholarly books, book chapters, or professional journal articles;
- Other similar products when accompanied by evidence or peer review.

7.3.1.3 Scholarship of Integration: The Scholarship of Integration shall be understood as using knowledge found within and across disciplines to create an original understanding or insight that reveals larger intellectual patterns. Examples of scholarship of integration may include (but are not limited to):

- Original research;
- Research in progress or sponsored student research;
- Submitted, accepted, or funded grant proposal;
- Review paper that summarizes what is known about a topic;
- Textbook or textbook chapter;
- Edited anthology;
- Theoretical analysis;
- Other similar products when accompanied by evidence or peer review.

7.3.1.4 Scholarship of Application: The Scholarship of Application shall be understood as bringing knowledge to bear in addressing a significant issue or problem by using existing research to influence current or future conditions. To be counted as scholarship rather than service, the application of professional expertise must have clearly stated objectives, demonstrate rigor and accountability, and produce some tangible product or outcome. Accordingly, accomplishments in the scholarship of application may include, but not be limited to:

- Formal invited address where you are presenting yourself as a member of the psychology department,

including training courses and presentations of summaries of cases, or clinical issues;  
Professional consulting;  
Program evaluation;  
Psychotherapy;  
Training and development;  
Needs assessment;  
Performance enhancement;  
Written briefs or reports of the application, including amicus briefs;  
Publishing scholarly writing that contributes to the knowledge base of practice;  
Expert testimony;  
Public policy analysis;  
Empirically evaluating outcomes;  
Developing new technology in accord with psychological theory of thinking and learning;  
Publication for a wide audience to help promote and disseminate psychological theory and/or principles;  
Written editing and reviews of scholarly journal manuscripts, books, and grants;  
Papers read, presentations of sponsored student research, invited addresses, or poster presentations at conventions/professional meetings, seminars, colloquiums, presentations to classes and other groups as a lecturer;  
Development of continuing education courses;  
Submitted, accepted, or funded grant proposal;  
Other similar products when accompanied by evidence or peer review.

7.3.1.5 Scholarship of Teaching: The Scholarship of Teaching shall be understood as proposing and empirically testing a pedagogical procedure that transforms or improves teaching practices. Accomplishments in this area can include:

Innovation in teaching methodology; Publishing and/or presenting articles on teaching theories, methodologies, and/or processes;  
Publication of study guides, lab manuals, or test manuals in places other than professional journals;  
Development of new technology/ computer simulations;  
Contribution to a curriculum development project;

Establishment of collaboration to facilitate program completion through articulation agreements with schools or other community agencies;  
Evaluation of a novel teaching methodology or testing procedure;  
Scholarly investigation of new teaching methods, and styles; or learning of new technical skills that support the teaching of psychological theory;  
Other scholarly teaching endeavors and achievements when accompanied by evidence of peer review.

7.3.2 Professional Development: Professional development includes activities intended to maintain currency in one's discipline, developing new professionally related expertise, or acquiring new knowledge or skills accomplished through engagement in professionally related activities that don't necessarily result in a scholarly outcome. The Psychology Department recognizes the acquisition of new knowledge or technical or clinical skills as accomplished by:

Attending professional conferences;  
Continuing education;  
Attending professional training, professional presentations workshops, seminars, and short courses;  
Professional practice, and other applied activities that result in acquisition of new knowledge and skill development;  
Professional practice, and other applied activities that require theory based behavioral planning and/or writing policies and procedures that reflect a professional code of ethics or national standards of care;  
Membership in, and meaningful interaction with, professional organizations and societies. This may include email discussions of professional issues, webinars, editorial feedback to journals, and/or organization meetings;  
Earning and or maintaining professional certification and/or licensing;  
Other similar activities involving the acquisition of new knowledge or technical or clinical skills.

7.3.3 Service: Service to the university and the larger community is an important dimension of faculty life, especially in a regional university where community resources are limited. Thus, the Department of Psychology recognizes the value of applying faculty expertise, or scholarship to address the needs of both the surrounding community and the functional levels within the university community.

7.3.3.1 Department level service can include:

Department committees (evaluation of any committee work is strongly recommended);  
maintenance of shop, animal colony, and equipment;  
development and maintenance of new technology;  
equipment maintenance;  
effectiveness assessment;  
consultation;  
Departmentally related community service public relations;  
campus visitations and recruitment;  
recommendation letters;  
recruiting presentations to high school groups;  
news releases and T.V. interviews;  
Resident expertise, i.e., able to help colleagues in various specialty areas such as computer trouble shooting;  
community or agency liaison;  
research design, statistical analysis, animal and human subjects guidelines development;  
editing and proofreading;  
instrumentation, equipment specification for procurement of new equipment;  
teaching technology.

7.3.3.2 College level committee activities (evaluation of any committee work is strongly recommended)

7.3.3.3 University level service can include:

university-level committees (evaluation of any committee work is strongly recommended);  
consultation as a psychologist to other departments, student organizations, administrative sections, clubs, individuals, etc.;  
participation as a faculty member in university organizations;  
advisor for a student organization;  
other service to the student body.

7.3.3.4 Professional service can include:

Leadership in or other service for professional organizations and societies;

Approved by Dr. Paul Lang, Provost & Vice President, November 6, 2013

Psychological Service or Psychologically related service  
to the Public.

## ARTICLE 8. EVALUATIONS AND APPOINTMENTS

- 8.1 Formal, written evaluations shall be completed for each faculty member in accordance with these bylaws and the Master Agreement. Full-time faculty, including instructors, Continuing Contract Status faculty, contingent faculty, Assistant Professors, and Associate Professors will be evaluated annually or biannually, according to the particular bargaining unit a faculty member belongs to. Professors will be evaluated every five (5) years.
- 8.1.1 Primary emphasis area: Teaching and assigned responsibilities are the primary emphasis areas for faculty in the Psychology Department for promotion and for year-to-year performance.
- 8.1.2 Secondary emphasis area
- 8.1.2.1 Faculty members are expected to engage in professional development and/or scholarship activities and service each year (although see sub-sections below). An achievement in scholarship is not necessary for each annual or 5-year evaluation, but faculty are advised to be aware that evidence of scholarship must be presented for promotions and tenure. Evaluation narratives provided by the faculty member must clearly define the relative emphasis placed scholarship and/or professional development and service.
- 8.1.2.2 The secondary emphasis area must be agreed upon by the evaluation committee and the faculty member in consultation with the department head. However, if the secondary emphasis area is specified in the letter of appointment, then this secondary emphasis area must be given priority judgment during the probationary period until tenure is awarded. Such secondary area of emphasis may be redefined subsequent to tenure as a result of consultation between the department head, the faculty member and the evaluation committee.
- 8.1.2.3 Term, Continuing Contract Status faculty, and instructors are only required to have service, at the departmental level, as a secondary emphasis area for annual evaluations. No activities in Scholarship and/or Professional development are required, but applicants are not precluded from describing such activities.

- 8.1.2.4 Annual evaluations for contingent faculty need only include documentation of activities in the area of assigned responsibilities. No secondary emphasis area is necessary, although faculty are not precluded from describing activities other than those for assigned responsibilities.
- 8.1.3 Involvement as a member of the Committee of the Whole and for a college- or university-wide committee is required and considered a minimum amount of yearly service effort. Minimum efforts in professional development and/or scholarship will be decided by the faculty member, the department head, and the evaluation committee, based on the interests and abilities of the individual and the letter of appointment. This process is intended to provide a system of checks and balance.
- 8.1.4 Goals must be stated for the upcoming evaluation period, and statements must be provided for the progress toward achieving goals from previous evaluations. Satisfactory year to year performance is to be further interpreted in individual cases with references to goal statements and previous evaluations by the Departmental Evaluation Committee.
- 8.1.5 Convincing Evidence: The evidence presented and used in an evaluation must be the most objective and informative data readily available. When possible, normative data will be presented and used to set the interpretive context for individual data. These data may be marshaled to provide evidence of individual performance in relation to the achievement of stated objective goals and cumulative past performance (self norms). Subjective opinion can be used to describe the significance and impact of this evidence, and can serve as evidence when other data are lacking. While the Evaluation Committee has discretion to weigh the merit of evidence, generally, priority will be given to objective and informative data, such as outcome measures, completed products, and appropriate evaluative ratings, over subjective opinion.
- 8.2 For tenure-track faculty, achievements in both “scholarship and/or professional development” and service are necessary for achieving tenure or promotion. However, demonstration of achievements in all four forms of scholarship is unnecessary. Rather, achievement must be demonstrated in a range that is dependent on the interests and abilities of individual faculty.

Suggested types of evidence provided in the Article 7 of these bylaws are guidelines to be further interpreted in the individual cases.

- 8.2.1 The Psychology Department faculty will evaluate the quality and quantity and cumulative impact of these accomplishments, based upon goal statements and evidence reported and reviewed in annual evaluations.
- 8.2.2 In a promotion or tenure document, a faculty member must clearly state whether the emphasis beyond assigned responsibilities will be placed upon “scholarship and/or professional development” or service. In the area of emphasis, achievements must exceed minimum expectations established in accordance with article 8.1.2, and as evidenced by the cumulative record in annual evaluations. To avoid misinterpretation by committees and/or administrators, the faculty member is advised to provide detailed descriptions of effort and impact for each achievement intended to meet bylaw criteria.
- 8.3 Criteria for recommendation to the status of tenure: The tenure probationary period is determined by the Master Agreement. The judgmental criteria for tenure consists of meeting the eligibility requirements in the Master Agreement and showing convincing cumulative evidence of performance in assigned responsibilities, “scholarship and/or professional development,” and service. The applicant must present or describe material to demonstrate a consistent yearly accumulation of achievements.
- 8.3.1 Suggested guidelines and types of evidence are in Article 7 of these bylaws. The applicant will provide documentation of meeting criteria for tenure which are:
- Evidence of responsiveness to student ratings and other feedback;
  - Evidence of refinement of course content and positive peer evaluations of teaching;
  - Comprehensive syllabi with clear expectations as evidenced by peer or/and student evaluations;
  - Evidence of accessibility to students;
  - Evidence of competent advising;
  - Evidence of expansion of committee work in department, college, or university level;
- 8.3.2 For candidates with a relative emphasis on service, the criteria are: 1) evidence of leadership in multiple committee or



community service projects along with other achievements in the area of service, as established in the annual evaluation, and 2) evidence of an externally peer reviewed scholarly product along with achievements in professional development.

- 8.3.3 For candidates with a relative emphasis on scholarship and/or professional development, the criteria are: 1) multiple externally peer reviewed products in the scholarship section or multiple achievements in professional development, and 2) involvement in 2 department, college, or university committees.
- 8.4 Appointment of Continuing Contract Status: Appointments to Continuing Contract Status will be considered for faculty members who have completed five (5) years of full-time service in term contracts for the Psychology Department and have been reappointed to the Psychology Department for a sixth year. Faculty will apply for Continuing Contract Status by following the application process and judgmental criteria for tenure. However, applications for Continuing Contract Status need not include the category "Scholarship and/or Professional Development," although an applicant is not restricted from doing so. Service outside of the Psychology Department is unnecessary for granting of Continuing Contract Status, although an applicant may include other types of service activities outside of the Psychology Department.
- 8.5 Appointment or Promotion to Assistant Professor: The judgmental criteria for appointment or promotion to Assistant Professor consists of meeting the minimum eligibility requirements described in Article 6 of these bylaws. In addition, faculty seeking appointment or promotion to Assistant Professor must provide evidence that the required responsibilities of an Assistant Professor can be achieved if appointed or promoted to this rank. The specific requirements also depend upon whether the faculty member is tenured/tenure-track or has a non-tenure track faculty appointment.
- 8.5.1 The specific requirements for Assistant Professor for a faculty member with non-tenure track faculty status includes satisfactory evaluations that demonstrate: 1) effective classroom technique and management, 2) syllabi that provide clear objectives and methods for assessment, 3) use of student ratings and other feedback to assess teaching, 4) accessibility to students, 5) participation in advising activities, and 6) departmental service.
- 8.5.2 The specific requirements for Assistant Professor for a tenured or tenure-track faculty member includes those requirements listed in 8.5.1 as well as 7) involvement in college or university

service and 8) activity in the area of “scholarship and/or professional development.”

- 8.6 Promotion to Associate Professor: The judgmental criteria for Associate Professor consists of meeting the eligibility requirements in the Master Agreement and showing convincing cumulative evidence that is appropriate for a faculty member’s status.
- 8.6.1 The specific requirements for Associate Professor for a faculty member with non-tenure track faculty status consists of earning satisfactory evaluations that demonstrate: 1) Evidence of responsiveness to student ratings and other types of feedback, 2) Evidence of refinement of course content and positive peer evaluations of teaching, 3) Comprehensive syllabi with clear objectives and methods of assessment as evidenced by peer evaluations and/or student ratings, 4) Evidence of accessibility to students, 5) Evidence of competent advising, and 6) Departmental service.
- 8.6.2 The specific requirements for Associate Professor for a faculty member with tenured/tenure-track status include those requirements described in 8.6.1 as well as 7) Evidence of expansion of committee work in department, college, or university level, and 8) Evidence of achievements in the area of “scholarship and/or professional development” and service, particularly in the candidate’s secondary emphasis area.
- 8.6.2.1 For candidates with a relative emphasis on service first and scholarship and/or professional development second, the criteria are: 1) Evidence of leadership in multiple committee or community service projects along with other achievements in the area of service, as established in the annual evaluation, and 2) Evidence of an externally peer reviewed scholarly product along with other achievements in the areas of scholarship and/or professional development.
- 8.6.2.2 For candidates with a relative emphasis on scholarship and/or professional development first and service second, the criteria are: 1) Multiple externally peer reviewed products in the scholarship section or multiple achievements in professional development, and 2) Involvement in at least two committees (at least one committee must be at the college or university level).

- 8.7 Promotion to Professor: The judgmental criteria for Associate Professor consists of meeting the eligibility requirements in the Master Agreement and showing convincing cumulative evidence that is appropriate for a faculty member's status.
- 8.7.1 The specific requirements for Professor for a faculty member with non-tenure track faculty status includes satisfactory evaluations that demonstrate: 1) A sustained record of excellence in teaching and advising, 2) Syllabi with clear objectives and methods of assessment as evidenced by peer evaluations and student ratings, 3) Teaching philosophy/method of instruction that provides the foundation for coherent course planning and activities, and 4) Departmental service.
- 8.7.2 The specific requirements for Professor for a faculty member with tenured/tenure-track status includes those requirements described in 8.7.1 as well as 5) Leadership in committee work in department, college, or university level, 6) Assumption of mentoring role in departmental activities, 7) A sustained record of achievements in professional development, service, and scholarship as established in annual evaluations by attainment or productivity or cumulative impact, and 8) A positive indication that the candidate will continue to maintain activity in professional development and scholarly work.
- 8.7.2.1 For candidates with a relative emphasis on service first and scholarship and/or professional development second, the criteria are: 1) Evidence of leadership in multiple committee or community service projects along with other achievements in the area of service, as established in the annual evaluation, and 2) Evidence of an externally peer reviewed scholarly product along with other achievements in the areas of scholarship and/or professional development.
- 8.7.2.2 For candidates with a relative emphasis on scholarship and/or professional development first and service second, the criteria are: 1) Multiple externally peer reviewed products in the scholarship section or multiple achievements in professional development, and 2) Involvement in at least two committees (at least one committee must be at the college or university level).

- 8.8 An evaluation of the Head of the Department of Psychology which accurately reflects the judgments of the faculty of the Department of Psychology vis a vis his or her performance in relation to the Department will be made available to the Department Head and the Dean during the appropriate evaluation year. This evaluation will include a summary rating of the department head's leadership and management as Exceptionally Effective; Highly Effective; Effective; Less than Effective; Unsatisfactory. The evaluation will be submitted to both the department head and immediate supervisor. If necessary, such an evaluation can be initiated at any time during an administrative term by a two-thirds majority vote of the committee of the whole.

#### ARTICLE 9. AMENDMENTS

- 9.1 Proposed amendments to these Bylaws shall be circulated in writing to all members of the Department at least one week prior to the meeting at which they are to be introduced and discussed.
- 9.1.1 Proposed amendments shall be circulated during the academic year.
- 9.2 A majority vote by written ballot of the full Department membership shall be required for Departmental adoption of Amendments.

#### ARTICLE 10. RATIFICATION

- 10.1 These bylaws shall become operating procedures for the Department following an affirmative vote of no less than two-thirds of the full departmental membership as specified in the Master Agreement.