

MEMORANDUM

To: Donna E. Shalala, President

From: Steven Green
Chair, Faculty Senate

Date: 03 December 2001

Subject: Faculty Senate Legislation #2001-08(B) –Educator Faculty in the Department of Psychology

The Faculty Senate, at its 28 November 2001 meeting, voted to approve the creation of Educator Faculty positions in the Department of Psychology with titles of Clinical [rank] Professor of Psychology. The number of Clinical Psychology faculty within the Department of Psychology may not exceed a total of five (5). The full description is attached for your review.

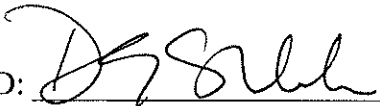
This legislation is now forwarded to you for your action.

SG/kl

- c: Luis Glaser, Executive Vice President and Provost
Daniel Pals, Interim Dean of Arts and Sciences
Rodney Wellens, Chairman, Department of Psychology

CAPSULE: Faculty Senate Legislation #2001-08(B) -- Educator Faculty in the Department of Psychology

PRESIDENT'S RESPONSE

APPROVED:  DATE: Dec 4 2001
(President's Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: Provost

EFFECTIVE DATE OF LEGISLATION: _____
(if other than June 1 next following)

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____

PROPOSAL FOR THE ESTABLISHMENT OF EDUCATOR FACULTY IN THE DEPARTMENT OF PSYCHOLOGY

In order to facilitate meeting the requirements of the psychology accrediting body, the American Psychological Association, the Psychology Department has adopted the following policy, subject to the approval of the Faculty Senate:

The Psychology Department shall have the following titles for Educator Faculty:

Clinical Assistant Professor of Psychology
Clinical Associate Professor of Psychology
Clinical Professor of Psychology.

These positions are designed for those Educator Faculty whose primary responsibility is in the Psychology Department's clinical programs supervising students who are learning practice skills and are being trained to become licensed psychologists pursuant to the rules of the State of Florida and other similar authorizing bodies. The primary qualification for these faculty members is demonstrated competence in the practice of clinical psychology or other applied psychological work.

The number of Clinical Psychology faculty within the Department of Psychology may not exceed a total of five (5). These faculty shall be full-time, but ineligible for tenure.

Policy on the Hiring and Retention of Clinical Psychology Faculty

- A) The titles of the positions shall be: Clinical Assistant Professor of Psychology, Clinical Associate Professor of Psychology and Clinical Professor of Psychology. These positions are for faculty whose primary responsibility is in the Psychology Department's clinical programs.
- B) Initial hiring decisions shall be made by the Dean of the College of Arts and Sciences, upon the recommendation of the Chair of the Psychology Department and majority vote of the Department's tenured/tenure track faculty.
- C) Initial appointment shall be for one (1) year, renewable for two (2) additional one-year terms.
- D) At the end of the first and second year retention shall be by majority vote of the tenured faculty at or above the rank of those being considered, upon the recommendation of the Chair of the Psychology Department and the Dean of the College of Arts and Sciences.
- E) At the end of the third year retention shall be by majority vote of the tenured faculty at or above the rank of those being considered, upon the recommendation of the Chair of the Psychology Department and the Dean. This shall be for a period of four (4) years. Criteria are listed below (H).
- F) Subsequent retention (for four (4) year terms) shall be by majority vote of the tenured faculty at or above the rank of those being considered, upon the recommendation of the Chair and the Dean. Criteria are listed below (H).
- G) Promotion to Clinical Associate Professor of Psychology or Clinical Professor of Psychology may be extended to a candidate during the review noted in E or F above, or, in exceptional circumstances, at other times, upon the motion of the Chair of the Psychology Department, after consultation with the Promotion and Tenure Committee and the Dean. Criteria are listed below (H), and are consistent with the requisite levels of accomplishment set out in section C7.6 of the Faculty Manual.

H) Candidates for Clinical Assistant Professor of Psychology, Clinical Associate Professor of Psychology or Clinical Professor of Psychology will be evaluated with respect to performance in the areas of professional activity, teaching, research and other creative work, and University and public service. In evaluating the candidate's qualifications within these areas the reviewing bodies should be flexible, balancing heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another. The reviewing bodies should judge whether the candidate is engaging in work that is sound and productive. The criteria listed are guides for minimum standards in judging the candidate, and do not exclude other elements of performance that may be considered. Proficiency in professional activity and the teaching thereof are required for initial and continuing appointment. For matters pertaining to promotion and merit increases in salary, all of the criteria below will also be taken into consideration.

1) Professional Activity-Demonstrated competence in the practice of clinical psychology or other applied psychological work should be recognized as an absolute criterion for appointment and promotion. The candidate's professional activities should be examined for evidence of achievement and leadership in the field and of demonstrated progressiveness in the development or utilization of new approaches and techniques for the solution of professional problems. Such evidence may include, but not be limited to:

- licensure in clinical psychology
- Honors and awards
- American Board of Professional Psychology (ABPP) status
- Membership in professional organizations
- Fellow status in professional organizations
- Officer in professional organization
- Editor of a professional journal or book
- Member of advisory boards or board of directors
- Number and types of clients seen directly
- Quality of direct service provided
- Grants and contracts for service delivery

2) Teaching-Evidence of high quality teaching is an essential criterion for appointment or promotion. The reviewing bodies should seek evidence of the candidate's command of the subject(s); continuous growth in the subject field; ability to organize material and to present it with force and logic; capacity to stimulate student's thinking and interest in the subject; fostering of student independence and ability to reason; enthusiasm for the subject; ability to arouse curiosity in the students and to encourage high standards; creating an academic environment that is open and encouraging to all students. Evidence of a candidate's excellence in teaching may include, but is not limited to:

- letters from colleagues either within or outside the University who are familiar with the candidate's teaching, especially those who have observed the candidate teach or who mentor or teach students who have successfully completed courses taught by the candidate
- practicum evaluations
- opinions of students, especially those who have graduated and achieved notable professional success since leaving the University
- developing new courses or practicum placements
- numbers of students supervised
- evidence of continuing education completed
- number of students taught or mentored, or classes taught
- mentoring of new faculty
- teaching evaluations

- awards or special recognition
- peer review of teaching

3) Research and Creative Activity-Evidence of a creative mind should be sought in the candidates published work or other professional activity. This evidence may include, but not be limited to:

- Number and quality of publications
- Quality of journals or book publishers in which those publications appear
- Participation in conferences, especially in presenting original work or ideas
- Number and quality of new programs created and developed
- Presentations to community groups
- Facilitation or coordination of faculty research
- Serving on thesis and dissertation committees
- Developing new or better ways of teaching basic knowledge in the field of clinical psychology

4) University/Public Service-The faculty plays an important role in the administration of the University and in the formation of its policies. Recognition should therefore be given to professors who prove themselves to be able administrators and who participate effectively and imaginatively in faculty government and in the formulation of departmental, college and University policies. Services by members of the faculty to their community, State and nation should also be recognized as evidence for promotion. Faculty service activities related to improvement of elementary and secondary education represent one example of this kind of service. Other evidence may include, but not be limited to:

- Administration-evaluated by immediate supervisor, board of directors
- Public relations and fundraising
- Numbers of clients served
- Types of clients served
- Community outreach activities
- Evaluations of community programs
- Media consultation
- Supervision of student research

I) Clinical Psychology faculty shall be eligible to serve on all faculty committees, except Promotion and Tenure and Appointments, and in compliance with the Faculty Manual (section C2.1) shall be eligible to vote on all issues for which they are qualified, with the exception of appointment, reappointment, promotion, the award of tenure, evaluation of the chair or dean and ratification of amendments to the Faculty Government Charter.