

**The University Senate of Michigan Technological University**

**Proposal 20-18**

**Charter of the Department of Cognitive & Learning Sciences**

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## **Mission Statement**

The mission of the Department of Cognitive & Learning Sciences is to provide exemplary programs supporting the preparation, professional development and continuing practice of secondary school teachers, and to promote a solid foundation for understanding human cognition and behavior. This mission will be met through continued assessment of departmental, programmatic, and curricular goals.

The operation and governance of the department is based on mutual respect among department's administrators, faculty, staff, and students. The Chair has decision-making authority that is based on the recognition of the faculty's academic freedom. The Chair's authority rests on the importance of consensus building, consultation, and the opinions and needs of individual faculty members. The Chair's authority is subject to University and College governance policies.

### **1. Amending the Charter; Department Voting**

1.A. Amendments to the charter may be proposed by any eligible voting member of the department at any time by the following procedure:

1.A.1. Written proposals must be given to the Chair in writing. The Chair will appoint an ad hoc charter committee to review the proposed amendment. The committee will make a recommendation to the department and will identify possible ramifications of the proposed change.

1.A.2. The proposed change will be discussed at a formal department meeting, with the support of two-thirds or more of the eligible voting members required for approval.

1.A.3. The Provost and President must also approve all amendments approved by the Department.

1.A.4. In any event in which these precepts are in conflict with University policies and procedures, the University policies and procedures shall take precedence.

1.B. Voting Members. Persons with at least a 50% appointment in the Department of Cognitive & Learning Sciences as tenured/tenure-track faculty (including the Department Chair), research faculty, and lecturers, can vote on all balloted decisions. The role of professional staff and other non-tenure/tenure-track members in unit governance is defined in section 4.

### **2. Duties and Responsibilities of the Department Chair**

2.A. Governance. Governance of the department is the responsibility of the Department Chair, in consultation with the faculty and staff. The Department Chair will conduct regular meetings of the faculty, at least twice each semester at times convenient for the greatest number of faculty and staff. Under normal circumstances, notification of a meeting should be given one week in advance. Emergency meetings can be called with

shorter notice, so long as faculty and staff are informed of the nature of the emergency as soon as possible.

2.B. Evaluation of Faculty. The Chair will evaluate teaching, research, and service of all faculty. Teaching evaluation will consist of student evaluations (maximum of 50%) and other means.

2.C. Compensation. The Chair is responsible for making recommendations on salaries, wages, and distribution of merit pay.

2.D. Staffing. The Chair, in consultation with faculty and staff, is responsible for hiring staff and faculty, and for determining workload, including teaching assignments and schedules, committee assignments, and other departmental responsibilities.

2.E. External Relations. The Chair will take an active role in fundraising and alumni relations.

2.F. Other Responsibilities. The Chair is responsible for guiding the general operation of the department, including budget development and monitoring, guiding program development, representing the department within the university, supervising program reviews, and supervising assessment.

2.G. Evaluation, reappointment, and searching for the department chair. The chair evaluation, reappointment and search process will follow senate procedures. The voting procedures are defined in section 1.B and section 4.

### **3. Promotion, Tenure and Reappointment Procedures**

3.A. faculty member may qualify for academic advancement through suitable accomplishments in scholarship, effective teaching, and professional, departmental, and university service.

3.B. A single, standing Promotion, Tenure, and Reappointment (PT&R) committee will be established with the responsibility for all tenure, promotion, and reappointment recommendations. The membership of the committee is defined in section 8. D.1. The committee will provide the Department Chair with a written recommendation which assesses the scholarly performance of every applicant for tenure and promotion, considering the areas defined in section 3. The committee will meet and discuss the promotion/reappointment case and write a report, which will include a vote of the committee. The report will be sent along with the rest of the promotion package to the Department Chair. The Department Chair will add a personal recommendation for the candidate and forward the entire package to the Dean. Applicants have one opportunity to be considered early for tenure. They may withdraw their application for early tenure without prejudice at any time during the process, but if the file has moved past the department committee, they will have utilized that opportunity for early consideration.

3.C. Preparation of Faculty for Tenure. The Department Chair will arrange annual professional development interviews with untenured faculty members. These interviews

should review recent activities and accomplishments of the faculty member, his/her plans and objectives, and the relationship and merit of his/her contributions to the department and university activities. Faculty shall provide the Chair with an updated vitae and a record identifying any additional activities.

3.D. Reappointment Review. The PT&R committee and the Department Chair will separately review faculty and lecturers for reappointment, following guidelines supplied by the Dean of the College of Sciences and Arts. Candidates for reappointment will submit their vitae and a statement of the recent activities and future research, teaching, and service plans to the committee and Chair. The committee will determine the most appropriate means to review the candidate, which may include classroom observations, interviews, review of syllabi, or other methods.

3.E. Tenure and Promotion Review.

3.E.1. The Department Chair will provide adequate notice of the review deadline and clear instructions to candidates on the preparation of files.

3.E.2. The PT&R committee, working with the Department Chair, will identify five scholars, external to the University, to review candidates' files for tenure and promotion. Candidates for tenure and promotion will suggest external reviewers of their promotion and tenure files. The Committee will develop a list of potential reviewers. The candidate may eliminate one name from the committee list without explanation. Generally, the referees contacted will be drawn from both the candidate and committee lists. The Department Chair will contact the external reviewers. It is expected that the candidate will not contact potential external reviewers during the review process.

3.E.3. In non-mandatory tenure or promotion cases, if the recommendation of either the department committee or the Chair is negative, the Chair will inform the candidate, who shall have the right to withdraw the tenure or promotion application before it is forwarded to the college.

3.E.4. Once a promotion or tenure file has been submitted to the College, a candidate may submit additional information, which will also be made available to the Chair and the departmental committee.

3.E.5. For individuals with substantial time in a tenure-track or tenured position at another institution, the candidate's time and record at other institutions will be included in the tenure file and may be taken into consideration. However, the applicant must have a sustained record at Michigan Tech of research and publication, teaching, service, and program development.

3.E.6. All candidates for early tenure are urged to discuss the promotion and tenure application with the Department Chair and the PT&R committee. The criteria for early tenure are outlined in Senate Procedure 709.1.1.

3.F. Criteria for Promotion and Tenure of Tenure-track Faculty. The granting of tenure and

promotion in the Department of Cognitive & Learning Sciences depends upon an assessment and evaluation of the performance of individuals. Both qualitative and quantitative measures will be considered when evaluating scholarship.

3.F.1. Criteria for Appointment as Assistant Professor. The candidate must have a terminal degree (typically a doctorate), demonstrate competence as a teacher, maintain active membership in appropriate professional societies, and demonstrate evidence of the ability to initiate a record of research and publication.

3.F.2. Criteria for Promotion to Associate Professor. The candidate should:

- Have a successful and meritorious record as a teacher, as attested to by students and colleagues and as measured by the learning accomplished by students. Examples or measures of successful teaching may include, but are not limited to, activities listed in section 3G below.
- Maintain a program of scholarly research and publication appropriate to the field, including but not limited to examples of activities listed in section 3G below. The record should demonstrate that scholarly work has moved beyond dissertation research and that scholarly growth and development show evidence of progress toward national recognition.
- Contribute to and support program development within the department through such activities as: mentoring of independent study students, guest lecturing, promotion of the program within the University and or community, work with local school districts and teachers, support for teacher professional development endeavors, participation in development of proposals for internal or external funding, and initiation or improvement of departmental programs.
- Demonstrate active service to his/her profession.
  - Contribute to the work of the university through service within the department, and on university and/or college activities and committees.

The most important factors in promotion and tenure are teaching and scholarship (criteria 3G1 and 3G2). It is recognized that there may be substantial variation in the relative strength of candidates, but the department expects faculty to exhibit strength in both research and teaching.

3.F.3. Criteria for Promotion to Professor. The candidate should:

- Meet all requirements for promotion to the rank of Associate Professor.
- Have a successful and meritorious record as a teacher as attested to by students and colleagues and as measured by learning accomplished by students. Examples or measures of successful teaching may include but are not limited to activities listed in section 3G below.

- Have developed a body of scholarly work recognized nationally by colleagues in his/her field for its quality and significance. This suggests that the individual is acknowledged as an authority who has made important contributions to the field. The candidate should show evidence of continued significant scholarly activities subsequent to promotion to Associate Professor. Examples or measures of scholarly activities may include but are not limited to activities listed in section 3G below.
- Demonstrate active service to his/her profession. This may include, but is not limited to: serving on a journal editorial board; long term, evaluated school input projects; review of books, manuscripts, or proposals for outside agencies, publishers, or organizations; active participation (and, where possible, leadership) in professional societies; and attendance at professional meetings.
- Have a record of leadership and/or active contributions to the academic, cultural, and professional programs of the university and the department.
- Contribute to and support program development within the department through such activities as: mentoring of independent study students, guest lecturing, promotion of the program within the University and or community, work with local school districts and teachers, support for teacher professional development endeavors, participation in development of proposals for internal or external funding, and initiation or improvement of departmental programs.

3.G. The following are examples of evidence of success in the areas of teaching, research, and service. Accomplishments in this area shall be evidenced by opinions of colleagues who have particular knowledge of the faculty member's field and of the scholarly or research efforts.

3.G.1. The following are examples of evidence of teaching effectiveness:

- Student evaluations of teaching, student teaching supervision, and internship supervision.
- Willingness to accept diverse teaching assignments.
- Evidence of complexity of teaching assignments.
- Peer evaluations of teaching.
- Department Chair's annual evaluation.
- Introduction or revision of courses, curricula, preparation of course materials: syllabi, outlines, examinations, etc.
- Letters from former students or others who have knowledge of the candidate's teaching performance.
- Abstracts of graduate theses, projects directed, or student portfolios.
- Evidence of work with students as an advisor.
- Teaching awards and other outstanding accomplishments in instruction.
- Master's theses, or independent study supervision.



- Innovations in teaching designed to improve effectiveness; e.g. in teaching approach, learning activities, technology, course development, or curriculum development.
- Participation in teaching-related activities of one's discipline, such as activities undertaken to improve teaching (courses, workshops, self-designed projects, etc.).

3.G.2. The candidate must contribute by means of publication, presentation, and/or research grants, examples of which include, but are not limited to:

- Publications of:
  - Books
    - Book chapters
    - Revised edition of book
    - Edited scholarly book
    - Monographs
    - Papers in refereed professional journals
    - Papers in refereed conference proceedings
    - Textbooks
    - Research synopses
    - Instructional software, or videos developed for professional dissemination (must be reviewed by outside experts)
    - Abstracts accepted for publication
    - Other syntheses of knowledge
- Presentations of: papers/posters at appropriate professional meetings, invited addresses at professional meetings, invited addresses at other institutions. The expectation is an average of, or progress towards, one presentation per academic year.
- The submission or securing proposals for external funding of research is expected. Formal pursuit of a research grant involves written grant proposals submitted to appropriate potential funding organizations, either internal or external to Michigan Tech.
- Examples of evidence of scholarly activity may include, but are not limited to:
  - Professional recognition by scholars in that field.
  - Professional reputation (both inside and outside of the University)
  - Scholarly presentations at conferences as member of panel, respondent, or session chair
  - Speeches or lectures given in areas of expertise
  - Unpublished research reports
  - Discussion notes accepted by scholarly journal
  - Citations of works in professional publications
  - Publications in high impact journals
  - Long term, evaluated school input projects
  - Review of books, manuscripts or proposals for outside agencies, publishers, or organizations.

- Active participation (and, where possible, leadership) in professional societies; and attendance at professional meetings.
- 3.G.3. Examples of service to the University, the public, and to one's profession may include but are not limited to:
- Professional committee and organization involvement.
  - Editor or referee services for academic journals, or serving on an editorial board
  - Efforts on behalf of University-related projects
  - Consulting
  - Using professional abilities for the community's benefit
  - Community activities that benefit the University
  - Administrative or other assigned responsibilities within the University
  - Holding office in national, regional, or local academic organization
  - Organizing an academic conference
  - Reviewing book or journal manuscripts for publishers
  - Collaborating with P-12 school personnel
  - Chairing or serving on University, College, or Department committees
  - Leadership or substantive contribution to special projects or activities of the university, college, or department
  - Serving as a mentor for new faculty colleagues
  - Holding administrative positions in the university
  - Holding office in service groups related to the discipline
  - Giving speeches or workshops to community groups
  - Providing technical assistance to community groups
  - Peer evaluations
  - Outreach programs
  - Refereeing professional conference papers
  - Reviewing for granting agencies
  - Serving on professional conference organizational committees
  - Consulting for government, business, or professional organizations

### 3.H. Promotion of Research Faculty

3.H.1. Committee Function. The Promotion, Tenure and Reappointment (PT&R) committee will evaluate the files of applicants and render professional judgment about their suitability for promotion. The committee will provide the Department Chair with a written recommendation which assesses the scholarly performance of the applicant in the area of research. Where teaching and service activity are relevant to the research faculty member's appointment, those areas will also be evaluated.

3.H.2. Promotion Review. The PT&R committee working with the Department Chair, will identify five scholars, at least two of whom are external to the University, to review candidates' files for promotion. The Department Chair will contact the reviewers. It is expected that the candidate will not contact potential reviewers during the review process.

3.H.3. Role of the Candidate. Candidates for promotion may suggest names of reviewers of their promotion file. The Committee will develop a list of potential referees. The candidate may eliminate one name from the committee list without explanation. Generally, referees contacted will be drawn from both the candidate and committee lists.

3.H.4. Criteria for Promotion of Research Faculty. Promotion in the Department of Cognitive & Learning Sciences depends upon an assessment and evaluation of the performance of individuals. Both qualitative and quantitative measures will be considered when evaluating scholarship.

- Criteria for Appointment as Assistant Professor.

The candidate should have a terminal degree (typically a doctorate), maintain active membership in appropriate professional societies, and demonstrate evidence of the ability to initiate a record of research and publication.

- Criteria for Promotion to Associate Professor. The candidate should:

- i. Maintain active participation in scholarly research appropriate to the field. The record should demonstrate that scholarly work is beginning to move beyond dissertation research and that scholarly growth and development are likely to continue beyond promotion.

- ii. Depending upon the nature of the appointment, contribute to and support program development within the department through such activities as: mentoring of undergraduate or graduate students, promotion of the program within the University and or community, work with local school districts and teachers, support for teacher professional development endeavors, participation in development of proposals for internal or external funding, and initiation or improvement of departmental programs.

- iii. Demonstrate active service to his/her profession.

- Criteria for Promotion to Professor. The candidate should:

- i. Meet all requirements for promotion to the rank of Associate Professor.

- ii. Have developed a body of scholarly work recognized nationally by colleagues in his/her field for its quality and significance. This suggests that the individual is acknowledged as an authority who has made important contributions to the field. The candidate should show evidence of continued significant scholarly activities subsequent to promotion to Associate Professor.

- iii. Demonstrate active service to his/her profession. This may include, but is not limited to; serving on journal editorial board; long term,

evaluated school input projects; review of books, manuscripts, or proposals for outside agencies, publishers, or organizations; active participation (and, where possible, leadership) in professional societies; and attendance at professional meetings.

iv. Have a record of leadership and/or active contributions to the academic, cultural, and professional programs of the university and the department.

v. Depending upon the nature of the appointment, contribute to and support program development within the department through such activities as: mentoring of undergraduate or graduate students, promotion of the program within the University and or community, work with local school districts and teachers, support for teacher professional development endeavors, participation in development of proposals for internal or external funding, and initiation or improvement of departmental programs.

### 3.I. Appointment and Promotion of Non-tenure-track Personnel

#### 3.I.1. Definition of Positions.

Within the department, definitions of instructors and will be consistent with the University Faculty Handbook section 1.5.5 Non-tenure track academic rank definitions.

#### 3.I.2. Performance Review for Lecturers, Senior Lecturers, and Principal Lecturers

a. All lecturers, senior lecturers and principal lecturers will be evaluated annually by Department Chair, and shall receive written comments. The PT&R committee shall also evaluate all individuals serving in these positions annually.

b. As part of those reviews, lecturers, senior lecturers and principal lecturers shall prepare documentation similar to that required for a reappointment review for untenured, tenure track faculty: statement of activities and self-assessment, current curriculum vitae, and statement of teaching with copies of student teaching evaluations. The committee's recommendation shall address the question of whether the individual should be reappointed for an additional two-year term.

c. The Committee will advise the Department Chair in writing of its recommendations for reappointment or non-reappointment and its reasons. The committee will provide a copy to the faculty member. In the case of a recommendation of non-reappointment in a biennial review, the faculty member may provide a written response to the Committee. Both documents will be forwarded to the Department Chair.

d. The Department Chair will submit a recommendation regarding reappointment in writing to the Dean of the College of Sciences and

Arts. The faculty member will be notified of the decision and provided a copy of the document. If the Department Chair should make a decision different from that of the PT&R committee, the candidate may write a response and place it in the reappointment file before it goes to the Dean. The Chair shall transmit both the committee report and the Chair's recommendation to the dean of the college, who shall make the final decision on reappointment.

e. Performance Review for Instructors. All instructors will be evaluated annually by the Department Chair and by the PT&R committee. The committee will evaluate the instructor's teaching activities, with particular emphasis on the instructor's teaching effectiveness and the degree to which the instructor's work has supported the curricular objectives of the course(s).

### 3.I.3. Promotion

Individuals holding appointments in the Lecturer ranks and seeking promotion must notify the Department Chair of his/her intention to seek promotion. The candidate shall prepare documentation similar to the F- Form completed by tenure-track faculty as part of their promotion process, along with information about teaching, a peer teaching evaluation, and curriculum vitae. The committee will evaluate the candidate's record in terms of meeting the job description and expectations for the next level.

The Committee will consider the categories of evaluation identified in section 3.E of this document, with suitable adjustments to reflect the circumstances of the various lecturer appointments. The Committee will make a written recommendation to the Department Chair. The Department Chair makes a written recommendation and forwards that with all other documentation to the Dean of the College of Sciences and Arts. The Dean makes a written recommendation and forwards all documentation to the Provost, who reviews the documentation and makes a recommendation to the President. The President makes the final promotion recommendation to the Board of Trustees.

- a. Criteria for Promotion to Senior Lecturer. A Senior Lecturer will have more experience in the classroom than a Lecturer and have significant scholarly or professional activities beyond those at the Lecturer level. In addition to the criteria for reappointment to Lecturer, a Senior Lecturer is expected to have:
  - Demonstrated excellence in teaching and leadership in education.
  - Developed new courses, teaching methods, and procedures that have substantial impact with the department and across the University.
  - Maintained continuing and effective participation in professional activities in the area they are teaching.
- b. Criteria for Promotion to Principal Lecturer. In addition to the expectations for lecturers and senior lecturers, a principal lecturer is expected to demonstrate exceptional achievements in teaching and education, either by fundamental contributions to the University's mission or by broad national or international impact.

#### 3.I.4 Adjunct and visiting faculty

The rank of visiting and adjunct faculty will typically be commensurate with their experience and other appointments, and will be at the discretion of the Department Chair.

#### **4. The role of professional staff and other non-tenure/tenure-track members in unit governance.**

UAW and professional staff with at least 50% appointment can vote on the selection and re-appointment of the Chair and may vote on non-academic issues as determined by the Chair. Instructors, adjunct faculty, and emeritus/emmerita faculty do not have voting rights. Post-doctoral scholars, visiting scholars, and students are not included in department governance.

#### **5. Sabbatical Leave Recommendations**

Faculty may apply for a sabbatical following the University Sabbatical committee procedures. The Chair may consult with faculty members to determine the impact of providing a sabbatical to the applicant. The Chair will choose to support the applicant's request based on the best interest of the Department (including teaching and staffing considerations) and the professional development of the faculty member.

#### **6. Emeritus/Emerita Recommendations**

The faculty shall vote on recommendations for Emeritus/Emerita status. Upon approval by the faculty, the Chair shall send the recommendation to the Dean.

#### **7. Grievances**

7.A. Grievance Procedures. The University has established certain grievance policies that govern grievances (Senate Proposal 23-00). These procedures are intended to provide a suitable mechanism for grievances by members of the Department's faculty, including non-voting faculty. It is expected that most faculty complaints or concerns can be resolved informally through discussion with or action by the Department Chair. In the event that a concern cannot be resolved satisfactorily, or if involvement by the Chair is inappropriate, then a formal grievance may be filed.

7.B. A formal grievance must be presented in a timely manner to the Department Chair in writing. The Chair will pass the written materials on to the Grievance Committee. University policy determines the timing of events and conditions for appeal. The formal grievance must state the nature of the grievance, the name of the faculty member filing the grievance (the grievant), the date or dates the grievance occurred, and the relief requested by the grievant.

7.C. Grievance Committee. The Grievance Committee shall be constituted when a grievance arises. It will consist of three members. The Department Chair will appoint one faculty member, preferably from within the department, to Chair the committee. The grievant shall select the second member. The third member shall be acceptable to both parties in the grievance. Committee members need not be

from the Department of Cognitive and Learning Sciences.

7.D. The report of the grievance committee will be prepared within 30 work days of the filing of the grievance. This report will state the nature of the grievance, name of the faculty member who filed the grievance, list of members of the grievance committee, date or dates of the incident(s) leading to the grievance, relief requested by the grievant, and committee's decision and, if appropriate, their recommendation for resolution of the grievance. This report will be given to the grievant, the Chair/Dean, and in the case where the committee disagrees with the Chair/Dean, the University Faculty Review Committee.

## **8. Other Policies**

### **8.A. Peer Teaching Evaluation for Post-Tenure Faculty**

The Department Chair will establish an internal mechanism for evaluating the appropriateness of level, content, and currency of courses taught by individual tenured faculty members and the quality of the instructor's contribution to the teaching mission of the department.

### **8.B. Program Directors/Coordinators**

The Department Chair, in consultation with the faculty, determines which areas within the department require directors or coordinators. All directors/coordinators are appointed by and are accountable to the Chair. Appointees are the primary administrators of their respective programs, and they are responsible for the day-to-day operation of their programs as well as planning and setting long-term goals. The department is notified of open positions for directors and coordinators.

### **8.C. Addition or Deletion of Programs**

When conditions require the addition or deletion of a program, these changes must be approved by the voting faculty by means of a formal ballot.

### **8. D. Standing committees**

8.D.1. Promotion, Tenure and Reappointment Committee. The PT&R committee will consist of 3 tenured faculty members elected by the voting members at the beginning of each academic year. The Department Chair may nominate candidates for election by the voting members.

#### **8.D.2. Advisory Committee**

a. The department will have an Advisory Committee. The Advisory Committee serves as an advisory body to the Chair and faculty on important department issues, directions, initiatives, and challenges. The Chair may request advice of the committee on issues such as budget planning and decisions, space and other resource allocations, teaching assignments and the determination of the processes for merit raises. The Chair will convene the Advisory Committee meetings at least once monthly and additionally as needed.

b. Membership: The Advisory Committee consists of 3 members of the department's voting constituency, excluding the Department Chair. Two members of the committee will be elected by the faculty voting constituency, one from Human Factors/Psychology and one from Education, and will serve 3-year staggered terms. One additional member will be appointed by the Department Chair annually to serve a one-year term.

c. Conflict of Interest: A committee member is expected to withdraw from deliberations of the Advisory Committee if a conflict of interest occurs.

8.D.3. ACSHF Graduate Program Committee.

The Department Chair, in consultation with the director of graduate studies, appoints the committee. Membership and charge of the committee is outlined in the ACSHF Graduate Handbook.

8.D.4. Undergraduate Psychology Program Committee.

The Department Chair, in consultation with the Advisory Committee, appoints the committee. The membership of the committee will be 3-5 tenured faculty, tenure-track faculty, adjunct faculty, or lecturers. Committee members will elect the chair. At the discretion of the committee, membership may also include a non-voting undergraduate student representative. The committee advises and assists in administering the department's undergraduate programs in psychology. This includes promoting programs, recruiting new students, assessing and revising the psychology curriculum, placing graduates and co-op students, and maintaining relations with alumni.

8.E. Ad Hoc Committees

The Department Chair will appoint ad hoc committees as needed. Committee members will elect the committee chair.