

Department of Mental Health
Law and Policy
College of Behavioral and
Community Sciences

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**Department of Mental Health Law and Policy
College of Behavioral and Community Sciences
University of South Florida**

**Governance Charter and By-Laws of the
Department of Mental Health Law and Policy**

Purpose of this Document

This document is intended to describe key governance structures and functions for the Department of Mental Health Law and Policy (MHLP) in the College of Behavioral and Community Sciences (CBCS). CBCS also has a governance document, and the department governance document is not intended to address areas covered within the CBCS document. The CBCS governance document will supersede any part of the department

policies that affect the department. This

MHLP educates students to be intellectually and ethically informed individuals with well-defined skills and knowledge who are capable leaders, creative thinkers, and contributing participants in the realm of behavioral health.

in the behavioral health field. Programs include a B.S. in Behavioral Healthcare and a Minor in Behavioral Healthcare, which can be taken in conjunction with any undergraduate major. The Minor in Behavioral Healthcare has proven particularly beneficial to students majoring in disciplines such as psychology, gerontology, criminology, nursing, social work, and sociology. In addition to the major and minor, a Behavioral Healthcare cognate is offered in the Interdisciplinary Social Sciences degree, and Behavioral Healthcare concentrations are offered within the Applied Sciences, Health Sciences, and General Studies degrees. MHLP faculty also participate in teaching and mentoring students in the CBCS Research Intensive Student Experience (RISE) and Summer Research Institute (SRI) at FMHI.

MHLP

Community Sciences. MHLP personnel teach multiple courses, employ students as

Training and Dissemination

MHLP uses advanced methods of training, technical assistance, and knowledge dissemination to promote transfer of knowledge and application of research findings related to behavioral health and criminal justice issues.

MHLP seeks to strengthen design, and build recovery-oriented healthy communities in partnership with professional colleagues, consumers, family members, and organizations at the local, state, and national levels.

Definitions

For purposes of this document, department Staff are defined as those individuals who are in Administrative (formerly A&P) and Staff (formerly USPS) personnel categories. The Faculty in MHLP includes all individuals holding the title of Professor, with or without modifiers of Associate, Assistant, Research, or of Instruction. For purposes of participating in departmental governance activities, the Faculty also includes those who hold professorial titles with a Visiting modifier and individuals serving as Postdoctoral Fellows, regardless of their formal appointment title, and all employees holding these titles are included as Faculty regardless of the level of FTE assignment. Individuals with Courtesy or Adjunct appointments and Graduate Assistants are not considered as Faculty of the department. Specifically excluded from formal activities described in this document are those classified as OPS (Other Personnel Services) hourly and salaried employees and part-time student employees. Although excluded from formal governance and promotion processes, these employees are encouraged to participate in department meetings and initiate contact with department administrators and the Governance Council, as needed. All personnel associated with projects or centers housed within the Department are subject to the provisions of this doc

Administrative Structure and Roles Within the Department

Department Chair

The Chair is the Executive Officer of the Department and is charged with implementing USF

Membership. The Governance Council assists the Chair and Associate Chair in reviewing key policies and decisions affecting the department, including budgetary issues and long-term strategic planning. The Governance Council will comprise three faculty and three staff members, to include two tenure-earning faculty members, one non tenure-earning faculty member, at least one administrative staff member, and at least one staff member. The CBCS Faculty Council representative will also be encouraged to participate in MHLP Governance Council meetings. In addition, composition of the Governance Council will attempt to have broad diversity across all dimensions (e.g., race/ethnicity, gender, age, etc.). It is incumbent upon the members of the Governance Council to solicit opinions and input, both formally and informally, from the personnel categories that they represent.

Self-nominations, across personnel categories, are solicited for positions on the Governance Council. Terms on the Council will be two years. Individuals within the

- Strategic planning
- Consultation on the implementation of new systems affecting the department
- Budget, financial accounts, hiring/layoffs
- Functional units or other organizational support structures
- Space and resource allocation
- Consideration of Courtesy Faculty appointments
- Equity in personnel assignments
- Other matters relevant to personnel

A quorum of a simple majority will be required to conduct Governance Council meetings. Similarly, if votes are conducted within the Governance Council, a simple majority is needed for an affirmative action. In some instances, matters affecting faculty members may be voted upon exclusively by faculty representatives on the Governance Council.

USF Faculty Senate

MHLP is represented by one faculty member on the USF Faculty Senate. When the MHLP regular term, the Department will hold an election and will report the name of the new or continuing senator to the Faculty Senate Office.

Department Committees and Work Groups

Department committees may be created to provide ongoing oversight of and input to department-related administrative functions, while additional work groups may be assembled to address focused and time-limited issues. In addition to the Governance Council, other committees may be assembled to assist department centers or other large-scale projects or initiatives. Department members also sit on a number of college-wide standing committees. Committees and work groups may be formed as deemed necessary by the Department Chair in consultation with the Governance Council. As committees are formed, they will be announced to members of the department. All committees should keep brief minutes and make them available in a timely manner.

The Governance Council is proposed as a standing committee in this document. To the extent that it is possible and desirable, department committees will comprise faculty and personnel from the Administrative and Staff categories. The Department Chair, in consultation with the Governance Council, will determine the composition of committees. Self-nominations for committee membership may be solicited, as needed. The Department Chair, in collaboration with the Council Chair, will select a Coordinator for each Committee that is established. Ordinarily, Committee Coordinators will serve for a period of two years, and this term may be renewable for additional periods. Each committee may elect additional officers, and may consult with the Department Chair and the Governance Council to determine changes in committee composition or leadership. E-mail solicitations will be sent to all members of the Department when committee vacancies arise, and members may self-nominate for consecutive terms.

Members of each department committee will determine how often the committee meets, and all meetings are to be announced within the department and open to the public. Committee meetings will generally be held at least twice a month.

- f. Develop and implement a plan for overall continuous academic assessment in consultation with

If an external search is conducted, members of the department faculty will comprise the majority of those on the search committee. The search committee will screen candidates and provide feedback on perceived strengths of each finalist as well as areas of concern or those in need of further exploration. All searches will be conducted in accordance with university policies, procedures, and regulations.

In the event of an internal search and/or interim appointment, the CBCS Dean will seek input from department faculty through a nomination process. Self-nominations will be accepted, as will nominations from other members of CBCS and USF, including the CBCS Dean. Those faculty members who are nominated may be contacted by the CBCS Dean to determine their interest in applying for the position. Once one or more internal candidates are identified, interviews and colloquia consistent with a national search will be conducted.

The CBCS Dean will consult with department faculty and staff regarding the final selection prior to appointment of the Chair.

Retention of the Chair

The CBCS Dean will conduct a survey of department personnel on an annual basis to

Chair, Governance Council, and/or department personnel that cannot be resolved through informal or formal processes within the department, the Governance Council may ask the CBCS Dean to review these issues, and, at the discretion of the CBCS Dean, call a vote of faculty and/or all members of the Department regarding the ongoing status of the Department Chair. If the CBCS Dean replaces the Chair, the choice of an Interim Chair will be made by the CBCS Dean, in consultation with the Governance Council.

Faculty Hiring

The development of new faculty lines and hiring of new faculty is part of the annual strategic planning process and is to be discussed at department

for recording this vote will be developed and overseen by the tenured members of the Governance Council and the Department Chair. The Department Chair will submit their final recommended list of candidates, along with information regarding recommendations, to the CBCS Dean, who will make the final hiring decision.

Courtesy Faculty Appointments

Individuals outside of the department who are working closely with department faculty on research or other projects may be offered courtesy appointments for up to five years upon nomination by the faculty member, review and recommendation by the department faculty Governance Council, and favorable decision by the Department Chair. Rank will be

The following procedure will be followed. The department faculty member sends the Department Chair a description of the project or function in which he or she and the nominee are jointly involved, the nature and value of the activities and role the nominee will

Chair forwards the request and CV to the department faculty, who are invited to send comments jointly to the Department Chair and the Governance Council Chair. The Governance Council reviews the nomination and input from faculty, the latter provided either in writing or in person, at a meeting to occur not less than one week subsequent to the submission of the request to the department faculty, and the Governance Council formulates and forwards a recommendation to the Department Chair, who forwards it to the CBCS Dean for approval. If this decision is contrary to the predominant intent of the department faculty and Governance Council, the Department Chair or CBCS Dean provides a rationale to the faculty. Appointments may be renewed following the same process.

Issues of Governance Specific to Faculty Members

Tenure and Promotion of Faculty

Tenure and promotion guidelines for tenure track faculty are available in separate department, college, and university guidelines. Department tenure and promotion committees will be created as needed, following the general department processes for forming ad hoc committees as described previously as well as all relevant department, college, and university guidelines regarding tenure and promotion. Voting on tenure and promotion applications within the department will be conducted independently and concurrently by department faculty and the department tenure and promotion committee. The Department Chair will have the voting results from both groups (i.e., general faculty votes,

Evaluation

Faculty within the department complete a self-evaluation and will receive a written annual evaluation from the Department Chair and/or their immediate supervisor. Untenured faculty and those in the promotion process will receive a written evaluation regarding their progress toward tenure and/or promotion. Annual evaluations will include an appraisal of research (grant seeking and acquisition, publications, dissemination of findings), teaching (including training and technical assistance), service, and when appropriate, administration, using the rating criteria and standards detailed in the Appendix to this document. Annual evaluations will take into account the percentage of assignment to each of the categories.

Compensation

Compensation of faculty follows the formulaic procedures established by the university and UFF for across-the-board and merit-based compensation. In some years, funds are made available that may be used to address issues of compression, inversion, or applied on a merit basis. The Department Chair may have discretion to determine the assignment of these funds. Decisions regarding the assignment of discretionary funds are the prerogative of the Chair, however, the rationale for these decisions should be reviewed with the members of the Governance Council, and their endorsement sought, in an effort to establish a transparent process.

Evaluation of Administrative and Staff Personnel Categories

Assignment, evaluation, and compensation for persons in the Administrative and 7921.52 Tf1 0 0nd compe

Allocation of Resources

Resources within the Department are a concern of both faculty and staff. Assignment of

- **Peer review or observation of teaching**, which could be completed by another faculty member in the Department, or by someone outside the Department (e.g., Center for Teaching Excellence).
- **Student mentoring:**
 - Descriptions of student mentoring activities during the evaluation year including (but not necessarily limited to):
 - Ph.D. dissertations
 -
 - Undergraduate Honors Theses
 - Directed research activities
 - Supervision/mentoring on faculty initiated and/or supported projects/grants
 - Other mentoring or advising at all levels
 - Descriptions of student mentoring activities should include the depth of involvement (chair, supervisor, committee member, etc.), status of the project, and outcomes including presentations, publications/submissions, and s (e.g., thesis completed, admitted to graduate school).
- **Training grant or research grant administration** that involves mentoring:
 - Nature and type of administration, including depth of involvement in post-doc or student mentoring
 - Number of post-docs or students involved, and number directly supervised
 - Outcomes including presentations, publications/submissions, and the

- Extensive student mentoring activities with several students resulting in successful and timely completion of student projects and concrete outcomes (presentations and publications/submissions).
 - Administration of a large training grant reflecting extensive depth of teaching mission through support of students, and concrete outcomes (presentations and publications/submissions) by supported students.
 - Evidence of extensive efforts to improve content delivery, to develop curriculum, or to contribute otherwise to student success outside of typical
- A **Strong (4)** contribution to teaching is typified by the following types of activities:
 - Peer, observational, or student evaluations of teaching predominantly in the upper sections of rating or reporting ranges, less frequently in the highest or middle sections.
 - Considerable student mentoring activities with multiple students resulting in successful and timely completion of student projects and progress toward concrete outcomes (presentations and publications/submissions).
 - Administration of a small training grant with significant support of the , and progress toward concrete outcomes (presentations and publications/submissions) by supported students.
 - Evidence of some successful efforts to improve content delivery, to develop curriculum, or to otherwise contribute to student success outside of the typical
- A **Satisfactory (3)** contribution to teaching is typified by the following types of activities:
 - Peer, observational, or student evaluations of teaching predominantly in the middle sections of rating or reporting ranges, less frequently in upper sections, indicating acceptable performance but with clear indications for improvement.
 - Student mentoring activities with at least one student resulting in successful and timely completion of student projects and progress toward concrete outcomes (presentations and publications/submissions).
 - Evidence of minimal efforts to improve content delivery if needed, to develop curriculum, or to otherwise contribute to student success outside of typical ad.
- A **Weak (2)**

- Significant activities or management of a previously funded high impact grant, as determined by the alignment with university, college, and Department goals; funding source; size of grant; and extent of activities funded.
- Significant progress on, submission of or publication of multiple high impact articles or book chapters, a high impact book as determined by the quality of the outlet(s) and the influence of the publication(s) on the field, or other high

- Scope and status of society (e.g. international, national, state, local; disciplinary or interdisciplinary membership)
- Describe responsibilities, type and degree of involvement (e.g. chair, co-chair, fellow, board/senior member, member)
- Whether elected or appointed
- Peer-review activities
 - Grant review activity (include funding agency, depth and extent of involvement)
 - Peer reviews for books, articles, or conferences (specify type and number of items reviewed and for which publisher, journal, society, committee, or Department)
- Editorial activity
 - Journal or series editor or associate editor (describe scope and nature of activities, time commitment, quality of outlet)
 - Formal appointment to editorial, review, or advisory boards (describe scope and nature of involvement)
- Seminars and workshops primarily oriented to continuing professional education in the discipline or related to the discipline
 - Extent and nature of participation (e.g. organizer, participant, discussant)
 - Status of venue (e.g. international, national, state, or local organization)
 - Whether participation was invited or submitted
- Inter-Institutional Invitations
 - Invitations to participate in promotion and tenure process or related academic evaluations, program evaluations, etc.
 - Describe nature and extent of invitation, standing of institution
- **Service to the community**
 - Describe the nature and extent of the activity including:
 - The community involved (e.g. global, national, regional/state, local).
 - Extent of curricular engagement between university and community (e.g. address community-academic learning, enhance community well-being, and enrichment to the scholarship of the institution).
 - Outreach activity (i.e. provision of institutional resources for community use with benefits to both campus and community).
 - Partnership or consultation activity (e.g. collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and

resources such as research, program evaluation, capacity building, program development and implementation, etc.).

Evaluative criteria for service:

All evaluative criteria are general guidelines. Activities listed after each rating level are meant to reflect typical performance at that level and are not exhaustive nor all required for such a rating. Ratings will be based on all of the information provided and will consider the amount of effort assigned to each faculty member. The guidelines provided assume typical assignments. Higher and lower assignment percentages will result in increased or decreased expectations for each category. See the MHLP Supporting Information

- An **Outstanding (5)** contribution to service is typified by the following types of activity:
 - Extensive service to the Department (Note: an appropriate level of service to the Department is expected of all faculty)
 - Service beyond the Department in multiple activities (i.e. service to the university or college, profession, or community)
 - A leadership level position in the service activities (e.g. committee chair or co-chair, an editorial position, workshop organizer, organization board member)
 - Multiple activities for prestigious societies, organizations, or publishers
 - Note: newly hired assistant professors, visiting instructors, and instructors, who are typically given minimal service assignments, might receive this rating simply through eager engagement in the life of their Department and through active engagement in their constituency with minimal additional responsibilities outside of the Department.

- A **Strong (4)** contribution to service is typified by participation in at least one high impact service activity relative to rank, and additional lesser impact service activities

- For associate or full professor, at least one service activity beyond the Department (i.e. service to the university or college, profession, or community)
- A **Weak (2)** contribution to service is typified in any one of the following
 - The faculty member participates in only the faculty meetings and departmental meetings with no other service cip cip cip cip cip cip ther service cip cip ciSiTf