

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



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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 governance document that is inconsistent or contradictory with the CBCS document.

Consistent with its role as a part of the university community, MHLP faculty and staff conduct teaching, research and service activities. MHLP is somewhat distinctive from traditional academic departments at USF relative to its size, involvement in training and dissemination activities, inclusion of several large centers and consortiums, and a diverse constituent base that includes local, state, and federal agencies; service providers; consumers; and legislators and other policy makers. The governance structure of MHLP reflects these differences, emphasizing policies and practices to enhance flexibility and responsiveness in decision-making and policy development, and to promote ongoing staff involvement in key policy decisions. These policy decisions include those occurring within the department, and those made by CBCS that directly affect the department.

In general, the department would like to encourage an environment in which department members are comfortable providing informal and ongoing input to policy decisions, through collegial contact with the Chair, Associate Chair, other department administrators, and the Governance Council. Regular department meetings are convened to promote information sharing and discussion of key issues and policy decisions. Members of the department are also encouraged, as needed, to contact the Chair, Associate Chair, other department administrators, and the Governance Council to identify issues and problems that need to be addressed. Although members of the department are encouraged to address issues with department administrators and the Governance Council, they are also able to consult with the CBCS Dean as needed – for example, if there are issues of college-wide importance or problems that are not resolved satisfactorily at the department level.

This governance document provides a more formal structure to promote ongoing involvement of department members in decision-making and policy development. If members of the department are unable to satisfactorily address issues through informal means, this document is intended to provide mechanisms for remedy or relief, and to provide a vehicle for addressing departmental issues that require more intensive review and deliberation. In general, the document is designed to provide a structured process for advising and providing input to the Chair and other department administrators, and to ensure that members of the department are involved in major decisions and development of

policies that affect the department. This document provides key governance structures and activities and also describes procedures for personnel evaluation.

### **Department Mission Statement**

The mission of the Department of Mental Health Law and Policy (MHLP) is to promote the health and quality of life of people with mental and substance use disorders by creating, evaluating, disseminating and translating state-of-the-art knowledge to support effective practice across behavioral health and criminal justice systems.

### **What We Do**

- Offer academic degree programs in behavioral healthcare
- Conduct research on state-of-the-art behavioral health practices
- Disseminate findings through diverse mediums
- Translate new knowledge and test models for real world application
- Strengthen, design, and build recovery-oriented healthy communities
- Analyze policy issues related to funding, service delivery, and outcomes of services
- Provide expert support in mental health and substance use issues to the criminal justice system
- Work in partnership with professional colleagues, communities, consumers, and family members
- Collaborate at local, state, national and international levels

### **Vision Statements**

MHLP supports good citizenship and the free exchange of ideas by maintaining a collegial atmosphere defined by mutual respect and a quest for excellence in the following areas:

#### **Research**

Research is a powerful instrument for improving the human condition. It is essential for increasing the knowledge base and thereby addressing the unmet behavioral health needs of underserved populations.

MHLP supports a range of research activities to increase the knowledge base related to behavioral health and criminal justice issues, particularly those that identify evidence-based practices and improve services, processes, and outcomes for people with mental health and substance use problems.

#### **Academic Programs**

MHLP promotes academic excellence within CBCS and with other university colleges by providing leadership and opportunities that enhance workforce development as well as personal growth in a fully engaged learner-centered environment.

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.

MHLP's undergraduate programs are designed for students interested in pursuing careers 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 supports a doctoral program offered by the CBCS Dean's Office in Behavioral and Community Sciences. MHLP personnel teach multiple courses, employ students as Graduate Assistants, and serve on students' doctoral committees.

### **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 document. Changes in these specifications may be made at the discretion of the Governance Council.

## **Administrative Structure and Roles Within the Department**

### ***Department Chair***

The Chair is the Executive Officer of the Department and is charged with implementing USF and CBCS policies and procedures as delegated by the President, Provost, and CBCS Dean. The Chair will normally be a full-time, tenured faculty member with academic as well as administrative responsibilities. The Chair's administrative responsibilities and duties include, but are not limited to:

#### Department Management

- Prepare and implement the department budget
- Maintain essential department records
- Supervise the Associate Chair, the Assistant Director, and other administrative staff
- Provide department leadership in the development of the strategic planning and implementation of research, academic programs, training/consultation, and dissemination
- In consultation with members of the Department and the CBCS Dean, establish department divisions/units, and research centers as appropriate
- Provide leadership in the recruitment, retention, and promotion of employees
- Arbitrate and resolve department conflicts
- Communicate information in a timely manner about issues that impact members of the department
- Perform personnel activities with department members in a respectful and humane manner

#### Linkage with USF and the Community

- Communicate department needs to the CBCS Dean
- Serve as advocate for the department by protecting and improving the department image and reputation
- Attend extra-department, university, and civic meetings

#### Academic Program Development

- Facilitate development of degree granting or other academic programs, and oversee existing programs
- Facilitate the preparation of training and research grants that enhance program goals
- Prepare annual reports of department activities for the CBCS Dean

#### Faculty Personnel Supervision and Management

- Consult with faculty in the annual assignment of duties
- Allocate resources to support teaching and research activities
- Stimulate and support faculty scholarly activity

- Evaluate faculty performance
- Engage in faculty mentoring
- Provide oversight for centers housed within the department, consortia, data/ research units, and other department units and projects
- Coordinate and plan with directors of department centers and other large projects or units
- Serve as Academic Officer for the Department
- Approve credentialing of teaching faculty
- Coordinate various functional units and other related support mechanisms for the department
- Coordinate faculty/staff meetings
- Appoint standing and ad hoc committees in consultation with the Governance Council
- Inform faculty about CBCS and university activities and policies
- Convene other meetings with members of the department, as needed

### ***Associate Chair***

The Department Chair may appoint a member of the faculty to serve as Associate Chair upon consultation with the Governance Council. The duties of the Associate Chair shall be defined by the Chair and, at the discretion of the Chair, the Associate Chair may assume any of the Chair's duties.

### ***Academic Director***

The Department Chair may appoint a faculty member as the Academic Director upon consultation with the Governance Council. Duties associated with this position include overseeing and coordinating the department's academic programs, such as planning and overseeing course offerings, faculty teaching assignments (in collaboration with the Chair), and evaluating student satisfaction and outcomes. The Academic Director serves at the discretion of the Chair.

### ***Mentoring Coordinator***

The Department Chair may appoint a faculty member as the Mentoring Coordinator upon consultation with the Governance Council. The Mentoring Coordinator will support the mentoring and career development of faculty and other research personnel, as detailed in the MHLP Faculty Mentoring Guidelines, through such activities as facilitating the pairing of junior faculty members with department mentors, and convening group meetings to support researchers with grant proposals, manuscripts, and other research activities. The Mentoring Coordinator serves at the discretion of the Chair.

### ***Associate Director***

The Department Chair may appoint an Associate Director of the department upon consultation with the Governance Council. The Associate Director oversees all administrative and financial aspects of the Department's operation. The Associate Director serves at the discretion of the Chair.

### ***Faculty Members***

MHLP faculty members are responsible for assisting in developing policy in the following areas, consistent with the language and principles outlined by the USF Faculty Senate in 2003:

- Academic policy, including initial authorization and direction of all courses, curricula, and degrees offered
- Scholastic policy, including scholastic standards for admission, grading, continuation, graduation, and honors, as applicable
- Academic ethics, including development of policies and procedures
- Research

The faculty shall participate with department administrators to make recommendations in the areas of:

- Policies and procedures for faculty appointment, promotion and tenure review; reward systems; discipline and termination
- Instructional duties
- Student learning and activities, as applicable
- Budgetary review and strategic planning
- Selection and review of academic administrators

Additional responsibilities of faculty members within the Department include:

- Participation in department meetings
- Involvement in committee work as requested or assigned
- Involvement in MHLP governance activities as requested
- Participation in department surveys and annual evaluations of the Chair and department functioning

### **Faculty Credentialing**

The Department of Mental Health Law and Policy is committed to establishing and maintaining the highest standards of academic excellence for its undergraduate and graduate courses. To achieve this goal MHLP carefully reviews and credentials all instructors of record of our academic courses. We follow the USF and SACS requirements for credentialing and also recognize that MHLP consists of an interdisciplinary faculty whose training, expertise, and professional experiences converge within the study and design of behavioral health interventions and delivery mechanisms across the various systems in which individuals diagnosed with mental health and addictive disorder are served. Given the breadth and ever changing dynamics of the behavioral health care field, it is imperative to recruit faculty from a broad array of disciplines, backgrounds, and professional experiences. Thus, to be credentialed to teach courses in MHLP, instructors must have degrees in disciplines that are relevant to behavioral health care systems design, delivery, and program evaluation. These disciplines include, but are not limited to anthropology, counseling, economics, education, educational measurement, ethics, health care

administration, human development, law, medicine, neuroscience, nursing, psychology, psychiatry, public health, public administration, research and statistics, social work, and sociology. Instructional personnel teaching undergraduate courses should typically hold an earned doctorate or master's degree with a minimum of 18 hours in the discipline taught. Instructors with law degrees (JD, LL.M) are qualified to be credentialed. In some cases faculty may be credentialed based on their professional licensure or certification; research accomplishments; specialized training; experience with a local, state, or federal agency; or other competencies relevant to the course(s) being taught.

### ***Staff Members***

Staff shall participate with department administrators to make recommendations in the areas of:

- Policies and procedures for staff appointment, reward systems, discipline and termination
- Student conduct and activities, as applicable
- Budgetary review and strategic planning
- Selection and review of academic administrators

Additional responsibilities of staff within the Department include:

- Participation in department meetings
- Involvement in committee work as requested or assigned
- Involvement in MHLP governance activities as requested or assigned
- Participation in department surveys and annual evaluations of the Chair and department functioning

### **Coordination of Department Units**

MHLP has department units that serve specific functions (examples include the Dissemination and Training Unit, academic programs, or the Policy and Services Research Data Center). The chair may name coordinators of such department units to supervise operations related to dissemination (e.g., training, conferences, web page development), grant and contract support, academic programs, and other areas, as needed. Ordinarily, a faculty member will be identified to coordinate these units.

### ***Department Centers, Projects and Workgroups***

Consistent with department's research and training mission, different centers, projects, or workgroups may be established. Current centers are described on our website (<https://www.usf.edu/cbcs/mhlp/centers/index.aspx>).

### **Governance Structure and Activities**

#### ***Governance Council***

**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 department may also nominate their peers for election to the Governance Council. Council members may self-nominate for additional terms of service. Invitations to participate on the Governance Council will be sent to all department personnel in August of each year, and duties will begin on September 1<sup>st</sup> of that year. Council members will discuss and elect a Chair who will help facilitate meetings and a Recorder to record and distribute meeting minutes. The chair of the Governance Council will ensure that minutes from Governance Council meetings are made available after approval by the Governance Council.

Individuals must consult with their direct supervisor before self-nominating or accepting a nomination, to ensure that their participation on the Council is consistent with their workload obligations.

A vote of members of the department will be conducted by web-based survey for all those seeking a position on the Council. Positions on the Governance Council will be filled by the individual who receives a simple majority of votes within a specified period. Should no nominations within personnel category be forthcoming, the Department Chair, in consultation with the Council Chair will make nominations for group membership.

The Department Chair and/or Council Chair may invite other department personnel to participate in Council meetings, as needed. However, any additional participation should be designed to clarify or contribute to the substantive discussions to assist the Council and Department Chair in their deliberations.

**Meetings and Duties.** The Governance Council meets on a regular basis to originate, review, provide input on and, as needed, vote to endorse department policies and procedures. The Governance Council will also convene at least quarterly with the Chair and Associate Chair in attendance, ideally in the week preceding the scheduled department meetings. Items for the agenda of the scheduled quarterly meetings of the Governance Council will be solicited at least a week before the scheduled meeting date. Members of the department are encouraged to meet with members of the Governance Council, the Department Chair, or Associate Chair at any time to address issues of Departmental concern. The Council will identify agenda items for the department meetings, review nominations for membership on the Council, and may draft department policies and/or operational recommendations. Key areas to be addressed by the Governance Council may include the following:

- 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 seat on the USF Faculty Senate becomes vacant, or prior to conclusion of the incumbent's 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 per year. Any department member may suggest an agenda item for the meetings by e-mailing the Committee Coordinator in advance of the meeting. A quorum of a simple majority is required to conduct department committee meetings. Similarly, if votes are conducted within department committees, a simple majority is needed for an affirmative action.

Search committees are a special type of committee, and the University Office of Equal Opportunity has rules regarding their composition. The Coordinator of a faculty search committee will be a faculty member with expertise in the substantive area related to the position to be hired. In the case of faculty searches, in any career path category, at least one member of the Governance Council will be assigned as a member of the search committee.

### **Academic Committee**

The MHLP Academic Committee establishes direction, provides oversight for the curriculum, and approves modifications and new courses in consultation with the Academic Director and the Department Chair. The Academic Committee also helps develop and conduct assessment activities that lead to the enhancement of curriculum, student learning outcomes, and other program activities for the department's compliance with SACS. The Academic Committee will also receive and review recommendations from the faculty regarding curriculum changes. In order to fulfill this charge the Committee shall have the following responsibilities:

- a. Assist in establishing a strategic academic plan and instructional objectives for MHLP in consultation with the Department Chair, and evaluate the implementation of the plan.
- b. Support the Academic Director and the Department Chair in determining that the curriculum components related to the mission and goals of MHLP are met.
- c. Review elective courses as to their relevance and congruence with the overall academic objectives and instruction plan of MHLP and offer recommendations to the Academic Director and Department Chair.
- d. Review credentials of faculty members and other instructors and offer recommendations to the Department Chair and others involved in credentialing.
- e. Review and approve proposals by faculty for new courses or modifications in current courses. Once reviewed and approved, these new courses or modifications will, in turn, be submitted to the appropriate college and university program committees for approval.

- f. Develop and implement a plan for overall continuous academic assessment in consultation with the Academic Director and the Department Chair.
2. Membership:
    - a. The Academic Committee will be comprised of the following members:
      - i. Department Chairperson (Nonvoting Ex-Officio Member)
      - ii. Academic Director (Voting Member)
      - iii. Five additional faculty members of the department who are credentialed to teach in the department (Voting Members). One of these members will be elected Committee Chairperson by the six voting members. When there are vacancies in any of these positions, the Department Chairperson, with input from the Academic Committee (Chair or members), will appoint new members.
      - iv. The Field Placement Coordinator or representative of the field faculty (Nonvoting Member)
      - v. Other Department personnel may be invited by the Department Chairperson, Academic Director, or Academic Committee Chair to attend, but these individuals will not be voting members.
    - b. The Chairperson of the Academic Committee will serve a three-year term. The Chairperson will be elected by the Academic Committee. When the term ends or if a vacancy should occur, a new Academic Committee chairperson will be elected at the next regularly scheduled meeting of the committee. There are no constraints on serving consecutive terms if elected.
  3. Meetings:
    - a. The Academic Committee will hold regularly scheduled public meetings.
      - i. Meetings will have a written agenda.
      - ii. Minutes from the meetings will be recorded in writing and available to Department personnel in a centralized electronic location.

### **Department Meetings**

Department meetings are ordinarily held twice each semester (fall, spring) and are facilitated by the Department Chair, Associate Chair, and/or the Chair of the Governance Council. Additional meetings may be convened as needed. Standing agenda items will include MHLF, FMHI, CBCS, and USF news; and updates on department policies and procedures. Other key areas to be addressed at department meetings include issues related to strategic planning, review of policy changes, hiring/vacancies, lay-offs, space allocation, and the department and college budgets. Personnel have the right to request

additional information regarding the state of the department's budget. During each meeting, at least 15 minutes shall be available for discussion or new business from the floor.

In general, dates and times of department meetings will be announced at the beginning of each semester, and reminders will be sent via e-mail at least two weeks prior to meetings, although it may be necessary to change meeting dates with less notice due to unforeseen circumstances. Members of the department can request a specific item of interest to be included in the department meeting agenda by contacting the Chair or Associate Chair in advance of the meeting. Informality is desired at all department meetings. However, if members of the department wish to make a motion on information being presented or actions being discussed, *Robert's Rules of Order* shall apply. The Governance Council may request that the department Chair call additional meetings of the department on special topics, should they deem it necessary.

Substantive issues that impact the department should be discussed at department meetings. In addition, the Department Chair or the Governance Council may request a vote of members of the department on issues related to hiring, strategic plans, proposed budgets, or other areas identified as of significant importance. If votes are called for, they will be conducted through web-based surveys. A simple majority of those voting will be considered evidence of a positive endorsement of the issue under consideration. In some instances where a vote on departmental matters is called for, only some subgroups of faculty or staff will be called on to vote. In general, voting on issues related to academic or research policy or faculty hiring will be restricted to department faculty members. When a vote is called, the Chair and Governance Council will determine the groups to be surveyed on a particular issue or topic.

The Chair shall ensure that minutes of all Department meetings are developed and made available following each meeting.

## **Hiring and Retention of the Department Chair, and Faculty Hiring**

### ***Hiring and Appointment of the Department Chair***

The CBCS governance document states: "The Chair/Director of each department/school shall be appointed by the BCS College Dean after the receipt of recommendations from the department/school determined in accord with procedures developed and approved by the respective department/school and the BCS College Dean. Chairs and Directors shall be appointed for stated terms that may be renewed under conditions promulgated by the BCS College Dean." It is the responsibility of the CBCS Dean to appoint the Department Chair. The CBCS Dean will consult with department personnel and Governance Council, prior to making the appointment. The Chair serves at the pleasure of the CBCS Dean and is typically appointed for a fixed term that may be renewable. Upon learning that the Chair position is to be vacated, the CBCS Dean will determine if there will be an external or internal search based on consultation with the department faculty and the Governance Council, and on other factors such as the strategic direction and mission of the Department, availability of funds, interest among existing faculty in serving as Chair, and other relevant factors.

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 assess the Chair's performance. During the course of any year, if issues arise between the 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 meetings and at Governance Council meetings throughout the year. The Chair will update personnel at department meetings about any information from the CBCS Dean's Office regarding hiring plans and will seek input from personnel regarding hiring plans and priorities. The Coordinator of any faculty search committee will be appointed by the Chair, and must be a faculty member with expertise in the substantive area related to the position to be hired. Once the Coordinator of the search committee is identified, the Chair and Coordinator will collaboratively determine the remaining committee membership. Search procedures shall follow University Guidelines for the Recruitment and Selection of Faculty and Equal Opportunity Guidelines. The department values and seeks to emphasize diversity in its hiring practices.

Vitae and letters of interest for all candidates will be made available to department members for review, as they are received. The search committee may solicit or obtain additional input from department staff related to candidates through web-based surveys. The search committee will screen all candidates and present a short list of the top-rated candidates to the Department Chair. The Department Chair, in consultation with the CBCS Dean and search committee Coordinator, will arrange for candidate interviews. No one may be appointed to a tenure earning faculty position without a favorable vote of a simple majority of the tenure-track faculty of the department and of the Governance Council. The method

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 the search committees' 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 determined by the nominee's qualification.

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 perform, and the nominee's qualifications, along with the nominee's CV. The Department 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, department tenure and promotion committee votes) prior to conducting the Chair's assessment and evaluation of the tenure and promotion application.

#### **Evaluation of Faculty**

##### ***Assignment***

Assignment of faculty duties will be negotiated with individual faculty members through discussion with the Chair and/or their immediate supervisor.

### ***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 junior ranks will also receive annual feedback as part of the 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 Staff personnel categories will follow the administrative rules established by the university.

### ***Non-Renewal of Contracts***

Any non-renewal of contract decisions will be consistent with university policy and applicable bargaining agreements. In the case of department strategic planning or required budgetary adjustments that may lead to the non-renewal of personnel contracts, the Chair will review such planning with and seek the endorsement of the Governance Council.

### ***Conflict Resolution***

Conflicts that arise should typically be addressed in an informal manner in consultation with the individual's direct supervisor. If a reasonable resolution is not achieved in a timely period, or if the conflict cannot be resolved with the direct supervisor, any department faculty or staff member may request a review of their concerns by the Chair or the Governance Council. If called upon, the Governance Council will review any existing written policies related to the issue under review. If it is determined that no specific policy or procedure exists that addresses the concern raised, Governance Council members will attempt to mediate a satisfactory resolution. Council members will also determine whether a written policy or procedure should be developed to address similar concerns that may be raised in the future. If a satisfactory resolution is not achieved, the department member may seek other consultation.

### ***Allocation of Resources***

Resources within the Department are a concern of both faculty and staff. Assignment of resources (such as office space, travel funds, teaching/research assistants, pre-award staff time, coverage of summer salary, and use of salary savings) will be discussed as a part of the department's annual strategic planning process. As needs change throughout the year, resource requests may be submitted to and reviewed by the Governance Council, who will facilitate these requests and document their resolution.

### ***Amending the Department Governance Document***

One year after the completion and ratification of the MHLP Governance document, a mandatory review will be undertaken. After this initial review, on an annual basis, the Department Chair and Governance Council will consider the need for revisions to the document and make recommendations to department personnel for review, discussion, changes, and ratification. The Chair and Governance Council will alert department members to the process for revising the governance document, and ensure that members are involved in providing input regarding potential revisions. Substantive changes to the governance document will be approved by a majority vote of the department members.

### ***Statement of Articulation***

It is recognized that this document may not contravene the constitutions and laws of the state of Florida; rules, regulations, and policies of the Florida Board of Governors; rules, regulations, and policies of the University of South Florida; and any applicable collective bargaining agreement or legislatively mandated management right. The foregoing authorities will govern in the event that any provision of this local governance document is inconsistent with or in conflict with them.

### ***Statement Regarding Multi-Campus Unit***

MHLP is a multi-campus unit. Faculty members at all campuses are included in matters of faculty governance and have a voice in departmental issues. This Department observes the principles of equity of assignment, resources, and opportunities for all faculty across a multi-campus university.

### **Approval History**

Approved by MHLP Faculty:	May 3, 2023
Approved by Dean Serovich:	May 8, 2023
Approved by Vice Provost Tauber:	May 10, 2023
Effective date:	May 10, 2023 (Appendix: calendar year 2024)

## Appendix – Criteria for Annual Faculty Evaluation

Department of Mental Health Law and Policy faculty will be evaluated in whatever areas they are assigned effort according to the amount of effort they are assigned in each category. Tenure-earning and Tenured faculty are typically assigned effort in the areas of Teaching, Research/Scholarship and Service. Instructors are typically assigned effort in Teaching and Service. Research Professors are typically assigned effort in Research/Scholarship.

Faculty are evaluated on a scale of 1-5:

- Outstanding 5
- Strong 4
- Satisfactory 3
- Weak 2
- Unacceptable 1

The Department Leadership may create a point system and/or rubric to provide increased rigor and consistency to the evaluation. Such a system shall not be used in a manner that alters or supersedes this document. If they do so, this document must be approved by a simple majority vote of the faculty before it is used.

### ***Teaching***

Evaluation of contributions to teaching will be based on information provided in the faculty self-evaluation, student evaluations, and any other information known to the Department Leadership and to the Chair.

Potential information on teaching that the faculty member may want to include in the self-evaluation:

- **Narrative self-assessment** that may discuss: teaching philosophy relative to University, College, Department; teaching activities and accomplishments for the evaluation year; and individual teaching goals including setting forth teaching goals for the coming year.
- **Documentation of efforts to improve** content delivery, develop curriculum, or otherwise contribute to student success outside of the typical requirements of one's course load.
- **Quality of student evaluations of teaching:**
  - Ratings in relation to the size, level, and nature of content of the course taught
  - Percent of students responding to evaluation
  - Summary of and responses to individual student comments
  - Explanations for why particular courses may have received low evaluations with plans for improvements

- **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
    - Master's theses
    - 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 the student's status (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 student's status (e.g., thesis completed, admitted to graduate school).
- **Publications and presentations relating to the science of teaching and learning** (use of technology, experiential approaches, skills development, etc.) should be included in this area.

Evaluative criteria for teaching:

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 Document on Annual Assignments in order to determine "typical" assignments.

- An **Outstanding (5)** contribution to teaching is typified by the following types of activities:
  - Peer, observational, or student evaluations of teaching predominantly in the highest sections of rating or reporting ranges.

- 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 involvement with multiple students, significant support of the Department's 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 requirements of one's course load.
- 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 Department's teaching mission through support of students, 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 requirements of one's course load.
- 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 requirements of one's course load.
- A **Weak (2)** contribution to teaching is typified by the following types of activities:

- Peer, observational, or student evaluations of teaching predominantly in middle or low sections of rating or reporting ranges.
  - Limited student-mentoring activities or failure to appropriately mentor students to complete projects and/or make progress toward concrete outcomes (e.g., presentations and publications/submissions).
  - Demonstration of insufficient effort to introduce needed improvement in content delivery, curriculum development, or to contribute otherwise to student success outside of typical requirements of the assigned teaching load.
- An **Unacceptable (1)** contribution to teaching is typified by little indication overall that the teaching or mentoring provided has been satisfactory.

### ***Research and Scholarship***

Evaluation of contributions to research and scholarship will be based on information provided in the faculty self-evaluation and any other information known to the Department Leadership and to the Chair.

Potential information on research and scholarship that the faculty member may want to include in the self-evaluation:

- **Narrative self-assessment** that discusses the focus of the research program; expresses contribution to university, college, and Department goals; evaluates progress against the goals from the previous year and relative to career status; and sets goals for the coming year.
- **Research/training grants or contracts funded/submitted/self-supported:**
  - Detailed description of funding/funded efforts:
    - Proposals submitted
    - Proposals funded
    - Quality of the funding source (e.g. federal, state, foundation, corporate, university internal; quantity of funds involved)
    - Significant activities or management of a previously funded grant.
  - Nature and extent of the faculty member's contribution to the research or training program for both funded and unfunded research (e.g., role of faculty member as reflected in principal investigator or co-investigator status; extent of research activities involved; mentoring of grant personnel such as post-docs or students; fostering of community connections and partnerships through consultation and research/evaluation efforts).

- **Description of the quality of peer reviewed articles** (journal or book chapter), **books submitted and/or accepted, and/or other scholarly products such as technical reports:**
  - Proper reference format with full author list.
  - Nature and extent of the faculty member's contribution to the research (e.g., role of faculty member as reflected in authorship status; extent of research activities involved such as a multiple or single experiments, case study or studies, systematic literature review, narrative review, edited volume, monograph, etc.) and inclusion of students, colleagues, or community collaborators in publishing.
  - Quality of the journals or books according to indicators such as impact factors, acceptance rates, quality of publisher, and/or influence of publication on a particular research or clinical community/population. Note that the dissemination outlet may target a desired audience and impact may not be reflected by impact factors alone.
- **Scholarly presentations:**
  - Proper reference format with full author list.
  - Nature of the presentation (invited/contributed, peer-reviewed/non-peer reviewed), role of faculty member, special status (e.g., won award, keynote, panelist, etc.), inclusion of students or other collaborators.
  - Title and scope (e.g., international, national, regional, local).
- **Honors, Awards or other recognition:**
  - Fulbright Awards
  - Honors such as Society Fellow or AAAS Fellow
  - Other recognition for scholarship/research contributions

Evaluative criteria for research and scholarship:

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 MHLPS Supporting Information Document on Annual Assignments in order to determine "typical" assignments.

- An **Outstanding (5)** contribution to research is typified by the types of activities described below:
  - Funding or submission of a high impact grant, as determined by the alignment with university, college, and Department goals; funding source; size of grant; and extent of activities to be funded.

- 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 impact product such as a highly influential or cited technical analysis/report.
  - Several high impact presentations, as evidenced by the quality of the outlet, impact of the presentation, and status of the presenter (e.g., Workshop organizer for major conference, invited address at a major conference; invited colloquium talk for a highly ranked program or highly respected institute).
- A **Strong (4)** contribution to research is typified by the activities described below:
    - Funding or submission of a lesser impact grant, as determined by the alignment with university, college, and Department goals; funding source; size of grant; and extent of activities to be funded.
    - Significant activities or management of a previously funded lesser 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 a high impact article or book chapter, a lesser impact book as determined by the quality of the outlet and the influence of the publication on the field, or other lesser impact product such as an influential or cited technical analysis/report.
    - At least one high impact presentation and multiple additional high or moderate impact presentations, as evidenced by the quality of the outlet, impact of the presentation, and status of the presenter (e.g., Workshop organizer for a major conference, invited address at a major conference; invited colloquium talk to a highly ranked program; peer-reviewed presentation at a major conference; invited presentation in a workshop).
- A **Satisfactory (3)** contribution to research is typified by the activities described below:
    - Documentation of progress on a grant submission.
    - Significant progress on, submission of or publication of a lesser-impact article or book chapter, or other lesser impact product such as an influential or cited technical analysis/report.
    - A high impact presentation, as evidenced by the quality of the outlet, impact of the presentation, and status of the presenter (e.g., Workshop organizer at

a major conference, invited address at a major conference; invited colloquium talk to a highly ranked program),

- A **Weak (2)** contribution to research is typified by unclear, minimal, or insufficient evidence of research activities, as evidenced by one or more of the following as appropriate to the level of effort assigned:
  - Lack of documentation of progress on a grant submission.
  - No publication or submission of a lesser impact article or book chapter, or documentation of progress on a high impact article or book as determined by the quality of the outlet and the influence of the publication on the field.
  - No significant presentations, as evidenced by the quality of the outlet, impact of the presentation, and status of the presenter (e.g., Workshop organizer at a major conference, invited address at a major conference; invited colloquium talk to a highly ranked program).
  
- An **Unacceptable (1)** contribution to research is reflected by no evidence or activity in research or scholarship.

### **Service**

Evaluation of contributions in the area of service will be based only on information provided in the faculty self-evaluation and any other information known to the Department Leadership and to the Chair.

Potential information on service that the faculty member may want to include in the self-evaluation:

- **Narrative self-assessment** that discusses the nature of the service activities; expresses contribution to university, college, and Department goals; evaluates progress against the goals from the previous year and relative to career status; and sets goals for the coming year.
- **Service on university, college, or Department committees**
  - Describe responsibilities, type and degree of involvement (e.g., chair, member)
  - Whether elected or appointed
- **Service as it relates to mentorship**
  - Formal and informal mentoring of faculty relating to teaching and/or research
- **Service to the profession**
  - Formal activity in societies, organizations, or agencies in the discipline or related to the discipline beyond paid membership

- 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-identified needs, deepen students' civic and 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 Document on Annual Assignments in order to determine “typical” assignments.

- 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 including:
  - For associate or full professor, at least one service activity beyond the Department (i.e. service to the university or college, profession, or community)
  - For associate or full professor, at least one leadership level position in the activity (e.g. committee chair or co-chair, an editorial position, workshop organizer, organization board member)
  - At least one activity for a high-quality society, organization, or publisher
  
- A **Satisfactory (3)** contribution to service is typified by participation in at least one service activity relative to rank:

- 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 being evident.
  - The effort reported as service is obviously not commensurate with the assigned effort in that area (i.e. someone is assigned .25 for service but only shows evidence of work that should take 1 hour a month).
  
- An **Unacceptable (1)** contribution to service is typified by a faculty member showing insufficient evidence of service, not even attending faculty and departmental meetings.