

Teaching of Psychology Division of Graduate Students (ToP DoGS)

BYLAWS

ARTICLE I. INTRODUCTION

SECTION 1. Statement of Need

The proposed organization will support graduate students in psychology in the area of teaching of psychology. The objectives will include:

1. Initiation of research involving effective teaching methods (e.g., utilization of technology in the classroom, delivery format).
2. Training in classroom management, syllabus construction, effective presentation, and supervisory roles.
3. Collaboration and mentorship activities with fellow students and professionals within and outside of the university to promote professional development.
4. Fostering of a forum in which students may develop teaching skills and engage in educational activities under the supervision of faculty.

SECTION 2. Statement of Purpose

To educate, motivate, and provide opportunities to graduate students in psychology to advance their understanding of the educational process through research, assessment, collaboration, mentorship, and supervision. These articles will remain consistent with the Policies and Procedures Handbook at Nova Southeastern University.

SECTION 3. Limitations

This association shall remain non-partisan in its form and function. ToP DoGS may educate students on public policy or legislative issues that affect education.

ARTICLE II. OBJECTIVES

SECTION 1.

- A. *Disseminate up-to-date information on the teaching of psychology and provide graduate students with opportunities for involvement in research on related topics.*
 1. Provide students with information to become involved with events, activities, and research projects.
 2. Provide a medium where students may explore research ideas and develop and implement research endeavors.
 3. Share new and developing information concerning the teaching of psychology with the NSU, the greater south Florida community, and national organizations.

- B. *Educate students and the psychology community on best practices in teaching, engage students in the process of developing an identity as an educator, and provide skills and resources to assist students in pursuing faculty positions.*
1. Provide students with the information and opportunities to successfully develop the tools necessary for effective teaching.
 2. Assist students in applying fundamental skills that are crucial to excelling in a faculty position.
- C. *Create interdisciplinary collaboration between students, faculty, and related professionals to promote training in the teaching of psychology.*
1. Create and facilitate opportunities for students to attend lectures on topics related to the teaching of psychology.
 2. Provide students with opportunities to become involved with faculty and community organizations on issues related to the teaching of psychology.
 3. Provide students with mentorship and supervisory opportunities.
- D. *Identify alumni who are engaged in academia and establish a network of support at the local, state, and national level for students who are interested in accessing teaching resources and opportunities.*
1. Provide students with the resources necessary to develop a relationship with alumni employed in academic positions.
 2. Provide students with the information necessary to work in conjunction with local, state, and national organizations devoted to advancing the teaching of psychology.

SECTION 2. Funding

This association will be funded through monies acquired through fundraising events and CPS-SGA appropriated funds.

ARTICLE III. IMPLEMENTATION OF OBJECTIVES

SECTION 1.

- A. *Disseminate up-to-date information on the teaching of psychology and provide graduate students with opportunities for involvement in research on related topics.*
1. Generate a monthly newsletter to inform interested students of events, upcoming activities, and other opportunities.
 2. Hold regular meetings with students and provide information pertaining to current and ongoing research projects in the Center for Psychological Studies and within the greater University community.
 3. Encourage students to share their research interests and provide a medium in which these ideas may be discussed and developed.
 4. Encourage students to pursue their research interests through fostering interdisciplinary collaboration in support of research implementation.

5. Initiate research that relates to the teaching of psychology.
6. Host an annual continuing education forum on the teaching of psychology for NSU students, faculty, and the greater south Florida community.

B. Educate students and the psychology community on best practices in teaching, engage students in the process of developing an identity as an educator, and provide skills and resources to assist students in pursuing faculty positions.

1. Provide lectures, seminars, and workshops geared toward educating students on the process of developing course materials and utilizing teaching techniques.
Topics may include:
 - i. Course planning
 - ii. Development of course materials
 - iii. Pedagogical skills
 - iv. Use of technology
 - v. Formulating exams
 - vi. Grading and evaluation
 - vii. Diversity in the classroom
 - viii. Learning styles
 - ix. Ethical practices
 - x. Supervisory responsibilities
2. Educate students and faculty on accreditation standards on assessment of student learning outcomes/program evaluation.
3. Provide students with opportunities to foster a strong foundation in developing a professional identity as an educator in psychology.
 - i. Refine introspection skills to aid students critiquing and evaluating their own teaching competency.
 - ii. Cultivate students' ability to evaluate and provide constructive feedback to colleagues in regards to teaching competencies.
 - iii. Investigate avenues for professional growth.
 - iv. Create a teaching portfolio.
4. Identify skills to effectively prepare, seek out, and interview for faculty positions.

C. Create interdisciplinary collaboration between students, faculty, and related professionals to promote training in the teaching of psychology.

1. Invite students, faculty, and community professionals to speak at monthly meetings and/or be interviewed for the monthly newsletter.
2. Organize presentations and brown bag meetings with guest speakers at the Center for Psychological Studies, the Farquhar College of Arts and Sciences, other NSU departments, and other universities. Encourage students to become involved with state and national organizations dedicated to advancing the teaching of psychology.
3. Provide students the opportunity to establish mentoring relationships with advanced students, faculty, alumni, and other academic professionals.
 - i. Hold mentoring events in which students, alumni, faculty, and related academic professionals have the opportunity to share their experiences with current students interested in the teaching of psychology.

- D. *Identify alumni who are engaged in academia and establish a network of support at the local, state, and national level for students who are interested in accessing teaching resources and opportunities.*
1. Create a listserv of alumni who are engaged in the teaching of psychology.
 2. Disseminate information regarding advocacy opportunities and legislative/public policy issues at meetings and in the monthly newsletter.
 3. Work in conjunction with local, state, and national fundraising efforts that relate to the objectives supported by ToP DoGS.

ARTICLE IV. MEMBERSHIP

SECTION I. ToP DoGS Membership

Membership forms for ToP DoGS will be made available to the entire CPS student body. The forms must be returned to be added to the listserv and to be apprised of meetings and events.

ARTICLE V. EXECUTIVE BOARD

SECTION I. Selection of Board Members

For the inaugural year, the Chair and Chair-Elect positions will be appointed by the advisor(s) and will work collaboratively and share responsibilities as outlined below. In each subsequent year, the Executive Board will be formed through a process in which members interested in leadership roles are nominated by themselves or another ToP DoGS member. Students who choose to accept nomination for an Executive Board position must submit a short essay demonstrating their commitment to the ToP DoGS objectives, qualifications for the position, and a description of their leadership skills. Nominated students will be oriented to ToP DoGS bylaws, specific role responsibilities, and time commitments. Candidates will be elected should they receive the majority vote of ToP DoGS student members. The current Chair is required to mentor the Chair-Elect to ensure that ToP DoGS' mission is continued and that organization continues to thrive. One position may be held per academic year per student, and a maximum of two students may share an Executive Board position. Students may hold a position for no more than two consecutive academic terms.

SECTION II. Selection of Faculty Advisor

The executive board will select a faculty advisor(s) at the time of the creation of the board. The board will nominate three qualified individuals for the position. If more than one nominee is interested, the board will vote to retain one as Faculty advisor. At least one advisor must be a faculty member within the Center for Psychological Studies. The selection will be based upon the faculty member's expertise in research, service, advocacy, and experience in the teaching of psychology. The advisor will be informed of all ongoing projects of the association during scheduled meetings.

SECTION III. Executive Board Meetings

Executive board meetings will be held at a mutually agreed upon time decided at the start of each semester. Meetings will be scheduled monthly for board members and the faculty advisor, and monthly for executive board and current members. All board members are expected to attend both meetings unless granted permission otherwise. In the event of a board member's absence, he or she becomes responsible for disseminating chaired project updates to all board members. A simple majority (51%) of officers constitutes a quorum to transact business. A simple majority (51%) vote is needed to decide on an issue.

SECTION IV. Executive Board Roles

1. *Faculty Advisors*: Sarah Valley-Gray, Psy.D. & Tom Fagan, Ph.D.
2. *Chair*
 - a. Organize monthly meetings with faculty advisor.
 - b. Organize monthly meetings with Executive Board members.
 - c. Oversee projects and events carried out by chaired positions.
 - d. Vote in Executive Board meetings only to break a tie.
 - e. Form committees of the Executive Board as needed.
 - f. Complete University required Treasurer and Logistics training.
3. *Chair-Elect*
 - a. Communicate and collaborate with the Center for Psychological Services' Student Government Association as well as other organizations within the university as necessary.
 - b. Coordinate membership events for ToP DoGS.
 - c. Keep accurate contact information for all members.
 - d. Assist Chair in overseeing projects and events carried out by chaired positions
 - e. Assume the duties of the chair in his/her absence and shall become chair in the event of a vacancy.
 - f. Coordinate all Executive Board position changes at the beginning of each new academic year and in the event of position vacancies or removals.
4. *Technology and Communication Chair*
 - a. Send out monthly newsletter to all ToP DoGS members and interested graduate psychology students.
 - b. Regularly check ToP DoGS email.
 - c. Record minutes during meetings and email them to ToP DoGS members.
 - d. Maintain active and up-to-date listserv of membership.
 - e. Collaborate with NSU information technology personnel to maintain a ToP DoGS section of the CPS website that will include up-to-date links to information regarding the teaching of psychology and organizations devoted to this facet of psychology.
 - f. Create a database of CPS alumni who are engaged in the teaching of psychology.
5. *Social and Professional Development Chair*
 - a. Organize professional development events.

- b. Arrange for ongoing presentations or Brown Bag events.
 - c. Organize regular social and networking events.
6. *Alumni Relations and Mentorship Chair*
- a. Communicate with program alumni about program and organization updates, events, and support needed.
 - b. Facilitate the pairing of students with peer mentors and alumni.
 - c. Maintain records for all alumni.
7. *Fundraising and Philanthropic Chair*
- a. Coordinate events and projects to raise money for ToP DoGS.
 - b. Coordinate events and projects to raise money and support for charities and other associations in support of the teaching of psychology.
 - c. Endorse all approved ToP DoGS expenditures.
 - d. Maintain records of all expenditures and complete University required Treasurer and Logistics training.
8. *Public Policy Chair*
- a. Work with a committee to assist in updating position papers.
 - b. Promote and coordinate Teaching of Psychology Awareness week.
 - c. Gather information to create informational/advocacy materials.
9. *Training and Professional Development Chair*
- a. Gather and archive up-to-date research on topics related to the teaching of psychology.
 - b. Assist in researching scholarship resources.
 - c. Present or share findings with other Chair positions and, when applicable, with all _____ members via the listserv.
 - d. Provide support for Best Practices in teaching training.
10. *State and National Organization Representative*
- a. Relay pertinent information from state and national organizations to the ToP DoGS Executive Board as well as to all interested graduate psychology students via the ToP DoGS newsletter.

ARTICLE VI. RESIGNATIONS, REMOVALS, AND VACANCIES

SECTION 1. Resignations

An officer may resign from the Executive Board by delivering a written resignation to the Chair, or if the resigning officer is the Chair, then the Chair shall submit the resignation to the Chair-Elect. That office is thereupon deemed vacant and the selection of board member process, as outline above, will take place.

SECTION 2. Removal

An officer may be removed from office before his or her term would have otherwise expired by a 2/3 majority of votes cast at an Executive meeting. At least one of the following conditions must be met before said removal can take place:

- A. Appropriate grounds leading to the termination of that office due to not fulfilling the duties of his or her respective position, as outlined in the bylaws, and that office becomes vacant upon said removal; or
- B. Appropriate grounds leading to the termination of that office due to a blatant disregard of one or more of the provisions of these Bylaws, or of a blatant disregard for said office characterized by a lack of "good faith" effort to carry out the necessary and appropriate duties and responsibilities of said office, will cite that officer for removal, and that office becomes vacant upon said removal.
- C. The position of an officer who ceases to be in good standing will automatically become vacant.

SECTION 3. Filling Vacancies

If an officer's position becomes vacant, the vacancy will be filled within one month of said vacancy by appointment of the Executive Board with the final approval granted by the Chair.

ARTICLE VII. AMENDMENTS AND REVISIONS

SECTION 1. Purpose

Amendments to these Bylaws may be necessary in order to maintain consistent and impartial service to the students of the Center for Psychological Studies at Nova Southeastern University, and to address issues or needs pertinent to the teaching of psychology.

SECTION 2. Process

- A. Proposed amendments to these Bylaws may be initiated by any student and presented to the Chair.
- B. To be placed on a ballot for referendum, proposed amendments to these Bylaws must receive one of the following:
 1. A two-thirds majority roll-call vote from the ToP DoGS Executive Board, or
 2. A signed petition of 15% of enrolled ToP DoGS members.
- C. An amendment shall be considered passed by referendum if a simple majority of members vote in the affirmative.

SECTION 3. Revisions

Revisions to these Bylaws must be made by Chair and approved by a two-thirds majority vote by the executive board.

SECTION 4. Ratification

If approved by the referendum, the amendment shall be incorporated into these Bylaws.