PSYCHOLOGY DEPARTMENT
Policy Manual
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Teaching and Research Policies

Adjunct Appointments Policy
Adopted 12/7/2010
Revised 7/2011

Background
As defined in the USU Faculty Policy Manual, Adjunct faculty are:
Faculty members whose association with an academic department is secondary to an
appointment within a different department, institution, organization, or other personal and
professional interests can be appointed as adjunct faculty. The term “adjunct” may
proceed any faculty title in the tenure and term appointment ranks. Adjunct
appointments are made for less than 50 percent time only. (401.5.2(1))

The process for appointing an adjunct is also outlined in the USU Faculty Policy Manual:
Before appointing faculty in the adjunct and visiting ranks, the department head or
supervisor shall consult with the faculty and then make a recommendation to the
academic dean and, where appropriate, the chancellor, vice president for extension, or
the regional campus dean. In turn, the academic dean and, where appropriate, the
chancellor, vice president for extension, or the regional campus dean shall make a
recommendation to the provost. If the provost is in agreement, the provost, as the
president's designee, shall approve the appointment of the candidate. (404.4.1)

The purpose of this policy is to clarify the criteria for being granted adjunct status within the
Psychology Department.

Policy
1. Consistent with university policy, faculty shall be consulted on all adjunct appointments.
Formal votes regarding the approval or denial of adjunct requests will occur in convened
departmental meetings.
2. Individuals desiring adjunct status must submit a current vita and a letter of request
outlining their contributions to the department.
3. All decisions regarding adjunct appointments will be made on a case-by-case basis.
The following guidelines will be applied in making decisions:
   a. Adjuncts must have a substantive background in Psychology. Typically this will
      be reflected by the individual having a graduate degree in Psychology.
   b. Adjuncts must demonstrate ongoing involvement (or planned ongoing
      involvement) in departmental activities. Such involvement in most cases will
      involve more than teaching a single class for the department (even if the class is
      taught on a regular basis). Other types of involvement include, but are not
      limited to: clinical supervision of graduate students, ongoing involvement in
      governance of departmental programs, research supervision of students.
   c. Consistent with university policies, adjunct appointments must be renewed every
      3 years.
Course Buyout Policy
Adopted 4/7/2009

Background
Securing external funding for research, educational, and service activities is a priority in the Department of Psychology. As such, the department wants to reinforce such efforts and allow researchers the time needed to conduct grant-funded research. To do this, the department allows – and encourages – course buyout for faculty who receive external funding.

Policy
1. When buying out of 1 or 2 courses in an academic year, a faculty member will be required to cover 14% of his/her 9-month base salary per course (assuming benefits associated with this amount are covered by the funding source).
2. When buying out of 3 courses in an academic year, a faculty member will generally be required to cover 65% of his/her 9-month base salary (assuming the funding source covers benefits on this amount). However, there may be some instances in which a faculty member may negotiate with the department head for a reduced percentage buyout depending on the impact of the load reduction on the department.
3. In most cases, faculty will be allowed to buy-out of a maximum of 3 courses per academic year. However, there may be some situations in which an individual would negotiate with the department head to buy-out of all teaching assignments. In these instances the faculty member would need to cover a minimum of 85% of his/her 9-month base salary. Such an arrangement would be negotiated with the faculty member and department head on a case by case basis.
4. All tenured and tenure-track faculty are eligible to buyout of courses in accordance with this policy.
5. In general, all faculty members who wish to buy-out will be allowed to do so. However, such buyout is at the discretion of the department head and there may be instances in which it is not in the best interest of the department (e.g., lack of adequate course coverage) to allow a buyout.
Faculty Course Load Expectations and Policies
Adopted 10/6/2015

Policy

1. The expected course load for faculty is:
   a. 55% research statement = four 3-credit courses per year
   b. 75% teaching role statement = six 3-credit courses per year
   c. 90% teaching role statement eight 3-credit courses per year

2. In some cases, faculty with 75% or more weight allocated to teaching may teach fewer classes if their role involves other teaching activities (e.g., program oversight). This reduction from the standard load will be negotiated with the Department Head.

3. In recognition that newly appointed research faculty need time to develop their program of research prior to being considered for promotion and tenure, the following course load is standard for pre-tenure faculty with a role statement that includes 50% research or greater
   a. Year 1 = two 3-credit courses (one course per semester)
   b. Years 2-6 (or until granting of tenure / promotion) = three 3-credit courses per year
   c. It is generally expected that untenured faculty will have little variation in their teaching loads from year to year. If a faculty member’s teaching load is such that new class preparations are required more frequently than is typical, additional course releases may be granted.
   d. After the granting of tenure / promotion, faculty are expected to teach the standard course load unless they buy-out with grant/contract dollars
   e. Untenured faculty are not eligible for the course-release for grant writing (outlined in a separate policy) due to their ongoing course releases
   f. Untenured faculty may buy-out of classes to reduce loads to fewer than 3 courses per year. However, untenured faculty must be cognizant of the fact that they need to demonstrate effectiveness in teaching for tenure / promotion so should maintain a reasonable teaching load to be able to demonstrate this.

4. For all faculty, course releases (one per year) may be granted for the following even when no buy-out dollars are available:
   5. Serving as Editor of a professional journal
   6. Serving as President of a major national professional organization
   7. Other course releases for exceptional service activities or alternate teaching activities may be negotiated with the department head on a case-by-case basis.
Policy on the Proposal Process for Undergraduate Curriculum Changes

Background
The purpose of the proposal process is to provide information to the undergraduate program committee to allow meeting time to be more efficient and focused. Faculty who want to propose curriculum changes must e-mail the following information to the Undergraduate Committee Chair at least one week prior to the meetings (held the fourth Tuesday of each month). Proposals will first be discussed by the Undergraduate Committee and the faculty proposing the change may be invited to a later meeting if questions remain. Time allotted to discussion of a single proposal will generally be 15 minutes or less.

Policy
Proposals must address the following topics. Systematic data should be included wherever possible.

1. A statement identifying the change being proposed and the rationale for this change
2. History and Current Status (for proposed changes to current classes or policies) – an overview of the current procedure/class/policy as well as a brief historical context.
3. Implications:
   a. At the level of the University – resources, policies
   b. At the level of the department – resources, load, impact on other programs, etc.
   c. Students – how will students be impacted
4. When would/could the proposed change take place?
   a. Potential timelines
   b. Who would do the work for the needed changes?
5. Available data (if any) that addresses the proposal. Data may be at the national, state, and/or university level.
PSY 1010 Policies

- Concurrent Enrollment – Instructor Requirements

Policy

1. Instructor Education:
   a. PhD in Psychology preferred
   b. Master's degree in Psychology or a closely related field may be accepted

2. Instructor Background:
   a. For individuals without a PhD in Psychology, a record of successful completion
      (with grades of B or above) in the following courses (or their equivalent) taken in
      the past 15 years:
      i. PSY 1010 – General Psychology
      ii. PSY 1100 or 2100 – Lifespan Development or Adolescent Development
      iii. PSY 1400/1410 – Behavior Analysis / lab
      iv. PSY 3010 – Psych Stats
      v. PSY 3210 – Abnormal Psych
      vi. PSY 3460 – Neuroscience I
      vii. PSY 3500 – Research Methods
      viii. PSY 3510 – Social Psychology
      ix. PSY 4240 – Multicultural Psychology

3. Process for Instructor Approval:
   a. Potential Instructor submits to Psychology Department Head via email the
      following materials:
      i. Current CV
      ii. Transcripts (unofficial) of graduate and undergraduate coursework
      iii. For AP teachers, the AP course syllabus and the college board report for
           AP exam outcomes
   b. Psychology Department Head reviews materials, consulting with members of the
      undergraduate teaching committee as needed, and notifies individual regarding
      approval status.
Research Requirement

Background
All students in all sections of PSY 1010 are expected to earn 4 research credits. Students can do this by participating in research, reading and responding to research articles, or a combination of the two. Research credits are assigned as follow:
- 1 SONA credit = 1 research credit
- 1 research article review = 1 research credit

Research participation is worth 5% of students’ overall grades. Students must earn at least 2 of their 4 research credits prior to the mid-point in the semester and all research requirements must be completed by the last day of classes.

Policy
1. Participate in Research
   a. Students who select this option earn research credits through SONA by participating in USU approved research studies. This option is not available to students under the age of 18 given the requirements for research consent. To participate in research studies, students must create an account with SONA (https://usu.sona-systems.com) and register for studies within SONA.

2. Research Article
   a. Select an article to read from the ones posted on Canvas (about 10 or so articles will be posted)
   b. For each article, write a 500-word response to the following prompts:
      i. What was the overall purpose of the study?
      ii. Describe the methods and results of the study (what was the impact of the I.V. on the D.V.?)
      iii. What are the implications of this study?
      iv. Connect this research study with your own life or information in the textbook
      v. Does the study have external validity?
      vi. Is this study ethical?
   c. Papers are graded on a P/F basis. Students who respond to all prompts will receive a P grade (and full points) for the assignment.
USU SONA Policy
Revised 9/30/16

Background
This document describes policies associated with using the SONA research system as written by the USU Office of Research.

Policy
1. Students cannot be required to participate in SONA research studies as part of a course.
2. Research studies must be approved by the IRB prior to being posted in SONA.
3. Any research study that provides participation credit to students for use in a psychology course, such as for extra credit, must use the SONA system to assign credit. Researchers should not email instructors directly to inform them of a student's participation in a study.
4. For one time studies, SONA points should be assigned at the amount of 1 SONA point per hour of study participation (although see rules for laboratory-based and longitudinal studies). Please note that “SONA points” refer to those that are provided by SONA to the student, they do not represent the weighted value of these points for grades in the course, which is up to each instructors’ discretion.
   a. SONA points will be assigned with some flexibility (within reason) for longitudinal studies with additional SONA points provided for later study sessions.
5. For laboratory-based studies (i.e., studies in which a significant portion of the study involves an in-person appointment in a research office/lab): An additional .5 to 1 SONA points will be provided.
   a. For 30 minute studies/appointments, a researcher can increase compensation from .5 to 1 SONA point (thus providing a .5 bonus point for coming to the lab).
   b. For 60 minute or longer studies/appointments, a research can increase compensation by 1 SONA point.
6. Longitudinal studies that involve multiple appointments/study time points may also provide .5 to 1 bonus point to compensate for scheduling, travel and study retention. However, students should not receive more than 4 total SONA points for participating in a study.
   a. Exceptions may be made, but only after the investigator consults with the Psychology Department Chair and the SONA director.
7. The SONA points to be assigned should be specified in the IRB-approved Informed Consent or Letter of Information document.
8. SONA points should be assigned to research participants in a reasonable time frame from when they complete their participation in a study (within 48 hours if possible).
9. SONA points must be assigned contingent on research participation and as specified in the Informed Consent document / IRB application. Researchers need to have a method in place for knowing whether a SONA sign up has completed research activities and only providing points if those activities are completed in accordance with the Informed Consent. It is NOT appropriate to assign SONA points ahead of participation or irrespective of participation (e.g., giving points to everyone who signs up due to not being able to identify who completed a survey study).
   a. Exceptions to this are made for extenuating circumstances (e.g., if a participant withdraws during the study, if a student attends the study appointment but is unable to participate due to research errors such as the RA “no showing”).
10. The title for each study in SONA should exactly match the title used in the IRB protocol, unless otherwise specified in IRB approved recruitment materials. In circumstances in
which there are multiple SONA studies under the same IRB protocol, researchers are expected to list a title that is as consistent with the study title and description as possible (e.g., using modifiers such as “phase I” to the IRB title if it isn’t too confusing in SONA).

11. The study description for each study in SONA should be consistent with recruitment scripts or other similar materials provided in the IRB protocol. Researchers are encouraged to include the text for SONA posting descriptions as part of the recruitment materials submitted for review in the IRB protocol. For further information on IRB guidelines for recruitment materials please see http://rgs.usu.edu/irb/htm/resources/guidelines.

12. If you have a course that is currently not listed on SONA, for your students to connect their participation to, please email Kimberly Panter at Kimberly.panter@usu.edu to get your course added for the semester.
Teaching Release for Grant Writing Policy
Adopted 3/3/2019
Revised 12/6/2016

Background
Securing external funding for research, educational, and service activities is a priority in the Department of Psychology. It is expected that all faculty will spend some portion of their time in these activities. However, it is acknowledged that such activities can take a substantial allotment of time. The following policy was developed to encourage grant-writing activities.

Policy
1. All tenured faculty are eligible to apply for a teaching release of 1-2 classes in a semester to engage in grant-writing. At the discretion of the department head, faculty with other appointments (e.g., clinical, research) may also be eligible for this release. Individuals with adjunct appointments, graduate student instructors, and other faculty who are not primarily affiliated with the Department of Psychology are not eligible for a release. Untenured faculty are not eligible for this release due to their ongoing reduced teaching load in the pre-tenure years.

2. Faculty who wish to apply for a teaching release must submit the following to the Department Head. These materials must be submitted no later than February 15th of calendar year a fall release is requested and no later than August 15th of the calendar year prior to the spring for which the release is requested.
   a. Specific funding that will be sought (e.g., copy of grant announcement, RFP)
   b. A 1-2 page summary of proposed project
   c. Date application will be submitted
   d. Course(s) for which release is requested and suggestions for how the course(s) could be covered or rescheduled.
   e. For faculty who have no prior federally funded grants: Name (and credentials if not a USU Psychology Department faculty member) of a senior colleague who will provide consultation on the grant application (see #3 below for more details).

3. Faculty with no prior federally funded grants must have a plan for consulting with a senior colleague (within the department or outside the department / USU) who has had federal external grant funding within the past 3 years as a Principal Investigator or Co-Principal Investigator. At a minimum these consultations must involve an initial meeting to discuss the grant and a review of the grant prior to submission. Faculty must realize that senior colleagues who are providing this service have limited time and faculty should ensure they are respectful of parameters set by colleagues regarding number of meetings, length of lead-time needed to review the grant, etc. Senior faculty who review grants are doing so as a service to the department and are not required to provide this service.

4. The Department Head in consultation with a committee of 2 senior members of the department will review requests for teaching release. This group will make final decisions regarding releases.

5. Faculty who receive a teaching release must submit a grant application within the following timelines unless an alternate timeline is approved by the Department Head at the time the release is requested. It is generally expected that the faculty member will be the Principal Investigator (PI) on the grant (although may be the local PI on a large multi-institution grant).
   a. Teaching release granted for fall semester – application submitted no later than June 1st of the following calendar year.
b. Teaching release granted for spring semester – application submitted no later than November 1st of that calendar year.

6. If an individual does not submit a grant within the timelines listed above, the individual likely will not be eligible to be considered for a teaching release in the future. However, if the faculty member later submits the grant, eligibility for this release will be restored. In addition, if the grant is not submitted, the individual may be required to teach additional courses in later semesters to “make up” for the courses from which he/she was released.

7. In general, no more than 2 faculty will be able to receive a release for the same semester. However, at the discretion of the Department Head, additional faculty may be granted releases if resources are available to cover courses.

8. Faculty with and without current externally funding projects are eligible to apply for a teaching release.

9. Faculty are eligible to apply for a teaching release every year. However, priority will be given to individuals who have not received releases within the past 3 years. For faculty who have had teaching releases in the past and not received grants, it is expected that there will be positive progress noted in grant reviews.

10. This policy applies only to faculty seeking funding resources external to the university. Faculty are not eligible for a teaching release to write internally funded grants.
Graduate Student Policies

Dismissal of Doctoral Students Policy
Adopted 11/4/2008

Background
The Psychology faculty strive for all students to be successful in their graduate programs. However, on occasion faculty may believe it is not in the best interest of the student, program, or department for a student to continue. Dismissal of students from a graduate program must follow appropriate university guidelines and be consistent with student code. This policy is intended to address the manner in which a recommended dismissal proceeds forward from the department to the School of Graduate Studies.

Policy
1. One of the doctoral areas of specialization (Experimental and Applied Psychological Sciences or the Combined Psychology Program) would convene as appropriate (e.g., via a steering committee meeting) to vote to recommend dismissal of a doctoral student. Program committees must ensure they are recommending dismissal of a student for reasons outlined in the appropriate program handbook and / or as stated in university policies. Program committees must also ensure due process in any dismissal procedures.
2. Upon recommendation of the specialization area (EAPS or the Combined Program), the program chair of the appropriate specialization area will forward the recommendation for dismissal to the entire psychology faculty.
3. The psychology faculty will vote on whether to approve the dismissal. This vote may be conducted either at convened faculty meeting or via e-mail. Not all faculty need to vote and a simple majority of those voting is needed to uphold the dismissal recommendation. If voting occurs outside of a convened meeting, faculty must vote within 2 working days of the recommendation being put forward for a vote.
4. Assuming support for the dismissal, the Psychology Department Head will write a memo to the Dean of Graduate Studies recommending the student be dismissed from the Psychology PhD program. Note that this dismissal would preclude a student from requesting a transfer to the other specialization area. If a transfer would be appropriate, this should be explored on a case-by-case basis prior to a recommendation for dismissal moving forward.
5. If faculty do not vote to uphold the dismissal recommendation, specific reasons for non-support must be provided. In instances in which the faculty site lack of adequate due process as a reason for non-support, the program committee recommending dismissal should address these concerns and then, may again move forward with a recommendation for dismissal. If concerns other than due process ones are raised, those faculty raising the concerns must take responsibility for the student and for addressing those concerns. If these faculty then decide the concerns cannot be remediated, they can again recommend to the entire faculty that the student be dismissed.
6. Per university policies, the dismissed student retains the right to appeal the dismissal.
Multiple Paper Dissertation (MPD) Policy
Adopted 10/15/2020

Background
This policy outlines the framework for proposing and defending an MPD. The doctoral supervisory committee is responsible for approving the dissertation proposal, supervising the student's research and preparation of the dissertation, and conducts the final oral examination.

For MPDs, it is important to have a transparent process that all committee members and the student agree on as early in the process as possible. Each proposal will have a unique structure. Therefore, the details need to be discussed earlier and in a greater level of detail than a proposal in traditional monograph format.

At the earliest possible time, students planning to pursue an MPD should meet with each potential committee member during a planning meeting to provide an overview of which projects the student wishes be included in their MPD. The overview should specifically outline what stage the projects are in development (e.g., planning, execution, writing, submitted, published).

If a faculty member objects to a component of the project (e.g., inclusion of an already published paper; use of a bulleted introduction vs a narrative introduction), they should ask the student to make changes prior to signing the document. The committee member should not sign the attached agreement until they agree with each component of the proposal.

All faculty members must sign the MPD proposal approval form before the proposal meeting can be scheduled. Any changes in the status and/or content of any included project(s) between the planning meeting and dissertation proposal meeting must be approved by all committee members. Before a proposal meeting can be set, a fully approved MPD form must be completed and submitted to the major advisor.

As with any dissertation, potential committee members have the right to decline to participate. If a committee member does not agree with specific components of the suggested MPD and these components cannot be changed, the committee member may elect not to serve. They may first suggest changes to the proposed set of studies, but if these changes cannot be made, an alternate committee member may be required.

Policy

Required Components of Proposal Document (30-page limit is waived for MPD)

Preliminary Pages: The title, table of contents, list of tables, list of figures, and an inclusive abstract (abstract for the full MPD) will use the same formatting requirements as a monograph dissertation format.

Introductory Chapter: Chapter I provides the foundation for a coherent set of studies. Essentially, Chapter I functions as an overview chapter that makes a convincing argument for the collection of studies to be proposed. There is no page limit for this section, but the review must be sufficient to provide a solid rationale for the program of research.

Subsequent Chapters (2 to 4 manuscripts): At minimum, each chapter should contain a literature review for the specific study and a complete methods section. Manuscripts that are
complete/published should be included in the proposal document in their final manuscript form with information about publication status provided. At least one of the studies must be in process, rather than complete/published.

Any published papers that are included in an MPD should be first-authored by the doctoral candidate.

Published theses/second year projects may not be included in an MPD.

Required Components of Defense Document (30-page limit is waived for MPD)

Preliminary Pages: The title, table of contents, list of tables, list of figures, and an inclusive abstract (abstract for the full MPD) will use the same formatting requirements as a monograph dissertation format.

Introductory Chapter: Chapter I provides the foundation for a coherent set of studies. Essentially, Chapter I functions as an overview chapter that makes a convincing argument for the collection of studies to be proposed. There is no page limit for this section, but the review must be sufficient to provide a solid rationale for the program of research.

Subsequent Chapters (2 to 4 manuscripts): Completed studies should be included for each of the proposed projects. If the MPD proposed two studies, two chapters that include an abstract, introduction, method, results, and discussion should be included. Figures, tables, and references should also be included for each chapter. If the project has been published, the student can include a PDF of the accepted paper.

Final chapter. A final chapter should summarize the overall findings of the MPD. The final chapter serves as the alternate bookend to the introductory chapter.

USU School of Graduate Studies Policy

A multiple-paper thesis/dissertation must contain reports (a minimum of TWO) of research that have conceptual coherence. The thesis/dissertation must have:

1) an inclusive abstract;
2) an introductory chapter that sets the context for the thematic research; and
3) a summary and conclusions chapter that integrates all of the studies.
Department of Psychology

AGREEMENT BETWEEN DOCTORAL COMMITTEE AND STUDENT FOR MULTI-PAPER DISSERTATION

The goal of this form is to facilitate communication between the graduate student and the dissertation committee regarding the content of a multiple paper dissertation. The faculty member signatures indicate understanding and endorsement of the student’s plans for the proposal and the final dissertation. Please provide information on the 2-4 studies and approximate number of manuscript pages of your proposal.

Date:

Student name:

Dissertation chair:

Dissertation title:

Number of papers to be included:

**Title of paper 1:**
Authors:

Type of project (i.e., empirical study, conceptual paper, systematic review, meta-analysis):

Status of paper (i.e., planning, execution, writing, submitted, published):

Suggested format (e.g., narrative introduction, bulleted introduction):

Summary of research questions (100 words or less):

Number of manuscript pages (excluding references):

**Title of paper 2:**
Authors:

Type of project (i.e., research study, conceptual paper):

Status of paper (i.e., planning, execution, writing, submitted, published):

Suggested format (e.g., narrative introduction, bulleted introduction):

Summary of research questions (100 words or less):

Number of manuscript pages (excluding references):
Copy above for papers 3 and 4 if needed.

By signing you are indicating you agree to this general plan for a multi-paper dissertation proposal. This document will be routed for signatures from all committee members and the student.

___________________________
Chairperson

___________________________
Member 2

___________________________
Member 3

___________________________
Member 4

___________________________
Outside Member
Thesis/Dissertation Proposal Policy
Adopted 11/4/2008
Revised 2/4/2014

Background
The thesis/dissertation proposal is written by the graduate student and approved by the student’s supervisory committee prior to data collection (or prior to data analysis when using archival data). The purpose of the proposal is to review relevant background literature, outline the need for the study, and describe the methods to be used in conducting the study. In general a proposal will consist of the following sections: Problem Statement / Introduction, Review of Literature, Method (including participants, measures, procedures, and proposed analyses). However, students should consult with their supervisory committee to ensure their proposal is written in the format most appropriate for the nature of the study.

Policy
According to departmental policy students must adhere to the following guidelines:
1. Students must provide all committee members with a copy of their thesis/dissertation proposal at least 2 weeks prior to the scheduled proposal meeting.
2. Students’ thesis/dissertation proposals, including those for multi-paper dissertations, must be no longer than 30 pages of text (with 1 inch margins, 12 point font, and double-spacing). References and appropriate tables, figures, and appendices (e.g., copies of instruments to be used, draft of informed consent document) do not count toward the 30-page limit.
3. Proposals for multi-paper dissertations should include the following:
   a. An introductory chapter that sets the context for the thematic research;
   b. A summary of the literature review for each paper that will be included in the final dissertation; and
   c. A methods section for each study.
Travel Funds, Research Funds, and Scholarship Policies

Colloquium Speaker Travel Costs and Payments Policy

Policy

The following costs will be covered for colloquium speakers:

1. Airfare - in general not to exceed $700. Only the cost of basic economy class tickets is covered. Speakers who upgrade to first class, economy comfort, etc. will need to pay the cost difference. For speakers whose tickets are more than $700, we request that the faculty member inviting the speaker use available monies (e.g., F&A) to help cover the cost of the plane ticket.

2. Transportation to / from the airport. The cost of the shuttle or a rental car the day before, day of, and day after the talk will be covered. Rental cars should be full-size class or below (e.g., no SUVs).

3. Meals the day before, day of, and day after the talk will be covered. One to three faculty can attend meals with the speaker and have those costs covered

4. Lodging – nights before and after the talk will be covered.

Speaking Fee

1. All speakers will receive a $500 speaker fee. This must be paid directly to the speakers.

Note regarding travel: For speakers who wish to stay longer (for professional collaboration and/or personal reasons), the department will only cover the above costs. For example, speakers (and/or faculty in the case of professional collaborations) will need to cover additional costs for meals, rental car, and lodging beyond what is specified above.
Faculty Travel Policy
Adopted 9/5/2017

Policy

1. The fiscal year for travel allocations starts with the beginning of the University’s fiscal year (July 1st). Funds for faculty travel will be taken first from the Faculty travel endowment / spendable account and then from other sources as appropriate.

2. The amount of funds available will be $1,500 per faculty member per fiscal year (assuming available financial resources). Faculty may choose to have funds accrue for one year, thus having $3,000 to use in a fiscal year. Funds may not be carried over more than 1 year.

3. Except as noted below in #6, faculty must be presenting at a professional conference in order to receive travel funding. A copy of the official acceptance should be attached with the travel funding request.

4. The application must be submitted at least 2 weeks before the travel date. Faculty who do not meet this deadline will not be approved for travel funds.

5. Faculty must provide copies of receipts for all reimbursable expenses (except meals reimbursed using the per diem rates) within 2 weeks after they return. Faculty failing to follow this procedure will forfeit their award.

6. At the department head’s discretion, faculty may receive travel funds when they are not presenting. This will typically be for program directors attending training meetings but may include other professional travel consistent with a faculty member’s role (e.g., faculty on a teaching role statement traveling to teaching-focused conferences). In addition, faculty who travel for national leadership positions and do not have this travel covered by another organization, may receive up to $750 for one trip per year. Funding for these trips will be reviewed on a case-by-case basis.

7. Eligible costs
   a. Mileage
   b. Parking (long-term/ economy only)
   c. Shuttle / cab fare
   d. Airfare
   e. Baggage fees
   f. Meals (per diem or actuals; credit card and itemized receipts required for actuals)
   g. Hotel room charge and associated taxes
   h. Conference registration
   i. Costs for printing of posters
   j. Airplane and hotel internet connection fees
   k. International travel insurance

8. If faculty travel internationally to collaborate for USU related work that is consistent with their role and all costs are being paid by a non-USU source, the department will pay the SOS insurance fee if the faculty member cannot cover this with other funds. The insurance fee will not be counted as part of the regular travel allowance.

9. If faculty choose to do so, travel funds may be used to cover open access journal fees in a peer-reviewed journal in which a faculty member is publishing. Faculty may use up to $1,500 in a fiscal year for these fees. The amount used for journal fees will be deducted from available travel funds (e.g., if a faculty member uses $1,000 for open access fees, $500 will remain for travel).
Graduate Student Research Funds Allocation Policy
Adopted July 2017

Policy
The Psychology Department Graduate Student endowment fund will be used to help fund student research projects that are required to be completed as part of a graduate program in Psychology. The total amount of funds available each year (July 1 – June 30) will generally be around $10,000 but may vary as a function of endowment earnings. Below are eligibility criteria and the application process.

Eligibility criteria
1) Must be a full-time Psychology Graduate Student in good standing
2) Funds must be for one of the following: thesis, second-year project, or dissertation
3) Students can apply for funding only once for each project (students completing a thesis or second year project and a dissertation can apply for funds twice – once for each project).
4) Project must have committee approval prior to the application being submitted.
5) Project must have IRB approval for human participant research or IACUC approval for research involving animals prior to the application being submitted.

Funds can be requested for the following:
1) Supplies / equipment needed to conduct the research
2) Participant incentives
3) Per diem costs for animals if not covered by another source

Funds generally will not be allocated for travel, study advertising, or payment for research assistants. These expenses will be covered only in the most unusual circumstances and when coverage of expense is essential to the research (e.g., research is all conducted at a considerable distance from USU and to recruit undergraduate assistants, travel costs must be covered; RAs with a specialty skills set, such as fluency in a language other than English, are needed).

To apply students must submit the following to the Psychology Business manager, Cara Brewer (cara.brewer@usu.edu):

1) Copy of project proposal
2) Copy of signed cover sheet for proposal approval
3) Copy of IRB or IACUC approval as necessary
4) If funds will be used for participant compensation, per university regulations, the participant population section of the approved IB application must be provided.
5) Detailed project budget (include total budget as well as funds requested)
6) Statement from chair about the availability of other funds to help support the project (e.g., matching funds from chair’s IDC account)

Students must submit funding requests at least 2 weeks prior to needing the funds.

Students must work with departmental business staff to make purchases. Students will not be reimbursed for purchases.
In general, students will receive a maximum of $1,000. To help ensure funds are available to as many students as possible, students are expected to only ask for funds that are needed and not “pad” their budgets. Funds will not be transferred to students but held by the department. All allotted funds must be used within two years. If there is a surplus of funds at the end of the fiscal year, students whose research requires more than the yearly maximum amount may receive additional funding.
PDRF Application Process (Psychology Programs Only)
Adopted January 2020

Policy

The Psychology PhD program has been awarded a Presidential Doctoral Research Fellowship (PDRF) from the Graduate School. More information about the PDRF, including stipend and benefits, can be found here.

This year, we have opted to use the PDRF as a recruitment mechanism to bring in a promising scholar to our program. This differs from previous years when a PDRF was awarded directly to a faculty member prior to the recruitment season. This year, the PDRF will be awarded following our in-person interviews.

In order to be considered, please draft a 1-page (single-spaced, 12pt font, Times New Roman, 1" margins) proposal outlining how you will use the PDRF to 1) recruit a stellar applicant to the program and 2) create a novel education plan that results in a well-rounded graduate.

In your proposal, be sure to highlight the following information:

- Student name
- Student qualifications
- Training Plan
- Recruiting risk (e.g., if not given the PDRF, his/she/they might not come)

Proposals will be submitted to the Council of Graduate Directors (Blais, Tschanz, Madden, Jordan, Renshaw, Geiser) for evaluation. The Council will rank order all proposals.

Should the faculty who initially receives the PDRF not be able to recruit their chosen applicant during the recruitment cycle (AY 2020-2021), the PDRF will be awarded to the next faculty member on the rank list.

Proposals should be submitted to the Associate Department Head (Blais).
Peter Kranz Scholarship Policy
Revised 07/10/2017

Policy

1. Kranz money is available to any graduate student in the Combined PhD program who is in good standing and is on campus or completing internship. Money is not available to students post-internship.

2. These funds are to be used for student expenses related to professional development activities, including research, clinical practice, and teaching. Examples of appropriate expenses include: attending additional conferences for professional development purposes, buying treatment manuals as professional resources, and using funds for thesis / dissertation research.

3. Expenses that are not considered acceptable are:
   a. Tuition and fees
   b. Travel to internship interviews
   c. Travel back to USU for a dissertation defense
   d. Textbooks required for classes
   e. Membership dues as per University Policy 522 “Membership and Dues”
   f. Printing costs for Theses and Dissertations
   g. Computers (There is an ownership issue on computers)

4. Each year any new donation from Dr. Kranz will be divided up evenly among the Combined program students enrolled for that year.

5. Students will have two years to use the money. If they have not used the money by the start of the third year, it will revert back into the scholarship fund. Funds not used from previous years may be divided up among the current year’s students. This will be done at the discretion of the Department Head.

6. Students must write a thank you letter to Dr. Kranz within one month of using the funds describing how they used the scholarship funds. Students who do not write a thank you note will be ineligible for funding for the following year.

Using Kranz funds

Travel: When using Kranz funds for travel notify the Psychology Business staff at the time you provide information for a Travel Authorization that you will be using your Kranz money

Purchases: Work with the Psychology Business staff to make purchases using Kranz funds. Students should not purchase and then request reimbursement. In some cases a company may not allow purchase with a university p-card (e.g., MPlus). If this is the case, students may make the purchase and be reimbursed but must receive prior approval from the Psychology Business Manager to do so.
Policy

1. All full-time Undergraduate Psychology Majors and Psychology Graduate Students are eligible for travel funding one time per fiscal year (July 1 – June 30).
2. Students must be presenting at a professional conference to receive travel funding.
3. Proposals must be submitted with Utah State University as the student’s affiliation. Students who present with another affiliation are not eligible for travel funds.
   a. Students may be eligible for funding after they graduate, as long as the request for travel was submitted while they were a student and the presenter is identified on the paper and in the program, as a representative of USU. The student must not have travel costs covered by another employer or school. These requests will be reviewed and evaluated on a case-by-case basis.
4. The application for travel funding must be submitted at least 2 weeks before the travel date. Students who do not meet this deadline will not be approved for funds.
5. Maximum amounts per student:
   a. First author/presenter*
      i. International location / national or international conference: $400
      To be considered for the maximum international amount the meeting must be outside the United States.
      ii. National conference: $300
      iii. Regional conference: $200
   b. Subsequent authors (a maximum of 2 additional authors will be funded)
      i. International location: $200
      To be considered for the maximum international amount the meeting must be outside the United States.
      ii. National conference: $150
      iii. Regional conference: $100

6. Travel Awards may only be used to cover costs in the following categories:
   a. Mileage
   b. Parking (long-term/economy only)
   c. Airfare (actual costs as supported by detailed receipts)
   d. Per diem
   e. Hotel (actual costs as supported by detailed receipts; no incidentals)
   f. Conference registration
   g. Costs for printing of posters
   h. International travel insurance

7. Students must provide a copy of receipts within 2 weeks after they return in order to receive the award. Students failing to follow this procedure will forfeit their award.
8. Students traveling internationally must purchase the University’s SOS insurance. Arrangements can be made to pay it personally or it can be covered from the travel allowance.
KRAZ TRAVEL FUNDS POLICY

7. Kranz funds are available for Combined Students only. Dr. Kranz gives an amount each year that is divided among all Combined students who are in good standing. Please see Cara for the amount available.

8. Kranz travel funds do not require students to be presenting at a conference. Rather these funds can be used for any travel that will enhance professional development. These funds can be combined with student travel funds to help pay for a conference.

9. A Thank You note must be written to Dr. Kranz detailing how you are using the money to further your career. Thank You notes can be turned in to Cara Brewer who will mail them out.
Faculty and Employee Policies

Combined Clinical/Counseling Infrastructure Policy

Background
This document outlines the department supports for the Combined Clinical/Counseling Psychology Ph.D. program Director of Clinical Training (DCT) and Associate DCT (ADCT) roles. The program is currently APA accredited, with the next accreditation site visit due in 2023.

Each faculty member in the combined program is expected to serve in this role at some point, with a planned rotation of 3 years as ADCT followed by 3 years as DCT. This might be adjusted slightly based on the timing of the accreditation cycle. We will plan to balance emphasis areas across the DCT and ADCT roles. New ADCTs will be selected based on program faculty input and a final decision made by the psychology department head.

Policy

Director of Clinical Training compensation
The following assumes a 50% or more research in role statement; standard 2-2 teaching load as base. Variations from that will require additional negotiation with department head. Note: faculty are not required to have 50% or more research role to serve as DCT.

1. 1 course release
2. Oversight of internship, internship prep, and orientation class “counts” as 1 class
3. 2 months of summer salary
4. May opt for graduate student assistantship support (RA, TA) for academic year in lieu of course release(s) and/or summer funding
5. Funds to attend 1 training meeting per fiscal year
6. Additional course release or other supports in year of self-study to be negotiated

Associate Director of Clinical Training compensation
The following assumes a 50% or more research in role statement; standard 2-2 teaching load as base. Note: faculty are not required to have a 50% or more research role to serve as ADCT.

1. 1 course release
2. 1 month summer salary
3. May opt for graduate student assistantship support (RA, TA) for academic year in lieu of course release and/or summer salary
4. Funds to attend 1 training meeting per fiscal year

Additional Program Support
1. .5 GA for academic year (dependent on student availability) for program support
2. Staff support (.2 FTE from Graduate Program Coordinator dedicated to accreditation, additional FTE dedicated to combined program for operations). Access to department staff assistants as needed.
3. Additional GA support in years of self-study, as needed
4. Consultant to review self-study prior to submission
Faculty Position Openings Policy
Adopted 12/4/2018

Background
To avoid future conflicts over how faculty openings are filled, the department should have a policy, agreed to by the faculty, before additional position openings occur.

Policy
Decisions about how position openings are filled will not be made based on a popular vote across the department. Instead, they will be made by the department chair, in consultation with the Dean of the College, who should be guided by the following principles:

1. If a faculty member in a specific program leaves or retires, the department chair will request the program document that they (a) maintain a substantive role in the mission of the department, college, and university, and (b) have a compelling vision for the program into which the new faculty member will be recruited. If the chair deems that the program has not adequately made their case, he/she will invite all other programs in the department to write a proposal documenting their need and vision.

2. If the opening is in an accredited program, the position will remain with that program unless (a) the faculty member is not needed to maintain accreditation, or (b) circumstances are such that the program is no longer viable (e.g., a majority of the core faculty have left the program or university).

3. If the vacating faculty member was a core faculty member for multiple programs, this will be addressed on a case by case basis with the department head balancing the needs of each program.

4. New positions awarded to the department will be handled in a similar manner.
   a. If the new position is not tied to any area, each program may submit a proposal demonstrating their need for the position and vision for how the new faculty member will strengthen the program.
   b. If the new position is affiliated with an initiative at the college or university level, the position will go to the program that most closely matches the aims of the initiative and gives the department the best chance of securing the position.

5. Minimum/preferred qualifications for job postings will be based on the program’s vision and accreditation needs; they will not be based on courses that need to be taught. The goal is to hire the best applicant rather than the applicant who most closely resembles the vacating faculty member.

If the vacating faculty member is on a teaching role statement:

1. If this is for a campus with its own budgetary sources, the position would remain at that campus and the courses that need to be taught would play a prominent role in the job description.

2. If the position will fill an opening in a vibrant, healthy area, then the position will be filled with a replacement in that area. If the case for a replacement is not clear cut, the chair will form a subcommittee to study the current and potential status of the area. The subcommittee would make a recommendation to either recruit a replacement or allocate the position to another (unspecified) program. The department chair, in consultation with the college dean, would make the final decision.

Photocopy Policy
Background
In accordance with the USU policies regarding slush funds and petty cash funds and in consultation with the Financial Officer for the College of Education and Human Services, the following policies regarding copies on department machines have been developed. These departmental policies will help the department stay in compliance with USU policies.

Policy
1. Employees will be allowed to make approximately 20 personal photocopies a month at no charge. If an employee wants to make more copies than this, the employee must take the job to a regular copy center and pay for it there.
2. Students are not allowed to make personal copies on the department copiers.
3. Students are not allowed to have their thesis or dissertation printed on the department copiers. They should make arrangements to have them printed elsewhere.
School Psychology Program Director Compensation and Support Agreement

Background
This document outlines the Department of Psychology’s agreement to compensate and support the Director of School Psychology. As background, it also outlines the accreditation status of the School Psychology Programs, the Director’s term limits and selection criteria, and the Director’s duties and responsibilities.

This document was modeled after the “Combined Clinical / Counseling PhD Program Infrastructure Policy,” which outlines the Department’s agreement to support and compensate the leadership of that Program. The Department Head and the Director of School Psychology should meet on an annual basis to review the appropriateness of the parameters, compensation, and supports outlined in this agreement.

Policy

EdS and PhD Program Accreditation Status
The School Psychology EdS Program was re-approved by the National Association of School Psychologists (NASP) in February 2018, with the next approval process scheduled for 2023. The School Psychology PhD Program admitted its first cohort of students in 2018 and is not yet approved by NASP nor accredited by APA. That said, the Program Faculty are actively working toward this end. Obtaining full accreditation via APA is a multi-year process that requires three separate submission applications (i.e., intent to apply, conditional accreditation, full accreditation). The program faculty aim to submit the “intent to apply” materials to APA in early 2019, the “conditional accreditation” materials to APA circa 2020, and the full accreditation materials to APA circa 2022. Ultimately, the PhD program aims to be fully accredited by APA within four years of admitting its first cohort (2018–2022). Receipt of APA accreditation will also result in the PhD Program receiving default/automatic NASP approval.

Director Term Limits and Selection Criteria
Each core faculty member in the School Psychology Program is expected to serve in the Director role at some point. Given the small number of core faculty in the Program, it is expected that each term as Director will last approximately 5 years. Term limits may be longer or shorter, however, depending on the nature of other faculty demands and the makeup of the faculty at any given time. Typically, the Director role will only be considered appropriate for a faculty member who has achieved promotion and tenure. New Directors will be selected based on Program Faculty’s input and finalized via a decision made by the Department Head.

Director’s Duties and Responsibilities
The Director of School Psychology’s primary duties and responsibilities include (but are not necessarily limited to) the following:

1. Developing and refining policies and procedures for administering the EdS and PhD Programs (documented via the Program Handbooks)
2. Coordinating curriculum design, student evaluation, and reporting efforts to maintain NASP approval for the EdS Program
3. Coordinating curriculum design, student evaluation, and reporting efforts to initially obtain (and then maintain) APA accreditation for the PhD Program
4. Serving as the faculty supervisor for EdS students during their year-long school-based internship (Year 3 in the Program)
5. Serving as the faculty supervisor for PhD students during their year-long predoctoral internship (Year 5 in the Program)
6. Coordinating the annual application review, interview, admissions, and on-boarding processes for graduate students in the EdS and PhD Programs
7. Managing course scheduling and other program-level administrative tasks, as needs arise
8. Coordinating the longitudinal collection of outcome data from program graduates

The Director of School Psychology is assisted by other Program Faculty who assume the following duties and responsibilities related to program administration:

1. Each faculty member serves as the Major Professor for multiple graduate students in the EdS and PhD Programs
2. One faculty member serves as the “practicum liaison” to the Combined Program’s practicum placement committee, to advocate for the interests of School Psychology PhD students who are participating in the Combined Program’s practicum process
3. One faculty member serves as the “recruitment coordinator” for the EdS and PhD Programs, developing and carrying out efforts to recruit more diverse and competitive prospective graduate students to apply to our Programs

Director’s Compensation and Report
The Department of Psychology agrees to compensate and support the Director of School Psychology by providing the following resources:

1. 2 months summer salary per academic year
2. May opt for a course release and/or graduate student assistantship support (RA, TA) for academic year in lieu of summer salary
3. Funds to attend 1 training meeting per fiscal year
4. Graduate student assistantship support (0.5) in year(s) of self-study, as needed
5. Funds for a consultant to review the self-study prior to submission