

VANDERBILT UNIVERSITY



College of Arts and Science

STANDARD
OPERATING PROCEDURES

Department of Psychology
College of Arts and Science

<https://www.vanderbilt.edu/psychology/about/index.php>

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DISCLAIMER: Information in this handbook is for guidance purposes and is subject to change without prior notice. Consult with appropriate resource person to verify its current applicability. In case of discrepancies between Departmental and College or University policies, the latter take precedent. When in doubt Faculty should consult the University's [Faculty Manual](#).

DEPARTMENTAL ORGANIZATION AND ADMINISTRATION

The Department of Psychology is organized into three programmatic area groups: Clinical Science, Cognition and Cognitive Neuroscience, and Neuroscience. Research, graduate training and teaching are organized around these three area groups. All faculty members have a primary affiliation with one area group but are free to participate in the activities of the other area groups as they wish.

Chair

Thomas Palmeri is the Chair of the Department of Psychology. The Chair is ultimately responsible for all activities and functions of the Department. The Chair is appointed by the Dean of the College of Arts and Science after consultation with the faculty of the Department.

The Chair appoints a Vice Chair, a Director of Undergraduate Studies, a Director of Graduate Studies, a Director of Clinical Training, and a Director of the Honors Program. For the good of the Department, the Chair also appoints faculty to both standing and *ad hoc* committees and to miscellaneous service positions.

Vice Chair

Isabel Gauthier is the Vice Chair of the Department of Psychology. The Vice Chair is appointed by the Dean of the College of Arts and Science (based on the recommendation of the Chair) and their responsibilities are established by the Chair, and in recent history those responsibilities have included: managing course scheduling with the DUS, DCT, and DGS; handling non-tenure track faculty appointments and reappointments; handling nominations of Departmental members for awards and honors; overseeing departmental communications (web site, newsletter, video board); revising the Departmental SOP; serving as a consultant to the Chair when asked; performing duties associated with the Chair's Office in semesters when the Chair is on leave or when the Chair is away from campus or otherwise unavailable; serving as Chair when the Chair has a COI.

Director of Clinical Training (DCT)

Bunmi Olatunji is the DCT. The DCT provides basic oversight of the clinical training program. The DCT organizes and leads monthly clinical faculty meetings, organizes interviewing and admissions, and organizes the planning and timing of the teaching of required clinical courses at the graduate level. The DCT is primarily responsible for various facets of our continuing accreditation by APA, and serves as the program representative at national meetings (CUDCUP, Academy of Psychological Clinical Science). A major responsibility of the DCT is oversight of the practicum training of our students. Relevant duties include insuring that practicum sites adhere to our standards, directing students toward appropriate placements, and communicating feedback to students and supervisors. The DCT also helps students throughout the internship application process (e.g., the DCT writes letters of recommendation for students). The DCT is the primary person responsible for handling interpersonal, ethical, or other problems that arise within the area group and that involve students, faculty, or practicum

supervisors. The DCT writes letters of recommendation for graduates of our program who are applying for licensure.

Assistant Director of Clinical Training (ADCT)

Kirsten Haman serves as the ADCT. The ADCT works with the DCT to provide oversight of the clinical training program, including serving as liaison to practicum sites for supervision of our clinical graduate students within Vanderbilt and the Nashville community. Haman also holds the faculty title of Assistant Professor in the Practice of Psychology which entails teaching and supervising clinical students in methods and use of evidence-based clinical practice.

Director of Graduate Studies (DGS)

René Marois serves as the DGS. The DGS manages the graduate program. The typical duties of the DGS include: coordinating graduate admissions (working with the Chair and AC to determine graduate recruiting policies); setting up the graduate scholarship and teaching assistant budget; orientation of new graduate students including teaching and coordinating Psychology 6300 (the first semester proseminar co-taught with the DGS from Peabody P&HD); coordinating regular evaluations of graduate student progress; setting up graduate and undergraduate course schedules; assigning teaching assistants to courses; monitoring the effectiveness of the overall graduate program and initiating modifications to reflect changing situations and needs; responding to specific situations with particular graduate students including requests for leaves, monitoring progress in making up deficits in performance, problems that arise in TA situations, and others things as they arise.

Director of Undergraduate Studies (DUS)

Adriane Seiffert serves as DUS. The DUS manages the undergraduate program. The duties of the DUS include appraising all projects for Directed and Independent Study; setting up Brightspace Common Courses for Directed and Independent Study and the Learning Assistant courses; advising transfer students; advising students about psychology courses to be taken at other universities; considering course substitutions for those required for the major; judging the appropriateness of courses taken at other universities for credit toward the psychology major and graduation; interacting with high school students and their parents about psychology at Vanderbilt; helping to plan the scheduling of courses prior to each semester; and Chairing the Undergraduate Studies Committee.

Director of Honors Program

Drs. Seiffert (CAS) and Booth (Peabody) jointly administer the [Honors Program](#). To enrich students' experience in the program, each director works with one cohort of students through the entirety of the three or four-semester program (Honors Students and Mentors may choose). Students are assigned to a cohort depending on the year they begin the program/graduate, not whether they are CAS or Peabody majors. Administrative

details are handled within College. Students should contact the director of the college in which they are a major for questions about the program; students who are double majors in CAS and Peabody Psychology should contact the director attached to Honors in the College to which they would like the Honors designation applied. Students sign up for the seminar component of Honors within their home department (CAS or Peabody Psychology). The Directors of the Honors program determine committee membership with suggestions from the research mentor. Students defend their thesis to this committee. At the Vanderbilt Undergraduate Research Fair in the spring term, seniors present their final research project in the form of a poster.

Director of Postdoctoral Affairs (DPA)

André Bastos serves as the inaugural DPA. This role entails building a sense of community among postdoctoral research associates in the Department, hearing issues pertaining to the postdoctoral community, and supporting their professional development. The DPA meets with postdoctoral research associates on an as-needed basis, organizes informal meetings and social gatherings once a semester, and serves as the faculty liaison to the Department Chair and to the Office of Postdoctoral Affairs.

Immersion Coordinator

The Immersion Coordinator for students interested in Psychology is Liz Catania (elizabeth.catania@vanderbilt.edu).

Departmental Committees

Undergraduate Studies Committee: Chaired by DUS; advises DUS and Department Chair. Members are appointed by Department Chair in consultation with DUS. Each of the three programmatic areas is represented.

Graduate Studies Committee: Chaired by DGS; advises DGS and Department Chair. Members are appointed by Department Chair in consultation with DGS. Each of the three programmatic areas is represented. The Graduate Studies Committee also handles graduate admissions.

Search Committees: Members of these ad hoc committees are appointed by the Department Chair. Typically, one member is outside of the area of the search.

Reappointment, Tenure and Promotion Committees: Members of these ad hoc committees are appointed by the Chair in consultation with faculty in the candidate's area of research. Typically two members are from the same programmatic area as the candidate, and one member is from one of the other areas. When appointing committees for Senior Lecturers (reappointment or promotion to principal senior lecturer) and Principal Senior Lecturers (reappointment only), the Chair will strive to include at least one faculty member who has relevant knowledge or experience teaching courses of the same kind (e.g., size, content, role in the curriculum) as those taught by the individual being considered for reappointment or promotion.

Colloquium Committee: This 3-person committee is appointed by the Chair to select and recruit visiting speakers for Department-sponsored seminars (usually one each for the clinical, neuroscience, and cognitive areas plus Psychology Day).

Other ad-hoc committees are formed and appointed at the Chair's discretion for the good of the Department.

Administrative Support Staff

Administrative Officer: [Savannah Crutchfield] The Administrative Officer (AO) is responsible for: preparing and maintaining the Departmental budget; the preparation and management of grants and contracts; overseeing purchasing, building, assets, and equipment issues; and developing and maintaining all administrative systems, including personnel, purchasing, budgeting, and student databases.

Administrative Manager: [Bianca Castellon]: The Administrative Manager is responsible for assisting the Administrative Officer in financial & operational functions; overseeing the hiring, training, and management of all staff personnel, serving as staff Line Manager & facilitating hiring & payroll processing for department staff; is responsible for appointments and reappointments of postdoctoral trainees; assists with visa (J-1, H-1B) applications; serving as department Financial Unit Manager for Psychology.

Grants Manager: [Aubrey Smith] This position provides support for pre and post-award management including application, JIT, progress reports, and closeouts.

Administrative Specialist: [Ashley Lowther]: This position is responsible for: maintaining faculty files for promotion and tenure decisions and for searches; coordinating all Departmental functions, such as colloquia, job candidate visits, etc.; maintaining the Departmental website & monitor; producing and distributing the Departmental newsletter.

Department Program Coordinator: [Erin Duran] The Program Coordinator is responsible for preparing the course schedules; assignment of advisors to undergraduate students; coordination of directed and independent study courses; admissions and recruitment of graduate students; maintaining records and databases on all graduate students.

Grants Specialist [Sydney Rathert]: The position manages SONA; provides assistance for both pre-award and post-award grant management; initiates and executes consultant agreements; processes RCTs and sends monthly financial reports.

Program Specialist [Tiffany Auer]: This position manages the front desk and mailroom, and serves as the day-to-day contact for facilities and keys; serves as the asset coordinator; responsible for processing all purchase orders; serves as Guest Travel Coordinator for official departmental speakers and guests; serves as Line Manager for undergraduate students and assists with major declarations.

DEPARTMENTAL POLICIES

Animals

No animals, other than those used for research purposes, are allowed in the building. This regulation is imposed by the Division of Animal Care.

Colloquium Speakers

Funds permitting, the Chair allocates one slot per area group (clinical, CCN, neuro) per year. Each area group has a representative on the colloquium committee.

In the Spring preceding a new academic year, the area group representatives are expected to contact members of their group to solicit speaker nominations for the coming academic year. Even when not prompted, a given faculty member should always feel free to contact the area group rep to nominate someone. The area group representative should solicit feedback from the relevant faculty concerning the specific speaker(s) who have been nominated. Once a specific speaker is chosen, the area group rep informs the other two members of the Colloquium Committee and the Assistant to the Chair.

The members of the Colloquium committee serve on the Psychology Day speaker committee, which is composed of the representatives of the Department and those from Peabody's Department of Psychology. The main job of that committee is to select a speaker for Psychology Day. For that speaker we are seeking an individual who has the best capacity to make his or her work accessible to a broad audience consisting of non-specialists. However, there are other significant considerations that also come into play; in particular the rotation of Psychology Day speakers among the different areas represented across the two Departments over time).

In terms of scheduling, the best person for the initial contact with a potential speaker is either the faculty member who made the nomination or the area representative of the Colloquium committee. Before contacting the potential speaker, the faculty member should check with the Assistant to the Chair concerning available dates, time conflicts, and other scheduling considerations. Beyond the initial contact, the Assistant to the Chair is responsible for organizing flight arrangements and for scheduling meetings, overnight accommodations and meals, in consultation with the speaker. The contact with potential speakers should be initiated as early as possible and well before the Fall semester begins in order to ensure that there is an even distribution of speakers across the academic year. Early contact is particularly critical for scheduling of the Psychology Day speaker.

The Department covers travel and lodging expenses for speakers and pays a \$500 honorarium. The Department will help cover dinner expenses for the speaker and two faculty members.

To supplement the formal colloquium series, a faculty member or an area group may propose to support a visiting speaker using funds other than those allocated to the Colloquium budget. To promote efficiency, those proposals should be directed to the Chair who can make an initial assessment of whether the Department can supplement the visit. Approved requests should be scheduled in coordination with the regular Colloquium series.

Fundamental Course Policy – Tenure Stream Faculty

Tenure stream faculty who teach PSY 1200 General Psychology, PSY 2100 Quantitative Methods, PSY 2150 Principles of Experimental Design, or NSC 2201 Neuroscience will receive credit in the form of a one course reduction in teaching assignments. This credit may not reduce a faculty member's teaching assignments below two courses per year and typically applies in the year in which the fundamental course is taught.

Courses and Class Schedules

Class schedules for an upcoming academic year are generated in early January of the spring semester prior to that academic year; this scheduling process is the responsibility of the Vice Chair working together with the Educational Coordinator. The process begins with a request to faculty to specify what and when they would prefer to teach during both the Fall and Spring semesters of the upcoming academic year. Once all requests are received, the Vice Chair, in consultation with the DUS, DGS, DCS and Chair, ensures that the proposed courses are sufficient in number and scheduling to offer a well-balanced roster of courses in each semester. Course scheduling is an iterative process that typically involves switching days, times, semesters or even specific offerings, the aim being to allow undergraduates to fulfill major requirements and to allow graduate students to complete program requirements during their first two years of study. Final decisions about course assignments are made by the Chair in consultation with the Vice Chair.

Only under very exceptional cases are undergraduate courses scheduled for one day/week, and those cases are limited to situations where the course content could not otherwise be taught effectively in a regularly scheduled class that meets several times/week." Exceptional cases might be a course that centers around field trips, for example. Note, too, that in addition to the conventional MWF or T/Tr sequences it is also possible to request permission to schedule an undergraduate class on MW or on WF *but only during non-prime time teaching hours (i.e., early AM or afternoon PM)*. This restriction does not apply to advanced graduate seminars, so long as the scheduled time for that seminar does not create conflicts with other graduate courses offered that semester.

The College of Arts and Science specifies a minimum enrollment of nine students in order for a course to be offered, and a minimum of four for graduate courses (exceptions must be approved by the Chair). For summer school courses the minimum enrollment is also nine. Low enrollment issues must be brought to the Chair's attention.

Faculty wishing to offer a Maymester courses, either abroad or off-campus, should follow the procedures used in proposing fall and spring courses in CAS. In addition, the Vanderbilt Travel Policy will be followed in the Maymester process.

For the CORE curriculum, the Department will offer a limited number of courses to satisfy the Core Capacities requirement, and possibly other courses.

Instructors may also offer 2000-level topical writing courses (W in AXLE or A in CORE) in Psychology, but those must receive approval by the College curriculum committee unless they are already listed in the catalog.

Books for courses are ordered well in advance of the first day of class. Each course must have a complete syllabus and it should be posted on YES or be made available in paper form in advance of the start of the semester. Regardless of whether paper or electronic files are used, instructors are obliged to provide a copy of his/her course syllabus to the Program Coordinator.

Instructors should provide several days advanced notice for duplication of exams or other materials to be distributed in class. Copyright law do's and don'ts are available from the Administrative Officer or from Vanderbilt University Copyright Clearance Coordinator.

Instructors are urged to use the [Brightspace](#) web-based platform for organizing their course materials such as syllabi, exams, notes, chat-rooms, and other course resources. Vanderbilt's [Center for Teaching](#) offers extensive training and technical assistance to instructors new to the Brightspace platform.

Faculty should be aware of the last drop/add date and should be available to students during this time frame, and should include that information on their syllabi. Faculty should also be aware that no exams of any type may be given during the "dead week" period at the end of each semester. In addition, in-class final exams may be scheduled only during the published times in the primary schedule; the alternate schedule is used only if the instructor decides to give an in-class exam at two times. Details concerning these and other examination policies are provided at this [webpage](#).

All course instructors must submit mid-semester deficiency reports using YES, and this must be done even when there are no deficiencies in the course.

College policy dictates that all course instructors post their office hours outside their office doors and that they be available during those office hours.

Course Additions, Deletions or Revisions

The Department of Psychology, the College Curriculum Committee, the Committee on Graduate Education, and the CORE committee review ALL proposals for ALL new courses, changes to existing courses, and deletions of courses offered by the College of Arts and Science. Faculty should be advised of the following regulations and procedures relative to these activities.

To ensure timely reviews of all proposed changes to our curriculum, any and all course proposals must first be discussed with and then authorized by the Department Chair, the DUS (undergraduate courses) or the DGS (graduate courses) and by the program director

of the course subject area. As a rule, all proposals for new courses include the name of the individual who will serve as instructor for that course. The deadlines for submission of course additions or revisions are specified here:

<https://as.vanderbilt.edu/internal/policies/changes-undergrad-curriculum.php>

All approved submissions of requests for course changes, additions, and deletions in the College of Arts and Science must be submitted to the College Curriculum Committee. This is done using the Proposed Additions and Revisions to Curriculum (PARC) website, and submissions must be authorized in that system by the departmental chair. The Curriculum Committee reviews all courses to be listed in the Undergraduate Catalog and the online schedule (YES). The link for the PARC website is:
<https://as.vanderbilt.edu/faculty/approval-undergrad.php>

Failure to adhere to the guidelines in the “Requirements for Titles and Descriptions of Courses” in the PARC website may result in silent editing of your description by the Committee or a delay in its handling of your course request. Course descriptions should be well-conceived and well-written to avoid their being returned to faculty or departments for revision.

Course Teaching Load (Work Load Policy) – Continuing Track Faculty

Below is verbatim from A&S Workload Policy for continuing track faculty (as of Jan 2025).

Aim: To develop an equitable and transparent policy for balancing effort across teaching and service for continuing-track instructional faculty.

Principles:

1. Continuing-track instructional faculty members are expected to contribute to teaching and to service.
2. The default teaching expectation for continuing-track instructional faculty members is 3 courses per semester or the equivalent. The teaching expectation will be established at the time of appointment based on the type of position (e.g., lecturer track, practice track), the nature of the courses taught (e.g., lecture, lab, drill), and the enrollments of the courses taught. Courses that are critical in the undergraduate curriculum, are especially demanding to teach, and enroll large numbers of students in the context of the department or program may count more in assessing a faculty member’s contributions to teaching. These exceptions will be established by the department or program in consultation with the dean’s office.
3. The service expectations within a department or program should be sensitive to the faculty member’s contributions in teaching.
4. The teaching and service expectations of continuing-track instructional faculty members will be reviewed periodically by the dean’s office to ensure that workload is equitable.

If a course is cancelled because of under-enrollment, the faculty member is expected to make up that course by teaching a first-year A&S College Core course, either in the

semester in which the course was cancelled or in the next semester the faculty member is scheduled to teach, the timing of which will be at the discretion of the Chair. The Chair in consultation with the dean's office has the discretion to make other arrangements.

Course Teaching Load (Work Load Policy) – Tenure Stream Faculty

College of Arts and Science policy requires that all faculty members be involved in formal course work each semester they are not on research leave. The Department's course load guideline for tenured and tenure-track faculty is described below, although the course load for individual faculty is determined by the Chair in consultation with the Dean.

- Faculty members who are research productive are typically assigned 3 courses per year.
- Faculty members who are research productive and principal investigators on at least one major research grant are typically assigned 2 courses per year.
- Faculty members who are research productive and whose funding ends are given 1 year to obtain funding before their teaching assignments are adjusted.
- Faculty members who are contributing primarily to the Department's teaching and service missions are typically assigned 4 or more courses per year (up to 6 courses per year).
- Tenure-track faculty members are typically assigned 2 courses per year.
- Tenure-track faculty are eligible for a full year of leave with full salary and benefits to occur after six semesters in residence, conditional on the renewal of their initial contract. Tenure-track faculty have the option of instead teaching 1 course in their first year to set up their laboratory and requesting one semester of leave after the renewal of their initial contract.
- New faculty members recruited at the Associate Professor or Professor levels may also benefit from a temporary teaching course reduction, negotiated with the Chair in consultation with the dean's office, at the onset of their tenure at Vanderbilt in recognition of the demands of starting a new research program.

If a course is cancelled because of under-enrollment, the faculty member is expected to make up that course by teaching a first-year A&S College Core course, either in the semester in which the course was cancelled or in the next semester the faculty member is scheduled to teach, the timing of which will be at the discretion of the Chair. The Chair in consultation with the dean's office has the discretion to make other arrangements.

See also **Fundamental Course Policy**.

Directed and Independent Study Program

Directed Study is offered for students seeking an introduction to the conduct of scientific experiments in psychology. Students are involved laboratory or field experiences in close collaboration with and supervision by faculty with primary or secondary appointments in Psychology. Independent Study is particularly suited for students who want to examine in some depth a specific area for which we do not offer formal coursework. Faculty supervision and evaluation are still required, but the focus is on library research and not on

laboratory involvement. It is expected that Independent Study will culminate in a written paper. Once a student has identified a faculty sponsor, the enrollment process is the following. The student submits an Individual Study Course Request in YES. The completed survey will automatically be routed through the approval process, with the information first going to the instructor. Instructors will be able to add comments before submitting it to the central administration and DUS for approval. The YES Course Request ends at the Office of University Registrar with the registration of the student.

Email account and VU ID

All faculty receive a VU ID and a VU email account. There are clear restrictions on the purposes for which a vanderbilt.edu account may be used, and those are spelled out at this [website](#). Those include, but are not limited to, using VU accounts for political purposes, for business purposes that imply Vanderbilt's involvement, for fund-raising campaigns, for on-line gambling, or for unprofessional communication that could negatively impact Vanderbilt's reputation or interfere with Vanderbilt's mission, or unprofessional/inappropriate communication regarding members of the Vanderbilt community. Vanderbilt University Information Technology (VUIT) recommends that you post your email in a fashion that cannot be acquired by automated tools (for example johnDOTsmithATvanderbiltDOTedu).

Faculty Major Advising

All faculty within the Department are expected to serve as major advisor to some of our undergraduate Psychology majors. This service involves meeting with individual students at the end of each term to help students select courses that fulfill the major requirements as well as providing general assistance and support in the student's academic endeavors. Advisors are sometimes asked by students to write letters of recommendation and to provide guidance in decisions about professional school and/or career choices. Resources for providing this kind of support are available within the Department.

Faculty Leave (tenure, tenure-track)

Regulations concerning leaves of absence are specified in the Faculty Manual, [Chapter 4](#). For academic leaves with pay, applications are made in the fall of the year preceding the semester(s) of the requested leave. Leaves are recommended by the department Chair and are reviewed by the Dean and the Provost. Faculty should not make binding outside obligations in anticipation of a leave until the requested leave has been approved by the Administration. Leaves are granted on the bases of research productivity, the merit of the leave plan and the impact on the Department's teaching and research mission. Except for Assistant level professors who can take a leave in their fourth year, a minimum of 8 semesters in residence between leaves is the College policy.

A full-time tenured or tenure-track faculty member, or that faculty member's spouse, is eligible for a parental leave of absence for one semester at full pay upon the birth or the

adoption of a child of preschool age. Request for parental leave should be arranged through the Chair. If both parents are faculty members, parental leave can be taken by only one faculty member or the other, not both.

Details concerning other forms of leave (jury duty, illness) are also described in [Chapter 4](#) of the Faculty Manual, and they should be discussed with the Chair.

Faculty Review and Merit Increases

Each January, faculty are required to complete a Teaching, Research and Service report using the online report. The report is used by the Chair and the Dean's Office for making salary decisions for the upcoming Academic Year, and they are used by the Chair for counseling meetings with faculty concerning professional development. See Appendix A on p. 36 for Merit Rubrics used in faculty evaluation.

Faculty Recruitment

College policies on faculty recruitment can be obtained from the Chair of the Department or the Dean of the College of Arts and Science. Briefly, hiring requests are made to the Dean by the Department Chair in the Spring semester, after consultation with the Department faculty. If approved for search(es), the Chair convenes a Search Committee, whose first charge is to produce a job ad. In the Fall semester, the search committee reviews the applications and selects the finalists for interviews in consultation with the Chair and approval by the Departmental faculty. A minimum of three candidates – sometimes four if the pool includes under-represented minorities and women – will be brought in for interviews. The finalists' schedule is organized by the Chair of the Search Committee in consultation with the Department Chair. All candidates, including those at the Assistant Professor level, are expected to give a job talk as well as a more informal chalk talk that spells out the candidate's research plans. The Chair and search committee members – as well as additional faculty members as scheduling time allows – are expected to meet with the candidates during their visit. The University will cover meal expenses for the visiting candidate, and the Department will reimburse a total not to exceed \$250 for up to three departmental members when accompanying a prospective candidate to dinner.

Faculty Travel

Travel Pre-authorization: Written travel pre-authorizations are not required for any trip for official College of Arts & Science business. Faculty must consult the department chair in advance about travel that will significantly conflict with classes or interfere with other university obligations.

Before incurring travel expenses for which reimbursement requests will be submitted—whether from College funds or from other sources—faculty are responsible for ascertaining in advance whether charges are allowable AND that there is sufficient funding by consulting the Administrative Officer [all funds], Grants Manager [for sponsored funds], or Administrative Manager [for non-sponsored funds]. The College

and University reserve the right not to approve reimbursement for expenditures that fall outside established procedures and policies. Any questions about the appropriateness of travel should be directed to the department chair, the Administrative Officer prior to making arrangements.

Air travel must be booked through the University travel tool, or directly with the University's travel agent, in order to be reimbursable. Note the University policy in the next section. The portal can be found here: <https://finance.vanderbilt.edu/travel/>. Personnel should submit receipts for expense reimbursement, including airfare, to the Department Guest Travel Coordinator who will prepare expense report for review and submission through Oracle/SkyVU for processing.

University Travel Policy: University travel policy can be found at: [VU Travel and Business Expense Policy](#). Except for extreme cases necessitated by business needs, the university travel tool (available at <https://finance.vanderbilt.edu/travel/>), which supports travel booking, ticketing, will be used for all university business travel booking. Travel should never be booked outside of the University travel tool or the University travel agent without PRIOR Dean's Office approval. Booking outside of approved options may result in expense reimbursement being denied.

Arts and Science Travel Policy and Procedures: The CAS Travel Policy establishes the criteria by which faculty may request CAS central funding support, defines allowable travel expenses for central funding, and defines the amount of central funding that is available. More details about the College policy concerning travel can be found in the PDF available at this link:

<https://as.vanderbilt.edu/internal/policies/travel-expense-reimbursement.php>

Faculty Benefits (Other)

The University offers a number of additional benefits for faculty, and these are detailed in [Chapter 3](#) of the Faculty Manual. Those include:

- a pretax, flexible spending account which faculty can fund through payroll deduction
- faculty home purchase plan providing a University subsidy to eligible faculty who purchase a principal place of residence within a predefined area surrounding the University.
- a tuition benefits program whereby a fraction of tuition for a dependent child or a spouse is covered by Vanderbilt University. Faculty too are eligible for tuition discount on one course per semester for an offering within any of the schools or colleges within the University.

FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. All members of the

department with access to student records are expected to understand FERPA rules (<https://registrar.vanderbilt.edu/ferpa/>).

FERPA-protected data (grades, GPA, or personally identifiable information) should never be sent via email. It is permissible to transfer or store FERPA-protected data on Box for Vanderbilt (except for Social Security Numbers). REDCap, InfoReady, and Vanderbilt OneDrive are also FERPA-certified. If unsure about a storage or transfer method, contact the Vanderbilt University Registrar's Office (URO).

In addition to grades, documentation like meeting evaluations and annual advising letters cannot be shared by email. For the graduate program, the departmental program coordinator has set up a Box folder for each student and shared that folder with the student's advisor(s), area group head, DGS, and program coordinator). All of our internal (departmental) meeting evaluations and documentation are on RedCap (FERPA-certified). The Graduate School is moving to have all of their meeting evaluations and documentation online as well.

The URO has confirmed that it is acceptable to email (those with a legitimate need to know) that it is necessary to discuss student X for issue Y; that could be an email requesting a discussion about a student among advisor(s), committee members, an area group, or the entire faculty, or an email noting an area of concern. Any detailed correspondence and documentation about a student, especially if they concern course or research grades or standing in the program, should be done outside of email via an in-person or zoom meeting, or via a shared document on Box or other FERPA-certified method.

Grades and Grading

The Department of Psychology does not have a policy on what the average grade should be in any particular course. However, we do endeavor to keep our average grades in line with College averages and not to be the College leader in grade inflation. Grades should discriminate between students' performance and efforts in the classroom. Please keep grade inflation in mind when assigning grades in courses.

Graduate Student Recruitment

The Department helps to defray the costs of graduate student applicants traveling to Vanderbilt to interview. Subject to available funds, the Department allows reimbursement of part or all of the transportation costs to include airfare and hotel. Faculty members must consult with the DGS before discussing travel reimbursements with applicants. This is necessary due to budgetary constraints and to the variable number of students recruited annually. Faculty may supplement travel reimbursement from their research support funds.

Graduate Student First- and Second-year Research Meetings

The following summarizes the relevant sections from the Graduate Handbook which is available on the [Department of Psychology](#) website.

CCN and Neuroscience Students are expected to complete a research project in each of the first two years. An Advisory Committee, consisting of three faculty members (including the advisor) from Psychological Sciences, will evaluate students' research progress and provide feedback about research. The advisor will serve as chair of the Advisory Committee. Meetings with the Advisory Committee must occur by May 1st of each of the first two years. At least one week before the meeting, students will provide committee members with written evidence of research productivity. Such evidence may consist of papers describing completed research projects (e.g., APA style papers ready for submission to journals) and/or papers submitted to conferences. During the Advisory Committee meeting, students will be expected to give an oral presentation describing the research that they have conducted during the past year. Following this presentation, the Advisory Committee will discuss the presentation and written report with the student. At the end of each meeting, the members of the Advisory Committee will meet without the student present and individually complete Research Evaluation forms. The committee will then discuss their ratings and comments including any discrepancies in their evaluations. Following each meeting, the advisor will provide feedback to the student concerning the committee's evaluations.

Clinical Students

It is expected that: (1) students will conduct at least one empirical research project prior to reaching Ph.D. candidacy; (2) this project will culminate in a manuscript that can be submitted for publication; and, (3) the project will preferably be completed no later than the beginning of the third year. The student's primary advisor will be the principal supervisor of the project. The committee reviewing the empirical project will consist of the primary advisor and at least one additional faculty member, but two additional faculty members are preferred. Students are encouraged to have at least one formal meeting with their advisory committee during each of the first three years in the program to evaluate progress and provide feedback (a minimum of two meetings is preferred). The student's advisory committee may require such meetings. Students will submit their final manuscript to their committee for review. In consultation with their advisor, students will either: (1) meet with the advisor and the other faculty member(s) to discuss the paper; or, (2) receive detailed written feedback about the manuscript from the other faculty member(s). In both cases, members of the committee will complete a Research Evaluation form. The primary advisor will provide feedback to the student concerning the evaluations. Students are encouraged to discuss their manuscript and the evaluations with the other member(s) of their committee.

Graduate Student Grievance Process

If a student believes that violations of ethical principles have arisen in interactions with faculty, other students, or staff members, several avenues of recourse are available. We recommend that initial discussions be held with one of the following: the Director of Graduate Studies, the director of the student's program (the Director of Clinical Training or the head of the Neuroscience and Cognitive Science areas), or any other faculty member with whom the student feels comfortable. If issues of sexual harassment or discrimination are raised, the student should also speak to a representative from the

Opportunity Development Center (ODC), the on-campus facility that offers advice to complainants, investigates sexual harassment and discrimination claims, and can serve to mediate disputes. The Psychology Department adheres to Vanderbilt University policy concerning the filing of complaints and grievances. This policy is described in [this section](http://www.vanderbilt.edu/student_handbook/university-policies-and-regulations/-complaint-and-grievance-procedures) (http://www.vanderbilt.edu/student_handbook/university-policies-and-regulations/-complaint-and-grievance-procedures) of the [Student Handbook](#). If the student is not able to resolve the complaint satisfactorily at this level, he/she should process the complaint through the level of the Provost or appropriate vice-chancellor and if need be, the Office of the Chancellor.

Graduate Student Parental Leave Policy

Eligibility. All students enrolled full-time in the Graduate School and supported by funding from either internal or external sources are covered by this policy. This includes students with funding through stipends, such as training grants or service-free fellowships, and students compensated for services, such as teaching assistants or research assistants. Students supported by external funding sources may be subject to additional rules of the granting agency regarding parental leave. Students are not employees and thus are not subject to the provisions of the Family and Medical Leave Act (FMLA).

Period of Leave. Prior to and/or following childbirth or adoption of an infant, the primary caregiver (whether mother or father) will be allowed to take six weeks of parental leave. During this period, the student's current stipend, and, if applicable, funding for health insurance and tuition, will be continued without interruption. The student's enrollment status will be continued during this period, as well.

Limitations. If both parents are Vanderbilt graduate students, only one may take parental leave. The parental leave provided by this policy may be taken during the semester in which the child is born or adopted, or during any subsequent semester that begins no later than six months after the birth or adoption.

Advance notice and approval. The student must request a parental leave from her or his departmental chair, through the Director of Graduate Studies, at least three months prior to the beginning of the anticipated leave or, in the case of adoption, as soon as the adoption is confirmed. The request must be made in writing and, once approved by the department chair and Director of Graduate Studies, forwarded to the school dean's office for approval and notification of the Graduate School. Students should also make appropriate arrangements as needed with their course instructors to make up any missed coursework during the leave period.

Documentation upon return. As soon as possible, the student must provide her or his departmental chair with (a) a copy of a birth certificate or, (b) in the case of adoption, written certification of child adoption from the adoption agency.

Extended leave. Students who wish or need to take a longer period of leave, without continuation of funding, may request a leave of absence for up to one year through the

established policy of the Graduate School. Graduate students who are not receiving funding through Vanderbilt should request a leave of absence for childbirth or adoption if they anticipate an interruption in progress toward their degree.

This policy is applicable to all students enrolled in the Graduate School and establishes minimum standards for parental leave for graduate students. Departments may offer greater accommodations as are warranted by the individual circumstances of the student.

Graduate Student Travel

Travel Pre-authorization. Students are responsible for ensuring that they have the necessary approval from their PI, advisor, and/or director to take a trip prior to committing any university funds (including research funds, chaired funds, and contract and grant funds) or incurring expenses.

Booking Travel. Students should first verify that they have access to the University travel tool before booking air travel. If a student does not currently have access, the student should request access from the Department Program Coordinator. Once set up, the student should book any necessary air travel through the tool.

Except for extreme cases necessitated by business needs, the university travel tool (available at <https://finance.vanderbilt.edu/travel>), which supports travel booking, ticketing, will be used for all university business travel booking. Travel should never be booked outside of the University travel tool or the University travel agent without PRIOR Dean's Office approval. Booking outside of approved options may result in expense reimbursement being denied.

Reimbursement. Students must submit all original itemized receipts including meals no matter the amount, to the Department Guest Travel Coordinator who will prepare expense report for review and submission through Oracle/SkyVU for processing.

University Travel Policy. University travel policy can be found at:

https://finance.vanderbilt.edu/policies/Travel_and_Business_Expense_Policy.pdf

Graduate School Travel Award. Graduate students are allowed to submit a travel grant application to the Graduate School (approximately one page) after their first year, and up to three times total, with a \$500 ceiling for domestic travel or foreign travel. This request is submitted through and with the support of the Director of Graduate Studies

Graduate Student Tuition/Stipend Support

Graduate student support is guaranteed for 5 years as long as students remain in good standing. Support for a 6th year is not guaranteed and may be approved under certain conditions. The internship year of clinical students is not typically counted in the 5th year support duration.

Support for tuition and stipend can be provided by a variety of sources, including Teaching Assistantships from the College, Research Assistantships from mentor via research funds/grants, student fellowships, and training grants. The College of Arts and Science provides funds for partial tuition support for graduate students supported by outside funds under certain conditions. These tuition funds may be claimed if the standard stipend for the Department is paid to the student by the grant and the grant provides for recovery of indirect costs to the College of Arts and Science at the standard on-campus rate and the grant pays the balance of the tuition. Currently the percentage of tuition that may be covered by central funds from the CAS is 65 percent.

Graduate Students are required to serve as teaching assistants for 1 year as part of their graduate education in teaching irrespective of their source of support. Students on Teaching Assistantships are typically expected to serve as teaching assistants during their year(s) of support.

Stipends for graduate RAs are set to be approximately the same as the stipends for graduate teaching assistants (this level is set by the Dean's office annually). In rare cases a GRA stipend might exceed that of a TA due to special circumstances/qualifications but in no case can it exceed a TA stipend by more than 20%. Students paid from a training grant will receive the stipend rate set by the NIH; if the NIH rate is less than the regular TA stipend, the Dean will usually supplement up to the College level. These requests must be negotiated annually.

Consistent with the College of Arts & Science's established policy, effort of Graduate Student Research Assistants budgeted to grants may also TA as part of their graduate training. This may include additional professional preparation via a practicum course that involves seminar participation as well as supervised practical application of the student's research training in a teaching role (i.e., as a TA or instructor or record). This is to ensure that all trainees are provided with some teaching experiences (typically 2 semesters) prior to completion of graduate training.

College policy prohibits full time students from working more than 20 hours per week for pay. Graduate students who have had their dissertation proposal approved and are in their fifth year or beyond are permitted to work up to 29.5 hours per week

Interns, Observers, Minors working in Labs

It is important to follow all rules and procedures before allowing people to volunteer in our labs (as observers or interns, including students from local high schools or attending other colleges and universities) - these rules and procedures are different from those that govern having Vanderbilt students in our labs. There are additional rules and procedures for minors (under 18).

- Provost's Interns and Observers
<https://www.vanderbilt.edu/provost/interns-and-observers/>
- **Error! Bookmark not defined.** on of Minors Office
<https://www.vanderbilt.edu/riskmanagement/protectionofminorslandingpage.php>

- Protection of Minors Policy
<https://www.vanderbilt.edu/riskmanagement/pombestpractices.php>

Learning Assistants, Undergraduate Graders, Undergraduate Course Coordinators

To assist with large enrollment courses, to support courses using active learning, and to relieve some of the pressure on Faculty and Graduate Student Teaching Assistants, the department and college may be able to hire undergraduates to help in various capacities. Recruiting and hiring undergraduates can only be done with discussion with and prior approval of the DUS and/or DGS and the Chair.

Faculty interested in having undergraduates help in their courses must understand the different roles undergraduates can fill when making requests and assigning duties. We first describe the three different undergraduate roles and then outline their duties, faculty responsibilities, and selection process.

Undergraduate Learning Assistants: "Learning assistants, or LAs, are undergraduates who serve as peer educators in courses that they have previously taken. They facilitate small-group discussions, listen to students' ideas, and prompt students to think deeper about challenging content. They often help in implementing active learning components of a course, helping students think through exercises in which they answer work in groups to answer conceptual questions, work on problems, discuss different scientific models/perspectives, or summarize/organize complex material. Thus, LAs' role within the course is to promote student discussion and understanding in class; they do not grade or fill other administrative roles" See <https://www.vanderbilt.edu/laprogram/> for more information. LAs attend class and work actively with students inside or outside of class. LAs do not grade or have any role whatsoever in evaluating students for a grade. They also are not hired to perform course administration. While we have had LAs supported by the department, we are moving to having our LAs part of the broader college-wide LA Program for STEM disciplines. LAs are initially vetted by the LA program but can also be interviewed by faculty, they attend a weekly pedagogy seminar (BSCI 1400, SCED 2330, PSY 3990, or PSY 3996) they enroll in for credit, and earn a stipend paid by the college.

Undergraduate Graders: These are undergraduates who have completed the course previously and grade homework, exams, and other assignments. To minimize chances of coercion and conflict of interest, they do not attend class, their identity is not revealed to students, they do not interact with students, and their grading must be double-blind whenever possible. Faculty and Graduate TAs must handle any questions or concerns about grading. Students must not be referred to see the undergraduate Grader about grades. Undergraduate graders can help with administrative tasks outside of class that do not require interacting with students in person or electronically.

Undergraduate Course Coordinators: These are undergraduates who have completed the course previously and can help with a variety of course responsibilities. They can work with students inside or outside of class, hold office hours and help sessions, help with administrative tasks for the course like setting up and updating Brightspace, TopHat,

or other learning platforms. Undergraduate course coordinators can assist with is keeping attendance but cannot grade or have access to grades.

Undergraduate Learning Assistants (LAs)

- completed the course previously, earning a good grade (e.g., B+ or higher)
- until we move completely to the College LA program (where all LAs are supported on a stipend), some LAs are paid and others are unpaid (participate as LAs for course credit)
- LAs attend all classes
- LAs actively engage with students inside or outside the classroom
- LAs attend weekly prep meetings with course instructor
- LAs may engage with students in office hours, by email, or online, at the discretion of the course instructor
- LAs DO NOT grade or evaluate students in any way
- LAs DO NOT fill administrative or course management roles
- LAs enroll in or have completed PSY 3996 (or PSY 3990 or SCED 2330)
- departmental LAs participating for course credit complete the pedagogy reading and a final paper for PSY 3995

Faculty Working with LAs

- must create a clear plan for LA engagement with students inside and/or outside the classroom (e.g., in-class exercises, lab sessions)
- must hold weekly prep meetings with LAs
- those with departmental LAs participating for credit: ensure LAs complete requirements of the PSY 3995 course, submit final grades for course-credit LAs in PSY 3995
- meet with other PSY faculty, at least once per semester, to discuss teaching with LAs
- attend optional meetings, monthly, with a community of faculty teaching with LAs across the college in STEM disciplines
- graduate TAs must not be responsible for supervising or coordinating LA work; LAs work directly with the instructor only (TAs may participate in weekly prep meetings)

LA Selection Process

- recruiting starts at the beginning of September/February of the previous term; Faculty must indicate interest in having LAs in their class (REDCap form)
- online applications for students interested in being LAs closes in October (for following spring semester), and March (for following fall semester)
- faculty are sent the application information for all applicants with experience and interested in working as LAs in their course
- faculty must set aside time for interviews (if desired)
- faculty final decisions about LAs in late October (for following spring semester), or early April (for following fall semester)
- offers are made and acceptances are required before the first day of registration (around October 30 for fall, April 10 for spring)

Undergraduate Graders

- completed the course previously, earning a good grade (e.g., B+ or higher)
- paid position only (from college or departmental funds)
- DO NOT attend class

- DO NOT interact with students inside class or outside of class
- must complete FERPA training
- remain anonymous to students
- grade only
- can help with administrative work outside of class that do not require any in-person or electronic contact with students
- regular contact with course instructors and/or TAs required
- graduate TAs can help supervise undergraduate graders
- no direct contact with students of any kind
- grading must be anonymous and double blind, as much as possible (e.g., Gradescope)
- Conflict of Interest (LOI) with students must be identified and mitigated
- students cannot work as both an LA and a Grader (or Course Coordinator) for the same course in the same semester

Faculty Working with Undergraduate Graders

- detailed grading rubrics must be supplied and explained
- grading concerns from students must be addressed by the instructor and/or graduate TA, not by the Undergraduate Grader
- faculty must ensure that the Grader completes the requisite FERPA training

Undergraduate Course Coordinators

- completed the course previously, earning a good grade (e.g., B+ or higher)
- can attend class (and be paid for attendance) or work entirely outside of class
- can work directly with students inside or outside of class
- can hold office hours and help sessions
- can help with administrative tasks for the course like setting up and updating Brightspace, TopHat, or other learning platforms.
- undergraduate course coordinators can assist with keeping attendance
- must complete FERPA training

Faculty Working with Undergraduate Course Coordinators

- any attendance rubrics must be supplied and explained
- grading concerns from students must be addressed by the instructor and/or TA, not by the Course Coordinator
- faculty must ensure that the Grader completes the requisite FERPA training

Undergraduate Grader / Course Coordinator Selection Process

- position must first be approved by the DUS and/or DGS and the Chair
- once approved, faculty can contact students who have previously taken the course (their own course or a section taught by other faculty)
- the DUS may set up other procedures to help identify undergraduates for these positions
- faculty identify, interview, and select the undergraduate grader / course assistant themselves
- faculty must work with the front office to ensure that students are paid and that their pay is charged to the correct departmental account
- faculty are encouraged to identify Graders and Course Assistants well in advance of the start of the semester when they will be working

Postdoctoral Scholar/Scientists

Postdoctoral trainees play a vital role in our research mission, and the Department is committed to providing a rich training environment for the professional development of those Postdoctoral scientists. The Director of Postdoctoral Affairs within the Department of Psychology helps to build a sense of community among postdoctoral research associates in the Department. The University's commitment to our trainees is exemplified by the services offered through the [Office of Postdoctoral Affairs](#). The University's policy states that the duration of post-doctoral studies should not surpass 5 years.

Postdoctoral salaries are tied to the NIH stipend schedule, and annual reappointments are based on satisfactory progress toward realization of the Individual Development Plan (IDP) proposed by the trainee and faculty mentor and evaluated by the College Dean's Office.

Reappointment, Promotion & Tenure Processes

The department follows the **A&S Rules and Procedures Appointments, Renewals, Promotions & Tenure** and the annual **Guidelines and Call for Promotions and Reappointments**, which can be found here:

<https://as.vanderbilt.edu/internal/faculty/resources.php>

The A&S Guidelines are based on policies, procedures, and standards for reappointment and promotion as articulated in the **Vanderbilt Faculty Manual**, which can be found here:

<https://www.vanderbilt.edu/faculty-manual/>

The following outline of departmental processes do not supersede any college and university rules and procedures articulated in the above links. These are provided for informational purposes only and are subject to change at any time, retroactively. Also note that these were based on conversations with the A&S Dean's Office in 2024. Future Chairs will need to adjust these departmental processes to be in alignment with evolving college and university guidelines. Consult the Chair or Vice Chair if there are questions or any apparent inconsistencies.

Most the following applies to full-time tenure-track/tenured faculty and to full-time continuing track faculty with teaching obligations. The end of this section briefly describes reappointment and promotion for those with research faculty appointments.

Dossiers and Review Committees

For all reappointment and promotion cases, the Department Chair appoints a review committee with a designated committee chair that consists of three voting faculty for tenure track reappointments and promotions, three voting faculty for continuing track promotions, and two voting faculty for continuing track reappointments. For tenure-track cases it is common for the committee to have of two faculty members from the

candidate's area group and one from outside, and for continuing track cases to have at least one continuing track faculty member, but the composition can vary depending on the nature of the candidate's work and the availability of faculty to serve. The review committee is tasked with evaluating the candidate based on research, teaching, and service (for tenure-track cases) or teaching and service (for continuing-track cases), writing a report that follows the guidelines established by the Chair and the A&S Guidelines, Rules, and Procedures, making a recommendation that follows the guidelines in the Faculty Manual, and summarizing that report and its recommendations at the start of the meeting of voting faculty. This review committee report becomes part of the candidate's reappointment / promotion dossier going forward to the next stages of evaluation in the college and university. This committee report also includes the required peer teaching report, which follows guidelines established by the Chair and the A&S Guidelines.

The minutes of the meeting of voting faculty are also part of the dossier. An articulation of who constitutes voting faculty for a particular reappointment or promotion case is given in the A&S Guidelines.

The Department Chair also provides a statement concerning reappointment or promotion that is included in the dossier (the Vice Chair and Chair jointly provide this statement for reappointments of continuing track faculty). This is an evaluation and recommendation separate from that provided by the department. It is also an opportunity for the Chair to explain aspects of the file that may require interpretation and context. Based on conversations in 2024 with the Associate Dean of Faculty Affairs in A&S, the Chair can, but is not obliged, to ask for feedback on the Chair's letter from other faculty, such as the Vice Chair or the chair of the review committee.

Reappointments

Reappointments of continuing track faculty, reappointments of tenure-track assistant professors on their first term contract, and promotion and tenure of tenure-track assistant professors on their second term contract take places during the penultimate year of their contract. For example, for assistant professors on a four-year contract this means the third year of that contract, and for senior lecturers on a three-year contract this means the second year of that contract. Considering reappointment (and promotion) in the penultimate year allows the faculty member an additional final year of employment at Vanderbilt should the reappointment or promotion not be successful.

Here is an example of a new assistant professor hired in fall 2024 without prior service and without including the possibility of a parental or other leave of absence that might extend the contract period:

2024-25	first year of service
2025-26	second year
2026-27	penultimate year, reappointment year
2027-28	fourth year

In this scenario, for a reappointment of an assistant professor to a second four-year contract, the candidate and Chair would have an initial meeting to discuss the requirements for reappointment in the summer between the second and third (penultimate) year and what materials need to be prepared. The Chair will name a review committee in early fall. The candidate will supply a statement of endeavors (research, teaching, and service), due sometime in October of the fall semester of the third year; before it is due, the Chair will provide comments and suggestions on the statement regarding its readability and whether it covers dimensions that need to be covered. The review committee will review the dossier and share its report with faculty in November, the voting faculty will vote in December. The candidate will be informed in writing soon after the meeting whether the vote was positive or negative; the vote tally cannot be reported to the candidate, regardless of whether the vote was unanimous or divided. In the case of a positive vote, the Chair's letter and dossier will be submitted to the college in January. A decision about reappointment, after review by the College and Provost's offices, will be communicated in late spring or summer. The processes and timeline for reappointments of continuing track faculty is similar, but with the Vice Chair being the first point of contact and differing with respect to the length of the contract and when the penultimate year falls.

Peer Teaching Report

The required peer teaching report, which requires peer observations of teaching, can be performed during that fall semester of the penultimate year or during an earlier semester if doing so would provide a fuller picture of the candidate's teaching. The candidate should be mindful of the timeline of their teaching with respect to reappointment if earlier peer observations need to be conducted and they should communicate with the Chair should an earlier timeline for peer observations be needed.

Promotion to Associate Professor and Tenure

For promotion and tenure decisions, while the promotion and tenure decision is still rendered in the third (penultimate year) of the second four-year contract, the process actually begins in the second year of that four-year contract.

Following from the example from above, assuming reappointment is successful, the second four-year contract will be:

2028-29	start of second four-year contract
2029-30	second year
2030-31	penultimate year, promotion and tenure year
2031-32	fourth year

During the fall of the second year (here Fall 2029), the candidate and the Chair will have a preliminary meeting to discuss the requirements for promotion and tenure, including what needs to be included in the dossier and the requirements for naming external letter writers.

As articulated in the A&S Guidelines, the candidate will propose six external letter writers. At that same time, the Chair will name a review committee and they will propose six (non-overlapping) external letter writers, with the candidate's names taking priority over the committee's names. The criteria for naming external letter writers are articulated in the A&S Guidelines. The list of external letter writers will be shared with the Associate Dean of Faculty Affairs around January of the second year, iterating if new names need to be generated. The Chair will contact external letter writers around February or March, and new names will need to be generated if there are not at least three from each list (candidate and department) who agree. The elements of the candidate's dossier that are shared with external letter writers (CV, the research portion of the statement of endeavors, publications) will be sent out around March or April of the second year. External letters will be due around July, the summer between the second and third year.

Peer observations of teaching, required as part of the peer teaching report, will generally be done during the second year of the second four year term (fall or spring), but could be done earlier.

After external letters are received, the departmental review committee will review the full dossier (see A&S Guidelines) and write a report for the voting faculty. Voting faculty will meet, discuss, and vote in September at the start of the third year. The candidates will be informed in writing soon after the meeting whether the vote was positive or negative; the vote tally cannot be reported to the candidate, nor whether the vote was unanimous or divided.

The minutes of that meeting and the Chair's letter will be included in the full dossier that is passed on to the next stages of review by the college and university. These stages are: the College of Arts and Science (Dean review), the Promotion and Tenure Review Committee (PTRC) consisting of a faculty representative from each college, the Provost, the Chancellor, and the Board of Trust. Neither the candidate, the department, nor Chair hear about successful transition from one step of review to the next. No news is good news. A final decision on promotion and tenure should be received by late spring of the third year or the summer between the third and fourth year of the second four-year contract. With a successful outcome, the candidate will generally be a tenured associate professor at the start of what would have been the fourth year of their second term contract.

Extending the tenure clock can only be done via an approved parental, medical, or personal leave or by other special request approved by the Chair, college, and university.

Consideration of early promotion and tenure from assistant to associate professor will follow the same procedures for consideration of promotion from associate to full professor (see below).

Promotion from Associate Professor to Full Professor

The steps for promotion from associate to full generally follow the steps for promotion from assistant to associate, they just occur about a month earlier in the timeline.

Unlike reappointments or promotion from assistant to associate professor, promotion from tenured associate professor to tenured full professor does not take place on a set schedule in terms of years of service at the associate professor level. Consideration for promotion starts with a discussion between the Chair and candidate. The Chair will then have a discussion with the Dean's office and will convene a preliminary meeting of all voting faculty to review and discuss materials supplied by the candidate (at a minimum a current CV and a brief research and/or teaching statement) with the aim of making a preliminary recommendation on whether the candidate should go up for promotion or wait. The Chair will only discuss possible promotion with all voting faculty, not by polling a select subgroup of faculty individually. The sentiment of these discussions will be conveyed by the Chair to the candidate to inform the decision by the candidate about whether to go up for promotion or to wait.

Promotion from Senior Lecturer to Principal Senior Lecturer

Someone is eligible for promotion to principal senior lecturer after having served six years as senior lecturer; however, consideration for promotion can only take place at the time at which a reappointment would normally occur.

A positive promotion decision is not based on time in rank, but on excellence in teaching. A senior lecturer is not required to be considered for promotion to principal senior lecturer after six years and can instead decide to build a stronger teaching record before being considered.

Consideration for promotion starts with a discussion between the Chair, Vice Chair, and candidate. The Chair will then have a discussion with the Dean's office. The sentiment of those discussions will be conveyed by the Chair to the candidate to inform their decision about whether to go up for promotion or to wait.

The steps for promotion from senior lecturer to principal senior lecturer will be provided by the Chair.

Grievances

Policies and procedures concerns appeals and grievances related to a negative reappointment and promotion decision are outlined in the A&S Guidelines and the Faculty Manual.

Research Faculty

Reappointments and promotions of those with research faculty appointments follow the rules and procedures outlined in the A&S Guidelines. Reappointments of research faculty

require a positive vote of the voting-eligible faculty at least two months before the expiration of the appointment. Promotions of research faculty follow similar processes and timelines as promotions of tenure-track and tenured faculty. They also follow criteria similar to those used to judge the research dimension of tenure-track and tenured faculty seeking promotion; these include scholarly output (publications and presentations) and grant activity (funded proposals, submissions of proposals, contributions to proposals). The research statement can be somewhat shorter than that for a tenure-track/tenured promotion, around 2-3 pages would be sufficient. While promotions of research faculty require the same number (six) of external letters (three from the candidate, three from the department), the slate of letter writers does not require the kind of approval required for tenure-track/tenured promotions. Promotions of research faculty do not take place on a set schedule based on time at rank.

Research Faculty Appointments

Research appointments (Research Assistant Professor, Research Associate Professor, and Research Professor) are prestigious titles awarded by the Department of Psychology to outstanding candidates showing great promise (Assistant level) or substantial accomplishments (Associate Professor or Professor level) in an area of research within clinical science, cognitive science or neuroscience. There are no teaching expectations associated with these titles. Candidates may be nominated by tenured or tenure-track faculty in the Department, or they may be identified following a national search. These appointments are not on the tenure-track and are for fixed terms.

An initial review of a candidate for a Research Faculty position requires 3 letters of reference for a research assistant professor and at least 6 letters of reference for an appointment to the rank of research associate professor or research professor (outside letters are not needed for emeritus faculty requesting a Research Faculty appointment at the commensurate rank as their faculty appointment). Recommendation to the College Dean for appointment to a Research faculty position is made following a vote of the tenured and tenure-track faculty within the Department; a majority must favor appointment for the recommendation to be forwarded to the Dean's office.

Reappointment to the rank will be made following the advice of the Chair and by vote of the tenured and tenure-track faculty. Reappointments to current rank do not require outside letters, but promotions in rank do require outside letters. All appointments and reappointments require a current vita and a letter from the candidate explaining the reasons for the appointment and justifying the reappointment (for Research Faculty funded by other faculty, this letter should be written in consultation with the funding faculty member). The University expects the procedures for promotion and the criteria for evaluating research quality will mirror those applied for tenure track faculty.

The appointment and employment are contingent on the continuing availability of external support for the individual's salary and related expenses. It is expected that Research Faculty will seek and obtain independent external funding and cover a substantial portion of their salaries with those funds. The appointment and employment will terminate at the earlier of the time that designated funds become insufficient to fully

fund the salary and related expenses or the expiration of the term of the appointment, unless renewed in accordance with the Faculty Manual.

Four weeks of vacation per year (not cumulative from year to year) are available to funded Research Faculty. Vacation time cannot be carried over from year to year. Rules on leaves of absence are stipulated in the Faculty Manual. Research Faculty are not eligible for paid leaves of absence, including scholarly leaves. If an unpaid leave of absence is granted, the payment of health insurance and other benefits is discontinued during that time. Faculty members must confirm with Human Resource Services in advance of the leave whether they want benefits to continue, and if so, make arrangement to pay for them.

Secondary and Emeritus Faculty Appointments

Secondary Appointment. The Department of Psychology, College of Arts and Science, values the title of “secondary appointment” and wants to insure that the title is substantive, not just honorary. Toward that end, the Department awards secondary appointments to faculty with a primary appointment in another Department within VU or VUMC whose scholarly activities in research or teaching contribute substantially to the missions of the Department. Evidence of such contributions includes—but is not limited to—the following:

- Regular participation in the area seminar relevant to the individual’s research interests (viz., Seminar in Clinical Science, Seminar in Cognitive Science, Seminar in Neuroscience)
- Supervision of graduate or undergraduate research projects (subject to the regulations of the College and the Graduate School)
- Occasional teaching in graduate or undergraduate courses offered by the Department or in courses offered by other departments that satisfy Psychology degree requirements

A candidate for a secondary appointment must be nominated by three tenured/tenure track faculty within Psychology, and the nomination is then discussed and voted on by all tenured and tenure-track faculty with primary appointments in Psychology. Prior to this vote, the nominee is expected to give a formal, colloquium-style presentation to our Department describing her/his research and its relation to our research and teaching mission. A positive vote is reported to the Dean’s Office, where the appointment is actually made and added to the Vanderbilt Registry. These are term appointments and a given term cannot exceed three years. Reappointment decisions are made by the Department faculty eligible to vote during the final year of the current term of appointment, and a recommendation for reappointment is based on tangible evidence of involvement in the activities of our Department. Secondary appointments do not typically come with commitments of space within Wilson Hall or of access to Departmental resources (e.g., graduate student slots); such commitments, if requested by the candidate for a secondary appointment, must be discussed and approved by

the Chair prior to recommendation for appointment or reappointment.

Emeritus Faculty. A faculty member who has served the university with distinction over an extended period of years, and whose status remains active until retirement, may, upon recommendation of the appropriate dean (in consultation with departmental faculty) and of the chancellor, be awarded the title “emeritus” or “emerita” by the Board of Trust. Benefits associated with this honorary title are described at on this [webpage](#). Also available for those not granted emeritus status is the title “[Retired Faculty](#).”

Security

All office and laboratory doors should remain closed and locked when no one is present in those rooms. Unfortunately, there have been instances where purses, bags or equipment have been stolen from rooms. Call campus security (2-2745) if you see an unfamiliar individual in a room or an office after hours. All outside doors into Wilson Hall are unlocked automatically at 6:30AM and locked at 7:00PM Monday through Friday. Commodore Card access is available 6:00AM-1:00AM every day. Members of the Department may request 24/7 card access to Wilson Hall from the administrative offices.

Access to the Animal Care Facility on the ground floor is strictly limited to authorized personnel with security cards. The Director of the Animal Facility is responsible for authorization and security issues for the facility.

Sexual Harassment-University Policy

The following material is paraphrased from [published University policy statements](#).

Sexual harassment is serious, pervasive problem within our society and its workplaces, and it requires continual awareness if one is to avoid being a perpetrator or a victim. The Department of Psychology abides by the University policy for as it applies to students (graduate and undergraduate), staff (see below), and to faculty (referenced in the Faculty Manual, [Chapter 2: Section D](#)).

A. Sexual Harassment Sexual harassment is a form of sex discrimination. It is illegal under state and federal law. and it is a violation of University policy. Sexual harassment is strictly prohibited under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. In 1980, the Equal Employment Opportunity Commission amended its “Guidelines on Discrimination Because of Sex” under Title VII to include sexual harassment. It states that “[u]nwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment; 2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; 3) such conduct has the purpose or effect of substantially interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working

environment.” The Office for Civil Rights of the Department of Education defines sexual harassment under Title IX and sets forth a policy stating that sexual harassment “consists of verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient [of federal funds] that denies, limits, provides different, or conditions the provision of aid, benefits, services, or treatment protected under Title IX.”

B. Racial and Other Harassment in the Work Environment Harassment against individuals on the basis of their race, color, religion, or national origin is a form of unlawful discrimination and is prohibited under Title VII of the Civil Rights Act of 1964. The Equal Employment Opportunity Commission “Guidelines on Discrimination Because of Sex,” explains that the principles for defining sexual harassment in the workplace apply as well to harassment based on an individual’s race, color, religion, or national origin. When harassment based on an individual’s race, color, religion, or national origin has the “purpose or effect of substantially interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working environment,” it rises to the level of unlawful discrimination. In addition, these principles apply to harassment on the basis of age, disability, and genetic information under the Age Discrimination in Employment Act, the Americans with Disabilities Act, and the Genetic Information Nondiscrimination Act, respectively. Finally, the University, through its nondiscrimination statement, applies these principles to harassment on the basis of an individual’s sexual orientation, gender identity, and gender expression.

C. In compliance with federal law, Vanderbilt University does not retaliate against individuals for 1) filing or encouraging one to file a complaint of unlawful discrimination, 2) participating in an investigation of unlawful discrimination, or 3) opposing unlawful discrimination. In addition, the University does not retaliate against individuals for filing or encouraging one to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination based on grounds not necessarily protected by federal or state law, but protected by the University’s nondiscrimination policy, such as sexual orientation. “Retaliation” includes any adverse employment action or act of revenge against an individual for filing or encouraging one to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

D. Complaint Procedure Any member of the University community who experiences harassment on the basis of his or her race, sex, religion, color, national or ethnic origin, age, disability, genetic information, sexual orientation, gender identity, or gender expression should immediately seek assistance through the Equal Opportunity, Affirmative Action, and Disability Services Department (EAD). In addition, any member of the University community who experiences retaliation after filing or encouraging one to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination should immediately seek assistance through the EAD. The EAD will document the details of the complaint and will conduct a prompt and thorough investigation of the allegations. The EAD will explain the process to all parties involved and notify them of the need for confidentiality to be maintained throughout. Where appropriate, the EAD will facilitate remedial action to protect the parties involved in the

process. All pertinent documents will be reviewed and appropriate witnesses will be interviewed. Following an objective evaluation of the information gathered, the EAD will notify the parties of the outcome of the investigation. Where appropriate, the EAD will facilitate a resolution. Faculty who have witnessed or have been informed of an instance of sexual harassment must report the incident to their superior or to the EAD.

Smoking

In accordance with University-wide policy, smoking is not allowed anywhere within Wilson Hall. Locations of designated outdoor smoking areas may be found on [this map](#).

Space Allocation

The Chair of the Department of Psychology is responsible for allocating non-classroom space in Wilson Hall; classroom space is managed by the University registrar. The Department's space policies are described below:

Office Space

Full-time tenure-line and Lecturer-line faculty members whose primary appointment is in Psychology are entitled to an individual office. The Department will endeavor to provide individual offices to faculty holding research appointments (research assistant professor, research associate professor, research professor). The Department will endeavor to provide graduate students with shared office space. In most cases, no more than three graduate students will share an office. Offices for postdoctoral fellows will be provided by the sponsoring faculty member. If sufficient space is available, the Department may provide office space to postdoctoral fellows and to visiting faculty.

Research Space

The guiding principle for the assignment of research space is that space allocation will be based on research productivity and extramural funding. The criteria for assessing research productivity will be the same as those used in the assignment of teaching load. New faculty of all ranks will be provided with sufficient space to establish and to maintain productive research programs. Research productive and extramurally funded faculty will be provided with sufficient space to conduct their research in an efficient manner. Obviously, different programs of research have different needs, independent of the level of funding or productivity, and these needs will be taken into account in the assignment of space. Thus, not all research productive and extramurally funded faculty need to have the same size laboratories. On rare occasions, faculty with primary appointments in other units within the University have been given research space in Wilson Hall, because of the centrality of that person's research to our Department's mission. The decision to grant space in such a circumstance is made by the Chair, with the understanding space needs of faculty with primary appointments in Psychology receive priority. In all instances of space assignments, the primary considerations are funding and productivity. Faculty are encouraged to share laboratory space and resources.

Sponsored Research Incentive Program (SRIP)

This program allows faculty members who are research productive and principal investigator on at least one major research grant to recover a portion of grant expenditures for the prior fiscal year. The current formula is as follows:

$(1 - \text{current direct amount} / \text{current total amount}) \times \text{current total amount} \times 8\%$

This recovery will be made available to the grant listed Principal Investigator's research fund for that PI to use in an unrestricted manner. These funds can be used for any reasonable research-related expenses (e.g. business travel unrelated to the grant, expenses for research unrelated to the grant, research-related entertainment, etc.). Note, only the grant PI receives the recovery. Other collaborators do not receive recovery funds, despite effort allocated to the grant.

Staff Lunch Breaks

Employees should receive and be encouraged to take a 30-minute uninterrupted meal break at or near the middle of the shift. The meal break should not be taken at the beginning or end of the shift. Specific details concerning meal breaks and rest breaks may be found at [this page](#) on the VU Human Resources site.

Staff Annual Increases and Performance-Related Increases

1. Annual staff increases are no longer performance related. In the past, supervisors (e.g., faculty PIs) would rate employees and that would determine the percentage of their increase. Now, all staff raises are the same percentage across the board and is not based on performance (it is based on inflation, market forces, and other factors).

2. If a supervisor wants to increase salary because of performance beyond the standard raise, there is a separate process that will need to go through Bianca Castellon:

- a. BONUS – a one-time performance bonus can be requested any time of the year, this requires a justification and we would need to get it approved
- b. EQUITY REVIEW – an equity review can be requested for an employee to see if they are being paid equitable to those with the same title on campus
- c. RECLASS – if you think the employee is going above and beyond and taking on new responsibilities, it may be time to look at a reclass/promotion to see if another job title would be appropriate

3. If a supervisor is concerned that their employee is not meeting expectations, they should contact Bianca Castellon and she can initiate a performance plan and coaching for the employee. Employees that are on a performance plan do not receive an annual increase. Outside of documented cases of illegal or unethical activity or gross negligence, staff cannot be terminated without first going through a performance plan.

4. Any concerns about the administrative staff should come to the Administrative Officer or Department Chair.

Undergraduate Student Worker Rate

The current base rate for hourly undergraduate student workers is \$12/hr. If undergrad students are paid using college or department funds (e.g., undergrad graders, course coordinators), they will be paid the base hourly rate of \$12/hr.

If a faculty member hires an undergrad student worker using their own funds, they may choose to pay the student more than the base rate of \$12/hr, with justification for the type of work or specialized skills required for the lab.

Teaching Assistants

The DGS endeavors to provide a teaching assistant for any course with an enrollment of more than 50 students, with the total number of TAs roughly proportional to the number of students enrolled, but this is only a guide. In recent years, the demand for TAs has tended to exceed the supply. Many factors are taken into account in assigning TAs to courses, including the size of the course, the nature of the course and its requirements, wishes of students and instructors, and the availability of TAs. The College also permits employing undergraduate students to serve in a limited capacity as TAs. Graders may also be requested if College and/or Department funds are available. Final decisions on TA allocation are made by the DGS in consultation with the Chair.

Duties of TAs depend on the course, but typically include: preparing demonstrations; preparing, monitoring, and grading exams; holding office hours and review sessions; grading papers and homework; keeping track of grades and computing final grades; and delivery of a few lectures (rarely more than 2 or 3). Under no circumstances should TAs work more than 20 hours per week. If either the instructor or the TA for a course is dissatisfied with the completion or assignment of duties, he or she should consult with the DGS.

Course instructors and TAs should not rely on the front office staff for regular course responsibilities, such as distributing, monitoring, or collecting exams; receiving papers and homework; etc.

Undergraduate Student Complaint Procedure

The Undergraduate Student Handbook clearly spells out the steps involved in dealing with complaints a student may have concerning a course instructor, and those steps are described in [this section of the Handbook](#). Instructors should be aware of those steps, and the related grievance procedures, so those complaints can be dealt with fairly and, hopefully, effectively according to established procedures.

Usage of Wilson Hall

The first floor and lobby area are controlled by the College of Arts and Science, not the Department of Psychology. The Office of Scheduling and Reservations handles reservation requests for this area. <https://emscampus.app.vanderbilt.edu/VirtualEMS/> all

other rooms are assigned at the Department of Psychology's discretion. Reservation of seminar rooms can be scheduled using the online [Reservation webpage](#) on the Psychological Sciences website.

Vanderbilt Affirmative Action Plan and Program

In accordance with Executive Order 11246, Vanderbilt's Affirmative Action Program establishes the University's plans to overcome the underutilization of women and minorities, and to enhance the employment and promotional opportunities for veterans and people with disabilities. Such plans ensure that all qualified applicants and employees are receiving an equal opportunity for recruitment, selection, advancement and every other term and privilege associated with employment. University policies can be found on the website of the [Office of Equal Opportunity and Access](#).

Volunteers/Observers

The breadth of research at Vanderbilt University creates an array of opportunities for individuals to participate in enriching educational experiences. These opportunities, whether paid or unpaid, are intended to be enriching educational or research experiences with a defined educational purpose. This [website](#) provides guidance to those within University Central schools who wish to allow someone who is not a student or employee of Vanderbilt to serve as an intern or observer. Because of the educational nature of these experiences, these positions are not employment positions, and those in them are not considered Vanderbilt employees. Unpaid non-Vanderbilt students are determined to be Observers.

Faculty interested in serving as faculty sponsors for interns or observers should notify the Admin Office using the [Student Worker Notification form](#). Necessary forms will be provided to faculty to be returned to the Admin Office for processing PRIOR to having the intern or observer arrive on campus. After forms have been submitted and reviewed by the appropriate department chair and dean's office and applicable safety training has been fulfilled, the intern or observer is eligible to begin an intern or observer experience.

Voting Procedures

Voting members of the Psychology Department generally comprise all tenured, tenure-track faculty and faculty holding the title of Lecturer, Senior Lecturer or Principal Senior Lecturer, whose primary appointments are within the Department. The notable exceptions are where College procedures specify more restrictive voting privileges (see next section). Unless stipulated otherwise, a simple majority of those present at a meeting at the time of the vote carries question, provided there is a quorum. A quorum is defined as one-half of full-time faculty who are eligible to vote and not on leave. A motion carries if a majority of those voting favor the motion. When determining whether a motion carries, an abstention counts the same as a 'no' vote. Votes on questions of personnel are taken by confidential, paper ballot or by a show of hands, depending on the faculty title of the person being voted on.

The University's Conflict of Interest Policy prohibits members of the University community from participating in any employment related decisions pertaining to their family members. This includes deliberations or votes concerning appointment or renewal of a Vanderbilt employee.

Voting on Appointment/Promotion Decisions

Voting members of initial faculty appointments includes all faculty who hold ranks equal to or above the rank at which the new faculty member is to be appointed. Members eligible to vote on recommendations for reappointment of an assistant professor to that rank comprise all tenured faculty. Members eligible to vote on recommendations for promotion or appointment to the rank of Associate Professor with Tenure comprise all tenured faculty. Members eligible to vote on promotion or appointment to the rank of professor comprise all faculty of that rank. According to College regulations, those ineligible to vote on a faculty promotion decision also do not participate in discussion of that recommendation. When the Department is considering appointing a faculty candidate from outside of the Department to tenured rank within the Department, all faculty members regardless of rank are given access to the candidate's dossier, and all faculty are invited to discuss the candidate's suitability for the appointment; formal voting on a motion recommending appointment of an outside candidate, however, will follow the rules specified above.

Voting by Proxy

Duties and responsibilities may, on occasion, force us to miss faculty meetings in which a vote will be taken or require us to leave such meetings before the vote. We assume that all faculty members who are eligible to vote, regardless of whether or not they intend to vote by proxy, will avail themselves of all relevant documents before casting their votes so that they will be as informed as possible about the issues under consideration. For votes requiring paper ballots, the Chair of the Department collects proxy votes in sealed envelopes before a meeting in which a vote is to be taken. The faculty member's name must be written on the envelope (but not on the ballot). If a faculty member must leave a meeting before a vote has been taken, he or she may leave a written proxy vote with the Chair. After collecting the ballots of departmental members who are present at the time of the vote, the Chair will open the proxy envelopes, remove the enclosed ballots, and mix them with the ballots collected at the meeting. All ballots will then be counted and recorded. For votes requiring a show of hands, proxies can be considered by emails or other written means.

DEPARTMENTAL EVENTS AND AWARDS

Colloquium Series and Weekly Seminars

The Department sponsors a colloquium series of speakers during the academic year. We usually have sufficient funds to pay for 3-4 speakers per year. The series is organized by a Colloquium Committee appointed by the Chair with recommendations from the faculty head of each area group.

In addition, Psychological Sciences and our allied programs and centers offer research talks and colloquia each week of the academic year, with speakers drawn from our faculty, postdoctoral fellows and graduate students, as well as from scholars from other institutions. Announcements of those events can be found on the [Events Calendar](#) of the Department website.

Commencement Luncheon for Ph.D. Recipients

The Department honors its undergraduate majors and its graduate degree recipients (Masters & Ph.D.) with a reception on the day of Commencement. The degree recipients, their friends and families, and all members of the Department are invited; refreshments are served.

Faculty Meetings

Regularly scheduled faculty meetings are held at noon, on the second Monday of each month, typically in 316 Wilson Hall. All faculty, tenure-track and non-tenure track, are expected to attend unless on leave of absence. When warranted, a meeting agenda is distributed by the Chair's Office in advance of each meeting. Special meetings called for personnel decisions or unusual circumstances are also scheduled when necessary.

First Year Graduate Student Party

The Department hosts an annual welcoming party in honor of the first year graduate students. This is planned and executed by the second year class. The usual fare is dinner and beer, with each participant contributing a food of their choice.

Holiday Celebration

The Department partners with the Department of Psychology and Human Development to sponsor an annual holiday celebration during the month of December. The usual fare is a global accumulation of culinary delights provided by participating faculty and staff. The Departments provide an array of meats, beverages, and filler foods, and the location of the event alternates each year between the downstairs lobby of Wilson Hall and the lobby area within Jesup Hall on the Peabody campus.

Inaugural Celebration of the New Academic Year

During the first month of each academic year the Chair hosts a reception for all faculty and staff. The Chair takes this opportunity to introduce and welcome new faculty, graduate students, and staff.

Psychology Day

Psychology Day is an annual, celebratory event jointly sponsored by the Psychology Departments in the College of Arts and Science and in Peabody College and is typically held on Reading Day in April. The event, which alternates between Wilson Hall and Hobbs, includes a lecture given by a visiting speaker.

Awards

The Department offers a number of awards and prizes given on an annual basis to individuals in recognition of outstanding performance and/or postgraduate accomplishments. Nominations for those awards are solicited each year, and a committee of faculty selects the winner from that pool of nominees. Further details are available at [this website](#).

The following awards are given during the Commencement Celebration:

Jum Nunnally Honors Research Award recognizing the best A&S senior undergraduate Honors Student Project

Undergraduate Academic Achievement Award recognizes the graduating senior Psychology major in Psychology with the highest GPA

Undergraduate Overall Excellence Award recognizes the graduating senior Psychology major in Psychology with outstanding contributions to the department

William Hodges Teaching Assistant Award recognizes a graduate student in the role as a teaching assistant

Pat Burns Memorial Graduate Student Research Award recognizes outstanding research by a current graduate student

The Jum C Nunnally Dissertation Award recognizes the most outstanding recent doctoral dissertation

Vivien Casagrande Neuroscience Travel Award in recognition of outstanding research by a graduate student or post-doctoral scholar

Lisa M. Quesenberry Foundation Award, At The Community Foundation of Louisville provides research or study awards to graduate students

Announced at the Departmental Fall Assembly are the following:

Patricia James Award for Outstanding Staff

Robert Fox Award of Excellence in Post-Doctoral Research recognizes outstanding research by a current or recent postdoctoral fellow

Psychology Department Award for Innovation in Teaching: Instruction and Course Design

Announced at the December Holiday Party are the following:

Distinguished Alumnus Award to recognize and honor distinguished alumni of the
department

Randolph Blake Early Career Award to recognize exemplary alumni of our program in
the early stages of their career

FACILITIES AND RESOURCES

Administrative Resources (Departmental)

General office supplies are available in the front office (301 Wilson Hall).

Procurement: When ordering items, Vanderbilt policy is to use approved vendors when possible which prevents being charged sales tax. To assist in ordering items from the approved list of vendors, that list is available in REdCap and will be updated on a monthly basis. Order notifications for procurement from any vendor should be submitted through the departments Procurement Notification Form. The form can be found on the faculty resources page on the website, along with other resources:

https://www.vanderbilt.edu/psychological_sciences/resources/for-faculty.php

A multi-function xerox copier is located in 215 and is open from 8:00am until 4:30pm. Arrangements can be made to accommodate special or unusual circumstances.

A FAX machine is also available for professional and personal use in 315 WH. Please fill out the FAX cover sheet located at the front desk with specific instructions. The staff will process requests in the morning and in the afternoon. A confirmed copy of the transaction will be placed in the faculty mailbox. Personal FAXES, as well as copy charges, will be billed back to the faculty member at the end of each month.

The four Departmental seminar rooms (069, 216, 216, 519) have video projectors permanently installed for use in classes, lab meetings, colloquia, and seminar presentations. Those projectors are Mac- and PC-compatible, and they accept either VHS or VDI inputs. A remote control device is also available in each room for powering the projector on and off. In addition, the Department has a portable projector available for use by faculty, postdoctoral and graduate students, and staff for in-house presentations, on a first-come, first-serve basis. That projector is kept in 301 Wilson Hall adjacent to the locked cabinet that houses the Psychological Tests. There is a usage log book for users to sign out/in. Usage is restricted to Vanderbilt campus. In particular, it may not be checked out overnight to be used at conferences. It is the responsibility of the user to learn how to set it up and troubleshoot problems. A copy of the instructions will be made available to anyone who wants it.

Departmental Parking Spaces

Two reserved parking spaces are available directly outside of Wilson Hall. These are reserved for subjects participating in research studies, animal care activities/deliveries, vendors and special functions relating to the Department of Psychology. They are not for faculty or staff parking. Passes for these two spaces may be picked up and returned in the front office by a lab member. Please do not send the subject participant to pick up or return these passes. Special parking permits are available from the AO and must be placed in the window of the guest vehicle. Vehicles without a permit will be towed at the owner's expense.

Labs who want to make use of a reserved parking space should check whether a vehicle is parked illegally in a spot (without a parking pass) well enough in advance to notify someone in the front office to have that vehicle towed. The department will not reimburse if someone receives a parking ticket or is towed, and will not reimburse if a research participant is required to pay to park in a parking garage. Those expenses fall on the individual and/or the lab, depending on the circumstances.

Animal Care Facility

Access to the Animal Care Facility (WHAF) is strictly limited to authorized personnel. Visitor access must be approved by submitting a Personnel Notification request through the Department of Psychology website.

For individuals working in this secure facility, the following regulations are strictly enforced:

- Access keys, codes and/or badges are never to be shared
- Never allow someone else to 'slip in' or 'piggy-back in' behind you. Each person must swipe his/her ID upon entry.
- Never prop open security doors or doors to animal housing rooms.
- Report suspicious individuals, activities, and/or packages seen in the animal research areas to VUPD (911 from any campus phone; 615-421-1911 if from a cell phone).
- If asked to provide access to an animal research area by an unknown person, refer them to the VUPD for assistance.
- If an animal research area is found vandalized, do not enter the area, keep others from disturbing the scene, and call VUPD.
- Questions from news media and/or unidentified individuals about animals research should be referred to Mr. Howser.

Computer Support Services

Basic computer support is provided by VUIT (<https://it.vanderbilt.edu>). VUIT uses a help ticket system (<https://help.it.vanderbilt.edu/hello-it/>) to manage requests. VUIT provides basic support for desktop and research computing (email, internet, maintaining and using hardware and software, purchasing hardware and software, system security, regulatory compliance), classroom computing (Brightspace, classroom AV support), and administrative systems used throughout the university.

Some research computing support is provided by ACCRE (<https://www.vanderbilt.edu/accre/>), which includes high performance computing and data storage and backup solutions with some support and guidance on more complex research computing needs.

Several faculty and the VVRC also support a computer professional with an office in Wilson Hall. Doug Kuntz (douglas.kuntz@vanderbilt.edu) maintains the shared TEBA system with hundreds of terabytes of data storage and provides sysadmin support for workstations and servers throughout the department. Doug supports a departmental web

server for hosting laboratory web sites and online experiments. Doug is also the point person for poster printing on the department's large-format poster printer.

Departmental Newsletter and Video Bulletin Board

A newsletter is circulated each month to all faculty, students and staff within the Department. The newsletter advertises upcoming talks, research accomplishments (publications and grants received), funding opportunities, and awards and honors received by members of the Department. In addition, that information appears on the electronic bulletin board in the 3rd floor lobby outside 301 WH, along with rotating summaries of research activities within faculty laboratories.

Departmental Staff Support for non-Departmental Events

The university, college, and department all encourage and support faculty hosting workshops, seminars, academic meetings, and conferences on the Vanderbilt campus.

For large meetings and conferences, organizers are encouraged to contact the university Conferences and Events office (<https://www.vanderbilt.edu/meetatvanderbilt/plan-your-event/>). They can provide recommendations for hosting a large event (caterers, venues, accommodations, registration, and the like).

Departmental staff may be able to help with non-departmental events to some degree, understanding that staff have many other responsibilities, and can be especially stretched thin at certain times during the calendar year. Faculty are expected to recruit members of their laboratories to assist with events, especially efforts the day of the event. Unless approved in advanced, departmental staff are not available to be on site the day of a non-departmental event. We strongly encourage faculty to build independent funding for event support into grants that include proposed workshops, meetings, and conferences.

Those seeking departmental staff support for a non-departmental event must meet with the Department Chair and Administrative Officer as far out from the event as possible, which for larger events will usually be at least 6 months to a year out from the event, to discuss the event and the nature of department staff support requested.

Should departmental staff support for a non-departmental event be requested and approved, the Administrative Officer, or their designee, will delineate a minimum timeline for planning various elements of the event. Unless otherwise specified, space should be reserved as soon as the event dates are set, a minimum of two months before the event, though likely far more of a lead-time is required to reserve popular space on campus (reserving space at least a year out is common). Catering must be arranged a minimum of one month before the event, though many popular caterers require a far longer lead-time. Any other planning aspects that make use of departmental staff support will need to be discussed and approved at least two months before the event. While departmental staff can provide guidance and contacts if last-minute preparations need to be made, those planning efforts will need to fall on the faculty member and the members of their laboratory, not the departmental staff.

The departmental staff will help with budgets and reimbursements for non-departmental events in the same way they would provide that support for any other items or efforts supported by research funds.

A brief, written memorandum of understanding must be created that delineates the agreed upon departmental staff support, timelines, and deadlines, and this must be approved by the Administrative Officer and the Department Chair.

A faculty-sponsored event can only be designated a “departmental event” with approval by the Department Chair. Deviations from the delineated efforts and timing require the approval of the Department Chair.

Division of Communications

The [resource center](#) for development and management of Vanderbilt’s digital presence on the web.

Edge for Scholars

[Edge for Scholars](#) is a virtual community for candid conversation about life in academics. The organizers and participants strategize about how to do great research, stay productive, network effectively, mentor well and be mentored, negotiate for resources, get grants, refine writing and editing, cultivate leadership skills, and achieve career goals. Among the resources are tools for pre- and post-doctoral trainees writing a NRSA fellowship application. EDGE has over 200 grants in their library including more than two dozen examples of NRSA fellowship applications (F30, F31, F32) written by Vanderbilt trainees that include original submissions, resubmissions, and summary statements. A trainee in the process of writing an application may review these shared grants by requesting access to the EFS Funded Grants Library (email [Adrienne Babcock](mailto:Adrienne.Babcock@vumc.org). Adrienne.babcock@vumc.org). Access is restricted to Vanderbilt and Meharry faculty, postdocs and graduate students.

Graduate Student Resources

The Graduate School offers multiple resources for helping our graduate students maintain their well-being, including the [Office of Student Care Coordination](#), the [Center for Student Wellbeing](#), [Project SAFE](#), and the [Student Health Center](#). The Graduate School also has two Graduate Life Coaches whose duties include assisting students in areas such as conflict management, mental, physical, and financial health, stress management, degree completion support, emotional intelligence, navigating advisor and department relationships, resilience, and managing work and life responsibilities. Graduate student coaching appointments can be made by visiting the [Academic Life Coach webpage](#).

Purchasing

Effective June 20, 2018, REDCap is now used by the Department of Psychology to

request the purchase of items to be expensed to departmental and grant funding. This online order request process is the mechanism by which all procurement orders are retrieved and submitted by the Procurement Requestor for your office/lab .

Items to be submitted for purchasing include, but are not limited to:

- Office/Lab Supplies
- Controlled Substances
- Journal Fees
- Gift Cards for Human Subject Participants

Steps for submitting a purchase request using REDCap:

1. Researchers, Lab Managers and Staff should create the order in Oracle by first establishing themselves as a [Departmental Shopper](#) and, then, specifying their Procurement Requestor.
2. If the vendor you are intending to purchase from is not found in Oracle, you will use REDCap Procurement Request Notification system to place your orders to allow the Procurement Requestor to submit a vendor request for use in Oracle.
3. Access the Procurement Request Notification form, using [this link](#).
4. Complete the form and submit it, being sure to include name of the person to be contacted when the order is ready for pick-up.
5. You will receive two emails:
 - Confirmation that the order has been placed, and
 - Confirmation upon delivery of the item(s).

NOTE: Due to the volume of receivables daily, the front office is not able to process personal deliveries.

VUIT and Computer and Software Purchasing

- All that follows pertains to desktop, laptop, and notebook computers, tablets (e.g., iPad or Surface), and similar devices. “Computer” is used as shorthand in what follows to denote all of these types of devices.
- All computer software that is available from the Vanderbilt Software Store must be purchased through the Vanderbilt Software Store (<https://it.vanderbilt.edu/software-store>) unless special permission has been granted before the purchase.
- All computers, whether purchased using startup, departmental, discretionary, or grant funds, are purchased in consultation with VUIT and must be purchased by Vanderbilt. For our department that means making purchases through Beth Clark in the front office. A reimbursement will not be issued to anyone who purchases a computer with a personal credit card without prior written approval.
- For computers purchased by faculty using funds they have available, VUIT would like to advise on specific types, brands, models, and configurations; however, if those models do not meet the specific needs, VUIT can facilitate the purchase of other types at the faculty member’s request.
- VUIT has preferred vendors (like CDW), who guarantee the best price over competitors. Another vendor (e.g., Apple) can be used if a specific model is not

available, is backordered, or will be shipped significantly later using the preferred vendor.

- VUIT registers the serial number of the computer in the university's inventory.
- There are a range of options when it comes to how computers will set up before being delivered:
 - **Recommended:** Fully managed by VUIT, with security and software updates pushed automatically by VUIT. A standard setup with pre-installed software that performs virus checking and monitors for other vulnerabilities, that controls whether and how security and software updates will be performed, that performs asset tracking and allows stolen or confiscated computers to be locked down and wiped out.
 - A minimal setup with only preinstalled software required to maintain compliance with university and government rules and regulations concerning cybersecurity. Software updates will be pushed, VUIT popups will be disabled, the device will not have forced restarts, and the faculty member will retain as much control over the setup and configuration of their computer as allowable. The faculty member will be responsible for periodically restarting to apply the pushed updates.
 - Only in exceptional circumstances can a computer be delivered without any configuration by VUIT. The faculty member must clearly document that VUIT-required software interferes with the ability to perform the work the computer was purchased for. Requesting this option requires consultation with VUIT about how the computer will be used and how certain setup configurations might interfere with how the computer will be used. This type of request must be reviewed and approved for an exception through VUIT Security; please see the Secure Configuration Management Policy and submit the request. Also, Vanderbilt vendors will be applying Vanderbilt University asset tags at time of shipment so even those that arrive "shrink wrapped" will have asset tags. Mere preference for a "clean" computer is insufficient justification.
- The configuration of updates in the standard setup is entirely up to the faculty member. It is strongly recommended, for example, that security updates be installed automatically, but even that can be configured in a way to not disrupt ongoing work.
- There are a range of options when it comes to how programs and data are transferred from an old computer to the new computer:
 - Ask VUIT to do it.
 - Ask VUIT to help guide someone through the process.
 - Do it yourself.
- If faculty, students, or staff receive pushback from someone in VUIT about purchasing or setting up a new computer, they can share these points with that person, with the assurance that these points have been vetted by supervisors in VUIT and the A&S Dean's office.

Research Support

Faculty Research Funds (including start-up funds) provided by the Vanderbilt College of Arts and Science are designed to support and facilitate a faculty member's professional activities (research and teaching) for the duration of his/her period of appointment at Vanderbilt University. The University has established a policy that faculty can receive up

to \$ 4,000 per year in unrestricted research funds from the CAS if they do not currently have research funds that total \$4,000, and the College will ‘top up’ research funds annually to that level. As the University no longer provides separate funds for conference travel and computer replacement, the 4K research funds can be used for those needs. Funds may not be used for personal, non-professional purposes. Any expense for which research funds are used must qualify as a business-related expense under IRS guidelines. Research funds are Vanderbilt University funds, and materials purchased with these funds are the property of Vanderbilt University. Upon leaving the University, a faculty member will return materials purchased with his/her research funds though, with the Chair’s consent, they may also have the opportunity to purchase the materials at their depreciated value. Unexpended funds at the time of a faculty member's departure from the University will revert to the College.

Departmental Research Support: Funds may be available from the Department to support special or unusual research needs. Requests should be made to the Chair.

Subject Pool

Students in General Psychology (1111 and 1200) may elect to participate in experiments to fulfill their research participation requirement (the other mechanism is to write short summaries of published research articles); a few other large enrollment undergrad PSY courses also offer students an option for extra credit for participating in experiments. All researchers must have IRB approval to use the subject pool. In addition, all requests must be approved by the Subject Pool Faculty Administrator ([Geoff Woodman](#)) who can provide detailed guidelines. The current subject pool tracking system is [Sona Systems Software](#) and is managed by [Beth Clark](#).

Teaching Support

The Center for Teaching will help faculty improve teaching skills through workshops, small group analysis of courses, and videotaping. The Center phone number is 2-7290.

The Vanderbilt University IT for the College of Arts and Science (VUIT-CAS) Office supplies audio visual aids, projectors, televisions, etc. in support of classroom teaching. This office telephone number is 2-4855.

Audio-visual resources are available within the Department and include videos, tapes, and tests. A list of 25 educational tapes which resides within the Department is available in 301B in the main office. These tapes can be checked out for class usage. There are also psychological testing devices that can be checked out with Dan Stewart (301).

The Department has a modest budget for purchase of educational materials and for support of Honors Program. The Director of the Honors Program makes budget requests to the Department Chair.

Temporary housing for visiting scholars

The [Village at Vanderbilt](#) is the most comfortable and convenient option, but it's not inexpensive. A less expensive option (about half the price of V@V) are dorm-style rooms at the [Scarritt-Bennett Center](#) located at the edge of campus (and actually closer to the PSY building than V@V) - the rooms are tidy but small, and bath facilities are shared. The VU rate is \$48.50/night, which comes to about \$1400/month.

TLSAMP

[TLSAMP](#) stands for Tennessee Louis Stokes Alliance for Minority Participation - it's a collaborative effort sustained by a coalition of six colleges and universities in the state of Tennessee seeking to significantly increase the number of underrepresented minority students statewide. Vanderbilt TLSAMP offers student resources in the form of tutoring, mentoring, a summer bridge program, a research conference, undergraduate research opportunities, internship opportunities, and student stipends.

Vanderbilt Vision Research Center (VVRC)

The VVRC, formed in 1989, is a result of the cooperation among faculty from the College of Arts and Science, George Peabody College, School of Engineering and School of Medicine, united by the goal of understanding the mechanisms of vision and visual dysfunction. The VVRC mission is to:

- enhance the effectiveness of individual and collaborative vision research at Vanderbilt
- provide pre-and postdoctoral training in vision science
- facilitate the acquisition of resources needed to elucidate the neural mechanisms of vision and develop effective treatments of visual disorders
- sponsor the Vision Research Seminar series
- stimulate recruitment of new and established vision researchers

The Core Grant in Vision Research provides primary support for the VVRC. The Core grant funds an administrative assistant and five service modules: Shop Module, Animal Module, Image Processing Module, [Computer Module](#), and Gene and Protein Analysis Module.

UNIVERSITY RESOURCES FOR EMERGENCIES OR DISTRESS (PARTS EXCERPTED FROM PROVOST'S OFFICE DOCUMENT)

[Vanderbilt University Police Department \(VUPD\)](#)

Call (615) 421-1911 or 911 for emergencies and (615) 322-2745 for non-emergencies.

For distress intervention involving an urgent situation without the imminent threat of harm, please refer to the following resources:

[Project Safe](#)

Resources provided by the Center for Sexual Misconduct Prevention and Response, for students and employees. This website includes emergency hotline numbers and announcements about prevention education efforts.

[University Counseling Center \(UCC\)](#)

The University Counseling Center (UCC), located at 2015 Terrace Place (across the street from the Baker Building), offers numerous services to *all* Vanderbilt students (undergraduate, graduate, and professional), including individual and group psychotherapy, crisis management, psychiatric services, LD/ADHD assessment, reading and study skills counseling, alcohol and drug evaluations/counseling, and community outreach. Faculty members may call the PCC at 615-322-2571 to learn more about the services offered or for a consultation about a student of concern. Please visit their website for general information.

[Faculty & Staff Health and Wellness Program](#)

Vanderbilt also provides resources to support the wellbeing of faculty and staff members in dealing with stress, emotional health, relationships, family, finances, alcohol, drugs, and other personal issues. Call Work/Life Connections at 615-936-1327 for a confidential appointment..

For distress intervention involving a non-urgent situation or minimally disruptive behavior, please refer to the following resources:

[Center for Spiritual and Religious Life](#)

The Center for Spiritual and Religious Life offers many resources to support and care for students of all faiths and religious backgrounds who are grieving or experiencing other types of distress, including questions of meaning and purpose, or spiritual/faith crises. Chaplains are available to meet with students individually or in group settings. The Center also offers [GriefNet](#), a program that provides a safe, non-judgmental environment for grieving, receiving care, and for exploring how one may integrate loss into living. The Center neither assumes participants are a part of any faith tradition nor will it advocate for any particular beliefs or practices as it works with and cares for students. Students or faculty may call 615-322-2457 during business hours to learn more about the Center's services.

[Center for Student Wellbeing](#)

The mission of the Center for Student Wellbeing is to promote a community of care at Vanderbilt University by fostering student wellness through an integrative and holistic

framework. Through various outreach programs and support services, the office focuses on teaching coping skills in order to enhance resiliency, as well as alcohol and drug prevention programming and recovery support. Faculty members may call this office at 615-322-0480 during business hours for advice on student referrals.

Students in Distress: A Guide for Faculty and Staff

The Center for Student Well-being manages an online resource outlining how to approach students who may be in distress, make referrals, and receive further training.

Center for Teaching (CFT)

The Center for Teaching has developed a resource guide for addressing teaching in a time of crisis.

Graduate Life Coach

Resource to support students and postdocs through individual coaching and group programming around effective time and stress management, resilience, conflict resolution, navigating academic relationships, and juggling work/life responsibilities.

For mental health educational resources and trainings:

Kognito At-Risk

This online course demonstrates how to identify signs of psychological distress and refer students to support services through practiced interactions with virtual students. Each of the six online modules takes approximately 45 minutes to complete.

Mental Health Awareness & Prevention of Suicide (MAPS)

Mental Health Awareness & Prevention of Suicide (MAPS) is a joint initiative between Vanderbilt's University Counseling Center and Center for Student Well-being designed to prevent suicide in the campus community while promoting mental health awareness.

VU Mental Health Bill of Rights & Responsibilities

This document outlines the Vanderbilt University community's ideals and aspirations for providing mental health care to its students, as well as student responsibilities in the mental health care process and system.

APPENDIX A. MERIT RUBRICS

Psychology Department Merit Rating Rubric for Tenured and Tenure-track Faculty¹

Research

15. Extraordinary performance. Achieved by receipt of a significant research award or other extraordinary recognition in the field, or initial awarding of a major federal grant or prestigious non-federal grant, coupled with publication of books or articles in top-tier or core journals in general science or in the field.

12. Strong performance. Typically achieved by continued external funding, coupled with publication of books or articles in top-tier or core journals in general science or in the field. High scholarly visibility evidenced by invited plenary talks. Minor or institutional research awards qualify for consideration as well.

9. Good Performance. Typically achieved by publications in the top-tier or core journals in general science or in the field, or prolific publication rate in field journals. Significant scholarly visibility evidenced by invited lectures/talks also constitutes part of this category. Submission of grants is also expected.

6. Satisfactory performance. Publications in field journals. Presentations at conferences.

3. Modest performance. This category includes those without notable achievements in research. Merits improvement in scholarly activities.

Notes:

- a. A publication “counts” in the year the item appears in the journal, is published online, or is “in press”, but it cannot count twice; i.e., no publications may be entered on more than one annual TRS report.
- b. The reporting faculty member must play a principal role (P.I. or co-P.I.) in funded grants. An Investigator role designation would be associated with a lower merit ranking.

Teaching

10. Extraordinary performance. Achieved by receipt of a teaching award, or outstanding student reviews of teaching, in both written comments and the numerical ratings (e.g., overall ratings for instructor and course above 4.5.)

8. Strong performance. Achieved by excellent student reviews of teaching, in both the written comments and the numerical ratings (e.g., overall ratings for instructor and course above 4.0).

¹ This rubric is also used for non-tenure track faculty who contribute to research, teaching, and service.

6. Good Performance. Achieved by superior student reviews of teaching, in both the written comments and the numerical ratings (e.g., overall ratings for instructor and course above 3.5).

4. Satisfactory performance. Achieved by adequate student reviews of teaching, in both the written comments and the numerical ratings (e.g., overall ratings for instructor and course above 3.0).

2. Modest performance. Achieved by student reviews of teaching that merit improvement, in both the written comments and the numerical ratings (e.g., overall ratings for instructor and course below than 3.0).

Notes:

- a. Course difficulty will be taken into account and could lead to a change of one rank. Specifically, the scale above is anchored to mid-size undergraduate courses. Teaching courses with relatively high (e.g., undergraduate experimental methods) or low (e.g., small graduate seminars) difficulty may result in an increase or decrease, respectively, of one rank.
- b. High completion rate (>50%) of student reviews is necessary to ensure that they can be used as indicators of teaching performance.
- c. Peer observations of teaching will also be used as a tool for assessing teaching performance.
- d. Supervision of independent study and honors thesis students that results in a letter grade, including students involved in an immersive experience, will be included in the evaluation of teaching. In particular, intensive mentoring and immersive research experience that advance the intellectual goals of students may result in a rating upgrade by one category, especially if the outcome of student supervision leads to externally validated products, such as external conference presentations, publications, lectures or awards to the student.

Service

5. Extraordinary service. This category would include major service commitments such as serving as DGS, DUS, DCT, Vice Chair or other leadership positions of that kind. Editor-in-chief position in a core or top-tier journal, or president/head of a major professional association, would qualify as well.

4. Strong service. Major service commitments in the University (e.g., Chair of Faculty Council or President of University Senate or similar leadership role, membership on IACUC or IRB panels, service award from the university) or national leadership activities (e.g., major governance role in a professional association, major editing responsibility [associate editor level or higher] for a scholarly journal, conference organizer). Agreeing to teach an overload in the case of an unanticipated need.

3. Good service. Department Committee or university committee leadership. Editorial board on top/core journals and service on grant panel reviews.
2. Satisfactory service. Service on Department committees and University committees. Outreach activities, such as public lecture activities, etc.
1. Modest service. Executing limited assigned service that merits improvement.

Note. Superior undergraduate advising can result in a rating upgrade by one category for lower ratings. Also, the service rating can be upgraded by one rank if there is clear indication that a faculty's overall service load is beyond that expected for a given rank.

The department's procedure for merit rating allows the Chair to draw attention to and request action on especially significant cases of salary inequity and meritorious achievements not captured in this rubric. Faculty in their first year in residence will be assigned a mid-range score unless there is compelling evidence suggesting otherwise.

Overall Performance Rating

Achieved by the sum of points in each of the Research, Teaching, and Service categories.

1. Extraordinary performance: 26-30
2. Strong performance: 20-25
3. Good performance: 14-19
4. Adequate performance: 8-13
5. Modest performance: ≤ 7

**Psychology Department Merit Rating Rubric
for Lecturers, Senior Lecturers, and Principal Senior Lecturers**

1. Extraordinary performance. Achieved by receipt of a teaching award, or promotion to Principal Senior Lecturer. Also achieved with outstanding student reviews of teaching, both in the written comments and in the numerical ratings (e.g., overall ratings for instructor and course above 4.5). These faculty routinely go well beyond their assigned duties, and perform all of their teaching and service in exemplary fashion.
2. Strong performance. Achieved by excellent student reviews of teaching, both in the written comments and in the numerical ratings (e.g., overall ratings for instructor and course above 4.0). Difficulty in teaching the assigned courses (e.g., Principles of Experimental Design) will be taken into account.
3. Good Performance. Achieved by superior teaching evaluations, both in the written comments and in the numerical ratings (e.g., overall ratings for instructor and course above 3.5). Difficulty in teaching the assigned courses (e.g., Principles of Experimental Design) will be taken into account.
4. Satisfactory performance. Achieved by adequate student reviews of teaching, both in the student comments and in the numerical scores (e.g., overall ratings for instructor and course above 3.0). Difficulty in teaching the assigned courses (e.g., Principles of Experimental Design) will be taken into account.
5. Modest performance. Achieved by student reviews of teaching that merit improvement, both in the written comments and in the numerical ratings (e.g., overall ratings for instructor and course lower than 3). Difficulty in teaching the assigned courses (e.g., Principles of Experimental Design) will be taken into account.

Notes:

- a. As noted, course difficulty will be taken into account, and could lead to a change of one rank. Specifically, the scale above is anchored to mid-size undergraduate courses. Teaching courses with relatively high (e.g., undergraduate research methods) or low (e.g., small graduate seminars) difficulty may result in an increase or a decrease, respectively, of one rank.
- b. High completion rate (>50%) of student reviews is necessary to ensure that they can be used as indicators of teaching performance.
- c. Peer observations of teaching will also be used as a tool for assessing teaching performance.
- d. Flexibility in teaching assignments to accommodate Departmental needs, significant service in teaching events/committees, or significant student advising responsibilities can result in a rating upgrade of one category for lower rating cases.

**Psychology Department Merit Rating Rubric
for Research Faculty**

1. Extraordinary performance. Achieved by receipt of a research award or federal grant for which the research faculty member is listed as P.I. or co-P.I., or other extraordinary recognition or award in the field, coupled with publication of books or articles in top-tier or core journals in general science or in the field.
2. Strong performance. Typically achieved by submission of one or more grants for which the research faculty member is listed as P.I., coupled with publication of books or articles in top-tier or core journals in general science or in the field. High scholarly visibility evidenced by invited presentations.
3. Good Performance. Typically achieved by publications in top-tier or core journals in general science or in the field, or prolific publication rate in field journals. Significant scholarly visibility evidenced by presentations at conferences. Funding on grants for which the individual is listed as key personnel is also expected.
4. Adequate performance. Publications in field journals.
5. Modest performance. This category pertains to an individual without notable achievements in research. Performance merits improvement in scholarly activities.

Notes:

- a. A publication “counts” in the year the item appears in the journal, is published online, or is “in press”, but it may not be entered on more than one annual TRS report.
- b. Strong participation in other research activities (experimental design, data collection or data analysis) clearly beneficial to the direct supervisor’s lab can result in a rating upgrade by 1 category for marginal rating cases.

This evaluation should be performed by the research faculty member’s direct supervisor and will be subject to review by the Department Chair or Vice Chair.