

PSYCHOLOGY DEPARTMENT
IDAHO STATE UNIVERSITY
GRADUATE STUDIES MANUAL

Prepared by the
Psychology Department Faculty
Revised August 2009

Introduction

The Graduate Studies Manual of the Psychology Department was written to delineate all policies and procedures of the department pertaining to graduate programs that are not presented elsewhere. Information contained herein supplements, but does not supersede any policies or procedures of the University, the Graduate School, the Office of Research, or the College of Arts and Sciences. See the Faculty and Staff Handbook pertaining to university-wide policies and the Graduate Catalog for information specific to graduate students.

The Graduate Studies Manual consists of six sections: 1) Departmental Mission Statement; 2) Administration and Organization; 3) Graduate Admissions; 4) Committees; 5) Faculty Policies; 6) Student Policies 7) Annual Department Awards; and 8) Department Calendar. Departmental faculty review the manual periodically and make revisions as needed.

Section 1: Department of Psychology Mission Statement

Psychology is the science of human behavior and mental processes; it is an academic *discipline, an active area of basic and applied research, and a health profession. The mission of the Idaho State University Department of Psychology is to increase awareness and understanding of psychology as a science and profession that promotes health, education, and human welfare.* The Department provides access to baccalaureate, masters, and doctoral education in psychology, provides education and training in scientific methodology, conducts experimental, behavioral and health-focused research, and provides professional training in clinical psychology at the doctoral level. Active faculty research programs, which advance psychological knowledge, enhance undergraduate and graduate experiences in the application of scientific methods, foster critical thinking among students, and develop effective written and oral communication skills. The Department also promotes an awareness of and appreciation for individual and cultural differences, with cultural competence required in clinical and research activities. The Department maintains a psychology training clinic which provides regional psychological services. Ongoing professional and public service fosters and models approaches for applying psychological principles and scientific techniques to real world problems. Recruiting and retaining a well-qualified faculty skilled in teaching and conducting research is critical to the success of this mission.

Section 2: Departmental Administration and Organization

Three members of the full-time faculty also serve as administrators of different aspects of departmental programs with specifiable job descriptions. The Chairperson and the Clinic Director are currently under 12-month contracts, and the Director of Clinical Training is currently under a 10-month contract. The fourth administrative position, the Recruitment/Diversity Coordinator, is filled by a full-time faculty member under a standard 9-month contract.

I. The Chairperson

The many roles and duties of the Department Chairperson are fully described in the ISU Faculty and Staff Handbook, Part 2, Section 3, B2e. Defined areas of administrative responsibility include departmental governance, curriculum and instruction, faculty affairs, student affairs, college affairs, and general duties regarding the day-to-day operation of the department. See the ISU Faculty and Staff Handbook for all relevant details.

II. The Director of Clinical Training

A Director of Clinical Training (DCT) is required by the Committee on Accreditation (COA) of the American Psychological Association (APA). Essentially, an individual other than the Department Chairperson must be recognized and assume responsibility for the many components of the professional education of clinical doctoral students. The role of the DCT is recognized by the College of Arts and Sciences by way of a job title in the faculty member's annual contract. Neither the Graduate School nor the College of Arts and Sciences, however, formally describe the roles and responsibilities of the DCT. Therefore, it is necessary to articulate those roles and responsibilities in the Departmental Graduate Studies Manual. Currently, the DCT's job description is as follows:

1. Chairperson of the Clinical Training Committee (CTC)

The DCT operates as the Clinical Training Committee's executive director. Decisions made by the committee are implemented by the DCT. The DCT has no special power over the committee (i.e., no veto), but has full responsibility to provide the committee with information relevant to committee functions and to administer committee decisions. The DCT serves as liaison between the committee and several other professional and institutional organizations of relevance for the doctoral training of clinical students at ISU. In particular, the DCT represents the committee on all relevant matters with the Department, the College, the Graduate School, and ISU central administration. The DCT also monitors several professional organizations for the Clinical Training Committee and represents it in matters relevant to those organizations. Specific professional groups currently included on that list are the Idaho Psychological Association, APA Division 12 (Clinical Psychology), the APA Committee on Accreditation, the APA Practice Directorate, the Council of University Directors of Clinical Psychology (CUDCP), and the Association of Psychological Postdoctoral and Internship Centers (APPIC).

The DCT chairs all meetings of the Clinical Training Committee. Minutes of all meetings are recorded. Generally, meetings are convened weekly or as needed.

2. Coordinating Course Offerings by Clinical Staff

The DCT works with the Clinical Training Committee and the Department Chairperson to ensure an adequate staffing plan. The Departmental Chairperson retains ultimate responsibility for course assignments to faculty members. The following goals provide a framework for assigning courses to clinical faculty. All required courses of the clinical doctorate are offered once each year or every other year. At least one clinical elective is offered each semester. All MS Core courses will be offered at least once every two years, allowing students the means to fulfill Area Requirements necessary to sit for the doctoral qualifying exam after two years of graduate education.

All full-time clinical faculty teach two courses per semester plus supervise a practicum team, subject to the course load reductions allowed by the Departmental Workload Policy (Section 5, below). It is the goal of the staffing plan to allow each full time clinical faculty member the opportunity to present her/his specialty area to doctoral students at least once every two years. Clinical faculty offers their specialties through required clinical courses or clinical electives.

3. Semi-annual Student Evaluations

The DCT collates all student evaluation information and presents it to the Clinical Training Committee (CTC) during the first week of spring semester (fall semester data) and again in mid-June (spring semester data). Data include, but are not limited to, course grades, basic adherence to temporal guidelines for the doctoral program, practicum evaluations, evaluations from funding sources (teaching and research assistantships, service learning positions, and externships), professional data, and attendance records. Upon CTC review, the DCT prepares a written summary report for each student, providing an opportunity to discuss the report with the student as needed. Copies of the semi-annual evaluation are provided to each student and his/her faculty advisor.

4. Accreditation

The DCT performs all duties required to maintain accreditation of the clinical training program by the APA Committee on Accreditation. These duties include, but are not limited to: completing the annual online report, maintaining all data bases required for the COA annual report and periodic department self studies, and coordination of all self-study and site visit processes. The DCT is required to attend the winter meeting of the Council of University Directors of Clinical Psychology. The DCT is encouraged, but not required, to attend the annual convention of the American Psychological Association as often as possible, given the constraints of departmental travel budgets and the DCT's schedule.

5. Administration of Service Grants

The DCT actively recruits and maintains part-time clinical positions in local or regional mental health agencies. The purpose of these positions is to stipend graduate students, to provide non-resident tuition waivers, to provide valuable clinical experience under qualified supervision, and, in the case of externships, to earn contact hours that will satisfy future internship and licensure requirements. Service learning positions do not require entry-level skills beyond that of a bachelor's-level psychology major, are limited to first- and second-year graduate students, and usually assume a direct care role. Externships assume masters-level psychology skills and involve typical professional services (evaluation, therapy, data management, etc.).

The DCT is responsible for the negotiation of all service learning positions and externship contracts. No student will be placed under contract for more than 16 hours per week during the contract period (approximately August 25 to July 25); all contracts include a 4-week hiatus between July 25 and August 25. Contracts may be written for shorter durations. The DCT maintains documentation that all students placed in local agencies pay the required student malpractice insurance premium (currently \$15 per year). The DCT solicits semi-annual student evaluations from site supervisors, reviews those evaluations with the student and the CTC, arranges semi-annual on-site visitations for discussion with agency supervisor(s) as needed, monitors all online submissions by students, monitors the ISU account maintained by ISU Grants Accounting Office, directs the Office Manager to construct Personnel Recommendation forms for externs receiving Non-resident Tuition Waivers (NRTWs), and facilitates Psychology Department decisions for service learning/externship awards to doctoral students before the April 1 deadline.

6. Clinical Admissions

The DCT administers the clinical admission process (described below). Specifically, the DCT ensures that the admission packet is approved by the Psychology Department and available for distribution to potential applicants before October 1. The DCT and clerical staff work together to collate, distribute applicant folders, and record all information required by the clinical admissions process. The DCT, Recruitment/Diversity Coordinator, and clerical staff implement all procedures necessary to manage the visit weekend/interview process. The DCT works with departmental faculty to ensure the award of stipends to clinical students prior to April 1. Finally, all necessary correspondence and acceptance/rejection decision-making is performed by the DCT until the new class of students is finalized.

7. Professional Activities of Students

The DCT administers all community practica. Policies and procedures regarding PSYC 423 and PSYC 724 are detailed in the Psychology Clinic Manual. The DCT ensures that all policies and procedures are followed. Records are maintained on all student contracts, all student evaluations, all agency supervisor evaluations, and all student professional data.

During the first week of fall semester the DCT meets with all new community practicum students to complete all forms needed to self-monitor professional activities. All practicum

students are required to return completed APPIC Professional Team Data forms, APPIC Case Data forms, the Specific Assessment/Intervention Protocol Experiences spreadsheet,, and GTA Contact Logs by the Monday following finals week. Practicum grades are not entered by the practicum instructor until the professional data forms have been received by the DCT. All practicum data are maintained in the student's permanent file for use in preparing letters of recommendation, internship applications, and program evaluations. The DCT enters these data on a computer spreadsheet. Copies of the student's accumulative professional data are provided to the student and faculty advisor each June.

During closed week each semester the DCT provides students engaged in Psychology Clinic Practicum (PSYC 425 and PSYC 725), Community Practicum (PSYC 724), Clinical Externships (PYSC 748), and all service learning positions with a Practicum Supervisor Evaluation Form to be completed and returned to the clinic secretary. As with all student evaluations of faculty, these forms are completed anonymously, and participation is voluntary. An online system supervisor evaluation system is anticipated for the near future. The clinic secretary compiles these data in summary form. The DCT distributes a copy of the report to the Department Chairperson for incorporation into annual staff evaluations and the Clinic Director. A copy of the summary report is returned to each faculty supervisor for review. All raw data are filed by the clinic secretary. If a faculty member has only a single student during a given semester, a report is deferred until the single evaluation can be combined with subsequent evaluations, protecting anonymity. Community supervisor forms are maintained by the DCT and used primarily for program evaluation. If problems with community supervisors are apparent, the DCT may consult with the supervisor or advise the CTC regarding student placement options.

During closed week the DCT distributes a Practicum Student Evaluation Form to each supervisor of every doctoral student, including faculty, externship, and service learning supervisors. Forms should be completed, reviewed with the student, signed by both the supervisor and the student, and submitted to the DCT on or before the Monday following finals week. The original evaluations are maintained in the student's clinical program file. Externship and service learning student evaluations may be deferred until July in the case of 11-month contracts.

The DCT assists each internship applicant group for APPIC internships. Meetings are held in May and September to review the AAPIC form and online system, graduation checklist, deadlines, data management, and decision-making strategies. A distribution list is created for the applicant group to provide information from APPIC and the National Matching Service. The DCT maintains the clinical training program's subscriber status with APPIC and the National Matching Service (NMS), and monitors the APPIC/NMS listserve.

8. Speakers/Presentations

The DCT works with the CTC and the Recruitment/Diversity Coordinator to construct a schedule of weekly Brown Bag meetings of the clinical faculty and students. At least one clinical workshop is arranged each year by the CTC. All student dissertation colloquia are scheduled by the DCT in concert with the student's dissertation defense. The DCT maintains

records of all Brown Bag meetings, clinical workshops, student colloquia, and any other departmental colloquia (e.g., job applicants, PSI CHI).

9. Revisions of the Clinical Student Handbook

The Clinical Student Handbook is continuously scrutinized and revised by the CTC and the Psychology Department Faculty. It is the DCT's role to incorporate changes into the Handbook on an annual basis. All new students are provided the latest copy of the Handbook at the point of matriculation. Students with Handbooks that have been subsequently altered in a substantial manner (i.e., changes affect the student's program of study or behavioral guidelines) are given either a copy of all revisions or a completely new Handbook.

10. Structural Relationships within the Department

The DCT is appointed by the Dean of the College of Arts and Sciences based on the recommendations of the Psychology Department Chairperson and the CTC. The DCT is awarded a 10-month contract. The DCT is granted a reduction of one, 3-credit course during fall and spring semesters from the standard workload policy for full-time clinical faculty. The DCT has direct supervisory authority over the Clinic Director and over graduate students assigned to Service Learning Positions and Externships.

III. The Director of Experimental Training

A Director of Experimental Training (DET) is an individual other than the Department Chair who is recognized and assumes responsibility for the many components of professional education of experimental doctoral students. The role of the DET is recognized by the College of Arts and Sciences by way of a job title in the faculty member's annual contract. Neither the Graduate School nor the College of Arts and Sciences, however, formally describe the roles and responsibilities of the DET. Therefore, it is necessary to articulate those roles and responsibilities in the Departmental Graduate Studies Manual. Currently, the DET's job description is as follows:

1. Chairperson of the Experimental Training Committee (ETC)

The DET operates as the executive director of the Experimental Training Committee (ETC). Decisions made by the committee are implemented by the DET. The DET has no special power over the committee (i.e., no veto), but has full responsibility to provide the committee with information relevant to committee functions and to administer committee decisions. The DET serves as liaison between the committee and several other professional and institutional organizations of relevance for the doctoral training of experimental students at ISU. In particular, the DET is a representative of the committee to the Department, the College, the Graduate School, and ISU central administration. The DET also monitors several professional organizations for the Experimental Training Committee and represents it in matters relevant to those organizations, e.g., Idaho Psychological Association.

The DET takes a major role in the recruitment of new students. The DET is expected to coordinate with the Diversity and Recruitment Coordinator on any recruitment effort, e.g., recruitment trips to other universities, giving presentations to potential applicants, and responding to inquiries from potential applicants.

The DET chairs all meetings of the Experimental Training Committee and records minutes of all meetings. Generally, meetings are convened bi-weekly or as needed.

2. Experimental Admissions

The DET administers the experimental admission process. Specifically, the DET ensures that the admission packet is approved by the Psychology Department and is available for distribution to potential applicants before October 1. The DET and clerical staff work together to collate, distribute applicant folders, and record all information required by the experimental admissions process. The DET, Recruitment and Diversity Coordinator, and clerical staff implement all procedures necessary to manage the Experimental Training Program admission process. The DET works with departmental faculty to ensure the award of stipends to experimental students prior to April 1. Finally, all necessary correspondence and acceptance/rejection decision-making is performed by the DET until the new class of students is finalized.

3. Professional Activities of Students

During the first week of fall semester the DET coordinates with the Department Chair and the Director of Clinical Training to schedule an orientation meeting with all new graduate students. During this meeting, information about program requirements, work requirements, and departmental expectations will be shared with students. Students with GTA, GRA, research internships and service learning positions will be told that they are responsible for keeping a work log. All students are required to submit work logs to the ETC by the end of finals week. The DET enters the data on a computer spreadsheet, which will go into the students' files.

The DET is responsible for gathering information about students' performance. Such information includes grades, research productivity, and performance in GTA, GRA, research internships, and service learning positions. During closed week each semester the DET provides supervisors of students engaged in GTA, GRA, research internships, and service learning positions with a student evaluation form. The supervisors will be asked to complete the forms and return them to the department secretary. The DET will enter the summary data into students' files.

4. Annual Evaluations

All experimental graduate students will be evaluated once a year. The ETC will discuss each student's performance annually. Based on this information, the DET will provide students with written feedback about their performance in the past year. In April, the DET will meet with each experimental student. Another experimental faculty member (usually the mentor of the student) will be present in the meeting. During this meeting, students will obtain feedback about their performance. Their accomplishments, challenges, and a plan for the upcoming academic year will be discussed. Students and their mentors will also receive a copy of the written feedback prepared by the DET.

5. Administration of Student Funding

One of the major goals of the experimental Ph.D. program is to provide funding for all students. An important function of the DET is to help the program reach that goal. The DET works with the Department Chair to obtain students' funding. This may include contacting various community agencies to secure research assistantships or service learning positions.

6. Program Assessment

The DET is responsible to assess the effectiveness of the experimental program. The DET ensures the program is evaluated annually. This work may include gathering information from current students, alumni, and other faculty members.

7. Speakers/Presentations

The DET works with the Experimental Training Committee to construct a schedule of biweekly Brown Bag meetings of the experimental faculty and students. The DET will coordinate with the clinical program on this schedule to the degree possible. All student dissertation colloquia are scheduled by the DET. The DET maintains records of all Brown Bag meetings, student colloquia, research workshops, and any other departmental colloquia (e.g., job applicants, PSI CHI).

8. Revision of the Experimental Student Handbook

The Experimental Student Handbook is continuously scrutinized and revised by the ETC and the Psychology Department Faculty. It is the DET's role to incorporate changes into the Handbook on an annual basis.

10. Structural Relationships within the Department

The DET is appointed by the Dean of the College of Arts and Sciences based on the recommendations of the Psychology Department Chair and the Experimental Training Committee. The DET is awarded a 10-month contract (this could change depending on the needs of the DET and the program). The DET is granted a reduction of one, 3-credit course in both the fall and spring semesters from the standard workload policy for full-time experimental faculty.

The DET will be evaluated annually by the Department Chair, who will gather information from the ETC. The term limit for the DET is 3 years. After 3 years, the ETC will indicate to the Department Chair their preferences for the DET position. An advisory vote for the next DET will be taken. Subsequently, the Department Chair will appoint and the Dean of the College of Arts and Sciences will approve the ETC for the next year. A faculty member may serve as DET for consecutive terms.

IV. The Clinic Director

The Clinic Director oversees the operation of the Psychology Training Clinic. Five domains of activity can be specified in the job description: Clinic Policy, Fiscal Management, Student Professional Activities, Daily Operations, and Public Relations.

1. Clinic Policy

The Clinic Director is responsible for proposing revisions in the Psychology Clinic Policy and Procedures Manual to the CTC when needed. Although the Director is responsible for the administration of the clinic, the CTC determines clinic policy. Input for changes in clinic policy

and/or procedure can arise from any number of sources and should be formally addressed in the Clinic Manual at the earliest possible date. These may include administrative needs, compliance with state and federal regulations (e.g., HIPAA), and institutional requirements. Formal review and revision (updates) of the Manual should occur at least annually. The Clinic Director also regularly presents reports on the Psychology Clinic to the Clinical Psychology Program Advisory Board. The Clinic Director also monitors the Faculty Practice Plan (FPP), which allows clinical faculty to practice within the structure of the clinic. The Clinic Director maintains membership in the Association of Directors of Psychology Training Clinics (ADPTC) and attends association meetings to represent the program and to apprise the CTC of national developments in clinical practicum training and clinic management.

2. Fiscal Management of the Clinic

The Clinic Director monitors the Psychology Clinic Account and approves or defers expenditures requested by faculty, staff, or students, based on established funding priorities and available revenues. The Clinic Director submits an annual report of Psychology Clinic revenues and expenditures to the CTC and Department Chair. Monthly statements of Clinic Account activity are reviewed. Together with the clinic secretary, the Clinic Director oversees the monthly billing cycle and approves any exceptions to the standard fee collection schedules that might be requested by clinical staff. Clinic expenditures have included the following categories: testing materials, capital equipment, clinic room furnishings, clinical reference books/videos, office supplies, repairs/maintenance, fees (e.g., ADPTC dues, reimbursement for licensing fees for clinical faculty, reimbursement of student registration fees at professional conferences), utilities, and research expenses for approved projects directed by clinical faculty. . Spending priorities are established by the Clinic Director who seeks consultation with the CTC as needed. The Clinic Director is also authorized to seek external funding for the clinic in concert with the Department Chair and the ISU Foundation.

3. Student Professional Activities

The Psychology Clinic is the primary site for practicum experiences for doctoral students, especially during their first two years. The Clinic Director works with students, faculty supervisors, and the CTC to assure quality training, compliance with ethical and legal guidelines, and professional development. The Clinic Director works with the DCT and CTC to develop, utilize, and evaluate the system for documenting student practicum competencies. The Clinic Director is also charged with developing a quality assurance monitoring system and standards for clinical documentation.

Each semester the Clinic Director performs several functions regarding professional activities of students:

- a. The Clinic Director works with the CTC in assigning students to the various practicum teams. The Clinic Director and CTC utilize data from the student practicum competencies tracking system in determining trainee needs and assignments, as well as clinical readiness for internship. He/she also reviews student evaluations of supervision along with the DCT prior to this information being forwarded to the Department Chair.

b. During the second week of fall semester the Clinic Director chairs a meeting of the entire clinical faculty and all practicum students to review Psychology Clinic Policies and Procedures. Psychology Clinic Manuals are distributed to new students. First year students also receive a special orientation in the spring prior to beginning psycho-educational assessments.

c. The Clinic Director facilitates student access to professional training workshops by identifying outside speakers (e.g. ISU Healthcare Conference, IPA CE workshops) in consultation with CTC.

d. Clinic activity is quantified in the Clinic Director's Annual Report to the CTC and Department Chair. Minimum data collection includes the number of clients, couples, or family units seen by each practicum team, the number of clinic sessions, and the amount and kind (graduate vs. undergraduate) of student participation. A database is maintained to monitor clinical activity, assist trainees reporting of cases seen, and facilitate possible service research or program evaluation.

e. The Clinic Director prepares reports on the functions of the clinic as needed for APA accreditation.

4. Daily Operations

The Clinic Director works with the clinic secretary and clinic GTAs to manage all routine tasks of the Psychology Clinic as defined in the Psychology Clinic Manual. Typically, these operations include, but are not limited to, space allocation, therapy room schedules, client scheduling, initial phone contact procedures, intake screenings, record-keeping, filing, equipment repair, purchasing, and requests for client records. All requests for clinic information regarding clinical services that cannot be managed by the clinic staff (i.e., the secretary and GTAs) are forwarded to the Clinic Director. Any logistical problems between students, clinic teams, faculty, and/or clinic staff pertaining to clinic functions are referred to the Clinic Director.

The Clinic Director provides backup consultation on clinical issues as needed and is consulted on emergencies or other situations (e.g., legal requests) that may affect the clinic as a whole. The Clinic Director has administrative responsibility for monitoring compliance with Health Insurance Portability and Accountability Act (HIPAA) regulations and serves as the clinic Privacy Officer.

5. Public Relations

The Clinic Director is the spokesperson for the Psychology Clinic. The Clinic Director represents the clinic to the CTC, Department, College of Arts and Sciences, Graduate School, and the University. The Clinic Director oversees the content and updating of the clinic webpage, and periodically releases announcements to ISU University Relations personnel regarding the availability of clinic services. All announcements to the public regarding clinic services of any kind, including research performed in the Clinic, need to be approved by the Clinic Director. The Clinic Director responds to media requests for information and university or community

requests to present information about the ISU Psychology Clinic and the services provided. The Clinic Director is charged to assist supervising faculty in recruiting appropriate prospective clients to the practicum teams.

The Clinic Director or a designated clinical faculty member participates on the University Case Management Team, which coordinates university services for students with special needs on an episodic basis. The Clinic Director or a designated faculty member works with the Coordinator of the ISU Interdisciplinary Evaluation Team (IET) to facilitate interdisciplinary training and cooperation on the ISU campus. This includes providing space in the Psychology Clinic as available for IET functions. The Clinic Director works with other service providers on campus to better utilize and coordinate services, especially for students. For example, the Clinic Director participates on the Clinic Computing Committee and Campus Mental Health Task Forces. In particular, the Clinic Director strives to maintain good working relationships with the ISU Counseling and Testing Center, the ISU Student Health Center, the ADA & Disabilities Resource Center, the Center for New Directions, and the ISU Pocatello Family Medicine Clinic.

6. Additional Considerations

It is important to recognize that the Psychology Clinic is designed to train graduate students in clinical skills and to provide space and equipment to perform clinical and experimental research. In the process of achieving its training mission, the clinic also serves the public by providing psychological services at public sector fee rates and raises some revenues to offset the costs of the clinical program. Professional standards for the provision of clinical services are always maintained. The primary mission, student training, however, takes precedence over providing service and collecting revenues. Consideration of this policy is important whenever competing activities are weighed by the Clinic Director, Director of Clinical Training, the CTC, and the Psychology Department.

The Clinic Director is appointed by the Dean of the College of Arts and Sciences based on the recommendations of the departmental Chair and the CTC. The Clinic Director reports to the DCT and Department Chairperson. The Clinic Director is granted a 12-month contract. The Clinic Director is provided course relief from one, 3-credit course per semester relative to the standard workload policy for full-time clinical faculty. Summer duties include management of the Clinic and supervising a practicum team. During the period from June 15th to August 15th when the DCT is unavailable, the Clinic Director coordinates vacation schedules to maintain a presence of at least one licensed clinical faculty member on campus at all times to provide clinical coverage.

The Clinic Director has supervisory authority over the Graduate Teaching Assistants (GTAs) assigned to the Psychology Clinic by the Department. The duties of the Clinic GTAs are described in the Psychology Clinic Policy and Procedures Manual. The Clinic Director has supervisory authority over the clinic secretary (technically, an "Office Specialist") for all clerical and other functions pertaining to the Psychology Clinic. Note that the Department Administrative Assistant also has supervisory authority over the Office Specialist in conducting clerical functions she/he might be required to perform for the department. Supervising faculty are either licensed in Idaho or working toward licensure. The Clinic Director (or a designated

licensed psychologist on staff) is charged with providing faculty supervision to new faculty who need supervision to obtain licensure.

IV. Recruitment and Diversity Coordinator

A Recruitment/Diversity (RD) Coordinator is appointed by the Department Chairperson to facilitate the recruitment of qualified applicants to the experimental and clinical graduate programs, with a special emphasis on recruiting Idaho residents and individuals from diverse backgrounds. In addition, the RD Coordinator is charged to lead the department's efforts to facilitate multicultural education and maintain standards consistent with Domain D of the APA Accreditation Guidelines (Cultural and Individual Differences and Diversity).

Three different departmental initiatives are designed to enhance diversity and the multicultural competency of faculty and students: 1. Recruitment, 2. Multicultural Education, and 3. Community Practica.

1. Recruitment

Efforts of the RD Coordinator are focused on improving recruitment of all qualified students at the national and statewide level. Particularly targeted groups include Idaho residents and individuals from diverse ethnic backgrounds. By enhancing awareness of our experimental and clinical graduate programs across the state, the RD Coordinator attempts to increase the overall number of program applicants, and thus, the number of well-qualified candidates. By attracting high quality applicants to the program, the status of the program should be enhanced, thereby increasing the attractiveness of our graduate programs to well qualified applicants from diverse backgrounds.

2. Specific Actions

a. The RD Coordinator schedules recruitment visits with regional psychology faculty and student organizations (e.g., Psychology Club, Psi Chi) regarding the clinical and experimental graduate programs at ISU, the application process, etc. The goal is to provide detailed knowledge of available training programs directly to the faculty members charged with graduate school advising for psychology majors at neighboring institutions (e.g., BSU, U of I, Weber State, BYU-Idaho, Albertson's College). Visits are periodically repeated to accommodate changes to faculty at regional institutions.

b. The RD Coordinator identifies undergraduate psychology majors currently at ISU and other institutions of higher education in Idaho that offer undergraduate preparation in psychology. The Directors of Minority Recruitment & Retention and Native American Student Recruitment are to be contacted regularly by the RD Coordinator to identify potential applicants from minority populations, as well as undergraduate psychology majors.

c. The RD Coordinator systematically identifies minority student organizations and student leaders at ISU. Student leaders and members of student organizations are invited to

meetings to acquaint minority groups with careers in psychology and encourage consideration of psychology as an undergraduate major.

d. The RD Coordinator develops ongoing relationships with representatives of the Shoshone-Bannock Reservation to pursue arranging a presentation about careers in psychology with graduating seniors planning to attend college.

e. The RD Coordinator, in consultation with the Departmental Chairperson and the DCT, produces an annual Psychology Department Program Newsletter. The Newsletter (“Psychobabble”) is sent to all undergraduates on the list, as well as graduates of the program, campus administrators, and community supporters.

f. The RD Coordinator is the departmental liaison to the ISU Office of Affirmative Action and the ISU University Attorney for matters relating to diversity. It is a goal of the RD Coordinator to be knowledgeable about current policies and procedures pertaining to diversity issues and to disseminate that information to the department.

g. The RD Coordinator is available to provide on-going mentoring and guidance regarding diversity issues for all students in the graduate program.

3. Multicultural Education

The departmental goal is to promote readiness to practice psychology in a multicultural society via systematic coursework and presentations. The concept of multiculturalism includes not only ethnic minorities and sex, but other diversity dimensions, such as age, sexual orientation, and disabilities (i.e., motoric limitations, sensory deficits, etc.). The RD Coordinator has no authority to edit or revise the structure of any course taught by a faculty member. The Coordinator solicits syllabi and other relevant course information from instructors to document diversity information, readings, and presentations. The Coordinator also collects and distributes materials (e.g., journal articles, books, chapters, videos) on various diversity topics to faculty members for consideration in their academic courses.

a. Specific Relevant Clinical Coursework

PSYC 634 - Cultural Diversity: readings, discussion, and speaker(s) on diversity issues are a substantive component of this course.

Treatment Courses - PSYC 645, 646, 648, and 649

These four courses are organized around clusters of presenting problems (i.e., DSM categories); empirically-supported theory, assessment, and intervention issues are presented for each cluster. Instructors are encouraged to provide whatever empirical information is known about how sex/ethnicity/age/disabilities/etc moderate assessment/treatment/theory for that cluster. This same process can, and often is applied to any clinical electives, e.g., PSYC 601, 635, and possibly others.

Ethics Courses - PSYC 512, 703

Several standards and some aspirational principles bear on the related topics of cultural sensitivity and multicultural competence. Each can be reviewed with that focus. There are specific APA “Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations” that require explicit review and discussion. The 703 list of “ethical dilemmas” for the seminar can include specific ethical problems based on diversity topics.

Testing Courses - PSYC 620, 621

Tests are limited to standardization samples. Recognizing the limitations on generalizability and external validity for any given instrument is essential and a basic standard in testing. In addition, instructors are encouraged to integrate current information about testing practices and potential biases in the assessment of diverse populations (e.g., reviewing texts such as *The Handbook of Multicultural Assessment* edited by Suzuki, Ponterotto & Meller). Two relevant sections of the "Standards for Educational and Psychological Testing" are introduced and reviewed in PSYC 623: Testing Linguistic Minorities (Section 13) and Testing People Who Have Handicapping Conditions (Section 14) (pp. 73 - 80).

b. Specific Experimental Core Courses

A number of these courses included material relevant to diversity topics. For example, social psychology includes research on prejudice, stereotyping and discrimination, along with more general research on attitude formation and group phenomena. Other courses (e.g., developmental, cognition) also include the study of various diversity issues in the science of human behavior and mental processing.

c. Formal Presentations

The RD Coordinator consults with the Director of the Affirmative Action Office, the Director of the ADA and Disabilities Resource Center, the DCT, the Department Chair, and the CTC to facilitate the construction of the annual schedule of Clinical Brown Bags presentations and Clinical/Experimental Colloquia. Speakers representing various interest groups are invited on a systematic basis to enrich the department’s didactic efforts to prepare students to function in a diverse, multicultural world. The themes of diversity presentations are to (1) enhance understanding of the contextual and historical circumstances surrounding a particular population that might impact the delivery of services and/or scientific study of human behavior and mental processing, and (2) provide professional development opportunities for students through topics and speakers that facilitate examination of students’ assumptions, biases, and beliefs about various diversity issues. It is the goal of the RD Coordinator to schedule at least one such speaker each semester. Irregular salary money will be used to provide a modest honorarium to local/regional presenters (\$50). The RD Coordinator works with the Department Chairperson who approves all such expenditures; the RD Coordinator maintains appropriate financial records of all costs associated with diversity enhancement speakers and incorporates this information into the annual report.

A list of potential speakers is constructed, maintained, and updated by the RD Coordinator. The potential pool of presenters includes individuals from various campus student organizations, professional groups, and service organizations; ISU faculty members; local/community professionals and experts; and regional or national presenters when available.

d. Awareness of Diversity Events

The RD Coordinator provides graduate students with information via emails, fliers, and announcements about upcoming diversity activities on campus and in the community. The RD Coordinator remains informed of these activities and encourages student participation.

4. Community Practica

Guided clinical experiences in community settings that service a specific population, not found in our own training clinic, are the most direct routes to clinical education in working in a multicultural society. Cultivating such sites may be a task of the RD Coordinator, working in conjunction with the DCT and the CTC.

5. Annual Report

The RD Coordinator submits an annual report of all RD activities and expenses during the academic year to the Department Chairperson. The report is due in August before the start of the next academic year. The report is disseminated to all faculty members for discussion in September of each year. Specific changes in the RD Coordinator's activities, if any, are defined by the faculty, with approval of the Department Chairperson, during the annual fall review of the RD program.

6. Departmental Structure

The RD Coordinator reports to the Department Chairperson. The Chair appoints the Coordinator and can vacate that appointment at any time.

7. Departmental Support for the RD Coordinator

a. Reduction of one academic course assignment during the fall semester of each academic year to compensate for time spent carrying out RD duties throughout the academic year;

b. Departmental funds for recruitment functions, training of the RD Coordinator, and consultation expenditures.

V. Departmental Organization

Faculty, staff, and students serve in many different capacities and roles within the Department. Some lines of responsibility are well delineated; others are difficult to specify. In the latter instance, the Department tends to operate as a single committee to resolve problems and articulate policy. The organizational chart, located in the Appendix of this document, is offered to schematize those lines of authority and responsibility that currently exist.

VI. Exceptions to Policies and Procedures

Under extenuating circumstances a student may request the faculty to consider an exception to written policies and procedures currently articulated in the Graduate Studies Manual or the Clinical Student Handbook. The faculty as a whole will consider the proposal and resolve the question by a vote. Requests to consider exceptions to written professional requirements (e.g., internship application procedures, practicum assignments, ISU Psychology Clinic policies) should be referred to the CTC. For questions involving appeal of a grade or dismissal, see the Graduate Catalog. For questions regarding disputes and disagreements over issues other than policy and procedure, see the Grievance Process in the Clinical Student Handbook (pp. 29-30) and Section 3 (pp. 19-21) in this manual.

Section 3: Graduate Admissions

I. Minimum Qualifications of Applicants

1. B.A. or B.S. in Psychology or the equivalent from an accredited institution of higher education.

2. G.P.A. of 3.0 or higher during the last two years of undergraduate education.

3. Graduate Record Exam scores of 50th percentile or higher on two of the three aptitude tests (i.e., verbal, quantitative, and analytical), and 50th percentile or higher on the advanced subject matter test in psychology are preferred, but not required.

II. Application Materials

1. ISU Graduate School Application Form

2. Residency Application

3. Departmental Supplemental Application Form

4. Three letters of recommendation

5. Official GRE reports of aptitude and the advanced test in psychology

6. Official transcripts from all undergraduate and graduate schools attended

7. \$55.00 non-refundable application fee to Graduate School

III. Deadlines

1. Updated online application materials are available by September 15 each fall. Applicants who have contacted the department prior to that date are sent a letter that provides instructions for accessing the online forms and a checklist of tasks to perform prior to the stated deadlines.

2. Clinical admissions are for fall semester only; the deadline for receipt of all materials is January 1st.

3. Experimental admissions are allowed during fall and spring semesters; application materials are due by November 1 for spring admissions and by March 1 for fall admissions.

IV. Admissions Committee - described in Section 4 (Departmental Committees)

V. Selection Process

All completed application folders will be screened by teams from the Admission Committee. The number of folders each screening team reviews will be determined by the number of applicants to each program. Screening teams consist of two full-time faculty members, at least one of whom is a member of the clinical faculty. Each member of each team will independently review assigned folders. Materials are evaluated as a whole. No numerical system of weighting specific characteristics is attempted. A 3-level rating system is applied and recorded by each independent reviewer, in which:

1. "Yes" - strong candidate; support
2. "Maybe" - undecided
3. "No" - weak candidate; not supported

The screening team then convenes to discuss each applicant. A binary decision must be made on all remaining candidates: recommend consideration by the whole committee OR reject from further consideration. Following discussion, the screening committee will vote on the binary decision. Candidates are forwarded if one member of the team recommends further consideration following discussion. All screening team rankings and decisions are recorded. Rejected applicants are informed as soon as possible that they are no longer under consideration.

Folders of all applicants forwarded to the whole committee by the screening teams are independently reviewed by all committee members who have not yet seen that folder. The same 3-level ranking is made independently by each committee member. The whole committee then convenes and discusses each applicant. A binary decision is then made for each remaining clinical applicant: invite to interview OR reject. Candidates are invited to interview by majority vote following discussion. The application folders of those invited to interview are reviewed by participating students (discussed below) prior to the interview. . A simple majority vote of committee members is decisive. For clinical applicants, the rule-of-thumb for "difficult-to-evaluate" applicants is to opt to invite the student to interview. No minimums or maximums are placed on the number of clinical applicants invited to interview. All independent ratings, committee votes, and committee decisions are recorded. All rejected applicants are informed as soon as possible that they are no longer under consideration.

Applicants to the experimental degree program are accepted or rejected on the basis of available application materials and are not interviewed. There is no limit to the number of accepted experimental students

Clinical applicants are interviewed, usually on a Saturday in late February or early March. Several components of the interview are designed to enhance recruitment of top candidates, as well as to provide an orientation to doctoral clinical training at ISU. Students are presented with an overview of clinical training by the DCT and the RD coordinator. All faculty members are introduced and present their research and/or clinical interests, and all faculty, including non-voting experimental faculty, are available for a 1-hour open house that follows

immediately. Students tour the Psychology Department, the Psychology Clinic, and major campus facilities. Question/answer sessions are integrated into the interview schedule. Recruitment components of the interview/visit weekend include the department's Research Forum, held Friday afternoon, a student social function on Friday evening, and a departmental social function on Saturday evening.

Clinical applicants are given a set of semi-structured interview by a subset of departmental faculty and participating students. Interview teams consist of 2 faculty members, at least one of whom is a member of the clinical faculty, plus one student team of up to 3 members. Interviews last approximately 25 minutes. Currently, each student is given three independent interviews. A set of guidelines is given to each faculty and student interviewer, which promotes exploration of applicant interests, background, and goals. Faculty/student interviewers are asked to consider the applicant's general interpersonal skills and overall match with the program. Phone interviews are granted upon request as a result of financial or scheduling conflicts. Phone interviews require a 30-minute block attended by at least four faculty members.

On Tuesday following interview weekend, all participating faculty and students will submit their independent rankings (i.e., Reject, Maybe, Accept, or Definitely Accept). The DCT will provide a spreadsheet of these data for discussion. Each applicant will be discussed and all variables (including mentorship opportunities) will be considered. Binary votes of "acceptable" (for either the offer list or alternate list) versus reject will be made after each interviewee is discussed. Participating faculty and students will be asked to reserve up to 2:00 PM on this day to allow time for a thorough discussion. The meeting will then adjourn. Student participants conclude their role in the admissions process after this meeting.

All faculty will have until 5:00 PM on Wednesday to submit the names of six top interviewees to whom offers will be made. Faculty are encouraged to meet and discuss applicants, to exchange information of support or concern for a particular interviewee, and to identify students who may be a good match for particular faculty collaborations. Each faculty member will have one "mentorship" vote, if she/he chooses to exercise it. Specifically, each faculty member may vote twice for one of his/her six top interviewees. Faculty are asked to reserve the mentorship vote for that purpose, rather than to simply increase the chance that a good general candidate will be among the top six. The DCT will tabulate the frequency counts for each interviewee, counting a mentorship vote as two votes for that individual. The top six vote getters will be given offers of admission.

On the Thursday meeting faculty will resolve ties for the sixth position, if ties exist. The tied interviewees will be discussed and a vote will be taken. The rest of the meeting time will be devoted to discussing the remaining acceptable interviewees to be rank ordered on the alternate list. Each faculty member will subsequently submit a rank ordered list of the alternates by noon on Friday. The DCT will tabulate these data to assign alternate status numbers to those not offered a position. The DCT will inform all interviewees of their status (reject OR offer OR alternate status and number on the alternate list) on Friday afternoon.

All Affirmative Action policies of ISU are followed; preferential admission of Idaho residents is practiced, given multiple acceptable candidates with similar qualifications.

Accepted candidates and alternates are notified of their status and financial support (in the case of acceptance) as soon as possible, but no later than April 1. Accepted applicants are given until April 15 to make a decision. Adjustments are then made based on the reactions of the applicants. Alternates are offered positions that come available in the order of their assigned rank on the alternate list. The alternate list is maintained throughout the summer and until the new class has committed to matriculation. Alternate list candidates who are not given positions by the start of fall semester are notified in writing (Email is considered acceptable.). Such candidates may apply to either degree program in the future, but receive no special status during subsequent admission processes. The final list of new students for fall matriculation is made public once the list has been finalized.

VI. Records

The DCT and Departmental Chairperson will maintain various records regarding the admission process. These data describe current patterns of applicant qualifications useful for completing reports and requests for information from APA or other regulatory bodies.

Applicant data will be maintained for:

1. Number of applicants
2. GPA
3. GREs
4. Sex, Ethnicity, Residency
5. Presence of Master's degree
6. Screening Team and Committee independent ratings
7. Decisions
8. Final Outcome

Section 4: Departmental Committees

I. Graduate Admissions Committee

The Clinical Admissions Committee consists of subset of full-time faculty members of the Psychology Department and 2-3 senior graduate students. . All full-time clinical faculty members will participate, as well as two full-time members from the experimental degree program. Conversely, all full-time experimental faculty members will participate in experimental admissions, as well as two full-time members from the clinical degree program. The respective degree program faculty will determine the two participants for admissions to the other degree program, usually on a rotating basis. The current policies and procedures for the Admission Committee were presented above.

All applicants invited to interview for clinical admission will be informed that a set of senior students (up to 3), who are scheduled to depart for internships the next year, will be involved in the decision making. Specifically, these students will vote to determine acceptable readiness to participate in doctoral training versus not acceptable. Students will base these decisions on a full review of the applicant's file, interviewing a subset of those applicants, consultations with other students, and participation in the faculty discussion prior to the acceptable, not acceptable vote that follows interview weekend.

1. Only students who have applied to APPIC internships for the subsequent year are eligible to participate in the admissions process.
2. The Psychology Graduate Student Association will identify up to three eligible students to participate; less than three will be acceptable, if there are not three eligible and willing participants. The participating students will form a single interview team. If there is only one eligible student, that student will be assigned to a faculty team.

II. The Clinical Training Committee (CTC) / Experimental Training Committee (ETC)

The CTC consists of all full-time clinical faculty plus two student representatives from the PGSA. Student members have full voting rights on all programmatic issues. Simple majority votes are used whenever consensus cannot be reached, and the issue must be resolved. Student members are excused from all committee activity regarding student evaluations or faculty affairs. The CTC considers any and all business of the doctoral program in clinical psychology. The Committee is chaired by the DCT. Generally, meetings are convened weekly or on an as-needed basis. Attendance, all decisions, and all votes are recorded in the minutes of every meeting. Minutes are maintained and distributed to committee members for review.

The CTC establishes policies and procedures germane to the clinical doctoral program. Specifically, policies and procedures articulated in the Clinical Student Handbook, the Psychology Clinic Manual, parts of this Departmental Graduate Studies Manual, and relevant sections of the Graduate Catalog are all subject to at least annual review by the committee. The CTC assumes full responsibility over the professional components of doctoral training in clinical psychology. The professional components of doctoral training are defined and limited to the following program processes: all operations of the Psychology Clinic; required and elective clinical courses; community and clinic practicum; interdisciplinary training; semi-annual formal written summaries of clinical student progress; ethical and professional conduct of clinical students; service learning positions and externships in community agencies; the weekly Brown Bag schedule and clinical workshops; student readiness for clinical internship; and acceptance of the student's final Graduation Checklist. Whenever adjustments in non-professional aspects of doctoral training (e.g., dissertation guidelines) are recommended by the CTC, the committee will propose those changes to the Psychology Department for approval.

The CTC serves as a board of directors for the DCT and the Clinic Director. The DCT and Clinic Director implement committee policy. If the committee recommends a change in administrative personnel for any variety of reasons, the Departmental Chair and the Dean of the College will review the request and render a decision.

The CTC reviews all evaluative student information twice each year, usually in January and June. Written reports are prepared by the DCT and submitted to individual students and their advisors regarding the committee's interpretation of the student's progress.

The ETC consists of all full-time experimental faculty members. The ETC considers any and all business of the MS program in experimental psychology. The committee is chaired by the Department Chair or appointed member of the ETC. Generally, meetings are convened on an as-needed basis.

The ETC establishes policies and procedures germane to the MS experimental program and the proposed Experimental Ph.D. program. Specifically, policies and procedures articulated in the Clinical Student Handbook, the MS Experimental Student Handbook, parts of this Departmental Graduate Studies Manual, and relevant sections of the Graduate Catalog are all subject to at least annual review by the Committee. The ETC assumes full responsibility over the professional components of training in experimental psychology. As with the CTC, whenever adjustments in non-professional aspects of experimental training (e.g., thesis guidelines) are recommended by the ETC, the committee will propose those changes to the Psychology Department for approval.

The ETC serves as a board of directors for the Program Director. The Program Director or the appointed member of the ETC implements committee policy. If the committee recommends a change in administrative personnel for any variety of reasons, the Departmental Chair and the Dean of the College will review the request and render a decision.

If the proposed Experimental Ph.D. program receives approval, changes will be made to the description and responsibilities of the ETC. In general, the ETC will function in a manner analogous to the CTC.

III. Tenure/Promotion Committees

All recommendations for tenure and promotion will be made by the faculty candidate's Department Tenure/Promotion committee to the Department Chairperson. The Chairperson will forward the committee's recommendation along with his/her own to the College Advisory Committee on Promotion and Tenure. See college guideline for timeline for consideration of tenure and promotion.

The composition of the Department Tenure/Promotion committee will be determined in the following manner. The candidate selects one departmental faculty member who is guaranteed inclusion on the committee. The candidate also submits a list of at least two undergraduates, two graduate students, and two tenured, non-departmental faculty members to the Chair for possible inclusion on the committee. The Department Chair selects three departmental faculty members for the committee. The Chair makes all reasonable efforts to balance the faculty composition of the committee in terms of sex, field, and tenure status. The Chair also attempts to rotate faculty across tenure/promotion committee assignments to spread the responsibility as evenly as possible across the available faculty. The four departmental faculty assigned to the committee convene and select a chair for the tenure/promotion committee. The faculty members review the nominations submitted by the candidate and select one undergraduate, one graduate, and one tenured external faculty member for the committee.

Excluded from consideration for committee assignment are the Department Chair, any faculty member being considered for tenure/promotion/periodic performance review (PPR) during the same academic year, and any faculty member serving on the College of Arts and Sciences Tenure/Promotion Advisory Committee during the same academic year.

By August 1st, the faculty member to be considered will submit a list of one-to-three colleagues he or she would like the Department Chair to contact as external reviewers. Prior to submission of the list, the faculty member will contact the potential reviewers and solicit their participation. Individuals that might pose a conflict of interest (e.g., Chair of his/her dissertation committee, fellow graduate student) are not eligible to serve as external reviewers. If the potential reviewer(s) agrees, the candidate can forward his/her name to the Chair who will formally contact them and solicit their external letters of review. The candidate will provide the Department Chair a current curriculum vitae and copies of manuscripts or preprints for the review period that will be sent to the external reviewers. The letters provided by the external reviewer(s) will become part of the tenure and/or promotion portfolio of the faculty member. At least one completed external review will be required for each tenure and/or promotion decision.

All faculty members of the department will have access to all tenure/promotion documents. All faculty members are required to cast a secret ballot in support, denial, or abstention for tenure and/or promotion for the candidate. This ballot is cast independently from the tenure/promotion committee evaluation. Members of that committee cast their ballot after

completing the candidate's evaluation. The Department Chair includes the departmental vote as part of his/her report to the Dean.

IV. Periodic Performance Review Committees

Review Schedule: Periodic Performance Reviews (PPRs) are conducted every fifth year for all tenured faculty members of the Psychology Department, beginning with the fifth year after the awarding of tenure. An evaluation for promotion to full professorship shall be considered an adequate substitute for a PPR.

Purpose of the PPR and overview of the PPR process: The PPR is designed to enhance faculty performance. The PPR is not a re-tenuring process. Each faculty member is charged to outline individual goals for the subsequent five-year period. Resources needed to accomplish those goals are identified. The PPR committee reviews the faculty member's performance relative to those goals, teaching load, and administrative assignments. Subsequently, the Department Chair works with the faculty member to obtain the needed resources to accomplish those goals, considering anticipated teaching load and administrative assignments. The process is then repeated every five years.

Part 1: Performance Variables Under Consideration

A. Teaching

The Department of Psychology expects that teaching will be carried on with a high level of engagement and with a strong commitment to students. Depending on the faculty member's individual goals, teaching load, and administrative assignments, the following indicators might be considered by the PPR Committee: courses will be well-organized, thoughtful, and reflect a continuing and developing interest on the teacher's part in his or her discipline; assignments will be challenging and returned within a reasonable time frame; faculty will mentor students and supervise individual research and clinical practica (if applicable). Central to the evaluation of teaching could be formal course evaluations, practicum evaluations (if applicable), informal student input, the Chair's annual evaluations of teaching performance, course syllabi, participation as a research mentor and/or clinical supervisor, faculty member's self-assessment of teaching strategies and philosophy, and participation in overload teaching.

B. Research and Scholarship

The Department of Psychology expects that faculty will actively pursue research and/or other scholarly activities. Depending on the faculty member's individual goals, teaching load, and administrative assignments, the following indicators might be considered by the PPR Committee: research and/or scholarly activities that demonstrate the faculty member is engaged in an appropriate professional dialogue in his or her field, is active in publication and in scholarship that is taken seriously by other respected scholars in the field, and has knowledge of continuing developments in the field. Central to evaluation of research and scholarship could be articles published in professionally peer-reviewed journals or books, articles published in non-peer-reviewed journals or books, monographs, conference presentations, research mentoring and

supervision, grant applications, grant funding, ad hoc manuscript reviews or editorship of journals, and the Chair's annual evaluations of research and scholarly activities.

C. Professionally-Related & University Service

The Department of Psychology expects that faculty will actively contribute to the welfare of the department, the university, the local community, and/or the professional community. Depending on the faculty member's individual goals, teaching load, and administrative assignments, the following indicators might be considered by the PPR committee: regular service on departmental committees, including but not limited to standing departmental committees, graduate exam committees, promotion/tenure committees, and other ad hoc departmental committees; participation on college/university committees and governing bodies; service as GFRs for other departments and colleges; professionally related public service and service to the discipline. Central to evaluation of service could be membership in professional associations, committee participation in professional organizations, professional association leadership roles, standing university committee participation, departmental ad hoc committee participation, participation in community organizations, presentation to university and community groups/audiences, GFR participation, clinical service provision (if applicable), the Chair's annual evaluation of contributions to faculty business, and supportive references from colleagues.

Part 2: Process of evaluation

A. By October 1st:

The faculty member being reviewed will prepare a self evaluation that addresses his/her performance in each of the three areas (Teaching; Research and Scholarship; Professionally Related and Public Service) during the five year review period relative to his/her previously identified goals, teaching load, and administrative assignments. If the PPR is the first since tenure, the faculty member is charged to review his/her performance and identify goals for the subsequent five-year period. The document is to be brief (e.g., 1-2 pages per section), but needs to address all goals previously identified.

The Chair will forward the faculty member's self-evaluation along with the Chair's annual reviews during each year of the five-year review period to the PPR Committee.

Periodic Performance Review Committee Compositions: The PPR committee consists of two FTE departmental faculty and one student. The faculty member being reviewed selects one departmental faculty member (guaranteed inclusion to the committee) and provides a list (if possible) of at least two students. The Chair will select one departmental faculty member, making a reasonable effort for gender balance, field balance, tenured/nontenured representation, and rotation across committee assignments. The two designated departmental faculty members will select one student representative from the list provided by the faculty member. Excluded from the committee membership will be the Chair and other faculty members undergoing a PPR, tenure, or promotion review that academic year.

B. By December 1st:

Committee Responsibilities: The designated PPR committee is responsible for reviewing the self-evaluation and annual reviews, consideration of progress toward identified goals, and consideration of needed resources that might help the faculty member during the subsequent five-year period. The committee will consider multiple kinds of evidence to perform the evaluation. The PPR committee constructs a brief report (e.g., less than two pages) that summarizes the faculty member's performance, progress toward goals, and recommended changes (if any) in resource allocation or individual goals. Committee evaluation of performance is always considered relative to the faculty member's teaching load, individual goals, and administrative assignments. Inconsistencies, if any, between faculty member performance and goals are viewed as challenges for the PPR committee. The committee will make recommendations to the Chair and the faculty member regarding changes in individual goals, resource allocation, teaching load, and/or administrative assignments that would enhance the performance of the faculty member during the subsequent five-year period. The PPR Committee may choose to recognize exemplary performance during the five-year review period and recommend appropriate departmental recognition, including, but not limited to, merit pay raises.

The faculty member being evaluated will have five working days to respond to the PPR committee summary. The self-evaluation, the PPR committee summary, and the faculty response to the PPR summary, if any, will then be forwarded to the Chair of the department.

C. By the second week of spring semester:

Chair's Responsibilities: The Chair will review the faculty member's self-evaluation, the PPR summary, the faculty member's response to the summary, if any, and the annual evaluations. All documents will be included in the appendices of the Chair's PPR report. The Chair will respond to the recommendations of the PPR committee and the faculty member, negotiating modifications (as necessary) regarding any requests for changes in resource allocation, teaching load, and/or administrative assignments.

The PPR report will serve both as a summary review of five years' service and as the annual review for the year in which it is completed.

The Chair will present his/her written recommendations to the faculty member being reviewed by the second week of spring semester. The person being reviewed will have five working days to make a written response.

Part III: Faculty planning in response to the PPR report

By the end of the third week of spring semester, the person under review, after reading the reports and recommendations from the Chair and committee, will write a brief five-year plan outlining individual goals in the areas of teaching, research, and service. The faculty member's plan must consider the teaching load, administrative assignments, and departmental resources needed to reasonably accomplish her/his individual goals. The Chair will discuss this plan with the faculty member under review before all materials are submitted to the Dean.

V. Clinical Advisory Board

Function

The Clinical Psychology Program Advisory Board is designed as a formal mechanism for maintaining liaison between the university's doctoral training program in clinical psychology and the local, regional, and state representatives of the profession and psychological service agencies. The Board is deemed essential for providing the program with information relevant to the current practice of clinical psychology and for dissemination of program information back to the university, the community, and employers of psychologists. Although the Department of Psychology is ultimately responsible for curriculum development, student and faculty selection, and administrative matters, the Board provides a systematic opportunity for program advisement. The Board is charged to concurrently consider the needs of Idaho residents, the profession of psychology, and the clinical training program at ISU in its deliberations.

Board Composition

The composition of the Board is designed to assure representation from the profession and related institutions. Appointment terms are staggered to provide for continuity. Nine members plus five ex-officio ISU personnel may serve on the Board at any one time.

A. Professional Representatives

1. One member of the Idaho Psychological Association, appointed by that association's Board of Directors
2. One member of the State Board of Psychologist Examiners
3. One licensed psychologist in private practice in the local community
4. One alumnus from the ISU Clinical Ph.D. program
5. One licensed psychologist with expertise in multiculturalism

B. Institutional Representatives (one from each organization)

1. State Hospital South
2. Mental Health & Adult/Child Development Center
3. Hospital or Medical Facility
4. The Idaho State University Interdisciplinary Evaluation Team
5. The Family Practice Residency Program at Idaho State University
6. State Correctional Facility

C. Ex-officio Members of the Advisory Board

1. The Psychology Department Chairperson
2. The Director of Clinical Training
3. The Director of the Psychology Clinic
4. Dean of the College of Arts & Sciences
5. Dean of the College of Health Professions

Meetings

The Board meets at least bi-annually on the ISU campus, usually in April or mid-spring semester. Minutes are maintained by the Office Specialist for the clinic. Agendas are distributed in advance to all members of the Board, subject to approval by the Board Chairperson. Each year the Board elects its own Chairperson from among the membership. The Office Specialist for the clinic provides staff services for the Board as needed.

Budget

In past the clinical training program has allocated \$1500 per year for Board expenses. Expenditures are limited to communications (e.g., conference calls, postage), food service for on-campus meetings, and the transportation and lodging expenses of Board members not residing in southeast Idaho. The Office Specialists for the clinic maintains records of all expenditures and provides an annual report to the Board.

VI. The Grievance Process and the Grievance Committee

Students or faculty may lodge complaints against other students or other faculty or a departmental committee. Any number of disputes, both minor and major can arise. Several informal strategies exist to resolve problems. Students and faculty are strongly encouraged to seek informal solutions as the best, first step. Consultation with academic advisors, the Department Chair, the DCT, the Clinic Director, students, faculty, or the secretaries will often lead to quick, satisfactory resolution of any number of problems. Often, the only issue is a lack of information.

If an informal approach to conflict resolution is unsatisfactory to the complainant (i.e., the person making the complaint), the first formal step is to put the complaint in writing and submit it to the appropriate administrator. If the complaint involves a clinical program issue, submit the complaint to the DCT; if the complaint involves Psychology Clinic operations, submit the complaint to the Clinic Director; complaints involving sexual harassment or discriminatory practices should be forwarded to the Office of Affirmative Action; all other complaints should be directed to the Department Chair. If a student is reluctant to formally complain within the department, the student can submit a written complaint to the Dean of the College of Arts and Sciences or the Dean of Graduate Studies. All written complaints should include the following minimum information:

1. the name of complaine (i.e., the person or institutional entity against whom the complaint is lodged) and the complainant
2. the date of the alleged incident or general time frame
3. the allegation, specifying what the complaine did and the reason the action is considered wrong

4. any evidence in support of the allegation
5. perceived actions that would constitute a fair redress of the grievance

If the complaint involves appeal of a grade or appeal of program dismissal, all steps and time frames outlined in the Graduate Catalog must be followed. For all other written complaints, the Department Chair, DCT, or the Clinic Director will respond within five working days. Administrators outside the department will exercise their own time frame. The Chair, DCT, or Clinic Director is free to consult departmental faculty or the CTC regarding the complaint. Complainants may be asked to meet with the relevant administrator to provide additional information. Complainants may choose to bring a member of the Psychology Graduate Student Association or a faculty member with them to provide information or social support. The Chair, DCT, or Clinic Director will respond in writing within five working days of any such informational meetings.

It is possible that the complaint cannot be resolved at the administrative level within the department. Two courses of action are open to the complainant. First, if the complaint involves appeals of a course grade or program dismissal, specific steps outlined in the Graduate Catalog must be followed. The complainant is referred to the section entitled “Appeals of Grade or Dismissal.” A series of actions then ensue, providing due process for both the complainant and complaine (or institutional entity). These steps may eventually involve the Dean of the College or the Graduate Council.

A complainant may appeal all other grievances to the Departmental Grievance Committee. The committee will not hear grade appeals or program dismissal appeals. It is assumed that only substantive problems will be brought before the Departmental Grievance Committee. The following problems are currently considered “substantive”:

1. Probationary Status
2. Allegations of ethical misconduct
3. CTC rejection of a student’s eligibility to apply for APPIC internship

The Grievance Committee is a standing committee, appointed annually by the Department Chair. The Grievance Committee consists of four full-time faculty members of the department, two from the clinical faculty and two from the non-clinical faculty, and three students elected by the Psychology Graduate Student Association. Committee members, who perceive themselves as unable to impartially review a specific complaint as a function of familiarity with the contesting parties, will be excused from committee responsibility and replaced by an individual nominated by the Department Chair or the Psychology Graduate Student Association.

The Grievance Committee will review all written documents pertaining to the complaint; the committee will accept any additional material the complainant or the complaine may wish to present. At a closed meeting, the committee will meet separately with each party, allowing oral presentation and the introduction of any testimony the complainant (complaine) may wish to present. Complainants may invite a fellow student from the Psychology Graduate Student

Association to attend the meeting to provide information and/or support. All individuals appearing before the committee may be questioned by any member of the committee. No “rules-of-evidence” are defined; committee members will base their decisions on the preponderance of evidence. Upon hearing both parties and reviewing all the information, the committee will recommend a course of action to the Department Chairperson (or the Dean of the College in the case of complaints against the Departmental Chairperson). The Department Chair will render a final departmental decision. No additional appeal processes are available within the department. Regardless of the departmental disposition, complaints of ethical violations against a licensed psychologist or a member of a psychological association can be forwarded by the complainant or the Departmental Grievance Committee to the relevant professional review board.

VII. The Psychology Clinic Quality Improvement and Program Evaluation Committee

The CTC has established a Psychology Clinic Quality Improvement and Program Evaluation Committee (QIPE). QIPE has two primary functions: 1) to oversee quality assurance measures and provide suggestions to improve clinic standards and/or documentation; 2) to design methods soliciting client feedback regarding clinic services, monitoring patient outcomes, and tracking clinic use data (e.g., demographic information, number of patients, average number of sessions, etc.). The QIPE committee works with the Clinic Director to develop and maintain an appropriate clinic data base. Members of QIPE consist of the Clinic Director (1), Office Specialists for the clinic (1), the Clinic GTAs (2), a clinical faculty member (1), and a student representative (1). The clinical faculty member is appointed by the CTC, and the Psychology Graduate Student Association nominates a student representative on an annual basis. The QIPE meets as necessary to discharge its responsibilities, but at least once each semester. The committee makes recommendations to the CTC, through the Clinic Director, regarding any changes in clinic policy and procedures that are indicated as a result of its actions. The Clinic Director incorporates the activities of QIPE into the annual Psychology Clinic report.

VIII. Ad-Hoc Committees

Many ad-hoc committees are required to manage the academic and professional tasks of the department. The following are defined in the Graduate School Catalog or the Clinical Student Handbook:

1. The Thesis Committee
2. The Qualifying Examination Committee
3. The Dissertation Committee

The Chairperson, departmental faculty, or the CTC may create other ad-hoc committees for any specific purpose. One or more graduate student representatives may be invited to participate on any ad-hoc committee with full voting privileges at the discretion of the Department Chairperson or CTC.

Section 5: Faculty Policies and Procedures

I. Faculty Workload Policy

As of the Spring 2006, the Dean of the College of Arts and Sciences approved a workload policy submitted by the Department of Psychology. The workload policy is based on an annual 30 unit workload, and the following research/graduate supervision activities will be counted toward a faculty member's annual teaching load:

- 1) Bringing one graduate student to completion of a dissertation or thesis: 2 units
- 2) Serving as a committee member on a thesis or dissertation brought to completion (e.g., successful completion of an oral defense): 1/3 unit
- 3) Participation as a member of the comprehensive exam committee for the department: 1 unit
- 4) Mentoring research experiences for undergraduates (registered in Psych 483): 1/12 unit per credit accumulated

This workload policy applies to activities subsequent to January 1, 2006.

Once a faculty member has earned 3 units, he/she has earned the equivalent of a course release. These earned units could be combined in various ways. For example, a faculty member could earn a course release by chairing one thesis to completion (2 units), participating on one dissertation committee (1/3 unit), and accumulating 2/3 unit (8 credits of 483) from mentoring undergraduate student. The Department Chair's approval for the use and timing of the course reduction will be required prior to submitting the final departmental course schedule for the upcoming semester. This will ensure that staffing needs can be met on an on-going basis for all three training programs. In the event that staffing needs preclude taking an earned course reduction, faculty members could elect to either delay 'cashing in' their course reduction or receive overload pay for teaching the course in lieu of the course reduction.

This workload policy may be implemented only to the extent that the needs of the department's curriculum are covered. The Dean retains the option of reviewing the policy with the Department Chair as needed annually. The Chair will maintain information about the number of units earned by each faculty member and the number of course reductions that were granted. If there is reason to review the workload policy with the Dean, the Dean and Chair will determine how this policy has impacted: 1) the department's ability to offer the curriculum; 2) the number of graduate students brought to completion of their degrees; 3) the research productivity of the department in terms of grants received and scholarly work published. The Dean and Chair will also review how satisfied the faculty is with this policy. They will determine at that time what modifications need to be made in the document.

II. Departmental Tenure and Promotion Guidelines

The purpose of departmental tenure and promotion guidelines is to clarify application of the College's Tenure and Promotion (T&P) document in the department, to provide departmental T&P committees more specific guidelines, and to increase consensus as to what departmental faculty expect of each other. In addition, having departmental guidelines affords faculty candidates greater protection and assures fairness at the department level.

Departmental T&P committees will continue to use professional judgment in deciding whether a given candidate's record is unsatisfactory, satisfactory, or superior in the areas of teaching, research, and service. Such judgment is thought necessary because an applicant's record might meet the benchmarks of satisfactory or superior in a number of different ways (e.g., publishing a textbook versus a number of articles). Guidelines, however, can provide commentary and a listing of exemplars for each category so as to better communicate what might be expected for someone coming up for T&P.

The guidelines are necessarily embedded within the College of Arts and Science's T&P policy. The guidelines also supplement the description of departmental Tenure and Promotion Committees which is largely limited to the selection and composition of committees, timelines, and voting procedures (see pp. 19-20). The committee forms its judgments based upon information in the applicant's official T&P file. If additional information is deemed relevant, it should be noted in the committee report.

The department decided not to specify minimums for the various areas and ranks, but to simply provide examples of the types of activity desired of our faculty. The exemplars should not be read as either a minimum or sufficient in themselves as the committee is charged to look at the candidate's overall profile in each of the three areas. For example, depending on authorship and the type of research (especially the time required to collect data and level or ranking of the journal), fewer than 4 publications may be sufficient for a rating of superior at the associate professor level. Also, the guidelines do not specifically address contractual obligations, but agreements made at the time of hire (e.g., time credited, submit a grant in return for startup lab funding, licensure) are made available to the committee in its deliberation. In fact, such contractual arrangements may increase as faculty negotiate expectations as to what percent of time they devote to teaching and service versus research activities.

A. Teaching

Teaching is the primary activity for most faculty members, and all psychology faculty members contribute at both the undergraduate and graduate levels. Teaching activities include development and delivery of formal coursework, mentoring undergraduate projects, supervising theses and dissertations, as well as curriculum contributions to other departments. The department employs a uniform course rating survey as one measure of teaching effectiveness. It is recognized that student ratings vary by type of course and must be interpreted in light of sample size and graduate versus undergraduates. However, departmental faculty members are expected to be responsive to student feedback. The evaluation of teaching also involves assessing the quality of instructional design as reflected

in course objectives, methodology, presenting contemporary course content, and effective use of technology and /or other innovative teaching techniques. Evidence of effective teaching may be provided in the faculty member's syllabi and teaching materials, annual evaluations, and teaching portfolios. The following exemplars illustrate the criteria underlying the three ratings for teaching.

Unsatisfactory	Satisfactory	Superior
<ul style="list-style-type: none"> ● Consistent course ratings < 50% agreement ● No supervision of a thesis or dissertation to completion ● No indication of improvements and updates made to courses ● No indication of professional development 	<ul style="list-style-type: none"> ● Consistent course ratings between 60% and 80% ● Supervised a thesis or dissertation to completion ● Served on other thesis or dissertation committees ● Indication of improvements and updates made to courses ● Evidence of professional development ● Evidence of quality undergraduate research mentoring and supervision 	<ul style="list-style-type: none"> ● Consistent course ratings > 80% ● Supervised more than 1 thesis or dissertation from proposal to defense ● Served on several committees, including thesis and dissertation committees ● Indication of consistent improvements and updates to courses ● Evidence of significant professional development ● Evidence of innovative or effective teaching techniques ● Consistent evidence of quality undergraduate research mentoring and supervision

B. Research

Engagement in research is a required role of psychology faculty. All legitimate forms of scholarship are valued in the department including authoring textbooks, pedagogical studies, and reviewing books. However, independent empirical research is expected. It is also recognized that some forms of research may be more time intensive and that periodicals range in requirements and prestige. Faculty may have contractual obligations related to start-up and grant application. Others may have administrative duties that should be taken into account in considering their research record. The department recognizes all research efforts that are peer-reviewed contributions, and allows T&P committees flexibility in evaluating the applicant's research in context. The following exemplars illustrate the criteria underlying the three ratings for research.

Unsatisfactory	Satisfactory	Superior
<ul style="list-style-type: none"> • No peer-reviewed publications based on work beyond graduate school or post-doc • No external grant submissions • No internal grant awards • 0-2 conference presentations • No supervision of thesis or dissertation to completion • Little or no involvement of students in research program 	<ul style="list-style-type: none"> • 2-3 peer-reviewed research publications • Evidence of research productivity independent of graduate school mentor and/or postdoc supervisor • Submission of an external grant • At least 1 internal grant awarded • 3-4 reviewed conference presentations • Supervised a thesis or dissertation to completion • Regular service on thesis and dissertation committees • Involvement of undergraduate and graduate students in research program • External reviewers consider work to be satisfactory 	<ul style="list-style-type: none"> • 4 or more peer-reviewed publications • Favorable scores or reviews on external grant • Record of several internal grants awarded • More than 4 reviewed conference presentations • Supervised more than 1 thesis or dissertation from proposal to defense • Served on several thesis/ dissertation committees • Consistent co-presentations or co-authored papers with undergraduate and/or graduate students • External reviewers consider work to be superior

C. Service

Psychology faculty are encouraged to provide service at various levels within the university (e.g., department, college, university committees), as well as within the community. Typical department service for all faculty members includes advising, participation in departmental meetings, student admissions and faculty searches, comprehensive exams, etc. Individual faculty may additionally assist with program administration, outcome assessment, or specific department functions (e.g., website). Faculty members also are encouraged to participate in college/ university committees or programs (e.g., First Year Seminar, Honors), as well as national and regional organizations. Professional service includes editorial work and journal article reviews as well as service to professional societies. All faculty members should be willing to provide some professionally-related community service (e.g., judge science posters, assist organizational efforts/ fundraising). In general, superior service reflects professional activity and involvement beyond university service.

Unsatisfactory	Satisfactory	Superior
<ul style="list-style-type: none"> • Does not volunteer for departmental committees or tasks • Ignores or delays tasks assigned by department chair • Non-collegial behavior • Absences at faculty meetings or lack of participation in meetings • Limited evidence of involvement in undergraduate student advising 	<ul style="list-style-type: none"> • Volunteers for average number of departmental committees or tasks • Completed department tasks on time • Involved in 1-2 college/university committees, task forces, or councils • Consistent attendance at and participation in faculty meetings • Memberships in appropriate professional societies • Some professional service • Some community service • Completed some journal article reviews • Evidence of involvement in undergraduate student advising 	<ul style="list-style-type: none"> • Volunteers for above average number of departmental committees or tasks • Leadership or instrumental role in department, college/university committees, task forces, or councils • Leadership or instrumental role in regional or national organizations • Significant professional service • Significant community service • Completed several journal article reviews • Promoted or facilitated development of individuals or organizations in the community

Section 6: Student Policies, Procedures, and Annual Awards

I. Psychology Graduate Student Association

All matriculated graduate students of the Psychology Department are automatically members of the Psychology Graduate Student Association (PGSA). The association has one formal function, namely to appoint student representatives to various departmental committees. If elected by PGSA, student members of departmental committees have full voting rights on all programmatic issues. The Departmental Chair may request a student representative join any ad-hoc committees established by the department.

PGSA may pursue any other aspect of student affairs it so chooses. The association is encouraged to meet on at least a monthly basis. The department administrative assistant provides space and clerical assistance to the association upon request.

II. Graduate Teaching Assistants/Graduate Research Assistant

Currently, ten graduate teaching assistantships (GTAs) are awarded to graduate students, two for the Master of Science program in experimental program and eight for the doctoral program in clinical psychology. At the end of each semester all interested faculty members submit a request for GTAs to the Department Chair. Based upon these requests and GTAs' schedules, the Department Chair assigns GTAs to particular faculty/courses. The precise duties and work responsibilities of the GTA recipient may vary across faculty/courses, but typical duties include attending classes, grading and proctoring exams, reading and grading written responses, test construction, occasional lectures, literature reviews, and research activities. GTAs may also be asked to assist the department Administrative Assistant with clerical responsibilities or cover the front desk when the Administrative Assistant is absent. Senior GTAs may be assigned to instruct lower division psychology courses. Students who are assigned to positions as Clinic GTAs can expect to facilitate the ISU Psychology Clinic by conducting intakes, assisting junior students with assessments, performing quality assurance tasks, and other duties defined by the Clinic Director. Clinic GTAs are also required to provide coverage for the Clinic Secretary and to assist the Clinic Director.

Depending upon the demands of different courses, a student will likely be assigned to work with more than one faculty member. Regardless of the number of faculty members with whom a student works, the GTA can be assigned to work up to 20 hours per week, although current data indicate that the average hours per week is 17.8. GTAs maintain a contact log of all hours spent performing GTA duties. These data are used to assess the workload associated with particular courses and the related demands of the GTA. The number of hours a GTA reports will have no direct impact on the continuation of his/her assistantship or on the amount of her/his stipend. A copy of the GTA Data Collection Form can be found in the Appendix.

On condition of accepting a Graduate Teaching Assistantship, a student agrees to fulfill those responsibilities associated with being a GTA. Moreover, those duties must be given precedence over any non-academic responsibilities. A student's unwillingness or inability to

complete tasks associated with her/his GTA position may be grounds for removal of the assistantship. Other grounds for removal of an assistantship include: (a) a grade point average below 3.00 in graduate-level courses; (b) insufficient progress toward degree completion; and, (c) unsatisfactory GTA performance evaluations by supervisor(s). See the appended departmental evaluation form used each semester for all departmental GTAs by each supervisor. Students who receive a GTA in a given year are not guaranteed such a position in subsequent years. GTAs are assigned on a yearly basis, and students who are interested in being considered for these positions must re-apply each year.

Pending financial support from the Office of Sponsored Programs, the department has awarded in the past one departmental Research Assistant (RA) position each year. This was a 12-month appointment. The RA was assigned a faculty supervisor who assisted the RA in defining the goals for each semester. Any activity that facilitates faculty research productivity was considered appropriate. Literature reviews, data collection, data analysis, supervising undergraduates, and helping with grant submissions were all typical activities of the RA. The RA maintained a contact log and was evaluated in a manner similar to the GTAs (see the appended form). All policies regarding conditions of acceptance are as described above for GTAs. Although funding for this position does not exist currently, the department hopes that such funding will be available in the future.

III. Graduate Teaching Assistant Allocation Policy

As per the policy approved on January 20, 2009 and to be implemented beginning Fall of 2009, GTAs in the Department of Psychology will be assigned to assist regular FTE faculty based upon the following criteria:

- 1) Undergraduate course with 50+ students enrolled
- 2) Undergraduate course with an accompanying laboratory (e.g., Psyc 227, Psyc 303)
- 3) Section of Senior Seminar (Psyc 491)
- 4) Undergraduate course with 20+ students enrolled with a daily “live” participation requirement
- 5) Graduate course in the testing sequence (i.e., Psyc 620 and Psyc 621)

GTA assignments will be made each semester. Faculty members with one of the above teaching assignments will be granted a GTA for 5 hours per week, and faculty members with more than once of the above teaching assignments will be granted a GTA for 10 hours per week, pending available GTA resources. Remaining GTAs will be assigned to teach independently and/or assist with the management of the **SONA (XX)** system. If GTA resources allow there may be a departmental at-large GTA who could assist faculty on an as needed basis.

IV. Departmental Support for Thesis/Dissertation Research

The Psychology Department recognizes that student research is fundamental to the mission of both the M.S. and Ph.D. programs. Further, faculty mentoring of student research is a fundamental faculty job requirement. Therefore, the Psychology Department supports student thesis/dissertation research to the fullest extent possible.

A separate budget category, hereafter known as the thesis/dissertation fund, is funded each fiscal year by the Departmental Chairperson. Students with an approved thesis or dissertation (i.e., both faculty and Human Subjects Committee approvals) may use money from this budget to cover such costs as:

1. Copying
2. Paper
3. Advertising
4. Payments to Research Participants
5. Final Manuscript Preparation (binding, copying, etc.)
6. Travel
7. Other research-related expenses

The Psychology Department guarantees each student a minimum of \$100 from the fund for each project. The departmental Administrative Assistant monitors expenditures by each student and disperses money from the fund. More money per thesis/dissertation may be available in a given year as a result of successful fund-raising efforts.

Each student and her/his research director will determine how to apportion the money to needed cost categories. Expenses beyond \$100 should be anticipated by the student and research advisor, such that alternative funding sources can be approached in a timely manner. Alternative funding sources include:

1. The ISU Graduate Student Research & Scholarship Committee
2. The ISU Foundation
3. The Kasiska Foundation
4. External grant money obtained by individual faculty members or students
5. Alumni donations

V. Student Copy Service

Each student is assigned a copy access code. Each month each student user will receive a bill for the total number of copies she/he made. Copies are currently 5 cents each (double sided copies count as two copies) plus 6 percent tax on the monthly total. The bill is payable within 10 days of receipt. Abuse of this system can lead to revocation of a student's privilege to use the department's copy machine. Students are required to bring their own paper when using the printers in the 4th floor computer lab. The department secretary will sell students a ream of copy paper upon request, which can be paid for via the monthly copy bill system.

VI. Public Communications Warning to Students

The University reminds you that any website, blog, email, email signature, or answering machine message is literally an announcement to the general public. Part of that general public is any internship program, client, employer, or legal authority, any of whom may conduct an online search to learn more about you. Be aware that any ill-considered, unprofessional posting

may reflect badly on you and on our program. Indeed, a number of negative episodes have occurred in training programs and at universities where graduate students have been negatively affected by material they posted on websites, emails, and answering machines.

Obviously, the Department of Psychology has no authority or desire to restrict your freedom of speech. If you identify yourself as a graduate student in our program, however, we have an interest in how you portray yourself. In an extreme case that you might describe unethical or illegal behavior online, that information could be used to determine continued eligibility for graduate training in psychology. Recall that you are expected to adhere to the APA Ethical Code of Conduct, which includes obeying the law. In the risk avoidance spirit in which this warning is intended, the program advises each student and faculty member to approach very carefully any online announcements. Always keep this question in mind: "Have I have posted anything that I would not want the program faculty, employers, family, or clients to read or view?" Always remain concerned about professional demeanor and your personal presentation. If you have any questions regarding "safe" web practices, do not hesitate to contact the Department Chair, CTC, or ETC.

VII. Research Participation

In order to enhance students' understanding and appreciation for research, the Department of Psychology adopted guidelines for the management of the Research Participant Pool. Students enrolled in Psychology 101 (Introduction to Psychology) and Psychology 225 (Child Development) will be required to complete 5 credits (2.5 hours) of research experience. One unit of credit is earned for each half hour of research participation. Students may complete their required research by either participating in department research or by completing alternative research activities as designated by their instructor and described in their course syllabus. The Department of Psychology also adopted a contingency-based system to reduce the frequency of participant no-shows for research studies. Participants who sign-up for a research study, but do not show-up (unless the participant has a university excuse with the appropriate documentation or cancels his/her appointment 1 hour prior to the research session), will be penalized the equivalent of two units of research credit (1 hour).

Section 7: Annual Department Awards

I. Graduate Student Awards

The purpose of these awards is to recognize outstanding graduate student performance during the current academic year. At the end of each academic year, the faculty consider nominations for nine student awards, two Outstanding Graduate Student Awards and up to seven Professional Development Awards.

Outstanding Graduate Student Awards

One student from the Ph.D. Clinical program and one student from the MS Experimental program are selected as the Outstanding Graduate Students from these two programs. Faculty are asked to nominate candidates from the doctoral and masters degree programs each spring. Faculty then discuss the nominees for these two awards in terms of the following criteria:

1. Academic performance: consistently high performance in coursework, research, and clinical training (if applicable);
2. Initiative in going beyond program minimums in research, clinical training (if applicable), and/or service;
3. Departmental citizenship: contributes to department in collaborative, cooperative manner; demonstrates respect for peers and faculty; conveys enthusiasm for learning and developing as a professional;
4. Professional development: attends conferences; active in student professional groups; presents well as a professional in public forums

Upon informal discussion of the nominees, faculty vote by secret ballot to determine a winner from each graduate program. The student with the most votes wins. The outstanding graduate student award is announced at the department's end-of-the-year party. The student's name is engraved in the Outstanding Graduate Student plaque displayed in the Psychology Department office.

Professional Development Awards

An analogous process is conducted for the other seven professional development awards. One third or fourth year student from the Ph.D. Clinical program and one first or second year student from either the MS Experimental program or Ph.D. Clinical program are selected by the faculty for demonstrating excellence in academics, research, or service. In addition, one student from the Ph.D. Clinical program is selected by the CTC for demonstrating excellent clinical skills. As with the other awards, faculty nominate students from the appropriate programs and then discuss the nominees in terms of the specified criteria for each award:

Academic Awards

1. Grades and GPA
2. Overall academic performance

Research Awards

1. Poster presentations
2. Participation in research beyond required research
3. Support for others' research (e.g., help collect or enter data for fellow graduate student or faculty mentor)
4. Oral presentations
5. Publications and manuscript submissions

Service Awards

1. Involved in external or internal activities/service
2. Demonstrates professionalism in the community and/or in the department
3. Represents ISU and the department in the community
4. Participation in committee activities outside of the department (e.g., membership on community boards)

Clinical Award

1. Clinical hours
2. Demonstrates clinical professionalism
3. Knowledge of treatments
4. Use of creative/flexible interventions
5. Professional record keeping
6. Workshop attendance (beyond required workshops)

Upon informal discussion of the nominees, faculty vote by secret ballot to determine winners of each award. The student with the most votes wins. The faculty reserve the right not to present an award if there is not an acceptable recipient. Students may only receive one award in a given year. Recipients of the Outstanding Graduate Student Awards are not eligible for consideration for the professional development awards. As with the Outstanding Graduate Student Awards, the recipients of each award are announced at the department's end-of-the-year party.

II. Community Partnership Award

The purpose of this award is recognize the vital role that our community agencies play in supporting the Department of Psychology at ISU. During the Spring semester of the academic year, the Department of Psychology regular faculty and graduate student representatives to the faculty will select a recipient for the Community Partnership Award. Nominations may be received from faculty members and graduate students. In selecting a recipient, faculty and graduate student representatives may consider any or all contributors made to the department by the agency, including but not limited to, creating research opportunities, providing practicum experiences, and offering paid service learning or externship positions. Faculty and graduate student representatives will vote by secret ballot during a regular faculty meeting. A representative of the agency will be invited to attend the Department's end-of-the-year party, at which time the agency will be recognized and awarded a certificate of appreciate.

Section 8: Departmental Calendar

August

DCT ensures Ph.D. Programs of Study are submitted to the Graduate School for students taking the Qualifying Examination

Clinical graduate students to submit APPIC forms and Professional Activity Lists for summer semester

DCT informs Grants Accounting Office about students, agencies, hourly rates for fall semester; orients all incoming students funded via contracts about required forms necessary to receive payments from ISU

Prior to onset of fall semester classes - all summer semester clinic and community practicum evaluations due

Revisions of Clinical Student Handbook (DCT), Experimental Student Handbook (appointed ETC member or future DET), Graduate Studies Manual (Chair), and Psychology Clinic Policies and Procedures (Clinic Director), based on faculty decisions made during the previous academic year, are completed and available for distribution by the start of the fall semester

Qualifying Exam - begins the Friday that precedes the first day of classes by 10 days

Clinic Director submits annual report to Chair and CTC

Clinic Director may attend meeting of the Association of Directors of Psychology Training Clinics at APA convention (if unable to attend the midwinter meeting)

Department Chair assigns GTAs to courses/faculty

Department Chair assigns graduate student offices

Instructors in PSYC 201 introduce the goals of the undergraduate psychology major for all undergraduates

Organizational/Orientation Meetings - first/second week of class

1. DCT, DET, and Chair meet with all graduate students: typical issues include: malpractice insurance receipts (423, 724, 748), APPIC forms, time cards and the payroll system, complaint resolution, committee formation, and a variety of forms, rules, and regulations.
2. CTC meets with all clinical students - review revised Clinical Student Handbook (first Brown Bag)
3. Clinic Director meets with all clinical students - review Psychology Clinic Policy and Procedures (second Brown Bag)
4. Clinic Director meets with all PSYC 425 undergraduates – orients to Clinic & obtains

- needed signatures on HIPPA forms
5. DET and experimental faculty meet with all MS Experimental students to review program requirements

DCT updates the clinical sections of department's webpage; Clinic Director updates clinics webpage; DET updates experimental program webpage

Diversity Coordinator submits annual report to Chair and DCT

Initial spring semester class schedule prepared by the Department Chair

September

Qualifying Exam completed

DCT completes annual COA online survey of accredited clinical programs and submits any narrative documents required by COA (due September 15th)

Psychology Graduate Student Association appoints two (2) students to the CTC, two (2) students to the Department Faculty Committee, three (3) students to the Grievance Committee, one (1) student to the Psychology Clinic QIPE committee, and one (1) student as CUDCP Liaison

Department Chair appoints four (4) FTE faculty to Grievance Committee

Department Chair organizes brief research presentations by all FTE faculty for new graduate students (usually 3-4 presentations during each Monday noon hour)

Recruitment/Diversity Coordinator

1. organizes annual recruitment day on campus
2. visits regional campuses (Sept or October)
3. discusses revisions for application packet with faculty
4. collaborates with DCT to prepare application packet (ready by September 15)
5. prepares annual report to be discussed with the faculty

DCT meets with APPIC applicant group (second meeting)

CTC begins review of Annual Student Survey and Alumni Survey for preceding year

DCT submits MS applications for incoming Ph. D. students; needed by Graduate School, since the MS will be earned enroute to the Ph.D., but the students applied to the Ph.D. program - no charge for this second form.

DCT & Recruitment Coordinator ensure all online applications forms updated and ready for use by September 15

October

October 1- Graduation Checklists submitted by the 4th year students to DCT, if considering internship applications

October 1 - all incoming students are required to designate a research advisor

Idaho Health Conference (usually late October)

October 15 – temporal guideline for APPIC applicants to convene a dissertation prospectus

DCT solicits “strengths/weaknesses” from each intern applicant for online AAPI form
DCT reviews interns applicant’s online submission of AAPI and inserts verification and evaluative information

November

November 1 - Deadline to gain CTC approval to apply to APPIC internships (some flexibility in this, based on APPIC site application deadlines)

November 1 - applications for admission to experimental program due (spring matriculation)

Department reviews Annual Graduate Student Survey and Annual Alumni Survey as per Outcome Assessment procedures and as reported by the DCT and CTC

CTC assigns students to practicum teams/placements for spring semester

First-year clinical students complete Area Requirement Plan of Completion (DCT & Chair), and, if needed, the MS Equivalency Review form (DCT & Chair)

DCT recommends dates for Research Forum and Visit Weekend to faculty; disseminates information to current students to prepare for Research Forum

DCT obtains copy of completed AAPI forms

December

Faculty submit requests for GTAs for spring semester to Dept Chair; Chair makes all adjustments to assignments for spring semester

Monday after finals week - due date for clinical graduate students to submit AAPIC Forms for fall semester

GTAs submit semester service logs (hours by task by professor) to Chair

Friday of finals week – faculty/community supervisors complete:

all fall semester clinic and community practicum evaluations
all fall semester GTA and Research Assistant evaluations

Formal evaluations of externs and service learning position students completed by site supervisors

Completion of the senior paper/senior seminar course for psychology majors

Recruitment/Diversity Coordinator sends the annual newsletter to alumni of the Psychology Department programs

Undergraduate entry-level survey completed by students in PSYC 201; Graduate senior survey completed in PSYC 491

DCT checks all class registration of clinical students for spring semester

DCT posts student/mentor list for research forum and arranges the date for the research forum

DCT collects fall syllabi for graduate courses

January

Recommended guideline for second year students to convene a thesis prospectus meeting

Recommended guideline for third year students to defend their thesis

Initial fall and summer semester class schedule prepared by the Department Chair

Fall semester semi-annual clinical student evaluations completed by CTC; evaluations distributed to students and advisors

DCT attends annual meeting of the Council of University Directors of Clinical Psychology

All application materials for clinical program due January 1st; DCT and department secretary prepare all applicant folders for faculty review; faculty initiate review of folders; DCT and Chair determine screening teams and schedule all deadlines for admissions process

Instructors in PSYC 201 introduce the goals of the undergraduate psychology major for all undergraduates

Re-take of the written portion of the Qualifying Exam (if necessary)

February

Admissions Committee makes initial interview/reject offers to clinical applicants

National Matching Service announces APPIC internship assignments

DCT prepares funding application packet for next academic year; distributes student request form; checks with all service learning/externship sites to determine availability

Chair attends annual mid-winter meeting of COGDOP

Clinic Director attends winter meeting of ADPTC

Late February or early March

Department Research Forum (in conjunction with interview/visit weekend)

Interview/visit weekend for clinical applicants

March

March 1 - all application materials for experimental program due (fall matriculation)

March - current graduate students submit requests for funding for the next academic year

All funding and admissions decisions completed prior to April 1

DCT and Chair revise APA's Graduate Studies in Psychology Submission

April

April 1 - all graduate program acceptance/alternate/rejection list decisions announced (could be earlier)

April 1 - all GTA/Extern/Social Learning Position/Kasiska and alternate lists decisions announced (could be earlier)

April 15 - deadline for applicants offered a position for graduate programs to accept/reject offers; alternate list activated by DCT

Department Chair appoints members of the Qualifying Exam Committee for the subsequent academic year

CTC assigns students to practicum teams/placements for summer and fall semesters

Clinical Program Advisory Board annual/biannual meeting (around April 15th)

Survey of Psychology Department alumni mailed by the Office of Institutional Research (could be in May)

Annual Graduate Student Survey edited/revised by CTC

Faculty nominate students for the Graduate Student Awards

Faculty and students provide nominations for the Community Partnership Award

DCT prepares and distributes APA Annual Data Collection Instrument to students and faculty

Department Chair reminds GTAs to make arrangements for payment of summer fees

DCT checks all Fall registration of clinical graduate students

May

Idaho Psychological Association annual conference (usually first weekend; could be in April)

Qualifying Exam reading list available within one week after spring semester ends

Faculty submit requests for GTAs for fall semester to Department Chair

Monday after finals week - due date for clinical graduate students to submit AAPIC Forms for spring semester

Friday of finals week supervisors complete

- all spring semester clinic and community practicum evaluations

- all spring semester externship and service learning evaluations (can be deferred until July for students on 11-month contracts)

- all spring semester GTA and Research Assistant evaluations

GTAs and RAs submit semester service logs (hours) to Chair

Revisions in service learning/externship contracts negotiated with community sites (DCT)

Completion of the senior paper/senior seminar course for psychology majors

DCT meets with new APPIC applicant group (first meeting)

DCT distributes Annual Graduate Student Survey

Department announces Graduate Student Awards

DCT collects all syllabi for spring semester graduate courses

Entry-level survey completed by students in PSYC 201; Graduate senior survey completed in PSYC 491

June

Spring semester semi-annual clinical student evaluations completed by CTC; CTC reviews the cumulative record of all potential internship applicants and adjusts recommendation accordingly; DCT distributes evaluations to students and advisors

Annual APPIC summary data compiled and made available for clinical students & advisors by DCT

Annual Alumni Survey of doctoral students distributed by DCT

Service Learning Position/Externship contracts due in Office of Sponsored Programs (DCT)

DCT completes PR forms for all students funded with a Graduate Clinical Assistantship and/or NRTW

DCT updates APA Committee on Accreditation tables and initiates entries for the online report as per accreditation requirements (due September 15)

DCT submits Annual Outcome Assessment Report to the Dean of Arts and Sciences

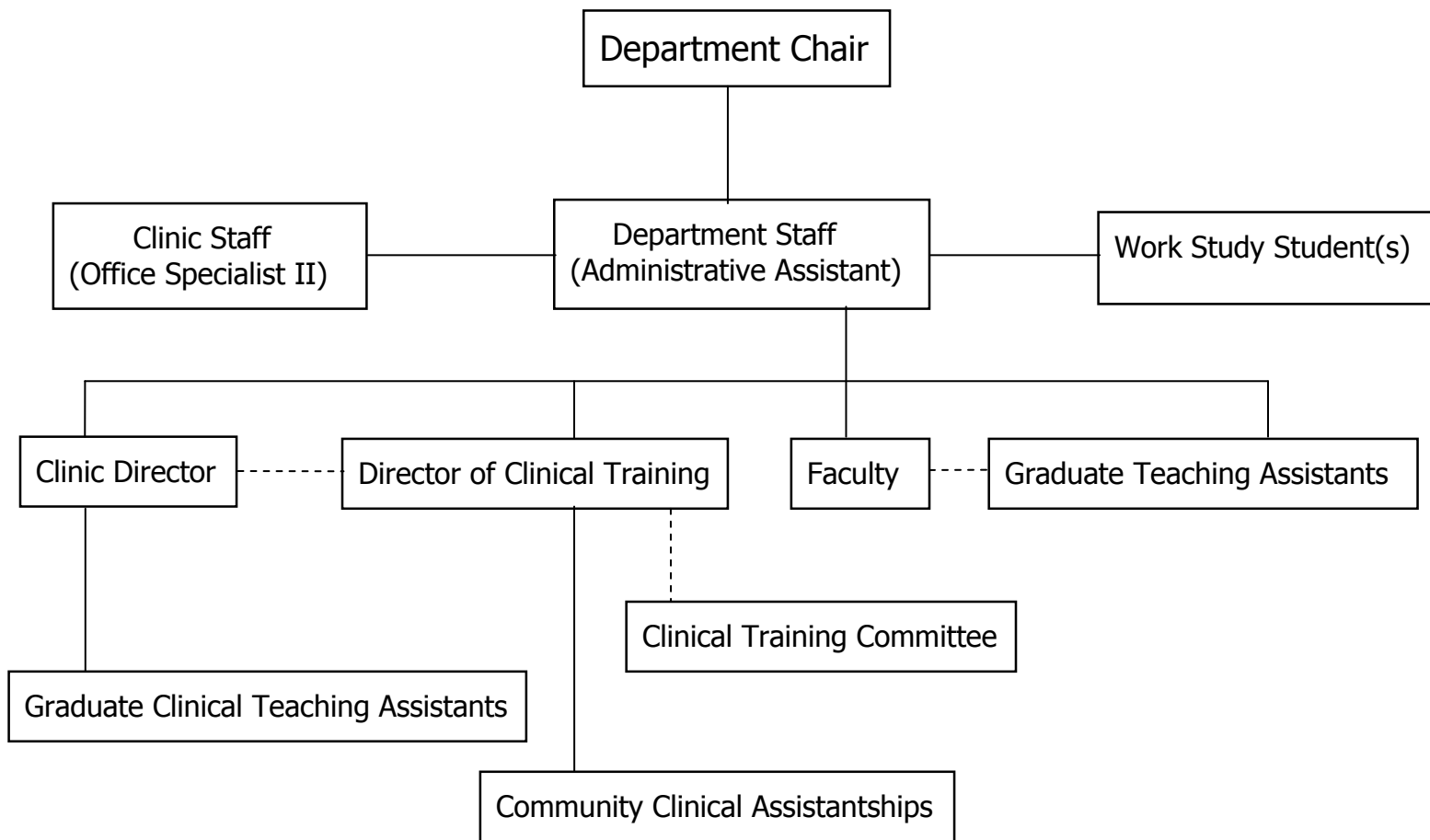
July

July 1 - recommended deadline for all site interviews required by service learning positions/externships for incoming students (this is flexible)

Formal evaluations of externs and service learning position students completed by site supervisors if deferred from May

Clinic Director and Clinic Secretary collate all data for fiscal year in order to construct annual Psychology Clinic report (due in August)

Secretary submits all PRs for all students receiving GTAs, GRAs, or GCAs in time for the various authorizing and billing entities on campus to waive tuition in a timely manner



Course# _____
 Supervisor _____

Graduate Teaching Assistant _____
 Semester/Year _____

Graduate Teaching Assistant Evaluation Form

Rate the GTA using the following dimension:

- 1 = Performance significantly deficient
- 2 = Noticeable minor problems in performance
- 3 = fully adequate GTA performance
- 4 = Exceptionally good GTA performance
- N/A = Not applicable

Any ratings of "1" or "2" require a written comment in Section II.

Section I:

A. General Professional

Circle One

- | | | | | | |
|--|---|---|---|---|----|
| 1. dress, manner | 1 | 2 | 3 | 4 | NA |
| 2. regulating commitments, punctuality | 1 | 2 | 3 | 4 | NA |
| 3. availability | 1 | 2 | 3 | 4 | NA |
| 4. preparedness (for sessions, lab sessions, etc.) | 1 | 2 | 3 | 4 | NA |
| 5. maintains professional role | 1 | 2 | 3 | 4 | NA |
| 6. accepts & responds to your assignments | 1 | 2 | 3 | 4 | NA |
| 7. acceptance of supervisory feedback | 1 | 2 | 3 | 4 | NA |
| 8. utilization of supervisory feedback | 1 | 2 | 3 | 4 | NA |

B. Instructional Process

- | | | | | | |
|--|---|---|---|---|----|
| 1. GTA's understanding of the material | 1 | 2 | 3 | 4 | NA |
| 2. GTA's ability to respond/answer questions | 1 | 2 | 3 | 4 | NA |
| 3. GTA's clarity of presentation of materials | 1 | 2 | 3 | 4 | NA |
| 4. Organization of the laboratory sessions/ tutoring session/class presentations (circle relevant one(s)) | 1 | 2 | 3 | 4 | NA |
| 5. GTA's accuracy in grading quizzes | 1 | 2 | 3 | 4 | NA |
| 6. GTA's performance in grading lab reports | 1 | 2 | 3 | 4 | NA |
| 7. GTA's rapport with students | 1 | 2 | 3 | 4 | NA |
| 8. GTA's willingness to help outside of class | 1 | 2 | 3 | 4 | NA |
| 9. GTA's willingness to go the "extra mile" in carrying out assignments | 1 | 2 | 3 | 4 | NA |
| 10. GTA's knowledge of campus resources for student – tutors, writing lab, etc | 1 | 2 | 3 | 4 | NA |
| 11. GTA's knowledge of instructional technology, i.e. projectors, VCRs, computers, etc. | 1 | 2 | 3 | 4 | NA |

Section II: Comments and Recommendations

1. Describe in detail any Section I items rated "1" or "2". Note efforts to remediate deficiencies/problems. Attach additional pages if necessary.

Section III: Interpretation of Evaluation with the GTA

I have carefully and thoroughly reviewed this evaluation with _____
 on _____ (date) (student)

 GTA Supervisor Signature

I have discussed my evaluation with my supervisor on _____
 (date)

I have submitted additional written information to be considered when reviewing this evaluation.
 Yes _____ No _____

 Graduate Teaching Assistant Signature

Research Assistant _____
Semester/Year _____

Supervisor _____

Research Assistant Evaluation Form

Rate the RA using the following dimensions:

- 1 = Performance significantly deficient
- 2 = Noticeable minor problems in performance
- 3 = fully adequate RA performance
- 4 = Exceptionally good RA performance
- N/A = Not applicable

Any ratings of "1" or "2" require a written comment in Section II.

Section I:

- | | Circle One | | | | |
|---|------------|---|---|---|----|
| A. General Professional | | | | | |
| 1. availability | 1 | 2 | 3 | 4 | NA |
| 2. completes tasks in a timely manner | 1 | 2 | 3 | 4 | NA |
| 3. accepts and responds to your assignments | 1 | 2 | 3 | 4 | NA |
| 4. accepts supervisory feedback | 1 | 2 | 3 | 4 | NA |
| 5. utilization of supervisory feedback | 1 | 2 | 3 | 4 | NA |
| 6. maintains a professional role | 1 | 2 | 3 | 4 | NA |
|
B. Research Activities | | | | | |
| 1. RA's understanding of the assigned project(s) | 1 | 2 | 3 | 4 | NA |
| 2. RA's organization of laboratory materials | 1 | 2 | 3 | 4 | NA |
| 3. RA's accuracy in coding/entering data | 1 | 2 | 3 | 4 | NA |
| 4. RA's rapport with other research team members | 1 | 2 | 3 | 4 | NA |
| 5. RA's anticipation of subsequent tasks that need to be completed | 1 | 2 | 3 | 4 | NA |
| 6. RA's knowledge of equipment/materials to be use in research activities | 1 | 2 | 3 | 4 | NA |
| 7. RA's ability to work independently | 1 | 2 | 3 | 4 | NA |
| 8. RA's ability to trouble-shoot and problem solve | 1 | 2 | 3 | 4 | NA |

Section II: Comments and Recommendations

1. Describe in detail any Section I items rated "1" or "2". Note efforts to remediate deficiencies/problems. Attach additional pages if necessary.

Section III: Interpretation of Evaluation with the GTA

I have carefully and thoroughly reviewed this evaluation with _____ on _____.
(student) (date)

RA Supervisor Signature

I have discussed my evaluation with my supervisor on _____.
(date)

I have submitted additional written information to be considered when reviewing this evaluation.
Yes _____ No _____

Research Assistant Signature