

Psychology Faculty Handbook

An Informal Guide

(Updated 2020 by G. Cho, previously updated 2017 by D. McMillan)

Members of the Psychology Department highly value the autonomy that comes with being a professor at St. Olaf College; thus we are reluctant to attempt to create strict guidelines for faculty members. We recognize, however, that it can be helpful for faculty to have an idea about typical practices and expectations, and it is in that spirit that we offer this document. Because departmental practices change, this is a living document; the date will be changed as contents change to reflect this.

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I. Some Helpful Resources

St. Olaf and the Psychology Department have a variety of resources that you will likely find helpful:

1. The on-line Student Information System (SIS); www.stolaf.edu/sis. As with just about any St. Olaf on-line resource, log in using your St. Olaf email name (without the @stolaf.edu) and password. On SIS you can see your course enrollments, the Class & Lab, your advisees, and other information. SIS is also where you enter your course grades at the end of the semester.
2. The Psychology Department website: wp.stolaf.edu/psych. Here you will find a variety of information including upcoming events, information about student awards, and helpful forms such as the [Psychology Major Worksheet](#).

3. The Department of Psychology's Statement on Significant Scholarly and Artistic Work (SSSAW), found in "Psych Faculty Handbook and Guiding Documents" folder in the "Psychology Department" shared google drive.
4. The St. Olaf website, particularly the Dean's Office: <https://wp.stolaf.edu/doc/> and the Registrar's Office: <http://wp.stolaf.edu/registrar/>.
5. The St. Olaf Faculty Manual. A new version of the manual comes out each year, so make sure that you are looking at the most up-to-date version. The Faculty Manual describes the rights and responsibilities of faculty members, and it is "designed to provide for respectful treatment of faculty, protection of academic freedom and the effective and efficient operation of the college as an institution." The Faculty Manual is considered a contract, and it includes information on:
 - Faculty governance and regulations, including faculty meetings, committees, and responsibilities.
 - Faculty personnel policies and procedures including academic freedom, ethics, employment outside the College, standards for faculty evaluations, procedures for tenure and promotion, salary, benefits, leaves of absence, and sabbatical leaves.
 - A variety of procedures including dismissal, harassment, grievances, appeals, and retirement.
6. Psychology Department guidelines for certain courses that a variety of faculty members teach. We have these guidelines (in the "Psych Faculty Handbook and Guiding Documents" folder in the "Psychology Department" shared google drive) to help ensure important common content, but we also want to leave room for creativity and individual preferences in course design and assignments. The courses for which we have such guidelines are:
 - Psych 125, Principles of Psychology
 - Psych 230, Research Methods
7. The Psychology Department Self Study and Program Review documents give overviews of the state of the department and pressing issues of that time. can be found in the "Self Study and Program Review (2019)" folder of the Psychology Department's shared drive. The previous "St. Olaf Psychology Self-Study (2010)" document gives an overview of the state of the department at that time and can be found in the "Previous Psych Self Study docs (2010, 1999)" folder.
8. The St. Olaf Faculty Handbook: at <http://wp.stolaf.edu/facultyhandbook/>. The Handbook provides helpful information but is not in any way a contract. Information includes: description of the college administrative structure, administrative offices, some college-wide committees, a variety of policies from the continuous reporting system to the daily class schedule to human subjects protection, student academic policies, faculty employment information, payroll information, faculty benefits, faculty leaves of absence, and College services and events such as the Bookstore, the Christmas Festival, and Room Scheduling.

II. Teaching

a. Scheduling Our Courses

In the Psychology Department, a faculty member is not required to teach a dozen different courses. We believe that courses can be honed if faculty repeat them, and we know that faculty can become exhausted if they are required to teach new courses every year. Thus we have no policy that every faculty member must teach Psych 125 or any other particular course. Instead, full-time faculty members in Psychology generally teach around 3-4 courses in the “core” of the Psychology major, i.e., Psych 125, 230, the 200-level Natural Science and Social Science core courses (Sensation and Perception, Conditioning and Learning, Cognitive Psychology, Biopsychology, Developmental Psychology, Psychology of Personality, Psychopathology, and Social Psychology), and Psych 375 Clinical & Counseling Psychology. A faculty member’s other 2-3 (or so) courses might include 300-level specialty course(s), an Interim course, or a Psych 396 Directed Undergraduate Research. As a department, we can offer only one or two Psych 396’s per year, so we rotate these to give different faculty the chance to have a research group for which they receive teaching credit. Faculty have a good deal of freedom to decide what 300-level course(s) or Interim course(s) they want to teach, and they can switch that up as much as they want. We want to leave space for creativity, innovation, and new courses, while not overloading the faculty member.

When planning our courses for the next year, a number of factors need to be coordinated. The structure of the Psychology Major is the major driver here; e.g., we need to have a certain number of sections of all of the core courses as well as plenty (but not too many) 300-level offerings. In addition, Psychology needs to contribute to Interim courses. **The college has a “10% rule” such that 10% of our courses should be offered during Interim. This translates to approximately 5 courses per year.** (Note: When Psychology has offered only 3 interim courses, it is met with disapproval from the AD/registrar!)

The Psychology Department has a “Scheduling Principles” document which helps remind us of factors we need to consider each year when planning our course schedule. This document can be found in our Psychology “Shared” folder, and is reproduced here:

Psychology Department Course Scheduling Principles:

1. Intro Psych should be taught in both Fall and Spring semesters. As of Fall 2019, for the past several years, average yearly enrollment in Psych 125 was = 493. This suggests that five sections with maximum enrollment of 100 should work well. (FYI: For the 1.5 teaching credits, a course needs to be maxed at 90 or above.)
2. Intro should have at least one prime-time section MWF and one prime-time section TTh (see item #12 below) each semester.
3. Research Methods should be taught in both Fall and Spring. Two sections each semester, maxed at 18 students each, provide space for 72 students/ year. In some years (e.g., 2012-13, 2019-20) high demand necessitated 5 sections/year. We will need to see if this level of demand continues, but we will need to additional FTE to support this.

4. Biopsychology should be taught in both Fall and Spring. Until 2014, 1-2 sections each semester was offered. From 2014-15 on, we have typically offered 4 sections, 2 sections per semester.
5. The three 200-level lab courses should be spread out between Fall and Spring semesters. For example, 235 (Sensation & Perception) & 236 (Conditioning & Learning) could be taught in the Fall, while 237 (Cognitive Psychology) could be taught in the Spring.
6. Enough *lab* sections of the 200-level lab courses need to be offered to accommodate student demand. For the five academic years 2005-2010, on average 58 students enrolled in the 200-level *labs* each year. At that rate, 4-5 200-level *lab* sections should suffice. However, in 2011-12 and 2012-13 we had higher demand, so in 2012-13 we began having 6 200-level *lab* sections (2 labs for each course).
7. Multiple sections of social science core 200-level courses (i.e., Developmental, Personality, Psychopathology, and Social) should be offered the same term to preserve faculty preparation time. Developmental and Psychopathology should be offered both semesters.
8. Demand for Developmental Psychology (241) has steadily increased over the last several years and has remained our most high demand course. Since 2012-13, we have been offering 5-6 sections (2-3 sections each semester), and in 2020 we offered 7 sections after securing additional FTE from high demand.
9. Personality (244) and Social (249) should be offered in different semesters. Two sections of each course, maxed at 25, provide space for 50 students in each course.
10. Level III seminars should be split evenly over Fall and Spring.
11. Each semester there should be some “social science” 300-level courses and some “natural science” 300-level courses offered.
12. Faculty should use their “prime-time” credits in service of the schedule.

Signing Up for Courses

13. Faculty signing up for 8 AM classes get to sign up first in the queue, in order of the number of 8 AM courses that faculty member will be teaching.
14. Faculty who are teaching labs should sign up early for *only* their labs and also check for space conflicts.
15. Check off prime time slots and the 8 AM slots as you use them.
16. As you sign up for specific time slots for your classes, make sure to put:
 - a) The course number
 - b) Your initials
 - c) The room requested, if you have a room preference at that point.

The College requires us to offer a certain percentage of our courses at 8 AM and other time slots. Within these constraints, the Psychology Department wants faculty to have as much individual freedom as possible to schedule their courses as they see fit. You can spread your courses out, or you can bunch them up on certain days. You can choose to have a particular course earlier in the day or later in the day. To make this system work for the department, we all have to have some flexibility, but we hope that each faculty member will be able to create a teaching schedule that works well for him or her. We offer as few evening courses as possible, and these typically are only courses taught by part-time faculty who could not teach the course during the daytime.

In Psychology, we sign up to schedule our courses for the next year using a shared google spreadsheet sent by Darla. This information is then transferred to the white boards in Darla's office, RNS 236. Faculty who will teach an 8 AM course in the coming year receive the perk of getting to sign up their courses first.

(Note: In the future, we might offer a similar perk for those teaching interim courses or discuss all faculty teaching interims on a rotation since we often don't get enough volunteers.)

b. Grading Practices

Like many schools, in recent years St. Olaf has seen rising student grades. For example, the *average* GPA for St. Olaf's graduating class of 2012 was 3.38 (Registrar's Office). St. Olaf students generally tend to be pretty earnest, and they work hard to do well. Depending on where you've taught before, you may be surprised at how well St. Olaf students will perform (many, but not all, of them, of course!). Don't be afraid to set your expectations high and then adjust as needed. At the 100-level it is desirable to make tests challenging enough that the average test grade might be in the C, C+, B- range, and at the 200-level an average test grade of B- or so is common. If it turns out that your grades end up running lower than you think appropriate given the mastery the students seem to have attained, it is easy to curve the grades up – and students will be delighted when you do so. If grades run too high, however, you can't really then curve down. In the Department of Psychology we do not force a particular grading distribution, but we do seek to have some range in our grading. The following items are general observations about our desired grading practices in the department:

- A+: A very rare grade, reserved for exceptional, *stellar* performance. One senior professor remarked that he had given four A+'s in his entire career. Others give A+'s a bit more frequently, but years may go by without giving an A+.
- A/A-: These grades should be for excellent, even exemplary, work.
- B's: The B-range grades are for very strong work. Many students might score in this range.
- C's: The C-range grades suggest that the work is adequate but not quite up to snuff; improvement is needed for the work to be considered good.
- D's: The D-range grades are for work that is seriously deficient. Not many students end up with a "D" for their course grade.
- F: An F is for work that falls way below expectations. This is a rare grade.

In the Psychology Department, the average course grade tends to be higher in higher level courses, i.e., 100-level courses often have a broader and lower grade distribution than do 300-level courses. Still, for 300-level courses, typically not all students should earn A's or A-'s. However, all-A's often, but not always, happen for understandable reasons in very small courses and in the following courses: Independent Study /Independent Research (IS/IR), and Psych 396 (Directed Undergraduate Research).

Grading Guidelines from the St. Olaf Academic Catalog:

The on-line St. Olaf Academic Catalog lists guidelines regarding the meaning of grades under the heading “Grade and Marking System.” Those guidelines are reproduced here:

Superior achievement (A level):

The grade of A recognizes exceptional performance and achievement that exceeds course expectations and consistently demonstrates, where applicable, many of the following characteristics:

- Thorough, deep, and mature understanding.
- Genuine comprehension, insight, and synthesis.
- Significant mastery of challenging topics and issues.
- Extensive familiarity with relevant literature and previous work.
- Highly developed communication skills.
- Thorough preparation and extensive, thoughtful class participation.
- Integration of knowledge, concepts, and principles across disciplines.
- Originality of analysis and interpretation.
- Technical competence in skills and procedures.
- Precision of ideas and clarity of expression.
- Thinking that is independent, creative, and focused.
- Understanding of nuance and subtlety.
- Consistent coherence in argument and discussion.

Students who receive the grade of A consistently demonstrate, where applicable, the ability to:

- Analyze arguments using specific examples and original sources.
- Think logically, draw inferences, and make predictions in complicated situations.
- Communicate reasoning clearly and concisely.
- Think abstractly.
- Identify strengths and weaknesses in arguments, policies, and practices.
- Integrate information to draw well-founded conclusions.
- Connect course content to issues of other courses and world affairs.
- Use models appropriately; recognize their strengths and accommodate their inherent limitations.
- Foresee and evaluate consequences of proposed policies and actions.
- Use technology creatively and effectively.

Good Achievement (B level):

The grade of B recognizes work that meets course expectations and typically demonstrates, where applicable, many of the following characteristics:

- Clear understanding without much originality
- Competent grasp of course materials and subject matter
- Familiarity with relevant literature
- Competence in communication skills
- Regular preparation for and participation in class
- Integration of course knowledge, concepts and procedures

Some evidence of critical and creative thought
 Clear connections between inferences and evidence
 Care in the use of evidence and quotations with only occasional thinness in argument, detail, or precision.

Students who receive the grade of B typically demonstrate, where applicable, the ability to:

Extend ideas by connecting with personal experiences, reading, or world events.
 Analyze data in various forms and from varied sources.
 Utilize information to explain events, draw conclusions, and apply results.
 Present comprehensive answers in a clear and logically correct style.
 Understand and compare various models.
 Distinguish inputs from outputs, and causes from effects.
 Recognize consequences of complex interactions.
 Use technology effectively.

Adequate Achievement (C level):

The grade of C recognizes work that is sufficient to prepare for continued study in the field and generally demonstrates, where applicable, some of the following characteristics:

Adequate grasp of course concepts
 Partial mastery of knowledge and skills required for understanding
 Incomplete familiarity with relevant readings or references
 Writing that lists facts rather than develops well-reasoned arguments
 Frequent neglect of important information
 Partial appreciation of the meaning or implications of a question
 Answers that are insufficiently developed
 Minimally complete assignments with many areas for improvement.

Students who receive the grade of C generally demonstrate, where applicable, some ability to:

Assimilate and communicate simple knowledge and procedures,
 Extend ideas by making simple inferences,
 Make connections among and draw conclusions from course concepts,
 Interpret simple information provided in various formats,
 Organize and display data in tables and graphs,
 Use technology competently.

Limited Achievement (D level):

The grade of D indicates a lack of readiness to continue in the field. Students' work usually demonstrates, where applicable, some of the following characteristics:

Minimal understanding of the subject matter.
 Poorly developed communication skills.
 Inability to apply subject matter understanding in other contexts.
 Little evidence of critical or creative thinking.
 Lack of apparent seriousness.
 Frequent carelessness in fulfilling assignments.

Inadequate Achievement (F):

The grade of F indicates that course work is insufficient to merit academic credit. Students who receive an F usually demonstrate some of the following characteristics:

- Inadequate understanding of subject matter.
 - Inadequate or inconsistent preparation.
 - Frequent failure to complete assignments in a timely manner.
 - Little evidence of critical thought.
 - Very poor communication skills.
 - Frequent misunderstanding of facts or references.
 - Little or no analysis.
 - Confused or incomprehensible writing.
 - Little or no work offering evidence that course objectives have been met.
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c. Course Goals and Intended Learning Outcomes

In our teaching, we may have different goals for different courses, but it is also important to consider the learning goals we have for students in the psychology major as a whole. All departments at St. Olaf specify their overall student learning goals by articulating Intended Learning Outcomes. No one course necessarily addresses all of a department's intended learning outcomes, but in aggregate, the courses in the Psychology major should address these goals. Psychology's Intended Learning Outcomes can be found in the Psychology Department's shared drive and are reproduced here:

Psychology Department Intended Learning Outcomes (revised April 2016; original was Dec 2008)

Students will demonstrate knowledge of:

1. the discipline, including but not limited to
 - a. history
 - b. major theories and empirical findings
 - c. methods
 - d. levels of analysis from the neuron to the neighborhood
 - e. connections to other areas within and beyond Psychology
 - f. applications beyond the classroom
2. scientific reasoning in Psychology including the ability to
 - a. find, understand, critically evaluate, and synthesize appropriate sources, including primary literature
 - b. design a study using appropriate methodology
 - c. analyze, quantify, summarize, and/or graphically depict original data
 - d. integrate findings with previous work
 - e. interpret results within and beyond Psychology
 - f. disseminate findings both orally and in writing, at levels appropriate for various audiences

3. ethical principles and standards in the science and application of Psychology
 4. the influence of culture and diversity on the field of Psychology
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d. Course Evaluations

Student course evaluations can provide helpful feedback to you about your courses, and St. Olaf encourages all of us to do course evaluations. St. Olaf has no required form that you must use; instead, you can ask whatever questions in whatever format you prefer. Ideally ask for feedback on the course as well as on the instructor. If the course is team-taught, it is a good idea to get feedback about each instructor. If you would like an example of a form that you could use, St. Olaf's Form Creator – www.stolaf.edu/formcreator -- has templates that you can use or modify, particularly the "General Feedback Form" (used to be called the Gold Form). If you use Form Creator, your students will be asked via email to complete the evaluation on-line on their own time. Unfortunately, the ease of the on-line evaluation is sometimes offset by a low student response rate. If you'd like, you can instead do in-class written evaluations. In any case, professors typically assure students of the anonymity of students' responses and agree not to read the evaluations until after grades have been submitted.

Faculty who are not on the tenure-track need to do course evaluations for each of their course(s) and share these with the department chair.

For tenure-track faculty, at the 2nd-year, 4th-year, and tenure review years, the department will ask a sample of students to give feedback on the faculty member's teaching. More information about this process is given in the St. Olaf Faculty Manual.

For faculty who already have tenure, the post-tenure review process specifies that tenured faculty should do course evaluations for at least two of their courses each academic year and share those evaluations with the Chair.

e. Office Hours and Meeting with Students

You may find that you spend a fair amount of time meeting with students. St. Olaf faculty members are welcoming and available to students, and we try to help students feel comfortable talking with us about class, about their academic plans, and about other issues. Faculty choose their own office hours, usually about three hours/ week, and we post these hours on our department website (or let Darla know our hours so she can post the hours), in our syllabi, and perhaps outside our office doors. We often end up meeting with students outside of office hours as well; however, it is not expected that you be endlessly and instantly available to students. You most definitely can have times when you close your office door so that you can work with fewer interruptions. You can choose to work at home for part or all of a day, although it is important as well to be on campus regularly. You do not need to give students your cell phone

number or respond to student emails in the evening unless you want to; we want to support your life outside of work as well!

f. Advising

St. Olaf faculty in their first year are not given advisees, and you should feel free to say “no” if a student asks you during your first year to be his or her advisor. In subsequent years advisees will come to you either because a student asks you to be his or her advisor, or because the Advising Office assigns advisees to you. The assigned advisees will be either first-year students, transfer students, or advisees from another faculty member who will be on leave. The maximum number of advisees that any one faculty member should have is 20. As a department we try to spread the advising load out, and we try to keep each of us from getting too overloaded with advisees. For example, faculty who at the end of a school year have at least 18 continuing advisees typically will not be given new first-year advisees in the Fall.

(Update to include changes to SIS re: advisees. Students make requests for new advisors on SIS now, so you may get requests from students you do not know or have not met with you. You should feel free to “decline” the request if you are above the limit and direct them to the Chair for information on which faculty may have room for new advisees.)

Each semester, St. Olaf designates the week before registration as “Quiet Week for Advising.” During this week, administrative meetings (such as department meetings) do not meet and campus organizations are asked not to hold events such as speakers. The idea is to “quiet” professors’ time commitments so that we can more easily accommodate meeting with advisees and to quiet students’ activity level so that they can more easily have more time to reflect on their plans.

To help us be better advisors, the College holds instructive sessions for new advisors or for any of us who are interested in attending.

An invaluable resource when advising students is SIS (www.stolaf.edu/sis), particularly the student’s “DegreePath” (or degree audit). Here you can find a wealth of information: what courses the student has taken, the grades earned, what general education requirements remain, etc. Using the DegreePath, you can answer many questions:

What Psychology courses does the student still need to take? Compare the courses taken so far with the requirements listed on the Psychology Major Worksheet (found on the Psychology Department website).

Has the Psychology major been declared?

Has the student taken no more than 1 Psychology major course S/U? (Only one S/U can count toward the minimum major requirements.)

Is the student on track to have at least the minimum St.-Olaf-required number of 6 full-course major credits with a grade of C or higher?

What General Education requirements does the student still need to take?

Is the student thinking about taking any General Education requirement S/U? They can’t! For GE credit, courses cannot be taken S/U -- except for 0.25-credit courses.

(FYI: A student who elects to take a course S/U receives an “S” as long as he or she earns a C- in the course.)

How is the student progressing regarding:

Minimum GPA required to graduate

Minimum number of course credits required to graduate

Minimum number of 200- & 300-level course credits required to graduate

Minimum number of Interims required to graduate

Minimum number of graded course credits required to graduate.

Is the student on track to take at least 21 courses not in the Psychology department? (a St. Olaf requirement)

Note that if a student wants to retake a course to earn a higher grade in that course, according to the St. Olaf Catalog, he or she can do so only if the original course grade was C- or lower. He or she can then repeat that course only once, only at St. Olaf, and only before taking any other course for which this course is a prerequisite.

As part of our Advising Initiative work in the summer of 2013, we created a Pre-Advising Questionnaire, along with a short Post-Advising Questionnaire. This questionnaire was shared and instituted across the larger college as the “Advising Registration Check-in Form (ARCF). ARCF is now part of the registration advising process at St. Olaf and students’ responses can be found on SIS. The goal of the questionnaire is to get course choice information and issues the student wants to talk about to the advisor prior to the advising meeting.

Please talk to the department chair if you have questions about this advising tool.

III. Research

The Psychology Department’s Statement on Significant Scholarly and Artistic Work (SSSAW), revised in 2012 and then, given Dean’s Office requests, tweaked in several small revisions, was approved by September 2016. The SSSAW details the department’s thinking about research and other scholarly activity. Our SSSAW can be found in Psychology’s “Shared” folder. As elaborated in our SSSAW, the department highly values research with students. This activity can occur in a number of ways: through Independent Study/ Independent Research (IS/IR) with individual students; through a Psych 396 Directed Undergraduate Research group; with a Center for Interdisciplinary Research (CIR) student group; and/ or through summer research with students – through CURI, through the McNair Scholars Program, through a Psych 396, or through summer IS/IR.

Please see Psychology’s SSSAW for more detail about expectations regarding scholarly activity.

When doing research with students, it is a good idea to discuss authorship guidelines. The following are suggested guidelines for authorship on an article:

Each author should have participated sufficiently in the work to take public responsibility for the content. Authorship credit should be based on substantial contributions to:

a. Conception and design of method, or analysis and interpretation of data; and

- b. Drafting the article or revising it critically for important intellectual content; and
- c. Final approval of the version to be submitted and published, if applicable.

Conditions a, b, and c must all be met. Individuals who do not meet the above criteria may be listed in the acknowledgments section of the manuscript.

IV. Community and Service

a. Attendance at St. Olaf Meetings and Events

St. Olaf values community, and community doesn't happen if people don't participate. At the same time, no one is taking attendance. St. Olaf is not one's whole life; we want people to be able to have well-balanced lives outside of work, too. Events that most full-time faculty attend most of the time include:

- Commencement: St. Olaf commencement occurs on Sunday of Memorial Day weekend. That day all departments host on-campus receptions for graduating seniors and their families. Students and family members often look forward to seeing faculty there, and typically all Psychology faculty attend our department reception. Later in the day, commencement itself starts, and again, typically all faculty attend. There are exceptions, of course; e.g., if your sister is getting married, it makes sense for you to be at her wedding instead; or if you are sick, of course you should not attend. If however, the reason is minor (e.g., it's raining), most faculty will still attend. As a general rule, you can ask yourself: What would happen if everyone in my situation chose not to attend? If everyone whose sister is getting married that weekend chose not to attend graduation, we'd still have plenty of faculty in attendance. If, however, every faculty member who didn't feel like dealing with the rain chose not to attend, we'd have no faculty at commencement. And we don't want that to happen!
- Department Meetings: The Psychology Department faculty typically meets one afternoon/week for 1.5 hours. All full-time department faculty members attend, and you are encouraged to voice your ideas and to suggest agenda topics as well. The welfare of our department depends on the input of each of us, from the newest to the most senior faculty members.
- College Faculty Meetings: Most often these hour-long meetings occur during Community Time the first Thursday of the month, not including September, January, or the summer. Faculty meetings are a good way to stay current with what is happening in the college and to get to know faculty in other departments, too. Generally, all full-time faculty members attend most college faculty meetings, although the occasional absence – e.g., that particular day is just too busy this month – happens.
- Speakers: St. Olaf hosts a large number of speakers throughout the year. Department faculty make every effort to attend Psychology-sponsored speakers, particularly the Olaf and Jutta R Millert Memorial Speaker and associated dinner (see website for list of speakers: <https://wp.stolaf.edu/psych/millert-speakers/>) and the Allport Award Speaker and associated reception. In 2018, we replaced the formal Allport Award

dinner (for the speaker, the department faculty and award candidates) with a more informal reception for all attendees immediately following the talk.

- FNSM (Faculty of Natural Science & Math) Meetings: FNSM meetings occur once or twice a semester, plus the FNSM has occasional events like a Christmas potluck lunch and an end-of-year lunch gathering. Typically all faculty attend, although there are a variety of reasons that one may need to be absent.
- College Events like Convocation and Honors Day: These events include a faculty procession, and it is important that a critical mass of faculty attend. So, most of us generally attend these events, although the occasional absence happens for a variety of reasons.

There are a variety of other College events that you might choose to attend. For example, chapel is held for 20 minutes each weekday morning during the school year, and efforts are made not to schedule other meetings during that time. There is no expectation regarding whether a faculty member attends chapel; attend as frequently as you'd like. Also, nearly every week of the academic year there are more speakers, concerts, and other events on campus than you could possibly attend. So, pick and choose and attend whatever event(s), if any, are of interest to you.

(Update to include other department events, e.g., end of semester Psych poster symposium on last Monday of semester?)

b. Service to the Department, the FNSM, and the College

In a faculty member's first year(s), he or she probably will not serve on an elected college-wide committee, but instead may take on increasing responsibility within the Psychology department, serving on a departmental committee or doing other activities. He or she may contribute to an activity within the FNSM such as the Health Professions Committee. In general, we hope that faculty will over their first few years become increasingly involved, but always at a manageable level. We strive not to overload new faculty (or for that matter, any faculty) members.

V. St. Olaf Wells Fargo Credit Card

You can get a St. Olaf credit card to be used for your IPAT purchases, for course-related supplies, and for other departmental needs. (Note: You can typically get for free from the publisher a desk copy of texts that you will be using in your courses; sometimes they will also provide a complimentary exam copy of a text that you are *considering* using.) St. Olaf purchases are tax-exempt (doesn't apply for hotel or airfare charges), and the college's tax-exempt number appears on your credit card.

Credit card statements need to be reviewed on-line at the end of every month at www.welloffice.wellsfargo.com. You will get an email stating that it is time to review your credit card statement. The system then gives us only a few days (about 5 days, including weekends) to do this review; if you don't get it done in that time, you'll later have a bit of a

hassle where Accounts Payable will send you a notice and you'll have to do the review on paper and get the Chair's signature.

In your monthly review of your statement, for each purchase you will need to:

- Add a brief description of the purchase, e.g., "Registration for APA conference." If it is a purchase that should be charged to your IPAT, make sure to include "IPAT" in the description.
- Check that the "Unit Number" is correct. The Unit Number indicates what account should be charged. For Psychology Department charges, the account is 11310. For IPAT charges, you will need to change the Unit Number to your personal IPAT number, which is a unique identifier starting with "99....".
- For each charge, check the box indicating that you have a receipt for that charge (unless for some reason you do not have a receipt) and upload the receipt if you have a digital copy.
- Save and Submit your statement review.
- Print out your statement review, attach the receipts (if you did not upload digitally), and send to Accounts Payable, or give it to Darla and she will send it over as a group to Accounts Payable.

VI. Psychology Department Funding for Students & Faculty

a. Psychology Endowments Committee (description below approved Spring 16)

Purpose: The Psychology Endowments Committee is a body established by the Department of Psychology and tasked with managing the use of all funds drawn from any endowments to St. Olaf College that were given to the college specifically for use by the Department of Psychology. These funds presently include the Psychology Innovation Fund (PIF), the Gordon Allport Award Endowment, and the endowment for the Olaf and Jutta R. Millert Memorial Speakers Series in Psychology.

Responsibilities: The Psychology Endowments Committee will oversee the Department of Psychology's accounts that are funded exclusively by endowed monies. The Psychology Endowments Committee will steward these funds on behalf of and for the benefit of the Department of Psychology. The responsibilities of the committee include:

1. Providing general oversight of all endowed funds.
2. Reporting on the use of these funds, which will minimally include an annual report to the Department of Psychology at or around the start of each Fall term.
3. Advising the Department of Psychology on endowment budgets, spending priorities and proposals, and general management of the endowed funds.
4. Reviewing and approving all spending requests made to the Gordon Allport Award Endowment for student awards in support of research and travel.

5. Reviewing and approving all spending requests made to the Psychology Innovation Fund for Faculty Development Grants.

The Psychology Endowments Committee shall not be responsible for selecting the Gordon Allport Award winner or the Olaf and Jutta R. Millert Memorial Speaker in Psychology.

Membership: The Psychology Endowments Committee will be comprised of three tenured/tenure-track members of the Department of Psychology, one of whom will be the Chair of the Department of Psychology. The membership of the committee will be determined prior to the start of each Fall term with the new committee beginning service on the first day of classes. Membership of the committee will be determined in any way agreed upon by the tenured/tenure-track faculty of the Department of Psychology, although it is recognized that some continuity in membership from one year to the next would be beneficial. The committee will be chaired by one of the committee members who is not concurrently the Chair of the Department of Psychology. The Psychology AAA will act as a non-voting, ex-officio member of the committee.

Mechanisms of Action: In general, the responsibilities and decisions of the committee will be conducted by the consensus of all of the committee members. The Chair of the Psychology Endowments Committee shall act to initiate and manage the actions of the committee as well as report on those actions to all relevant parties.

Executive Review of Student Research/Travel Awards. The Chair of the committee may choose to approve student requests for research and/or travel awards without consulting the other members of the committee under special circumstances. The purpose of this executive review is to speed decisions on routine awards and reduce the committee's workload. Executive review may only be utilized in those situations when all of the following conditions are met:

1. The request conforms to all of the eligibility requirements and funding guidelines posted on the Department of Psychology website.
2. The request does not exceed \$500.
3. If made before J-term, then the request must not drop the remaining funds below 50% of the total amount budgeted for the current year.
4. The Chair of the Psychology Endowments Committee is not the faculty supervisor associated with the student request.

b. Psychology Innovation Fund (PIF) Faculty Development Grants (description below approved Spring 2016)

Purpose: The Psychology Innovation Fund's Faculty Development Grants are designed to enhance the professional activities of the long-term faculty in the Department of Psychology by providing funds to support teaching, scholarship, and other professional activities. We view these funds as investments in the professional development of our faculty and as such they are meant to encourage a wide range of projects that support and enhance the professional work valued by the Department of Psychology (e.g., see the Psychology Department Statement on Significant Scholarly/Artistic Work). Especially valued are activities that hold the promise of having a direct

and immediate impact on St. Olaf students and/or those projects that could be easily disseminated to other faculty in Psychology or across the college. Also highly valued are projects that hold the promise of enhancing the Department of Psychology's teaching, leadership, and scholarly excellence as well as those projects that have the potential to lead to securing outside funding. These funds are available to initiate, continue, or complete projects. Examples of appropriate projects include, but are not limited to:

- Attending a scholarly conference when costs exceed IPAT support.
- Covering expenses to start, maintain, or complete a research project.
- Attending a teaching conference/workshop – including those specific to the teaching of psychology as well as those directed more broadly at college pedagogy.
- Tangible support for curricular design, research design, or classroom innovation.

Eligibility/Award: All tenured and tenure-track faculty in Psychology are eligible to receive Faculty Development Grants regardless of their current teaching responsibilities within the Department of Psychology. Other long-term faculty teaching within the Department of Psychology may be eligible to receive Grants based on the discretion of the Psychology Endowments Committee after review of the specifics of the proposal in question and its potential impact on the department, the college, and our students. Funds are not available to provide stipends to St. Olaf employees, but may be used to cover other expenses that fall within the College's policy on reimbursing expenses. Generally, funds may not be used to pay professional membership dues or purchase books, although exceptions may be granted by the Psychology Endowments Committee after review of the specifics of the proposal. The total dollar amount available each year is modest (approximately \$6,000), so faculty are reminded to be good stewards of this resource and are reminded to consider alternative funding sources (e.g. IPAT funds, the Faculty Life Committee's Professional Development Grants) before submitting a proposal to the Psychology Innovation Fund. Faculty who are seeking money to attend a conference or workshop after their IPAT fund has been exhausted are reminded to seek support first or concurrently from the Associate Dean for NSM. Under these circumstances, faculty are encouraged to talk with the Chair of the Department of Psychology as well as the Associate Dean to coordinate the funding request.

Application: Applicants need to complete the [Psychology Innovation Fund's Faculty Development Grant application form](#). The form will ask you to give a short description of your project proposal, an explanation of how your proposal meets the purpose of the fund, a description of the anticipated benefits of the proposal, and a budget indicating how the requested funds will be spent. If your project has a significant and immediate dissemination component, then be sure to include those details in the application.

Decisions: The two most important factors the Psychology Endowments Committee will use in deciding whether or not to fund a proposal are: (1) The significance of the investment for the professional development of the faculty member; and (2) The magnitude of the impact that the proposal will have on the proposer, our students, other faculty, the department, and the college. Each application will be reviewed on a rolling basis. The Psychology Endowments Committee will review the application, discuss the application as needed with the applicant, and make a funding decision within a three week period. If the applicant is a member of the Psychology Endowments Committee, then s/he will not be involved in the deliberation. If multiple members

of the Psychology Endowments Committee are part of the same funding request, then the Psychology Department will identify additional faculty to review that request.