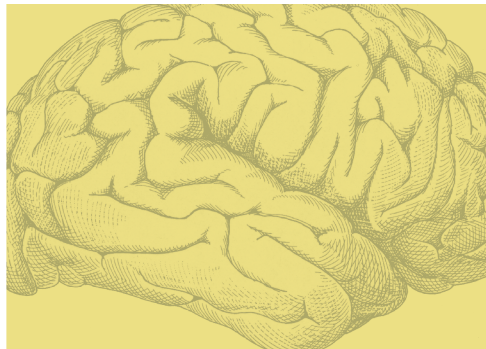




# Hamilton

## Psychology Department Handbook

current as of Fall 2023



The following information is provided as a way of having policies and other information available for reference by faculty members in the Psychology Department.

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## Departmental Policies

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### Policy Regarding Research Sponsored by the Hamilton Psychology Department

*April 27, 2010*

1. Research sponsored by the Psychology Department must be initiated by faculty members, who are ultimately the responsible parties for the projects. For every project, the faculty member is expected to receive the appropriate approval from the Institutional Review Board or the Animal Care and Use Committee.
  2. Requests to include studies as part of the Sona system may be made by students under the direct supervision of a faculty member.
  3. Faculty projects will be sponsored by the department only while the faculty members are employed by the College.
  4. If a project requires departmental resources, including the use of the Sona system for participant solicitation or other forms of support, projects proposed by researchers who are not employed by Hamilton must be approved by the department chair in consultation with the faculty. Projects will be approved only with a Hamilton faculty member as a sponsor.
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### Policy Regarding Transfer Credit for Hamilton Psychology Courses

*April 13, 2010, amended March 5, 2015*

1. *Introductory Psychology* (Psych 101), *Statistics and Methods in Psychological Research* (Psych 201), elective courses, and laboratory courses taken at another institution might be acceptable for transfer credit to Hamilton.
2. Independent research projects or internships without a strong educational component will not be accepted for concentration credit.

added **February 15, 2011:**

3. A student who transferred in, say, a "0.8" credit psychology course from study abroad could count that course toward the concentration (as if it were a full course) but must still make up the 0.2 course deficit in the graduation requirement.
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### Policy Regarding Eligibility for the Introductory Psychology Course

*January 2, 2023*

Students who have taken any 200- or 300-level course are ineligible to take Psych. 101.

## **Policy Regarding Honors in Psychology**

***May 24, 2010, amended 5/3/18, 9/18/19, and September 26, 2019***

Honors will be determined by the mean performance in all Psychology courses that can count toward the concentration requirements, including the Senior Project. Courses taken at the NECC will be factored into the average, but other off-campus courses will not. The top 20% of students in each class will receive Honors in Psychology at graduation. Honors in Psychology will normally be reserved for students who complete a two-semester empirical project. Students with an Honor Code violation will normally not receive Honors in Psychology.

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## **Policy Regarding Advanced Placement Credit (revised August 26, 2021)**

Students who earn a 5 on the AP Psychology exam may place out of Psych 101 (Introductory Psychology), and will receive 1 Hamilton College credit upon receiving a minimum grade of B in Psych/Neuro 201. The credit may not be applied toward the Psychology concentration or minor; concentrators must still take a total of ten courses. Students will be provided with this placement only if their AP score is on record with the Registrar.

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## **Policy Regarding Credit for International Baccalaureate Work (revised August 26, 2021)**

Students may place out of Psych 101 (Introductory Psychology) by earning a 6 or 7 on the Standard Level Psychology IB test; or a 5, 6, or 7 on the Higher Level Psychology IB test, as long as they have earned the IB diploma. Students who place out of Psych 101 will receive 1 Hamilton College credit upon receiving a minimum grade of B in Psych/Neuro 201. The credit may not be applied toward the Psychology concentration or minor; concentrators must still take a total of ten courses. Students will be provided with this placement only if the IB score is on record with the Registrar.

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## **Policy Regarding Photographs Posted on the Departmental Web Page**

***September 5, 2013***

Prior to posting a photo in which students' names are associated with their images, faculty should get verbal consent from the students.

## Course Extra Credit Policy

**September 5, 2013  
(updated January 27, 2022)**

The following is an example of an extra credit policy used by some faculty members. Although it is important to be consistent regarding our awarding of extra credit for research participation and the alternative of writing a summary of a research article, other features can vary as a function of the course and instructor.

### **Statement:**

You have the opportunity to earn extra credit in any of the following ways: (1) attending Psychology Department-sponsored lectures, (2) participating in Psychology Department-sponsored research\*, and (3) finding examples of psychology studies in the media and explaining whether or not (a) the conclusions were warranted, given the research design, and/or (b) the statistics were validly used/reported. To receive extra credit for this last option, you must turn in both the example and a typed paragraph explanation. We will decide whether your activity/write-up will earn extra credit. You may not submit the same extra credit assignment in more than one class. The extra credit points will be added to your final grade for the course. Five extra credit points will boost your grade by 1%; you may earn a maximum of 15 extra credit points (i.e., a third of a letter grade). Extra credit will not boost your grade from an A to an A+. Extra credit will only apply for students who are already passing the course; extra credit will not be used to shift a failing to a passing grade.

\*For every ½ hour of participation, you will be awarded 1 extra credit point. Study participation will be tracked using Hamilton's web-based experiment interface (<http://hamilton.sona-systems.com>) and tallied on the last day of the semester. You are responsible for making sure your participation tally is accurate. If your tally is inaccurate or you are having difficulty accessing the web-based interface, please contact Participant Pool Coordinator. **You may cancel a study appointment at any time without penalty.** However, we ask that if you plan to cancel, please be considerate of the researchers' time and cancel as early as possible (24 hours recommended). There is no point penalty or deduction if you do not attend a session that you have signed up for. However, **failure to attend TWO study sessions without proper cancellation will result in removal from the Sona system** and you will not be able to earn any additional extra credit points for any course by participating in research studies for the remainder of the semester (However, you may still earn points through the other extra credit options listed above).

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## **Policy Regarding Required Number of Hours for Psych. 198 and 298 Credit**

***September 5, 2013, amended June 2, 2016***

Students who enroll in the quarter-credit Research Experience (Psych. 198) course should be expected to commit to 3-4 hours of work per week for the semester. Students who enroll in the half-credit Research Experience (Psych. 298) course should be expected to commit to 6-8 hours of work per week for the semester, along with a final paper or presentation. Students may not volunteer their time without either getting 198/298 credit or payment.

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## **Policy Regarding Summer Research at Hamilton**

***September 25, 2014***

In order to be considered for endowed funds for Summer Science Research at Hamilton, students must apply through the departmental and Dean of Faculty application processes during the prior spring semester. Each tenure-track faculty member may count on receiving ten weeks of research support. Support for non-tenure-track faculty and additional weeks are dependent upon the number of faculty supervising students and whether other science departments do not use all of their allotted weeks.

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## **Policy Regarding Senior Projects for Off-cycle Students who will Graduate in December**

***September 23, 2021***

Although the Department encourages students to complete a full-year senior project, the first semester course, Psych/Neuro 500, is only offered in the fall semester, whereas the second semester course, Psych/Neuro 501, is only offered in the spring semester. Therefore, students who will graduate in December who want to complete a full-year project will need to start in the fall of their junior year (three semesters prior to completion). That means they will need to alert the chair of the Psychology Department/director of the Neuroscience Program in the spring semester prior to when they plan to take Psych/Neuro 500 (four semesters prior to completion) in order to be included in the advisor assignment process. Students who are unable to follow such a timeline will be required to complete a one-semester senior project in their last semester.

## Policy Regarding Unpaid Volunteers or Interns

*June 15, 2015*

*(as per discussion with Steve Stemkoski in Human Resources)*

### Volunteers

A volunteer is someone who chooses to assist a charitable, civic, or non-profit organization by donating his or her time without expecting compensation.

The Department of Labor (DOL) considers a number of factors when evaluating a volunteer relationship with a non-profit organization such as Hamilton College. A few of the more significant factors to consider are:

1. The nature of the entity receiving the services
2. The employer's degree of control over working hours and conditions
3. Whether regular employees are displaced
4. Whether the same services are currently being performed by others and, if so, whether they are receiving compensation
5. Whether services are offered freely, without pressure or coercion

Given this guidance provided by the DOL, within our laboratory, we would consider an individual to be a volunteer if s/he inquires to join our laboratory, does not perform any services that are currently expected to be performed by paid employees, and are merely interested in "shadowing" the current staff for a limited number of hours and/or weeks.

### Interns

An unpaid intern is someone who comes to an organization for educational or training purposes, but who does not actually perform services that benefit the organization.

Ordinarily, Hamilton College has a practice of making sure there is a documented agreement between the College and the intern's educational program. The agreement would typically identify the parameters of the internship program that need to be performed and evaluated, and in many cases, applied as credit towards the intern's current educational program. Hamilton College also has a practice of paying interns because in order to have an unpaid intern all of the following must be met:

1. The internship provides instruction that is similar to training that would be given in an educational environment
2. The internship experience is for the benefit of the intern
3. The intern does not displace employees, but works under close supervision of existing staff
4. The employer that provides the training derives no immediate advantage from the activities of the intern
5. The intern is not entitled to a job at the conclusion of the internship
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship

Given these stipulations by the DOL, any individual who is requesting an unpaid internship within our laboratories will need to have the parameters of this relationship reviewed and approved by both the department chair and Human Resources.

## Department of Psychology

### Statement of Procedures Regarding Classroom Visitations

The Department of Psychology is committed to the highest standards of teaching, and the members of the faculty are selected on the basis of their promise as teacher-scholars. The Department engages in formal classroom visitations for the purposes of evaluation of faculty members as well as for the benefit of providing them with helpful feedback. Classes taught by continuing, untenured faculty are visited yearly so that observations can be incorporated into annual reviews and all members voting on reappointment and/or tenure have knowledge of each person's classroom effectiveness and mastery of the discipline. Classes taught by faculty coming up for promotion to full professor are visited so that all voting members have relatively recent (e.g., normally within two years of promotion) first-hand knowledge of teaching effectiveness. In order to make the visitation policy systematic yet unobtrusive, the Department has agreed on the following procedures:

1. The chair will ensure that each continuing untenured faculty member is observed at least once per semester in every course, excluding the senior project, but normally no more than two times in a single course, unless at the request of the continuing, untenured faculty member. The chair will offer non-continuing faculty members the opportunity to be observed.
2. Normally every member of the Department voting on a person's reappointment, tenure, and/or promotion will have made a classroom visitation every one to two years.
3. Classroom visitations and discussions related to visitations will be arranged by mutual prior agreement of the two parties. Those involved might agree that more than one visit in a particular course would be helpful.
4. The two parties will communicate prior to the observation(s) so that the faculty member being observed has a chance to explain their overall goals for the course and for the class session being observed, share any teaching materials, and specify anything about which they would like specific feedback.
5. It is the obligation of every faculty member associated with a classroom visitation to meet with the person being observed to discuss the observation and to provide the person being observed and the chair of the Department with a written evaluation taking into account the discussion with the faculty member who was observed. Within four weeks of the visitation, the faculty member being observed will be provided with a copy of a memorandum evaluating the person's teaching effectiveness. The chair will insert a copy of the evaluation in the person's file.
6. Faculty members being evaluated are encouraged to write a response to the chair if they consider the written evaluation to be inaccurate, unfair, or inappropriate.
7. Copies of the evaluation and any responses may be included as part of reappointment, tenure, and promotion materials supplied by the Department and/or the candidate.
8. If continuing, untenured faculty are interested in having members outside of the Department observe their teaching (e.g., to help inform future colleague letters), the chair can facilitate such an arrangement.



We encourage faculty in the Department to engage in activities that are purely for formative purposes and aren't tied to future evaluation, such as peer review of teaching materials, classroom observation of senior faculty, teaching circles, and pedagogy workshops.

*Approved by the Department of Psychology, September 17, 1996*

*Amended to include faculty coming up for promotion to full professor, September 25, 2014*

*Revised September 16, 2021*

## Reimbursement

1. All reimbursement requests must be accompanied by images of receipts and, when appropriate, the names of the individuals who participated in the event. Any reimbursement for meals must have an itemized receipt from the restaurant and not a copy of the total as reflected in a credit card receipt; in addition, a list of the individuals who attended the dinner must also be provided. You must use your tax-exempt card for purchases made in NY; you will not be reimbursed for taxes.
2. Faculty may be reimbursed for up to \$100 in student entertainment expenses per semester. Kim Reale is the person who approves such expenses (see decision tree below).
3. Other reimbursements/invoices that are being charged to a departmental line require the chair's approval (the chair's check request/invoice form requires the approval of Nicolas de la Riva).

*Please use the invoice payment link when you are submitting an invoice provided by a vendor.*

**Invoice Payment:** <https://my.hamilton.edu/offices/business/forms/invoice-payment>

*Please use the Check Request link for payments not supported by invoices such as honorariums or employee reimbursements. A check request can be paid by either a check or ACH payment.*

**Check Request:** <https://my.hamilton.edu/offices/business/forms/check-request>

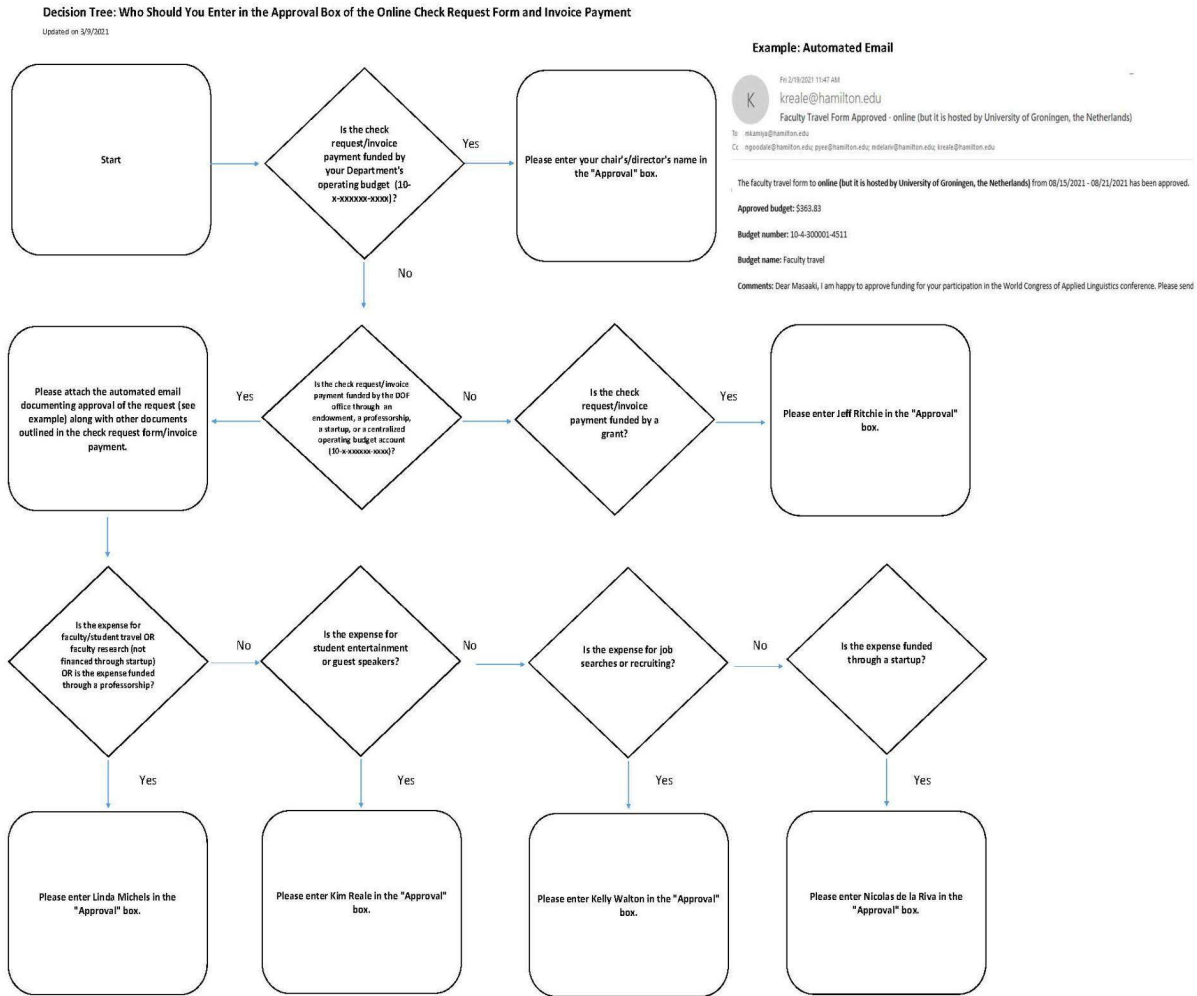
Here is a link to [Frequently Asked Questions](#) about these forms.

### Department Account Numbers


10-1-343-001-4106	Classroom supplies	Most expenses are charged to this account
10-1-343-001-4502	Entertainment	For expenses that include food for whatever reason
10-1-343-001-4009	Student help	For student departmental assistants and teaching assistants
10-1-343-001 4104	Printing	For printing jobs at the Print Shop. To use the Science Center copying machine, use the account number 5980 for copying.
10-1-343-001 4126	Summer research supplies	For any expenses related to summer research

10-1-343-001 4513	Senior projects	For expenses related to Senior Project research (e.g., participant payment, materials, apparatus, software)
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Decision tree to help you identify who to enter in the approval box of the online check request form and invoice payment form:



**Example: Automated Email**


 Fri 2/19/2021 11:47 AM  
 kreaale@hamilton.edu  
 Faculty Travel Form Approved - online (but it is hosted by University of Groningen, the Netherlands)  
 To: mkampa@hamilton.edu  
 Cc: ngoodwin@hamilton.edu; pyre@hamilton.edu; molteni@hamilton.edu; kreaale@hamilton.edu  
 The faculty travel form to online (but it is hosted by University of Groningen, the Netherlands) from 08/15/2021 - 08/21/2021 has been approved.  
 Approved budget: \$863.83  
 Budget number: 10-4-300001-4511  
 Budget name: Faculty travel  
 Comments: Dear Masaaki, I am happy to approve funding for your participation in the World Congress of Applied Linguistics conference. Please send

## **Procedures Regarding Invited Lecturers Amended June 5, 2017**

### ***Coordination***

It is to our advantage to have a vibrant and visible set of speakers each academic year. Typically, faculty in the Department propose speakers at the beginning of the academic year (or before), and the individuals then make the arrangements. The logistics include:

1. Checking with the Department to obtain proposed dates that would not conflict with Departmental events.
2. Checking the College Calendar to prevent conflicts with other events on campus.
3. Reserving a room via the web system, including entry of relevant information about the speaker and title of the lecture.
4. Submitting an "external speaker request form" to the Dean of Faculty Office for approval. The form can be found online on the DOF website. The form is not required of in-class invited speakers. (Note that even public speakers who are coming for free must be vetted by the DOF).
5. Notification of Vige Barrie in Communications and Development for publicity beyond the College.
6. Providing a Powerpoint slide to the faculty for announcement in classes.
7. Posting announcements in the Science Center.
8. Arranging two campus announcements via mass email to the campus (regulations limit two announcements per event). AOAs can do this for you.

### ***Deadlines for Submitting Requests***

- For events with an overall estimated budget *greater* than \$1500:
  - Deadline for fall speakers is April 1.
  - Deadline for spring speakers is November 1.
- For events with an overall estimated budget *less* than \$1500:
  - Requests will be handled on a rolling basis, with a minimum 2-week lead time.
  - Departments and programs with regular colloquia series may bundle requests together to submit by the deadline to secure funding.

### ***Guidelines for Honoraria (from the DOF)***

- Low: up to \$300 – one day visit by local speakers, recent alums, collaborators/colleagues from other institutions, guests as part of regularly scheduled department colloquia

- Medium: up to \$1000 – publicly recognized visitors who are on campus for more than one day, contributing to multiple speaking and/or classroom events.
- High: over \$1000 – big named, nationally/internationally publicly recognized academics, writers, or artists
- NOTE: A CV or other documentation is needed to justify medium or high honoraria.

### ***Guidelines for estimating other expenses (receipts to be submitted)***

- Travel expenses (varies)
- Lodging (usually \$150/night)
- Publicity (max \$100)
- Guest meals while traveling (usually \$100 max)
- For visitors on campus for more than one day, the maximum expense for food/entertainment is \$250 for a dinner/reception on one day. The maximum expense for food/entertainment for other days is \$150.
- Funds will not cover alcohol at events that include students. If only faculty are in attendance, alcohol is permitted as long as the event remains within the approved budget.
- Expenses for spouses and guests (other than the invited speaker) are not covered with speaker funds unless the guests are tied to a sponsoring endowment (Riffle, Tolles, etc.)

### **Additional Sources of Funding**

#### *James Plant Lecture Fund*

This is the main science lecture fund for the College, which uses endowed funds to support a major speaker every year or two. This fund has supported talks by Stephen J. Gould, B. F. Skinner, and Elliott Aronson. A speaker in this category should be given to the department chair, who takes the name to the science chairs for approval. It is assumed that the person proposing the speaker will take a primary role in following through with arrangements.

#### *Robert S. Morris Class of 1976 Visiting Fellowship*

In 2013, charter trustee Robert S. Morris '76, P'16, '17 and his wife Mary Helen established a generous gift designed to bring to campus a distinguished "scholar with specific emerging topic expertise in math or the sciences in order to enhance current academic offerings". The honorarium is \$20,000 and the Fellow is expected to be on campus for longer than a typical visit, engaging with students somehow in addition to giving a public lecture. Each year, a different department hosts the Morris Fellow. Recently, Psychology divided the money across three Fellows: Jack Gallant, Robert Sternberg, and Angela Duckworth.

#### *John Rybash Memorial Fund*

This is an endowed fund restricted for the Psychology Department use, and it generates about \$600 per year which can be accumulated across years when not expended. As of June 2021, there was \$7000 available to spend. Account number: 11-4-807023-7900.

### *Departmental Funds*

To a limited extent, the chair typically allocates some of the Departmental budget to support outside speakers. This depends upon other budgetary needs of the Department, and would thus vary from year to year.

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## **Procedures for Distributing Notices Regarding Employment or Educational Opportunities for Students (amended May 24, 2023)**

### ***Distribution to Students***

#### ***PsyNeu Jobs Listserv***

***In 2021-2022, the Department created the PsyNeu jobs listserv. At the beginning of each semester, the Chair sends an email with sign-up instructions to students on Blackboard and to faculty to disseminate to their students who are not yet concentrators. To post a job or graduate school opportunity to the listserv, send to PsyNeu-job@listserv.hamilton.edu. Cheney Cronin from the Career Center is signed up for the listserv and automatically posts all job announcements to Handshake.***

#### ***Blackboard***

From your MyHamilton portal, your Blackboard panel should contain links for the Psychology Majors and for the Neurosciences Program Space. By sequentially selecting *Tools, Email, Groups*, and the appropriate class year, you can send a mailing to the appropriate group of students.

If your Blackboard configuration does not contain the major and/or program space, please contact the Department chair so that your access can be added.

Our department AOA also has access to Bboard and can forward any job/grad school announcements to the appropriate lists if you find that easier.

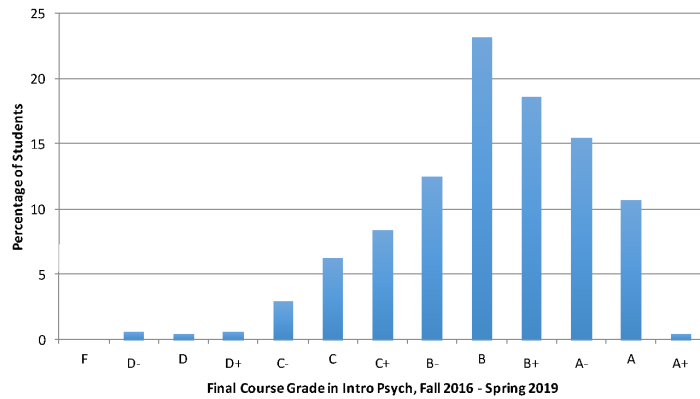
#### ***Career Center***

~~The Career Center can add job descriptions to the Handshake system that keeps students informed of employment opportunities. It would be helpful if you would send copies of any notices to Cheney Cronin (ccronin@hamilton.edu) for posting on this site.~~

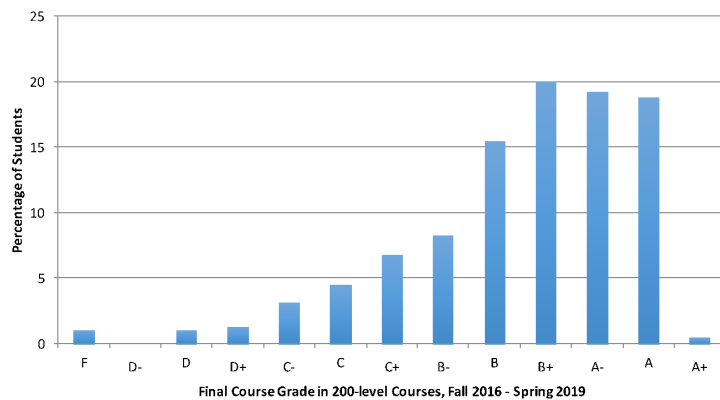
## Grading Norms

This information is provided for the Department so that we have some sense of the grade distributions in our courses. There are no obligations related to this information, but it is helpful to have a sense of the norms. [Additionally, beneath these norms are the grade cut-offs we decided upon at our August 31, 2017 department meeting.]

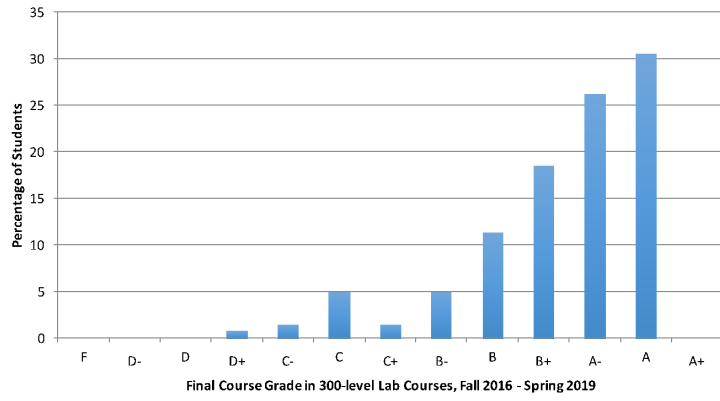
### Introductory Psychology (Fall 2016 – Spring 2019); mean = 3.05



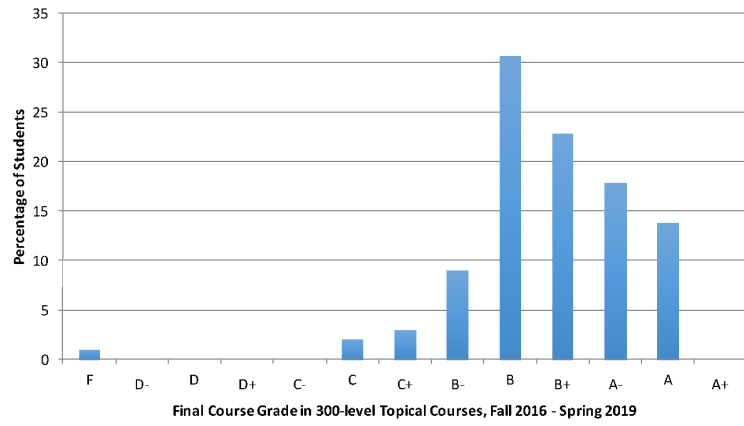
### 200-Level Courses, excluding Counseling (Fall 2016 – Spring 2019); mean = 3.16



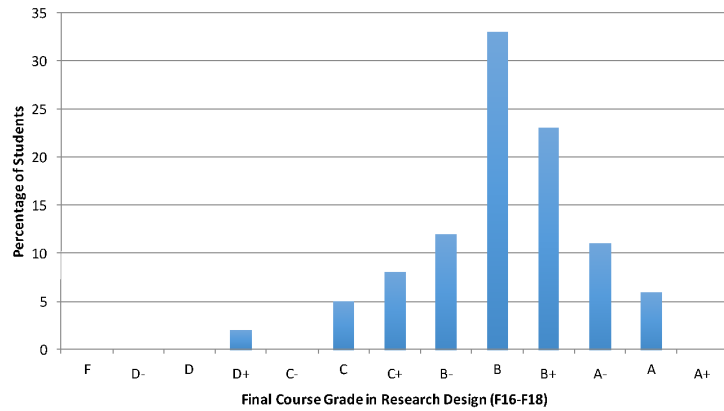
### Lab Courses (Fall 2016 – Spring 2019); mean = 3.44



**300-Level Topical Courses (Fall 2016 – Spring 2019); mean = 3.23**

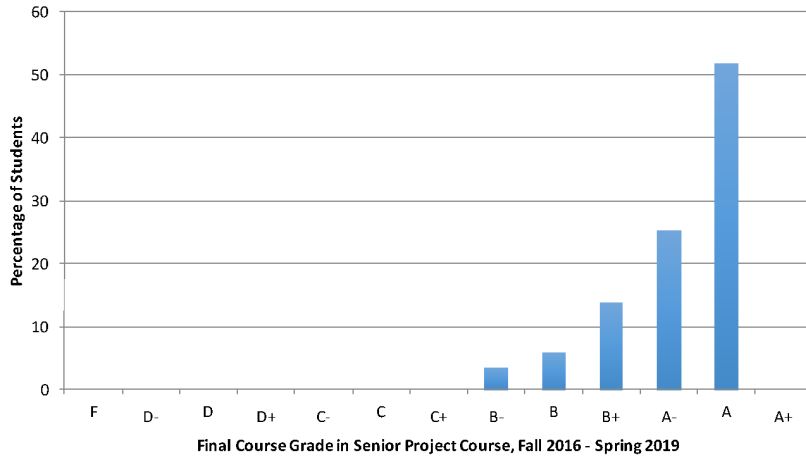


**Research Design (Fall 2016 – Fall 2018); mean = 3.03**



**Senior Projects (Fall 2016 – Spring 2019); mean = 3.73**





**Note: Hamilton’s grading system is on the following scale:**

A+ = 4.3	B+ = 3.3	C+ = 2.3	D+ = 1.3	F = 0
A = 4.0	B = 3.0	C = 2.0	D = 1.0	XF = -1.5
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7	

**Grade Cut-Offs**

Grade	% of points	Grade	% of points
A+*	97.5-100	C	73.5-77.4
A	93.5-97.4	C-	70.5-73.4
A-	90.5-93.4	D+	67.5-70.4
B+	87.5-90.4	D	63.5-67.4
B	83.5-87.4	D-	60.5-63.4
B-	80.5-83.4	F	60.4 or less
C+	77.5-80.4		

\*A+ cannot be earned by extra credit

## Promotion and Tenure Guidelines



### Psychology Department Guidelines for Tenure and Promotion to Associate Professor (revisions approved by COA, April 2020)

In accordance with the Hamilton College Faculty Handbook, the Department of Psychology's criteria for tenure and promotion to the rank of Associate Professor include three factors: teaching, research, and service. The tradition of the Department is to select and retain colleagues who are highly capable teaching scholars. Thus, those recommended for tenure and promotion are people who are effective teachers and active scientists.

Our criteria for evaluating the quality of professional activities reflect standards shared by our peer institutions (i.e., highly selective liberal arts colleges), and we interpret these standards with an understanding that the composition of produced work will differ from candidate to candidate. Nevertheless, we expect that the record of a viable candidate will provide clear evidence of a successful pattern of accomplishments in both teaching and research, coupled with high motivation to sustain this activity throughout the candidate's professional life. Teaching is the most heavily weighted criterion for reappointment, promotion, and tenure. Scholarship is almost equally important.

The Senior Project is a central part of the curriculum in Psychology at Hamilton, and often it provides an opportunity for students to conduct collaborative research with the faculty advisor. Thus, aspects of this experience might in certain circumstances be evidence of accomplishment in either teaching or scholarship. Similarly, the supervision of students in summer research might provide evidence of successful teaching, whereas the final product might reasonably be considered in the category of scholarship.

#### Teaching

The Department expects its faculty to be excellent teachers. Effective teaching, which includes the candidate's ability to communicate effectively in the classroom and to motivate students to think deeply about course material, may be demonstrated in several ways:

1. A personal statement demonstrating continued growth in teaching, as evidenced by reflection about pedagogical approaches, course modifications, and commitment to student learning;
2. Course materials (e.g., exams, assignments, syllabi) that indicate creative, rigorous, and pedagogically valuable approaches;
3. Teaching at multiple levels of the curriculum, from introductory courses through the Senior Project. Teaching may also include supervising independent study and

- research students, which may result in extramural presentation and/or joint publication (when appropriate);
4. Faculty observations, based on classroom visitations by all voting members of the department. Such observations will be described in the departmental letter. Candidates can choose which, if any, faculty observation letters to include in their file;
  5. Student teaching evaluations, both numerical and narrative, as well as select and random student letters.

## Scholarship

The Department expects its faculty to be productive scholars who have demonstrated a commitment to research and the ability to initiate and maintain an active and independent program of scholarship that goes beyond dissertation or postdoctoral work. Evaluations of the candidate's program of research will include the number of publications, the quality of individual publications, and the importance of the journals in which the candidate has published. Because the criteria for evaluating the quality of one's professional activities reflect standards shared by our colleagues at other institutions, and in order to have an independent, objective assessment, the Department's judgment will incorporate the evaluations of colleagues at other institutions in order to take into account the broader, shared standards in the academic community.

The Department considers publication with student coauthors to be evidence of effective integration of teaching and scholarship at Hamilton. We encourage but do not require faculty-student collaboration in research. Although we recognize the positive features of a research program that incorporates students, the absence of such a program does not count against a candidate upon the evaluation of the scholarly record. Furthermore, student involvement in research weighs at least as heavily in the evaluation of teaching as it does in scholarship.

1. The primary indicator of a successful program of scholarship is the publication of peer-reviewed journal articles reporting original research. Meta-analyses, literature reviews, and theoretical papers are also highly valued.
2. Methodological papers, as well as book chapters and edited books, will also be considered as evidence of scholarly activity, although the weight given to these accomplishments will not be as great as that given to peer-reviewed empirical journal articles, meta-analyses, literature reviews, and theoretical papers. In some cases (e.g., for clinical psychologists), active involvement in clinical work may be counted towards evidence of scholarly activity.
3. Conference presentations, particularly those given at national and international conferences, will also be considered.
4. Grant proposals, conference organization, and journal editing in the area of the candidate's specialty will also provide evidence of active engagement in scholarship.

## Service

According to the *Faculty Handbook*, "members of the Faculty are expected to participate in the intellectual and academic life of the College outside of class by advising students, by

participating in departmental or program activities, by attending meetings of the Faculty, and by serving on faculty and College committees.” The Department expects that its faculty will engage regularly in service in a variety of ways, including the following:

1. Regular attendance at faculty and departmental meetings, college functions (e.g., Convocation, Class and Charter Day, and Commencement ceremonies), and other events sponsored by the Psychology Department;
2. Serving as an academic advisor to students;
3. Departmental service, which may consist of organizing departmental events (e.g., information sessions, Senior Project presentations, invited lectures); contributing to curriculum and pedagogical development; and performing a variety of departmental tasks (e.g., administering the human subjects pool, serving as advisor to Psi Chi);
4. College service, by serving on committees and by organizing and participating in college events;
5. Professional service, which may involve serving as an ad hoc reviewer for one or more scholarly journals; participating as a reviewer for granting agencies; and community service (e.g., outreach programs) of a professional nature;
6. Being constructive and courteous in serving the needs of the Department, contributing positively to the work environment, and promoting the professional development of departmental and college colleagues.



**Psychology Department Guidelines  
for Promotion to Full Professor  
(revised March 2020; approved by COA April 2020)**

In accordance with the Hamilton College Faculty Handbook, the Department of Psychology's criteria for promotion to the rank of Professor include three factors: teaching, research, and service. The tradition of the Department is to select and retain colleagues who are highly capable teaching scholars. Consistent with the Faculty Handbook (2019), candidates for promotion to the rank of Professor "are expected to provide distinction to the Faculty as teachers, to have demonstrated sound, continuing growth as scholars, and to serve as leaders of the academic community."

Our criteria for evaluating the quality of professional activities reflect standards shared by our peer institutions (i.e., highly selective liberal arts colleges), and we interpret these standards with an understanding that the composition of produced work will differ from candidate to candidate. Nevertheless, we expect that the record of a viable candidate will provide clear evidence of distinction as a teaching scholar.

The Senior Project is a central part of the curriculum in Psychology at Hamilton, and often it provides an opportunity for students to conduct collaborative research with the faculty advisor. Thus, aspects of this experience might in certain circumstances be evidence of accomplishment in either teaching or scholarship. Similarly, the supervision of students in summer research might provide evidence of successful teaching, whereas the final product might reasonably be considered in the category of scholarship.

## **Teaching**

The Department expects its faculty to be excellent teachers. Effective teaching, which includes the candidate's ability to communicate effectively in the classroom and to motivate students to think deeply about course material, may be demonstrated in several ways:

1. A personal statement demonstrating continued growth in teaching and commitment to student learning, which may include revision of existing courses, development of new courses, and innovation in pedagogical strategies or approaches to course content;
2. Course materials (e.g., exams, assignments, syllabi) that indicate creative, rigorous, and pedagogically valuable approaches;
3. Teaching at multiple levels of the curriculum, from introductory courses through the Senior Project. Teaching may also include supervising independent study and research students, which may result in extramural presentation and/or joint publication (when appropriate);

4. Faculty observations, based on classroom visitations by all voting members of the department. Such observations will be described in the departmental letter. Candidates can choose which, if any, faculty observation letters to include in their file;
5. Student teaching evaluations, both numerical and narrative, as well as select and random student letters.

## Scholarship

The Department expects its faculty to be productive scholars who have demonstrated a commitment to research, and the ability to initiate and maintain an active program of scholarship. Evaluations of the candidate's program of research will include the number of publications, the quality of individual publications, and the importance of the journals in which the candidate has published. Because the criteria for evaluating the quality of one's professional activities reflect standards shared by our colleagues at other institutions, and in order to have an independent, objective assessment, the Department's judgment will incorporate the evaluations of colleagues at other institutions in order to take into account the broader, shared standards in the academic community.

Publication with student coauthors is evidence of effective integration of teaching and scholarship at Hamilton. The Department encourages but does not require faculty-student collaboration in research. Although we recognize the positive features of a research program that incorporates students, the absence of such a program does not count against a candidate upon the evaluation of the scholarly record. Furthermore, student involvement in research weighs at least as heavily in the evaluation of teaching as it does in scholarship.

1. The primary indicator of a successful program of scholarship is the publication of peer-reviewed journal articles reporting original research; however, meta-analyses, literature reviews, and theoretical papers are also highly valued.
2. Methodological papers, as well as book chapters and edited books, will also be considered as evidence of scholarly activity, although the weight given to these accomplishments will not be as great as that given to peer-reviewed empirical journal articles, meta-analyses, literature reviews, and theoretical papers. In some cases (e.g., for clinical psychologists), active involvement in clinical work may be counted towards evidence of scholarly activity.
3. Conference presentations, particularly those given at national and international conferences, will also be considered.
4. Grant proposals, conference organization, journal editing, and serving in a leadership role in a professional organization in the area of the candidate's specialty will also provide evidence of active engagement in scholarship.

## Service

According to the *Faculty Handbook*, "members of the Faculty are expected to participate in the intellectual and academic life of the College outside of class by advising students, by participating in departmental or program activities, by attending meetings of the Faculty, and by serving on faculty and College committees." The Department expects that its faculty will engage regularly in service in a variety of ways, including the following:

1. Regular attendance at faculty and departmental meetings, college functions (e.g., Convocation, Class and Charter Day, and Commencement ceremonies), and other events sponsored by the Psychology Department;
2. Serving as an academic advisor to students;
3. Departmental service, which may consist of organizing departmental events (e.g., information sessions, Senior Project presentations, invited lectures); contributing to curriculum and pedagogical development; mentoring junior faculty; and performing a variety of departmental tasks (e.g., administering the human subjects pool, serving as advisor to Psi Chi);
4. College service, by contributing to shared governance and by organizing and participating in college events;
5. Professional service, which may involve serving as an ad hoc reviewer for one or more scholarly journals; participating as a reviewer for granting agencies; and community service (e.g., outreach programs) of a professional nature;
6. Being constructive and courteous in serving the needs of the Department, contributing positively to the work environment, and promoting the professional development of departmental and college colleagues.

## **Science Center Policies** *(revised from October, 2005)*

### **Contact People**

*Emergencies.* Any emergency should be reported to **Mary Collis**, our primary liaison with the Physical Plant. If you need to notify someone about an emergency at a time when Mary is not available, then contact Security. They have a list of the appropriate people to notify.

*Building Issues.* Issues regarding the Science Center that involve the faculty and staff should be raised with the Department chair, who will bring that to the attention of the science chairs.

*Keys.* Please order keys through **Mary Collis**.

### **“Public” Spaces**

The Physical Plant is responsible for the general appearance and the preservation of the aesthetic theme of the building. Along these lines, the Physical Plant will make decisions regarding the public spaces of the building (classrooms, atrium, atriottes, and hallway areas), and any proposals regarding items to be placed into those areas will be at the discretion of the Steve Bellona, who will consult with others as necessary.

### **Bikes**

Out of respect for the custodians, and in the spirit of keeping the building safe, please do not bring bicycles into the building, and if you see students doing this, please notify them that this is prohibited. There are bike racks outside all of the entrances to the Science Center.

### **Postings**

The design of the building includes tackboards at every entrance for general postings. In addition, each department is requested to devote one tackboard in the center of their areas for postings. These provisions are designed to accommodate the needs of those who wish to post notices. It is against fire codes to post items in the fire stairways.

The architectural design of the building emphasizes visibility into areas so that there is an open feeling to the environment and so that the activity in the building is apparent to those passing through. It is for this reason that there is a substantial amount of glass in the building.

Repeated attachment of tape to the glass areas will lead to scratching the glass as the tape is removed and permanent mark at the location where the tape was located. For these reasons, posting items on the glass in the building is discouraged. Custodians have been instructed to remove any postings from outside doors, stairway areas, and entry area walls. Faculty who feel the need to tape items to glass should do so on their departmental tutorial areas – the custodians have been asked to not disturb any items in those locations.

### **Scheduling**

All classrooms in the building are scheduled through the Registrar with the exception of the three departmental seminar rooms (Biology, Physics, and Psychology). Those rooms are



scheduled by a representative in each department. Unscheduled times are to be provided to the Registrar so that other departments on campus can also use these rooms.

### **Dogs**

It is College policy that dogs should not be in buildings. Regardless, there are three reasons not to bring dogs into the Science Center. First, some students are fearful of them, and their concerns are to be respected. Second, students and faculty walk through this building carrying hazardous chemicals. Third, experimental animals in the vivarium are at risk if exposed to other animals, either from fleas or diseases that might be carried from other animals.

### **Video Display in the Science Atrium**

The Science AOAs are responsible for maintaining the content of the video display in the Science Center atrium. If you have images that you would like displayed, please submit them to the AOAs. Content is updated on Fridays for the following week and is limited to Science Center events and activities. Images are added “as is,” so if you would like a Powerpoint presentation of your photos, you should submit them as a Powerpoint file. Faculty are strongly encouraged to post images of their students working in the lab.

**Hamilton College**  
**Department of Psychology**  
**Course Characteristics; Assessment/Curricular Guidelines**

(Written by J. Burr, modified by P. Yee)

Updated, Spring 2011 (by D. Weldon); Spring 2018 and 2019 (by J. Borton)

This document is intended to serve as a set of general guidelines for the types of activities that take place in departmental courses. These guidelines are not intended to be a prescription for how to structure courses. Rather, they are a starting place for conversations and are intended to serve as a helpful guide for new faculty and more senior faculty who are considering revising their current course offerings. As a general rule, the more advanced courses are more variable across instructors.

**General Perspective**

In line with the College objectives in educating students to become effective writers and speakers, all of our courses include writing assignments, and most of them involve oral presentations. Consistent with this objective, the norm in the department is that examinations, which can include objective questions, never consist entirely of a series of multiple-choice questions. In addition, when appropriate, several courses contain explicit assignments that involve quantitative features and specific education in scientific methodology.

**Introduction to Psychology (Psych 101)**

**General Approach**

The course is typically divided into three sections: (**1<sup>st</sup>**): Neuroscience, Behavioral genetics, Evolution; (**2<sup>nd</sup>**): Learning, Cognition, Memory; (**3<sup>rd</sup>**): Development, Social, Personality, Clinical.

**Course Content:**

In May 2017, the Department met to discuss what content should definitely be included in the Introductory course. All sections of intro should be sure to include the following topics:

- Methods of psychology (correlational study vs. experiment, control groups, random assignment, correlation does not imply causation)
- Ethics
- Basics of natural selection and evolution; how nature & nurture work together
- Basics of classical and operant conditioning
- Neuron basics (parts, synaptic transmission), lobes of the brain, hormones
- Basic drives, emotion
- Basics of sensation and perception; difference between objective & subjective; transduction; vision; top-down processing (goal is to pique interest)
- Types of memory (e.g., short-term, long-term, explicit/implicit), reconstructive nature of memory
- Cognitive development: nativism/empiricism: what is innate, a little bit of language (maybe as an example of sensitive periods), focus on infancy: critical period, what babies are capable of, introduce Piaget but point out more recent work criticizing his methods)

- Social development: attachment, parenting
- Social cognition: schemas, stereotyping/prejudice
- Social influence: power of the situation (conformity, compliance, obedience); classics such as Asch and Milgram. Could work in ethics here.
- Clinical: Difficulties in defining mental illness, pros/cons of labeling, multiple potential causes/treatments of mental illness (no one therapy is superior).
- Topics deemed up to the individual faculty member whether to include: reasoning/intelligence; personality

### **Assessment:**

- 3-4 exams corresponding to the three sections of the course (including the final exam, which may include a cumulative section).  
Format: a mix of some or all of the following - multiple choice, fill in the blank, matching, definitions, short answer, and essay. Multiple choice questions typically make up less than one-third of the total points on each exam. Exams should include a portion assessing students' quantitative and symbolic reasoning skills (see below).
- At least 2 laboratory exercises with written components  
During class time, the lab is introduced, data collection takes place, and the structure of the written product is described. For each lab, students write a short paper detailing the purpose of the study and relevant background information, the specific hypothesis, the method, the results, and an interpretation of the findings.
- Some sections may include library research and/or oral presentations.

### **Coordination of sections:**

- Correspondence between/among sections – instructors meet before and during each semester to coordinate. The frequency of these meetings is variable by semester (depending on faculty interest and experience teaching the course)
- Typically, all sections share the same:
  - 1) Textbook
  - 2) Laboratory exercise assignments
  - 3) Due dates for assignments and exams (with some flexibility)
- Sections typically differ in:
  - 1) Instructor's choice of which textbook material to include in the class lectures
  - 2) Some instructors elect to assign primary-source articles
  - 3) Some instructors have weekly quizzes
  - 4) Exam format, coverage, and questions

### **Quantitative and Symbolic Reasoning:**

- Psych 101 is one of the courses that fulfills the quantitative and symbolic reasoning requirement. As such, we include assignments that meet the objectives of that goal, as listed below:

**Guidelines for Quantitative and Symbolic Reasoning Courses  
(approved by CAP 3/5/09)**

A QSR course includes material in at least one of the following three categories:

- 1) Statistical Analysis. The use of statistical analysis to describe data and to make inferences.
- 2) Mathematical Representation. The use of mathematical models such as those based on graphs, equations, and geometric objects to represent patterns, relationships, and forms.
- 3) Logic and Symbolic Reasoning. The use of formal logic or symbolic reasoning such as in the following examples: the proper construction of a computer program or a formal proof; the analysis of language in linguistics; or the study of music theory.

In addition, a QSR course includes four or more graded assignments (tests, quizzes, problem sets, labs, oral presentations, exhibits) in at least one of the three categories described above. Completion of this work is necessary to receive a passing grade in the course, but need not be the only graded work in the course.

**Fundamentals of Human Neuroscience (204) and Fundamentals of Neurobiology (205)**

**General Approach**

These courses give students an appreciation of the biological bases of behavior.

*Fundamentals of Human Neuroscience* (Psych/Neuro 204) emphasizes neurophysiology and resulting behavior as they relate to cognitive processes. *Fundamentals of Neurobiology* (Psych/Neuro 205) emphasizes neurophysiology and resulting behavior as they relate to cellular and subcellular processes.

**Assessment:**

- Exams (several, including the final, which may or may not include a cumulative section)  
Format: a mix of some or all of the following - multiple choice, fill in the blank, matching, definitions, hands-on exercises, short answer, and essay. Multiple choice questions typically make up one-quarter to one-third of the total points on each exam.
- Quizzes (brief, to encourage consistent preparation)
- At least one writing assignment that may or may not be in APA format.
- Either an oral presentation to the class or small group discussion of empirical articles

## **Statistics and Research Methods in Psychology (Psych/Neuro 201)**

### **General Approach**

This course provides students with a basic understanding of research methodology and a working knowledge of statistical techniques with specific applications to problems in psychology and neuroscience. Inferential statistics taught include one sample  $t$  test, independent groups  $t$  test, correlated groups  $t$  test, oneway ANOVA, repeated-measures ANOVA, factorial ANOVA, correlation/regression, and chi-square. Methodological concepts covered include characteristics of correlational vs. experimental studies (including direction of causality and third variable problems), moderation vs. mediation, and disturbance variables vs. confounds. This course provides the foundation for all others in the Psychology concentration.

### **Assessment:**

- Four exams that address both theoretical and computational understanding of statistics and research design
- Weekly homework exercises involving both hand calculations and SPSS
- A descriptive statistics project using a large data set that involves summarizing data and creating an APA-style table
- SPSS practical final exam

### **300-level topical courses**

#### **Guiding Philosophy:**

- The topical courses have either a survey or specific focus
- They build upon the foundation provided in Psych 201 by relating topics to research design and data analysis, as appropriate for the course
- At least some readings from the research literature
- Students should be doing some writing.

### **300-level laboratory courses**

#### **General Guidelines:**

- Guiding philosophy:
  - Emphasis on methodology in addressing questions, providing students with a working knowledge of both experimental and correlational approaches
  - All class activities are directly grounded in the research literature
  - Emphasis on logical inferences
  - Consideration of future research
  - Instruction in writing APA-style papers
  - BONUS: student learning can occur in the context of furthering individual faculty members' research goals/projects

- All labs include some sort of “research experience” for students. This can include:
  - Collection of primary data
  - Mastery of research techniques (e.g., EEG)
  - Analysis of data
  - Interpretation of data
  - Presentation of data
- Some labs include exams, others do not
- Some labs include weekly response/discussion papers
- Some labs require an oral presentation
- Some labs provide an opportunity for students to take a turn leading the class discussion
- Some courses include two to three projects over the course of the semester, each culminating with some sort of presentation (often in written format).
- At the end of each semester, the department holds a poster session. In some labs, enrolled students work in small groups to put together and present posters detailing research findings, procedures, or techniques learned in the course.
- All laboratory courses include at least 6 contact hours per week and are worth two teaching credits. In some cases, in order to allow students to work with specific equipment, more than one lab section is offered.
- Most laboratory courses are listed as writing intensive in the college catalogue, which requires that they meet the college’s writing intensive guidelines.

### **380 (Research Design)**

#### **General Approach:**

- Guiding philosophy:
  - The course provides advanced coverage of research design topics to prepare students for the Senior Project
  - Students read journal articles from across areas of psychology that demonstrate a variety of different research methodologies
  - Students practice designing studies to answer research questions

#### **Topics Covered:**

- Operational definitions
- Reliability/validity
- A variety of different research designs and methods (correlational, experimental, quasi-experimental, observational, use of archival data, case studies, surveys, interviews, single-subject experimental designs); how to answer the same question different ways
- Survey creation and validation; use of Qualtrics
- Research ethics and IRB proposals
- Cover stories, debriefing, experimenter bias, demand characteristics

#### **Assessment:**

- Exams designed to assess application of principles learned
- Homework exercises as smaller components of larger projects (e.g., generating research questions, conceptual/operational definitions, annotated reference section, IRB proposal)
- APA-style papers
- Oral presentation

### **Senior Project**

The senior project represents the culmination of students' efforts in the concentration, and the amount and quality of both written and lab/field work should at least be equivalent to what would be expected for a full-credit course.

#### **General Guidelines:**

- Some students complete a one-semester thesis; others complete a full-year project.
- One-semester projects are typically integrative literature reviews with a research proposal. Some projects may also include empirical work.
- Full-year projects include data collection resulting in a full, APA-style research report, at least a portion of which (e.g., introduction and method) is due at the end of the fall semester.
- Most supervisors have a weekly group lab meeting, in addition to individual meetings with students.
- Most supervisors provide students with an explicit list of expectations at the beginning of the semester.
- Supervision of six senior projects equates to a single teaching credit for faculty.
- Written work is due by 4 PM on the last day of class each semester.
- Students who earn a grade of C- or better in the first semester will be permitted to continue in the second semester. Students who earn a grade in the D range will receive credit for the senior project and will fulfill the department's senior project requirement; however, these students will not be eligible to continue in the senior project for the second semester. Students who earn a grade of F will not receive credit for the senior project and must successfully complete the senior project in another semester in order to fulfill this requirement for the Psychology concentration. [NOTE: This statement should appear in the Senior Project syllabus.]

## **College Purposes and Goals** (approved by the Hamilton faculty in 2011)

*Faculty are encouraged to include a short statement in their course syllabi indicating which goals are most directly addressed by the course.*

Hamilton College is committed to the intellectual and personal development of students. We seek to nourish a love of learning, a creative spirit, and an informed and responsible engagement with an ever-changing world. To promote these qualities, the College challenges all of its students to work with their advisors to devise an educational program that fosters:

**Intellectual Curiosity and Flexibility** — examining facts, phenomena and issues in depth, and from a variety of perspectives, and having the courage to revise beliefs and outlooks in light of new evidence

**Analytic Discernment** — analyzing information, patterns, connections, arguments, ideas, and views quantitatively and symbolically

**Aesthetic Discernment** — evaluating quality and value in a variety of artistic and other intellectual domains

**Disciplinary Practice** — engaging in the focused and sustained practice of disciplinary techniques and methodologies in order to acquire mastery of a specific ability or craft

**Creativity** — imagining and developing original ideas, approaches, works and interpretations, and solving problems resourcefully

**Communication and Expression** — expressing oneself with clarity and eloquence, in both traditional and contemporary media, through writing and speaking, and through visual, aural, gestural and other modalities

**Understanding of Cultural Diversity** — critically engaging with multiple cultural traditions and perspectives, and with interpersonal situations that enhance understanding of different identities and foster the ability to work and live productively and harmoniously with others

**Ethical, Informed and Engaged Citizenship** — developing an awareness of the challenges and responsibilities of local, national and global citizenship, and the ability to meet such challenges and fulfill such responsibilities by exercising sound and informed judgment in accordance with just principles

In pursuing these goals, students should progress meaningfully along a path toward fulfilling their potential for being thoughtful, responsible and purposeful individuals with the capacity to make a positive difference in the world.



## **Guidelines for Writing Intensive Courses (5/2012)**

Hamilton College recognizes that the ability to write clearly and effectively is a core goal of a liberal arts education. Learning to write well is an on-going process that helps bind together our students' multi-disciplinary experience within the College's open curriculum. As a community of writers and writing teachers, Hamilton College faculty members know that good writers are persistent rewriters, and our efforts must engage student writers in a process of continual growth and maturation. The Writing Intensive (WI) program is intended to assure that students engage in this process regularly and across the curriculum. The guiding principle of the WI program is that, in the context of learning disciplinary content, students will write often, receive feedback on composition, form, and content, and pursue substantive revision. Students and faculty should be engaged in a cycle of writing, feedback, and revision/rewriting throughout the semester.

In pursuit of this goal, the Faculty articulates the following Guidelines and Recommendations for WI courses.

### **Guidelines**

1. Instructors will provide clear, extensive, and timely feedback on student writing. Feedback should include comments on structure, argument, grammar, and style as well as on content.
2. Students will have the opportunity to respond to feedback in a subsequent draft, paper, or other assignment.
3. Writing projects will be substantial and will be distributed across the semester.
4. Grades on written work will comprise a substantial part of the course grade.
5. Students will have the opportunity for individual or small-group writing conferences with the instructor.
6. Instructors will devote class time to discussing writing techniques and strategies specific to the level and content of the course.
7. Instructors will include on the syllabus a short statement describing how the course meets the above guidelines.

Courses are designated WI by application to the Committee on Academic Policy, including a rationale for such designation based on the Guidelines. If a department or program believes a course meets the spirit of the WI Program even though it does not meet all of the guidelines, the department or program may petition the CAP to designate the course as WI.

In order to aid the faculty in meeting these guidelines, WI courses will be capped at a maximum enrollment of twenty students.

### **Recommendations for Writing Intensive Courses (5/2012)**

1. Require at least four separate writing assignments, or the equivalent, appropriate to course level and discipline.
2. Require students to hand in earlier papers or drafts to monitor their progress.
3. Require or strongly recommend at least one Writing Center appointment, especially in 100-level courses.
4. Ask students to summarize how they have responded to the critique of their work when submitting revisions.
5. Include, during in-class discussion of effective writing practices, general expectations for writing assignments; examples of weak and strong sentences, paragraphs, whole papers, and writing strategies; explanations of disciplinary conventions, and the nature of evidence and expected documentation style for the discipline.
6. Include some low-stakes or ungraded essays or other writing assignments in or out of class.
7. Include peer review of assignments.

### Speaking-Intensive (SI) Courses

Beginning in Fall 2017, the current Oral Presentation (OP) designation will be discontinued and a new Speaking-Intensive (SI) designation will go into effect.

To qualify for an SI designation:

1. Instructors will emphasize speaking and listening as an integral means of learning.
2. Instructors will provide explicit instruction in effective oral communication through assigned readings, lectures, class discussions, or other instructional features of the course. Oral communication instruction should introduce strategies that improve students' effectiveness as speakers and listeners.
3. Instructors will provide multiple opportunities for students to practice their oral communication skills in course assignments. Normally, at least one oral communication assignment should be an individual, stand-up presentation of substantial length (8-10 minutes).
4. Instructors will allow for other modes of oral communication assignments that best support the principal learning objectives and disciplinary practices of the course. Such assignments may include oral exams; reports on course readings or activities; reports of laboratory, field, or library research; proposals for research or other projects; reflections on course subject matter; debates or panel discussions of course-related issues; interviews; mock trials or legislative hearings; storytelling; critiques; and the like. A poster presentation may be used for an oral communication assignment *if* the student is required to prepare and orally present remarks and respond to questions in addition to creating a poster.
5. Instructors will distribute the oral communication assignments throughout the semester.
6. Instructors will provide students with specific and timely feedback on the development of their speaking and listening skills, including but not limited to audience adaptation, organization, development, style, and delivery. The instructor's means of providing feedback to students may take a variety of forms, such as individual conferences, in-class discussion, and/or written evaluation.
7. Evaluation of a student's performance should be based substantially, at least 30%, on the oral communication assignments.
8. Instructors will include on the syllabus a short statement describing how the course meets the above guidelines.

Courses are designated SI by application to the Committee on Academic Policy. Applications must include a rationale for such designation based on the Guidelines and Recommendations. If a department or program believes that a course meets the spirit of the SI Program even though it does not meet all of the guidelines, the department or program may petition the CAP to designate the course as SI. In order to aid the Faculty in designing courses to meet these guidelines, SI courses will be capped to have a maximum enrollment of twenty (20) students per section.

## NYS Regulation Regarding Number of Course Contact Hours and Use of Final Exam Slot

*January 24, 2014*

New York State regulations require that classes meet for a minimum of 150 min./week x 15 weeks. Faculty must use the final exam slot for their courses. If no final exam is given, the time can be used for presentations, a poster session, or a class meeting.

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### Pay Rates for Departmental Workers and Teaching Assistants

Based on the College guidelines, hourly wages for student workers/TAs will be as follows effective 12/26/2022:

Department workers: \$14.20/hour

Teaching assistants and graders: \$14.50/hour

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### Payment to Research Participants

*(draft policy circulated by Nicolas de la Riva April 2021; Psychology-specific additions are highlighted)*

#### **Purpose:**

To provide guidance to Hamilton College researchers (e.g. employees, faculty, and students) on the appropriate methods for handling payments, via cash or gift card, to individuals (whether Hamilton students or not) for their participation in a college-sponsored research study.

#### **Reason for Policy:**

Research programs involving human subjects often provide an appropriate level of incentive or compensation for the individual's participation in the study. This policy will aid researchers in understanding how to manage these financial payments while preserving the College's responsibilities under Internal Revenue Service reporting rules and regulations.

#### **Policy:**

Individual payments to research participants in amounts of \$100 or less are considered by Hamilton College to be *de minimis* in nature and do not require a completed form W-9 from the participants. Cumulative *de minimis* payments exceeding \$600, to the same participant, in a calendar year require that the participant complete a form W-9.

*De minimis* payments of \$100 or less apply only to research payments made to an individual by Hamilton College. For payments other than *de minimis* payments to research participants, a form W-

9 must be obtained from the individual. *De minimis* payments are available for citizens and permanent residents but not Nonresident Aliens under any circumstances.

### **Procedures:**

#### Research payments of \$100 or less:

Payments to research participants of \$100 or less may be provided as cash or gift card from an endowment or operating budget account. Researchers are not required to obtain a form W-9 from the research participant. However, the researcher shall obtain a signed receipt (i.e., email confirmation or signed document) from the individual that indicates the participant's name and the amount received to reconcile the payments. A research participant who receives a payment over \$100 must complete a W-9 form.

The Science Center AOA will handle all such payments with a standard email that is sent to participants (either for winning a lottery or for completion of a study in which they knew they were getting specific compensation), a google form to collect "receipts," and either a check request submission or sending of a gift card. The AOA will keep track of total compensation for any given participant to determine if the participant needs to complete a W-9. Provide the AOA with names of participants, emails (if not affiliated with Hamilton), and description of the compensation (e.g., selected in a lottery to win \$50, completed study and can now be paid \$25).

#### Cases of anonymity for payments of \$100 or less:

In studies where participant anonymity is important, the researcher is not required to obtain identifiable information or obtain the participants signature of consent. The researcher may use College funds and collect receipts without participants' names or other identifiers. The receipts will serve to document payment from the funds.

#### Cash payments

If participants are paid in cash directly by the researcher, the researcher must ask if the participant has already participated in other research studies at Hamilton College for which they received compensation. If the participant has already participated in other Hamilton College research studies, the researcher should verify that the participant's total compensation per calendar year from Hamilton College will not exceed \$600. If the researcher is aware that the participant will be receiving multiple *de minimis* payments, that may exceed the IRS limit of \$600, then it is the researcher's responsibility to obtain a W-9 form from the participant.

Researchers should send a list of participants who are paid directly in cash to the Science Center AOA to be included in the yearly tracking data.

### **Eligible and non-Eligible Research Participants:**

#### U.S. Persons (Citizens, Permanent Residents - Both Employees and Non-Employees)

This policy and payment procedure applies to all U.S. citizens and resident aliens.

Nonresident Alien– The *de minimis* payment policy does not apply to Nonresident Aliens (NRA). Payment methods for NRAs are restricted to payment by a check request due to immigration and taxation documentation required by Homeland Security and the Internal Revenue Service. All payments to NRAs must be processed by check request regardless of the dollar amount.

### **Research studies conducted outside of the United States:**

Payments for activities and services that are performed outside of the U.S. are classified as "foreign source" and are not subject to U.S. tax. In this case, participants will be required to complete an [Individual Foreign Source Statement](#) prior to receiving payment.

## **The Jonathan Vaughan Travel Award Fund**

***Established*** July 1, 2015

### ***History***

Jonathan Vaughan, the James L. Ferguson Professor of Psychology and Neuroscience, was a member of the Psychology Department at Hamilton from 1971 until his death in 2014. He was deeply admired as a dedicated teacher, productive researcher, and a respected departmental colleague. His contributions as an experimental psychologist who studied saccadic eye movements, brain mechanisms of language, and the cognitive psychology of motor control fit nicely with his brilliance as a methodologist and master of instrumentation and computer programming. Throughout his career, Professor Vaughan touched many students through collaborative research, and they became coauthors of many scientific articles and presentations at professional meetings.

Upon Professor Vaughan's passing, the Psychology Department explored the possibility of a memorial fund with the Office of Communication and Development. It was agreed that, although an endowed memorial fund was not feasible, all contributions to the College in memory of Jonathan Vaughan through June 30, 2015 would be earmarked for a travel fund that would then be available to the Psychology Department to spend down over future years. In conversations with Dean Patrick Reynolds, it was agreed that, for accounting purposes, the allocation of the award would be processed through the Dean's Office.

### ***Procedures and Guidelines***

1. The recipient of the award will be recommended by a vote of the Psychology Department faculty and communicated to DOF for approval.
2. Normally, there will be no more than one recipient per academic year. In some years, there may be no recipient.
3. The recipient must be a current student or recent graduate.
4. The recipient must use the funds to support attendance at a professional meeting to present work conducted while a student at Hamilton and must be a coauthor with a faculty member in the Psychology Department.
5. Priority will be given to candidates who have conducted research involving programming and instrumentation.
6. The limit of the annual award will be \$1,000 per year. It may be supplemented with other funds on a discretionary basis.
7. The fund will be spent down from the initial total until the balance has reached 0.
8. The Psychology Department will submit a check request on behalf of the awardee, noting that the request is for an approved trip from the Jon Vaughan Psychology Travel Award Fund (Acct # 11-4-951237-3400). The request will go first to Gillian King in the DOF office for approval and then on to the Business Office for processing.
9. The chair of the Psychology Department will receive a report on the remaining balance in the Fund upon request from the DOF office.

## **The Douglas Weldon Alumni Travel Award Fund**

***Established*** July 1, 2017

### ***History***

Douglas (Doug) Weldon, the Stone Professor of Psychology, arrived on College Hill in 1977 and taught at Kirkland College for a year before it merged with Hamilton. He helped to create and steward the Neuroscience Program (originally called Psychobiology), which became the largest interdisciplinary program at the college. After 39 years of teaching, research, and service to the college, Doug retired from Hamilton in 2016. Doug is a master teacher (and 2010 recipient of the Samuel and Helen Lang Prize for Excellence in Teaching) who always took the time to learn about his students' non-academic lives. He is a true teacher-scholar who mentored countless students in his lab. His work in behavioral neuroscience—examining the effects of rewards on neural activity in the superior colliculus of the rat as well as calcium-binding protein expression in rats following different types of brain stimulation—was recognized in 2014 by his election as a Fellow of the American Psychological Association.

After Professor Weldon's retirement, Dr. Marty O'Malley '82 P'18 made a generous \$10,000 gift in his honor. With input from Professor Weldon, the Psychology Department decided to earmark the money to defray the cost of conference travel for recent graduates. The choice was fitting, as Professor Weldon co-authored many conference papers with Hamilton students, and also made it a point to seek out former students at the Society for Neuroscience conference each year.

In conversations with Gillian King in the Dean of Faculty's Office, it was agreed that, for accounting purposes, the allocation of the award would be processed through the Dean's Office.

### ***Procedures and Guidelines***

1. The recipient must be a recent graduate (no more than 3-4 years post-graduation).
2. The recipient of the award will be recommended by a vote of the Psychology Department faculty and communicated to DOF for approval.
3. The limit of the annual award will be \$1,000. It may be supplemented with other funds on a discretionary basis.
4. In each academic year, the fund will normally go to either one or two recipients. In the case of two recipients, each recipient will receive \$500. In some years, there may be no recipient.
5. The recipient must use the funds to support attendance at a professional meeting to present work conducted while a student at Hamilton and must be a co-author with a faculty member in the Psychology Department.
6. Priority will be given to candidates who are presenting at the Society for Neuroscience meeting.
7. The fund will be spent down from the initial total until the balance has reached 0.
8. The Psychology Department will submit a check request on behalf of the awardee, noting that the request is for an approved trip from the Douglas Weldon Alumni Travel Award Fund (Acct # 11-4-951252-3400). The request will go first to Gillian King in the DOF office for approval and then on to the Business Office for processing.
9. The chair of the Psychology Department will receive a report on the remaining balance in the Fund upon request from the DOF office.