



VANDERBILT
UNIVERSITY

Peabody College

Department of
Leadership, Policy and Organizations

Leadership and Policy Studies

PhD HANDBOOK

This handbook provides detailed information for PhD students who are enrolled in the Department of Leadership, Policy and Organizations. It is a supplement to the current university catalog, *The Bulletin of Graduate School, Vanderbilt University*.

The Bulletin is published as a series of catalogs, one for each school or college in the university, and it provides information regarding general academic policies, library resources, research facilities, resource centers, course descriptions, and student services.

2016-2017 Cohort

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INTRODUCTION

This handbook has been designed to familiarize you with the policies and procedures that shape the PhD program in Leadership and Policy Studies. It is not viewed as comprehensive and is not intended to replace the Peabody College or Graduate School catalogues. It is intended to provide information you will need in order to make decisions about your graduate study and to acquaint you with the administrative requirements, policies, and procedures you will be expected to meet.

If you have questions that cannot be answered by this handbook, please seek information from your advisor, your fellow students, the graduate secretary or the program director.

LPO MISSION STATEMENT

To understand
and enhance
the social, institutional, and organizational
contexts
in which people learn—
schools, universities, and workplace settings
among them.

FIRST THINGS CHECKLIST

- _____ Obtain a VUnetID and e-password at
<https://jprod.its.vanderbilt.edu/apps1/its-epassword/main.html>
- _____ Set-up a Vanderbilt email address at: <http://its.vanderbilt.edu/vumail/>
- _____ Register for classes on YES Log in at:
https://login.mis.vanderbilt.edu/login?service=https%3A%2F%2Fwebapp.mis.vanderbilt.edu%2Fstudent-search%2Fj_acegi_cas_security_check
- _____ Get help at:
http://www.vanderbilt.edu/helpcontent/Student_Applications_Help.pdf
- _____ Communicate your local address to the Department:
Rachel.v.manlove@vanderbilt.edu
- _____ Complete New Hire Paperwork with department administrators in 202E Payne Hall.
- _____ Submit Student Accounts Agreement
<http://www.vanderbilt.edu/stuaccts/2010.Guarantor.Grad.pdf>
- _____ Buy books The University Bookstore has new and used books, and has an online listing service of the required books for each class. You can find this here:
<http://www.bkstr.com/CategoryDisplay/10001-9604-10244-1?demoKey=d>
- _____ Get a Map
<http://cpc-fis.vanderbilt.edu/pdf/ColorCampusMap.pdf>
- _____ Parking
http://www.vanderbilt.edu/traffic_parking/
- _____ Get Student ID and learn about the Meal plan options
<http://www.vanderbilt.edu/commodorecard/>
<http://www.vanderbilt.edu/commodorecard/Add%20Meals.html>
- _____ Meet Advisor and find desk

_____ Sign up for Anchor Link: <https://anchorlink.vanderbilt.edu/>

_____ Financial Aid office (if applicable)
<http://www.vanderbilt.edu/financialaid/index.html>

_____ Submit immunization forms
http://www.vanderbilt.edu/student_health/wp-content/uploads/2008/11/Graduate-School.pdf

_____ Learn about Health Care Plan
http://www.vanderbilt.edu/stuaccts/g_health.html
http://www.vanderbilt.edu/student_health/wp-content/uploads/2008/11/Graduate-Brochure1.pdf

2016-2017 Calendar of Important Dates

August

22-23	Orientations (Graduate School 10-12; Peabody 12 – 5)
24	First day of Class
31	Registration ends 11:59 p.m.

September

2	Fall Registration on YES ends at 11:59 pm
1-7	Extended drop/add by submitting appropriate forms.
5	Labor Day- CLASSES ARE IN SESSION

October

13-14	Fall Break (Professional weekend classes meet)
20-22	Homecoming/Reunion Weekend
27	Spring Registration Opens for Graduate School students

November

3-5	APPAM – Washington, DC
9-12	ASHE Conference – Columbus, Ohio
18	Spring Registration ends
17-20	UCEA – Detroit, MI
21-29	Thanksgiving Break

December

5	Open enrollment for Spring begins
9 - 16	Reading Days and Exams
17	Holiday Break Begins

January

9	First Day of Spring Semester Classes
16	Martin Luther King Jr Holiday – No Classes

February

March

4 – 12	Spring Holidays
16-18	AEFP Conference – Washington, DC

April

11	Fall 2016 open enrollment begins
24	Last Day of Spring Semester Classes
25 – May 5	Reading days and Examinations
27 –May 1	AERA Conference – San Antonio, TX

May

4-5	PhD Comprehensive Exams
11	LPO Student Reception
12	Commencement

DEGREE REQUIREMENTS

The PhD degree cannot be earned simply by attending class, writing the required papers, and passing the exams. The PhD program in LPO is a mentoring process which includes academics, participating in the research of faculty members, designing personal research, learning to submit proposals, attending and presenting at conferences, submitting articles for publication, and networking among colleagues nationally and internationally.

This section outlines the expectations and requirements of students in the PhD program. This section begins with a sequential presentation of the benchmarks, followed by information for those benchmarks in a corresponding order.

BENCHMARKS FOR PHD STUDENTS

	FOR STUDENTS WHO ENTER:	
	With a Master's Degree	Without a Master's Degree
YEAR 1		
Program of Studies	Design a Program of Studies (POS) with your advisor; agree on graduate courses to request for transfer	Design a Program of Studies (POS) with your advisor
	Submit initial POS for approval by mid-March	Submit initial POS for approval by mid-March
Coursework	Take required coursework; maintain a B average; incompletes turn to F's after one semester	Take required coursework; maintain a B average; incompletes turn to F's after one semester
Research	Work on a faculty member's research project (may or may not be your advisor) reviewing literature, designing instruments, collecting data, analyzing data, etc.)	Work on a faculty member's research project (may or may not be your advisor) reviewing literature, designing instruments, collecting data, analyzing data, etc.)
Practicum	Successfully complete research practicum; present to department at the end of May	Successfully complete research practicum; present to department at the end of May
Conference	Attend a national research conference	Attend a national research conference
Advisor	May request a new faculty/assistantship advisor	May request a new faculty/assistantship advisor
Records	Begin BRAVE record of accomplishments; keep updated throughout program	Begin BRAVE record of accomplishments; keep updated throughout program

YEAR 2		
Coursework	Take required coursework; maintain a B average; incompletes turn to F's after one semester	Take required coursework; maintain a B average; incompletes turn to F's after one semester
Comprehensive Examination	Take and pass comprehensive examination in May; retake, if needed, in August	Take and pass comprehensive examination (1st try May; retake, if needed, in August)
Research	Work on a faculty member's research project (may or may not be your advisor) reviewing literature, designing instruments, collecting data, analyzing data, etc.)	Work on a faculty member's research project (may or may not be your advisor) reviewing literature, designing instruments, collecting data, analyzing data, etc.)
	Participate in the writing of a proposal to present at a national research conference	Participate in the writing of a proposal to present at a national research conference
	Participate in the writing of a paper for a national research conference	Participate in the writing of a paper for a national research conference
	Participate in the writing of articles and book chapters	Participate in the writing of articles and book chapters
Conference	Present at national research conference	Present at national research conference
Records	Maintain BRAVE record of accomplishments.	Maintain BRAVE record of accomplishments.

YEAR 3		
Coursework	Complete required coursework; maintain a B average; incompletes turn to F's after one semester	Complete required coursework; maintain a B average; incompletes turn to F's after one semester
Research	Work on a faculty member's research project (may or may not be your advisor) reviewing literature, designing instruments, collecting data, analyzing data, etc.) Participate in the writing of manuscripts for publication.	Work on a faculty member's research project (may or may not be your advisor) reviewing literature, designing instruments, collecting data, analyzing data, etc.) Participate in the writing of manuscripts for publication.
	Lead the writing of a proposal to present at a national research conference	Lead the writing of a proposal to present at a national research conference
	Lead the writing of a paper for a national research conference	Lead the writing of a paper for a national research conference
Conference	Present at national research conference (first author)	Present at national research conference (first author)
Dissertation Proposal	Form a committee, develop and defend dissertation proposal by the end of your 6th semester	
Records	Maintain BRAVE record of accomplishments. Must be updated for final graduation paperwork to be approved.	Maintain BRAVE record of accomplishments.

YEAR 4		
Presentations and Publications	Continue to present the findings of your research and submit manuscripts for publication	Continue to present the findings of your research and submit manuscripts for publication
Dissertation Proposal		Form a committee, develop and defend dissertation proposal by the end of your 7th semester
Dissertation	Complete and defend your dissertation by mid-March to meet the deadline for May graduation.	
Records	Maintain BRAVE record of accomplishments. Must be updated for final graduation paperwork to be approved.	Maintain BRAVE record of accomplishments. Must be updated for final graduation paperwork to be approved.
YEAR 5		
Presentations and Publications		Continue to present the findings of your research and submit manuscripts for publication.
Dissertation		Complete and defend your dissertation by mid-March to meet the deadline for May graduation.
Records		Maintain BRAVE record of accomplishments. Must be updated for final graduation paperwork to be approved.

COURSEWORK

Program of Studies

Students must file a program of studies form no later than March in their first year. The program of studies is determined in consultation with the student's advisor and must be approved by the Director of Graduate Studies and the Associate Dean for Graduate Studies of Peabody College. A copy is included in the Appendix of this document.

Requirements for All Specializations

I. Social Science Core Requirements (12 hours)

LPO 8110 Economics of Education

LPO 8120 Governance and Politics of Education

LPO 8130 Social Context of Education

LPO 8500 History of Education

II. Specialty PhD Seminars (9 hours)

LPO 8610 (K12)

LPO 8620 (Higher Education)

May select other courses in consultation with advisor

TBD each semester

III. Research Methods (18 hours)

LPO 8810 Research Design and Methods

LPO 8851 Regression Analysis I

LPO 8852 Regression Analysis II

LPO 7810 Causal Inference

EDUC 8820 Qualitative Research Methods

PSY-GS 8861 Statistical Inference

IV. Research Practicum (6 hours)

LPO 9951 1st year Fall (1 hour)

LPO 9952 1st year Spring (2 hours)

LPO 9953 1st year Summer (3 hours)

V. PhD Proseminar (3 hours)

Required in years 2, 3, and 4 (1 credit each year)

VI. Electives or Transfer Hours (to total 72 hours)

The core curriculum for the PhD consists of Social Science core classes, Specialty Seminars, Research Methods courses, and transfer or elective courses.

The core classes are Governance and Politics of Education, Social Context of Education, Economics of Education, and History of Education. At least one of these courses is offered each Fall and Spring semester over a two year period.

The Specialty Seminars are offered on a rotating basis. Students are required to take 3 seminars, but may take others as electives. In some semesters, a faculty member will teach a course specifically for either K12 or Higher Education students. In others, it may be for both groups. There may be some master's classes that can be approved as seminar classes.

Six Research Methods classes are required in the curriculum. All students must take LPO 8810 Research Design and Methods and a Statistics course during the first semester along with a statistics class. (Students who have substantial coursework or experience in statistics should discuss this with their advisors to find the right placement for a statistics class in the first semester). The second semester, all students take Regression Analysis I. In year 2, students take Regression Analysis II and Causal Analysis. In year 2 or 3, students add two more elective research methods classes, one of which must be qualitative. Although a student's advisor can suggest, with DGS approval, a methods course substitution, all PhD students are required to take 18 hours of research methods courses.

All students take the year long, 6 credit hour PhD Research Practicum. Students receive 1 credit in the Fall, 2 in the Spring and 3 in the Maymester. This course teaches the programming and data management skills required for quantitative research. All first year students present their practicum projects to the LPO faculty at the end of May of their first year.

During years 2, 3, and 4, PhD students enroll in the PhD Proseminar, which covers a variety of practical matters for young professors and researchers. Students receive 1 credit per year for this course.

The balance of the program of studies consists of elective courses selected in consultation with advisors. Students may not have more than 72 credit hours. Any coursework taken after 72 credit hours must be taken as Audit classes.

Transfer Credits

Transfer credits of previously completed post-baccalaureate work will be considered as replacements for elective credits in the Program of Study. Students may request up to 30 hours of transfer credit towards the Ph.D. degree with approval of their advisor, the DGS, and the Peabody Associate Dean. When making a request to transfer a course, please include a copy of your transcript from the institution where you took the course and the course syllabus.

Courses with grades lower than "B" are not eligible for transfer. Any grade reported as "P," "Cr," "S" and so on, must be accompanied by a statement from the registrar of the respective school where the class was taken, stating that this designation is equal to at least a "B" grade on a 4-point scale.

Until passing the qualifying examination and achieving candidacy for the PhD (which in LPO occurs when a student successfully defends their dissertation proposal), students must register for nine credit-hours of study during the Fall and Spring semesters to qualify as full-time students. After candidacy, students register for zero hours of dissertation credit to qualify as full-time students. Students must maintain an overall “B” average and achieve a “B” average in the set of courses designated as meeting the “research tools” requirement.

Grading System

The grading system in the Graduate School includes the letter grades A, A-, B+, B, B-, C+, C, C- and F. A student will not be granted graduate credit for any course in which a grade less than C- is received. Grades below C- may be repeated once at the discretion of the DGS.

An Incomplete may be assigned at the discretion of the instructor in those cases in which the student is not able to complete work in the normal time. A student has one semester to complete work before the Incomplete changes to a grade of F.

A grade point average of 3.0 is required for graduation.

Satisfactory/Unsatisfactory grades are given every semester for all independent research or dissertation hours courses (3990, 3995, etc.) regardless of the number of hours registered. The accumulation of three (3) U grades over the course of study may lead to dismissal from the program and the Graduate School.

With the instructor’s permission, students are permitted to audit certain courses. Students who audit are expected to attend the course regularly. Students must be registered for regular courses to audit. Audits are listed on the student’s transcript. Audits are limited to two per semester.

For more information on Grading, consult the Graduate School Catalog.

RESEARCH

Students are expected to work 20 hours/week as a research assistant and/or teaching assistant as part of their financial aid agreement. Students are assigned to work on their advisors or another faculty member's research projects--undertaking activities such as reviewing literature, designing instruments, collecting data, and analyzing data. Students are required to receive a satisfactory rating from their advisor for work performed as part of their assistantship or they may be placed on probation. If a conflict arises that inhibits a student’s work with his/her advisor or another faculty member with whom a student is working, the student should make an appointment with the Director of Graduate Studies to discuss the problem. If, for any reason, a student wishes to change advisor, he/she should contact the Director of Graduate Studies who will work as a broker between students and faculty. At the end of the first year of study, students complete an Advisor Preference Form, stating whether they want to stay with their current advisor or switch

to another. However, transfer to another advisor is not guaranteed as there are circumstances that may preclude the transfer.

After the first year, students' research involvement is expected to expand to participating in writing proposals and papers for presentation at national conferences, or articles for submission to academic journals. By year three, students are expected to take the lead in writing and presenting proposals, papers and journal submissions. Students will be more competitive for academic and research positions if they have authored or co-authored peer-reviewed manuscripts when they go on the job market.

CONFERENCE ATTENDANCE

Ph.D. students are expected to attend one, high quality national research conference in their first year of studies (e.g., AERA, APAM, ASHE, SREE). As they progress through years two, three, and four, they should be taking increased leadership in the writing of conference proposals, of conference papers, and of peer-reviewed articles and book chapters based on these papers.

Travel Funds for Conferences

Funding is available to assist PhD students traveling to conferences. Consult with the Department Administrative Officer for the specifics of travel funding. The policies surrounding number of trips, reimbursement, and verification are subject to change.

COMPREHENSIVE EXAM

All Ph.D. students are required to take the comprehensive exam in May of their second year of coursework. Students must have all Incompletes removed from their transcripts prior to taking the exam. The research methods exams will be given on the Thursday and Friday prior to the week of Vanderbilt's graduation as closed book, on-site exams from 8:00 AM to noon each day. The content area exams will be given on Monday through Tuesday prior to Vanderbilt graduation as open book exams to be distributed on Monday at 8:00 AM and turned in by 5:00 PM Tuesday.

All students are required to pass the two methods exams (Research Design & Causal Inference, and, Statistics & Regression) and two exam questions drawn from the four core content areas (Social Context, Political Science, Economics, and History). All exams will be de-identified before they are provided to the faculty for grading. At least two department faculty members will grade each exam. Grades of pass or fail will be given for each exam. If a student receives a grade of pass from one reader and fail from another, a third reader will independently grade the exam. In order for the student to pass, the third reader must give a passing grade.

If a student fails any exam, the student is allowed one retake of that exam in August following their second year. The retake will be given in the same format and cover the same content or methods area(s) as the exam that was failed. The retake exams will be given the week before Vanderbilt fall semester classes begin. Students will only be required to take the exams that they

failed. If a student fails any exam a second time, the student will not be allowed to continue in the Ph.D. program. However, it may be possible for that student to complete requirements for a Masters of Science in Leadership and Policy Studies.

DISSERTATION PROCESS

After passing the comprehensive exam, students may begin their dissertation process. This requires establishing a committee, defending the proposal to achieve candidacy, receiving approval from the Institutional Review Board (IRB) before any research activity begins, and passing the final defense and submitting the dissertation to the Graduate School.

Committee

The dissertation committee consists of at least 4 members of the Graduate Faculty. Typically, three of these members, including the Chair, will be faculty in the Dept. of Leadership, Policy & Organizations and one member will be a Graduate Faculty member from outside the department. Any variation of committee makeup must be approved by the Graduate School. For example, if a student would like a committee member from outside of the university, this must be approved by the Graduate School Dean after submission of an explanation for this person's inclusion on the committee and a CV establishing expertise in an area relevant to the dissertation. The committee must be appointed by the Graduate School no less than two weeks before the time the student expects to defend his/her dissertation proposal.

It is the student's responsibility to ask a faculty member to chair his or her committee. The student and dissertation chair then consult to identify the other members of the committee who will provide expertise to the topic or methodology of the proposed dissertation. Once all committee members have agreed, a Request to Appoint PhD Committee Form is signed by all involved and the Director of Graduate Studies and is submitted to the Graduate School. (This form is included in the Appendix and in the department administrative office). The Graduate School Dean must approve and officially establish the committee.

Qualifying Examination

The Graduate School requires all PhD students to pass a Qualifying Examination no later than the 8th semester of enrollment. This exam is different than the written comprehensive exam. **In the Department of Leadership, Policy & Organizations, defending a dissertation proposal constitutes the Qualifying Examination requirement.** Students must have earned at least 36 hours of PhD credit with at least 24 of them in Vanderbilt's Graduate School in order to take for the Qualifying Examination. Students must also have passed the written comprehensive exam.

A Request to Schedule a Qualifying Examination form must be submitted to the Graduate School at least 2 weeks prior to the defense date. This form must be signed by the DGS. This form is included in the Appendix and is available in the Department Administrative Offices.

Examples of the major components of a proposal are as follows, with variation allowed as approved by the Dissertation Chair:

1. A detailed statement of the problem that is to be studied and the context within which it is to be seen. This should include a justification of the importance of the problem on both theoretical and educational grounds.
2. A thorough review of the literature pertinent to the research problem. This review should provide proof that the relevant literature in the field has been thoroughly researched. Good research is cumulative; it builds on the thoughts, findings, and mistakes of others.
3. A statement on the overall design of the proposed study, which includes:
 - a. its general explanatory interest
 - b. the overall theoretical framework within which this interest is to be pursued
 - c. the model or hypotheses to be tested or the research questions to be answered
 - d. a discussion of the conceptual and operational properties of the variables
 - e. an overview of strategies for collecting appropriate evidence (sampling, instrumentation, data collection, data reduction, data analysis)
 - f. a discussion of how the evidence is to be interpreted

The proposal defense typically is 2 hours long and is closed to everyone except the committee and the student.

The committee may pass the proposal as it stands, may request changes to the proposal before passing it, or may fail the proposal. Students will have a second opportunity to pass a proposal defense.

After passing the proposal (and thus the qualifying examination), a PhD student is awarded candidacy. After achieving candidacy, students must continue to register each semester until the dissertation defense and completion of the program. Failure to register will result in a student being disenrolled by the Graduate School.

Institutional Review Board Approval

All students must have their proposed dissertation research reviewed by the Institutional Review Board for the Protection of Human Subjects. This review occurs after the student's dissertation committee has approved the dissertation proposal.

Students whose dissertation is based on publically available data sets must receive a waiver from the IRB prior to beginning their dissertation work.

Students and committee chairs must have IRB certification when the proposal is submitted for IRB review. To receive this certification, students complete the online CITI (Collaborative IRB Training Initiative) course. This must be done prior to submitting their proposal for review.

The forms and all other information related to IRB can be found at:
<http://www.mc.vanderbilt.edu/irb/index.php>

Dissertation

While working on the dissertation, students register each semester for zero hours of LPO 9999.

A student has 4 years after being admitted to candidacy to complete, successfully defend, and submit the final dissertation. A department may petition the Graduate School for a one-year extension of candidacy. If this is approved, the student must complete the dissertation within that year or face dismissal from the Graduate School.

After receiving IRB approval, students work independently on the dissertation. This includes data collection and analysis, writing the dissertation and, as appropriate, expanding/updating the literature review that appeared in the dissertation proposal.

The accepted style manual for the dissertation approximates, but is not identical to, APA guidelines. Information on the structure, style, and submission requirements is available from the Office of the Dean of the Graduate School at:
<http://gradschool.vanderbilt.edu/academics/theses/style.php> Prior to defending the dissertation, students should schedule an appointment with the Graduate School administrator who reviews dissertations for adherence to style.

Students are expected to regularly meet with their dissertation chair and submit drafts of their progress. They should also schedule meetings as necessary with the other committee members for advice and to make them aware of any problems or alterations that arise. Each semester, the Dissertation Chair determines whether the student is making adequate progress towards completing their dissertation and awards, through the Director of Graduate Studies, a grade of Satisfactory or Unsatisfactory for the dissertation hours in which the student is enrolled. Receipt of three Unsatisfactory grades will result in dismissal from the program and the Graduate School.

When the Dissertation Chair agrees that the dissertation is ready to be defended, final copies of the dissertation should be sent to the other committee members and a date set for the defense. Dissertations must be defended at least 14 days prior to the end of a term, or by April 1 for May graduation. A Request to Schedule Final Oral Exam form must be sent to the Graduate School at least two weeks prior to the exam date. The date, time, location, and title of the dissertation will be published in the university electronic calendar. Final defenses are open to the public.

Students should consult the Dissertation Guide published by the Graduate School for information about submitting the dissertation.

RECORDS AND ANNUAL REVIEW

The LPO Faculty review all PhD students each year during the Spring semester. These reviews consider the progress students are making in their coursework, research (with their faculty advisor as well as their own personal research agenda), professional development (writing,

submitting for publication, attendance and presenting at conferences), comprehensive exams, and dissertation progress.

All PhD students are required to keep an updated profile detailing their coursework, conference activities, publication submissions, and teaching activities. This is kept online in BRAVE (<http://pbdapps.vanderbilt.edu/BRAVEHEART/output/login.asp>)

Students begin the profile during the first year of the PhD program and update it regularly. The information in this profile is used in the Annual Review. It is also consulted by the Peabody Associate Dean when she receives requests to use professional development funds, travel funds, or fellowship recommendations, and submits reports on the status of our PhD students to the Dean.

After the Annual Review, the DGS writes a letter to each PhD student. These letters highlight the successes students are having and alert students to areas where they need to concentrate in the coming year. In some instances, these letters may contain warnings when students are not meeting standards or are in danger of being dismissed.

Prior to the DGS signing off on graduation paperwork, students must update BRAVE one last time and submit a copy of their CV to be included in the online database of PhD students.

ADDITIONAL ACADEMIC REGULATIONS

Grade Change Policy

For a student enrolled in the Graduate School, a grade recorded in the University Registrar's Office may be changed only upon the written request of the instructor, endorsed by the appropriate official (usually an associate dean) within the school/college that offered the course, and then the approval of the associate dean of the Graduate School. An instructor's petition to change a grade must include a brief rationale for the change. Changing a recorded grade is a serious matter and, in general, petitions will be approved only upon certification that the original grade was in error or, in the case of an Incomplete, that the outstanding requirement(s) have been completed. Request for exceptions to this policy should be directed to the associate dean of the Graduate School and will be considered on an individual basis; these may require additional certifications and approvals.

Academic Probation

A grade point average of 3.0 is necessary for graduation. Students who fall below an average of 3.0 are placed on probation for one semester. If the student's performance does not improve during that semester, the Graduate School and the appropriate department chair will decide whether to dismiss the student or to allow the continuation of probation. If at the end of the second semester the grade point average is still below 3.0, the student may be advised to withdraw or face dismissal. Students who earn a grade point average of 2.0 or less during their first semester of residence are subject to dismissal at the end of that semester. Accumulation of three *U* grades in research courses can lead to dismissal.

Student Grievances and Appeals

Students who believe their academic performance has not been judged reasonably or fairly, or who believe their intellectual contributions have not been fairly acknowledged, should discuss their concerns with the director of graduate studies in their program or, as necessary, the chair of the department.

If the student's concerns cannot be resolved at the program or departmental level, the student may then request a further review of the issues in question by the associate dean for graduate studies or similar official in their school dean's office. The student may appeal the outcome of the school-level review to the Graduate School.

Credit

Courses not listed in the catalog that are numbered below 6000 may be taken for credit by graduate students on the recommendation and consent of the faculty adviser and the director of graduate studies, unless some limit is noted in the description. Not all courses offered by various divisions of the university have been approved by the Graduate Faculty for graduate credit. In these cases, students should complete a "Request for Graduate Credit" form. In arranging schedules, students should consult their advisers and carefully check the Graduate School catalog for approved courses.

Students may register for graduate courses or other courses in the university on a non-credit basis—either to fulfill their own interests or to meet certain prerequisites and requirements. The designation "no-credit" presupposes the student's participation in the course, including written assignments and examinations. Grades are received and recorded in no-credit courses and tuition is billed at the regular hourly rate.

Leave of Absence

The Graduate School requires continuous registration except for summer sessions. Students who desire to interrupt their graduate study must petition the department, who on their behalf apply to the Graduate School for an authorized leave of absence. Leave of absence is granted for a maximum of one year. Those without authorized leave who do not register are dismissed from the Graduate School and are not considered students. If they want to resume graduate study at Vanderbilt, they must petition for reinstatement.

For information on student insurance while on leave see:

http://www.vanderbilt.edu/student_health/student-health-insurance/medical-leave-of-absence

Withdrawal

Students who intend to withdraw from the university should inform the department, who then informs the Graduate School in writing. Improper notification may result in academic and financial penalties.

OTHER POLICIES

Use of Professional Development Funds

PhD students who are designated as Peabody Dean's Fellows were awarded Professional Development funds. These funds may be used to help defray the direct expenses of the recipient's research or other experiences, that, if capitalized upon, could help build a strong CV. These funds may be accessed beginning in the third year (upon the completion of 36 credit hours) in the doctoral program when most students' research programs are getting under way. Students have up to three years to expend these funds.

Eligible expenses are for those items that will help improve the Fellow's CV and include the following:

- Research apparatus and materials (e.g., data collection equipment, standardized tests, reproduction of investigator-developed questionnaires)
- The direct costs of data collection (e.g., travel to collect data, payments to research participants)
- Expenses for data analysis (e.g., specialized software, cost of attending a workshop dealing with new analytic methods)
- Travel to present research results at a professional meeting
- Attending a special training session or field school
- Symposium attendance

Because this fund is not intended for general support of the recipient's academic work, it may not be used for living expenses, journals, books, professional memberships or computers.

Students contemplating expenditures from their research fund are asked to develop a brief (1-2 page) proposal in consultation with their faculty advisor, obtain their advisor's endorsement, and send the proposal to their department's Director of Graduate Study for approval and routing to the Dean's Office.

These funds will be used to reimburse expenses that fall into the above categories and that were approved in the proposal. Graduate students will work with departmental administrative officers for submitting reimbursement requests.

Parental Leave for PhD Students

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

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

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

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

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

Extended Leave: Students who wish or need to take a longer period of leave, without continuation of funding, may request a leave of absence for up to one year through the established policy of the Graduate School. Graduate students who are not receiving funding through Vanderbilt should request a leave of absence for childbirth or adoption if they anticipate an interruption in progress toward their degree.

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

Travel & Business Expense Policy Quick Guide of Reimbursable Expenses

This serves as a quick guide for travel expenses. Check with LPO administrative staff before traveling for updated information.

Transportation	Air Travel	<ul style="list-style-type: none"> • Coach Class • Business/First class for segments in excess of 4 hours, total flight times in excess of 7 hours or in cases of medical exemptions • Pre-travel reimbursement only if booked using the Concur online booking tool or Vanderbilt's travel agency, World Travel • Baggage fees and premium seating fees
	Rental Car	<ul style="list-style-type: none"> • Mid-size car • Larger size based on business need • University provides liability coverage for domestic travel • Liability coverage is recommended for international travel • Fuel for rental car
	Personal Automobile	<ul style="list-style-type: none"> • Mileage(at IRS rate) when less expensive than alternatives – Excludes normal commuting • Traveler provides liability coverage
	Tolls, Parking Fees	<ul style="list-style-type: none"> • Reimbursement based on actual expenses
	Location Transportation	<ul style="list-style-type: none"> • Shuttles, taxis, Uber and car services reimbursable in support of business purpose
	Bus or Rail Service	<ul style="list-style-type: none"> • Reimbursable when less expensive than alternatives
Lodging	Hotels and Private Room Rentals	<ul style="list-style-type: none"> • Room and class appropriate for business purpose • Reimbursement based on actual, reasonable expenses
Food/Meals	Individuals	<ul style="list-style-type: none"> • Federally funded or combined funded travel reimbursement based on actual, reasonable expenses • Non-federally funded/unrestricted funded travel reimbursement based on choice of Vanderbilt per-diem or actual cost reimbursement • Actual expense reimbursement requires itemized receipt with discrete order details • Reasonable tips are reimbursable (e.g., 15% - 20%)
	Group Meals & Entertainment	<ul style="list-style-type: none"> • Purpose of group meal must be business related and documented in the expense report • Number, name of attendees and business affiliation required
	Alcohol	<ul style="list-style-type: none"> • Considered a personal expense
Miscellaneous Travel	Telephone/Internet	<ul style="list-style-type: none"> • Reasonable and necessary expenses for conducting business
	Passports & Visas	
	Global Entry & TSA PreCheck	
Sales Tax	<ul style="list-style-type: none"> • Reimbursable if purchased using appropriate procurement method 	
Expense Reports	<ul style="list-style-type: none"> • Expense reports must be submitted within 60 days of travel or occurrence of expense to avoid tax implications 	

GOOD PRACTICES for GRADUATE FACULTY/STUDENT RELATIONSHIP

(Adapted from Doctoral Handbook, Stanford University School of Education)

High-quality graduate education depends upon the professional and ethical conduct of the participants. Although the University is composed of many distinct disciplinary "cultures," its faculty and students together form a community of scholars. As such, they have complementary responsibilities for upholding academic standards and sustaining a creative and collegial environment.

Focused on the professional academic relationship between faculty and graduate students, the following guidelines are based on the collective experience and wisdom of a number of major research universities. Their purpose is to encourage a heightened awareness of - and conscious commitment to - practices that the great majority of faculty and students here and elsewhere routinely follow as a matter of common sense, courtesy, and basic honesty. Although a few of these guidelines have more direct relevance to some fields than to others, most are applicable across the entire disciplinary spectrum.

Faculty advisors should:

- Serve as intellectual and professional mentors to their graduate students, by:
 - helping students develop interpretive, writing, oral, quantitative, qualitative or other relevant professional skills required by the discipline;
 - helping more advanced students design research programs that take advantage of their individual interests and strengths and that can be completed in a timely manner;
 - encouraging, by example and precept, a dedication to high-quality teaching;
 - encouraging faculty-graduate student collaborations which entail the sharing of authorship or rights to intellectual property developed in research or other creative or artistic activity.
 - encouraging students to be open about any problems in their working relationships (including the relationship with the advisor), and being open to making accommodations to deal with such problems.
 - providing students with evaluation of their progress and performance in regular and informative ways. Although the frequency may vary according to circumstances and academic cultures, a suggested minimum is two meetings each term. It is especially important for faculty to provide students with timely and candid advice when their performance is deficient or their lack of progress might prevent them from attaining the desired degree.

- Be knowledgeable concerning the academic and non-academic policies that pertain to graduate students, including:

- helping students understand the requirements and timetable that each must meet, including coursework, languages, research tools, specific research responsibilities, examinations, and thesis or dissertation;
 - discussing research project or departmental authorship policy with graduate students in advance of entering into collaborative projects;
 - drawing student's attention to University policies on Intellectual Property, Scientific Misconduct, the Honor Code, and requiring that they be followed.
- Prepare students to be competitive for employment, by:
 - promoting free inquiry and the free exchange of information, subject to the University's policies regarding secrecy and confidentiality of research;
 - acknowledging student contributions to research presented at conferences, in professional publications, or in applications for copyrights and patents;
 - encouraging graduate students to participate in professional meetings, perform or display their work in public settings, and publish the results of their research;
 - providing a realistic view of the field and the current job market and making use of professional contacts for the benefit of their students.
 - Maintain a high level of professionalism, including:
 - excusing themselves from participating in committee decisions regarding any student with whom they have a relationship that could result in a conflict of interest;
 - never impeding a graduate student's progress toward the degree or toward employment in order to benefit from the student's proficiency as a teaching or research assistant;
 - interacting with students, staff, and faculty colleagues in a professional and civil manner, and in accordance with University policies.

For their part, graduate students should:

- Understand faculty advisors' central role, as well as their constraints. This includes:
 - recognizing that the faculty advisor provides the intellectual and instructional environment in which the student conducts research, and, through access to teaching and research funds, may also provide the student with financial support;
 - recognizing that the faculty advisor is responsible for monitoring the accuracy, validity, and integrity of the student's research, and for ensuring that the contributions of all participants in the research are properly acknowledged in any publications. For these reasons and because the quality of that research reflects on the student, the faculty advisor, and the University, students should always consult with their advisors before attempting to publish the results of work carried out under the advisor's direction and/or in the advisor's research project;
 - being aware of time constraints and other demands imposed on faculty members and program staff;

- taking the initiative to arrange meetings with the faculty advisor as often as necessary and to keep the advisor informed of any factors that might affect the progress of their research or time to degree. Although the frequency of meetings may vary according to individual circumstances and the norms of diverse academic cultures, a suggested minimum is twice each term.
- recognizing the importance of seeking an early and informal resolution of any problems in their working relationships with their advisor or others by first consulting with the advisor.
- take primary responsibility for informing themselves of the regulations, policies, and practices governing their financial aid, degree and course requirements, research activities, and conflict resolution. This may involve:
 - consulting departmental notes or guidelines for graduate students, the Graduate Student Handbook, and Vanderbilt's Graduate School Bulletin;
 - seeking clarification from the faculty advisor when they are uncertain about the precise meaning or application of a regulation or policy statement.
- Exercise high professional standards in all aspects of their work. This includes:
 - observing the University's policy on scientific misconduct http://peabody.vanderbilt.edu/Faculty_and_Research/Peabody_Research_Office/Research_Compliance.xml. This policy applies to researchers in all disciplines and to students as well as faculty and staff;
 - maintaining absolute integrity in taking examinations and in collecting, analyzing, and presenting research data;
 - taking special care to preserve the data collected during experiments, surveys, or field work (with precise identification of sources) in order to avoid future confusion or disputes about access or ownership.
 - acknowledging the contributions of the faculty advisor and other members of the research team to the student's work in all publications and conference presentations. It is also appropriate to acknowledge the sources of financial support.
 - maintaining the confidentiality of the faculty advisor's professional activities and research prior to presentation or publication, in accordance with existing practices and policies of the discipline.
 - informing faculty of conflicts and working towards a clear resolution.
 - interacting with faculty, staff and other students in a mature, professional, and civil manner in accordance with University policies.

The department should:

- Introduce new graduate students to the policies, practices, and resources of the department by means of an orientation session;
- Provide students with written documentation of departmental policies;

- Designate one or more members of the faculty as resources for graduate students and faculty to call on to help resolve conflicts. This role may be filled by the department chair, the Director of Graduate Studies, or a specially designated departmental ombudsperson. Problems are usually resolved most quickly and effectively at the department level, but in exceptional circumstances a student may wish to consult Peabody's Associate Dean of Graduate Studies.

STUDENT SERVICES

The Graduate Student Council publishes a Survival Guide. You can access it online at: <http://studentorgs.vanderbilt.edu/gsc/guide/SurvivalGuide.pdf> This guide is a comprehensive document providing information about arranging for electricity/gas/water, local and university newspapers and publications, sports events and ticket information, police, dissertation writing and resources, entertainment, child care, etc. Written by students, it provides a unique first-hand look at everything Graduate students need to know.

LIBRARIES

The Jean and Alexander Heard Library of Vanderbilt University has nine locations on campus and two off-site service locations. Vanderbilt utilizes an on-line, electronic catalog called Acorn that can be accessed at any library location. Resources of the Vanderbilt library system are extensive and accessing information of any kind is generally very easy. The library offers various information and library orientation sessions throughout the year and encourages all students to attend.

The Education Library is located on the Peabody campus. Specific information about hours, resources, etc., can be found at: <http://www.library.vanderbilt.edu/peabody/about/index.html>

PARKING AND TRAFFIC

Parking at Vanderbilt is limited; however, the Peabody campus generally has ample parking facilities, particularly on the weekends.

Students who wish to park on campus must acquire a paid VU parking registration:

http://www.vanderbilt.edu/traffic_parking/ Students will be informed about this process in their Vanderbilt email. If professional or graduate students are unable to pay their annual parking fee in full by August 15, they may choose to pay it over time in their student accounts—a 1.5% late fee will be added each month, but students can pay over three months (Aug. 15, Sept. 15, Oct. 15) if needed. Note that an outstanding balance on student accounts after Oct 15 may result in a “hold” on the account that would prevent registering for Spring coursework.

Up to date information about Parking regulations and campus parking maps are available at: http://www.vanderbilt.edu/traffic_parking/

VANDERBILT POLICE AND SECURITY

The Vanderbilt University Police Department is a professional law enforcement agency dedicated to the protection and security of Vanderbilt University and its diverse community. We strongly recommend that you enter their direct phone number in your cell phone to use in case of emergency. There also are Emergency Phones located on the Peabody Campus; the closest to

LPO is on Magnolia Circle just outside Payne Hall (look for the blue lights). These phones will connect you directly to the VU Policy Department.

Students are encouraged to explore the Police Department website to familiarize themselves with the services available. Also, be sure to sign up for AlertVU (<http://police.vanderbilt.edu/alertvu>). This service rapidly sends messages to cell phone (voice or text), land line, or email account in the event of an emergency that poses an imminent threat or danger to the Vanderbilt community.

PHYSICAL AND MENTAL WELLNESS

Peabody College recognizes the importance of wellness and wants to support your self-care practice while you are pursuing your academic and career goals. You will be receiving email notification of programs to support physical and emotional wellness; in addition, the following resources are available to you:

Recreation and Wellness Center <http://www.vanderbilt.edu/recreationandwellnesscenter/>

Student Health Center <https://medschool.vanderbilt.edu/student-health/>

Psychological and Counseling Center <https://medschool.vanderbilt.edu/pcc/>

Also see “Foster Your Personal Wellbeing” on GradLeaf <https://my.vanderbilt.edu/gradleaf/vu-leaf-model-for-ph-d-student-professional-development/>

If you are concerned about the health & wellness of yourself or one of your fellow students, please consult with your Departmental Administrative Officer, Program Director/Director of Graduate , or Graduate Administrator and see immediate crisis resources at: <https://medschool.vanderbilt.edu/pcc/immediate-crisis-0>

OFFICE OF EQUITY, DIVERSITY AND INCLUSION

The Office of Equity, Diversity and Inclusion is responsible for advocating for institutional change, working with university stakeholders to set goals and institutionalize accountability, and ensuring that equity, diversity and inclusion efforts are coordinated throughout the university. This Office is led by Vice-Chancellor George C. Hill, and works collaboratively with all of the vice-chancellors, including the Provost, to ensure their commitment to equity, diversity and inclusion is realized. The Office of Equity, Diversity and Inclusion has an advisory Council composed of an administrative dean or senior faculty member from each of Vanderbilt’s colleges.

FORMS

All forms are available at the end of this Handbook. You also can obtain any forms you need by email from the Education Coordinator. Graduate School forms also are available at: http://www.vanderbilt.edu/gradschool/form_locator/

LAST NAME	FIRST NAME	TITLE/ORGANIZATION	OFFICE	EMAIL
Ballou	Dale	Assoc. Professor of Public Policy and Education	141 Wyatt	dale.ballou*
Braxton	John	Professor of Higher Education	205 C Payne	john.m.braxton*
Candelaria	Christopher	Assist. Professor of Public Policy and Education	106F Payne	chris.candelaria*
Cannata	Marisa	Senior Research Associate	006A Payne	marisa.a.cannata*
Cannon	Mark	Assoc. Professor of Education Leadership/LPO	207B Payne	mark.d.cannon*
Cossa	Jose	Senior Lecturer	011A Payne	jose.cossa*
Cravens	Xiu	Assoc. Professor of the Practice; Assoc. Dean of International Relations	210E Payne	xiu.c.cravens*
Crowson	Robert	Professor Emeritus of Education; Editor-Peabody Journal of Education	101 Payne	robert.l.crowson*
Doyle	Corbette	Lecturer in Org. Studies	011B Payne	<u>corbette.doyle*</u>
Doyle	William	Assoc. Professor of Public Policy and Higher Education	207E Payne	<u>w.doyle*</u>
Engel	Mimi	Assist. Professor of Public Policy and Education	106B Payne	<u>mimi.engel*</u>
Evans	Brent	Assistant Professor of Higher Education	205A Payne	<u>b.evans*</u>
Golann	Joanne	Assistant Professor of Public Policy and Education	205E Payne	<u>j.golann*</u>
Goldring	Ellen	Professor of Education Policy and Leadership; Chair of LPO	202D Payne	<u>ellen.goldring*</u>
Grissom	Jason	Assoc. Professor of Public Policy and Education; Program Director - MPP in Ed Policy	106A Payne	<u>jason.grissom*</u>
Heinrich,	Carolyn	Professor of Public Policy and Education; Program Director - IEPM	205B Payne	<u>carolyn.j.heinrich*</u>
Henry	Gary	Professor of Public Policy and Education; Director of Grad Studies	106C Payne	<u>gary.henry*</u>
Heuser	Brian	Assist. Professor of the Practice	009C Payne	<u>brian.l.heuser*</u>
Kochanowski	Susan	Senior Lecturer	202C Payne	<u>susan.k.kochanowski*</u>
Laird	David	Lecturer, LPO	009D Payne	<u>david.laird*</u>

Loss	Catherine	Assist. Professor of the Practice; EdD Program Director	207 Payne	catherine.g.loss*
Loss	Christopher	Assoc. Professor of Higher Education; Assoc Professor of History; Program Director - HEA	210F Payne	c.loss*
McKenzie	Brenda	Senior Lecturer	205D Payne	brenda.l.mckenzie*
Murphy	Joseph	Professor of Education	210B Payne	joseph.f.murphy*
Quinn Trank	Chris	Assoc. Professor of the Practice of Organization Leadership	202B Payne	chris.quinn.trank*
Robinson	Rachel	Lecturer	011C Payne	rachel.robinson*
Savage	Dayle	Assist. Professor of the Practice; Program Director - LOP	205F Payne	dayle.savage*
Schuermann	Patrick	Research Assistant Professor; Program Director - ISL	009B Payne	patrick.j.schuermann*
Smrekar	Claire	Assoc. Professor Of Public Policy and Education	210C Payne	claire.smrekar*
Soliz	Adela	Assist.Prof. of Public Policy and Higher Education	210D Payne	adela.r.soliz*
Springer	Matt	Assist. Prof. of Public Policy & Education	142 Wyatt	matthew.g.springer*
LPO STAFF				
Cunningham	Karen	Administrative Officer, LPO	202EA Payne	karen.cunningham@vanderbilt.edu
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Manlove	Rachel	Administrative Assistant, LPO	202 Payne	rachel.v.manlove*
McClain-Nixon	Cassandra	Administrative Assistant, LPO	202 Payne	cassandra.mcclain-nixon*
Moody	Rosie	Admissions/Ed Coordinator	202A Payne	rosie.moody*
Smith	Susie	Administrative Assistant, LPO	202E Payne	susanne.e.smith*
OTHER				
Dickson	Nancy	Director, Humphries Scholars	201 Home Ec	Nancy.dickson*
Costin	Katherine (Kate)	Librarian, LPO Liaison	PeabodyLibrary	katherine.m.costin*

GRADUATE SCHOOL ADMINISTRATION

117 Alumni Hall

Mark Wallace

Dean of the Graduate School

615-936-6709

Graduate School Policy, Graduate Faculty, Graduate Faculty Council, Enhancing Graduate Education (EGE) Program

Richard Hoover

Associate Dean for Academic Affairs

322-3944

Academic Affairs, Graduate School Catalog, Student Travel Grants, Dissertation Enhancement Grants, Honor Fellowships, liaison to Graduate Student Honor Council

Don Brunson

Assistant Dean

322-3939

Enhancing Diversity in Graduate Education (EDGE) Program; Underrepresented Student Outreach, Admission, and Retention Officer

Liz Leis

Student Services Assistant

322-3934

Thesis/Dissertation Format Editor, Registration, OASIS, Ph.D. Candidacy status

PEABODY ADMINISTRATION

<u>Name</u>	<u>Title</u>	<u>Location</u>	<u>Phone</u>
Camilla Benbow	Dean of Peabody College	203 PAB	322-8407
Jacci Rodgers	Associate Dean for External Affairs	203 PAB	322-8264
Craig Smith	Associate Dean for Graduate Education and Undergraduate Affairs	203 PAB	322-8407
Sharon Shields	Associate Dean for Professional Education	203 PAB	322-8407
Monique Robinson- Nichols	Assoc. Dean for Students & Equity, Diversity and Inclusion	218 PAB	343-6947
Xiu Cravens	Associate Dean for International Affairs	210E Payne	322-5521
Joseph Murphy	Associate Dean, Special Projects	210B Payne	322-8038
David Dickinson	Associate Dean for Research and Strategic Planning	263 Wyatt	343-4792
Betty Lee	Assistant Dean of Academic Services	216 PAB	322-8400
Dawn Hale	Assistant to the Dean	203 PAB	322-8264

APPENDIX

FORMS FOR THE PHD PROGRAM

