Psychology Department Response to Decennial Review Report   May 21, 2004

From: Ana Mari Cauce, Chair, Department of Psychology

    I am writing in response to the report resulting from the decennial review of the Department of Psychology in Winter Quarter of 2004. We sincerely appreciate the hard work of the external and internal review committee members. They not only did their job carefully and seriously, but with a great deal of patience and good humor. We also thank Augustine McCaffery and Associate Dean Gail Dubrow for all their help throughout this process.

    Since April 19, when I received the report, I have discussed it with department members at meetings with the Planning Committee, Full, Associate, and Assistant Professors, Area Heads, lecturers, graduate students, undergraduate advisors, and professional staff. Two e-post discussion areas for graduate students and faculty were also set up. The meetings leading up to this response have provided us an opportunity to begin the cross-area discussion and planning the report recommends. While I am writing this response in my own voice, it represents a synthesis of many conversations and considerable direct feedback. Unless I note that an opinion is my own (e.g. I believe….), this response reflects a general group consensus.

    The report was dense and packed with observations and recommendations. Our response provides an overview, then a concise "Response to Committee Recommendations." A "Response to Observations" section addresses the many observations offered throughout the report. This section is quite lengthy and reflects the fact that we are giving the report careful thought and attention. Finally, we attach the recent American Psychological Association "Committee on Accreditation" report of our Clinical Program since the committee paid somewhat less attention to this aspect of our program because of the accreditation visit.

Overview

  Members of our department were extremely impressed by the quality of the committee's observations. Their suggestions and recommendations will be a focus of our planning efforts for many years to come.

  It was delightful to read that the first-rate scientists who were members of the review committee found us to be "one of the strongest psychology faculties in the U.S." As the report notes, despite severe resource constraints, we make major teaching and research contributions to the College of Arts and Sciences and to the University of Washington, offering a markedly disproportionate (per number of faculty) amount of the student credit hours in the College. To illustrate, during the last year for which data was complete (2002), Psychology contributed about ten percent of all undergraduate degrees in the College (472 of 4732) and about eight and one half percent of all undergraduate student credit hours (66,852 of 791,676). Yet, we have only four and one half percent of the College's faculty (43 of 953).

  Like the reviewers, we are perplexed about the (lack of) connection between our teaching contributions and the resource allocations to our department, especially in light of the fact that we also make major research contributions. We appreciate the fact that, as in 1993, reviewers underscored just how much we produce given our "keen constraints." While all departments in A&S are operating under constraints, reviewers took note of the fact that ours are "more intense than those of many other academic units." We appreciate the committee's willingness to champion our need for additional resources, both in terms of additional staff and debt relief. We hope the administration can find a way to make this happen.

  Debt and resource constraints have undoubtedly had a persistent and negative impact on departmental morale, and on the time and energy of the administrative faculty and staff. But, as the review committee emphasized, we cannot let these constraints continue to limit our imaginations. Nor can we continue to let constraints deflect us from the kind of serious and comprehensive long-range planning that will allow us to move forward proactively, seizing and creating new opportunities. This planning effort will take place over the next 24 months.

  We were especially pleased to see that this exceptional group of reviewers concludes that we are generally headed in the right direction and that we are on a "positive upward trajectory toward even greater excellence." The most difficult work lies before us, but with strategic investments from the College and the University, we believe that we can make that prediction come to pass. As we argue in our self-study, and as the committee report endorses, an investment in our future will pay dividends in the years to come.

Departmental Response to Committee Recommendations

Teaching (Commitments, Pressure on the Psychology Major, Graduate Program)

We are pleased with the committee's extremely positive assessments of our undergraduate and graduate programs. Building more bridges across areas, and continued efforts to support student applications for fellowships, should work in service of the broader graduate training the committee endorsed. We are already working to create more teaching opportunities for our graduate students.

The committee's endorsement of our efforts to reduce the number of undergraduate majors and non-major general education is greatly appreciated and will bolster our resolve to stay the course. In light of our resource situation, these reductions are necessary to maintain program quality.

We understand the committee's questions about our "buy-out" policy. At the same time, they highly praised the teaching excellence of our part-time lecturers and agreed that we deliver a superior product as far as pedagogy is concerned. Whatever "signal" our buy-out policy may send, it is more than made up for by the high quality educational experience that we actually deliver.

We will begin to move toward lowering faculty teaching loads, as the committee suggested. This will, in turn, somewhat reduce the number of faculty buy-outs. In the second part of our response we provide more detail of the costs to undergraduate education that would come from any drastic change in our buy-out policy.

Integration and Planning

We agree with the committee about our need for greater integration across departmental areas and for more long-range planning. Our budding molecular genetics program is a recent example of a cross-area initiative that was a direct result of departmental planning discussions held at the annual retreat. We are presently in discussions with the College about the possibility of developing a brain imaging facility focused on basic research. Such a facility, and more general strengthening of cognitive neuroscience, will help integrate the animal and human areas of the department, and will build a valuable bridge to the Institute for Learning and Brain Sciences, a direction encouraged in the review.

We acknowledge the need to do more strategic planning, but it is not as though we have not been planful. We are proud to be nearing completion of a lengthy and ambitious process of improving both our graduate and undergraduate programs. The time is now right to develop even more ambitious plans. The committee is correct that we welcome this challenge with good cheer and enthusiasm.

With regard to the pros and cons of our area structure I would note that basic administrative functioning would be difficult if not impossible without subdivisions of this kind. On the other hand, there is broad agreement that any limitations to collaboration and intellectual interchange imposed by this structure have been greatly reduced over the past five years. Many faculty members belong to more than one area; preference is given to search strategies than cross area boundaries and a number of cross area seminars have been introduced. The fact that this was not apparent to the committee suggests area boundaries are still more rigid than might be deal. Strategic cross-area planning efforts are one more mechanism for making area boundaries more permeable.

Diversity

The committee came away with what I believe to be an incorrect understanding of our diversity efforts. They seemed unaware that our last two hires, prior to the review, were ethnic minority faculty. They also came away with the incorrect impression that we make no effort to recruit ethnically diverse graduate students. We provide considerable detail about the ethnic representation of our students and faculty and about our diversity efforts in part two of this response.

We agree with the committee's general recommendation that we examine the curriculum with an eye to increasing the representation of issues related to culture and diversity. We are strongly committed to maintaining the ethnic diversity among our faculty and students, not only within the Department, but across campus. We are also committed to further strengthening and highlighting the considerable research that we do in this area.

Resources (Budget, Space, Staff Support, Development)

The committee discerned, quite correctly, that departmental resources fall well below what one would expect of a highly rated psychology department in a research-oriented university. These restrictions hamper our ability to do our jobs to the best of our ability. Scare resources in space, quality of lab facilities, and staff support, are particularly troublesome.

We appreciate the College and University's efforts to remedy these problems and we urge continued assistance. This applies particularly to the match promised for the NIH major remodeling grant for our animal research facilities. It is clear now that the match will need to be secured for an additional year as we revise and resubmit a proposal that was deemed very strong, but without sufficient justification for its high cost. The additional space for our animal research and upgrade of existing space is urgently needed and will continue to be needed as we face increasingly stringent Federal animal care requirements.

We also greatly appreciate the remodeling of space in our basement to build new research laboratories. It is imperative that our department remain a high priority for additional re-modeling funds as they become available. In lieu of new space, remodeling for greater efficiency is the next best option.

Lack of staff to meet even our most basic departmental activities is our most pressing need and our highest priority for permanent funds that become available in the future. The reviewers note that "past budget cuts have eroded the number of staff to a point that the department is *severely* understaffed." They also note that the Associate Chair, Assistant Chair, and Chair perform many staff-like functions. This is, unfortunately, all too true. While staff is a problem across the College, data suggest that it is *particularly severe* for our department. (I present new data to support this claim in part two of this response.)

The review compares our department to a small city. In size, teaching, and research contributions, we are as big, or bigger, than more than half of the schools/colleges at the UW. When framed this way, it becomes apparent that our administrative requirements are vastly larger than the personnel we have to carry them out. Our thin staff support does not just affect the Assistant Professors and their grant-writing efforts, but has a general, negative effect on the department at every level.

I would reiterate the committee's request about the need to reduce the debt inherited when I assumed this position. It is hard to reap the benefits that may come from "regime change" when so much of our work necessarily has focused on trying to dig ourselves out of a financial hole that has been there for several years.

Next Steps

A set of concrete action steps, with a timeline, are presented at the end of this report. To review briefly, we will launch a 2-year planning effort at our retreat this Fall. The first year we will focus on issues of integration, focusing on our area structure. The goal is not to eliminate areas, but to make boundaries between them more permeable. As part of this re-definition process, we will also develop job descriptions for the Associate and Assistant Chairs and for Area Heads. We will also bring greater clarity to the role of the Planning Committee, which is elected.

The second year of the planning effort will focus on developing strategic initiatives for the department, especially related to cross-area research that we need to strengthen and grow. Establishing priorities for future hires in a less piecemeal fashion is of particular importance, since we can anticipate a number of potential retirements in the next decade.

Throughout this larger planning process, we will continue to assess the quality improvements that we've made to our undergraduate program and continue to implement the graduate program changes that have already been planned. We will also be stepping up development efforts, with plans to send a newsletter to our alumni in the coming year.

We are committed to these goals, in support of our department's future, with or without additional resources from the College or University. However, we are already stretched extremely thin and it will be hard to give this planning effort the sustained energy it deserves given present resources. Additional permanent staff support is needed both to better support our research endeavors and to free up faculty administrative time for planning and development. One month summer salary to provide support for an additional Associate Chair and/or Planning Coordinator would be appreciated. Debt relief would also greatly help us to build toward the future from a clean slate.

Departmental Response to Committee Observations

Research Activity

The reviewers recognized that the strength of our research program is outstanding in spite of an acute lack of space. We wholeheartedly concur with this observation.

Space Problems. As the committee noted, compared to other Psychology Departments nationwide, and to other science departments within the college, our lack of space is "*particularly acute*" and negatively impacts our research. The state of our facilities and inevitable need to remodel and upgrade space for new hires has caused delays in making their labs operational, limiting their timeframe for developing a tenurable record. The committee accurately called these delays "unacceptable for a major research university."

Reviewers further note that our lack of space and the poor quality of our facilities has played a role in the high rate at which we've lost faculty. (In the last decade, 42% of our faculty members have accepted outside offers. Lack of space, poor staff support, and poor salaries were the primary reasons given for their decisions to leave).

Problems with space and facilities, highlighted as major problems ten years ago, have been amongst the most intractable for our department. Some of the morale issues noted by reviewers come from our history of dashed hopes with regard to new buildings or additional space in nearby buildings. (At the time of our last review we were expected to receive major new space, which was later reassigned elsewhere). As much as I'd like to think otherwise, I do not believe it is realistic to think that we will see major changes in our space situation and we must do our best to plan accordingly. For example, we now regularly calculate remodeling costs into our start-up packages. This need to constantly upgrade facilities has played a major role in our debt accumulation.

There is no magic bullet for our space problems, but I reiterate how pleased we are about the two initiatives, previously described, that are underway, with the help of College and UW administration. They make an important difference, and have already boosted departmental morale. We hope and expect that as new re-modeling funds become available, our department will remain a top priority for those funds.

At the departmental level, procedural changes should help in more rapidly accommodating new faculty. New hires return to the department shortly after they've accepted our offer to plan for lab remodeling. This has cut down, but not eliminated, the lag-time between faculty member arrivals and preparation of their labs.

Ideally, we would have ready-to-move-in labs for faculty when they arrive. A more realistic goal is to keep the lag time to less than a quarter. We are not at goal, but our recent record is much improved from several years ago when faculty waited up to two years for lab remodels. One faculty member who worked on a space remodel with our previous system and again under our new administrator and the recently instituted system noted a "clear difference," in the level of professionalism and service orientation that she had experienced.

We were in the midst of a space inventory during the review and have identified a few rooms that were not being used optimally. They will be re-assigned. This is not an easy, or pleasant, process, and the yield is quite small. Still, we have little choice but to continue if we are going to try to accommodate new hires.

Variance in Productivity. The committee pointed to "considerable variance" in faculty research productivity. Reviewers seemed to conclude that our large grant income comes from a select group of faculty. There is, no doubt, some unevenness in levels of funding across faculty. Some conduct research that requires big grants, others carry out their work with considerably smaller grants. But our department's record of funding (3rd largest in the country for a Psychology department) comes not from one or two grants. If both external and internal (RRF) grants are considered, 90% of all ladder faculty (including Assistant Professors) had obtained grant funding during the last biennium. This does not seem like an unusual amount of variability to me. Moreover, if productivity is defined more broadly to include contributions in research, teaching, or administration, one finds that virtually all of our faculty members are strong contributors to the departmental, college, and UW missions.

Mentoring of Faculty. Another concern expressed by the committee was the lack of mentoring provided to junior faculty about grant writing/funding. I was surprised by this observation. Reviewers are correct in noting that we have no "formal" mentoring committees. But, junior faculty move quickly into grant writing and they readily find support and guidance from others in the department for doing so.

In preparation for this review, a junior faculty member was charged with leading a focus group of Assistant Professors concerning strengths and weaknesses in the department. A key charge was to consider junior faculty

mentoring needs. Both the written and oral report from this group indicated a need for more staff support for grant writing, and other problems with resources, but it expressed general satisfaction with faculty mentoring. We will do our best to strengthen and support the informal culture of mentoring that exists and explore ways of making mentoring of junior faculty more systematic, if not more formal.

Reviewer observations were right on target with respect to (lack of) mentoring or feedback to Associate Professors. The chair is expected to meet with Full Professors every three years and with Associate Professors every two years, to discuss progress. These meetings have not been taking place and this will be corrected.

Undergraduate Programs

Given the amount of time and energy spent over the last four or five years improving the undergraduate program, we were heartened to find that the committee endorsed these improvements and were positive about the quality education we provide to majors. Reviewers found our majors to be "extremely impressive and articulate" and were impressed by the hands-on lab experience we provide so many of them. In line with committee recommendations, we will remain faithful to our plan to reduce the number of majors as well as reducing non-major general education enrollments[1]. These are difficult steps to take. We hesitate to make the major overly restrictive[2], but we cannot do otherwise if we are to maintain program quality.

Buy-outs and Teaching Quality. The committee expressed concern about the number of buy-outs and the number of part-time lecturers in the department. (Very, very little of our teaching is done by graduate students.) If it were not for the vigilance of our Associate and Assistant Chairs, and the great importance the department assigns to its pedagogical obligations, a large number of buy-outs, leading to many lower level classes being taught by part-time lecturers, could possibly lead to poor quality teaching. However, while not stated in the report explicitly, it was quite clear that the reviewers found no evidence to suggest this was the case. To the contrary, the report notes that our part-time lecturers are excellent teachers.

Part-time lecturers not only provide a good educational experience to our students, our buy-out policy allows us to serve many more students than we would be able to otherwise. A faculty buy-out from one course typically leads to our being able to offer 2 to 3 replacement courses. For example, this year we are offering 35 to 37 undergraduate courses taught by part-time lecturers. It would take 10 to 12 full-time ladder faculty members, or half as many state-line lecturers, to provide this much undergraduate course coverage.

With regards to teaching, it is important to clarify that student ratings indicate the quality of teaching provided by our ladder faculty is also extremely good. Reviewers correctly note that student ratings for our lower-level classes are the best amongst our peers, a fact that is not the case for our upper-level undergraduate classes, which are more apt to be taught by ladder faculty. However, the actual level of satisfaction with our upper-level undergraduate courses is higher than it is for lower-level courses. It is also amongst the best in our peer group. When I examined course evaluations for all faculty members who taught this last winter, the evaluations for our part-time lecturers and ladder faculty were almost identical.

I also want to underscore the very important, but often hidden, teaching that our ladder faculty provides. Our department has played a pioneering role involving undergraduates in research. We involve more students in our labs than any other department. In 02-03, 441 individual students (accounting for over 900 total registrations) were involved in credit-yielding research in our labs. This teaching is not counted officially as part of faculty courseloads, is not reflected in teaching evaluations, and, as such, is easily overlooked. But, as countless national reports have suggested, the teaching and learning that takes place in our labs best reflects what is unique about undergraduate education in a research university and it is something psychology faculty members excel at.

Professional Development of Lecturers. We already provide our lecturers many of the professional development opportunities suggested by the review committee. Many of our lecturers have attended UW teaching workshops/conferences. We also support the professional development of our lecturers by sending them to professional conferences. This year we sent two part-time lecturers to conferences overseas. We also supported

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[1] At our present pace, we will likely graduate 520-550 students in the next few years. We want to get that down to 400-450.
[2] Despite raising the bar for entry into the major to 3.0 in our three required courses, we admitted a record number of majors into the program this year (n=536). In order to actually reduce the size of the major, we may have to raise the bar even higher. That is likely to work against the goal of having more minority students in our program, another goal the committee endorsed.

one of our part-time lecturers in writing an NSF mentored research grant. We value our full and part-time lecturers highly, and I will work harder to find opportunities to offer them support.

Graduate Program

The reviewers note, and we wholeheartedly agree, that our graduate students are a very impressive group who are serious about their work. We were pleased that the committee found graduate student morale high and that students are generally positive about the program, their advisors, and their experiences in Psychology. We work hard to provide them a good experience, and it is always nice to hear from others that those efforts are noticed and appreciated.

It is not surprising that funding was the most cited weakness of our graduate program. This year we started to promise our students four full years of funding but this does not include the summer quarter. It is also true that almost all of our support comes with RA or TA duties. Due to the efforts of Professors Teller and Mizumori, who have lead fellowship application workshops, we have managed to increase the amount of fellowship support for students about threefold (n=17 in '03-'04). This is still less than optimal.

The strong mentorship model that the committee (but not students) expressed some concern about is related to this funding situation. When half of our students are funded by RA's, their admission, and subsequent study, is tied to a specific project and advisor. But, changing advisors is, in fact, neither uncommon nor difficult. Over the last decade, 20 - 25% of our graduate students changed primary advisors at least once. We can, however, work harder to de-mystify the advisor-change process and to support our students as they are going through it

There are a number of other suggestions that reviewers ask us to re-consider with respect to graduate training, including variability in program requirements across area, when to require the "first year" project, and the (mistaken) belief that some areas require old-style narrative dissertations. Some of these issues are currently under review in the ongoing Phase II of revision and review of our graduate program. Others are planned for consideration in Phase III of this process next year. (Phase I involved the development of a strong graduate curriculum).

Resources

As noted previously, there is every reason to be concerned that our poor resource situation makes it hard for us to retain the high caliber of faculty we are used to. We are grateful to the Dean's office for their help with several recent retention situations, but we look forward to a time where we can be more proactive about retention.

Development. The committee suggests that we can, in part, improve our fiscal situation through more aggressive external fund raising. We are working hard in this respect and have experienced some success. We have raised about $250,000 in graduate fellowship funds over the last five years, although much of it is not yet available to us. We have also increased the dollar amount coming in through smaller alumni donations, with about $25,000 raised in the last five years, a third of this in the last year alone. In fact, over the last five years, Psychology has raised over a million dollars through external donations.

We must and will, as reviewers suggest, re-double our fund-raising efforts. We have discussed forming an external development board with A&S development staff (who say the time is not right) and our webpage, which does have a "give" key, was redesigned last year in order to support development efforts. Nonetheless, lack of staff for even the most basic departmental activities and the already heavy burden on our administrative faculty, make it difficult to sustain development efforts. More importantly, external fund-raising should be a complement to, not substitute for, adequate internal resources.

Debt. As noted previously, we are a department in debt. Our heavily "mortgaged" indirect research cost recovery (RCR) budget does not allow us to undertake even minor re-modeling needed to accommodate major grants. We would not even be able to do new hires if it were not for the considerable help we've gotten from the College for start-ups. Our RCR budget is in debt for three major reasons. First, we use about half of it to support very basic staff functions, both fiscal and computer support staff. Second, our space is so poor that we are constantly remodeling and upgrading facilities. In the past, much of this was done at our own expense. Third, the continual loss of faculty and need to hire new faculty means we are constantly using RCR to pay our share of start-up costs, which are considerable in our field. One time debt relief will help immensely, but to solve the problem will require an infusion of permanent funds.

Staff. As noted by reviewers, we are severely understaffed. The table below compares our staffing situation to that of our peer science departments. The table shows faculty funded by state funds, faculty funded by non-state (usually grant) funds, staff funded by state funds, and staff funded by other (mostly grant) funds. The ratios represent various ways of calculating the burden placed on state-funded staff. In this sense it is important to note that state funded staff not only support state-funded faculty, but also non-state funded faculty and staff. For example, the appointments, re-appointments of grant-funded faculty and staff are handled by state funded staff, our state-funded computer staff member services the grant funded staff and faculty, and our administrator oversees the facilities that house grant-funded faculty and staff.

In peer science departments there is one state-funded staff member per 3 to 4 other types of personnel. By contrast, in Psychology there is only one state-funded staff member per every 8 faculty/staff member.

Every department has its unique staff needs. But, it is hard to find a justification for why our staff is so small compared to others. In the second table we present numbers for state-funded staff positions assigned to fiscal matters. One would assume there is some basic comparability in what is required here across departments. Yet, we see the same pattern of understaffing here as before. In fact, it is even worse. While other large science departments have 1 state-funded fiscal staff member per every 20 to 30 personnel, our one state-funded fiscal staff member has to deal with fiscal matters related to 127 others! Of course, it is simply not possible for 1 fiscal staff

State-funded Staff Positions in Major Science Departments (2004)

Annual FTE[3]	Biology	Chemistry	Physics	Psychology
State Funded Faculty	32.39	30.20	31.13	42.68
Non-State Faculty[4]	34.43	54.01	21.22	30.86
Total Faculty	66.82	84.22	52.36	73.54
State Budget Staff	27.88	37.91	16.76	13.94
Non-State Staff	47.15	21.69	24.31	40.56
State Fac/State Staff	1.16	.79	1.85	3.06
Total Fac/State Staff	2.40	2.22	3.12	5.28
Total Personnel[5]/ State Funded Staff	4.09	2.79	4.57	8.19

member to serve the needs of so many personnel, many of them grant-funded. In order to carry out even basic functions, we have had to hire fiscal staff members using funds from our RCR budget. The last line in the table below shows that, compared to other departments, we spend a much larger proportion of non-state funds to pay for fiscal staff positions. This has played an important role in our debt accumulation. Our understaffing problems *are* quite acute, even by A&S and UW standards.

State-funded Fiscal Staff Postions in Major Science Departments (2004)

	Biology	Chemistry	Physics	Psychology
State Funded Fiscal Staff	4.94	5.16	2.25	.90
State Fiscal Staff/StateFac	6.55	5.85	13.83	42.26
TotFac/State Fiscal Staff	11.25	14.04	15.17	26.74
TotPers/State Fiscal Staff	23.07	20.53	34.07	126.77
Proportion of Fiscal Staff Supported by Non-State Funds	16.84%	14.00%	34.78%	67.24%

The fact that faculty, whether Assistant Professors writing grants or Assistant Chairs scheduling classes, are performing staff-like operations negatively impacts our productivity in other areas. This is most noteworthy in

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[3] Based on OPUS (Distibution FTE% x Service Period/12 = Annual FRE effort per faculty or staff member).

[4] This includes Research faculty, Research Associates (Post-doctoral Fellows), Lecturers, and Visiting Faculty

[5] Total Personnel includes all state and non-state funded faculty and all non-state funded staff.

terms of research. Having faculty members assume so much of the administrative and fiscal responsibility for their grants because of understaffing does not allow them to perform their best in the technical aspect of their research, which in turn, is what leads to continued and enhanced funding. Lack of staff support for grant administration was noted as the single factor most responsible for our last faculty member loss. Lack of staff also affects the willingness of faculty members to become more involved in departmental leadership and the effectiveness of those of us who are in leadership positions. There is no doubt but that it has also played a role in the heavy staff turnover we've experienced in recent years.

Department Governance, Organization, Departmental Culture, and Diversity

Governance. I was extremely pleased that the review committee noted the competence and dedication of our Associate Chairs and Assistant Chair. They do not always get the credit they deserve for their excellent work. It is good to have it recognized. It is important to note, however, that they do double-duty as Director of our Undergraduate and Graduate programs, respectively. Funding for a third Associate Chair, devoted exclusively to department-wide administrative planning and/or development functions would be greatly appreciated.

The report also offered much food for thought about the lack of transparency in the way the department governs itself and makes department-wide decisions. We have a long history of being very democratic and inclusive when making decisions, but in conversations with faculty across the department it became clear that I have not done a very good job of communicating to them the end-products of joint decisions or of reporting on the process of decision-making. Even the name of our chief decision-making committee, the "Planning Committee" may not fully communicate the fact that this committee functions more like an "Executive Committee." Together with the Planning Committee, I will be giving further consideration to these issues in the coming year. We will also develop job descriptions for the Associate and Assistant Chair positions and Area Head positions.

Organization. As the reviewers aptly note, the fragmented nature of the department is a long-standing problem. It was an issue in the last decade review, and is, in part, a reflection of the larger field of psychology, where debates about disciplinary fragmentation abound. These disciplinary problems are magnified by our space fragmentation. We are not only scattered across buildings and across the city, there is no significant common space in any of our buildings. It is impossible to truly understand the pernicious effects of this physical fragmentation in a few days. Suffice it to say that we have numerous faculty members who rarely come to our main building except to check their mail or attend faculty meetings. This is not due to a lack of allegiance to the department, but because it sometimes requires a long walk or drive from their research headquarters to do so. I mention this, not to complain further, but to underscore that space dispersal is not a concern we raise solely to deflect attention from other aspects of our culture that may work toward fragmentation. Whether our space situation is the root cause of our fragmentation is debatable; the fact that it makes a very major, and substantial, contribution to it should not be.

We cannot throw our hands up in the face of the physical fragmentation problem. Without belittling its effects, we can and must work around it. We must find or create mechanisms for bringing the department together for long-range planning and for further development of the "vision thing."

Area Structure. It is also time to re-think how the area structure plays itself out within our department. The area structure has many positive features and virtually every major Psychology department has "areas." The area structure helps to break down a department that is very large into more manageable administrative units. Some of our areas are the size of some departments. Areas also perform an important quality control function in terms of graduate admissions, they function to monitor graduate student progress, and give shape to the graduate student curriculum. Area heads, or senior faculty within an area, generally undertake mentoring of junior faculty within the area. As we consider restructuring, it is important to make sure that we retain mechanisms to ensure that these functions are carried out. Moreover, the professional aspects of training in the Clinical Program require a very clear area structure.

Departmental Culture. With regard to culture within the academic ranks, I was heartened to hear that the Assistant Professors are pleased with the support they receive. This department is justifiably proud of having a culture that gives paramount consideration to the needs of Assistant Professors.

I agree with reviewers that the needs of Associate Professors should receive more attention. Nonetheless, I take strong exception to the portrayal, by some, of Full Professors as generally "absentees." This perception is both regrettable and largely untrue. The committee may have gotten this impression as a by-product of the way the review was structured. Reviewers met with both Assistant Professors as a group and with Associate Professors as a group, but not with Full Professors. Several Full Professors complained about not having been invited to meet with reviewers as their own group.

A major demographic shift in our department over the last decade has been the move from a department that was top-heavy with Full Professors, to one that with relatively few Full Professors in some areas. This has increased the service burden on them in recent years. Full Professors almost always chair departmental tenure and promotion committees as well as reappointment committees. This is no small task. Last year our department had four promotion committees and two re-appointment committees for ladder faculty alone. We expect to have close to as many, and possibly more, this year. This vital departmental service work is considerable and it falls squarely on the shoulders of the Fulls.

Full Professors also play major roles members of the Planning Committee (7 of 10) and as Area Heads (6 of 8). Throughout the last decade, one Associate Chair (Buck) and the Director of Graduate Studies (Smoll) were Full Professors. While an Associate Professor and two lecturers played key roles in the re-organization of the undergraduate program, a Full Professor (Teller) was the architect and driving force behind re-organization of the graduate program, another Full Professor instituted and continues to nurture the new graduate Pro-Seminar (Greenwald) and one chairs our Human Subjects Committee and Subject Pool (Smoll). The two main training grants for our department have been headed by Full Professors (Covey, Marlatt). In addition, Full Professors from Psychology play major roles at the University level, sitting on the Faculty Senate and Budget committee and Office of Undergraduate Education Advisory Board (Buck), as a Director of the UW Foundation, that is running the Capital Campaign (Dawson), as Co-Director of the Institute of Learning and Brain Sciences (Meltzoff), on the advisory board for Catalyst (Diaz), on the Chair Search committee for Speech and Hearing Sciences (Mizumori), on the ten year review committee for Sociology (Bernstein), on the Faculty Council for Instructional Quality (Greenwald), and on the program committee in Neurobiology (Brenowitz). While it may be invisible within the department, this college or university-wide service not only raises the profile of Psychology across campus, but brings important knowledge back to the department.

Diversity Profile. The reviewers correctly note that faculty diversity in the department, as indicated by ethnic minority faculty, is better than that of most psychology departments. So, I was perplexed when the committee later seemed to view the ethnic composition of our faculty as something requiring correction. The chart below shows the ethnic distribution of our faculty compared to that of the UW and to other U.S. Psychology doctoral programs (APA, 2000). Our department has about twice the ethnic diversity of other departments across the country. This is especially impressive since the areas with the highest percentage of minority faculty are Counseling and School Psychology, areas not represented in our department.

% Ethnic Minority Faculty
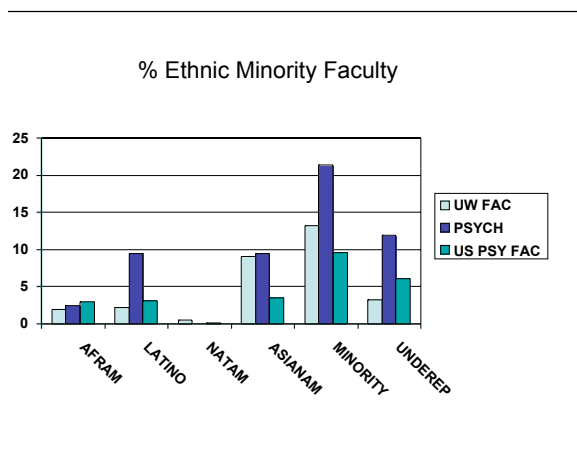
What may be unusual about our diversity profile is that the majority of our minority faculty do not primarily conduct research related to culture or diversity. But, there are many White faculty members in our department with interests in these areas and many White faculty members who have mentored minority students. This year the four faculty members (Greenwald, Smith, Smoll, Loftus) who served as mentors for our undergraduate students in the EIP/McNair program were all White[6].

I consider the faculty diversity in our department a much greater strength than the committee recognized, but have every desire to build upon that diversity and upon our strengths related to the study of diversity. Recently, nine faculty members, across six different

[6] The EIP/McNair program encourages underrepresented, and/or first generation college students to enter graduate programs.

areas, came together to develop a proposal to hire in the area of "Psychology of Diversity." A strategic, preferably senior, hire in this area can serve as the catalyst toward developing a cross-area specialty which, in turn, could focus efforts toward developing a training grant in cultural diversity.

The review committee noted that the percentage of minority graduate students in our department was "never high," but as the table below shows, subsequent to 1998, the percent of minority graduate students entering our program has not only been consistently above average for UW natural and social science departments, but also above average for psychology departments across the country. It has even been higher than the ethnic minorities in the national pool of B.S. psychology majors or of graduating ethnic minorities aspiring to a research career in Psychology (9-13%). And, we do not have a counseling or school psychology program that typically have the highest concentrations of ethnic minority students[7].

Graduate admissions and Ethnic Minority (MIN) representation

	1998	1999	2000	2001	2002	2003	2004	USA
# applicants	619	578	403	451	442	525	512	
MIN applicants	114	117	59	49	80	88	92	
% MIN applicants	18	20	15	11	18	17	18	15
% MIN entering	7	16	24	28	11	17	23	16
% Min UW Science	10	8	10	12	9	13		
% Min UW SocSci	12	10	15	10	11	13		

Please note: We are not including foreign students of color in these numbers.

There was, as the committee reports, an unexplained drop in the percent of minority admissions in 2002. However, this year, the number of minority students admitted was back up to previous levels. Five students in our incoming class of 22 (23%) are ethnic minorities, three of them underrepresented minorities. This is a record I doubt many departments can match. In addition, as in many years, an additional entering student is a foreign student of color (from India). (About 10% of our applicant pool is made up of international students).

The review committee got the impression that we do not actively recruit minority graduate students. This is not true. Our self-study did not focus on this because attracting minority applicants has not been a problem for us; ethnic minorities consistently represent between 17 and 20% of our applicant pool, which is above the national average and considerably higher than the percent of minority students seeking doctoral degrees in research oriented programs. We actively discourage applications from students primarily interested in the practice of psychology; practice-oriented psychology programs attract the largest number of minority applicants[8]. (Ironically, the only year we had a relative small minority applicant pool was 2001, the year we enrolled our highest percentage of minority students).

As a competitive major with more undergraduates seeking entrance than we can handle, it does not make sense for us to actively recruit students -any students- into the major. But, we *are* involved in recruiting minority

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[7] In the database used to generate the U.S. column in the table above, 97% of the graduate students and applicants to graduate schools were from counseling, school, and clinical psychology programs. In contrast, fewer than 50% of our students come from one of these programs (clinical). Even our clinical program is research-oriented rather than applied in focus.

[8] To briefly review our recruitment efforts, when I was Director of Clinical Training, about a decade ago, I worked with the Chair (first Sarason, then Beecher) on minority recruitment efforts. We tried various approaches, including use of the Minority Locator System (GRE's) and use of the American Psychological Association (APA) MUSE (Minority Undergraduate Students of Excellence) database. We did not find that either had any impact on the number of minority applications. In the end, and after consulting with other programs and with the Director of the APA Minority Fellowship Program (I sat on the board at the time), it became quite clear that, at the graduate level, recruitment is based on personal approaches. We still use the MUSE database, but our recruitment work is now more personal. For example, our program has been highlighted every year at the largest gathering of research-oriented students of color on the West coast. This takes place annually at Arizona State University and I've been the keynote speaker twice in the last five years. Since its inception, I have also given a yearly workshop (on how to conduct culturally competent research) in D.C. at APA's Minority Fellowship Program graduate and undergraduate conference. And, because we generally do best in recruiting minority students from the West Coast, in 2003 I established a relationship with San Francisco State University, an officially designated historically Hispanic-serving university. I visit yearly, giving a talk to their honors students. In this sense, our department has very good presence at key gatherings of graduate school bound, research-oriented undergraduates. We also work with GO-MAP on minority student recruitment; APA site visitors met jointly with Dean Butler, Professor George, and I, to discuss recruitment and retention strategies. Unfortunately, our admissions season does not correspond with GO-MAP admissions week, so the relationship may not be immediately obvious.

students into the University of Washington, which should indirectly help diversify our major[9]. We are also very active in diversity efforts and programming for undergraduates across campus.

The site review recommends that we seek closer ties with Go-Map, but I am already a founding (and present) member of Go-Map's advisory board. At the recent Go-Map banquet, one of our students, Heidi Montoya, was one of only two graduate student speakers. Go-Map graduate plays an important role in helping recruit minority students to our program. Almost every year one of our students gets a scholarship from Go-Map.

We also have close ties with the Office of Minority Affairs. We work with the OMA Instructional Center in support of 101, 202 and 209, the courses required to gain entry into the major. We also work with OMA's EIP/McNair program. Psychology majors represented 20% of the recent cohort of EIP/McNair scholars and I gave the keynote speech at their conference. We are anything but isolated from Go-MAP and OMA programs or from diversity efforts across campus! While we can always do better, I was disappointed that the committee report did not more favorably reflect upon the substantial role we play in supporting diversity at the UW. Thankfully, the APA accreditation report was much more favorable in this regard.

I agree with the recommendations made by MECA, and by the reviewers, about continuing to highlight the importance of diversity within the department. Many of their recommendations had already been implemented. MECA has been invited to host their own speaker as part of the Edwards lecture series. While they have yet to do so, two of the seven Edwards speakers (28%) this year were faculty of color. And, while not as well attended as I would have liked, five of the seven Edwards speakers (71%) gave a talk or seminar on a topic specifically focused on culture and/or diversity issues. Minority student recruitment issues were raised and discussed at both the most recent departmental retreat and at a faculty meeting just prior to admissions season.

In contrast to these ongoing efforts, the last time we conducted a systematic appraisal of diversity/cultural content in our courses was about a decade ago. It is certainly time to take a new look at how issues of culture and diversity are represented in our curriculum. It is good timing for such a review, as we are in the midst of instituting major curriculum changes in the graduate program.

Both MECA and the reviewers also suggest that we should re-institute the departmental diversity TA whose main job was to keep MECA active and to help with minority student recruitment and retention. I played a central role in getting the original funding for the position about a decade ago. The diversity TA was funded (for only a few years) as a three-way partnership; one quarter was funded by the Graduate School, one by the College of Arts and Sciences, and one by the department. This arrangement fell apart when the Graduate School decided to use such funds in a more systematic effort across campus. Without the support of the graduate school, the College pulled its funding. The department could not sustain the TA on its own funds. (Indeed, shortage of TA funds is a major problem for us, one not sufficiently highlighted in the review).

If funds can be found, I will ask our departmental executive committee to seriously consider the request to reinstitute the department's portion of the funds to support a TA for the Winter quarter admissions and recruiting season. But having recently received a 10% cut in our TA budget, I can make no promises. We would, of course, welcome additional funding from the Graduate School or College to make this position year-round, but are aware that this is not something that is done for other departments and that the graduate school is using its limited funds for diversity in other ways.

Strategic Planning. As previously discussed, the many suggestions and recommendations in this report will provide direction for our planning efforts over the next few years. If our strategic planning efforts are coupled with strategic investments by the College or University, we are confident that we can continue to offer a quality education to our undergraduate and graduate students and to build upon our high research profile, funding profile, and national ranking.

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[9] For example, twice in the last five years I have spoken at the ACE (Adelante con Educacion) conference organized by MeCHA. Over a hundred students and parents from Eastern Washington visit the UW during ACE. We are also involved in "Keys to Success" that bring undrrepresented students onto campus. Psychology faculty teach in the UW Gear-UP program, which brings middle and high school minority students onto campus for the summer, and I give a yearly workshop to high school teachers and counselors from Gear-UP. This year I will offer one of three courses that makeup the UW Bridge program. Bridge brings a group of primarily ethnic minority freshmen onto campus over the summer. In addition, our department is one of five that will be offering a foundations course for the diversity minor if the proposal (which I helped to write) is funded.

Action Steps and Timeline

Summer 2004 – Fall 2004
- Continue assessment of Undergraduate Program via exit surveys
- Develop Plans for Fall Retreat and Launch of Planning Effort
- Work on material for Department Newsletter in support of Development

Fall 2004- Summer 2005
- Launch first-stage planning effort: An examination of area structure
    1. Institute regular meeting of Area Heads
    2. Develop job descriptions for Area Heads
    3. Develop job description for Associate/Assistant Chair
    4. Clarify role of Planning Committee
- Complete and send out Department Newsletter
- Have a half-day or day-long Diversity Workshop to launch curriculum examination
    1. Begin examination of core courses for appropriate diversity content
- Complete every other year meetings with all Associate Professors (by Winter 2005)

Fall 2005-Spring 2006
- Launch second-stage of planning effort: Strategic planning
    1. Appoint a cross-area strategic planning team
    2. Develop a plan for future hiring, including potential space re-allocation
    3. Develop strategic cross-area research initiatives
- Begin assessment of graduate program changes, possible through student survey
- Work on second-stage assessment and goals in support of diversifying curriculum

The action steps outlined above, and accompanying timeline, are not entirely separable. For example, in defining the role of the area heads, we will have to discuss cross-area initiatives. In addition, while we are hoping to work on our basic structure before launching the strategic phase of our planning efforts, we will be completing at least two faculty searches in the coming year, and so have already started to discuss and come to an agreement upon future areas for hiring. Nonetheless, having clearly delineated action steps and timelines will help keep us on target, especially in light of the many other obligations we are carrying out.

Whether one examines teaching, research, or service, the Psychology Department is one of the strongest units in the College or the University. In partnership with them, we look forward to the upward trajectory the review committee predicts for us.

May 4, 2004

Lee L. Huntsman, Ph.D.
President
University of Washington
Office of the President
301 Gerberding Hall, Box 351230
Seattle, WA 98195-1230

Dear President Huntsman:

At its meeting on April 1-4, 2004, the Committee on Accreditation conducted a review of the doctoral program in clinical psychology at University of Washington. This review included consideration of the program's most recent self-study report, the report of the team that visited the program on November 4-5, 2003 and the program's response to the site visit report on January 13, 2004.

I am pleased to inform you that, on the basis of this review, the Committee voted to award accreditation to this program. In so doing, the Committee scheduled the next accreditation site visit to be held in **2010**. During the interim, the program will be listed annually among accredited programs of professional psychology in the <u>American Psychologist</u>. The Committee also encourages you to share information about your program's accredited status with agencies and others of the public as appropriate.

The Committee would like to provide the program with a summary of its perceived relative strengths and weaknesses. This will be provided according to each of the domains. At the end of the letter the program will be provided with an itemized list of any actions that the program needs to take prior to its next accreditation review. A summary of the Committee's review of this program is provided below.

Domain A: Eligibility *As a prerequisite for accreditation, the program's purpose must be within the scope of the accrediting body and must be pursued in an institutional setting appropriate for the doctoral education and training of professional psychologists.*

The program is housed in the Department of Psychology at the College of Arts and Sciences. The program is sponsored by an institution of higher education and is regionally accredited. The program is an integral part of the Department of Psychology. The program's policies and procedures relevant to admissions, degree requirements, financial assistance, student

performance evaluations, feedback, retention, dismissal, due process, and grievance are available to all interested parties. The program is consistent with provisions of this domain.

Domain B: Program Philosophy, Objectives and Curriculum Plan *The program has a clearly specified philosophy of education and training, compatible with the mission of its sponsor institution and appropriate to the science and practice of psychology. The program's education and training model and its curriculum plan are consistent with this philosophy.*

The program adheres to a clinical scientist model of training. The program selects students interested in academic/research careers and follows a faculty mentor model. The program practicum experiences appear well organized, varied, and appropriately monitored for quality training. The program has broad range of practicum experiences available with strong supervision component.

Clinical experiences emphasize the application of science in diverse ways. The program provides an excellent integration of science and practice throughout its curriculum. Strong emphasis is placed on research, teaching, and science guided clinical practice.

Domain C: Program Resources *The program demonstrates that it has resources of appropriate quality and sufficiency to achieve its education and training goals.*

The program has fifteen full time core faculty. Program faculty members are highly productive and serve as excellent role models and mentors. The students are remarkably productive with respect to contributing to the literature and obtaining grants and fellowships. The program has appropriate procedures to deal with student difficulties. Students participate in program decisions and there are graduate representatives on all major committees. The program has adequate training resources.

The program is asked to report on efforts to increase support staff in the clinic and to report its progress in obtaining more adequate support for graduate students, especially meaningful graduate fellowship opportunities to recruit diverse students. The program is asked to provide information on these issues in its next annual report for **2004**.

Domain D: Cultural and Individual Difference and Diversity *The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists.*

The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty that represent diversity. The program infuses attention to individual and cultural diversity into its curriculum. The program requires students to take one course diversity series, which focus on psychotherapy and diverse populations. Faculty research often addresses diversity issues.

Domain E: Student-Faculty Relations *The program demonstrates that its education, training, and socialization experiences are characterized by mutual respect and courtesy between students and faculty and that it operates in a manner that facilitates students' educational experiences.*

The program has well delineated procedures for handling student complaints and grievances. The program faculty serves as strong supporters of the students through the individualized mentoring and advising process. The program appears to have a good record for resolving these issues appropriately and protecting the rights of students.

Domain F: Program Self-Assessment and Quality Enhancement *The program demonstrates a commitment to excellence through self-study, which assures that its goals and objectives are met, enhances the quality of professional education and training obtained by its students, and contributes to the fulfillment of its sponsor institution's mission.*

The program has procedures for quality improvement of courses and program faculty hold periodic retreats. The program keeps track of graduates and their accomplishments somewhat informally but has been able to track over 90% of its graduates. Formal surveys of how the program is achieving its goals are in the development stage.

The program, with appropriate involvement from its students, engages in regular, ongoing self-studies that address:

> ***(a) Its effectiveness in achieving program goals and objectives in terms of outcome data (i.e., while students are in the program and after completion);***

In the next self-study, the program is asked to develop a more comprehensive mechanism for evaluating attainment of specific program goals and objectives in addition to its continuing evaluation of the program's distal outcomes.

Domain G: Public Disclosure *The program demonstrates its commitment to public disclosure by providing written materials and other communications that appropriately represent it to the relevant publics.*

The program is consistent with the provisions for this domain.

Domain H: Relationship with Accrediting Body *The program demonstrates its commitment to the accreditation process by fulfilling its responsibilities to the accrediting body from which its accredited status is granted.*

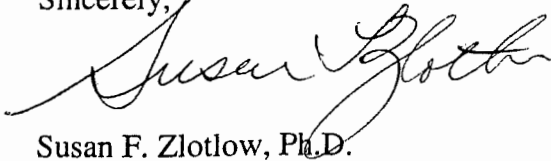The program is consistent with the provisions for this domain.

In order to keep the Committee informed of the program's commitment to the on-going self-study process, the program is asked to address the following issues in the **2004** annual report.

- Report progress in obtaining more adequate fellowship support for graduate students and support staff for the training clinic.

In closing, on behalf of the Committee on Accreditation, I extend congratulations to faculty and students of the professional psychology program for their achievements. The Committee also

expresses its appreciation for your personal commitment, and the corresponding support of your administration, to develop and maintain the best possible quality of graduate education and training in psychology. If the Office of Program Consultation and Accreditation may be of service at any time on administrative matters of accreditation, please call upon us.

Sincerely,

Susan F. Zlotlow, Ph.D.
Director
Office of Program Consultation and Accreditation

cc: Robert J. Kohlenberg, Ph.D., Director of Clinical Psychology Training
        Ana Mari Cauce, Ph.D., Chair, Department of Psychology
        David C. Hodge, Ph.D., Dean
        Steven J. Beck, Ph.D., Site Visit Chair
        Richard M. McFall, Ph.D., Site Visit Member
        Harold Sigall, Ph.D., Site Visit Memeber