



# Self Study

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Department of Psychology  
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2013 Self Study

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*Psychology as a field of study is by definition interdisciplinary. For over a century, psychologists have sought to understand one's behavior from multiple perspectives, from genetic to societal influences. Recently, the sphere of influence of Psychological Science has grown such that it is now a hub that brings together research from a wide range of disciplines from business and law, to engineering and medicine. The diverse research-based discovery and education provided by the Psychology Department at the University of Washington makes it uniquely qualified to lead numerous cross-disciplinary efforts locally as well as nationally.*

## **Section I: Overview of Organization**

**Overall Mission:** The Psychology Department seeks to continue its rich tradition of pioneering discoveries about the causes of behavior, from biological, clinical, cognitive, developmental, evolutionary, and social perspectives. Undergraduate and graduate students will learn to think critically and creatively about psychological issues through innovative classroom instruction, and by providing students with a rich variety of research and internship opportunities. New interdisciplinary visions will enhance our research and instructional potential to solve the big challenges that face our society.

**Goals:** Our primary goal is to become one of the top ten research Psychology departments in the country. This can be accomplished by taking advantage of unique strengths such as our ability to leverage powerful combinations of biological, clinical, cognitive, developmental, emotional, evolutionary, and social theoretical approaches and methodologies to understand the etiology of behavior and psychological processes. In pursuit of this goal, the Department hopes to create new infrastructure that facilitates visionary research endeavors by our faculty, a thriving graduate training program, inspiring undergraduate experiences, and impactful resolutions to societal problems.

**Beliefs/Values:** Departmental processes for achieving its goals center on values of inclusive decision making that embraces our academic and research diversity and desire for transparency of process.

**Faculty Organization and Governance:** The leadership team in the Psychology Department is comprised of the Department Chair, Associate Chair for Graduate Training, Associate Chair for Undergraduate Education, Associate Chair for Research, Area Coordinators, Chairs of Departmental committees, and Professional Staff such as our departmental Administrator, Advancement Coordinator, Director of Undergraduate Psychology Advising, Graduate Advisor, Technology and Systems Engineer, and the Assistant to the Chair (Appendix 1).

The faculty are currently organized according to their general research areas of interest (Appendix 2): The Animal Behavior area studies the mechanisms of development, adaptive functions, and evolutionary history using comparative and animal models of species-specific behaviors. The methods used by Animal Behavior faculty span molecular genetics to the study of ecosystems. Behavioral Neuroscience faculty study the mechanisms of neural integration across different brain regions during sensory system development and perception, learning, memory, motivation, and decision making. These labs use a range of state-of-the-art neuroscience methods (from genetic to behavioral) to decode neural signals that underlie behavioral plasticity in animal models. Our American Psychological Association (APA) accredited Clinical program adopts the clinical-scientist approach to facilitate evidence-based practice. The Clinical program is comprised of

Adult and Child components. Adult Clinical faculty are known for the pioneering work on understanding the mechanisms of specific mental health conditions and issues (e.g. addiction, suicide, PTSD, challenges to public health), and developing effective evidence-based interventive methods. Child Clinical research takes a wholistic and bioecological approach to examine the etiology, prevention and treatment of behavioral, emotional, and developmental disorders of children and adolescents. Neurobiological, family, health, and social factors and methods are simultaneously considered. The Cognition/Perception area focuses on the neural mechanisms of human visual perception and higher level cognitive functions such as language, reasoning, and decision making. State-of-the-art brain imaging methods are often used in normal and impaired subjects. The Developmental area examines the developmental foundations for social and emotional behaviors that guide the emergence of biases in perception and decisions in non-clinical and clinical populations, and to better understand the impact of technology and the natural environment. The Quantitative area is unique in that its impact has been to develop new sophisticated methodologies for the study of behavior generally (e.g. developing strategies for maximizing researchers' use of big data sets), with a goal of elevating the impact of research across the Department. The Social/Personality area explores the interplay between the mind and society, with a focus on theoretical-derived science that addresses 21<sup>st</sup> century social issues that characterize our rapidly changing society (e.g. discrimination, stereotypes, diversity, the immigration experience, implicit biases).

Functions of each area of the Department are overseen by an Area Coordinator who organizes area-specific events such as research seminars, journal clubs, undergraduate and graduate curricular offerings, and nominations for Department-wide student competitions. Specific area interests are represented by a faculty member who serves on Department-wide committees such as the *Planning Committee*, the *Graduate Training Committee*, and the *Undergraduate Curriculum Committee*. Other more task-specific working committees in the Department are comprised of the relevant faculty (Appendix 3). At the end of each year, faculty are polled as to which committee (except the Planning Committee-see below) they prefer to be assigned to during the following year. The Chair then assigns faculty to committees after consideration of faculty preference, consultation with Committee Chairs, the degree of representation of different areas or relevant constituent groups, and faculty rank since every attempt is made to assign each tenure line faculty member to a committee, with more junior faculty having the fewest committee assignments.

Planning Committee is comprised of faculty leadership from the different areas of the Department, the three Associate Chairs, and the Chair of the Department. The faculty leaders are elected to 3 year terms. Planning Committee nominates a replacement faculty member for the general faculty to consider when voting on future members. The role of the Planning Committee is to be advisory to the Chair on issues raised by the Chair, Planning Committee members, or the general faculty. Planning Committee recommendations are guided more by Department-wide interests than area-specific interests. Often, recommended solutions to issues are crafted for presentation to the general faculty for a more broad discussion. Also, new or modified policies are drafted that are then presented to the general faculty for discussion and vote. Planning Committee proposals may come back for further discussion if a consensus vote is not achieved with the general faculty. Routine duties of this committee include review and approval of auxiliary faculty appointments (e.g. affiliate faculty, adjunct faculty, and graduate faculty appointments) which are then sent to the general faculty for vote. In an attempt to increase transparency, faculty not assigned to the Planning Committee, especially junior faculty, are often invited to attend individual meetings. Also, minutes of Planning Committee and faculty meetings have recently been made available electronically to the general faculty. The Chair often announces that there is an open door policy such that any individual faculty is welcome to share ideas about any issue to the Chair or to Planning Committee.

**Solicitation of Advice From External Constituents:** While the Department does not have an external advisory committee, different groups of faculty are given, or make themselves, opportunities to seek advice on specific projects from leaders outside of the Department. As one example, the Department has recently used its annual Allen Edwards Public Lecture Series to connect with and seek advice from community leaders. This series of evening lectures features a different Psychology faculty each week over a three week period. Starting about four years ago, the three faculty were selected according to a research theme; every effort was made to maximize representation of different research approaches to highlight new and emerging interdisciplinary initiatives. Prior to one of the evening lectures, the Department hosted a working dinner that included community leaders, University of Washington administrators, and relevant faculty from within and outside of Psychology. The general goal of these dinner receptions is to develop conversations that build bridges between Psychology and the broader University of Washington and local communities. Past themes included the 1) Development of Behavior, 2) Diversity, Culture, and Behavior, 3) Brains and Behavior, and 4) Psychology in the Real World. This year's theme is the Science of Decision Making. Conversations that started at the first of these dinner receptions have led to the establishment of a new Department center (Center for Child and Family Well-being, or CCFW) that is now partially supported by significant donor contributions.

**Budget Goals:** In recent years, there have been four budgetary goals of the Psychology Department:

- 1) to fulfill a College mandate to maintain the level of instruction that insures our undergraduate students graduate in a timely fashion. We sought to not only maintain but also increase the number of majors courses in addition to at least maintaining the same number of general education student credit hours.
- 2) to provide the level of staffing needed to support a quality educational experience for our majors and graduate students. This includes retaining 2.8 FTE undergraduate advisors for our nearly 1000 majors and 1.0 FTE graduate advisor for our 125 PhD students. Also the Department retained the only Scientific Writing Center on campus by supporting a 0.5 FTE writing advisor.
- 3) to provide the level of staffing needed to efficiently assist faculty in obtaining and managing research (usually grant) funds.
- 4) to grow the Advancement arm of the Department so that we can leverage most effectively our in-house research expertise so that there is greater access of information to the general public. A long term vision is that this increased visibility will generate another revenue stream.

**Budget Revenue Sources:** The Psychology Department funds its teaching, research, and community relations missions from three main sources (described below), the trends of which are illustrated in Appendix 4. In addition, funds are available from gift and endowment funds (also described below).

Permanent state-funded budget (~\$7M/year, General Operating Funds, or GOF): 75% goes towards faculty salaries, 8% provides TA support, 14% funds staff salaries, and 3% supports our operational costs. The Department has control over only TA and staff salaries, and operations funds.

Release/Recapture budget: A Release/Recapture policy of the College provides replacement teaching and additional operational support by returning (or releasing) salary dollars to the

Department when faculty are on professional leave or if faculty ‘buy out’ of teaching commitments with grant funds (buyout cost = 1.5 mo salary per course, up to a maximum of \$20K per course). Department policy allows faculty to buy out of three of the four courses that comprise their annual teaching load. These released funds provide replacement teaching and additional operational support.

Research Cost Recovery (RCR) budget (~\$475K/year): The third major source of revenue is the Department’s share of the Facilities and Administrative (F&A) fees (i.e. *indirect costs*) that are assessed on our faculty’s sponsored research expenditures, or our RCR funds. This source of funds supports a wide variety of programmatic needs for our Department including but not limited to staff salaries (30% of our total staff salaries/83% of our RCR budget), start-up packages for new faculty, faculty retention funds, required matching funds for research bridge support, Department research initiatives, and shared use research equipment and facilities needs. In addition, two years ago, the Department implemented a new RCR policy that returns to individual Principal Investigators (PIs) an amount that is proportional to the RCR generated per investigator (10% of the Department’s share of the RCR returned to it from the College per PI). The latter policy was motivated by a desire to help investigators with research support at a time when research dollars were dwindling.

**Recent Budgetary Challenges and Solutions:** The fiscal landscape and vision of the Department has changed given the recent recession and budget cuts, the implementation of Activity Based Budgeting (ABB) at the University of Washington, the mandates to maintain or increase access to bottleneck courses and to retain student credit hours, the reduction in federal grant support along with an increase in staff needed for post-award and compliance monitoring, and the need to support new research initiatives. A challenge has also been that the above budget conditions have unfolded (often unexpectedly) over time, precluding efficient proactive fiscal planning.

Examples of the Department response to some of these challenges are as follows.

- 1) Large budget cuts over the last 2 biennia result in a total reduction of our annual budget in the last 4 years of \$250K. In the 2009-11 biennium we took a cut of 10.67% of our total budget (less faculty salaries). We cut our TA budget by 21.6% and our staff budget by 4.3% (1/2 a staff position). We have been able to supplement our TA budget with temporary funds from the College but the staff position was a permanent loss. In the 2011-13 biennium we took a 5% budget cut (total budget less faculty salaries) which was spread over staff (7% of the staff budget—1.3 positions) and operations (10%). This cut was backfilled by the College during the 2011-13 biennium, but that funding was reduced in half for FY13 and will be eliminated in FY14. This cut of the backfill dollars will now have to be absorbed by other funding sources, or by layoff of staff positions.
- 2) The Release/Recapture budget has been used to provide replacement teaching when faculty buy out. Since the cost of replacement is typically less than a course buyout, a portion of the released funds is used to supplement (and balance) an otherwise small operating budget (~\$213K per year).
- 3) RCR funds have been declining since FY07 (with the exception of FY11 and FY12 when our faculty were successful in obtaining ARRA grants) due in large part to the loss of senior faculty who were successful researchers, and the shifting from federal to non-federal sources of external funding (which have much lower F&A rates). Since FY07 our RCR revenues



have declined 35%, and we continue to consider strategies for maintaining, if not growing our RCR budget.

- 4) Our 3 fiscal staff (we could not replace the .5FTE fiscal staff that was lost with the FY11 budget cut) have been stretched beyond capacity as they try to manage the growing fiscal needs of the Department. We are especially lacking in our grant support area. Even though the RCR budget has declined, grants administration effort has skyrocketed for the following reasons: Due to the difficulty in obtaining federal grants, our faculty are looking toward other sources of research support and in particular they are turning to foundations and other private sources. We now process grant applications and awards with more than 2 dozen different agencies (all with new and different submission formats and rules that we must navigate usually with little lead time and with very little support from the University of Washington central office (the Office of Sponsored Projects, or OSP). The amounts of funding provided by these sources are typically less than federal grants resulting in many more proposals being submitted by faculty and graduate students (average of 85/year). In addition, given the growth in interdisciplinary research, submitted proposals often involve one or more subcontracts to other universities, and this adds another new layer of complexity to the award process. Due to the increasingly heavy workload involved with submitting proposals and managing new and complex awards, we have made the decision to upgrade the currently open fiscal position to Grants Administrator as well as fund the .5 FTE staff position that we cut 2 years ago. A portion of the funding for the new .5 FTE position will come from the College (as part of a negotiated package provided to the Chair). Although these new hires will place additional strain on our RCR budget (since these positions were covered by the College backfill funds that will disappear next year), it is critical that we do all we can to retain our skeletal fiscal crew.

**Evaluation of the Success of the Psychology Department's Budget Organization:** While no formal metrics or tests have been implemented to assess whether the current budget plan is the most efficient, the Psychology Department is pleased to report that most of its budgetary goals are being met. Despite the fiscal challenges that we face, course offerings and enrollments remain very high, exit surveys reveal that undergraduate and graduate students feel positive about their educational experiences in the Department, all grant applications submitted to our fiscal staff are submitted on time, and the Department has retained its high standard for research compliance. The process that has suffered the most is the post-award monitoring and subsequent reporting to PIs. The previously monthly reports to faculty have all but been eliminated. This is an essential function that we need to restore as soon as possible in order to prevent the creation of unwanted fiscal challenges such as overspending. We are looking into ways to provide budget reports to faculty that are efficient, accurate, and less demanding on staff time.

**Fund Raising and 'Grant Getting' Plan:** Historically the Psychology Department has not been involved in strategic fund raising. The current endowments (Appendix 5) resulted from generous contributions of former faculty members and their families. These funds support fairly specific needs within Psychology, such as graduate student research and travel (Bolles, Hunt, and Wagner Endowments), undergraduate student prizes for outstanding theses (Guthrie Endowment), and Department colloquium series that feature a broad range of work by outstanding researchers from outside of the University of Washington (Edwards Endowment), or more specifically external researchers who study the neurophysiological basis of learning and memory (Loucks Endowment). Typically, Edwards or Loucks Lecturers visit the Department for 1-2 days during which time they

give a Department-wide lecture and a special topics seminar. In addition, the Lecturer meets with interested graduate students over lunch, and s/he meets individually or in small groups with relevant faculty. A list of recent Edwards or Loucks speakers can be found in Appendix 6.

The ability to support visits by prominent scholars serves as an important tool to enhance the intellectual climate of the Department. In addition, to better serve our community, the Department initiated an annual 3 week Edwards Public Lecture Series in 1999. For each week of this series of Wednesday evening lectures, one of our faculty members is paired with a world renowned colleague to present an evening of two lectures on a related topic. This format for bringing research into the community has proven to be quite successful with many hundreds in attendance each evening despite the fact that each lecture is made available on UWTV for future viewing (<http://uwtv.org/browse/sciences/?s=psychology>). As described earlier, most recently, the Department has leveraged an opportunity provided by the Edwards Public Lecture Series to identify and facilitate new collaborative research initiatives by making each year's series thematic (see Appendix 7 for examples). Having a thematic Edwards Public Lecture series provides a direct and focused opportunity each year to increase visibility for emerging new research strengths in the Department to other departments, the administration, and to the local community. Associated with one of these lectures is an in-depth dinner reception comprised of our faculty, University of Washington administration, and community leaders. While the topic has varied from year to year, the goal of each reception has been to inform the audience about a particular research vision, and to brainstorm partnerships amongst the reception attendees. The first such reception focused on a vision by Professor Liliana Lengua for the development of an interdisciplinary center that is focused on solving challenging issues relevant to the social and emotional well-being of children. Recent activities of this group are shown in Appendix 8. Five years later, we have a vibrant Center for Child and Family Well-being (CCFW) that received its first million dollar+ gift from a private donor.

We plan to continue our effort to reach out to educators, policy makers, and businesses in the local community to establish partners in research that will benefit both research and local groups. Our dedication to this effort is shown by the fact that we recently hired, for the first time in our Department's history, an Advancement and Outreach Coordinator (Jill Williams) and an Advancement Assistant (Jolyn Mason), both of whom have been doing an outstanding job at mediating multiple levels of public interaction. Our advancement team will spearhead new efforts to secure funds from private donors through established programs such as the Student Calling Program (<https://www.washington.edu/giving/student-calling-program/>), by growing specific annual giving campaigns, and by assisting individual faculty in soliciting funds from target donor(s). These efforts paid off last year as our gift total for 2012-2013 was the highest in the College for the first time, and this also set a new record for our Department (Appendix 9).

While obtaining donor gifts is wonderful, they are one-time contributions. Therefore, Psychology will also renew efforts to establish graduate and research endowments, and to establish endowed faculty positions for professors and for Department Chairs (including Associate Chairs). Such endowments not only recognize high achievements of faculty and students, but they can also become an attractive recruiting tool.

Obtaining research funds from granting agencies has been a challenge in recent years. This is evident by the decline in RCR (Appendix 4) since 2007 by 35%. About four years ago, the Department created an Associate Chair for Research position that was meant to develop strategies to increase grant funds, and hence our RCR budget. However the recession, and faculty hiring and salary freezes of the past four years, has made this job very difficult. The grant funding landscape also significantly changed, as funding lines plummeted to the single digits and new temporary grant mechanisms emerged, e.g. the short term availability of ARRA funds by NIH. Also, NIH and NSF

underwent significant reorganization and prioritization of grant reviews committees. Coincident with the decline in NIH and NSF funding was an increase in private foundation grant submissions and awards. Thus, a challenge for the Associate Chair will now be to learn about the new granting mechanisms so that s/he can provide the most effective assistance to junior and senior faculty.

## Section II: Scholarly Impact

**Faculty Research:** Psychological research is inherently interdisciplinary and therefore quite broad reaching. Our faculty integrate combinations of biological, clinical, cognitive, developmental, emotional, evolutionary, and social approaches to help solve big challenges that face our society. While this diversity creates certain challenges, this diversity is also one of our unique strengths. Below are examples of just some of our award-winning senior faculty. Each is an example of individual faculty research programs whose work embodies our Department missions. These examples also illustrate different types of scholarly impact in different areas of psychological research, as well as impact on society.

Professor **Eliot Brenowitz** is a world renowned, and award-winning neuroethologist who studies seasonal and environmental variations in bird song as a model for the neural mechanisms of behavioral plasticity and communication. Recently, his focus has been on understanding how new neurons are generated in adulthood, the functional impact of such neurogenesis, and the relationship between processes that underlie neuronal birth and death. The therapeutic potential of his work is high, as control of neurogenesis may be used to reverse the effects of brain malfunction or to improve normal brain function.

Professor **Anthony (Tony) Greenwald** is internationally known for the development of the Implicit Association Test (IAT) that is used nationwide to identify and quantify people's implicit biases in numerous contexts, such as the courtroom, the workplace, and in social situations. Professor Greenwald's studies on implicit biases in children and adults, as well as gender and racial biases, have also received significant public attention in education and government (all the way to the White House). Thus Professor Greenwald's work continues to influence policy at many levels of function within society.

Professor **Marsha Linehan** is the recipient of multiple lifetime achievement and merit awards for her development of the most effective psychotherapeutic treatment (DBT or dialectical behavioral therapy) for severely depressed and suicidal individuals. DBT is more effective than any drug treatment, and Professor Linehan seeks maximal society impact by training the trainers of future generations of psychotherapists. She is expanding her impact by including developmental (adolescent) and brain studies of the disorder that she treats. The global impact of her work continues to grow through the incorporation of electronic means to disseminate treatment.

Professor **Andrew Meltzoff** is an internationally renowned expert on infant and child development. His discoveries about infant imitation have revolutionized our understanding of early cognition and personality development. His research on social-emotional development and children's understanding of other people has helped shape policy and practice locally (in the state of Washington) as well as nationally (at the White House). He is Co-Director of ILABS (Institute for Learning and Brain Sciences) at the University of Washington which provides research support to a few faculty in Psychology.

The most junior (tenure-line) faculty of the Department also reflect our overall mission of growing collaborative and innovative research that allows significant progression to not only our research goals, but also our instructional and outreach goals. They are all considered rising stars in their fields with a number of professional recognition awards and significant grant support.

Assistant Professor **Sapna Cheryan** examines how cultural stereotypes bias people's choices and behaviors, especially those that define one's sense of belonging to social groups.

Assistant Professor **Kate McLaughlin's** research interests concern the neurobiological mechanisms of the impact of adverse childhood experiences (e.g. trauma and PTSD) on the development of emotional regulation.

Assistant Professor **Kristina Olson's** research combine social and developmental psychology theory to better understand prosocial behavior (e.g. sharing), group identity, and the concept of ownership in children and adults.

Assistant Professor **Chantel Prat** studies brain mechanisms of individual differences in language functions across hemispheres of the brain using state-of-the-art brain imaging methods.

(Newly hired) Associate Professor **Shannon Dorsey** specializes in the dissemination and implementation of evidence-based treatment for traumatized children and adults locally and globally.

(Newly promoted) Associate Professor **Kevin King** researches how the environmental and social context interacts with the development of self-regulation across adolescence to define and assess the degree of risky behaviors such as substance abuse, aggression and delinquency.

**Research Collaborations and Distinctions:** A majority of our faculty have active research collaborations within the University of Washington and across a large number of public and private institutions around the world. Within the University of Washington, faculty collaborate with colleagues from a number of departments including Biochemistry, Biology, Computer Science, Linguistics, Nursing, Ophthalmology, Pharmacology, Physiology and Biophysics, Psychiatry, Radiology, Social Work, Statistics, and Speech and Hearing Sciences. Many of the ties across departments are strengthened by a large number of NIH T32 pre- and postdoc training grants, or TG, that support our graduate students and postdoctoral students (e.g. NIDA Addiction TG, NIA Aging TG, NIAAA Alcohol TG, Auditory TG, NIGMS Cell and Molecular Biology TG, NIGMS Neurobiology, and NEI Vision TG). Many Psychology faculty also participate as research affiliates for a number of interdisciplinary research centers that reside outside of Psychology but within the University of Washington. These interdisciplinary centers at the University of Washington offer shared resources for research to our faculty, as well as research support such as graduate student and postdoc fellowships, and seed grants to jump start new research initiatives. Examples include: the Bloedel Hearing Research Center, CHDD (Center on Human Development and Disability), CSDE (Center for Studies in Demography and Ecology), CSSCR (Center for Social Science Computation and Research), CSSS (Center for Statistics and the Social Sciences), ILABS (Institute for Learning and Brain Sciences), IBIC (Integrated Brain Imaging Center), and the Nathan Shock Center for the Biology of Aging.

The Psychology Department has just begun to actively initiate its own efforts to grow collaborative research teams that highlight specific Department strengths as well promote Department

missions. Our initial focus on Child Research has served as a model for other newer initiatives in the Department (e.g. Diversity, Culture and Behavior; Mind, Brain and Behavior).

Child Research (as instantiated in our new Center for Child and Family Well being, CCFW [<http://depts.washington.edu/ccfw/index.html>]; Professor Lili Lengua, Director) An interdisciplinary team of researchers from within and outside of Psychology seek to understand, and develop treatment that promotes, adolescent social and emotional well being. Support by faculty NIH and other grants, the Psychology Department, and more recently, over a million dollars from a private donor, enables CCFW to have maximal impact on both research and the development of individual and family-oriented treatment of a wide range of adolescent behavioral disorders such as addiction, depression, ADHD, teenage suicide, juvenile violence, autism and aggression. In addition to promoting exciting research, CCFW has established infrastructure that brings community leaders together with researchers in a series of issue-focused Research to Real World meetings. The outcome of these meetings contributes to a white paper that is published on the CCFW website for public viewing. The recent donor contribution allowed CCFW to establish a Mindfulness Program that sponsors not only mindfulness-based research but also annual public lectures and events. These public lectures have drawn record crowds as the lecturers are well known not only in research circles but also to the general public (e.g. Dan Siegel). The upcoming year promises to be another successful year for mindfulness-related public events (<http://depts.washington.edu/ccfw/events.html>).

Diversity, Culture and Behavior: Our high profile Diversity Science faculty investigate the basis and impact of implicit bias, prejudice, and stereotyping on behavior, with particular focus on the issues related to social justice, law, and inequality, as well as immigration, gender biased choices, and mental and physical health. Most recently, this research has become more integrated with developmental, cognitive, and clinical approaches.

Mind, Brain and Behavior: The Psychology Department has by far the largest number of cognitive and behavioral neuroscientists of any department at the University of Washington, and over half of our faculty members (from all areas) have neuroscience-related research interests. A main goal of neuroscience-related studies is to understand how the brain enables the type of complex and dynamic cognitive and behavioral functions that characterize everyday activities such as the use of our memories, learning, perceptions, language, and decision making.

**Undergraduate Student Research Distinctions:** Each year, a number of our undergraduate psychology majors receive awards for academic and research excellence as well as for leadership and service to the community. These include such prestigious honors such as the Dean's Medal, Levisons Emerging Scholar awards, McNair Scholars, Mary Gates Research Scholarships and Awards, and NSF Undergraduate Research grants. The numerous research awards directly support undergraduate student contributions to a wide range of fields from the neurobiology of sensory processes and learning in animal models to the social and cognitive development of children. Many share authorships on major research papers, attend scientific meetings around the country, and continue research in graduate school or as research staff.

**Graduate Student Research Distinctions:** A large number of our graduate students go on to receive important recognition for their significant contributions to their fields. Examples of three of our recent graduates are:

**Dr. Jennifer Wang** is currently an Assistant Professor at the University of Wisconsin, La Crosse campus. As a student in our program (Ph.D. 2012), Dr. Wang received National Science Foundation and U.S. Department of Education Jacob K. Javits funding. Her research focused on the emotional consequences of racial microaggressions. As an advanced graduate student, she served as instructor for a number of courses in Social and Cross-cultural Psychology for which she received recognition at the Department-level for excellence in teaching, and a nomination in 2012 for the campus-wide Excellence in Teaching Award. Dr. Wang recognized the importance of mentoring and worked closely with undergraduate students. Two of these students now attend graduate school at Stanford and CUNY.

**Dr. Jeffrey Y. Lin** (Ph.D. 2012) was rewarded for his cutting-edge research on vision and video game design with a Howard Hughes Medical Institute International Student Research Fellowship and a Penny Arcade Scholarship. This research led to his current position as a Research Scientist and Game Designer for Riot Games, working on the League of Legends, the most played PC game in the world. Before Dr. Lin was involved in video games, he was spotlighted for his pioneering research on visual attention that explained why Former President George W. Bush ducked from a thrown shoe while Iraq Prime Minister Nouri al-Maliki did not, even though Bush and al-Maliki were standing next to each other.

**Dr. Eric R. Pedersen** (Ph.D. 2012) dissertation research examined alcohol consumption by college students studying abroad and developed on-line education and support interventions to reduce alcohol abuse in this population. This project was supported by NIAAA and NIDA. To date, Dr. Pedersen has published an impressive 50+ papers (listed as first or second on nearly 40), and given dozens of national and international presentations. He is currently an Associate Behavioral Scientist at the RAND Corporation in Santa Monica.

**Recent Advances and Changes in Psychology That Influence Research Scholarship:** Over the last ten years, there have been several substantial changes to our field. First, Psychology has become more interdisciplinary and collaborative with a strong focus on the neural basis of behavior. Indeed, many of our peer institutions have established dedicated research centers or institutes that house faculty from Psychology departments along with faculty from related fields such as biology, systems neuroscience, and computer science. The centers flourish due to the natural synergy that emerges from multiple scientific perspectives and are able to take advantage of shared space and equipment resources. These interdisciplinary “mind/brain” centers are also strategically positioned to compete for increasingly limited grant funding and are able to more easily streamline outreach efforts.

A related impact of the increasing emphasis on neuroscience is the new approach to mental disorders being led by the NIH. Specifically, the NIMH (National Institute of Mental Health) has called for “the development, for research purposes, of new ways of classifying psychopathology based on dimensions of observable behavior and neurobiological measures.” The Research Domain Criteria project (RDoC) has been launched by NIMH to implement this strategy. RDoC seeks to define basic transdiagnostic constructs across multiple units of analysis from genes to neural circuits to behaviors in order to develop an integrative understanding of psychopathology and improve treatment development. This is a major shift to a dimensional system that is agnostic to disorder categories. The Department is situated to take advantage of this shift with several research programs that already focus on underlying neural systems of mental disorders. It is also recognized that collaboration between clinicians and basic scientists at the forefront of science in particular domains is essential. Also, the need to hire faculty at the forefront of this major development in research funding priorities has been recognized by our clinical area.

Another change that has occurred over the last 10 years is an increasing emphasis on “outreach” and public impact. This has been institutionalized at the NSF as is evidenced by their revision of the “broader impacts” criteria of NSF proposals. NSF proposals must describe the potential benefit to society and the ability of the research to contribute to the achievement of specific, desired societal outcomes. At a less formal level, and likely related to a decrease in overall NIH/NSF funding levels, we have observed an increase in private donor related research. While overall viewed as beneficial, these activities often provide new types of constraints on the type and focus of the research.

Overall, the Department has been proactive in its approach to public impact and outreach. For example, in each year since 1999, we have hosted a public lecture series made possible by the Professor Allen Louis Edwards endowment (also described above). In this lecture series, world renowned leaders in a variety of Psychology subdisciplines join our faculty for three evening public lectures on important issues facing our society. These lectures are recorded for future viewing on UWTV, and are highly attended (ranging from 300-800 audience members). The recent hiring of a full time advancement and outreach coordinator and assistant illustrates the growth in the Department’s commitment to reaching out to the community.

### **Section III: Teaching & Learning**

The Psychology Department offers both Bachelor of Arts and Bachelor of Science degrees for undergraduate students, and the Doctorate of Philosophy degree for graduate students. Appendix 10 list the requirements for each degree. The total number of Student Credit Hours (SCHs) offered by Psychology has remained consistently one of the highest in the College of Arts and Sciences (Appendix 11).

#### **UNDERGRADUATE PROGRAM**

At the undergraduate level, Psychology remains one of the largest majors at the University of Washington, with over 950 students registered in the combined Bachelor of Arts and Bachelor of Science tracks in spring quarter of 2013. Psychology Advising Office staff, comprised of a Director and two Academic Advisors, work with both prospective and current majors to provide guidance and support. There has been an increase in the number of graduates in recent years. Of particular interest is the increase in the percentage of under-represented minority students [see more details below]. Because Psychology is one of the largest and most popular majors at the University, we do not actively recruit applicants at the undergraduate level, as do some smaller departments and programs. Advising staff maintain strong liaisons with the University of Washington Admissions Office, Undergraduate Academic Affairs Advising, and other offices that interact regularly with prospective University of Washington students and incoming freshmen. Each year, our advisors visit local community colleges to meet with students who hope to transfer to University of Washington. They also offer weekly group advising sessions for prospective transfer students who are visiting the campus. In recent years, our advisors have also partnered with the University of Washington First Year Programs Office to participate in orientation programs for incoming freshmen and to develop new Department-focused orientation sessions for transfer students.

**Admission to the Major:** Students interested in majoring in Psychology can find out about requirements, electives, services (e.g. advising), capstone experiences and life after the University of

Washington from a single one-stop shopping portal (<http://web.psych.washington.edu/psych.php#p=133>; Appendix 12). The Psychology Department admits students to the undergraduate major during each quarter of the academic year. While application to the major has always been competitive (see the admission policy in Appendix 13), in 2004 the Department began admitting majors based on a quota system. This change was initiated in order to more closely align the number of incoming majors with the number of yearly graduates, with a goal of ensuring that our students have adequate access to classes in order to work toward meeting degree requirements in a timely way.

**Recruitment of Under-represented Minority Students:** As previously stated, the Psychology Department does not actively recruit applicants for our undergraduate major. We do, however, have strong connections with local community colleges and regularly work with prospective students. Many of our under-represented minority students come to University of Washington via the Washington State community college system. Incoming transfer students now take part in a Psychology Department focused orientation session that connects with our advisors, faculty, and current students, and introduces them to the resources and opportunities available to them as psychology majors. Even as admission to the Psychology major has become more competitive in recent years, we are encouraged to see an increase in the percentage our under-represented minority students among our graduates (see Appendix 14).

**Student Learning Goals, Outcomes, and Instructional Effectiveness:** In October 2006 the Psychology Department passed a series of learning goals for psychology majors. These learning goals targeted:

*Content: students will demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.*

*Methods: students will be able to understand and use scientific research methods.*

*Critical thinking: students will think about and view behavior through a psychological lens, i.e., using empirical information to understand the causes, correlates, logic, and consequences of behavior.*

*Diversity and multicultural awareness: students will recognize, understand, and appreciate the ways diversity, perspective, culture, and family affect individual behaviors.*

*Communication: students will be able to communicate effectively in a variety of formats.*

Each of these targeted areas was further illustrated by specific skills and knowledge students would gain (Appendix 15). Learning goals were then integrated over the course of the following year for our admissions courses (introductory psychology, biopsychology, and research methods classes), 200-level general education courses, 300-level core psychology courses, statistics courses, 300-level electives, 400-level electives, laboratory courses, and 400-level specialized experience courses (teaching experience, fieldwork, research experience). Department-level and course-level learning goals are published on the Department's website. They are also published in course syllabi. Our faculty use the learning goals to structure and evaluate their courses.

Student learning in Psychology courses is evaluated Department-wide by classroom and performance based assessment, whether that be course exams, papers, poster presentations, fieldwork projects, or oral presentations. The Psychology Department designates our 400-level laboratory courses as a capstone experience, where students draw together much of the knowledge they have obtained about the scientific study of Psychology. The Associate Chair for Undergraduate Education



has been working with the Office of Educational Assessment in the past year to determine how our laboratory courses could be used for program assessment.

Student satisfaction with Psychology Department courses is determined largely through end-of-course evaluations (Appendix 16). These evaluations, produced and summarized by the Office of Educational Assessment, are requested by individual instructors. The Department asks instructors to obtain these evaluations for at least one course per year. Students evaluate the merits of the course overall, the contribution of the instructor, the usefulness of the material, the sources of support and help for students, course materials, course textbooks, and many other aspects of the course's curriculum. Course evaluations can be tailored to specific course features (laboratory, large lecture, seminar, etc.), and feedback given to instructors includes comparisons to instructors of similar rank and courses of similar size and structure. Strengths and weaknesses of each instructor are rank ordered (from strongest to weakest) within the instructor. Instructors can also obtain information from stock or custom open-ended questions ("yellow sheets"). Copies of course evaluations are sent to the Chair, and the Chair and the Associate Chair for Undergraduate Education view each instructor's (and teaching assistant's) evaluation summaries.

Undergraduate student satisfaction is assessed also by our Department's Exit Survey, given to students in their senior year. For many years these surveys were administered by the Psychology Advising Office when students came to complete graduation paperwork. In 2012 the survey was moved to an online format. Approximately 200 – 300 of these surveys are returned each year. The Associate Chair for Undergraduate Education and the Director of Academic Advising review the statistical summaries for these questionnaires as well as every student's comments to the open ended questions on the survey. A copy of the survey can be found in Appendix 17.

The Department has used course evaluations and exit surveys to make significant changes to the undergraduate program. Most of these changes were made concurrent with the previous 10-year review, but evaluation of the impact of these changes has been made on an ongoing basis during the past decade. The Department has found that creating separate courses for majors and non-majors has significantly reduced the number of student concerns about redundant information being taught during the beginning of courses (usually this redundant information is related to research methods in the area being covered). The Department also revamped our animal learning laboratory in response to comments on course evaluations and exit surveys. (The animal learning laboratory was re-imagined as a neurobehavioral laboratory.) Other improvements in the undergraduate curriculum that were informed and motivated by student satisfaction assessments include the increased instruction in statistical software programs, a revival of our social psychology laboratory, more frequent offerings of courses in higher demand, and the creation of seminar style courses for advanced undergraduates.

**Teaching and Mentoring Outside the Classroom:** A variety of experiential instruction methods are employed to complement our students' classroom-based learning to provide the opportunity for them to gain real-world skills. These include:

Undergraduate research. The Psychology Department continues to be the campus leader in both the range and sheer number of opportunities for our undergraduate students to participate in research. Students work alongside faculty and graduate students as integral members of lab teams and have the opportunity to earn Departmental credit for their efforts (Psych 499). Although enrollments in independent study and directed readings (and fieldwork experience) have increased in the past decade, the Department has seen a decrease in 499 enrollments in the past few years. The decrease in 499 enrollments is attributed to loss of faculty members and the consequent loss of opportunities, not to a decrease in interest or engagement among students and remaining faculty.

**Psychology Honors Program.** Interest and participation in the Psychology Undergraduate Honors Program has been on the rise over the past several years. The two-year program gives highly motivated students the opportunity to take part in psychology research at a very advanced level, mirroring the kind of experience that they would have as a first-year graduate student in a research focused psychology Ph.D. program. Over the past decade, the Director of the Honors Program (Dr. Miriam Bassok) has successfully grown the number of graduating students in our honors cohort: it has more than doubled, from 10 to 23.

**Fieldwork and internships.** The Department also supports an internship/fieldwork program (Psych 497) for students, which is an extension and elaboration of the service learning philosophy. The Psychology Department has a long history of encouraging our undergraduate majors to gain skills and experience in psychology-related career fields by taking part in community-based volunteer and internship opportunities. Students typically find such opportunities in the fields of social services, counseling, education, health and wellness, criminal justice, and human resources. Since 1997, Psych 497 (Undergraduate Fieldwork in Psychology), has provided a way for students to earn credit for their field work. Since that time, the number of students enrolled in Psych 497 has steadily increased (Appendix 18). A weekly class meeting, combined with field hours, allows students to make the connection between their field experience and the academic discipline of Psychology. In 2006, changes to the undergraduate program included the institution of the Specialized Experience requirement for our BA students. Psych 497 became one of the primary options for fulfillment of this requirement (others being undergraduate research, peer tutoring, directed reading, or a psychology-focused study abroad experience). Beginning in winter of 2009, the Department added sections of Psych 497 to meet increased interest and demand from students.

**General Education Courses:** Courses typically taken by undergraduates who are not Psychology majors are Introduction to Psychology (Psych 101, approximately 3000 students per year), Human Sexuality (Psych 210, 1100 students per year), Psychology of Gender (Psych 257, 100 – 200 students per year), Psychobiology of Women (Psych 357, 150-200 students per year), Racism and Minority Groups (Psych 250, 200 students per year), Animal Behavior (Psych 200, approximately 200 students per year), Human Development Across the Lifespan (Psych 206, offered as a synchronous, online course, approximately 200 students per year), and Behavior Disorders (Psych 205, offered as a synchronous, online course, approximately 75 students per year). Learning goals have been developed (in keeping with the general education focus) for all students in these courses. Assessment of student achievement of these learning goals is assessed only by classroom based performance.

**Advising Along the Way:** Both prospective and current psychology majors enjoy excellent access to undergraduate advising. Advising Office staff work with students via scheduled appointments and drop-in advising, and also respond to a large volume of questions via email. Advisors assist students in navigating the University, resolving academic difficulties, and accessing opportunities for experiences that will complement their classroom learning (e.g., research, internships, study abroad, and student leadership). They also provide appropriate advice and referrals for students coping with personal problems and financial concerns.

One specific area of focus in recent years has been on support and retention of transfer students. These students, who represent a tremendous range of diversity in every sense, come to University of Washington as juniors. For this population, it is critical that they receive clear and comprehensive advice and support as soon as possible. To this end, in 2012, the Psychology

Department partnered with three other large departments and the First Year Programs Office to develop and offer the first departmentally-based orientation/advising sessions for incoming transfer students. In addition to these sessions, first-quarter transfer students have the opportunity to register for a two-credit class, PSYCH 299 (Psychology Transfer Academic Community) that provides them with an in-depth overview and orientation to the opportunities and resources available for Psychology majors. This class has served over 60 students each fall during its first two years.

The Department continues to sponsor a Psychology Writing Center, the *only* University resource outside of the classroom dedicated to helping undergraduates learn scientific writing. It provides tutoring, discipline-specific writing guides, and in-class instruction to our undergraduate population. The Writing Center is directed by Dr. Patti Loesche, and is staffed additionally by two to four part-time graduate teaching assistants each quarter and one part-time graduate teaching assistant in the summer. In recent years, these graduate assistants have been supported by Undergraduate Academic Affairs. Demand for this service remains high: In 2012-2013, the Writing Center serviced 54 courses for 290 students across 671 appointments. A significant segment of resources went to students for whom English is not their primary language (e.g. they comprised 27% of the students, but used 41% of the appointments).

**Student Success:** The Psychology Department takes great pride in the many accomplishments of our undergraduate majors. Our students take full advantage of the range of opportunities available to them, including the aforementioned research, fieldwork, and peer tutoring areas. Each year, a Departmental undergraduate poster session showcases the research of our Honors Program students. Additionally, the Department is very well represented at the campus-wide Undergraduate Research Festival. Our students are the recipients of numerous Mary Gates Research and Leadership scholarships each year. In each of the past three years, Psychology majors have been named Levinson Emerging Scholars; and award that supports undergraduates pursuing independent research in genetics, neuroscience, biochemistry, bioengineering, bioinformatics, and related fields in the life sciences. Within the past ten years, we have seen a Psychology major named as a College of Arts and Sciences Dean's Medalist (2010), and a University of Washington President's Medalist (2004; this student is currently an Assistant Professor with the UW Institute for Health Metrics and Evaluation).

**Professional Development:** Undergraduate majors work with our advising staff to explore and prepare for life beyond graduation. Advisors offer assistance in the areas of career development and graduate school preparation. Three years ago, our advisors developed and began offering a class for students who are preparing to apply to a wide range of Psychology-related graduate programs (GEN ST 391, titled "Graduate School Exploration for Psychology Majors"). Over 80% of our majors are contemplating graduate school, and this class provides a structure to understanding options and putting together a strong application. Faculty members participate by offering special talks about letters of recommendation and application packets in general. Students also have the opportunity to participate in various workshops and discussions related to careers and graduate school offered by Psychology Department advisors or in collaboration with other departments or units.

Our majors' experience in the Psychology Department culminates each June with participation in the Psychology Graduation Celebration. Graduating seniors, their invited families and friends, and Department faculty and staff come together to recognize and celebrate individual and group accomplishments. Each graduating senior 'walks the stage' in the traditional sense, making this event an especially proud one for students and their various support groups. For this reason, the audience has grown to over 1500 people.

## GRADUATE PROGRAM

The quality of our graduate program is well recognized in various national polls. Overall our graduate program is currently listed as 14<sup>th</sup> in the nation by US News & World Report and 12.5 in the most recent NRC rankings. Our Experimental Psychology program is ranked 3<sup>rd</sup> in the country in the latest Gourman Report and our Clinical Psychology program has consistently been ranked number 1 or 2 in the country for the past 10 years by US News & World Reports.

The Graduate Program is overseen by a Graduate Program Coordinator who also serves as Associate Chair for Graduate Training and by a professional staff Graduate Program Advisor who has completed the Master Advisor Program through the Adviser Education Program and works closely with the Graduate School/GO-MAP to develop and maintain best practices in graduate admissions and retention. The Department is authorized to offer both the MS and the Ph.D. Students are not admitted into the MS track but many receive this degree while in the program. Between 2003 and 2013, 122 students received the MS in Psychology. The vast majority of these students continued on to the Ph.D. A small number chose to leave the program after achieving the MS. During that same time period, 191 students rose to candidacy for the doctorate and 182 were awarded the Ph.D. in Psychology or Clinical Psychology.

**Admission to the Graduate Program:** Applications to the Graduate Program in Psychology have increased dramatically over the past 10 years from 442 applications in 2002 to 808 applications in 2013 (Appendix 19). (The 2013 applications were reduced in number compared to 2012, but it is too early to know whether this is meaningful.) The number of applicants being offered admission has been more variable with notable decreases in 2010 and 2011 when the University budget experienced its greatest uncertainty, and again in 2013 presumably reflecting the tightening of federal funding and concerns about budget cuts that might influence our ability to sustain the four-year funding packages that we typically offer. The proportion of our offers of admission accepted (i.e. students enrolling in our program) has been slightly lower over the past 3 years (56.2% for 2011-2013 vs. 63.1% for 2004-2010; Appendix 19). It should be noted, however, that our acceptance rate can be considered high by national standards. Funding packages have not declined in value; indeed in partnership with the College, the Department has offered top off packages to our most qualified admittees in recent years. It is possible that the students admitted in more recent years were more highly qualified than earlier admittees and had more options to select among, but this is mere speculation. Recently students turned down our offers to enroll at (e.g.) Indiana, NYU, Wisconsin-Madison, Harvard (2), and Oxford.

**Recruitment of Under-represented Minority Students:** The Psychology Department has a strong history of recruiting minority students. We presented our approach at the Autumn 2011 Graduate Program Advisors workshop and our Department was listed as an exemplar in the 2011 Graduate School Diversity Report. We pursue recruitment leads/opportunities via the Graduate Opportunities and Minority Achievement Program (GO-MAP), National Name Exchange (participants contacted annually), McNair Scholars Program (have hosted visits and/or linked visitors with current students), the Society to Advance Hispanics/Chicanos and Native Americans in Science (SACNAS: 2012 national meeting - Grad School fair table and lab tours for students; 2013 national meeting- we sent Assoc. Professor Joe Sisneros to host a table), Annual Biomedical Research Conference for Minority Students (ABRCMS), California Forum for Diversity, Undergraduate Research Symposium (graduate fair table), and our Undergraduate Psychology Advising Office. Also, Diversity (<http://web.psych.washington.edu/psych.php#p=157>) and Diversity Science (<http://web.psych.washington.edu/psych.php#p=160>) are featured on the Psychology Department

website and graduate students who have completed our Diversity Science Specialization are featured in articles in our department e-Newsletter (archives:

<http://web.psych.washington.edu/psych.php#p=35>). In the 3 years since the Diversity Science Specialization has been available, 8 students have completed the requirements for this specialization.

Graduate students of all ethnic/cultural backgrounds are involved in graduate admissions at all levels, from reviewing applications (typically restricted to very advanced students) to hosting during visiting weekends, etc. We find that involving our graduate students in these many ways provides us with a unique perspective on the applicants' qualities and provides our current students with evaluation experience that will serve them well in their careers. Linking graduate students with prospective students is a powerful recruitment tool once offers are made.

For the past 4 years, the Department has scheduled a Department-wide recruitment weekend. Select applicants are invited to visit the Department for two days of interviews, tours, and presentations. Our weekends typically have included research presentations by graduate students and faculty involved in research on diversity across the various areas of psychology as well as presentations by representatives of GO-MAP.

Our efforts to recruit under-represented minority students have paid off. The number of applications we receive from minority students has gradually increased over time (see Appendix 19). The percentage of under-represented minority applicants being offered admission to our program has equaled or exceeded the percent offers to the total applicant pool for the past 10 years. The slight decline in acceptances of our offers of admission discussion above for the general admission pool is reflected in acceptances by our under-represented minority admitees (58.9% accepted our offer in 2011-2013 compared to 69.6% accepting offers in 2004-2010).

In recent years, we received GO-MAP assistance during the recruiting weekend to speak individually with students and/or provide a presentation on campus-wide diversity resources. Last year, Anthony Salazar, Graduate Diversity Program Specialist of GO-MAP, participated during our admissions weekend which featured research talks from Professors Ione Fine (Cognition/Perception), Bill George (Adult Clinical), and Wendy Stone (Child Clinical). The experience left all in attendance with a lasting impression of the diverse research and research in diversity conducted in our Department.

**Student Learning Goals, Outcomes, and Instructional Effectiveness:** Graduate students who receive MS degrees receive classroom and laboratory training that reflects the most current understanding of various aspects of psychological science, including innovative theoretical frameworks research methodologies used to assess the behavior of humans and other species. Progress is assessed through student performance in a series of Core Concepts and Advances courses in the student's specialization within the Department and through the student's ability to conduct independent research under the close guidance of their faculty mentor. Research ability is measured through presentations at our conference style Research Festival (presentation required for all first year experimental students and all second year clinical students) and through the assessment of a required Master's thesis.

The goal of our doctoral program is to train students to be the next generation of cutting-edge researchers and scholars of developmental, clinical, social, behavioral and biological aspects of behavior. In addition to performance in formal courses and a general exam, student learning is measured through research productivity, presentation of research findings in lab meetings as well as at regional, national and international professional conferences, and preparation of grant applications and scientific publications. Our students are encouraged to submit applications for extramural funding of their research Over the last 10 years, 83 students have been awarded NIH NRSA (National

Research Service Awards), 15 have received national awards from private foundations and non-profit organization such as the Human Frontiers Research Program, Jacob K. Javits Fellowship Program, Ford Foundation, and the American Psychological Association (Council of Graduate Departments of Psychology and Minority Fellowship Program). A large number of our students also receive NSF predoctoral fellowships (we do not have an exact number since these are obtained independently from our Department administration). Our students graduate with a median of 4 peer-reviewed publications, most in top-notch scholarly journals. Our foremost goal is to encourage our students to conduct original research that will have a major impact on their field of study. To this end, we provide up to \$1250 in funding for dissertation research to any student who does not have extramural funding for their work utilizing funds from the Robert C. Bolles Graduate Fellowship Fund. Each year, two outstanding students nearing the completion of their dissertation are awarded one quarter of salary support from the Earl (Buz) and Mary Lou Hunt Endowed Fellowship for Graduate Students in Psychology. The Bolles and Hunt funds resulted from generous contributions from Psychology Department faculty members. Earlier in their training, students compete to receive summer funding from our Alcor Endowment in Psychology to support their release from RA or TA duties to prepare for General Exams or their dissertation prospectus, or to complete major manuscripts for publication.

Students in our clinical training program meet coursework requirements across the entire Department as mandated by the American Psychological Association which accredits the program. Experimental programs have more limited coursework mandates typically restricted to a specific area of Psychology or closely associated areas. Curricular mandates are limited to allow for individualized training to meet the student's career goals and research specialization. Greater emphasis has been placed on interarea training in recent years with a small number of students actively seeking hybrid educational opportunities. Examples can be seen in students specializing in both Behavioral Neuroscience and Cognition/Perception or in Social/Personality and Developmental. Procedures for faculty across areas to co-teach graduate seminars are currently being put into place. The goal of such courses will be to broaden the training of our students beyond the walls of traditional areas by better preparing them for interdisciplinary research and scholarship.

Our current graduate curriculum was activated early in the 10 year period covered by this review. The changes occurred in response to feedback from students and faculty. The curriculum allows for clearer pathways in training within each of our experimental areas through presentation of courses relating Core Concepts in the area as well as specialized Advances seminars which allow in-depth examination of current literature on specific research foci. This curriculum structure has been a marked improvement over our earlier system which intermingled graduate student training with training of advanced undergraduate majors.

Student satisfaction with our program is measured through the Graduate School's exit survey and through informal feedback from our students. The Department prides itself on being open to student criticism and feedback. During the 2010-2011 academic year, graduate students conducted a survey of current and past students evaluating the quality of mentorship they received from our faculty. The survey uncovered a number of areas in which student needs were not well met by current practices. Students presented their findings to the faculty as a whole and a mentoring-needs section was added to our Annual Evaluation Plan document to assure that faculty are aware of the mentoring needs of their students at all stages of training. A copy of the template students and faculty follow in developing each student's annual academic plan can be found in APPENDIX 20.

In part, instructional effectiveness in our graduate courses is measured through student course evaluations provided by the Educational Assessment Office. Overall ratings for all of our graduate courses are exceptionally high. The best measure of instructional effectiveness, however, is our students' success in achieving outside research funding (see above) and professional publication rate

(see above), as well as job placements data. By such measures, our students (and thus our program) are remarkably successful. Typical of most natural science training programs, a majority of our Ph.D. graduates (2008-2013) entered post-doctoral residency/fellowship programs immediately after graduation. While the first position of too many of our graduates remains unknown (11.5%), we do know that 9.6% took positions in business or industry and another 9.6% were employed in higher education. Students' first position post-graduation are summarized in Appendix 21.

**Advising Along the Way:** Most professional development advising for graduate students is provided by the student's primary research advisor. The survey on student mentoring needs conducted by our graduate students in 2011-2012 revealed many shortcomings in our mentoring system. Lack of understanding of student mentoring needs was a major issue and the survey resulted in the addition of mentoring priorities to the student's annual plan. In addition, presentations on what to expect from a mentor and the need for multiple mentors as you train for a career in science and academia have been added to the Proseminar taken by all of our first year graduate students.

The Department's Graduate Program Advisor, Jeanny Mai, is an excellent resource for our students. Ms. Mai has completed Master Advisor training on campus and has received awards for her outstanding work from the Graduate School and from the Graduate and Profession Student Senate. Mai maintains an open door policy encouraging students to stop by to talk about positive and negative events in their personal and professional lives. Students are also encouraged to meet with our Graduate Program Coordinator, Associate Professor Nancy Kenney, to discuss any and all issues that arise in relationship to their training program. These open-discussion policies are designed to prevent smaller problems from developing into larger crises. Students from under-represented groups are strongly encouraged to participate in campus-wide activities sponsored by the Graduate School mostly through GO-MAP. These activities include panels on issues specific to the needs of students and faculty of color. Many under-represented minority students and faculty (along with students and faculty from majority cultures) are members of the Department's Diversity Steering Committee which has been active in placing issues important to minority students at the center of the department culture. Retention of students of color in the program has been an issue. Some under-represented minority students (and first generation students) enter graduate training unfamiliar with the training process and find that the fit between their needs and our program is not what they had hoped for. Our aim in such cases is to identify lack of fit as early as possible and to develop a plan to optimize what the student does gain from her/his work within our program while counseling them on alternative paths to their individual career goals.

Student progress in the program is monitored quarterly by the Department's Graduate Training Committee. Representatives to the committee report on any developing or on-going issues with students' performance. Particular attention is paid to students whose primary research advisor is not a core psychology faculty member and to students in their first year in the program. The monitoring system has been quite successful. The number of students recommended for academic probation has dwindled over time and the number of students requiring intense monitoring is small.

**Professional Development:** All of our graduate students (including those on fellowship funding) are provided with the opportunity to teach during their training years. The Department provides a number of teaching training opportunities beginning with orientation prior to the start of the first year during which students are required to attend the annual TA/RA Conference on Teaching, Learning and Research presented by the Center for Teaching & Learning as well as Department specific training sessions to prepare students for positions as TAs in our courses. Students typically move through a progression of teaching assignments throughout their graduate training. These positions



involve decreasing levels of direct faculty oversight or increasing classroom independence. The Department Lead TA provides teaching advice and critique for all Departmental TAs who request help. Dr. Michael Passer and the Lead TA offer an intensive teacher preparation course (Psych 537, Teaching of Psychology) every other year. Advanced graduate students are often provided opportunities to teach courses independently with either the Associate Chair for Undergraduate Education or the student's research advisor available for advising. Independent teaching may be done in specialty majors-only courses or in more general education courses.

Faculty in Psychology are highly regarded for their excellent teaching. Four have received the University Distinguished Teaching Award. A number of graduate students have also been recognized for their teaching through nomination for the University Excellence in Teaching Award and, over the past 10 years four students have been selected as Huckabay Fellows. Over the past 5 years, 10,172 SCHs were earned in Psychology graduate courses (500 and above). Of these 2,181 SCH were earned by students from departments other than psychology and schools other than Arts and Sciences. Over the past 10 years, Psychology faculty have chaired the Supervisory Committees of 235 Psychology students and served as members of an additional 585 psychology student committees. In addition, our faculty have chaired the Supervisory Committees of 17, served as committee members for 140, and served as Graduate School Representative (GSR) for 272 students from departments and interdisciplinary programs outside of psychology (See Appendix 22 for table of Faculty Service on Supervisory Committees).

To facilitate student research development, graduate students are encouraged to present research findings at professional meetings with the support of travel funds (every other year/student) from the Robert C. Bolles Graduate Fellowship Fund and Nathaniel Wagner Memorial Endowment Fund.

### CERTIFICATE PROGRAMS:

As part of the Department's attempt to shorten the gap between our research and the real world, we began to offer Certificates last year (2012).

Early Childhood Leadership Certificate: This certificate is meant to equip community and academic leaders of early childhood, education and mental health with the conceptual framework needed to create a vision for sound education and mental health practices and policies, leadership training, and implementation expertise. This certificate program began in 2012-2013, and course ratings were quite high (typically 4-5 out of 5). (<http://www.pce.uw.edu/certificates/early-child-leadership.html>)

Certificate in Autism Theory and Practice: In-depth knowledge about autism spectrum disorders is provided from scientific and practical perspectives. The goal is for students to develop a comprehensive understanding of these disorders including best practices for interventions that improve behavioral outcomes. This certificate program is in its inaugural year and thus no student evaluation results are available (<http://www.pce.uw.edu/certificates/autism-theory-practice.html>).



## Section IV: Faculty and Staff Professional Development

**Junior and new faculty** are one of the Department's most precious resources. Therefore from the time that an offer letter is put together, we do everything possible to enable success. New tenure-line Assistant Professors are given a Junior Faculty Development award that includes two course releases (one from the Department and one from the Dean's office) and one month of summer salary that are to be used prior to the granting of tenure and promotion. The Chair makes every attempt to assign Junior faculty minimal service responsibilities (e.g. one committee assignment per year) until promotion, and they are usually given first priority when it comes to selecting graduate applicants to interview. To facilitate their incorporation into the UW scientific community, in the first year, most junior faculty give invited research talks in relevant departments around campus. Each year, junior faculty meet individually with the Department Chair to discuss research progress, any concerns regarding Department functions, and advice about how best to prepare for promotion and tenure reviews. If desired, an advisory pre-tenure committee can be formed. New senior faculty are provided one course release and a low administrative load for the first 2 years in order to facilitate their ability to set up their research laboratory. Frequent meetings with the Chair insure a smooth transition for senior faculty.

All new faculty can participate in a Faculty Fellows Program (<http://www.washington.edu/teaching/programs/faculty-fellows-program/>) that provides training in classroom instruction by award-winning senior faculty. Our involvement in these programs demonstrates our commitment to mentoring across the spectrum, not only of undergraduate and graduate students but also to junior and senior faculty. Several of our faculty members are Teaching Academy Senior Fellows (Cauce, Diaz, Kenney, Little, Olavarria), and several of them have facilitated sessions at the Faculty Fellows program, which provides new faculty hires with an introduction to the University of Washington teaching mission. These Teaching Academy Fellows have also facilitated, and at times directed, other programs in support of teaching, such as the Large Class Collegium, and faculty Learning Communities.

**Professional Staff:** Opportunities for professional growth are provided in several ways to our professional staff. Professional and Organizational Development (POD) offers a myriad of training opportunities for all University of Washington staff that cover many areas of work and personal growth. POD also offers a Strategic Leadership Program for all supervisory and manager level staff. In addition, many central offices as well as the College of Arts and Sciences Dean's office offer Brown Bag seminars regarding special topics of interest or emerging concern. We encourage our staff to take advantage of any the resources that are available on campus that will help them develop personally and professionally in their career.

Several of our professional staff also service on a wide range of University committees to represent our Department's interest or provide feedback for process improvement of UW systems. Besides providing an excellent way to network across the University, participation allows staff to have a voice in process and policy decisions. Examples of some of the committees our staff have served or are currently serving on are the HR/Payroll Modernization Project, Research Accounting and Analysis Departmental Advisory Team, and the College of Arts and Science Reinstatement Committee (undergrad reinstatement).

**Diversity:** The Department is dedicated to the recruitment and retention of under-represented minority and women faculty and staff. During faculty recruiting, each search committee meets with the College of Arts and Sciences Natural Science Divisional Dean to gain insight into best practices

that insure an unbiased selection process. The current demographic data for our faculty are shown in Appendix 23. The Department has maintained a high percentage of women and under-represented minority for many years.

Psychology faculty are directly involved in the retention and support of under-represented minority and women across campus. Our Diversity Steering Committee (<http://web.psych.washington.edu/psych.php#p=154>) addresses relevant issues and concerns of faculty and students. Also, our faculty are involved as participants and organizers of the University of Washington Advance program (<http://advance.washington.edu/>) that provides a variety of forums for professional development including workshops, meetings, and networking. Provost Ana Mari Cauce (one of our Child Clinical faculty) and Assistant Professor Sapna Cheryan have been instrumental in running various aspects of the ADVANCE program as either as PI or co-PI of the NSF funded ADVANCE grant that seeks to increase the participation and advancement of women in academic science and engineering careers. Also, Professor Cheryan teaches a course on Leadership Development to Promote Equity in Engineering Relationships (PEERS) to engineering students.

Efforts to successfully recruit and retain under-represented minority and women faculty in science should begin even before they secure their jobs. The Chair (Sheri Mizumori) is PI of an NINDS funded R25 grant (BRAINS: *Broadening the Representation of Academic Investigators in NeuroScience*; <http://depts.washington.edu/brains/>) that provides mentoring of under-represented minority researchers-- in particular who are at the beginning stages of their neuroscience careers (mostly seasoned postdocs or new assistant professors in any area of neuroscience, from cellular to cognitive neuroscience). Working in collaboration with key personnel from our ADVANCE team, a series of activities and events play out over the course of 2 years for each cohort of participants. Participants undergo a competitive selection process to enter the program. The first event is a multiday retreat that brings together participants and established (senior) neuroscientists from around the country (many of whom are part of the BRAINS External Advisory Board). A series of workshops provide mentorship on topics of general interest such as time management, grant and tenure preparation, and packaging research findings for public presentation. Other topics are unique to this group such as discrimination in the workplace, and how to integrate into/gain support within a department culture if you are the only (or one of few) minority faculty. The feedback from the first retreat is that it was transformative and life-changing for many participants. The retreat is followed up by smaller group mentoring activities (via social media, conference calls, and such) regarding specific career-related issues.

**Postdoctoral Students:** Although there is currently no Department-wide postdoctoral association or group, postdoctoral students are referred to the University of Washington Postdoctoral Association (<https://catalyst.uw.edu/workspace/uwpa/13496/73260>) that provides social networking and professional development tools. Postdoctoral students become readily incorporated within individual research labs and the broader collaborative group that most labs are part of. On occasion, teaching opportunities become available to postdocs. When this happens, a faculty mentor is assigned to each postdoctoral instructor. Under-represented minority neuroscience postdoctoral students can apply to participate in the BRAINS workshops described above. Our postdoctoral students have a high placement rate into either faculty research/teaching positions, positions in industry research, or positions in higher level postdoctoral studies.

## Section V: Future Directions

**Future Direction:** The Psychology Department aims to be a national leader of innovative and impactful research and instruction, as well as a leader when it comes to bringing the latest research discoveries to the real world. An outcome of the most recent faculty retreat was the decision that building an infrastructure for more collaborative research should be a top priority for the Department. Consistent with this view, the Department will continue to foster novel collaborative research efforts that integrate research endeavors across traditionally disciplinary approaches and methods (as one recent successful example, see CCFW description above). A natural theme to guide future planning of the our Psychology Department is a focus on the neural basis of behavior as it directly aligns with current research trends in Psychology, it reflects the historic presence of, and growing interest in, the topic within the Department, and it is consistent with a national movement for Psychology Departments to formally incorporate and promote neuroscience research. Therefore, one possibility is that we can take advantage of the diversity of research programs in our Department that have interests in brain mechanisms of behavior by establishing Mind, Brain and Behavior initiatives that support different themes that emerge as science advances. As an example, since there is an emerging common focus on ‘decision making’ in many areas of Psychology (as a field and within our Department), one Mind, Brain and Behavior initiative could center on understanding the decision making process. Identified Mind, Brain and Behavior initiatives should build on a core group of existing relevant faculty with targeted faculty hires and investment into research support.

The Department will also embrace the spirit of the new NIMH RDoC approach that focuses on identifying how core domains underlie potentially multiple mental disorders. The Psychology Department is well positioned to be a leader of this approach to Psychological science because it has all of the necessary ingredients – strong and diverse basic scientists along with a strong, research-oriented clinical area. The challenge will be to bring these two approaches together (see Part B-Unit Defined Issues). It is worth noting that a theme that is becoming common to many areas of the Department is the interface between social, emotional and cognitive behaviors. Indeed, interactions such as joint research seminars are occurring that explore future collaborative efforts to integrate child clinical, developmental, social and emotion research.

We seek to generate a thriving and vibrant intellectual climate that parallels and supports the growth of new initiatives and programs. In this way, the Psychology Department will be in an improved position to partner with community leaders and policy makers to solve the big challenges facing our society. It is the case that an important part of our instructional mission is to further enhance the learning experiences of our students, and to provide curricula that are more in line with current research trends and foci. Growth in our cross disciplinary research efforts should naturally guide the development of exciting and new curricular offerings for undergraduate and graduate students. Included in this process will be efforts to bring in new instructional technology and innovation to the classroom so that students receive the most impactful and fulfilling educational experience possible.

**Developing Infrastructure:** Key to the success of our interdisciplinary initiatives is providing the necessary infrastructure for their development. Specifically, we seek to: a) secure core research facilities that are necessary to support collaborative efforts, b) create integrative graduate curricula and programmatic postdoctoral training, c) build the essential components of a thriving initiative (e.g., seminars, workshops, symposia, public events, and web presence and resource), d) hire staff and/or provide faculty compensation to administer the initiative, e) secure funds that enable the program to become self-sustaining (e.g. Center grants and NIH / NSF graduate and postdoctoral

training grants), and f) work with College and University Advancement offices to facilitate our ability to connect our efforts with the local community and policy makers, K-12, and potential donors.

**Seizing Opportunities:** Opportunities that enable the Psychology Department to develop the infrastructure needed to achieve its goals will likely appear from different sources. These opportunities will be identified by a combination of efforts by the Chair and Associate Chairs of the Psychology Department, the University of Washington Office of Research, and the College of Arts and Sciences Research Division. The Department will meet with relevant Department chairs, and the College of Arts and Sciences, and University administration because our collaborative initiatives will undoubtedly be of interest to faculty and other research programs across campus. Psychology will also seek collaborative research and training opportunities presented in Requests for Applications (RFAs) from federal agencies or private groups, as well as opportunities to participate in College and/or university-level fund raising campaigns that are relevant to strengthening our goals.

Psychology will also continue to create its own opportunities to move ahead. For instance, we will continue to promote our thematic Edwards Public Lecture series to other departments, the administration, and to the local community for it provides a direct and focused opportunity each year to increase visibility for emerging new research strengths in the Department. As noted earlier, associated with these lectures is an in-depth dinner discussion among our faculty, University of Washington administration, and community leaders. While the topic has varied from year to year, the goal of the receptions has been to inform the audience about a particular research vision, and to brainstorm partnerships amongst the reception attendees. The first such reception focused on a vision by Professor Liliana Lengua for the development of an interdisciplinary center that is focused on solving challenging issues relevant to the social and emotional well-being of children. Five years later, we have a vibrant Center (the CCFW) that received its first multimillion dollar gift from a private donor. This type of positive outcome illustrates the power of creating and then seizing opportunities that we make for ourselves.

The success that the Department has in building the type of integrative research foci that we envision will have direct impact on our ability to achieve our instructional mission and goals. Undergraduate and graduate education will benefit from course offerings and training experiences that reflect the cutting edge of scientific discovery. Although Psychology currently offers the largest number of research credits to undergraduate students of any department here at the University of Washington, we continue to seek additional venues to provide our students with meaningful capstone experiences that mirror current trends in Psychology.

**Impact and Society Benefit:** The Psychology Department is a hub of research- and instruction-related activity that benefits society on multiple levels. As described above, undergraduate and graduate students benefit by the sheer excellence and high activity level of faculty research programs. Individual faculty CVs are available in Appendix 24. The depth and breadth of available research opportunities makes Psychology the largest grantor of undergraduate research experience at the university. Also, faculty are dedicated to providing not only a large number of opportunities but also high quality research experiences. This is evidenced by the rapid growth in our honors research program: A growing number of faculty are agreeing to provide the kind of intense mentorship needed to teaching promising Psychology majors about the research enterprise. The success of our mentorship is evidenced by the fact that different Psychology faculty have received the University of Washington Undergraduate Research Mentor Award in 5 of the 7 years that this award has been in existence.

Both research and instructional enterprises of the Department provide significant employment opportunities, from laboratory technicians and student assistants to professional staff who occupy critical leadership roles within individual labs as well as for the Department. The success of the Department's research is also evidenced by the large number of course buyouts, which in turn have consistently allowed us to have on payroll some of the best lecturers here at the University of Washington for a large number of years.

Psychology faculty are also dedicated to bringing their knowledge and expertise to the K-12 education program in the Seattle and surrounding areas. In conjunction with the University of Washington Professional and Continuing Education Office, our faculty helped to set up a 'UW in the High School' program for Advanced Placement high school Psychology classes in the greater Seattle area. This program insures that the knowledge gained by high school students is of sufficient high quality to earn them college credit. Also several faculty give guest lectures and workshops in local high schools to spread knowledge about stereotyping, neuroscience, addiction, and coaching. Other faculty regularly participate in local science fairs such as Brain Awareness Week, PAWS on Science, as well the first National Science Fair (2010) in Washington DC. The outreach effort of Psychology faculty extends well beyond the local education system, reaching out also to national education policy groups and courtrooms.

A number of especially clinical faculty engage with local, regional and national mental health education- and government-based organizations to not only disseminate the latest science, but also to train mental health providers of those who suffer from disorders such as PTSD, borderline personality disorder, depression, alcoholism and other addictions, AIDS, and autism. Research and treatment dissemination also occurs for those suffering from various forms of trauma, from children to adults. Some of this effort extends globally across many continents (e.g. Africa, Asia, Europe, and South America). Global efforts of our faculty also concern issues related to understanding animal behavior, as well as human/animal-environment interactions.

## PART B

### UNIT-DEFINED ISSUES

#### **1) How to resolve the physical constraints on our ability to achieve our research and instructional visions**

Guthrie Hall presents critical physical constraints on the Psychology department's ability to achieve its long-term research goals. One type of constraint that will severely limit our ability to grow, much less maintain, cutting-edge research (e.g. for Mind, Brain and Behavior initiatives) is the poor and outdated electrical and HVAC capacities of Guthrie Hall. As an example, the electrical grid is so challenged that simply purchasing a shared -80 degree freezer to store biological research samples meant that we had to add a dedicated new subpanel to handle a new dedicated circuit. This past summer, we needed to add another subpanel to accommodate experiments that involved the use of transcranial magnetic stimulation (TMS) in human neuroscience experiments. Clearly our electrical system is functioning at capacity, making it increasingly difficult and expensive to accommodate any additional high amperage equipment.

The limitations of our HVAC system also restrict research progress. For example, during this past year, the Psychology Department and the Department of Comparative Medicine joined forces and resources to reorganize, update, and then centralize our rodent housing facility to meet OLAW and AAALAC standards. After completion of the remodel, it was discovered that the HVAC system was sufficiently challenged that it would not allow us to manipulate air flow to compensate for the changes in air flow caused by the remodel. Thus, PIs are still unable to move into the new space. The Department and the College of Arts and Sciences are committed to replace our old fume hoods and purchase new fume hoods that accommodate contemporary molecular technologies and that meet standards mandated by Environmental Health and Safety. This project is just beginning, and one of the first tasks is to discern whether the HVAC system will support the demand of the new hoods. Parallel with the plan to replace/add fume hoods is the creation of a shared molecular biology facility. We are expecting to have to add more subpanels to support new dedicated circuits. Another structural impediment is that there is insufficient and inadequate space to maintain a Specific Pathogen-Free (SPF) animal facility. An example of the impact of this constraint relates to the fact that a current and fundamental approach to behavioral and systems neuroscience research is genetic engineering, an approach that we cannot accommodate without SPF animal housing capabilities.

Another constraint on research progress is the sheer inability to house our faculty in one location. Rather, Psychology research laboratories span eight buildings across campus, effectively splintering our research programs. Of all of the areas of the department, the clinical areas suffer the most because their faculty span six of our eight buildings. While this arrangement, although not ideal, has been workable in the past (e.g. our Clinical Program has been consistently rated #1 or #2 nationally for many years), it is not sustainable. It was possible to maintain separate clinics in the past because there was plenty of money to do so and because senior faculty got used to being somewhat isolated from the rest of the department. Funding is now on a sharp decline, and many clinical faculty are over 70 years of age. Thus we hope to make new hires in the clinical area in the coming years. However, it will be cost-prohibitive and detrimental for the professional development of new faculty to be housed in isolated and disparate locations around campus. Also, the current array of clinical spaces will be a barrier for our ability to launch integrative RDoC programs for those programs will be most successful if clinical spaces are not only pulled closer together but integrated with the experimental side of the department.

A third type of space-related concern is the lack of sufficient research space for faculty conducting human cognition, perception, social and developmental research. Also the rather inflexible room layout for Guthrie Hall has encouraged the formation of barriers between laboratories and faculty, and this makes it very difficult to create a high energy, intellectually stimulating environment for faculty and graduate students.

Given the above problems with the quality and quantity of space, it is difficult to see how we as a Department could make significant progress toward our research goals. Also the growing difficulty with securing adequate classrooms presents a challenge for our instructional goals. This is especially the case in regards to access to large auditoriums. Our student credit hour count experienced a moderate drop in the past couple of years that was directly related to our inability to secure sufficiently large lecture classrooms for our introductory courses, classrooms that we routinely occupied for many years. The reduction of our large class enrollment impacts research progress since many studies rely on volunteer undergraduate students to serve as subjects. Recently, the Department started to work with the College of Arts and Sciences to develop a vision for how one could solve our space problems. We seek input from the committee as well.

## **2) How to build an intellectual community that improves communication across areas**

Successfully taking advantage of our research diversity to build a new future requires that faculty become more aware and supportive of each other's research accomplishments and aspirations. This has not been an easy or straightforward task given the history of individualistic research success and physical space that does not support the growth of collaborative intellectual communities. Thus a resolution to this issue will require a change in community culture and a change in our existing space. (The physical space constraints are described above). Over the past few years, the Department has implemented initiatives that identified new promising collaborative groups, and created some degree of infrastructure that was meant to foster new collaborations. For example, in 2009, interdisciplinary research initiative funds (IRIs) were made available to support collaborative events or research meetings. Also a teaching assistant slot was dedicated to help recruit students interested in interdisciplinary research. However, the economic downturn precluded our ability to continue these programs. In the most recent faculty retreat, 'low hanging fruit' were identified that should bring faculty together and make faculty more aware of the research of their colleagues (e.g. funds to support collaborative and cross disciplinary seminars, increased internet based research news distribution, and a new coffee hour for the department). We look forward to hearing committee suggestions for ways to increase collaborative efforts and feelings of connectedness to 'happenings' in the Department.

## **3) How to brand our department in a way that creates new translational visions**

The Psychology department is undergoing a re-evaluation and transformation of its policies and infrastructure as a result of the recent budget cuts, the advent of the Activity-Based Budgeting (ABB) system at the University of Washington, and reduced grant support. As part of this process, we are developing new research, instructional, and translational visions along with strategic plans for meeting specific goals. We hope to soon enter discussion for how best to brand our department for advancement purposes. We seek advice from the review committee regarding best practices for moving forward into this new direction.

## **4) How to improve graduate student recruiting and competitiveness**

Improving our graduate student recruitment is a major Department goal as we see a vibrant graduate program as essential for achieving our research and instructional visions and goals. Our recruitment success varies greatly by area of the department. In general, the Adult and Child Clinical areas do very well in attracting top students. They have a significant number of applicants and, in general, do not have issues in attracting the very top students. If any improvements to Clinical area recruitment could be made, it would be in the area of graduate student financial packages as they are generally below top private universities with which these areas compete.

Other areas of the Department fair less well in attracting top students. Although there is not a general consensus as to the source of the problem, financial compensation is often mentioned, especially since the budget cut of 2009 that resulted in reduced TA funds available for recruiting. About 20% fewer students were accepted that year. Also, the budget cut motivated senior graduate students to complete their degrees within the following 1 or 2 years. The combination of these two events resulted in the currently reduced graduate student population, which in turn works against efforts to improve our recruiting. The College and Department have infused additional dollars to the recruitment effort to reduce out-of-pocket costs for interviewing candidates, and to create a Natural Science Fellowships for our top new recruits. Last year, we recruited only 13 new students, down from our target of about 20. Stipend levels were increased this year, and they will continue to increase by significant steps over the next two years as mandated by a graduate student union agreement. Overall, it may be that our success in recruiting top graduate students is also a reflection of our current research vision and success which, of course, raises a circularity problem – and this is why this issue is being raised for committee input.

**5) How to transform our undergraduate curriculum to better reflect the interdisciplinary nature of psychological research, including the development of a more flexible teaching load policy for faculty**

The unique quality of the undergraduate program of a research oriented Psychology Department is that courses and programs reflect the areas of interest of the Department's faculty. As the science of Psychology has become more interdisciplinary in recent years, a gap has emerged between the array of courses that are offered to our majors and general student population, and the research interest of our faculty. We would like to close this gap by creating an environment and infrastructure that easily allows for new and innovative classroom offerings. Clearly, the students could benefit from these new approaches as it most accurately characterizes the state of the field. In addition, it allows faculty to more easily incorporate topics that are current and most exciting for their research programs.

As an example, imagine the basic scientist who studies visual cognitive neuroscience who, at a conference, learns that his or her research is directly relevant to the study of autism. Imagine the autism clinician who is trying to understand the basic neural mechanisms involved in the syndrome. The two might decide that a research collaboration and a joint NIH grant application is a productive way forward. To do this, each must learn about a new scientific world. It would be ideal if part of that learning takes place in the (upper-division) undergraduate classroom in a jointly taught class where each faculty instructs on the background relevant for the collaboration. The students would benefit from learning about an exciting new direction in the field, the faculty would benefit from learning about new scientific domains, and presumably, the research collaboration and grant applications will be stronger. What we would like to develop and get input on is how to have an undergraduate curriculum and philosophy that easily allows for the above scenario to occur with each faculty



receiving a full course credit for co-teaching while not jeopardizing the department's ability to generate the high number of student credit hours that it is known for.

#### **6) How best to conduct merit evaluation of faculty**

The faculty diversity in our Psychology Department adds to our ability to make unique contributions to a number of research and instructional goals. This diversity is a unique strength of the department (see faculty CVs in Appendix 24). However, the wide range of outlets for scholarly activity presents a challenge for the Department when it comes to creating a fair and equitable metric that can be used to compare and evaluate faculty during merit review. Identifying such a metric is not only important but timely given a renewed sense of urgency caused by the recent faculty and professional staff salaries freeze (for the past 4 years). Thus, all faculty are very eager to see their salaries restored to where it should be if there wasn't a freeze. An across the board 4% merit raise was provided for Psychology faculty in September 2013. In addition, we are expecting to be able to make further, targeted salary adjustments, and the question is how. A Merit review committee has been formed but insight from the review committee is most welcome.

#### **7) How to create a fiscally sound and meaningful system that recognizes research, instructional, or service contributions that go well above and beyond the call of duty**

While all faculty are expected to make contributions to research, teaching, and service there is a wide spectrum of effort and achievement in these three domains. An ongoing issue is how best to recognize outstanding contributions by a faculty member to any of these areas. The currency for recognition has traditionally been course releases. For example, if a faculty member is writing a Department-wide training grant in a particular quarter, it might be deemed appropriate to release that faculty from teaching one course to both recognize the substantial effort involved in writing a grant that serves the interest of many in the Department as well as provide the time necessary to write the strongest possible proposal. Other forms of recognition have included providing TA support for a specific project, and providing research funds. Overall, while some situations can be easily identified as "above and beyond" other situations are less clear. The central question is how best to create a philosophy and set of guidelines that can be used to motivate faculty to achieve their best while still maintain fiscal responsibility. This issue seems particularly acute these days given the increasing administrative demand that comes with re-aligning Department infrastructure to enable new Departmental visions and decreasing resources.

## Part C: Appendices

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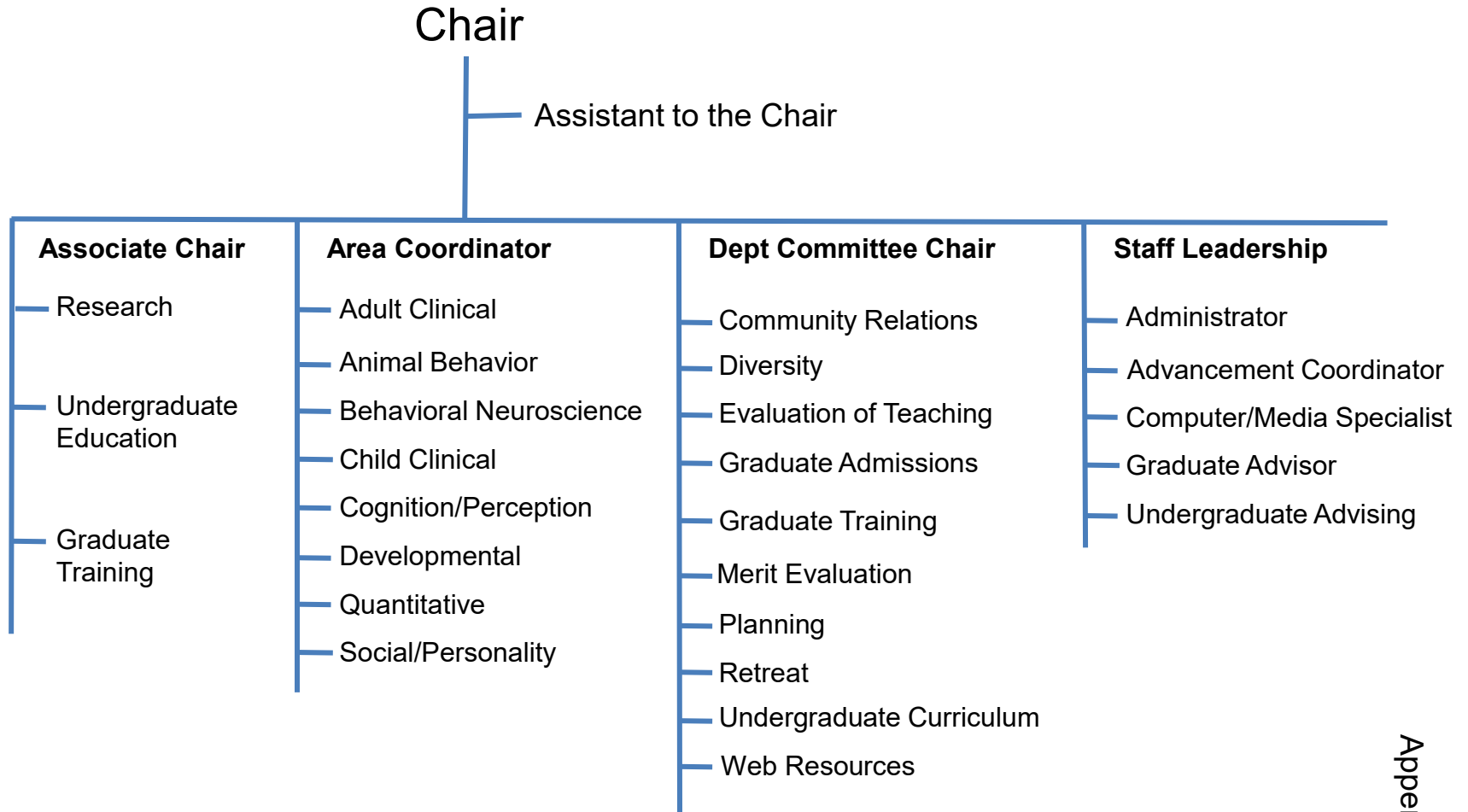
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# PSYCHOLOGY DEPARTMENT LEADERSHIP

## APPENDIX 1

The Department Chair consults on a regular basis with the Associate Chairs for Research, Undergraduate Education and Graduate Training, as well as Area Coordinators and Committee Chairs. Staff leadership is heavily relied upon by the Chair and other faculty leaders to insure that the various goals of the Department are implemented in an efficient and accurate manner.

# Psychology Department Leadership



# PSYCHOLOGY DEPARTMENT FACULTY

## APPENDIX 2-1

### *Psychology Department Faculty According to Primary Research Area*

Although much of Psychological research is cross disciplinary, faculty have primary affiliations with one research-defined area. These are shown here, as well as the total FTE count.

## APPENDIX 2-2

### *Psychology Department Faculty According to Primary and Secondary Research Areas*

Faculty are listed according to both primary and secondary affiliations to illustrate the degree of cross area interests. Included are research faculty, lecturers, and emeritus faculty.

## APPENDIX 2-3

### *Psychology Department Faculty According to Faculty Rank*

Faculty are organized by rank to illustrate that the Department overall is quite top-heavy with more than half of the faculty at the Full Professor level. It is also noteworthy that there are a healthy number of Associate Professors who currently participate in various leadership positions in the Department.

**DEPARTMENT OF PSYCHOLOGY AREAS  
2013-2014**

**Animal Behavior**

David Barash  
Michael Beecher  
Eliot Brenowitz  
Joseph Sisneros

---

4.0 FTE

**Behavioral Neuroscience**

Ellen Covey  
Jaime Diaz  
Jeansok Kim  
Sheri Mizumori  
Jaime Olavarria

---

5.0 FTE

**Cognition & Perception**

Miriam Bassok  
Geoff Boynton  
Steve Buck  
Ione Fine  
Susan Joslyn  
Geoff Loftus  
John Miyamoto  
Scott Murray  
Lee Osterhout  
Chantel Prat

---

10.0 FTE

**Clinical**

*Ana Mari Cauce*  
*Shannon Dorsey*  
Corey Fagan (.75)  
Bill George  
*Kevin King*  
Bob Kohlenberg  
Mary Larimer\*  
*Liliana Lengua*  
Marsha Linehan  
*Katie McLaughlin*

Jane Simoni  
Ron Smith  
*Wendy Stone*  
Lori Zoellner

---

12.75 FTE

*(italics = Child Clinical)*

**Developmental**

Peter Kahn (.50)  
Andy Meltzoff  
Kristina Olson  
Betty Repacholi  
Frank Smoll  
Jessica Sommerville

---

5.50 FTE

**Social & Personality**

Jonathon Brown  
Sapna Cheryan  
Tony Greenwald  
Cheryl Kaiser  
Nancy Kenney (.50)  
Yuichi Shoda

---

5.50 FTE

**Quantitative**

Brian Flaherty 1.0 FTE  
Laura Little 1.0 FTE

**Senior Lecturers**

Lois McDermott =0.5 FTE  
Michael Passer = 1.0 FTE

\*joint/WOT – does not count  
toward Psychology FTE

**TOTAL FACULTY FTE = 46.25**

## Animal Behavior

David Barash  
Michael Beecher  
Eliot Brenowitz  
James Ha (R)  
Renee Ha (R)  
Randall Kyes (R)  
Joan Lockard (Em)  
Gene Sackett (Em)  
**Joseph Sisneros**

## Quantitative

*Geoffrey Boynton*  
*Ione Fine*  
**Brian Flaherty**  
*John Gottman (Em)*  
*Anthony Greenwald*  
*James Ha (R)*  
*Earl Hunt (Em)*  
*Kevin King*  
*Liliana Lengua*  
*Laura Little (L)*  
*Geoffrey Loftus*  
*John Miyamoto*  
*John Palmer (R)*  
*Richard Rose (Em)*  
*Gene Sackett (Em)*  
*Yuichi Shoda*

**Bold denotes area coordinator**  
*Italics denote secondary area*

## Clinical

### Adult

John Baer (R)  
Corey Fagan (L)  
William George  
Robert Kohlenberg  
Mary Larimer (jt/wot)  
Marsha Linehan  
**Ronald Smith (DCT)**  
**Jane Simoni [A]**  
**Lori Zoellner [W&S]**

### Child

Ana Mari Cauce  
Shannon Dorsey  
Lynn Fainsilber Katz(R)  
Kevin King  
**Liliana Lengua**  
Katie McLaughlin  
Robert McMahon (Em)  
Wendy Stone

### Developmental

Ilene Bernstein (Em)  
Peter Kahn  
*Lynn Fainsilber Katz(R)*  
Dom Finocchio (R-Em)  
John Gottman (Em)  
Andrew Meltzoff  
Kristina Olson  
**Betty Repacholi**  
Gene Sackett (Em)  
Frank Smoll  
Jessica Sommerville

### Behavioral Neuroscience

Ilene Bernstein (Em)  
Steven Buck  
*Geoffrey Boynton*  
*John(Pete)Casseday (R  
Em)*  
Ellen Covey  
Jaime Diaz  
*Ione Fine*  
*Nancy Kenney*  
**Jeansok Kim**  
Sheri Mizumori  
Jaime Olavarria

## Cognition & Perception

Miriam Bassok  
**Geoffrey Boynton**  
Steven Buck  
Ione Fine  
*Anthony Greenwald*  
Earl (Buz) Hunt (Em)  
Susan Joslyn  
Beth Kerr (Em)  
Geoffrey Loftus  
John Miyamoto  
Scott Murray  
Lee Osterhout  
John Palmer (R)  
Chantel Prat  
Andrea Stocco (R)

## Sport Psychology

*Ronald Smith*  
*Frank Smoll*

## Social/Personality

Jonathon Brown  
Sapna Cheryan  
Fred Fiedler (Em)  
Anthony Greenwald  
**Cheryl Kaiser**  
Nancy Kenney  
Barbara Sarason (R-Em)  
*Irwin Sarason (Em)*  
Yuichi Shoda  
*Ronald Smith*

(L) – Lecturer  
(R) – Research Faculty  
(Em) – Emeritus Faculty



**DEPARTMENT OF PSYCHOLOGY**  
**ROSTER OF FACULTY (BY RANK)**

**2013 – 2014**

**Assistant Professors \*(4+1)**

Sapna Cheryan  
 Katie McLaughlin  
 Kristina Olson  
 Chantel Prat  
*Andrea Stocco (R)*

**Associate Professors (15+2)**

Geoffrey Boynton  
 Jonathon Brown  
 Shannon Dorsey  
 Ione Fine  
 Brian Flaherty  
*Reneé Ha (R)\**  
 Susan Joslyn  
 Cheryl Kaiser  
 Jonathan Kanter *(R)\**  
 Nancy Kenney (.50 FTE)  
 Kevin King  
 John Miyamoto  
 Scott Murray  
 Jaime Olavarria  
 Betty Repacholi  
 Joseph Sisneros  
 Jessica Sommerville

**Full Professors (26+5)**

*John Baer (R)\**  
 David Barash  
 Miriam Bassok  
 Michael Beecher  
 Eliot Brenowitz  
 Steven Buck  
 Ana Mari Cauce  
 Ellen Covey  
 Jaime Diaz  
 Anthony Greenwald  
 William George  
*James Ha (R)\**  
 Peter Kahn (.50 FTE)  
*Lynn Fainsilber Katz (R)\**  
 Jeansok Kim  
 Robert Kohlenberg  
*Randall Kyes (R)\**  
 Mary Larimer\*  
 Liliana Lengua  
 Marsha Linehan  
 Geoffrey Loftus  
 Andrew Meltzoff  
 Sheri Mizumori  
 Lee Osterhout  
*John Palmer (R)\**  
 Yuichi Shoda  
 Jane Simoni  
 Ronald Smith  
 Frank Smoll  
 Wendy Stone  
 Lori Zoellner

**Principal Lecturer\***

Corey Fagan (.75 FTE)  
 Laura Little

**Senior Lecturer\***

Lois McDermott (.50 FTE)  
 Michael Passer

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40 tenured  
 17 non-tenured

\* = not tenured  
*(R) = research faculty*

# PSYCHOLOGY DEPARTMENT ADMINISTRATIVE LEADERSHIP AND COMMITTEES

## APPENDIX 3

Faculty leadership is indicated at the top of the page. Committees are listed along with the Chair (**BOLD**), faculty and (when appropriate) graduate student members. Additional faculty, staff, and student roles in other administrative positions are also shown.