



# University of Colorado **Boulder**

2019 Program Review

Department of Psychology and  
Neuroscience

Academic Review and Planning  
Advisory Committee Report

Approved

DocuSigned by:

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Provost and Executive Vice Chancellor for Academic Affairs | Date

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## Process Overview

The Academic Review and Planning Advisory Committee (ARPAC) review of the Department of Psychology and Neuroscience was conducted in accordance with the 2019 program review guidelines. The department prepared a self-study report and this was checked by an internal review committee composed of two University of Colorado Boulder (CU Boulder) faculty members outside of the department. The internal reviewers submitted a summary of findings derived from the self-study report and from interviews and/or surveys with faculty, staff, and student department members. An external review committee, consisting of three experts from outside of CU Boulder, visited the department and submitted a report based upon review of relevant documents and interviews with faculty, staff, and student department members and university administrators. Internal and external reviewer comments and recommendations are shared when relevant throughout this report.

# Academic Review and Planning Advisory Committee (ARPAC)

Alaa Ahmed, Associate Professor, Department of Mechanical Engineering

Alison Boardman, Associate Professor, School of Education

Barbara Battenfield, Professor, Department of Geography

Paul Campos, Professor, University of Colorado School of Law

Paul Moeller, Associate Professor, University Libraries

Austin Okigbo, Associate Professor, College of Music

Judith Packer, Professor, Department of Mathematics

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Kathleen Ryan, Associate Professor, Department of Journalism

Hanna Shell, Associate Professor, Department of Cinema Studies and Moving Image Arts

Tamara Sumner, Professor, Institute of Cognitive Science

Michael Stutzer, Professor, Leeds School of Business

Paul Youngquist, Professor, Department of English

Academic year 2019-20  
voting members

Non-voting members

Bob Boswell, Vice Chancellor for Diversity, Equity, and Community Engagement and Professor of Molecular, Cellular, and Developmental Biology

Katherine Eggert, Senior Vice Provost and Associate Vice Chancellor for Academic Planning and Assessment and Professor of English

Mary Kraus, Vice Provost and Associate Vice Chancellor for Undergraduate Education and Professor of Geological Sciences

Michele Moses, Vice Provost and Associate Vice Chancellor for Faculty Affairs and Professor of Education

Ann Schmiesing, Executive Vice Provost for Academic Resource Management and Professor of Germanic and Slavic Languages and Literatures

Scott Adler, Dean of the Graduate School and Professor of Political Science

Staff

Andre Grothe, Office of Faculty Affairs

Emmanuel Melgoza Alfaro, Office of Faculty Affairs

## Unit Overview

The Office of Data Analytics (ODA) maintains a standard description of the Department of Psychology and Neuroscience [on its website](#). ODA updates the profile annually in the fall semester. This report cites data posted in October 2018, reflecting the state of the department as of the academic year (AY) 2017-2018.

## Disciplinary context

The Department of Psychology and Neuroscience is a strong and vibrant contributor to the university mission. Its two undergraduate majors are among the largest on campus. The department values interdisciplinarity in its scholarly mission and its research is both nationally and internationally renowned. The self-study notes that the most recent National Research Council (NRC) research and development rankings place the unit twentieth among US psychology departments.

## Research and scholarship

Five major research programs define the department's scholarly mission: behavioral neuroscience, behavioral psychiatric and statistical genetics, clinical psychology, cognitive psychology, and social psychology. These programs also define the department's PhD foci.

The department's behavioral neuroscientists seek to understand the mechanisms and principles of psychology at the behavioral, neuroanatomical, neurophysiological, and neurochemical levels. These faculty members are successful in obtaining extramural funding through the National Science Foundation, the National Institutes of Health, and from private foundations.

Specialists in the behavioral psychiatric and statistical genetics program seek to understand how nature (genes) and nurture (environment) influence development, brain structure, cognition, personality, and psychopathology. The group has a strong record of extramural funding that includes multiple National

Institutes of Health research grants, as well as a National Institutes of Health training grant to support ten predoctoral and three postdoctoral trainees. All of the program's faculty members are also fellows of the Institute for Behavioral Genetics (IBG).

The clinical psychologists train students to work as clinicians and organize opportunities for clinical faculty, staff, and students to contribute to the community in clinical settings. The group oversees the Raimy Psychology Clinic, the Sutherland Center for the Evaluation and Treatment of Bipolar Disorder, the Brain Behavior Clinic, and the Attention Behavior and Learning Clinic. Members of this group likewise succeed in obtaining extramural funding. One faculty member is director of the Colorado Learning Disabilities Research Center, a large multi-site center supported by the National Institutes of Health's National Institute of Child Health and Human Development program.

The department's cognitive psychologists seek to understand the functions of the mind and the workings of the brain, focusing on perception, attention, learning and memory, reading and language procession and skill acquisition (among others). These faculty members are also well funded and leaders in their respective fields.

Finally, the social psychologists examine stereotyping and prejudice, judgement and decision making, evolutionary psychology and social neuroscience (among others). A couple of these faculty members were recently cited for their contributions to cannabis research.

Collaborations

The department's faculty members participate in extensive cross-campus collaborations, including to pursue joint grant submissions and publications with, among others, the Institute

for Behavioral Genetics, the BioFrontiers Institute, the Institute of Cognitive Science, the Department of Ecology and Evolutionary Biology, the Department of Electrical, Computer and Energy Engineering, the Department of Integrative Physiology, the Department of Mechanical Engineering, and the Department of Molecular, Cellular and Developmental Biology.

These collaborations also extend to the College of Engineering and Applied Science and the Leeds School of Business, as well to the Law School with which the department joins in organizing a symposium. Business, education, and political science faculty members serve on the department's PhD committees. One faculty member is an affiliate of the CU Center for Sports Governance.

National  
and  
international  
context

As already noted, the Department of Psychology and Neuroscience is nationally and internationally well-regarded. According to data tracked by the company Academic Analytics, the department is ranked at above the 90th percentile for grant activities and is also highly ranked on citation and faculty article measures. The department notes that its faculty awards ranking is an area for improvement, saying that it is not as actively engaged in nominating faculty members for awards as it could be. Looked at separately, the department's neurobiology/neuroscience faculty members also rank highly, which is especially noteworthy considering that many peer neuro-focused research groups are part of research-intensive medical schools.

Campus  
context

Psychology and Neuroscience compares favorably to the other CU Boulder biological science departments, a group that includes Ecology and Evolutionary Biology, Geography, Geological Sciences, Integrative Physiology, and Molecular, Cellular and Developmental Biology. Within this cohort, the department has the most refereed publications per tenure-track

faculty member, the third most grant expenditures, and the second most conference presentations.

Faculty  
and  
research  
personnel

According to the AY 2017-2018 ODA unit data profile, the department employs 41 tenured and tenure-track faculty members, ten instructor-track faculty, four lecturers and other instructional personnel, 48 teaching assistants (TAs) and graduate part-time instructors (GPTIs), 50 research faculty and 14 student research assistants. Additionally, eight faculty lines count as affiliated personnel, with these individuals having their primary appointment with a research institute.

The department's faculty salaries average \$141,115, \$101,178 and \$88,089 for full, associate, and assistant professors, respectively. The AAU public peer average salaries for these same ranks are \$149,940, \$102,673, and \$83,046, meaning that CU Boulder assistant and associate psychology and neuroscience professors earn 99% or 106% of their peer averages, respectively, and the department's full professors earn 94% of their peer average.

In the past year, the department has lost five tenure-track faculty members to retirements or job offers from other institutions. Three of these departures were from the cognitive psychology group, a development that threatens to destabilize the department's historic strength in this area. To put this loss into perspective, the cognitive psychology group lost nearly half of its seven researchers in a single year.

The self-study and the external reviewers both highlight the need for the department to pursue additional faculty hires. According to its strategic planning priorities, the department appears ready to pursue the hires of at least three new tenure-track faculty members per year until gaps in research areas are filled. The department's hiring priorities are in three areas:

resilience; the individual as an active, motivated, and predictive agent; and quantitative expertise. The self-study notes that a search to fill a neural circuits of resilience position was ongoing as of fall 2018.

The external reviewers likewise urge additional hires. Critically, they highlight the importance of a senior level cognitive psychology or neuroscience hire. The external reviewers suggest further that it would be preferable for the department to make a senior level hire with a strong research program and an international reputation but note that junior level hires are also needed.

More generally, the department faces a numbers problem. Namely, the number of undergraduate enrollments exceeds what the current faculty contingent can handle in a meaningful and effective manner. The self-study describes how undergraduate enrollments have increased by 80% over the past two decades, whereas the population of tenure-track faculty members has actually dropped. The large student to faculty ratio is a stressor on the department, leading to undesirably large classes and lessening the probability of a student securing research lab work, and of graduating with honors. While additional instructors may address the class size issue, tenure-track faculty members will be counted on to engage undergraduates in lab research. The self-study and the external reviewers make the case that the department's ability to continue to provide students with an exceptional education will depend on securing additional faculty hires.

The department also cites the need for additional administrative support, including to compensate someone to take on the significant task of leading the undergraduate neuroscience program. Currently, the associate chair for undergraduate education oversees all undergraduate majors and is

compensated for this work. The faculty member who is the neuroscience program director assists the associate chair but receives no additional compensation for such a large burden.

Staff According to the Office of Data Analytics (ODA) AY 2017-2018 unit profile, the department employs 14 exempt professional university staff members, six classified staff members, and 22 student hourly employees. The department notes that 36% of staff salaries are paid by DA-ICR monies (the amount of indirect cost recovery on grants coming back to departments before skims are taken out), tying up funds that could be used for other purposes.

Of particular concern to the department is the anticipated departure of its computing and information technology staff members. These staff do much to support the department's specialized needs and their departure means that the department will lose their knowledge and labor. Alternatives involve a greater reliance on Office of Information Technology personnel and other department staff members. Finally, the department describes a need for additional staff support to help manage grants.

Undergraduate  
education

Despite the department's concerns about adequate personnel, especially faculty appointees, it does an excellent job of delivering its two large majors: a BA in psychology and a BA in neuroscience. The department also offers two tracks within the psychology BA degree program: environmental science and neuroscience.

The department's combined 2,588 majors (2,062 psychology majors and 526 neuroscience majors) constitutes the largest undergraduate enrollment at the College of Arts and Sciences (by comparison, the second largest, the Integrative Physiology BA program, enrolls about 1,750 majors). The department has a

61:2 student-to-faculty ratio. Only Integrative Physiology has a higher ratio of 71:1.

In 2017-2018, the department awarded 538 bachelor's degrees, placing it at the top of the biological and environmental science departments, and third among all CU Boulder departments. This number also represents a 19% decrease over the last five years. Among the department's conferred degrees in 2017-2018, 6% were awarded with honors, a 50% increase over the last five years. Remarkably, the average time-to-degree for the department's graduates is 3.67 years, the fastest among all CU Boulder departments.

In 2017-2018, the department's teaching generated 30,065 student credit hours, ranking it at the top of the biological and environmental science departments and eighth amongst all CU Boulder units, and this total represents a 4% decrease in student credit hours generated compared to five years prior. In response to feedback from the last academic program review cycle, the department has increased by 36% (over five years) the undergraduate student credit hours taught by tenure-track faculty members. Instructors teach 54% of the credit hours and graduate student instructors 1% (a 51% decrease over the last five years). Course evaluations are strong and have experienced little change in this time. The department is ranked second in course ratings among biological and environmental science departments, and 14th overall. Instructor-track faculty members' course ratings are similar to those of the tenure-track faculty members.

The department first offered the BA in neuroscience in 2014, two years after its last program review. Importantly, the neuroscience major has largely been the result of the contributions of the behavioral neuroscience program faculty. This group administers the major with little additional support

and the program's student enrollments are only expected to grow.

One of the main stresses facing faculty members in their work to expand student opportunities to earn honors is their capacity to oversee independent research projects. The department has made an effort to support students who cannot obtain a faculty advisor by offering a two-semester, honors-focused course. However, the course is not a substitute for undergraduates who desire research experiences in a wet-lab or animal-lab. Students also have the opportunity to participate in the College of Arts and Sciences Honors Program. Over the past six years, on average 25 students have annually graduated with departmental honors, and 7% with Latin honors.

In addition to confronting the challenge of providing honors opportunities while facing a faculty shortfall, the department is working to prioritize new undergraduate initiatives, including an undergraduate research day, where honors students and upper division methods course students can present their work. The department hosts a number of undergraduate clubs and recent funding support from the college has permitted the construction of a learning space to better engage undergraduates in collaborative learning experiences and to facilitate access to faculty, instructors, and learning assistants.

Since the department's 2012 review, Psychology and Neuroscience has revised its undergraduate curriculum, improving the horizontal and vertical integration of courses and strengthening students' quantitative training. Students are now required to take a three-course statistics and methods sequence. Student surveys found students generally happy with their major and the general education they are receiving. By contrast, half of the students reported dissatisfaction with the department's career advising. To address this, in 2019 the

department began providing an undergraduate/graduate course focused on alternative career paths outside of academia.

Graduate  
education

According to the ODA, the department offers an MA in psychology with an option in clinical psychology. The department also offers a PhD in psychology in one of the five specializations that define the department's research scope: clinical psychology, cognitive, behavioral genetics, behavioral neuroscience, or social psychology. As already noted, each of the five programs have their own dedicated faculty. Each faculty group independently administers its graduate curriculum and degree requirements.

According to the ODA unit profile in 2017-2018, the department had 108 graduate students, which is an increase from 2012-2013 when it had 99 graduate students. The department discontinued the bachelor's/master's program in spring 2018 to focus solely on PhD training, so the department does not offer a stand-alone, terminal MA degree. The MA is now only available to students who were admitted to the PhD program but leave the program before advancing to the terminal degree. The department is mindful about its graduate enrollments and is examining its application numbers and recruitment practices. It plans to further discuss how it evaluates applicants and extends admission offers.

The opportunities afforded to graduate students to pursue quantitative training is a special challenge, as described in the self-study. The department has requested new faculty hires with strong quantitative skills to fill curricular gaps. Additionally, the department participates in, and encourages its graduate students to pursue, a university-wide graduate certificate in quantitative methods for behavioral sciences. The quantitative methods certificate can provide students with valuable training,

but some courses are heavily subscribed, causing students to often have difficulty enrolling in required courses.

The department has the responsibility to oversee the interdepartmental neuroscience PhD program. The Center for Neuroscience is the program's administrative home. Students are admitted into the program from one of four participating departments, and earn a dual-degree PhD in their home discipline and neuroscience once they complete the neuroscience curriculum. Echoing the needs of the neuroscience undergraduate major, the PhD program also lacks adequate administrative support. Currently, one of the behavioral neuroscience faculty takes on the work of organizing and administering the curriculum with little financial award and no staff help. According to the self-study, the department considered discontinuing its neuroscience graduate certificate program that was originally offered before the dual-PhD option and that has gained little traction since.

The self-study also notes the department's joint degree program with the Institute of Cognitive Science. The PhD in cognitive science is similar to other interdepartmental degree programs in that multiple units contribute. In addition to completing the requirements for their home degree, students must complete a cognitive science course sequence, and satisfy interdisciplinary requirements for their dissertation.

The department offers its graduate students teaching and professional development training. These opportunities are typically open to both graduate students and research associates (i.e., postdoctoral fellows).

Lastly, the department is home to four accredited clinics that provide clinical psychology program graduate students with

evidence-based psychological treatment and assessment training.

Postdoctoral  
training

According to the department bylaws, faculty members are expected to mentor postdoctoral fellows in their research labs. Beyond that general expectation, there is little mention of postdoctoral training in the self-study; however, the impressive productivity and interdisciplinarity of the department's research labs suggest that its postdoctoral fellows are doing well.

Budget

The self-study describes the department's \$20.7 million budget in detail. The majority of the total is applied to faculty, teaching assistant, and staff salaries, graduate recruitment and fellowships (with a \$65,000 Graduate School supplement) and grant awards (\$11,122,000 to the department's investigators).

The department chair makes decisions about the operating budget and DA-ICR distributions, while the executive committee is consulted before decisions are made regarding faculty startup or retention packages. As previously noted, a third of the department's DA-ICR is used to support staff salaries. The reviewers indicate that a heavy reliance on a temporary funding source is a concern and might not be sustainable.

Space  
and  
infrastructure

Department personnel are dispersed across four buildings, separated in some cases by miles: the Muenzinger Building on the Main Campus, that serves as the department's principal hub, an animal-focused facility on Wilderness Place, the Institute for Behavioral Genetics on the East Campus, and the Center for Innovation and Creativity. Traveling between these locations can pose a significant challenge. Regarding the adequacy of its space allotment, the department makes no claims that its total footprint across these locations is insufficient. Ideally however, it would prefer more geographical

consolidation, or at a minimum be offered transportation between work sites.

The department recently gained 10,500 square feet in the Muenzinger Building vacated by the behavioral neuroscience group, which relocated to the Wilderness Place facility. The department plans to renovate this space to house incoming hires.

As noted earlier, the department has prioritized creating an undergraduate learning space (of approximately 1,300 square feet) to improve learning and inquiry.

Governance

The department updated its bylaws in November 2018. The bylaws delineate faculty member voting rights, hiring protocols, merit review, and the steps governing reappointment, promotion and tenure, and faculty and student grievance procedures.

Department faculty members elect the chair. The chair works with three associate chairs who are assigned to undergraduate education, graduate education, and faculty development, respectively. Department faculty members also elect a four-member executive committee to advise the chair on departmental matters.

Inclusive  
excellence

In its self-study, Psychology and Neuroscience affirms its commitment to this statement in the campus's Inclusion, Diversity, and Excellence in Academics (IDEA) Plan:

A university's excellence is dependent on how well it values, engages, respects, and supports the rich array of students, staff, and faculty, as well as the broader community around it. We cannot be truly excellent unless we can guarantee access, equity, opportunity, and advancement for all students, faculty, and staff in every stage of education and career, regardless of race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual

orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy.

The self-study also notes that the department strives to create “a welcoming and inclusive environment, sharing and engaging with diverse perspectives, and working to maximize the success and inclusion of all students, staff and faculty.” It has a higher percentage of women undergraduates than the college average. Since the 2012 review, the department has also succeeded in enrolling more students who identify as belonging to a minority or underrepresented population, such that the department’s racial/ethnic demographics now mirror those of the college.

In its self-study, the department describes extensive efforts to promote a welcoming student environment. As already noted, the department is developing a learning space where students can interact with faculty members. The department also employs several undergraduate student assistants to work with faculty members directly and is undertaking student advising improvements, is supporting student clubs, and is updating the honors program to allow greater flexibility in completing thesis research requirements.

To increase faculty diversity, the department recently pursued hiring a tenure-track faculty member through a college diversity initiative.

Climate  
and  
culture

Climate surveys administered by ARPAC staff in March 2018 reveal generally positive conditions for the department’s faculty, staff and graduate student appointees. This is impressive given the size, breadth, and diversity of disciplines under the department’s fold. Referring to the surveys, the self-study highlighted a few issues, including that a perception exists that faculty members behave in an intimidating or humiliating manner towards each other. The department also highlighted

the concern that a large portion of the survey's respondents indicated that they would hesitate to report unprofessional or inappropriate behavior in the department. The department reports that this is an action item that they hope to address.

## Past Reviews

The department has made a concerted effort to address most if not all of the recommendations put forward by the 2012 ARPAC review, showing impressive progress in improving the quality of their programs at multiple levels. A number of these changes are listed below.

- At the time of the last review, ARPAC endorsed the department's plan to obtain regent approval for a BA in neuroscience, rather than only offering a BA in psychology with a sub-plan in neuroscience. As already well noted, the neuroscience BA program is successfully installed and has enrolled students since 2014.
- In response to the previous review, the department reorganized its introductory general psychology course and re-evaluated its learning goals.
- The department responded to a critique of its research methodology curriculum by substantially revamping its statistics and methods course sequence. A 2014 revision created a new 2000-level statistics course, a 3000-level research methods course, and a content-specific 4000-level laboratory course.
- The last review recommended that the department raise the percentage of student credit hours taught by tenure-stream faculty members. The department subsequently eliminated course buy-out procedures and implemented a consistent teaching load policy that saw the percentage of student credit hours taught by tenure stream faculty members increase from 26% to 35%.
- Since the last review, the department has worked to improve circumstances for its instructors. Instructors now receive a \$1,000 professional development expense account, hold

voting rights, and play a larger role on departmental committees including the merit review committee.

- The department implemented a TA mentoring process and clarified TA responsibilities.
- The department's frustrations with adequately supporting an honors curriculum were also noted by the 2012 review. The department has attempted a possible solution with its new course sequence that permits students to earn honors without needing to work in a research laboratory.
- The campus has established a facility for animal research and care at Wilderness Place, thereby addressing a pressing concern raised in the last review.

## Analysis

Despite being organizationally complex and under-resourced, the Department of Psychology and Neuroscience makes significant contributions to the university's teaching and research missions. The external reviewers describe the department as having a longstanding excellent reputation, with faculty members who are nationally and internationally recognized scholars. Despite these clear strengths, the department is at a crossroads largely due to the recent loss of faculty members, especially of three cognitive psychologists, who have built up that specialization into a department strength and who are also major facilitators of a campus imaging facility at the Center for Innovation and Creativity, and neuroscientists, who the department depends on to offer its popular and growing neuroscience major. The department is critically in need of greater support in order to continue to offer a world-class education to its nearly 2,600 majors. Without additional support, the department's prominence might become a source of fragility moving forward.

### Strategic vision and planning

The recent faculty departures have complicated the department's vision setting work and plan to hire in ways that build on its core strengths. In light of these changes, the department may benefit from revisiting its hiring priorities to ask, are these still consistent with the department's goals?

The increase in the number of undergraduate students, brought on by the advent of the neuroscience degree program, is also a significant stressor. The department is challenged to service these new students' needs, while its administrative and instructional resources are under strain. As already noted, the neuroscience major is largely administered by a behavioral neuroscience faculty member who receives no additional salary or staff support, despite the major being the tenth largest in the College of Arts and Sciences. The campus must take measures to ease and appropriately compensate for the added load

placed on neuroscience faculty members.

Given the overwhelming magnitude of its undergraduate enrollments, the unit is in need of additional administrative and teaching support. This shortfall will only become exacerbated as the popularity of the neuroscience major grows and places extra strains on neuroscience faculty to develop and teach an effective curriculum.

Graduate  
education

The department's graduate students have a reasonable time-to-degree (averaging 5.97 years for the PhD). Recent surveys including the January 2019 survey administered by the internal review committee, suggest that they are generally satisfied with their training. A drop in graduate enrollments may be partly attributable to recent and impending faculty departures. However, the external reviewers also note that the department's approach to graduate student recruitment also may contribute to the enrollment drop. The report describes an 'overly risk-averse' recruitment process that results in too few graduate student enrollments. The shortage is so significant that the department must recruit students from other departments to staff teaching assistantships. While this approach may reflect a careful management of department resources, the department should reassess its current recruitment strategy and consider growing its graduate enrollments.

The external reviewers also raised concerns about the state of the training environment for the American Psychological Association-approved clinical psychology PhD program. In recent years, sporadic funding has put the stability of the program under threat. This is especially concerning as the program is undergoing reaccreditation. Immediate attention and support are needed to protect its accredited status. Possible solutions include providing salary support for a part-time staff

member, a regular supply budget, and increased efficiency by organizationally consolidating its three in-house clinics.

This review also revealed that the department's graduate students strongly desire training for careers outside of academia. The department has made positive efforts in this regard. Faculty members have developed a new one credit undergraduate/graduate course titled (PSYC 2101/6601) focused on careers alternative to academia. The course has been well-received and has even been forced to move to a larger room to accommodate enrollments.

Budget

A central problem for Psychology and Neuroscience is that “temporary” rather than continuing funds are used to pay for important continuing expenses. As a result, the department feels it does not have a general operating budget sufficient to cover its actual costs. Related to the resource availability mentioned above is the department concern that 30% of its staff salaries are paid for with DA-ICR monies. The department would like to see these salaries paid by the university.

Space  
and  
Infrastructure  
needs

While the department’s allotted square footage appears adequate, with only a renovation of newly vacated Muenzinger Building space mentioned as a priority, it is the department’s distribution across four sites that poses its most serious space challenge. This broad dispersal makes it difficult for faculty members and students to move easily between locations, and most critically, impedes collaborations and intellectual interactions. The university needs to develop an efficient or effective means of transportation between its far-flung locations.

## Recommendations

The members of the Academic Review and Planning Advisory Committee address the following recommendations to the Department of Psychology and Neuroscience and to the offices of responsible administrators:

To the Unit:

1. Prioritize building back up the department's long-standing strengths in the cognitive psychology and neuroscience areas with strategic hiring. Given a number of research-active, senior faculty departures, the department should explore options to pursue a senior hire and/or a cluster hire.
2. Implement hiring practices focused on diversity and inclusive excellence. Make full use of campus resources for enhancing diversity including the chancellor's postdoctoral fellowships. Take into account that currently the department's faculty members do not reflect student demographics including those of recent doctoral recipients.
3. Assess financial returns from neuroscience BA enrollments and determine how the program can be more equitably funded given the size of its student population. Request program investments, including for a paid director position.
4. Revise graduate student recruitment procedures to improve enrollments. Make full use of existing TA positions to incentivize admission offers and to bolster support for current graduate students. Be prepared to request temporary graduate student support funds from the college if enrollments in any given year are higher than expected.
5. Stabilize the department's clinical training program and maintain its accreditation:
  - a. Make a case for another part-time staff member to better support the clinics.

b. Consider improving efficiency by consolidating the three clinics into a single clinic and training site.

c. Make a case for a small, permanent clinical support budget to cover supply needs.

6. Consider implementing more flexible and rapid accommodations as opportunities for strategic growth or strategic optimizations arise. One possibility is to designate swing space in the Muenzinger Building for faculty members whose primary office is elsewhere, for example, on Wilderness Place. Such an accommodation would allow those faculty to hold office hours in support of their teaching functions as well as to play a greater role in day-to-day department operations and, perhaps most importantly, community.

To the Dean of the  
College of Arts and  
Sciences:

7. Work with the department as it assesses its faculty hiring needs. Clearly communicate the college's support and commitment to the plan over a multi-year period.

8. Dedicate additional funding to the neuroscience BA program, which is a big draw for students. This funding should include monies for a paid director position and for additional staff support.

9. Reaffirm the college's long-term dedication to the department's research and teaching missions and prioritize these values over the department's capacity to generate student credit hours.

To the Dean of the  
Graduate School:

10. Expand efforts to increase the number of graduate fellowships.

To the Vice Chancellor for  
Infrastructure and  
Sustainability:

11. Assess transportation needs between the various off-campus spaces housing Psychology and Neuroscience personnel and seek ways to facilitate movement between these locations. Develop a way to assess whether transportation options are “improved” and equitable.

To the Provost:

12. Provide funds to renovate space vacated by the behavioral neuroscience group in the Muenzinger Building. Expand efforts to increase the number of graduate fellowships.

## Required Follow-Up

The chair of the Department of Psychology and Neuroscience shall report annually on the first of April for a period of three years following the year of the receipt of this report (i.e., April 1st of 2022, 2023, and 2024) to the divisional dean for natural sciences and the dean of the College of Arts and Sciences and to the provost on the implementation of these recommendations. Likewise, the dean of the College of Arts and Sciences shall report annually on the first of May to the provost on the implementation of recommendations addressed to the program. The provost, as part of the review reforms, has agreed to respond annually to all outstanding matters under their purview arising from this review year. All official responses will be posted online.