



January 2, 2019

Daniel A. Reed
Senior Vice President for Academic Affairs
205 Park Bldg.
Campus

RE: Graduate Council Review
Department of Psychology

Dear Vice President Reed:

Enclosed is the Graduate Council's review of the Department of Psychology. Included in this review packet are the report prepared by the Graduate Council, the Department Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.

After your approval, please forward this packet to President Ruth Watkins for her review. It will then be sent to the Academic Senate to be placed on the information calendar for the next Senate meeting.

Sincerely,

David B. Kieda
Dean, The Graduate School

Encl.

XC: Bert N. Uchino, Chair, Department of Psychology
Cynthia Berg, Dean, College of Social and Behavioral Science

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The Department of Psychology

The Department was commended for supporting a diverse and inclusive learning environment. Faculty research productivity was noted to have increased substantially during this review period. Career-line faculty are making valued contributions to teaching the large numbers of undergraduates (~300 majors graduate/yr), but stabilizing their support was a recommendation. Current facilities present significant challenges that need to be addressed.

The Graduate School - The University of Utah

GRADUATE COUNCIL REPORT TO THE SENIOR VICE PRESIDENT
FOR ACADEMIC AFFAIRS AND THE ACADEMIC SENATE

February 26, 2018

The Graduate Council has completed its review of the **Department of Psychology**. The External Review Committee included:

Patricia J. Bauer, PhD
Asa Griggs Candler Professor of Psychology
Department of Psychology
Emory University

Deborah A. Boehm-Davis, PhD
University Professor
Department of Psychology
George Mason University

Wendy Heller, PhD
Professor and Head
Department of Psychology
University of Illinois at Urbana-Champaign

The Internal Review Committee of the University of Utah included:

Stephen Carson, PhD
Professor and Davis Eccles Scholar
Chair, Department of Marketing

Leslie P. Francis, PhD
Distinguished Professor and Albert C. Emery Endowed Professor,
S.J. Quinney College of Law
Distinguished Professor, Department of Philosophy

David Krizaj, PhD
Professor
Department of Ophthalmology & Visual Sciences

This report of the Graduate Council is based on the self-study submitted by the Department of Psychology, the reports of the external and internal review committees, and responses to the external and internal reports from the Chair of the Psychology Department and Dean of the College of Social and Behavioral Science.

DEPARTMENT PROFILE

Program Overview

The Department of Psychology (hereinafter 'the Department') currently consists of 46 tenure-line and career-line faculty, approximately 60 PhD students, and 800-1100 undergraduate students (self-study). Teaching and research activities are organized into four program areas: clinical, cognitive and neural sciences, developmental, and social psychology, with faculty divided about evenly across programs. The Department is housed within the College of Social and Behavioral Science (hereinafter 'the College') and located in the Social and Behavioral Science building. It is a "department of distinction" (external review committee) rated highly among peer institutions and with high scholarly output and teaching success. The Department has done "an exemplary job" (internal review committee) of responding to recommendations from the last program review, with a notable increase in research productivity. Nonetheless, they face certain new and ongoing challenges which must be addressed to maintain their current trajectory. Department leadership consists of a Chair, Associate Chair, and Executive Committee, although the internal and external review committees both commented that the duties and role of the Executive Committee are not clearly apparent and it represents an underutilized resource that could be "transformed into a stronger and more strategic partner" (external review committee).

Faculty

At the time of the self-study, the Department consisted of 34 tenure-line faculty (representing 31.55 cumulative FTE) and 12 career-line faculty. Tenure-line faculty are unevenly distributed across ranks, with 18 full professors, 8 associate professors, and 8 assistant professors. Since the last program review, 6 professors have retired, 1 passed away, and 3 resigned. In the meantime, the department has hired 8 assistant professors, 1 associate professor, and 1 full professor. Tenure-line faculty numbers have decreased slightly since the last review, while career-line faculty numbers have increased. This reflects in part a growing teaching role played by career-line faculty. Gender representation is well balanced across ranks, including senior and leadership roles; however, racial and ethnic diversity is not well represented. The Department has made significant efforts to maintain and improve racial and ethnic diversity.

Research productivity of the Department has increased substantially since the last program review. The majority of tenure-line faculty hold active research grants (largely from federal sources), representing major growth in proposal activity, and scholarly outputs are commensurately high. Most tenure-line faculty participate in a reduced course-load teaching exemption for research-active faculty, which is a successful policy greatly aiding research productivity. Career-line faculty have thus been called upon to play a greater role in teaching many of the Department's core courses, and are respected and highly competent instructors with recognized contributions to the success of the Department's mission. Tenure-line faculty similarly excel in teaching and are committed to student success.

Recent recruiting efforts at the assistant professor level have been highly successful and have resulted in outstanding hires; the Department expresses pride in their junior faculty and is committed to support their career growth and success. However, certain demands on junior faculty should be carefully monitored and evaluated, and mentoring at the later stages of the assistant professor period improved. Moreover, recent College-wide changes centralizing hiring procedures and priorities (open lines are now returned to and dispensed by the College) have left faculty feeling anxiety that they are not in control of their Department's future. The Department will need to work closely with the Dean in order to thrive within this new system, including improved communication and long-term strategic planning by all parties. Steps in this direction have been initiated.

Students

The Department serves a large and diverse population of students. Undergraduate racial and ethnic diversity has improved since the last program review, with ~35% non-Caucasian students and a growing Latino/Latina population. Female students outnumber male students. The Department is "proactive about diversity" and students describe a "welcoming environment" (external review committee).

Undergraduate students expressed interest in opportunities for career preparation and extra-curricular learning activities. The Department Chair, in her response, acknowledges these comments and indicates that steps are being taken to improve access to career training and professional development, while the Dean notes in her response that the College has hired a full-time internship coordinator. Students also expressed desire for "more quantitative and statistics training" (external review committee), and the Department has already responded by creating a new proposal for an undergraduate certificate in "quantitative research analytics" (Chair response). It is clear from these actions that the Department is committed to student success, responding to student feedback in a rapid and meaningful manner.

Graduate students reported positive experiences in research and teaching, and the improved graduate student stipend appears reasonable (so long as it continues to increase with the cost of living). Graduate students participate in teaching and can earn a teaching certificate, and have a recognized voice in some Departmental and program committees. There were concerns expressed, however, regarding the availability and frequency of graduate course offerings, and limited offerings in statistics and programming. New hires in some programs will alleviate certain faculty teaching loads and allow creation of new specialty courses. Moreover, recent steps toward improved coordination and communication of teaching schedules by the Department will reduce course conflicts and improve student scheduling (Chair's response).

Curriculum

The Department offers an undergraduate (BA/BS) degree in Psychology, with on average ~300 majors graduating per year. The Department also offers MA, MS, and PhD degrees, with approximately 10 master's students and 7 PhD students graduating per year. The undergraduate curriculum consists of a logical distribution across (1) basic grounding coursework, (2) breadth coursework, (3) depth coursework, and (4) interdisciplinary coursework. There is an honors track curriculum and human factors certificate, which each attract a relatively small number of majors. An extensive set of programs of study help students complete their degrees. The external review committee notes that "this suite of coursework ... should provide students with a strong grounding in psychology and the ability to attain standing in a good graduate program."

Graduate curricula vary by program, with the clinical program having the most defined curriculum in order to meet APA accreditation guidelines. Graduate students in this program expressed some challenges regarding consistent course offerings due to a shortage of faculty, and the program is stretched across 3 specialization areas. As noted previously, graduate students requested additional offerings in statistics and programming, in addition to training in grant writing. Graduate students (echoed by the Chair) reported being negatively affected by the Graduate School's reduced support for conference travel. The external review committee noted that graduate "curricula appeared to be in line with best practices in psychology departments," and offered some suggestions for improving the economy of graduate offerings, which in turn would free up faculty resources for teaching specialty courses.

Program Effectiveness and Outcomes Assessment

The Department's undergraduate committee has formulated five learning outcomes and associated evaluation metrics, and the Department has completed its first general outcomes assessment for their programs. Based on this assessment, the Department feels they are delivering material relevant for their learning outcomes and that the methods developed are sufficient to assess these objectives. They have used results of this self-assessment to identify targeted areas for improvement. Specifically, the Department identified the need to better address the learning outcome to "apply foundational knowledge and skills to career/professional development" (as also reflected by student comments), and are taking action to review course syllabi and work with instructors to improve learning in this area, while in addition partnering with the College to increase availability of internship opportunities. No mention was made of learning outcomes assessment at the graduate level (external review committee).

Facilities and Resources

The Department is housed on several floors of the Social and Behavioral Science building, which, despite ongoing renovation, the internal review committee describes as "by any measure sub-par." The building has been undergoing seismic retrofitting, a process that while disruptive has allowed opportunities for improvement of physical facilities, including a new research suite. Faculty have collegially embraced sharing research spaces in a sensible response to chronic space constraints. However, several key safety and productivity issues remain regarding physical facilities, which must be urgently addressed to ensure the continuing productivity of the program. These include poor HVAC control and hot water distribution in the building, significant sound transfer, and basement leaks. Poor temperature control in the building generates uncomfortable and potentially unsafe working conditions negatively impacting staff and faculty productivity. The Dean in her response notes that she can "no longer ask individuals to inhabit the building at unsafe temperatures." Poor temperature control, as well as sound transfer, negatively impact research productivity as a variety of research techniques rely on careful climate and ambient conditions control. Flooding in basement laboratories has disrupted research activity on several occasions. In addition, there are serious security concerns regarding unregulated nighttime access to the building, inability to secure the upper floors, lack of cameras and emergency communications, etc. These safety considerations raised by the review committees are echoed by the Dean and Chair, and together with improved climate and sound control, represent key needs for the Department requiring urgent remediation.

The Department "has been hit hard by the change in the funding model" (internal review committee), as it teaches a number of high enrollment courses which now produce fewer incentive funds. The laudable

increase in faculty research productivity has led to a commensurate increase in demand for career-line instructors, and securing stable salary for these instructors is now more challenging given the revised campus budget model. Both the internal and external review committees noted the importance of securing continuing support for instructional career-line faculty, in addition to establishing longer-term contracts. The Dean and Chair, in their response letters, devote significant attention to these issues, and have begun discussions on how to provide more stable funding for career-line instructors, create new efficiency in Department course scheduling, and improve communication between the College and Department -- in sum, exploring and establishing a combination of approaches that ensure future sustainability of career-line instructional contributions. Related concerns were raised by the internal review committee that the "Department is at risk of losing faculty to other institutions due to salary compression." This concern was echoed by the Chair, and while the Dean notes "significant investments by my office to adjust faculty salaries," she similarly notes the vulnerability of the Department to lose some of its most productive faculty due to severe salary compression at the senior level.

While described as "lean" (internal review committee), the Department staff are "strong and cohesive" (external review committee) and enthusiastically committed to student and faculty success and supporting the mission of the Department. Staff "expressed clarity regarding their respective roles" and were "complimentary regarding opportunities for professional enhancement" (external review committee). Student comments further reflect the high level of commitment and performance by the Department staff. A recent hire since the self-study will help alleviate excessive demands on staff and free up time for grant submission and post-award management. Student advising is centralized at the College level.

COMMENDATIONS

1. The Department is committed to supporting faculty and student diversity, with exemplary gender balance at all levels, and significant efforts made to improve racial and ethnic diversity and ensure an inclusive learning environment. They are a leader in diversity across campus and nationally.
2. Faculty research productivity has increased markedly since the last program review, and is commendable. Recent recruiting of new faculty has been extremely successful and the Department is poised to continue their trajectory of increasing research output and national prominence.
3. Faculty and staff are committed to student success. Tenure- and career-line faculty are engaged and highly regarded teachers valued by their students. Staff enthusiastically and measurably contribute to success of the Department's mission.
4. The Department operates collegially and cooperatively, with good communication between programs and across the University. Strong leadership by the Chair has guided the Department as they navigate changes to University and College policies, as well as nation-wide funding availability.

RECOMMENDATIONS

1. The current state of physical facilities creates challenging and sometimes unsafe conditions that negatively impact faculty and staff productivity. The building is in dire need of upgraded climate and noise control, as well as improved security. These issues seem to demand urgent remediation.
2. The Department will need to coordinate their long-term strategic goals, in cooperation with College leadership, to meet challenges such as securing career-line salary support, prioritizing directions and timing of new tenure-line faculty hires, and addressing faculty salary compression.
3. The availability and frequency of undergraduate and graduate course offerings, including courses in statistics and quantitative training and opportunities for career development, should be improved, e.g., through better coordination and communication of teaching schedules across the Department.
4. Refinements to the leadership structure will facilitate the Department's ability to respond to current and future challenges at the program, College and University levels. Specifically, it is recommended that the Executive Committee be given a more clearly defined, integrated leadership role, and that decision-making be made more transparent.
5. The Department should build on success and strategies underway to expand racial and ethnic faculty diversity. Seeking synergistic collaborations across college boundaries would augment these efforts and further reinforce multidisciplinary connections.

Submitted by the Ad Hoc Committee of the Graduate Council:

Jeffrey R. Moore (Chair)
Assistant Professor, Department of Geology and Geophysics

David F. Blair
Professor, Department of Biology

Douglas A. Christensen
Professor, Department of Electrical and Computer Engineering, Department of Bioengineering

Veronica E. Valdez (Undergraduate Council Representative)
Associate Professor, Department of Education, Culture and Society

College Name
All

Department Name
Psychology

Program
All

Faculty Headcount

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
With Doctoral Degrees Including MFA and Other Terminal Degrees	Full-Time Tenured Faculty	23	23	22	22	21	25	25
	Full-Time Tenure Track	5	6	5	8	6	7	8
	Full-Time Career Line/Adjunct Faculty	3	3	2	5	8	9	6
	Part-Time Tenure/Tenure Track	1	1	1	0	1	0	0
	Part-Time Career Line/Adjunct Faculty	2	3	3	3	3	2	4
	Total	34	36	33	38	39	43	43
With Masters Degrees	Full-Time Tenured Faculty							
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty							
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty							
	Total							
With Bachelor Degrees	Full-Time Tenured Faculty							
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty							
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty							
	Total							
Total Headcount Faculty	Full-Time Tenured Faculty	23	23	22	22	21	25	25
	Full-Time Tenure Track	5	6	5	8	6	7	8
	Full-Time Career Line/Adjunct Faculty	3	3	2	5	8	9	6
	Part-Time Tenure/Tenure Track	1	1	1	0	1	0	0
	Part-Time Career Line/Adjunct Faculty	2	3	3	3	3	2	4
	Total	34	36	33	38	39	43	43

Cost Study

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Direct Instructional Expenditures	4,833,143	5,143,609	5,167,594	5,312,712	5,339,365	6,607,211	6,025,790
Cost Per Student FTE	5,418	5,685	5,942	6,004	6,305	7,534	7,225

FTE from Cost Study

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Full-Time	32	35	31	36	31	33	36
Part-Time	3	2	3	2	5	6	5
Teaching Assistants	4	6	6	5	3	3	2

Funding

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total Grants	1,336,818	2,185,657	1,953,761	3,363,829	4,849,851	5,661,593	5,807,484
State Appropriated Funds	4,076,170	4,089,514	4,282,681	4,819,644	4,438,641	6,038,184	6,261,254
Teaching Grants	44,191	16,960	0	77,833	135,016	118,715	141,063
Special Legislative Appropriation							

Differential Tuition

Student Credit Hours and FTE

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
SCH	Lower Division	7,488	7,452	6,889	7,466	6,954	7,731	7,145
	Upper Division	16,907	17,424	17,039	17,011	16,127	16,345	15,654
	Basic Graduate	1,026	950	1,002	837	1,074	876	968
	Advanced Graduate	552	561	440	542	476	613	514
FTE	Lower Division	250	248	230	249	232	258	238
	Upper Division	564	581	568	567	538	545	522
	Basic Graduate	51	47	50	42	54	44	48
	Advanced Graduate	28	28	22	27	24	31	26
FTE/FTE	LD FTE per Total Faculty FTE	6	6	6	6	6	6	6
	UD FTE per Total Faculty FTE	14	13	14	13	13	13	12
	BG FTE per Total Faculty FTE	1	1	1	1	1	1	1
	AG FTE per Total Faculty FTE	1	1	1	1	1	1	1

Enrolled Majors

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Undergraduate Pre-Majors	450	441	374	353	383	396	273
Undergraduate Majors	418	428	458	452	420	421	696
Enrolled in Masters Program	26	27	25	32	31	25	28
Enrolled in Doctoral Program	32	32	30	27	31	40	38
Enrolled in First-Professional Program							

Degrees Awarded

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Undergraduate Certificate	15	18	14	7	12	11	12
Graduate Certificate							
Bachelors	282	322	326	344	336	280	338
Masters	5	6	9	13	10	7	9
Doctorate	9	4	12	7	5	11	8
First-Professional							



Memorandum of Understanding Department of Psychology Graduate Council Review 2017-18

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on September 6, 2018, and concludes the Graduate Council Review of the Department of Psychology. Daniel A. Reed, Senior Vice President for Academic Affairs; Cynthia Berg, Dean of the College of Social and Behavioral Science; Bert N. Uchino, Chair of the Department of Psychology; Lisa Aspinwall, Former Chair of the Department of Psychology; David B. Kieda, Dean of The Graduate School; and Katharine S. Ullman, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the review summary report presented to the Graduate Council on February 26, 2018. The working group agreed to endorse the following actions:

Recommendation 1: The current state of physical facilities creates challenging and sometimes unsafe conditions that negatively impact faculty and staff productivity. The building is in dire need of upgraded climate and noise control, as well as improved security. These issues seem to demand urgent remediation.

Long-running challenges with physical facilities are recognized by all present as vital to address. Security measures (specifically, card access to the building and to the elevators) have been taken to improve safety. Although not discussed at the meeting, the Chair's written remarks point out that security cameras might also be important to add on particular floors of the building, so the topic of safety requires continued assessment and discussion. Climate issues remain very serious. As is, extremes in temperature prevent equipment from working, alter experimental outcomes with respect to human subjects, and intermittently and unpredictably create an intolerable work and learning environment. While a plan to connect the building to a campus-wide system will alleviate the need for a building-specific chiller, the HVAC system itself must be brought into working condition. SVP Reed considers this an action item and will see what can be done to help the Department. He also brought up whether shorter term solutions should be considered, such as relocating specific equipment or labs. Soundproofing in particular areas as well as flood prevention are additional areas that require continued attention. It is a priority to develop a list of feasible options and associated costs in the next year.

Recommendation 2: The Department will need to coordinate their long-term strategic goals, in cooperation with College leadership, to meet challenges such as securing career-line salary support, prioritizing directions and timing of new tenure-line faculty hires, and addressing faculty salary compression.

As career-line faculty are viewed as critical to the Department's educational mission, creating stability for them is important. Adjustments that have been made in designating majors vs. pre-majors align the actual demands of teaching capacity to departmental incentive compensation, and it is hoped that this will create a source of funds to dedicate toward career-line contracts. These also are now typically two-year contracts, with the aspiration that, at least in some cases, the Department could offer longer durations, with contracts that recognize the possibility of unexpected financial constraints. While the responsibility for securing funds to underwrite contracts falls within the Department, one new development that will help in these plans is the capacity for larger classes. Despite the prominent role of career-line faculty in introductory courses, SVP Reed was pleased to learn that tenure-line faculty are committed to leading undergraduate courses as well. The two-year tenure-line hiring plans implemented by Dean Berg at the College level have been very well received in the Department. This longer-term perspective has increased confidence in the process and reduced tension among faculty, as well as making it easier to plan forward. Having faculty lines held centrally does create some complications when it comes to opportunities for partnering with other units (Recommendation 5), yet clearly successful participation in Transformative Excellence Programs has occurred. Overall, although prioritized directions for hiring are viewed as important, flexibility was recognized as essential to balancing specific target areas with more opportunistic hires. Finally, as the Department and individual faculty continue on the current trajectory of success, addressing salary compression has become a critical issue. The Chair will have to be particularly attentive to faculty who are at risk to be recruited away and seek means to address this in advance. Sometimes gestures of support and appreciation can be accomplished without large financial investment, but clearly competitive salary levels are part of the picture. One option that the Chair and Executive Committee will consider is the trade-off between using funds for new hires versus remediation of salary compression and, if the latter, then how best to strategically deploy these funds.

Recommendation 3: The availability and frequency of undergraduate and graduate course offerings, including courses in statistics and quantitative training and opportunities for career development, should be improved, e.g., through better coordination and communication of teaching schedules across the Department.

A 5-year plan for advanced quantitative graduate level coursework (including writing courses) has been developed. At the undergraduate level, two faculty members in Psychology recently developed a College-wide undergraduate certificate program, "Quantitative Research Analytics in the Social Sciences." In the coming year (2018-19) the departmental Undergraduate Committee will be analyzing enrollment trends and course schedules to create an optimal plan. Already, close communication with undergraduate

advisors has facilitated improvements, such as adding sections when there are significant numbers on waitlists. The centralized advising resource was praised, and the Department's ability to respond nimbly is commendable. Hand-in-hand with improving availability and frequency of course offerings is the need to have rigorous learning outcomes and assessment. The undergraduate curriculum has received this attention, but it is critical to develop and maintain expected learning outcomes and robust outcomes assessment plans for the graduate curriculum. Regarding career development, many opportunities for students are already in place, including a professional development sequence for graduate students that recently received very good ratings, as well as other programming. The internship program in the College, as well as ties to Career Services, have been strengthened, and activities such as alumni talks are another forum available to undergraduates for career exploration.

Recommendation 4: Refinements to the leadership structure will facilitate the Department's ability to respond to current and future challenges at the program, College and University levels. Specifically, it is recommended that the Executive Committee be given a more clearly defined, integrated leadership role, and that decision-making be made more transparent.

Constructive changes to the Executive Committee have been implemented in response to this feedback from reviewers. This includes appointment of an associate professor to this committee and reconfiguring procedures to ensure this representation is ongoing. Chair Uchino will work to maximize this partnership in leading the Department. Toward the goal of transparency, Dean Berg attended a faculty meeting to clarify misperceptions in hiring decisions and policies. Another area where transparency is desired is departmental budget, and the considerations and context that go into its formulation. Although there is less uncertainty now about how the current productivity model for incentive funding impacts the Department and budgetary issues have in turn become better understood, an annual update to faculty is still likely to be helpful. Dean Kieda recommended discussing the budget in detail with the Executive Committee, receiving feedback, and then creating a one-page summary broken down by category rather than line item to share with the full faculty. This illustration of funds that come in to the Department and, in general, how they are allocated, clarifies the constraints and paints a realistic picture of departmental obligations. In other areas as well, the Chair and Dean value the opportunity to keep open channels of communication with faculty and, as appropriate, this should extend broadly across the Department.

Recommendation 5: The Department should build on success and strategies underway to expand racial and ethnic faculty diversity. Seeking synergistic collaborations across college boundaries would augment these efforts and further reinforce multidisciplinary connections.

The Department was praised throughout the review process for the inclusive environment that it has cultivated, and they are committed to expanding racial and ethnic diversity among faculty. A search is underway for a Clinical Diversity faculty member and they will have diversity in mind as other searches are

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launched. The Department initiated a postdoctoral program in collaboration with the Office for Equity and Diversity (OED) aimed at providing a nurturing training environment for diverse postdoctoral scholars with a potential pathway for these scholars to a faculty level position. With several recent leadership transitions at the University, there is now uncertainty as to whether there is financial support for this pathway, which in turn makes recruitment to the program more difficult, and makes it uncertain whether to invest departmental resources. SVP Reed stated that the Equity and Diversity Vice Presidents are currently meeting with Deans to solicit feedback on diversity hiring plans and he hopes that this high priority item will be settled this Fall. The Department is open to working across college boundaries when there is opportunity for synergy in hiring, but does have some constraints due to the way faculty lines are assigned.

At the conclusion of the meeting, SVP Reed thanked the former chair, Lisa Aspinwall, as well as the broader faculty, for the important work of the review process, which has highlighted many departmental achievements and pointed to specific challenges to address.

This memorandum of understanding is to be followed by regular letters of progress, upon request of the Graduate School, from the Chair of the Department of Psychology. Letters will be submitted until all of the actions described in the preceding paragraphs have been completed. In addition, a three-year follow-up meeting may be scheduled during AY 2020-21 to discuss progress made in addressing the review recommendations.

Daniel A. Reed
Cynthia Berg
Bert N. Uchino
Lisa Aspinwall
David B. Kieda
Katharine S. Ullman



David B. Kieda
Dean, The Graduate School
January 2, 2019