Program Highlights
Department of Psychology

The Department of Psychology at the University of Kansas offers four undergraduate degrees (at the Lawrence and Edward’s campuses) and offers a non-terminal Masters degree and Ph.D. in six different areas of emphasis including: Clinical, Clinical-Child, Social, Cognitive, Developmental, and Quantitative Psychology. Faculty, graduate students, and undergraduates also carry out internationally recognized research designed to further our understanding of human behavior and the physiological, cognitive, and social processes associated with behavior.

- External funding of research in Psychology has more than doubled in the last two years (from an average of $1 million in 05-08 to an average of more than $2 million in 09-10).
- Psychology is a University-wide and national model for teaching and advising. For example, our department will be the recipient of the 2011 Teaching Development Award. This is the highest award given to departments by the KU Center for Teaching Excellence and reflects our great work in both Undergraduate and Graduate education.
- Our faculty is in the classroom (75% of undergraduate credit hours in psychology are taught by faculty, as compared to a 50% average University-wide) and these faculty members are award winners (16 different faculty members in Psychology have won the distinguished Kemper Award for Teaching).
- Our fully-accredited Clinical Program and the Clinical Child Program are listed among U.S. News and World Report’s top 25 graduate programs in clinical psychology (public and private), and our Social Psychology Program is ranked 8th in the country (of 120 programs) in terms of placement of PhD’s into academic positions in Ph.D.-granting institutions (Ferguson & Crandall, 2007).
- The research done by our faculty serves the state of Kansas (consider work by Dr. Yo Jackson who is trying to understand and foster resiliency in children in our foster care system, work by Dr. Paul Atchley who’s research on texting and driving helped to convince state legislators to pass a texting and driving ban making our streets safer, and work by Dr. John Colombo that not only will help with early identification and interventions for autism, but is helping us to understand the origins of autism itself).
INTRODUCTION

The mission of the Department of Psychology at the University of Kansas is to further our understanding of human behavior, thinking, and emotion through teaching, research, and service. This mission includes the discovery and dissemination of laws and principles pertaining to both individual and group psychological functioning and its development. We expend great effort in training students at both the undergraduate and graduate levels so that they will be well equipped with the knowledge and methods that will place them at the forefront of progress across a broad range of the psychological disciplines. We have tried to instill in the department a “culture of evidence,” which is reflected not only in the scholarship of the faculty, but also in our teaching at all levels. In addition to our teaching and scholarship, we take very seriously our obligations to the larger communities in which we exist – local, regional, and national.

The Department consists of 36 faculty (30.15 FTE), a Clinic Director, eight staff members, approximately 1,100 undergraduate majors and premajors, and 98 graduate students. It is among the largest departments in the College of Liberal Arts and Sciences, in terms both of number of majors and in the ratio of majors to faculty.

In January 2007, in anticipation of the College’s strategic planning initiative, the Department held a retreat to assess our strengths and weaknesses, and to address future directions. Out of that retreat came initiatives to address issues of basic skills, problem solving, creativity, and research opportunities among our undergraduates. At the graduate level, we resolved to formalize preparation for our post-MA students, across graduate programs, for life after graduate school (i.e., a discipline-specific program for preparing future faculty). We also discussed the need to increase diversity among our faculty and graduate students, and to improve our fundraising capabilities. These issues will be addressed in their appropriate sections of this report, and the department’s Strategic Planning document is presented in Appendix A.

DEPARTMENT STRUCTURE

Faculty

We have a productive and resourceful faculty, with a diverse research portfolio. In the past three years, our faculty collectively have published 205 articles in peer-reviewed journals, 66 book chapters, and 20 authored or edited books. We currently have nine active grants with Department members as PI, totaling over $4.3M (see Appendix B for a complete list of current grant activity). Our faculty take prominent roles in the discipline nationally. Many serve or have served on editorial boards of journals. Rick Ingram currently serves as Associate Editor of the Journal of Consulting and Clinical Psychology and as Editor of Cognitive Therapy and Research, John Colombo is Associate Editor of Child Development, and Monica Biernat is Associate Editor of Psychological Bulletin. She previously served as Associate Editor of the Journal of Personality and Social Psychology. Nyla Branscombe has served as Associate Editor of Personality and Social Psychology Bulletin. Several faculty serve on NIH or NSF study sections. Michael Roberts served as Chair of the Executive Board of Council of University Departments of Clinical Psychology (CUDCP), and Greg Simpson as Secretary and as Chair of the Executive Board of the Council of Graduate Departments of Psychology (COGDOP).
We have worked hard in recent years to break down the “silo mentality” that too frequently characterizes psychology departments. Our graduate program comprises five areas of emphasis, but we have tried to reduce the strong divisions among the areas that previously characterized the department. Many of our faculty are affiliated with more than one area. This is true of all of our developmental psychologists, but we also have faculty who affiliate with both clinical and cognitive (Ruth Ann Atchley), and clinical and social (Sarah Pressman). This cross-area collaboration may not seem like a particularly noteworthy achievement, but it would not have been possible 10-15 years ago. We have a laudably collegial faculty. In recent years, we also have increased our collaborative efforts with other units on campus, including Political Science, African and African-American Studies, the Center for East Asian Studies, Gerontology, Social Welfare, Linguistics, and Speech-Language-Hearing, to name a few. We also have begun to forge productive relationships with researchers at the KU Medical Center, the Hoglund Brain Imaging Center, and Haskell Indian Nations University.

Faculty Awards

Over half of our faculty have received teaching or research awards. Among University teaching awards, our faculty have received the Kemper Fellowship for Excellence in Teaching (16 recipients), the Honor for the Outstanding Progressive Educator (Stephen Ilardi and the late Rick Snyder) and several finalists for this award, the H. Bernerd Fink Distinguished Teaching Award (Paul Atchley), the Silver Anniversary Distinguished Teaching Award (Ruth Ann Atchley and Patricia Hawley), the Chancellor’s Club Teaching Professorship (David Holmes), and the College of Liberal Arts and Sciences Career Teaching Award (Lawrence Wrightsman, who recently retired). Our teaching has been recognized at the national level as well. David Holmes has received the Outstanding University Teaching Award from APA, and the Award for Distinguished Teaching in Psychology from the American Psychological Foundation.

In addition to classroom teaching, our faculty have been recognized for the strength of their advising. Three (Dan Bernstein, John Colombo, and Kathleen McCluskey-Fawcett) have received the University’s J. Michael Young Academic Advisor Award, Rick Ingram has received the John C. Wright Academic Advising Award, and Susan Kemper the Graduate School’s Outstanding Graduate Educator Award. She has also received the Master Mentor Award from Division 20 of APA.

Two of our faculty (Monica Biernat and Rick Ingram) are past recipients of APA’s Distinguished Scientific Award for Early Career Contribution to Psychology. Kris Preacher has received three early-career awards for his contributions to research in quantitative psychology: the Jeffrey S. Tanaka Award, recognizing the best paper published in *Multivariate Behavioral Research*, awarded by the Society for Multivariate Experimental Psychology (SMEP); the Raymond B. Cattell Award for Outstanding Early Career Contributions to Multivariate Experimental Psychology, also from SMEP; and in 2008 was the inaugural recipient of the Anne Anastasi Early Career Award, given by APA Division 5 (Evaluation, Measurement, and Statistics). Steve Ilardi received the Theodore Blau Award for Early Career contributions to Clinical Psychology from APA’s Division 12. Susan Kemper received the University’s Higuchi/Balfour Jeffrey Research Achievement Award in the Humanities and Social Sciences.
Below is a listing of all of our current faculty and their research interests. A brief statement by each faculty member, along with a current vita, is presented in Appendix M (Binder 2).

Adams, Glenn (Associate Professor): Culture and cognition; sociocultural approaches to the study of prejudice

Atchley, Paul (Associate Professor and director, cognitive area): Interaction of visual attention and perception; applied psychology, including attention and driving

Atchley, Ruth Ann (Associate Professor): Cognitive neuroscience; laterality; language comprehension; emotion processing; language processing in depression.

Bernstein, Daniel (Professor and Director, Center for Teaching Excellence): Technology and student learning

Biernat, Monica (Professor and director, social area): Stereotyping; person perception

Biggs, Bridget (Assistant Professor): Peer relations in social-emotional adjustment; developmental psychopathology of anxiety disorders

Branscombe, Nyla (Professor): Intergroup relations; social identity; collective guilt

Crandall, Christian (Professor): Prejudice; political psychology

Colombo, John (Professor and Director, Schiefelbusch Institute for Lifespan Studies): Development of attention and its relation to later cognitive development

Deboeck, Pascal (Assistant Professor): Non-linear modeling; time series methods

Denney, Douglas (Professor): Clinical neuroscience; cognitive impairment in multiple sclerosis

Gillath, Omri (Assistant Professor): Attachment and close relationships; social neuroscience

Greenhoot, Andrea (Associate Professor and co-director, developmental area): Memory development; trauma and memory change in children

Hamilton, Nancy (Associate Professor): Emotion regulation and health outcomes, chronic pain; sleep disruption and health outcomes; stress and cardiovascular illness

Hawley, Patricia (Associate Professor and co-director, developmental area): Evolutionary models of social and personality development; power and social dominance

Higgins, Raymond (Professor and Director of Clinical Training): Attributional mechanisms and coping; anxiety disorders

Holmes, David (Professor): General psychology; abnormal psychology

Ilardi, Steve (Associate Professor): Phenomenology and treatment of depression; cognitive processes in depression
Ingram, Rick (Professor): Cognitive causes, correlates and origins of depression; information processing in depression; depression vulnerability; depression and health problems

Jackson, Yo (Associate Professor): Resilience in the face of stress and trauma; ethnic identity and acculturation in the prosocial functioning of ethnic minority children

Johnson, David (Assistant Professor): Neuropsychological changes in aging; aging processes; Alzheimer’s and other dementias

Juola, James (Professor, on phased retirement): Attention and perception; bimodal perception of auditory and visual events

Karpowitz, Dennis (Associate Professor and Associate Chair): Change processes; obesity and weight loss; developing self-control in children; positive marriage and family functioning

Kemper, Susan (Roy A. Roberts Distinguished Professor of Psychology and Gerontology): Life-span development of language processing; language ability as a predictor of later-life cognitive impairment

Kirk, Sarah (Director of the Psychological Clinic): Evidence-based treatment; quality improvement and assurance; resilience and coping

Landau, Mark (Assistant Professor): Terror management theory; language and metaphor

Little, Todd (Professor and director, quantitative area): Social development; structural equation modeling; developmental quantitative methods

Muehlenhard, Charlene (Professor): Sexual coercion; sexual consent; sexual communication; social construction of sex, gender, coercion and consent.

McCluskey-Fawcett, Kathleen (Professor): Impact of significant life events (e.g., sexual abuse, widowhood) on developmental outcome

Molina, Ludwin (Assistant Professor): Ethnic and national identity; political psychology; interracial climate and prejudice

Preacher, Kristopher (Assistant Professor): Multilevel, nonparametric, and mediation modeling

Pressman, Sarah (Assistant Professor): Role of positive emotions and social relationships in health outcomes; physiological processes; stress

Roberts, Michael (Professor and Director, Clinical Child Psychology Program): Psychotherapeutic outcomes; program evaluation; professional issues

Simpson, Greg (Professor and Chair): Visual word recognition; effects of context on lexical processing; word recognition as a function of writing system differences

Steele, Ric (Associate Professor): Promotion of physical and mental health of children; psychosocial and physical functioning in illness populations; treatment of childhood obesity
Vernberg, Eric (Professor and Director, Child and Family Services Clinic): Children’s response to violence and other traumatic events; interventions for promoting developmental trajectories for healthy self-regulation

Vitevitch, Michael (Associate Professor): Spoken word recognition; computational models of lexical representations

Wu, Wei (Assistant Professor): Regression analysis; multivariate methods; longitudinal modeling

Department Staff

Budget Officer (Jama Lickteig): Manages the department budget, payroll, and purchasing; assists faculty in travel reimbursement; manages Endowment accounts and administers grants; the current Budget Officer also serves as the office manager, and supervises the Scheduling Officer, the Graduate Officer, the Assistant to the Chair, and the Receptionist.

Scheduling Officer (Mary Strickell): Oversees scheduling of classes and room assignments; assists the Budget Officer in purchasing.

Graduate Officer (Cathy O’Keefe): Manages the graduate application process and assists students in negotiating the degree process, making sure that they understand College and University regulations and practices.

Assistant to the Chair (Cindy Sexton): Coordinates faculty recruitment; assists in the preparation of materials related to sabbatical leaves, the progress-toward-tenure review, promotion and tenure, and the annual merit evaluation process.

Receptionist (Janelle Szary): Receives visitors to the Psychology office; serves as the coordinator for SONA, the subject recruitment system.

IT Coordinator (Charlie Rigdon): Assists faculty, staff, and graduate students with computer issues – setup, troubleshooting, installations, web issues, and software development. The IT Coordinator is housed in the Department, and is assigned to Psychology, but reports directly to the College’s Director of Information Technology.

Advising Specialist (Heidi Waltz): For four years, we have had an on-site Advisor, who works with undergraduate majors (and aspiring majors) to advise them on curricular requirements of the College and the Department. The Advising Specialist also coordinates the annual recognition ceremony for graduating seniors. While housed in the Department, and assigned exclusively to Psychology, the Advising Specialist reports to the Assistant Dean for Student Academic Services in the College of Liberal Arts and Sciences.

Clinic Administrative Assistant (Bonnie Schafer): Assists the DCT and Clinic Director in managing scheduling and budgeting in the Psychological Clinic.

Clinic Administrative Assistant (Bethany Goodman): A half-time appointment to assist the Clinic Administrative Assistant in her duties. Serves as Clinic receptionist.
Degree Programs

As will be discussed in greater detail, we have several degree programs at the undergraduate level. Our main program is the BA/BGS in Psychology, which has approximately 1,100 majors or pre-majors. We also have a small BS program in Cognitive Psychology, that typically enrolls 20-30 majors. This program usually comprises a small self-selected group of highly talented students who intend to continue to graduate school in cognitive psychology or medical school. We also have a growing, BA/BGS program in Developmental Psychology at the Edwards Campus (KU’s regional campus in Overland Park, a Kansas City suburb). The Department recently began offering (or soon will offer) two minors. One is a minor in Psychology, with a broad psychology curriculum. In addition, we are home to an interdisciplinary minor in Social and Behavioral Science Methods (other contributing departments are Sociology, Political Science, and Communication Studies).

For many years, our graduate program consisted of three areas of emphasis: clinical, experimental, and social. Within the last 10 years, however, the cognitive and quantitative areas were created from the experimental program. About seven years ago, the serendipitous acquisition of four developmental psychologists led to the creation of a developmental emphasis. We now admit students with emphases in clinical, cognitive, developmental, quantitative, or social psychology. In addition, the Clinical Child Psychology Program is a freestanding graduate program whose faculty hold .5 appointments both in Psychology and Applied Behavioral Science. They have voting rights in our department, and share some curriculum with our Clinical program (though accredited separately by APA).

Department Governance

Chair: The Department chair carries out the daily management responsibilities typical of any academic department. The chair convenes department meetings (held on the second Monday of each month), and also convenes and chairs meetings of key department committees, particularly the Merit Evaluation and Promotion and Tenure committees (as outlined in the department bylaws, see Appendix C). The chair is responsible for the budget, and the allocation of space and other resources within the Department. He or she also makes salary recommendations for the faculty and staff to the College. The chair arrives at the recommendations following merit evaluation according to the Department Bylaws. The current Chair, Greg Simpson, is in the fourth year of his second five-year term, which will expire in June, 2010.

Associate Chair: The associate chair serves primarily as the Director of Undergraduate Studies. In this capacity, he or she ensures that instructors are in place for all required courses, and works with the Scheduling Officer on room and time assignments. The Associate Chair also coordinates the annual selection of GTAs for the teaching of several courses, particularly PSYC 104 (General Psychology). The current associate chair is Dennis Karpowitz (himself a former chair), who has served in the position since 1999. The associate chair also serves as the study abroad coordinator for the Department.

Board of Directors: The Board of Directors comprises the directors of the various graduate areas and the associate chair. This committee meets as needed to advise the chair on any Department-wide concern. In fact, because most decisions are made by consensus of the whole Department, this committee meets very infrequently. When it does meet, it is usually to discuss facilities (i.e., space).
Promotion and Tenure Committee: The Promotion and Tenure Committee is responsible for conducting the progress-toward-tenure (3rd year) review, and all tenure and/or promotion cases (there is no Department-wide discussion of promotion and tenure). The committee membership draws from all the substantive areas of the department, to be broadly representative. Only associate and full professors may serve on the Promotion and Tenure Committee. The committee makes a recommendation to the chair, who concurs or does not concur, and forwards the Department’s recommendation to the College Committee on Appointments, Promotion, and Tenure.

Merit Evaluation Committee: Each fall, this committee considers faculty applications for sabbatical leave, ranks the applicants, and conveys their recommendations to the College Committee on Sabbatical Leaves. In the spring is the annual performance evaluation for all faculty. The committee scores each faculty member on teaching, research, and service, from which a composite score is derived. Faculty are ranked (only the chair knows the names associated with the ranking), and performance categories much above expected performance, above expected performance, expected performance, below expected performance, and no merit are identified. These categories are used in the chair’s recommendation for merit salary increases. See Appendix C (department bylaws) for complete description of the merit evaluation procedures. This committee is constituted much as the Promotion and Tenure Committee (i.e., is representative of areas within the Department). In this case, however, faculty of any rank may serve.

Awards Committee: The Awards Committee considers applications or nominations for department-wide awards or scholarships. The committee also assesses graduate applications to recommend meritorious prospective students for Honors Fellowships and Diversity Fellowships.

UNDERGRADUATE PROGRAM

The Department prides itself on the success of its teaching at both the undergraduate and graduate levels. In addition to our classroom teaching, we take seriously our apprenticeship model of training for all students. At the graduate level, this model is common in psychology departments, but we have tried to extend it to undergraduate education as well, through our Orientation Seminar in Psychology (PSYC 102) required of all new students, our several laboratory courses in Experimental Psychology (6-hour courses associated with particular areas of psychology), Psi Chi and the Psychology Club, the Honors Program, the new minor in Social and Behavioral Sciences Methods (SBSM), and our Independent Study program, through which students gain hands-on research experience working with faculty and graduate students. Through these, we try to avail all interested students of one-on-one training opportunities. Materials related to the undergraduate programs (brochures, advising guides, etc., are available in Appendix D). Data collected by the Office of Institutional Research and Planning indicate that student satisfaction with their training in Psychology is high (see Appendix E for data gathered in 2005), and above the University average on nearly all dimensions.

BA/BGS in Psychology

This is among the most popular major programs in the University (currently enrolling approximately 1,100 students). Since psychology is a very broad discipline, students are required to sample from the main areas of the field. They are also given the opportunity to take a series of courses, expanding on the core areas, which will provide
an emphasis in their training (see Appendix D). The BA/BGS major in Psychology requires that students complete 37 hours in the department. These hours include:

**Introductory courses**
PSYC 102, Orientation Seminar in Psychology (a 1-credit online course).
PSYC 104/105, General Psychology (3 credits). *Note that in this and other courses, the higher number following the slash indicates an Honors section of the designated course.*

**Research methods courses**
PSYC 300/301, Statistical Methods in Psychology (3 credits)
PSYC 310, Research Methods in Psychology (3 credits) *Note that students may instead take one of the 6-hr Experimental Psychology courses (618, 620, 622, 624, 626)*

**Core content courses**
PSYC 318/319, Cognitive Psychology (3 credits)
PSYC 333/334, Child Psychology (3 credits)
PSYC 350/351, Abnormal Psychology (3 credits)
PSYC 360/361, Social Psychology (3 credits)
PSYC 370/371, Brain and Behavior or PSYC 380/381, Brain and Pathology (3 credits)

Electives (at least 12 credits)
Minimum Total = 37 Credit Hours

Because of the popularity of the Psychology Major, and because many of our courses provide a service for other units (e.g., many Business students take Social Psychology, and Education students take Child or Cognitive Psychology), many of our classes are quite large. This restricts somewhat how we are able to teach them, but many of our faculty have been very creative in “shrinking” their classes, and including writing components even in classes of over 200 students. The following table shows Spring and Fall enrollments in our required courses over the past five years. A more thorough treatment of enrollment, majors, faculty workload, etc. is presented in the summary provided by the Office of Institutional Research and Planning (available in Appendix F).

**Table 1**

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Admission to the Major

In 1999, the Department developed an admission process to the major, to address the very large numbers of students wishing to major in psychology. In order to be admitted to the major, students must meet these criteria:

- Must have completed at least 30 semester hours of college course work.
- Must have completed at least one semester (9 hours) of courses at KU.
- Must have an overall GPA of at least 2.00.
- Must have satisfactorily completed PSYC 102.
- Must have completed PSYC 104, PSYC 300 or 310, and at least one but not more than three of the psychology core courses (318, 333, 350, 360, 370, 380), or their equivalents.
- Must have a GPA of 2.50 based on grades in PSYC 104, PSYC 300 or 310, and all of the psychology core courses (318, 333, 350, 360, 370, 380 or their equivalents) completed at the time of applying. If a student has taken both PSYC 300 and PSYC 310, both will be computed in the GPA.

The initiation of entrance requirements initially led to a decrease in the number of majors. Nevertheless, Psychology still has one of the highest student/FTE faculty ratios in the College (30 declared majors and premajors per faculty member). The restricted admission is somewhat controversial among departments in the Social Sciences (only a few departments restrict admission to the major). There is a fear that other departments will be inundated with Psychology’s rejected aspirants. However, our data indicate that 98% of those who apply to the major are ultimately accepted. The greatest effect of the admission process has been to improve the preparation of students for the major, particularly for the more advanced courses.

B.S. in Cognitive Psychology

The Department also offers a B.S. degree in Cognitive Psychology. As mentioned above, this program enrolls a relatively small number of majors (there are currently 36 majors and premajors in the program), but they tend to be very talented (the average ACT of the current group is 27.1; for our general BA/BGS students, the average ACT score is 23.8). This major requires that students take a minimum of 12 hours in Mathematics, at least 6 of which must be calculus or calculus-based; a minimum of 9 hours in Computer Science; a minimum of 12 hours of specialized courses in areas of cognitive psychology; a minimum of 9 hours in research methods (not including PSYC 300), consisting of PSYC 310 (Research Methods in Psychology) and either PSYC 618, Experimental Psychology: Human Learning and Memory or PSYC 620, Experimental Psychology: Sensation, Perception, and Cognition; a minimum of 9 hours of quantitative psychology; and PSYC 480, Independent Study. A complete list of the courses available for this major may be found at http://www.psych.ku.edu/psych_programs/cognitive_undergraduate.shtml.

BA/BGS in Developmental Psychology (Edwards Campus)

In 2006, we began offering a BA/BGS program in Developmental Psychology at the KU Edwards Campus in Overland Park. It currently enrolls 60 majors and premajors. This program “provides students with knowledge and skills about developmental processes that directly apply to a wide range of careers in areas such as child care,
education, nursing, or other health services related to pediatric or elderly populations.”
As such, the program contributes to the University goal of providing service to the state of Kansas through its academic programs. It is intended primarily for students entering with an Associates degree (most are from Johnson County Community College), and requires 30 hours of junior-senior level courses. These include 9 hours of foundation courses: PSYC 300, Statistics in Psychological Research; PSYC 310, Research Methods in Psychology; and PSYC 333, Child Psychology. Also required are two further courses in human development, PSYC 430 Cognitive Development; and PSYC 435, Social and Personality Development. Students are then required to complete at least 9 hours of more advanced courses in development (a complete listing of these courses along with the full description of the program may be found at http://edwardscampus.ku.edu/prospective/undergraduate/developmental_psychology.shtml). Finally, students must take at least 6 elective hours in psychology outside of human development.

Minor in Psychology

Currently under review by the College, we anticipate beginning to offer a minor in Psychology in the Fall 2009. The minor will consist of 18 hours in Psychology, including: PSYC 102, Orientation Seminar in Psychology; PSYC 104, General Psychology; Psychology Electives (2 elective courses must be from among the core courses required for the major – PSYC 318, 333, 350, 360, and 370 or 380). Elective courses may include any undergraduate courses offered by the department including PSYC 480, Independent Study; PSYC 481, Research Practicum; and PSYC 483, Undergraduate Internship in Psychology. A maximum of 3 hours of PSYC 480, 3 hours of 481, and 3 hours of 483 may count toward the minor. Students must fill out a minor declaration form after completing PSYC 102 and 104, complete the minor with a 2.0 psychology GPA or above, obtain a Minor Certification Sheet from our department advising specialist and meet with a department faculty member for review.

Minor in Social and Behavioral Sciences Methods

In 2006, an interdisciplinary minor in Social and Behavioral Sciences Methods (SBSM) was developed. This minor involves faculty and students in several other Social Science departments, including Sociology, Political Science, Public Administration, and Communication Studies. At the present time, however, Psychology is the primary home of the minor, with most courses outside of Psychology still in development. The minor provides undergraduate students with a broad and coordinated platform for graduate-level training in research methodology and practical research experience. Students receive advanced training in quantitative methods as applied in the behavioral and social sciences. Students choosing to minor in SBSM must have completed a course in elementary statistics (in any of the participating departments) before qualifying for the minor. Students must complete 18 hours of coursework and research experience. These hours include a yearlong sequence in the fundamentals of statistical analysis (PSYC 650 and 651), at least 3 hours of directed research (e.g., PSYC 480, Independent Study), and at least one additional graduate-level course on a more specialized methodology topic. A complete description of the minor is available at: http://www.quant.ku.edu/program/ug_minor.html

GRADUATE PROGRAM

The Department accepts graduate students into five content areas. We accept only Ph.D. students – we have no terminal M.A. program. Our five graduate training areas
attract highly qualified students. Both our clinical program and the Clinical Child Program are listed among U.S. News and World Report’s top 25 graduate programs in clinical psychology (public and private). We follow an intensive apprenticeship model, in which students are mentored thoroughly throughout their development as independent scholars, with the expectation of continuous involvement in research. The success of this model is apparent in the research productivity of our students, and in the high rate of placement of our students in academic positions, or the equivalent for clinical students (see Appendix G for statistics on incoming students and placements of recent graduates).

We mentor students in teaching as well as research: All students who teach a course on their own are required to take a two-semester sequence in Teaching of Psychology (PSYC 981). We have been successful at attracting outstanding women scholars to our department, so our students are exposed to excellent female role models in teaching and scholarship. In order to prepare students for life after graduate school, John Colombo and Greg Simpson (alone or together) annually make a presentation to advanced graduate students, “Getting (and Keeping) an Academic Job.” The presentation focuses on understanding the missions of different types of academic institutions, their expectations, and how to adapt to them in the application process. We also discuss the interview, negotiations, the promotion and tenure process, etc. Students have indicated that they find this presentation very enlightening and helpful. Data collected by the University (Academic Information Management System) indicate that student satisfaction with their graduate training in our department exceeds that of the University average (see Appendix H for a summary of the survey data).

The graduate areas accept students separately, and have designed curricula suited to their students. The only courses required of all graduate students are PSYC 790 and 791, Statistical Methods in Psychology I and II. Following is a description of each of the areas in which we accept and train graduate students.

Clinical

The clinical program has been continuously accredited by the APA since 1953. There are two “tracks” within the program (General and Clinical Health), and three main administrative roles. The Director of Clinical Training (Ray Higgins) administers the General Program and oversees both the Clinical Health Specialty Coordinator (Nancy Hamilton) and the Director of the program’s practicum training facility, the KU Psychological Clinic (Sarah Kirk). The Clinic Director, in turn, supervises one full-time and one half-time clinic office staff, a student Clinic Systems Coordinator, two part-time lecturers who supervise students doing practica within the KU Psychological Clinic, and five part-time lecturer positions within the KU Medical Center. These latter individuals teach clinical-health related courses and serve as practicum supervisors for Clinical Health Specialty students at the Medical Center. The program recently has sought to enroll approximately 5-7 new students each year, typically leading to a total group of from 45 to 55 matriculating students. As of the fall 2008 semester, the program has a total of 49 matriculated students: 42 pre-internship, 6 on internship, 1 ABD.

Educational Philosophy and Training Model

The program identifies with the scientist-practitioner model. In concert with the Policy Statement of the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology (Belar & Perry, 1992, American Psychologist), we believe the optimal education of clinical psychologists requires systematic exposure to and training in both the academic/research and clinical/applied
areas of the profession. Our curriculum provides a balanced integration of both areas. At graduation, our students are competent to work in academic, research, or practice settings. Our objective is graduates with the ability to engage competently and ethically in research and to adopt research- and evidence-based orientations to clinical practice.

To promote the development and integration of these skills, our faculty closely mentor, teach, supervise, and act as models in order to promote the incremental and cumulative development of the knowledge, identity, and skills that define clinical psychology. The program adheres to a mentorship model in which students work closely with faculty as junior colleagues, increasing in responsibility, ability, and autonomy over time. Our curriculum and sequenced training experiences are designed first to provide students with the tools and methodologies of the profession and then, through intensive mentoring and supervision, to expose them to graduated opportunities to use, consolidate, and expand their skills while developing a positive professional identity. The program believes a supportive and collegial environment is essential for the full expression of students’ potential, and we actively nurture such an atmosphere by treating one another and our students with consideration, respect, and a cooperative spirit. An essential part of this atmosphere has been the program’s embrace of an attitude of respect, tolerance and sensitivity to issues related to racial, cultural, sexual, and individual diversity.

Practicum Sites and Practicum Training

The program’s basic practicum requirements involve enrollment in 15 credit hours across 5 (typically contiguous) semesters. Students also must accumulate a minimum of 275 direct, face-to-face client contact hours. Practicum students develop skills in scholarly inquiry by utilizing research and empirical literature to inform their clinical practice, and engage in assessment, therapy, and consultation with physicians, nurses, allied health professionals, and social service agencies under the supervision of licensed psychologists.

The total supervised hours our students have reported on internship applications over the past eight years range from 751 to 3411. Our internship placement rate suggests that we prepare our students well. Of 62 students who have applied for internship during the past eight years, 59 have matched on their first application. The remaining 3 matched on their second application. All have matched with APA approved internships.

The Clinic is housed on the third floor of Fraser Hall, making it convenient for students to see clients within their coursework and research schedules. The Clinic serves the Lawrence area as well as KU students, faculty, and staff. Its clientele includes a diverse array of children, adolescents, adults, couples and families, and it offers a wide range of services (see Appendix I for the Clinic Brochure). The program’s focus in recent years has increasingly been on training empirically supported treatments and evidence-based practice. Students are trained in the benefit of outcome assessment with individual clients and exposed to quality assurance and improvement approaches on a clinic-wide basis. They are given aggregate data reports each semester. Clinic services are fee-for-service, based on a sliding scale for community and non-student consumers. University students pay a set rate.

Third-year students in the Health Specialty participate in required Health practica at the KU Medical Center. Practicum rotations there include behavioral pediatrics, telemedicine, rehabilitation medicine, and pain management. Health track students spend at least two full semesters in practicum at KUMC.
Clinical Child Psychology Program

The Clinical Child Psychology Program (CCPP) follows the scientist-practitioner model leading to the Ph.D. in Clinical Child Psychology (its own degree title from the Board of Regents). The CCPP is an interdepartmental initiative jointly affiliated with the Department of Psychology and Department of Applied Behavioral Science (formerly Human Development and Family Life). In July, 2008, the Commission on Accreditation of the American Psychological Association granted the KU Clinical Child Psychology Program seven (7) years accreditation. The accreditation self-study and site visit constituted the independent program review within the College in 2008. The program’s accreditation is in the area of Clinical Psychology (with a Child Emphasis) and is independent from the Clinical Psychology Program in the Department of Psychology. The Training Director reports directly to the College Dean’s office, while faculty appointments are maintained with the two departments.

The CCPP includes a core faculty of 5 with specialty interests in clinical child and pediatric psychology plus one part-time clinical supervisor. The CCPP has its own budget responsibility and allocation of resources (e.g., operating expenses, GTA lines) distinct from the two departments. To fulfill its training needs, the CCPP draws on expertise of colleagues in Psychology, Applied Behavioral Science, and Psychology and Research in Education as well as useful liaisons with psychologists and allied staff at KU Medical Center, Children’s Mercy Hospital, Lawrence Public Schools, and Bert Nash Mental Health Center.

Managing its own application process, the CCPP receives over 100 applications per year from which 3-7 applicants are selected based on availability of research supervisors and student funding. There are currently 26 students with a total of 31 graduates in last 5 years. As one of a select few clinical programs in the country specializing in children, adolescents, and families, students in the CCPP receive training from a core faculty with interests specific to developmental issues in psychology and benefit from diverse clinical and research opportunities with youth and families. The students and faculty are highly productive in scholarship. The program hosts the Kansas Conference in Clinical Child and Adolescent Psychology, a biennial meeting co-sponsored with organizations in the field drawing 300 participants from around the world. The CCPP has been recognized for excellence in training and education of professional psychology including the 2006 Award for Distinguished Contributions for the Education and Training of Child and Adolescent Mental Health Psychologists from APA and the 2005 Outstanding Training Program in Clinical Child and Adolescent Psychology from the Society of Clinical Child and Adolescent Psychology, Division 53 of APA.

The CCPP’s policies and other useful information are contained (and updated regularly) in the Training Manual provided annually to each student with updates when policies are adopted or modified, and on the CCPP website (www.ku.edu/~clchild). The faculty contributes to the undergraduate teaching mission by teaching a range of courses originated by the departments or developed by the CCPP faculty over the years (Child Psychology; Psychology of Adolescence, Developmental Psychopathology, Applied Developmental Psychology, Advanced Child Behavior and Development). These typically emphasize pedagogical goals of smaller enrollments for improved interactions, activities to develop critical thinking, and writing assignments to foster communication skills. Recently, the CCPP developed a minor curriculum in Applied Child and Adolescent Psychology for undergraduates in both its departments. Additionally, faculty
provide extensive research experiences for undergraduates in their laboratories on the graduate research teams and by honors theses.

Long term plans:

One assistant professor with expertise in developmental psychopathology will be leaving the CCPP for personal reasons at the end of the spring, 2009. The CCPP hopes to be able to replace her contributions in research, teaching, and clinical supervision with a similar expertise in the very near future. In August, 2008, the CCPP started a search for an assistant professor with credentials in clinical neuroscience and clinical child psychology. Due to budget constraints, the search was closed in late November. The CCPP hopes to re-activate this search to gain the special area of research and teaching such an expert would bring. If ever given an additional choice of a topic area to bring the program faculty to a planned size of seven, the CCPP would like to have an expert in psychotherapy outcomes research in the specialty to develop clinical trials.

Cognitive

The cognitive psychology area grew from the experimental psychology program in 1999, following the division of that program into quantitative and cognitive components. Historically, the area had an emphasis on psycholinguistics. However, over the past ten years, because of a number of unanticipated events (several unplanned hiring opportunities as well as losses and retirements), the research portfolio of this group is considerably more diverse, with faculty working in perception and attention, memory, language, and cognitive development.

An internal program review conducted by the area in 2006 identified an overarching theme and three sub-themes to plan for future growth. Our plan to move this area in the direction of Applied Cognitive Neuroscience reflects three basic tenets. First, we study basic theoretical questions of cognition. Second, we study the seat of cognition using tools designed for that purpose. Third, the products of our work have important applications across a variety of human experience. In the future, we will seek faculty whose program of research and teaching will influence societal change in areas such as education, technology, decision-making, economics, law, and government. The sub-themes are:

**Life Span Cognitive Neuroscience:** The study of issues in cognition across the life span using a variety of techniques and tools, including, but not exclusively, those found in cognitive neuroscience.

**Language and Learning:** The study of language, its development, and the underlying learning processes for all cognitive functions

**Technology and Applied Cognition:** Research on basic cognitive processes that contributes to theory as well as having an immediate applied focus.

This approach provides guidance for hiring plans and funding opportunities by summarizing our current strengths and weaknesses. One advantage of this approach is to encourage connections across themes and suggest work on common problems. The themes can also point to collaborators. Collaborators are faculty within Psychology and across the University that do work related to these themes and can provide cross-disciplinary partnerships for seeking funding.
Graduate Training in Cognitive Psychology

The doctoral program typically admits about three to four students per year. The training program follows a mentorship model in which students work with their advisors to develop a program of training and research that will lead to timely completion of the degree with a record of academic achievement that will make them competitive for jobs of their choosing. Training concentrates on preparing academic researchers, though some students choose a more teaching-based training model. The curriculum was redesigned in 2000 to more broadly expose students to cross-disiplinary coursework. Students must take breadth and depth courses outside of the cognitive program in areas of their choosing, to prepare them to interact with faculty outside of their discipline and to develop an area of expertise that will distinguish them on the job market. Students often seek advanced training in quantitative psychology and neuroscience, but other specialties have included depth in their primary area (such as language) achieved by training outside of psychology (such as in Linguistics). The average time to degree is approximately six years. In the last five years, we have had fourteen Ph.D. graduates.

Developmental

Continuing a long and prominent tradition of developmental science at the University of Kansas, the developmental psychology area supports and promotes training and research on developmental phenomena across the lifespan. Developmental psychology is best characterized as an approach rather than a topic; developmental work is concerned with the full range of psychological phenomena and is unified by a focus on change over time. We use rigorous research and quantitative methods to study issues in typical and atypical development that have major implications for societal problems. Because developmental change typically stems from multiple causal factors operating at different levels of analysis (from genes to families to culture), developmental science is broad and collaborative in nature. Thus, many of the faculty in the developmental program are affiliated with more than one entity on campus, and all are affiliated with other areas within Psychology.

The program began in 2005, after the Psychology department had acquired a critical mass of developmental scientists following new faculty hires and a reorganization of the former Department of Human Development and Family Life (now Applied Behavioral Science). At that time, many productive and internationally visible scholars interested in development could be found across a number of different university units, but there was no organized focus for developmental work on campus. The developmental psychology program was therefore established to serve as the hub of research and training in developmental science at KU. One distinctive feature of the program is that it provides points of connection between Psychology and a wide array of other academic units or programs such as the Life Span Institute, Speech and Hearing Sciences, the School of Education, Clinical Child Psychology, Child Language, Gerontology, and Neuroscience. As such, the program facilitates interdisciplinary scholarship and collaboration on campus. Another unique feature is our strong methodological emphasis. As we see it, substantive questions about development often go hand-in-hand with statistical innovations for addressing them. Many of the cutting-edge statistical techniques that are being investigated in the quantitative program have been developed to address questions about change over time. Therefore, the developmental program has especially close ties with the quantitative psychologists in the department.

Area faculty contribute to the overall teaching mission of the Psychology Department by offering a number of courses in developmental science and child psychology that would not otherwise be a part of the curriculum. At the undergraduate
level these courses include Cognitive Development, Social and Personality Development, Language Development, Evolutionary Psychology, and Memory and Eyewitness Testimony in Children. At the graduate level, these include Cognitive Development, Social Development, Developmental Theory, and Longitudinal Modeling. In addition, we also serve greater Kansas City community with an undergraduate program in Developmental Psychology at the KU Edwards Campus.

**Graduate Training in Developmental Psychology**

Training in developmental psychology provides students with multidisciplinary exposure and experiences that will prepare them to conduct cutting-edge research on developmental phenomena across the life span. The training program follows a junior colleague model, under which each student’s faculty mentor advises the student in research, curriculum planning, and career and professional development, facilitates the student’s access to university resources necessary for degree-related work, and models ethical integrity. The program allows for a number of concentrations, including cognitive, social, evolutionary, language, and quantitative. Students work with their faculty mentor to customize a concentration that best suits the needs of the student and the expertise of the available faculty. The program is appropriate for students who wish to be trained in the context of the traditional divisions of psychology (e.g., cognitive-developmental, social-developmental, quantitative-developmental) as well as those whose interests may not fall squarely within traditional divisions of psychology. In addition to formal coursework on research methods, statistics and the major substantive areas of the field, students are required to conduct research throughout their tenure in the program, and are expected to develop an original and independent research program as they move toward the completion of the degree. Students are also provided access to training opportunities in grantsmanship, university-level teaching, and professional presentation skills. A major strength of our training program is its methodological focus and close ties to the quantitative training program.

**Service Courses to Other Programs**

Faculty in developmental psychology also provide the sole offerings of several service courses for other units in the university. For instance, Child Psychology and Cognitive Development (undergraduate) fulfill requirements for several undergraduate programs, such as pre-nursing, Human Biology, and Community Health. Furthermore, several of our graduate courses (i.e., Social Development, Cognitive Development, Developmental Theory and Longitudinal Modeling) fulfill curricular requirements for other doctoral programs, including Clinical Child Psychology, Child Language, Speech-Language-Hearing, and Counseling Psychology. However, only two of the seven faculty with developmental interests (Drs. Greenhoot and Hawley) have “standard” 1.0 appointments in Psychology. As a result, it has been a challenge to offer the developmental courses for the undergraduate curriculum, the courses for our own graduate program, the service courses for other programs, and the undergraduate courses for the Developmental Psychology major at the Edwards Campus as frequently as desired.

**Quantitative**

The quantitative training program provides training in best-practice applications of the scientific method, the cornerstone of the department’s mission. Knowing how to logically design a research study and properly analyze the gathered data are two of the most critical knowledge tools a researcher can acquire. To this end, the quantitative program is dedicated to the mission of providing undergraduate students, graduate students, and established researchers with training in state-of-the-science methodology and data analysis. Beyond this training mission, we are also dedicated to improving the
quality of scientific inference by developing and disseminating advances in quantitative methodology and to providing best-practice consultation to members of the department, the college, and the university. We have a well-subscribed quantitative minor for graduate students across the department, an open enrollment policy for graduate students across the college and university, a new and growing undergraduate minor in quantitative methods, a well-established summer institute training program, and a rich, educationally oriented web presence (www.Quant.KU.edu).

The area has grown rapidly in recent years. Of the four faculty in the quantitative area, three are in their first three years at KU, and two are new assistant professors this year. Starting next year, we will be able to offer the required service courses regularly enough to keep up with the training needs of the two minors and our incoming students. However, we are deficient in our ability to offer advanced courses for our graduate students and we do not have the faculty expertise or availability to cover important areas of quantitative methods (e.g., Bayesian Statistics, Modern Missing Data Estimation, Social Network Analysis, Meta-Analysis, Item Response Theory, Mathematical Modeling, Dyadic and Interdependent Data Analysis, Methods for Analyzing Neuroimaging Data). In addition to these deficiencies in course content coverage, our established faculty are over-subscribed when it comes to consultation and collaboration with other faculty and students at KU. A strong and service-oriented quantitative training program brings added value to the university community by providing an integrated and high-caliber training curriculum and a community of specialists who share in the program’s missions. Our ability to sustain our current capabilities rests in the department’s and College’s continued support.

Graduate Training

We train graduate students as quantitative specialists who can interface quantitative methods with substantive issues across the behavioral and social sciences. All of our students develop a substantial background in quantitative methods. Some of pursue more in-depth training in quantitative content areas, and others pursue complementary expertise in a nonquantitative content area (e.g., clinical, cognitive, developmental, health, social). The exact nature of a student’s nonquantitative focus depends on the interests and goals of the student and his or her faculty mentor(s). Our students often have co-mentors, which is also indicative of the highly collaborative nature of our program’s faculty. Our curriculum requirements are very flexible, allowing our students to tailor their education to their post-graduate goals, including the possibility of a dual-degree focus.

Graduate Minor in Quantitative Methods

In addition to our regular quantitative graduate training program, we offer a quantitative minor for the graduate students of the other programs. The graduate minor in quantitative methods involves the completion of 6 graduate-level quantitative courses, including the required 1st year graduate statistics courses that all students in the department of psychology are required to take.

Open enrollment policy

Quantitative offerings are open to all members of the university community. We regularly train students from across the college (from Fine Arts to Biology), and the university (e.g., Social Welfare, Business, Education). Our offerings continue to gain in popularity. Last semester, for example, the SEM I course had 48 enrolled students (and 3 auditors). With the recent ability to offer weekly lab sections and assign GTA’s to cover
them (as well as hold office hours) the burden on faculty has not been onerous but it does add significantly to the time demands associated with teaching. In the future, we hope to bring down the per-class enrollment to a more manageable 20-25 per course by offering more sections of the highly enrolled courses. Before the open-enrollment policy was instituted, courses were routinely capped at approximately 10 students and psychology students were given priority.

**Summer Institute Training**

Six years ago we started a summer institute training program in advanced quantitative methods to provide training opportunities for graduate students, post-docs, and established researchers who otherwise do not have access to such training. The first year we taught a week-long introductory SEM course to 14 attendees. Last year we offered five week-long intensive courses that were attended by over 80 individuals from 6 different countries. In summer 2009, we are adding a sixth course on social network analysis taught by Tom Snijders (a preeminent expert on the topic). Students and faculty from KU also attend these courses, particularly the topics that are not offered by our program (e.g., meta-analysis, IRT) or when schedules preclude regular attendance.

**Social**

The social psychology program is designed as an intensive research training experience for graduate students who are committed to empirical, scholarly work. The program takes pride in its “Heiderian” history: APA Distinguished Scientific Contribution Award winner Fritz Heider was on the faculty until 1966 and lived in Lawrence until his death in 1988. The program is also founded in the tradition of “ecological psychology” developed at KU by Roger Barker (another APA DSC winner), Paul Gump, and others.

The major research interests of current faculty members include intergroup relations (stereotyping, prejudice, ingroup bias), interpersonal relationships (close relationships, attachment, cultural constructions of relationships, social competence in peer groups), and intrapersonal processes (emotion and motivation).

**Graduate Training**

In addition to coursework, the central requirement of the program is “continuous involvement in research.” Students work closely with a primary advisor, but are also encouraged to work with at least one additional faculty member during their career. Specific course requirement are few; instead, students are guided by individually tailored plans called “contracts.” These describe sequences of learning experiences developed by the student and a three-member faculty committee. Beginning students are urged to enroll in basic courses in theory and research in social psychology and statistics. Students in their first year typically enroll in a 2-semester “core” sequence in social psychology (Advanced Social Psychology I and II, which cover “classics” and “modern issues” in the field, respectively), two semesters of statistics, and 2 semesters of Methods courses. Subsequent years of study typically include additional statistics training and advanced seminars in Social Psychology, other areas of psychology, or other departments. The contract specifies course work, students’ long-range goals, specialties, other fields of psychology or related disciplines in which they will become proficient, plans for meeting the research skills requirement, proposed sequence of coursework, research and teaching experiences they hope to obtain, plans for meeting M.A., comprehensives, and dissertation landmarks, and an approximate timetable. Details of the contracts can be changed by agreement of the student and faculty committee. The contract is a general framework that permits students’ graduate work to be adapted to their interests and
abilities and provides a standard against which progress can be assessed. Student contracts must specify how the Graduate School “foreign language or research skills” requirement is to be met (typically by taking six graduate statistics and research design classes), and must comply with other departmental and Graduate School rules including residence and time limits.

Another key component of program training is participation in a weekly Social Proseminar, where students, faculty, and outside visitors present their research. Students are encouraged to give at least one research talk a year in this setting, and to attend all sessions.

Additional Departmental Contributions to the Teaching Mission

In addition to dedication to excellent teaching in the discipline, the faculty in the Department take the University’s Goals of General Education very seriously (see Appendix J). Three retreats or organizational meetings have been held in the last five years (with another anticipated in the spring of 2009), focusing partly on improving the quality of experience for undergraduate students, and seeing that the Department’s curriculum supports the University’s goals. Below is a description of some of the initiatives that have come out of these retreats. In addition, the list below includes other contributions by Psychology faculty to the teaching mission of the University.

- To ensure that our students are exposed to all of the main areas within the discipline, we require that students complete all five of the core content areas. Until 2006, students were allowed to select four of the five. Many students chose not to take the neuroscience-oriented courses (370 or 380), thereby failing to expose themselves to the most rapidly growing area of the field.

- We have had many requests in past years from students in other majors who desire increased exposure to psychology in support of their major fields of study. We have responded to these requests by developing the aforementioned Psychology Minor.

- We want to increase the opportunities for students to engage in faculty-supervised research. Toward this end, we expanded the number of our 6-hour Experimental Psychology courses. These writing-intensive electives typically enroll no more than 15 students, and provide an intensive, hands-on introduction to the research process (students taking one of these courses are absolved of the requirement to take PSYC 310, Research Methods in Psychology). There are now five such courses, Experimental Psychology:..., in the areas of Human Learning and Memory, Perception and Cognition, Social Processes, Clinical Psychology, and Cognitive Neuroscience.

- In 2007, we used the Department’s allocation of Instructional Technology funds from the College (supplemented generously with additional College funds) to create a teaching lab for the use of aforementioned Experimental Psychology classes. A set of Biopac modules for a variety of procedures in psychophysiology (heart and breathing rate, electrodermal measurement, EEG, EMG, EOG, etc.) were purchased, and used for the first time in the Fall of 2008 for the Experimental Psychology: Cognitive Neuroscience course. It is anticipated that once we can find a permanent home for this equipment, it will be available for several other classes, as well as student and faculty research.
• Also to allow greater undergraduate research opportunity, we encourage students to enroll in PSYC 480, Independent Study, or PSYC 481, Research Practicum, which normally consist of helping a faculty member and his or her graduate students with their research. Students get experience with research preparation, data collection and analysis, and in some cases, manuscript or presentation preparation. Three hours of Independent Study or Research Practicum may be counted toward the 37 required hours for the major. More may be taken, and the additional hours may count toward the total hours required by the College for graduation. Over the last five years, we have averaged 157 students each semester involved in supervised research.

• To promote better understanding of social science methods, and in support of the “culture of evidence” in which we are trying to train students, we joined with several other departments in the formation of the Social and Behavioral Sciences Methods Minor.

• In order to provide more service-learning opportunities, we implemented in 2006 a new course, PSYC 483, Undergraduate Internship in Psychology. This course is open to seniors and is intended to bridge in-class academic experience with real-life work settings that might be typical of the student’s interests or career plans. Students create a contract that identifies the internship site and the activities that will be carried out, and how the internship fits the student’s professional goals. The contract is signed by the student, a representative of the host site, and the Director of Undergraduate Studies. Some internships are developed in cooperation with sites such as Osawatomie State Hospital, Rainbow Health Facility, Internships Abroad, and Eli Lilly Company, but most are developed through the arrangement of the student with a specific agency or business. Twelve students have completed internship to date. One, who plans to go to graduate school in clinical psychology, fulfilled an internship with Headquarters, a local crisis hot line and walk-in counseling service. A second student, studying abroad in London, interned at a London child development center. A third, who is interested in a career in organizational psychology, is now interning at the U. S. Postal service.

• Several faculty have worked with Dan Bernstein (Director of the Center for Teaching Excellence whose academic appointment is in our department) to develop an e-portfolio system by which students will be able to track their academic progress. Psychology is serving as a pilot department for this initiative.

• In order better to prepare students and aspiring students for study in our major (and the field in general), Paul Atchley designed an online course, PSYC 102, Orientation Seminar in Psychology. This course provides an overview of the Psychology major at KU, and also of the discipline of psychology more broadly. It helps students develop an understanding of opportunities in psychology at the University, explore service-learning options related to the major, and helps them plan goals for their education through an understanding of their personal values and options within and outside the discipline. It is in this course that students begin to keep an e-portfolio tracking their progress in the program (a template for such a portfolio is presented in Appendix K). In addition to regular degree-seeking students, the course accepts non-degree-seeking and non-KU students through KU Continuing Education. Graded on a satisfactory/unsatisfactory basis.

• With the help of the College, we have improved our undergraduate advising with the hiring of a full-time Advising Specialist (Heidi Waltz). The Advising
Specialist helps majors and premajors with College and Department requirements. This allows the faculty to spend more of their time advising majors in a more focused, discipline-specific way.

- We volunteered to be one of the pilot departments for the Provost’s Project on Unit-level Learning, at both the undergraduate and graduate levels. Several faculty (Drs. Omri Gillath, Nancy Hamilton, Paul Atchley, and Dan Bernstein) have been meeting for two years to recommend means of defining and operationalizing undergraduate learning goals, evaluating how individual courses address those goals, and developing a platform (i.e., the student portfolios) to record and evaluate students’ progress in achieving the goals. Our faculty have presented the fruits of their labors thus far at the University’s annual Teaching Summit. As the work is completed, they will present the results of their discussions, and their recommendations, at a retreat later this spring.

- Psychology is also one of the pilot departments for the Provost’s Project at the graduate level. This committee (Susan Kemper, Rick Ingram, and Mike Vitevitch) has made recommendations to the Department for goals and assessment of performance on graduate education milestones (e.g., oral comprehensive exams, the written dissertation, the dissertation defense).

- To address widespread dissatisfaction (across the University) with the existing teaching-evaluation instrument, two of our faculty (Dan Bernstein and Todd Little) took the lead in developing a new instrument. The resulting survey is now being used widely across the University, and has been adopted by the College for all Liberal Arts and Sciences departments.

- Two of our faculty (Dan Bernstein and Greg Simpson) served on the Teaching and Learning section of Initiative 2015, the Chancellor’s University-wide strategic-planning initiative. This task force comprised 21 faculty and staff from the Lawrence campus, as well as the Kansas City and Wichita Medical campuses. The committee met for two months to develop a set of recommendations to the Chancellor concerning expectations for incoming students, defining and documenting learner outcomes, and enhancing the educational experience. Greg Simpson served as the co-chair of this committee.

**PLANNING FOR THE FUTURE**

We believe Psychology is a strong department, and reflects well on the University in its teaching, scholarship, and service. Our faculty is productive, we train and place students well, and we are constantly looking for ways to improve the preparation of our undergraduates, whether or not they choose to continue in psychology. The Department will continue to evaluate its progress in teaching and research. We will have a retreat in the spring of 2009 to discuss the outcome of the work of Drs. Paul Atchley, Bernstein, Gillath, and Hamilton concerning assessing learning outcomes.

**Departmental Needs**

**Faculty Recruitment**

Given the difficult economy, and its impact on the recruitment of new faculty, the Department has been very fortunate: We hired three new faculty in each of the last two years. We were not approved for recruitment this year, and frankly, our facilities would not be able to sustain such a recruitment rate for another year. Naturally, however, we do
have faculty needs for the future. We see two overarching needs for enhancement of our faculty, and these will influence our recruitment proposals in the future. These are areas that reflect the current directions of the field. The first of these is to increase our focus on cognitive and behavioral neuroscience. Several of our recent hires, (Omri Gillath, Nancy Hamilton, David Johnson, and Sarah Pressman) include neuroscience approaches in their research programs; Gillath and Johnson have some experience in neuroimaging. The research programs of John Colombo and Susan Kemper have also moved in the direction of neuroscience approaches. However, we need to expand the departmental research portfolio, and our training opportunities, by recruiting dedicated neuroscientists. A second goal is to recruit faculty who are engaged in translational research. Some of our faculty (e.g., John Colombo, Nancy Hamilton, and Steve Ilardi) have research programs in which their basic research also has a component of direct application, and several others have research programs with an applied aspect (e.g., David Johnson and Susan Kemper). This too, however, is a direction in which the field as a whole is moving, and we must take this seriously if we are to continue to be competitive for funding and the recruitment of excellent faculty and graduate students. We are hopeful that, with the change in Presidential administration, science will be better recognized for its role in affecting lives. We anticipate, however, that attention (and funding) will continue to emphasize these themes of neuroscience and translational research. It is our intent to build our strengths in these areas. In Spring, 2008, the Department arrived at the following priorities for three distinct needs:

**Anxiety Disorders:** Among our strengths in clinical psychology is training in affective disorders, specifically depression. This area will continue to be an important national mental health priority, with translational research becoming increasingly important. Thus, we envision extending our research and clinical strengths by broadening our view of affective disorders to include research and clinical training related to the etiology and treatment of anxiety disorders, particularly post-traumatic stress disorder (PTSD). In light of the dramatic increase in PTSD resulting from the wars in Iraq and Afghanistan, it is clear that students trained in this area will be in high demand (e.g., in VA Medical Centers). Thus, the department’s desire is to hire a clinical scientist who will enhance the program’s research and clinical assets related to anxiety disorders. We believe this position will allow strong cross-disciplinary collaborations, generating basic science as well as developing and refining clinical applications. Given the prevalence of anxiety disorders in the military population, we also envision this position as opening up opportunities for new collaborations with Ft. Leavenworth.

**Developmental Cognitive Neuroscience:** The cognitive area has gone through considerable personnel changes in the last several years that create tremendous opportunity to fulfill our goal of developing an emphasis in applied cognitive neuroscience. Toward this end, we would like to recruit a cognitive neuroscientist whose expertise complements that of at least one of the areas represented among our current faculty – perception and attention, memory, or language. We desire candidates who take a developmental approach, as this is an important area of growth in the discipline, and complementary of several of our current faculty. Not only would such a faculty member enhance our ability to attract extramural funding, but would promote even greater collaboration with the Life Span Institute and KUMC. Finally, he or she would contribute to our undergraduate program in developmental psychology at the Edwards Campus.

**Quantitative Methods:** The themes driving our recruitment plans, neuroscience and translational research, are developing very rapidly. Especially in the neurosciences, technological advances allow procedures that were not known, perhaps not even conceived, as recently as 10 years ago. With such development comes the emergence of
new kinds of data, and the need for new techniques to deal with them. In support of our
moves into neuroscience and translational research, we need additional expertise in
quantitative methods. We would seek scholars with expertise in one or more of the
following techniques: Bayesian Statistics, Modern Missing Data Estimation, Social
Network Analysis, Meta-Analysis, Item Response Theory, Mathematical Modeling,
Dyadic and Interdependent Data Analysis, and Methods for Analyzing Neuroimaging
Data. Such a faculty member will enhance our ability to attract external funding through
collaboration with scholars in our department and across the University, and will also
facilitate our training of quantitatively sophisticated students. Finally we anticipate that a
new hire, along with our existing faculty, would contribute to the College’s developing
Center for the Analysis of Data.

Facilities

Like most academic departments in most universities, we feel cramped in our
present quarters. Since 1999, we have lost space in Blake and Fraser Halls, but we have
also acquired some new space in Fraser. We recognize that the other departments in
Fraser Hall (Anthropology and Sociology) face conditions as bad as our own, and that
there is no easy solution to our space problems. The configuration of Fraser Hall does not
serve our current needs as well as we would like. There has been some hope that
renovation of the building could be achieved that would use our current space more
effectively for our needs. We know, however, that in the current financial climate, large-
scale renovation is not possible. We have been creative in finding space for offices and
labs for faculty and graduate students, often with help from the College to pay for
renovation. However, it has been necessary to increase our sharing of labs in order to
capture space for offices for new faculty. We anticipate that the situation will get
increasingly difficult until some larger-scale renovation of the building is possible.

We do have one specific need that is immediate, and would like to meet as soon
as possible. As discussed in the section on the undergraduate program, we used funds
from the College in 2007 to create a teaching lab for the use of the Experimental
Psychology classes. The use of this equipment was delayed because there was simply
nowhere to hold the class that would not entail setting up and then dismantling the
equipment for every class period. Only when one of our faculty members left the
University were we able to use his lab for the “permanent” setup of this equipment. We
were very glad finally to be able to put the equipment to use, but the lab was very poorly
configured for teaching purposes. We would like to acquire a room in Fraser Hall for the
truly permanent housing of the teaching lab. This will allow it to be used (as was
originally intended) not just for this lab course, but for the other Experimental
Psychology courses as well (e.g., Sensation, Perception, and Cognition; Human Learning
and Memory). One possibility is to have a single classroom in Fraser (on the first or
second floor) designated for the teaching of these labs.

Demand for Courses

We accept that, because Psychology is such a popular major, we will continue to
teach large classes. Enrollments in our required courses has remained relatively stable
over the last several years, (see Table 1), and we anticipate maintaining similar
enrollments for the foreseeable future. The demand for undergraduate courses does make
it difficult to offer the graduate seminars we would like. The initiation of the
Developmental Psychology program at the Edwards campus has further challenged our
teaching in selected areas. All College departments are expected to contribute to the
teaching at Edwards, but Psychology, because it is a major (there are three other College
undergraduate degree programs at Edwards), we have specific courses we have to offer
there each semester, or at least annually. For example, we have to offer Social and
Personality Development each fall, so that majors can stay on schedule to graduate in
four years. However, we only have one faculty member with the credentials to teach this course (Patricia Hawley), who of course has other teaching responsibilities, including contributing to the teaching of two other courses required for the Psychology major – Statistics and Child Psychology. A similar situation arises for the Cognitive Development course, taught by Andrea Greenhoot. We have been able to cover these courses with the help of Lecturers and GTAs, but there is also the understandable expectation that Edwards students will be exposed mostly to KU faculty members. In short, there are many dimensions to this puzzle, and we struggle to make the pieces fit. Of course, additional faculty would help, and our proposal for a developmental cognitive neuroscientist would help to address this problem. We do not anticipate such help immediately. We hope that the College recognizes the difficulty, and continues to allow flexibility in our staffing at Edwards.

Additional Challenges

In our 2007 retreat, we identified three additional areas in which we felt we needed improvement. One was increased extramural research funding. A second was better outreach and fundraising. Finally, we want to continue to improve the diversity among our faculty our graduate students. We feel we have made modest gains in each of these areas, but continue to work for greater improvement. Since the 2007 retreat, 11 new grants have come to the department, and many more have been submitted. Many of these proposals were written by our newest faculty members, and therefore we anticipate that funding in the Department will continue to increase.

The 2007 retreat also led to the proposal to increase Department fundraising. Our Development account with the Endowment Association currently stands at $10,945. Given that funds held by the Endowment Association have last value dramatically in the last few months, this amount represents a modest increase from previous years. This is not an impressive amount, and its size precludes several activities that we believe would greatly benefit our programs (e.g., speaker series, scholarships and fellowships, etc.). Clinical psychology has its own development account, which currently stands at $20,380. The graduates of this program have been more generous than those of the Department as a whole, and have chosen to target their contributions. A couple of steps have been taken to try to improve contact with alumni and other friends of the Department. Working with the KU Endowment Association, we identified a group of people who have a tie to the Department, but have never recognized us in their giving to KU. We have begun to reach out to this group, but we do not yet know what the outcome will be. We began a newsletter in 2008 (see Appendix L), which will be published annually. We will try to keep our alumni and friends informed of our activities, and invite them to have a closer relationship with the Department. Finally, the Chair proposed creating an advisory group, comprising representatives from several constituent groups – students, faculty, emeritus faculty, graduates, and the community. Unfortunately, this remains a goal unrealized. We are hopeful that we will be able to form such a group in the next year.

With the changing demographics anticipated in the State of Kansas in the coming decade, vigilance to the issue of diversity in faculty and student recruitment is becoming increasingly important. Our gender diversity is fair (35% of the current faculty are women). However, this proportion has not changed since 1999, and since more than 60% of our Ph.D. graduates over the last few years have been women, it is very important that we continue to provide excellent role models for our students. In the past year, we have lost one Asian-American faculty member, and gained one Hispanic-American and one international scholar. This is an area in which we have to do better. When we are able to recruit faculty, we must be aggressive in identifying candidates who will strengthen the Department and provide the intellectual stimulation that comes from a diverse faculty. We must seek out such candidates, and recruit them vigorously. The diversity among our
graduate students is somewhat better. Students from historically underrepresented groups constitute approximately 20% of our graduate student body over the past five years. This figure, generally, has risen over that period, but we are still not attracting as many such students as we would like. We need to continue to try to recruit a more diverse set of applicants, but we fight stereotypes about the Midwest in this endeavor.
Executive Summary - Department of Psychology

Mission
The mission of the Department of Psychology at the University of Kansas is to further our understanding of human behavior, thinking, and emotion through teaching, research, and service. This includes the discovery and dissemination of laws and principles pertaining to both individual and group psychological functioning and its development.

Faculty
The Department consists of 37 faculty members (30.7 FTE). We have a productive and resourceful faculty, with a diverse research portfolio. As a snapshot, at the time of our last external review in early 2009 our faculty collectively had published 205 articles in peer-reviewed journals, 66 book chapters, and 20 authored or edited books. Since our external review our grant activity has nearly doubled going from an average of about $1M per year to an average of more then $2M per year. Our faculty members take prominent roles in the discipline nationally by serving on editorial boards of journals, organizing international conferences, and serving on NIH or NSF study sections. Additionally, our faculty has worked hard to break down the “silo mentality” that too frequently characterizes psychology departments. Cross-area collaboration helps do “cutting-edge” research, makes us more competitive for grant funding, and better supports the instructional needs of our students. In recent years, we also have increased our collaborative efforts with other units on campus, at the KU Medical Center, the Hoglund Brain Imaging Center, and Haskell Indian Nations University.

Graduate Programs
M.A. Degrees: The department does not have a terminal M.A. program but rather admits students directly to Ph.D. study. Students entering with B.A. or B.S. degrees only do earn M.A degrees on their route toward the Ph.D., but we operate primarily as a doctoral program.

Doctoral Degrees (Ph.D.): The department admits students to Ph.D. study in six content areas: Clinical, Clinical Child, Cognitive, Developmental, Quantitative, and Social. The admissions process and curricular requirements are distinct for each program, but as a department we are highly selective: We receive over 220 applicants yearly, admit roughly 15%, and have entering classes of 15-20 students per year. The current demographic make-up of our graduate students is 73% females, 11.7% U.S. under-represented minorities, and 9% international students. All of our programs follow an intensive apprenticeship model, in which students are mentored thoroughly throughout their development as independent scholars, with the expectation of continuous involvement in research. Also common to training in all of our content areas is coursework in statistics and methodology; our Quantitative students also help to staff the university’s CRMDA (Center for Research on Methodology and Data Analysis). We also mentor students in teaching as well as research: All students who teach courses are required to take a two-semester sequence in Teaching of Psychology (PSYC 981).

Undergraduate Programs
The Department of Psychology is the largest single-unit undergraduate program in the College of Liberal Arts and Sciences at the University of Kansas, typically working with
about 1200 majors and pre-majors per year. The Department of Psychology offers the following degrees at the undergraduate level: (1) a BA/BGS degree in Psychology (at the Lawrence campus), (2) a BS in Behavioral Neuroscience (at the Lawrence campus), (3) a BA degree in Developmental Psychology (at the Edwards campus), a minor in Psychology (at the Lawrence campus), and 5) a minor in Social and Behavioral Sciences Methodology (at the Lawrence campus). The Department is recognized as one of the best departments at KU for teaching, with sixteen of its faculty having been awarded the prestigious Kemper Award for Teaching Excellence.

Changes as a Result of the Review Process
Our 2009 external review was generally very positive. The report emphasizes that we are “a strong department with strong leadership, and is one of KU’s real gems”. The external review committee saw the Department as being at a crossroads, however. It was implied that the department has historically chosen to emphasize teaching excellence over research profile. The implication is that to rise to greater prominence, it will have to change this balance to emphasize research to a greater degree. We have moved quickly to work on this concern, and we are already seeing a “pay-off” from efforts that have been made by individual faculty, for example in the area of increased grantsmanship. Furthermore, my primary goal as chair over the last two years has been to provide encouragement and incentives, and remove barriers effecting research productivity. This is a work in progress, but we are moving in the right direction.

Overall Evaluation
Despite the large number of undergraduate majors, the Department has empirically demonstrated the ability to meet and exceed the KBOR Advising Baselines, and has been recommended by the University as a model for other large departments on campus, and as a way to prepare new KU students to succeed and graduate on time. The BS in Behavioral Neuroscience trains undergraduates to prepare for jobs in the growing field of neuroscience, and is one of the few such programs available regionally. The BA in Development at the Edwards campus serves the regional need to train workers for jobs working with children. The minor in Social and Behavioral Sciences Methodology in one of a kind nationally, and gives students the opportunity to learn statistical and analytic techniques that are highly valued by private industry. The success of our apprenticeship model and the training we provide in our graduate programs is apparent in the research productivity of our students (virtually all present their research at national conferences; most have publications on completion of the Ph.D.), and in the high rate of placement of our students in academic positions, or the equivalent for clinical students. Both our clinical program and the Clinical Child Program are listed among U.S. News and World Report’s top 25 graduate programs in clinical psychology (public and private), and our Social Psychology Program is ranked 8th in the country (of 120 programs) in terms of placement of Ph.D.s into academic positions in Ph.D.-granting institutions (Ferguson & Crandall, 2007). Data collected by the University (Academic Information Management System) indicate that student satisfaction with their graduate training in our department exceeds that of the University average, and a summer 2010 in-department survey of graduate students indicated high satisfaction with their training.