

COMPACT
FOR
THE SCHOOL OF BEHAVIORAL
AND BRAIN SCIENCES
DECEMBER 2, 2003

I. Mission and Goals

The School of Behavioral and Brain Sciences' mission is to provide academic training of the highest quality at all levels of post-secondary education, and to conduct research and advance knowledge in selected fields of emphasis. An important element of its mission is to provide service to, and to collaborate with, business, professional, educational, and service components of the community. The Callier Center for Communication Disorders is a distinctive component of the School and yields a distinctive mission to its endeavors.

The mission of the Callier Center for Communication Disorders is to advance knowledge and services in communication disorders. The Center accomplishes its mission through integrated programs which prepare future clinicians and researchers, offer to the community state-of-the-art clinical and educational services, and supports research contributing directly or indirectly to the identification, treatment, and prevention of communication disorders.

The School is the only one of the University's seven Schools which combines large laboratory research and training programs with large clinical research and training programs. In addition, as a result of the integration of basic and applied research and training in the biomedical area, the School is a major institutional collaborator with UT Southwestern Medical School and other health services institutions in the community and across the country.

The School of Behavioral and Brain Sciences offers training at all levels of post-secondary education. It is organized around its various academic programs rather than departments, and faculty may contribute to multiple programs. In addition, the School houses a large, comprehensive center in Communication Disorders, the Callier Center. The Center houses approximately a third of the School's faculty and is located near downtown Dallas adjacent to the campus of the UT Southwestern Medical Center and in the vicinity of several teaching hospitals and other health-care facilities. The Callier Center serves as a primary training facility for clinical programs in speech-language pathology and audiology. The content domains represented in the School's student training and research efforts are probably most readily summarized by the three tracks within our School-wide Ph.D. program. These tracks are: Cognition and Neuroscience, Communication Sciences, and Developmental Psychology. Within these domains there are a number of areas of faculty concentrations of interest, most notably in: language development and disorders, hearing science, computational modeling, speech science and disorders, non-verbal cognition, social development, neural bases of memory, and neural plasticity.

The School has approximately 30 tenure track faculty and approximately 10 clinical faculty and senior lecturers.

II. Ongoing Priorities and Initiatives

Long Term Initiatives

a. Priority

Fund and establish a satellite facility for the Callier Center on the Richardson campus.

Objectives

The financial and programmatic future of Callier depends in significant ways on the development of a satellite facility on the UTD campus. Establishing this facility is important not only for financial integrity, community access and visibility, but is also essential for the building liaisons with other arms of the University and community partners. The establishing of this facility has been a goal for the past 15 years. The satellite facility was dedicated September 17, 2003. The construction was funded by a combination of institutional, private, system, and Callier endowment resources. The continuing priority is the development of a significant community presence for Callier in the North Metroplex with a strong financial foundation. Additionally, success will be indexed by the number of collaborative initiatives occurring through the facility.

Strategies

The Dean and the Director of the Callier Center have appointed a Program Director and a Practicum Director for the new facility as well as a Program Advisory Committee consisting of faculty and clinicians, all charged with the planning and comprehensive development of Callier Richardson.

Resources

The satellite facility is seeded with a \$100,000 start-up account with the objective of being self sustaining within a one-year time.

Progress Measures

The indices of progress for the development of clinical programs are: financial stability, client numbers, new programs, and requests for service. Collaborative goals are a bit more amorphous, but in part are indexed by new programs and new partners.

Major Obstacles

The primary obstacle for the development of new patient bases is the large number of private clinicians and institutional services already available in the North Metroplex. The development of Callier Richardson will depend upon community education regarding the comprehensiveness and distinctiveness of services offered.

b. Priority

Increase the size and quality of the faculty in targeted areas of development.

Objectives

The School of Behavioral and Brain Sciences is the fourth largest School in terms of majors, third in extramural support, second in per capita extramural support but is currently significantly the smallest of the Schools in terms of faculty. In addition, the School has large labor-intensive and nationally recognized graduate programs. It is critical to the School's future that a combination of high quality junior and senior faculty appointments be made in areas of strategic importance. While there are many areas of need given the range and diversity of programs offered and the numbers of students served, the areas of strategic growth priority are: Language development, hearing science, neuroscience and cognitive and social development. Each of these domains represent opportunities for meeting institutional priorities of enhancing extramural support, synergistic intra-institutional programs and collaborations with UT Southwestern.

Strategies

We currently have five searches ongoing and are vigorously recruiting high-quality candidates. The areas are: language development, language disorders, cognitive development, clinical neuroscience, and auditory physiology. These positions are targeted to the following objectives. While language development has historically been a significant area of strength we have lost two faculty during the past year. It is our largest area of student training at the masters level and has been a source of large numbers of doctoral students in the past. We hope, depending upon the available candidates, to appoint one senior and one junior faculty member. Our recruitment in cognitive development is to fill a faculty vacancy in development psychology. This position is important for expanding our range of doctoral training in developmental psychology and serves the institutional and school goal of insuring a substantive foundation for teacher training. The search in clinical neuroscience is designed to support the School's strategic initiative in the Center for BrainHealth as well as provide liaison with UT Southwestern. The search in auditory physiology replaces a faculty retirement in arguably the School's pre-eminent area of national reputation, hearing science and to facilitate joint programs with the Department of Otolaryngology at Southwestern.

While those current searches fill important needs, they just return the School to the levels of three years ago. During that interval the School's enrollment has grown by 20%, and we are therefore severely stretched in meeting current program needs. We will need another 5-7 faculty positions during the next 2 years.

Resources

To meet our objectives will require approximately \$500,000 of additional faculty salary funding. We have engaged the senior administration in conversations regarding these objectives and have received tentative support in principle.

Progress Measures

The progress regarding this priority will be our success in recruiting faculty for current openings with candidates with strong national reputations or promise and who produce significant levels of high-quality research, strong instructional contributions and are successful in obtaining extramural support. Additionally, in specific instances, we will be looking for the initiative of collaborations with UT Southwestern. For future faculty appointments success will be the commitment of resources for the initiation of searches.

Major Obstacles

The primary obstacles are the extreme pressures on institutional resources. The budget cuts have compromised the University's ability to meet even current obligations, much less the obligations of responding to growth. The School will have to be persuasive as to need and creative in terms of attracting highly talented candidates if we are to receive allocations of resources in this limited environment.

c. Priority

Restructuring of current interdisciplinary Ph.D. into three free-standing, but integrated Ph.D.'s.

Objective

Although the interdisciplinary research training spawned by the Ph.D. in Human Development and Communication Sciences has been a distinctly positive outcome, the degree name, itself, has become an impediment obscuring the School's disciplinary strengths in psychology, neuroscience, and cognitive sciences. In fact, the failure of the name to communicate accurately the content of the Ph.D. program has negatively impacted both student recruiting and employability of program graduates. An evaluation of the School conducted last year by a team of distinguished internal and external site visitors praised the content and structure with the School's graduate programs. However, a change in name of both the School and the Ph.D. program was recommended to bring both more closely in register with the School's mission, goals, and research strengths. The name changes, it was suggested, should allow for greater external recognition of the School's disciplinary and interdisciplinary research efforts. It should also set the stage for the School's future growth by facilitating component disciplines to evolve to meet market and research needs within an environment supporting a multidisciplinary approach to research and student training.

In response to the site visit recommendations by a group of distinguished external reviewers, and following extensive discussion among the faculty, we propose to eliminate the current title of the Ph.D. program in Human Development and Communication Sciences, substituting in its place three distinct Ph.D. titles corresponding to the current Ph.D. program's tracks. The three proposed Ph.D. titles are: Cognition and Neuroscience, Communication Sciences and Disorders, and Psychology. Under this proposal, the basic content and structure of the existing Ph.D. program will be retained with students following a degree plan in one of the three new Ph.D. areas. A breadth requirement will preserve the interdisciplinary context that marks the current program. The proposed changes will not substantively affect the content, structure, or administration of the doctoral program nor will it effect student research options. The principal impact of the changes will be to allow graduates greater opportunity to seek employment in positions where a disciplinary degree is more readily recognized and will better position the School to attract students seeking programs such as ours with clear disciplinary as well as interdisciplinary strengths. If approved, students in the pipeline and nearing degree completion would choose to remain in the existing Human Development and Communication Sciences program or elect one of the three new degree programs. No new students would be admitted to the Human Development and Communication Sciences program as it is phased out.

We believe that this restructuring will further institutional objectives of increasing the number and quality of Ph.D. students. Also, it will promote collaborative research and training with UT Southwestern. For instance, we are discussing joint administration of UT Southwestern's Ph.D. in Clinical Psychology.

Strategies

The proposed change has been discussed with System and Coordinating Board officials and a proposal will be submitted shortly.

Resources

While the restructuring of the current doctoral program does not directly require new resources, if we were to move forward with joint mounting of the clinical psychology Ph.D. with UT Southwestern, additional resources are required. These additional needs consist of hiring a faculty member as clinical director and allocation of approximately 20 additional assistantships. In the short term some of those needs may be met by reallocation of current resources, but eventually the estimated cost would be \$300,000. The bulk of these costs would be met by formula generated funding from the new students taking UTD courses.

Progress Measures

Progress would be indexed by Coordinating Board approval of the degrees, increased number of student applicants and, eventually, higher national profiles for the program with better graduate placement.

Major Obstacles

We do not foresee major obstacles to the restructuring of the Ph.D., however, negotiations of the structure and financing of the degree in clinical psychology is complex and obtaining the necessary commitment of resources is challenging in the current environment.

d. Priority

Develop the Center for Brain*Health* into a collaborative, multiple investigator research/service facility. The Center has made strong progress in developing community support, mounting public and professional symposia, engaging in collaborative research and providing valuable clinical services. The continued development of the Center requires hiring researchers consistent with its mission, integrating existing investigators into its operations and developing a stable financial base for its operations and developing improved space to allow for growth.

Objective

The Center was conceived as an interdisciplinary research/service unit in clinical neuroscience, with the goal translating the latest knowledge in neuroscience into clinical interventions for a variety of brain disorders, as well as normal aging. To realize these objectives requires both dedicated and opportunistic investigators working in concert. This further requires adequate space and financial support.

Strategies

The Center has received approximately 1 million dollars in support of ongoing programs and has received a pledge of five million towards development of a facility to house the Center. We are engaged in a continuing campaign to develop support and facilities for the Center's programs. We also are seeking to hire a Research Director to facilitate the development of the Center's programs.

Resources

The University has devoted substantial resources towards the development of the Center. While it will continue to provide basic infrastructure support and salary support for some of the faculty involved with the Center, the necessary resources for the continued growth will need to be obtained from a combination of private support, grants and contracts, and to a limited degree, clinical income.

Progress Measures

There are a variety of indicators for the successful development of the Center: Grants and contracts, private philanthropy, publications, numbers of collaborative programs, public and scientific symposia, and patients served.

Major Obstacles

There are a number of significant obstacles to the full development of the Center. Because of the reliance on funding from external sources the Center must compete in a number of very competitive venues: federal granting agencies, private and foundation support and peer-reviewed outlets.

Short Term Initiatives

a. Priority

Develop a joint proposal with UT Southwestern to mount jointly the Ph.D. in Clinical Psychology currently offered by UT Southwestern. The degree would be offered on both campuses and would be co-directed by the respective faculties.

Objectives

The School of Behavioral and Brain Sciences offers a research focused Ph.D. with three foci of concentration: cognition and neuroscience, developmental psychology, and communication sciences. Included in the faculty are three licensed clinical psychologists and a fourth who is a senior lecturer. In addition, the School offers a professional doctorate in Audiology as well as two large professional masters programs. While there has been a periodic interest within the School in doctoral level training in clinical psychology it was felt that given the strength and proximity of Southwestern's program that we should not initiate a program of our own. However, it was also felt that we had a number of domains of complementary strength for a clinical psychology doctorate. Therefore, we initiated a series of conversations with UT Southwestern regarding the possibility of developing an inter-institutional program in clinical psychology.

The proposed joint program would build upon the well-established reputation of Southwestern's program, but would extend and complement that program by the addition of faculty strengths at UTD not available at Southwestern. It would also afford the opportunity to develop a nationally noted program which would probably be much more difficult if either institution proceeded singly. The model for such a program exists between the department of Psychology at San Diego State University and the department of Psychiatry at the University of California at San Diego. While we recognize that there are inherent difficulties in inter-institutional programs, we also believe that the opportunities afforded to develop a first-tier, distinctive program between the two institutions warrant proceeding. Specifically, the advantages afforded by a joint program would include:

- greater diversity in faculty available for the program, adding strength in cognitive psychology, research methodology, systems neuroscience, developmental psychology, and evaluation research to already existing strengths at Southwestern in psychopathology, neuropharmacology, neuropsychology, neurophysiology assessment and behavioral medicine.
- opportunities for more focused training tracks for clinical students with specific possible path in child clinical, behavioral medicine, geropsychiatry, clinical neuroscience, and clinical cognition.
- opportunities for research placements in a wide array of laboratories.
- opportunities for interested clinical students to teach as graduate assistants at UTD for those seeking academic careers.
- opportunities for clinical students to be with other graduate students in a research milieu.

Strategies

The joint proposal is being prepared and should be submitted by January, 2004.

Resources

While most of the necessary ingredients for a highly successful program already exist between the two institutions there would be the necessity of some additional resources to insure the success of the nationally distinguished program envisioned. UT Dallas would probably want to hire 1-3 faculty over time with interests complementary to the program. Additionally, while student support for the program may be achieved partially by reallocation, there would be the need for additional graduate assistantships, probably on the order of four a year for four years as the program is initiated.

Program Measures

Submission of the proposal, approval of both institutions, system and the Coordinating Board are our short-term objectives. Ultimately, attraction of talented doctoral students who satisfactorily complete the program and gain significant positions will become criteria of success.

Major Obstacles

The primary obstacles are insuring the financial viability of the program.

b. Priority

Enhancing the infrastructure support for faculty with extramural support.

Objective

The School wishes to encourage and support faculty in the seeking of and administering grants. To this end we wish to develop a grant support position within the School to provide administrative support for all phases of the granting process. This person would liaison with the offices of Sponsored Projects and Grants Accounting.

Strategies

A committee of investigators will write a position description which will be discussed with the Office of Sponsored Projects and Grants Accounting. The position will be submitted to the Provost for approval.

Resources

We will discuss with Sponsored Projects the idea of partially funding this position. Funds from Research Supported Enrichment will be identified to support this position.

Progress Measures

Appointment of a satisfactory candidate is the initial measure. Ultimately, indices such as the number of proposals generated, timeliness of submission, PI satisfaction, and reduction in cost overruns etc. will be assessed.

Obstacles

Obstacles to this objective include adequate stream of funding, obtaining approval for the position from relevant offices and finding a satisfactory candidate for a complex array of tasks.

c. Priority

Develop an enhanced array of experiences for undergraduates, providing greater individual contact with faculty.

Objectives

The School is implementing an array of experiences required of all undergraduates to participate in either an independent study, directed research, or a student internship. The goal of these requirements is to insure that all undergraduates have an opportunity to work directly with a faculty member in some more individualized training.

Strategies

The faculty has developed and will be developing opportunities for student participation in research projects or internships in community agencies. We will be deciding on a common set of expectations for these experiences.

Resources

The primary resource is an adequate number of research opportunities, placements, and faculty supervision time to serve all students. There also is a need for administrative supervision of the placements.

Progress Measures

To assess these changes will measure student placements, and student and faculty satisfaction with the programs.

Obstacles

With a growing number of majors, it may prove difficult to serve all students. We will be evaluating whether it will be possible to keep this program in the face of enrollment pressures.

III. Future Initiatives.....

a. Objective

Development of collaborative center on cognitive imaging with UT Southwestern. We propose to establish a collaborative research and training center with UT Southwestern to investigate brain mechanisms of cognition, perception, and affect. The proposed Center grows out of ongoing collaborations among faculty in the School and at UT Southwestern utilizing brain imaging. The proposed Center would be an important synergistic opportunity to build on complementary strengths at each institution and would provide a path for extramural support not available to either institution on their own. It also has the potential for drawing upon expertise in computer science, electrical engineering, chemistry, and biology at UTD.

Strategies

A joint committee of UTD and UT southwestern faculty is being appointed to develop plans for the Center.

We have been pursuing federal dedicated support for the development of a 3T research-dedicated magnet and will seek both private and system support to create the proposed comprehensive Center.

Resources

A center of this scope and technological-sophistication is an expensive proposition. The plan for seeking resources is outlined above.

Progress measures

The initial measure will be the obtaining of funding for a 3T magnet and ancillary equipment.

b. Objective

The School proposes to establish an undergraduate major in Child Learning and Development. The proposed major draws upon existing strengths in the School in child development, cognition, learning, and brain development and will provide a rigorous and relevant major for students wishing to pursue careers in K-12 education. It will enhance the University's programs to provide excellent teachers for Texas schools.

Strategies

We are preparing a proposal for the major.

Resources

The proposed major will significantly draw upon existing course work offered within the School. We are currently searching for a faculty member in cognitive development who has specific interests in education programs, and who could provide leadership for this initiative.

Outcome measure

The initial measure will be approval of the proposal for the major. Subsequently, assessment of the number of students opting for the major, number of graduates and number of graduates pursuing careers in education will provide indices of the success of the success of the initiative.

c. Objective

Develop a comprehensive clinical assessment and referral center in the area of autism spectrum disorders. The proposed Center would draw together ongoing clinical, research, and student training programs in a more focused way. The development of the

Center would provide a significant community resource in addition to assisting in attracting extramural support and enhancing recruitment of graduate students.

Strategies

A steering committee of faculty has been appointed to develop the plan for the proposed Center. When the plan is finalized we will set short and long term goals for the Center.

Resources

There are not a large number of start-up costs, other than allocation of faculty and administrative time to the Center. It is anticipated that the Center will become a focus of research and clinical activity and each generating financial support.

Progress Measures

The initial objective is the development of a finalized plan for the development of the Center. Subsequent indices will include patients seen, graduate students attracted, grants submitted, etc.

d. Objective

The School wishes to encourage and participate in a stated University objective of developing collaborative programs with UT Southwestern in bioengineering. We currently have modest initiatives in auditory protheses and neural probes which might form a focus for the bioengineering initiative. Such an initiative would provide significant additional opportunities for extramural support as well as student training.

Strategies

We are currently engaged in conversations with administration and faculty in the School of Engineering and Computer Science to encourage the development of these programs.

Resources

If we were to move forward it would be probably, eventually, be necessary to hire 1 or 2 faculty with more direct expertise.

Program Measure

The initial objective is to develop specific collaboration programs in neurobioengineering.