

Our goal with these criteria is to evaluate your potential to be a successful graduate student and contributor to our program and the field. To achieve this goal, we want to understand what you've done to this point (in school and out) that shows you are capable of doing top-level work in psychological science and have the motivation and perseverance to do that work. Our intent is to evaluate applicants holistically, so we do not use any one score or criterion as the sole determinant of your potential. Further, we recognize and value that people have different backgrounds and experiences prior to joining our department; as a result, we want to consider what a person has accomplished given their particular opportunities and obstacles. We thus provide a broad range of examples of the ways an applicant can earn points in a given category - we do NOT expect anyone to have experience in or achieved all of these examples. Rather, we want to recognize the broad range of paths that can prepare a person to be successful in graduate school. Thus, we encourage people to apply regardless of how many of the different examples apply to them.

In addition to sharing information about the criteria and examples listed below in your application materials, we encourage you to share with us (to the extent you feel comfortable) whether there were obstacles you faced and were able to overcome in pursuing your education/research preparation.

Academic preparation (4)	Motivation, perseverance, & initiative (3)	Research preparation (6)	Personal statement (4)	Readiness to contribute to an excellent and inclusive environment (2)	Letters of recommendation (3)
<p>GPA (overall & GPA in major field - also consider trajectory of grades over time)</p> <p>Academic honors and awards</p> <p>Background in psychology (and consider area-specific background; e.g., courses in clinical/abnormal psych, advanced stats, perhaps computer science, though certainly not required)</p> <p>Honors/advanced</p>	<p>Evidence of long-term commitments (including research & non-research activities; e.g., > 1 year)</p> <p>Ability to juggle many different types of demands (e.g., work, school, sports, caregiving)</p> <p>Leadership roles (could be in non-academic clubs)</p> <p>Evidence of advancement in different</p>	<p>Research experiences that show initiative and depth of commitment (e.g., posters; manuscripts; presentations; honors or master's thesis; independent study; writing qualitative and quantitative reports)</p> <p>Range of research experiences within one or more labs (e.g., developing studies; training research assistants/managing others; working on grants; collecting, organizing, and analyzing data and</p>	<p>Writing/communication skills</p> <p><i>Proposed</i> research fits with or extends lab focus in logical way</p> <p>Depth of thinking</p> <p>Use of terminology demonstrates some knowledge of area of interest</p> <p>Describes passion for research</p> <p>Other ways of demonstrating the relevant skill/experience</p>	<p>Describes valuing an environment which allows everyone to learn, teach, discover, and serve to the fullest extent possible</p> <p>Demonstrated commitment to support an excellent and inclusive environment through prior research, teaching, and/or volunteer/community outreach/work experiences</p> <p>Other ways of demonstrating the relevant skill/experience</p>	<p>Writers refer to person standing out in terms of:</p> <p>Ability to collaborate/work on a team/ Interpersonal effectiveness</p> <p>Passion for research</p> <p>Shows initiative</p> <p>Intellectual curiosity</p> <p>Organization and reliability</p>

<p>courses</p> <p>Master's Degree in related field</p> <p>Other ways of demonstrating the relevant skill/experience</p>	<p>environments (e.g., promoted at work to higher position, RA→ lab coordinator)</p> <p>Starting clubs, organizations, etc. - able to identify gaps or needs in communities, etc.</p> <p>Maintaining strong academics etc. while juggling other activities (extracurriculars, jobs, etc.)</p> <p>Addresses causes of gaps in application materials (e.g., shows growth from a difficult starting place)</p> <p>Other ways of demonstrating the relevant skill/experience, such as activities that show ability to problem solve & work independently</p>	<p>interpreting results, etc.)</p> <p>Experiences that illustrate research/scientific skills and values (e.g., strong quantitative skills and/or interest in acquiring strong quantitative skills; attention to detail and organizational skills; ability to analyze and synthesize information; commitment to openness, integrity and transparency, such as applying open science practices; strong conceptual understanding of research questions and findings, critical thinking and intellectual curiosity, such as articulating the broader purpose of projects and raising insightful research questions)</p> <p>Other ways of demonstrating the relevant skill/experience</p>			<p>Strong communication skills</p> <p>Other ways of demonstrating the relevant skill/experience</p> <p>*Keep in mind biases in letters - e.g., gender differences in adjectives used</p>
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