

PROMOTION RECOMMENDATION
The University of Michigan
College of Literature, Science, and the Arts

Christopher S. Monk, assistant professor of psychology, College of Literature, Science, and the Arts, and assistant professor of psychiatry, Medical School, is recommended for promotion to associate professor of psychology, with tenure, College of Literature, Science, and the Arts, and associate professor of psychiatry, without tenure, Medical School [also being promoted to research associate professor, Center for Human Growth and Development].

Academic Degrees:

2000	Ph.D.	University of Minnesota
1995	B.A.	University of Washington
1991	B.A.	Tufts University

Professional Record:

2006 – present	Assistant Professor, Department of Psychiatry, University of Michigan
2005 – Present	Assistant Professor, Department of Psychology, and Research Assistant Professor, Center for Human Growth and Development University of Michigan
2005	Research Fellow, National Institute of Mental Health
2003 – 2005	Research Career Award (K22) Recipient, National Institute of Mental Health
2000 – 2003	Postdoctoral Fellow, Section on Development and Affective Neuroscience, Mood and Anxiety Disorders Program, National Institute of Mental Health

Summary of Evaluations:

Teaching – Professor Monk is an excellent teacher. He has developed a highly rated version of a large enrollment psychology introductory course that has received very strong reviews. His approach to teaching this class is thoughtful, and the methods he uses capture the students' attentions and enthusiasms as well as cementing the concepts they are learning. In addition, he has developed advanced undergraduate and graduate seminars on developmental neuroscience that receive high praise from students. Professor Monk's mentoring approach for undergraduate and graduate students is also superb. Doctoral and senior honors thesis students benefit from a laboratory that is well run and a mentor who is very sensitive to the differing needs of his students, yet holds them all to a high standard.

Research – Professor Monk ties social and cognitive development together by exploring the behavioral, neural, and genetic changes that occur during normal, healthy development and impaired development of socio-emotional functioning. His research is redefining how we understand the problems that children with pediatric anxiety or autism have in social situations. His work is judged to be ground-breaking by local experts, external letter writers, and reviewers from funding agencies. Professor Monk has published 42 peer-reviewed journal articles and five book chapters, all but two manuscripts since earning his Ph.D. Two-thirds of these have been published since he entered the tenure-track at Michigan in 2005. His work is highly regarded

and moving the field in new directions. He has also been very effective in obtaining grant support for his research.

Recent and Significant Publications:

“Neural circuitry of emotional face processing in autism spectrum disorders,” with S. J. Weng, et al., *Journal of Psychiatry and Neuroscience*, 35, 2010, pp. 105-114.

“Abnormalities of intrinsic functional connectivity in autism spectrum disorders,” with S. J. Peltier, et al., *NeuroImage*, 47, 2009, pp. 764-772.

“Amygdala and ventrolateral prefrontal cortex activation to masked angry faces in children and adolescents with generalized anxiety disorder,” with E. H. Telzer, et al., *Archives of General Psychiatry*, 65, 2008, pp. 568-576.

“The development of emotion-related neural circuitry in health and psychopathology,” *Development and Psychopathology*, 20, 2008, pp. 1231-1250.

Service – Professor Monk’s service ranges across the three units in which he has affiliations. Because he was the first developmental neuroscientist in the Department of Psychology, he played an important role in the search for a second developmental neuroscientist and in developing the Pediatric Research Hub for sharing information about potential research subjects between faculty in multiple units. In addition, he has served very well on the typical committees in all three units, as well as serving on many grant proposal review committees.

External Reviews:

Reviewer (A)

“He has developed a diverse yet focused portfolio of studies that have relevance for understanding a broad category of affective disorders in children and should continue to do well, especially at the University of Michigan where there is a strong collaborative infrastructure and state of the art imaging capabilities.”

Reviewer (B)

“As Chris Monk’s scientific trajectory also demonstrates, he exhibits the ideal characteristics for a balanced and forward-thinking Psychology Department... He is thoroughly committed to and comfortable with inter-disciplinary collaborative approaches and he performs work of the highest quality as well as being open to innovation and novel perspectives. ... In reviewing his particular scientific contributions, the first observation is that he consistently publishes in some of the most selective and prestigious journals across a number of disciplinary boundaries. ...the impact of his work is increasing exponentially.”

Reviewer (C)

“...I find Dr. Monk’s research contributions to be extremely impressive. ...his work includes conceptual and theoretical advances as well as empirical studies of clinical and developmental significance. His publications, including papers in high-impact journals...reflect the breadth, quality, and impact of his work.”

Reviewer (D)

“Dr. Monk has a very strong reputation in the field of developmental cognitive neuroscience... One measure of his contribution is that his work has provided a reference point for many other

researchers in the field. His work using fMRI paradigms to investigate the processing of emotional expressions in adolescence and evaluating the role of attention in different clinical populations is widely cited and has set standards for how tasks should be implemented in this area.”

Reviewer (E)

“Chris has continued to pursue work in the area of attention and anxiety using methods of functional imaging. He has established a collaboration with...the Department of Psychiatry at the University of Michigan. Together, they will examine in the context of a randomized, placebo-controlled clinical trial the effects of a particular medication on the amygdala-ventrolateral circuit. This work is notable for its attempt to extend Chris’s earlier findings and at the same time extend his work in the direction of genetics by examining specific genetic polymorphisms that may influence activation of this circuit.”

Reviewer (F)

“I have very high regard for Dr. Monk as a scientist. I believe that he ranks among the top scientists of his cohort, and I have every expectation that he will continue to make important contributions to our understanding of socio-emotional development in children with and without disorders.”

Reviewer (G)

“...I am very familiar with Dr. Monk’s excellent work via reading his papers, seeing his presentations at international meetings, and reviewing his grant proposals. ... Dr. Monk is a national leader in his field who is highly productive, innovative, and creative. His research interests and approach are cutting edge and field-leading. His work has been unquestionably innovative in moving our field forward.”

Summary of Recommendation:

Professor Monk’s research, teaching and service are of the highest caliber. The Executive Committees of the College of Literature, Science, and the Arts, the Medical School, and we recommend that Assistant Professor Christopher S. Monk be promoted to the rank of associate professor of psychology, with tenure, College of Literature, Science, and the Arts, and associate professor of psychiatry, without tenure, Medical School.



Terrence J. McDonald
Arthur F. Thurnau Professor
Professor of History and Dean
College of Literature, Science, and the Arts



James O. Woolliscroft, M.D.
Dean, Medical School
Lyle C. Roll Professor of Medicine

May 2011