

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

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

Academic Degrees:

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

Professional Record:

2011 – present	Associate Professor, Department of Psychology and Department of Psychiatry, Research Associate Professor, Center for Human Growth and Development, and Faculty Associate, Survey Research Center, University of Michigan
2006 – 2011	Assistant Professor, Department of Psychiatry, University of Michigan
2005 – 2011	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	Post-doctoral Fellow, National Institute of Mental Health

Summary of Evaluation:

Teaching – Professor Monk is one of the best and most important teachers in the Department of Psychology. He regularly teaches a crucial undergraduate lecture course as well as a core graduate course, and he teaches both courses extremely well. Professor Monk is also an outstanding mentor to his students. His informal mentoring is extremely strong. Professor Monk has chaired or co-chaired six Ph.D. dissertations and he is the primary advisor of three current Ph.D. students. He has co-authored over 20 articles with his students and student letters speak very enthusiastically about Professor Monk's mentoring.

Research – Professor Monk is a leader in the field of affective developmental neuroscience, which studies how developmental changes in the brain influence changes in emotional processing. He has made a number of important discoveries in this field, including showing that brain areas that process emotions are more reactive in adolescents than in adults, that they are more reactive in adolescents with generalized anxiety disorder than in controls, and that autistic children actually respond more to emotional faces than do control children (a finding that undermined accepted wisdom in the field). Professor Monk has published over 60 articles in top-tier journals and has attracted over \$6M in federal funding for his work.

Recent and Significant Publications:

- “Neural activation to emotional faces in adolescents with autism spectrum disorders,” with S. J. Weng, et al., *Journal of Child Psychology and Psychiatry*, 52, 2011, pp. 296-305.
- “Using a self-organizing map algorithm to detect age-related changes in functional connectivity during rest in autism spectrum disorders,” with J. L. Wiggins, et al., *Brain Research*, 1380, 2011, pp. 187-197.
- “Amygdala habituation and prefrontal functional connectivity in youth with autism spectrum disorders,” with J. R. Swartz, et al., *Journal of the American Academy of Child and Adolescent Psychiatry*, 52, 2013, pp. 84-93.
- “A translational neuroscience framework for the development of socio-emotional functioning in health and psychopathology,” with J. L. Wiggins, *Development and Psychopathology*, 25, 2013, pp. 1293-1309

Service – Professor Monk has served in many capacities, both internally and externally. He currently chairs the developmental area of the Department of Psychology. He has also served on the departmental Executive Committee, the Neuroscience Program Executive Committee, the Steering Committee for the Center for Human Growth and Development, and numerous search committees and faculty review committees. Nationally, he is a standing member of a National Institutes of Health study section and associate editor for a very high impact journal in his field. Professor Monk also serves regularly as an ad hoc reviewer for numerous prestigious journals.

External Reviewers:

Reviewer (A)

“Through his contributions to science in terms of publication, obtaining competitive peer reviewed research funding, mentoring research students, and service to science (especially his current editorial duties at SCAN) there is no doubt that Dr. Monk is seen as one of the leading developmental clinical neuroscientists of his generation. He is highly respected in the field as an innovative scientist capable of producing high impact work, as well as a very congenial, industrious and smart colleague who is a highly desirable collaborator.”

Reviewer (B)

“His scholarly contributions and the impact of his work at the national level... warrant promotion.”

Reviewer (C)

“Chris Monk is an excellent investigator – persistent, thoughtful, and all the evidence suggests he has the highest levels of integrity. I believe his promotion is well merited.”

Reviewer (D)

“Dr[.] Monk’s work is impressive in its integrative approach to understanding development. ... A key strength of this work is its focus not just on describing developmental change, but understanding the mechanisms that drive this change and potentially are susceptible to intervention in atypical cases. Dr[.] Monk’s recent work aimed at using individualised neural measures to predict response to treatment is a potentially very high-impact line of work.”

Reviewer (E)

"I think highly of Chris and his work. He has clearly established his independence and he conducts impactful and creative science. His publication record is strong and he is a superb teacher and mentor. ...Chris enjoy[s]...a superb reputation in our field. He is already off to a stellar start and is poised to continue to make substantial contributions in the years to come."

Reviewer (F)

"...Dr. Monk has developed an outstanding program of research. As evidenced by his growing network of collaborators, trainees, and funding, Dr. Monk embraces opportunities to extend his research interests in novel and important directions. I continue to rank him amongst the top tier of investigators working at the interface of affective neuroscience, developmental psychology, and psychiatry, and expect that his work will serve to further our understanding of psychopathology. ... I can see no risk in the decision to promote Dr. Monk..."

Reviewer (G)

"I write to offer my very highest level of enthusiastic support Dr. Christopher Monk's promotion to Full Professor. ... He is one of the top 2-3 international leaders in our field. His work has moved us forward and will continue to be influential for years to come. He has clearly earned his terrific international reputation!"

Summary of Recommendation:

Professor Monk's many contributions in research, teaching, and service reflect very well on the university community. The Executive Committees of the College of Literature, Science, and the Arts and the Medical School, and we recommend that Associate Professor Christopher S. Monk be promoted to the rank of professor of psychology, with tenure, College of Literature, Science, and the Arts, and professor of psychiatry, without tenure, Medical School.



Andrew D. Martin, Dean
Professor of Political Science and Statistics
College of Literature, Science, and the Arts



Marschall S. Runge, M.D, Ph.D.
Executive Vice President
for Medical Affairs
Dean, Medical School

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