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 that people have different backgrounds and experiences prior to joining our department and we value that diversity; 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, and initiative (3)	Research preparation (6)	Personal statement (4)	Readiness to advance an environment that is inclusive and supportive (2)	Letters of recommendation (3)
GPA (overall & GPA in major field - also consider trajectory of grades over time) Academic honors and awards Background in psychology (e.g., courses in clinical/abnormal psych, advanced stats, perhaps computer science, though certainly not required)	Independent research project Evidence of long-term commitments (e.g., > 1 year) Ability to juggle many different types of demands (e.g., work, school, sports, caregiving) Leadership roles (could be in non-academic clubs)	Research experiences that show initiative (e.g., posters; manuscripts; presentations; honors thesis; independent study; writing qualitative and quantitative reports) 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 interpreting results, etc.)	Writing skills Proposed research fits with or extends lab focus in logical way Depth of thinking Use of terminology demonstrates some knowledge	Describes valuing individual differences and identities, and views differences from a strengths perspective Demonstrated capacity to advance an environment that is inclusive and supportive through prior research, teaching, and/or volunteer/community outreach/work experiences	Writers refer to person standing out in terms of: Ability to collaborate/work on a team Passion for research Shows initiative Intellectual curiosity Organization and

Honors/advanced courses Master's Degree in related field Other ways of demonstrating the relevant skill/experience	Evidence of advancement in different environments (e.g., promoted at work to higher position, RA→ lab coordinator) Starting clubs, organizations, etc. - able to identify gaps or needs in communities, etc. Maintaining strong academics etc. while juggling other activities (extracurriculars, jobs, etc.) Addresses causes of gaps in application materials (e.g., shows growth from a difficult starting place) Other ways of demonstrating the relevant skill/experience	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 communication skills that illustrate depth of thinking and intellectual curiosity, such as articulating the broader purpose of projects and raising insightful research questions) Other ways of demonstrating the relevant skill/experience	of area of interest Describes passion for research Other ways of demonstrating the relevant skill/experience	Other ways of demonstrating the relevant skill/experience	reliability Strong communication skills Interpersonal effectiveness Other ways of demonstrating the relevant skill/experience *Keep in mind biases in letters - e.g., gender differences in adjectives used