

University of Maryland, Baltimore County

Department of Psychology

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Prepared in collaboration with the faculty and staff

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A. Executive Summary

UMBC Psychology's Contribution to the UMBC Mission and Vision

The Psychology Department is fully engaged in achieving the larger mission and goals of University of Maryland, Baltimore County. The department has a significant role both in undergraduate and graduate education, a significant research agenda and record of external funding, and makes important contributions to community and university service. Faculty in the department are responsible for teaching large numbers of undergraduate and graduate students, are extremely productive in designing and implementing important research as recognized by peer reviewed publications and grant awards, collaborate with faculty and administrators to develop cross and interdisciplinary programs in the undergraduate and graduate teaching mission, and provide substantive service at the professional, academic, and community levels.

We have a core of 24 full-time instructional faculty members (22 on full time tenure/tenure track lines) and, in addition, employ 15 to 20 part-time faculty members to create our course offerings at both the graduate and undergraduate levels. Psychology has been either the first or second largest producer of Bachelors Degrees at UMBC over the past five years, graduating over 200 Bachelors degrees per year on average. We are 3<sup>rd</sup> or 4<sup>th</sup> in largest numbers of current majors, with 650 to 750 majors and currently growing slightly. This number underestimates the total number of undergraduates in our courses since individuals who participate in joint programs with Social Work, Sociology, and Information Systems those with psychology minors or who use psychology courses to fulfill General Education Requirements are not counted. In FY 2004 the psychology department generated 19,884 semester credit hours and accounted for 686 Full Time Equivalent Students (FTES). Our overall FTES to Full Time Instructional Faculty ratio is approximately 28.5 to 1, but this number includes graduate students. Our faculty members are also active in the Interdisciplinary Studies and Honors College. Psychology faculty members also serve as faculty mentors and advisors to many undergraduate organizations (Psi Chi, Hillel Jewish Student Community and the newly created Black Psychology Club), serve on numerous committees and university initiatives, and play a major role in the IRB for the Protection of Human Research Participants.

In addition, we have one of the largest doctoral level programs in the university with a total of over 110 active graduate students. In the past years our Human Services Psychology and Applied Developmental Psychology graduate programs have produced approximately 20% of the doctoral graduates at UMBC. We also have an innovative terminal Masters program in collaboration with the Kennedy Krieger Institute at Johns Hopkins University to train individuals in Applied Behavior Analysis.

The educational goal for our undergraduate program and majors is to expose students to the breadth of the discipline of psychology and offer concentrations in various areas demonstrating how psychological theories, research, and practice interact with everyday life and address personal and societal issues. All majors are expected to achieve an understanding of the biological and psychosocial underpinnings of psychology, to appreciate its application in several areas of human functioning, and to gain an experiential understanding of the scientific method of psychology. All majors are expected to search for appropriate information and literature, evaluate information critically, use statistical analyses and computer programs, design basic psychological research studies, and write papers and reports in the style recommended by the American Psychological Association. Successful completion of two core courses (PSYC 331 & 332) is the primary means of evaluating our majors' preparation for graduation. Our concentrations (biopsychology, human services, developmental, industrial and personnel) are designed to prepare students for future careers in a broad array of business, educational, social service, and entrepreneurial activities and organizations. The addition of a Bachelor of Science option for our majors has increased the attractiveness of the major, particularly for those students interested in biomedical careers and neuroscience. Although currently we have no organized way to follow our majors to see how these goals and aspirations are implemented in the careers, we do know that many of our best students often go on to graduate programs at either the masters or doctoral level in health care, law, social work, social services, counseling, and various areas of psychology and neuroscience.

Graduate programs in Human Services Psychology (HSP) and Applied Developmental Psychology (ADP) offer innovative and accredited doctoral training to students recruited from the region and the country as well as internationally. These graduate students are active in the research and teaching mission of the UMBC Psychology Department and are involved in research and clinical and programmatic service throughout the region. They have been very successful in obtaining competitive internships, postdoctoral fellowships, and professional positions over the past 5 years. Our newly developed terminal Masters Degree track in HSP focuses on training students in Applied Behavioral Analysis and working with serious developmental and behavioral problems of children and adolescents, and it contributes to the needed workforce development in collaboration with the Kennedy Krieger Clinical Program.

#### UMBC Psychology: Current Status and Future Directions

Our self study indicates that the Psychology Department is healthy and productive in terms of student engagement and outcomes, faculty achievements, research and scholarly

productivity, grant and contract activity but operating at and above capacity of resources. There is currently little or no room for growth and new initiatives without cutting back on current activities and redirecting resources needed in other areas. There has been significant turnover in faculty over the past 5 years and hiring has not been able to keep up with the turnover. Moreover, we have an aging faculty and anticipate additional retirements. During FY 05 we have hired two new faculty members to begin in FY06, but we still have two vacant tenure track positions that would need to be filled before we return to the number of faculty in the department 5 or 6 years ago. Our success is creating significant strain and burden on current staff, space, and faculty. There have been significant increases in funded research and growing numbers of majors at the main campus as well as new initiatives like the Applied Behavior Analysis Masters Program, offering our major at the Universities at Shady Grove, our involvement in interdisciplinary graduate programs like gerontology and neuroscience, and increasing involvement in community initiatives highlighted by the development of the UMBC Psychology Community Collaborative for Prevention, Treatment and Training with Department of Health and Mental Hygiene (DHMH) and the AIDS Administration. In addition, as a result of the planning initiatives to reach 2016 University Goals and Objectives, the department proposes to increase our emphasis and collaborations in specific areas of department strength with themes of enhancing health and well being across the lifespan, increasing health and education policy initiatives, understanding commonality and diversity in human nature, and building bridges between the University and the Baltimore community. If the department is to meet current goals and continue to provide for the numbers of undergraduate and graduate students as well as move forward to meet goals for the future, additional resources both from inside and outside the university will be needed to manage business functions, to provide space and physical resources, and to build faculty strength and diversity.

## B. Comprehensive Program Description

### 1. Programs Offered

The psychology department has traditionally offered a Bachelors of Arts degree and a number of concentrations to assist students to shape their undergraduate major. One of those concentrations was a concentration in biopsychology for students wanting to have a significant exposure to biology and the physiological aspects of psychology. Most often students interested in medical school or in related medical professions would take this concentration. Recently, the Department requested and received approval to offer a Bachelor of Science so that students who wanted a more significant exposure to the natural sciences in their psychology major can obtain the BS degree and be more competitive in careers where the BS is more traditional. We already have graduated a small number of students with a BS degree and anticipate that this option will continue to attract a number of talented students so that the numbers of students in the biopsychology concentration will be modest but an important segment of our majors.

At the graduate level the Psychology department began with a masters program in community clinical psychology in the late 1970s. These initial efforts to create a graduate master degree

program and an initial collaboration with UM College Park Psychology Department helped the psychology faculty to create two independent, innovative doctoral programs. The department received approval to offer an innovative doctoral program in Human Services Psychology which contains three subprograms at the doctoral level (an APA approved Clinical track, a behavioral medicine track and a community/social track) and one, collaborative terminal masters program in Applied Behavior Analysis that is offered in conjunction with the Kennedy Krieger Institute. The HSP program is the larger of the two graduate programs and students can choose either a single or multiple track concentration to create unique graduate training options. The ADP program is smaller but has attracted a number of students interested in applied aspects of developmental psychology. Both graduate programs are applied and human service oriented.

Degrees Offered:

|   |                          |
|---|--------------------------|
| Bachelor of Arts Degree: Psychology:                    | First Year Offered: 1966 |
| Bachelor of Science Degree: Psychology:                 | First Year Offered: 2003 |
| Master of Arts Degree: Terminal: ABA:                   | First Year Offered: 1999 |
| Doctor of Philosophy: Human Services Psychology:        | First Year Offered: 1983 |
| Doctor of Philosophy: Applied Developmental Psychology: | First year Offered: 1980 |

A more complete description of undergraduate and graduate programs is provided below (See Appendices B and C for undergraduate and graduate program descriptions and catalog entries).

### **Undergraduate Program Description**

Psychology major requirements for the Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees are specified in the UMBC catalog and the department offers a guidebook to majors with helpful checklists of required courses as well as opportunities in the department for participating in research or practicum experiences or developing honors theses (See Appendix A). The major was designed to provide flexibility and at the same time to ensure that majors sample a little from various parts of psychology. The following is a description of the course requirements and what majors can expect to learn from fulfilling each of them.

#### **A. General Requirements for the Bachelor of Arts Degree**

All psychology majors must take Introduction to Psychology (PSYC 100), a standard introductory survey course that gives an overview of the field of psychology. All psychology majors must also take PSYC 331 and PSYC 332, Experimental Psychology: Design & Analysis I and II. This pair of 4-credit courses serves as the methodological core of psychology as a science. These courses teach majors how to understand and evaluate critically psychology research and how to conduct experiments; they also involve writing skills and experience in analyzing data. Students are encouraged to take PSYC 331 and

PSYC 332 in consecutive semesters; 332 has as a prerequisite successful completion of 331 (C or better).

#### B. Distribution Requirements

For the Bachelor of Arts, psychology majors must choose two “Group I” courses (from a list made up of Learning, Physiological, Cognitive, Motivation, and Sensation & Perception), and two “Group II” courses (from a list made up of Developmental, Abnormal, Social, and Personality). The Group I courses represent “psychology as a biological science,” and the Group II courses “psychology as a social science.”

#### C. Electives

For the B.A. degree, 9 credits of electives are required. At least 3 credits of these must be at the 400 level. Courses that count toward this requirement include all 300 and 400 level psychology courses *except* PSYC 331, PSYC 332, PSYC 306, PSYC 397, PSYC 398, PSYC 399, and the courses in Groups I and II. This “upper level” requirement attempts to expose majors to the depth as well as the breadth of psychology. Choices of electives are shaped by student interests and the specific concentrations that are chosen by the student.

A grade of C or better is required for all courses used to meet major requirements. A single course can meet several different requirements; for example, PSYC 100 can be used to fulfill one of the University’s GER or GFR requirements in Social Sciences, as well as the psychology major requirement, and SOWK or EDUC program requirements.

#### Bachelor of Science Requirements

The curriculum for the Bachelor of Science in Psychology builds on the current Bachelor of Arts degree, a well-established program that effectively blends high quality teaching and advanced research with social responsibility. The B.S. degree focuses on an interdisciplinary approach designed for students with an interest in research and the biological aspects of human and animal behavior. For the Bachelor of Science, the general requirements and the Group II courses are the same as the B.A. However, students are required to complete specific group I courses (Learning, Physiological, and Motivation), 6 credits of research (PSYC 397, 490 or 498 & 499H) and a host of interdisciplinary coursework in science and math (biology, chemistry and at least pre-calculus math). For the B.S. degree, psychology majors must take 12 credits of upper-level elective courses in psychology. The additional credits in biology, chemistry, mathematics, research and science-oriented psychology courses enhance an undergraduate's readiness for graduate study and careers in medicine, research, health care, public policy, law and a multitude of other fields. Through these courses, B.S. majors receive further training in the empirically based, scientific study of behavior and psychological processes, with an emphasis on biologically based investigation. The curriculum is designed to develop skills in critical thinking, creative problem solving, and research techniques as well as to foster intellectual curiosity.

## Graduate Program Descriptions

The Department of Psychology offers graduate programs leading to Ph.D. degrees in applied developmental psychology and human-services psychology. A non-thesis M.A. degree program in applied behavior analysis is offered within the Human Services Psychology program (see Appendix B).

### *Applied Developmental Psychology Program Description*

Applied developmental psychology is an emerging specialty that has demarcated a new domain of research questions and methods, with implications for the training of a new range of professional specialists. Some of the themes of this new approach include the following: the dynamic interaction between context and social and cognitive development; the multidimensionality of tasks confronting children and caregivers in various circumstances that have aroused widespread public concern, such as teenage parenthood, and literacy and the challenge of integrating theoretical analysis of developmental phenomena with the practical demands of assessment and intervention. Our program recognizes the need for a multidisciplinary focus on real-world, substantive problems and of firsthand familiarity with the tasks children face as they grow, with the environments that surround them, and with the practicalities of intervention in the real world. Consequently, the program has an emphasis on in-depth practicum experiences.

Topics of current research interest to faculty in the program include the development and assessment of interventions for at-risk infants; the role of parents in fostering children's cognitive and social growth; the effects of day care; environmental predictors of child-parent relationships and early sibling and peer relationships; the processes involved in children's learning of reading, writing and arithmetic; the role of motivational and affective factors in cognitive development and academic achievement; the influence on child development of socio-cultural variables such as modes of communication, care giving, play and work; the influence of life stress upon adolescent coping and well-being; the competencies and weaknesses of adult learners; and child and family social policy. Much of the ongoing research involves special populations, such as children with learning disabilities; children with behavioral or emotional disturbances; children with health problems or physical disorders; adolescent mothers and their children; children of parents with psychological or physical disorders; and adolescents who abuse drugs or alcohol.

The program has two concentrations with which students can affiliate, with flexibility both within and across concentrations to construct, in consultation with their faculty advisors, a program experience that combines broad exposure to foundational courses and to specialized courses and experiences tailored to individual students' career goals and interests:

The **Early Development/Early Intervention** concentration focuses on genetic, biological, and environmental factors that impede and promote development in the early years and on established and innovative intervention approaches for infants and young children at risk. Students specializing in this concentration will be prepared to conduct and supervise research

on factors that affect development in infancy and early childhood, and to develop, tailor, and evaluate intervention programs designed to foster development. Students will also be trained in the assessment of cognitive, socio-emotional, and linguistic development of infants and young children, and parent-child relationships. They will be prepared to work in interdisciplinary settings to evaluate young children and their families, to assist in formulating intervention plans to promote development, and to facilitate parenting in families at risk. Graduates with this concentration may opt for careers in academia, research and program evaluation institutes, child development and pediatric settings, social policy/child advocacy organization, or in other contexts concerned with the development and welfare of infants, young children, and their families.

The **Educational Contexts of Development** concentration focuses on the cognitive, social, and motivational factors that impact on different aspects of children's learning. Topics of interest range from cognitive/academic content, such as literacy and numeracy, to socialization of cognitive skills, such as the impact of parents, teachers, and peers as socialization agents. Students specializing in this concentration will learn about the effects of families, neighborhoods, and cultural contexts on children's learning, and about individual differences, such as learning and developmental disabilities. Graduates with this concentration may opt for careers in academia, to work in child development settings to assess individuals for learning difficulties and other developmental disabilities, to collaborate with schools and school systems to evaluate the efficacy of different educational programs, and to design individual and group interventions. They will also be prepared to work in educational and social policy settings to help interpret research findings and translate research results into relevant policy.

The program is designed to prepare its graduates for careers as practitioner researchers, people concerned with the design, evaluation and improvement of effective ways of enhancing the quality of human life. While many of the opportunities for this kind of career are likely to be found in close association with existing health and education services, the roles an applied developmental psychologist may aspire to fill are more varied than those of a school psychologist or therapist and generally are likely to be more innovative.

Students enrolled in the program are encouraged to develop, in consultation with their advisor, a program of course work, research and practicum experiences tailored to the demands of their particular career aspirations, that builds on and complements their previous studies and work experience. Potential experiences our graduates are prepared to undertake:

Aiding curriculum designers in matching educational programs to the developmental needs of children; working with pediatricians and family practitioners in detecting early precursors of sensory and learning disabilities; working with social service personnel in assessing causes of child abuse; providing technical advice to government and human service agencies on effective strategies for enhancing human development opportunities among disadvantaged sections of the population; developing and evaluating intervention programs (such as Head Start); serving as a consultant to community-based organizations concerned with problems faced by children and youth (such as substance abuse, school violence, teenage pregnancy and

parenthood, etc.); participating in the work of advocacy organizations concerned with the rights and welfare of children in general, and of children with special needs (such as those arising from developmental delays, learning disabilities, sensory or motor impairments, etc.); designing and evaluating sports training programs for children with various types of developmental disability; developing and administering parent advice and training programs for families with a disabled child; serving as a consultant to courts and lawyers; developing and evaluating media programs directed at children and families; designing and evaluating primary prevention programs.

Admission to the program is based on a review by the admissions committee of each applicant's complete profile, including the applicant's grade point average for the baccalaureate degree; performance in relevant courses of study; stated goals (personal, career and research); evaluation by referees; experience (in research and in relevant fields of employment); maturity; GRE scores on verbal, quantitative, and advanced psychology tests (taking account of the applicant's cultural and educational background); and identification of an area of research interest compatible with the research interests and competence of the program's faculty.

### ***Human-Services Psychology Program Description***

The Human Services Psychology program is offered in collaboration with the Department of Psychiatry and the School of Social Work at the University of Maryland, Baltimore (UM,B) and the Policy Sciences Graduate program at UMBC. Human services psychology is concerned with the development of psychological knowledge and its application in the treatment and prevention of psychological and physical disorders. The program is thus designed to train students as scientists and practitioners in the diagnosis, treatment and prevention of psychological and physical disorders. It consists of three interrelated and complementary component sub-programs in behavioral medicine, clinical psychology and community-social psychology. The clinical psychology program is accredited by the American Psychological Association. The Human Services Psychology program's primary commitment is to train psychologists for research and service in the public sector, placing special emphasis on the problems of inner-city, minority, and poor populations, and of children, youth, and the aged (see Appendix B).

The program has three doctoral tracks:

**Behavioral Medicine** focuses on problems involving the relations among behavioral and psychological functioning and health and illness. These students may elect to take a special concentration in clinical or clinical/community-social psychology.

**Clinical Psychology** focuses on problems involving individual behavioral and psychological functioning. Within this program, which is accredited by the American Psychological Association, students may elect to take a special concentration in behavioral medicine or clinical/community-social psychology.

**Community-Social Psychology** focuses on community and social psychological processes and human services policies which influence the effective functioning of both individuals and communities. These students may elect to take a special concentration in clinical or behavioral medicine.

The program also includes a master's degree in **Applied Behavior Analysis**, offered by the department in collaboration with the Department of Behavioral Psychology at the Kennedy Krieger Institute in Baltimore. Applied behavior analysis addresses significant problems at the level of the behavior of the individual. Its many applications include behavior problems in children, parent training, developmental disabilities, education and behavioral medicine. Mastery of applied behavior analysis calls for competence in the detailed knowledge base of behavior analysis, statistical and measurement techniques for evaluating behavior and designing treatments, and the various skills essential to delivering services and maintaining their effectiveness.

Admission to the program is based on a review by the admissions committee of each applicant's complete profile, including the applicant's grade point average in the baccalaureate degree; performance in relevant courses of study; stated goals (personal, career, and research); evaluation by referees; experience (in research and in relevant fields of employment); maturity; GRE scores on verbal, quantitative, and advanced psychology tests and identification of an area of research interest compatible with the research interests and competence of the programs faculty.

Upon enrollment, each student is assigned a faculty advisor from the department with whom the student is expected to work during the first year on various research-related tasks on a non-credit basis. In consultation with the advisor, the student works out a program of course work, practica and research activity that builds on the student's experience and interests in preparation for a career of the kind the student prefers within the broad, emergent field of human services psychology. Students are required to take a set of core courses, consisting of three courses in research methodology and statistics and courses in each of the following substantive areas of psychology: biological, cognitive/affective and social bases of behavior, and individual differences. Students take courses in their specialty area, including at least one advanced seminar, elective courses, at least six credit hours of practicum and an internship of at least 1,500 hours (clinical students only). A minimum of 18 credit hours of research is also required. Core course and research credit requirements may be adjusted for students entering the program with master's degrees or acceptable graduate course credit from other institutions. Adjustments in the practicum requirements may also be made for master's level students entering the program with extensive, supervised clinical experience. Admission to candidacy for the doctoral degree is based upon satisfactory completion of the core course requirement and passing a qualifying examination during the summer preceding a student's third year of full-time study, or its equivalent in the case of part-time students or those entering with advanced standing.

The master's program in Applied Behavior Analysis requires a minimum of 36 credit hours beyond the B.A. It consists of the core curriculum of the department's graduate programs plus

courses in basic and applied analysis of behavior, behavioral treatment design and data evaluation, ethics of behavioral interventions, and practicum placement for hands-on experience with relevant behavioral procedures. In place of a master's thesis, students are required to apply the skills acquired in the program by completing a full behavioral intervention, from incoming evaluation through development and administration of treatment protocols to evaluation of outcome.

Recent graduates from our Human Services Psychology program have found initial career placements in a variety of settings that involve psychological services, teaching and research. Approximately 30 percent have moved into direct service provision in private practice settings. The majority has found employment in a variety of state and university institutions as staff psychologists, research associates and assistant professors. Typical employment settings range from Johns Hopkins University, NIH and UMB to community mental health and state hospitals, schools or correctional institutions.

## 2. Departmental Structure and Description of Course Offerings

The Department of Psychology has a rather simple administrative structure. The chair of the department is chosen from an external or internal search and is given a renewable term of 3 or 5 years (usually external searches are 5 year terms). Appointment is through the Dean of the College of Arts and Sciences with the recommendation of the faculty. There is an evaluation and reappointment process in place as well. The Chair of the department appoints an associate chair with the approval of the faculty. Departmental decision-making is made with the voting of the entire faculty. There is no executive committee at the request of the departmental faculty who prefer to discuss and operate as a unit. Therefore, we have frequent, bi-weekly faculty meetings in order to conduct the business of the department. On a day to day basis department affairs are handled by a dedicated staff that consists of two professional staff positions of a psychology coordinator (whose main tasks are the schedule of classes, management of renovation and space needs, oversight of department budgets, and collaboration with campus administration and organizations) and a departmental advisor (whose main duties are advisement of undergraduates in freshman and sophomore years, management of problem students, advisement to departmental undergraduate program, support of faculty mentoring and advising) and three administrative staff including a senior administrator (Business Services Specialist) and two additional administrative assistants (Program Management Specialist and Accountant) who manage all the administrative tasks of payroll, budgets, purchasing, space allocation, teaching assistants, Xeroxing, etc. as well as providing support for all departmental functions of graduate programs, recruitment and hiring of students and faculty, P & T evaluations, course syllabi and test preparation. Several part time student workers assist administrative staff members. There is no grants or budget manager in the department necessitating that our senior administrator assists with grant preparation and administration with some support from the psychology coordinator. A detailed organizational chart of the administration of the department is contained in Appendix C.

Basic functions in the department that involve faculty operate through a committee structure. The department chair, in consultation with the faculty members and appropriate committees appoints committee chairs. Program directors and subprogram directors serve renewable 2 or 3-year terms determined by the separate program committees. The department has created a number of standing committees for other functions as well, including Undergraduate program, Graduate Program, and Ethnic Diversity (see Appendix C for detailed listing and membership for the current year). Negotiation of course reduction or additional stipend for any extensive committee work is done with the Chair in consultation with the associate chair and is currently only done for the Directors of the HSP and ADP programs as well as the Undergraduate Program Chair.

### 3. Educational Goals and Learning Outcomes

- What are the goals of the department's programs in instruction, research, continuing education and public service?

Our goals are to provide students with a well-rounded experience in the field of psychology. We aim to balance a solid liberal arts background with skills in critical thinking, research design and analysis and modes of inquiry as well as basic content of psychological science and practice. The field of psychology is extremely broad so students are given an overview and some directions as to where to look to gain greater depth. We also have a strong belief and philosophy related to applied experiences. The department programs and faculty are active in seeking and providing students with opportunities to participate in community-based service learning activities and in research activities.

- What are the intended student learning outcomes of the program and what processes are in place for measuring the achievements of these outcomes?

All psychology majors are required to take PSYC 331 and 332. This sequence of required courses covers the principles of research design, introduction to psychology literature, quantitative and analytical techniques and writing psychology research reports. Mastery in these courses is viewed as demonstrating competence in the basic skills and in managing specific psychology content material. Although the content of these courses changes in terms of the topical areas of research that are emphasized, the structure of the courses are departmentally driven and have defined goals as to the analytic techniques, the types of experience, and the structure of the writing tasks. Achievement of a C or better in these two courses is mandatory for graduation and the primary way of insuring that our graduates have achieved a common set of skills and a basic understanding of psychological constructs and methods.

Students are also required to take one 400 level psychology course in which they are to demonstrate a proficiency in understanding specific psychological content and advanced analytical skills demonstrated by writing and often by presentation of ideas and reports. We are currently redefining the structure of our 400 level courses in order

to ensure each student completes the “capstone” course involving use of critical thinking skills. These courses will be seminar based and include substantial reading and analysis of primary source material.

- Describe the plan and timetable for identifying student learning outcomes and methods of assessment for all courses in the program.

The department utilizes the standard course evaluations used at UMBC. The Student Course Evaluation Questionnaire (SCEQ) documents student evaluation of courses and instructors. The chair reviews these periodically and uses them to determine continued hiring of part time faculty as well as offering feedback to faculty whose courses are not well-rated by students. These ratings are used in faculty merit calculations and in reviews for contract renewal, promotion, and tenure. These are measures of satisfaction and student ratings of faculty rather than measures of student learning and there is continued discomfort with this method of assessment. There is a committee at the university level looking at changing our methods of evaluating faculty and courses as well as learning outcomes. In addition to this structured evaluation, students have an opportunity to give feedback via a “blue sheet” which uses an open-ended question format and provides feedback that only the professor uses.

The department in preparation for this visit began implementing an exit survey to ascertain student feedback on student perceived learning outcomes, program effectiveness and how well they feel prepared for post baccalaureate life and career. The results of this survey will be described later. The undergraduate committee plans to continue to evaluate, revise, and re-administer this survey each semester to students in PSCY 332 so that students completing the methods capstone can give feedback on their experiences.

The alumni association conducts a survey of graduates and reports results back to the department. Although the response rate is low and the group of respondents not completely representative, this data, that will be presented in a table later in the document, gives us a picture of where our students are going and how they see the department.

In an attempt to examine learning outcomes in a more standardized fashion, the undergraduate committee looked at the new psychology exit exam that has been developed by ETS to test in a standardized fashion the knowledge and understanding of psychology majors completing a program of studies. This seems similar to the psychology Graduate Record Exams and it is not clear whether we could afford to do this or would be able to get all our majors to take this test. At this point the department has not made a decision about using this or any test to evaluate learning outcomes and we are looking for options in conjunction with other undergraduate programs in the university.

#### 4. Consistency with Institutional Mission

The Psychology Department has been and continues to be central to the entire mission of UMBC. Psychology provided a critical undergraduate major that was foundational to the development of the university. Recruitment of faculty always has included an emphasis on research as well as teaching. Graduate programs developed as the mission of the university shifted more and more to that of a research university and as faculty interested in research sought graduate students to mentor and help with research. The most recent UMBC mission statement reads as follows:

*As an honors university, UMBC aspires to be one of the finest of the new American research universities that effectively blend high-quality teaching, advanced research, and social responsibility. UMBC is a research institution with a profound commitment to liberal education and its relevance to contemporary life. A strong liberal arts and sciences core provides the foundation for the undergraduate educational experience. UMBC offers a complement of disciplinary and interdisciplinary masters and doctoral programs with an emphasis on selected areas of the sciences, engineering, information technology, human services, and public policy. These programs are closely linked to undergraduate programs in the liberal arts and sciences and engineering. The University has developed particular strength in interdisciplinary instruction and research by building bridges among the cultures of the sciences, engineering, humanities, visual and performing arts, and the social sciences.*

Psychology department programs and faculty contribute to the honors, research, and service aspects of the mission of UMBC in multiple ways. In the undergraduate program we offer courses that meet General Education requirements both in the social sciences and in the culture and diversity areas. Psychology is also one of the most popular majors. Our undergraduate curriculum is rigorous and offers both the BA and BS degrees to large numbers of students. Many of these bachelor degree students seek graduate school experiences and/or find jobs in the Maryland economy as teachers, human services specialists, personnel managers, or in business and technology. Many UMBC students have a minor in psychology or are double majors, contributing to interdisciplinary training goals of the university. Moreover, there are a number of the psychology faculty members who participate in the interdisciplinary studies program mentoring students who are creating interdisciplinary degree programs. Large numbers of undergraduate students participate in research and external practicum experiences sponsored by the department faculty in their research and external service or consultation commitments or through the Shriver Center.

This year we also began a new initiative to extend the presence of the UMBC psychology program to the Universities at Shady Grove Campus of the University of Maryland System. In collaboration with Montgomery College and community colleges in the area and at the request of the system administration, UMBC psychology is offering our upper level curriculum at the Shady Grove campus in Rockville, Maryland so that students will have the opportunity to get a BA degree in psychology from UMBC by taking courses offered at that

campus. We join Social Work and Information Systems in offering bachelors degrees at Shady Grove.

In support of the research mission and in helping to achieve the status of a research extensive university, the psychology faculty members are active and have contributed to the enhanced reputation of UMBC as high quality, research-intensive university throughout the existence of the university but particularly in the past 15 to 20 years. In recent years we have brought national attention to important research and scholarship that is ongoing here at UMBC. Over the past five years this faculty has published a total of 33 books and averaged over 100 publications in refereed journals per year. Both books and research have attracted national attention, awards, and kudos. External funding of psychology faculty has reached over 1.5 million dollars this past year, increasing over 300% over 1995 funding levels. Moreover, most of the research that is done is applied and is serving the citizens of Maryland.

The department has been and is one of the top producing graduate programs in the graduate school in terms of PhDs granted. Our graduate program attracts students from around the nation and the world as well as from the region and is developing professionals who are finding fulfilling careers in medical and research settings, universities, psychology treatment and service agencies and in the private sector in Maryland and in many different parts of the country. We have graduates in universities in California, Texas, Florida, South Carolina, New York, Indiana, Minnesota, Michigan, Alabama, Connecticut, Louisiana, Pennsylvania and in Canada as well as throughout the Baltimore-Washington area.

The department is committed to diversity and has also been involved in initiating and participating in many of the diversity initiatives on campus. Minorities comprise one third of our undergraduate majors with almost 20 percent African American. At the graduate level about 25 percent of the graduate students are minorities with about 18 percent African American. We have been a founding department in both the MARC U STAR and McNair undergraduate initiative to promote doctoral level careers in biomedical sciences. The department participated in developing the Graduate Meyerhoff program, which supports minority graduate students interested in biomedical research careers funded by NSF. Currently we have 9 active graduate students in that program. We also participate in the PROMISE program initiated by the graduate school and host potential graduate students visiting UMBC who are interested in psychology graduate study. In addition, a number of faculty members supervise potential graduate students in summer research or bridge programs. We have an active ethnic and cultural diversity committee, contribute to the diversity lectures on campus, and work closely with the Women's Studies, Africana Studies and other programs on campus to promote understanding and appreciation of diversity as well as opportunities for advancement of minorities, women and the underprivileged.

Although not always recognized on campus for all that it does to promote the multidimensional aspects of the mission, the Psychology Department's contribution is central to the mission of UMBC and makes a significant contribution to the productivity, reputation, quality, and quantity of the valued outputs related to mission.

## 5. Comparison to Other Programs

The Psychology Department at UMBC offers a disciplinary based doctoral program at a research university in the state of Maryland. There is only one other public research extensive university in Maryland besides the medical school and only one other doctoral clinical research program that exists at the University of Maryland, College Park. There are other graduate masters and doctoral programs at other system universities that are applied and some Doctor of Psychology (PsyD) programs that are largely dedicated to training practitioners at private universities in the area. These programs typically do not compete for students with our program and there are more than enough applicants for our HSP and ADP programs. There does not appear to be any significant duplication of programs or excess program capacity in the State of Maryland.

## 6. State of the Discipline

In 1991 the American Psychological Association held a conference on undergraduate education that made the following recommendations (available at [www.apa.org/education](http://www.apa.org/education)) about programs and student experiences. (A more recent report in 2002 reiterates some of these points but is not as explicit on the issue of quality and detailed in terms of curriculum as the earlier report so we will use the information from the 1991 report to describe the state of the discipline for undergraduate education.)

Curriculum qualities for quality undergraduate programs include the following:

1. The curriculum enables students
  - a. To think scientifically about behavior and mental processes.
  - b. To appreciate and respect others.
  - c. To pursue a variety of post baccalaureate alternatives including employment and graduate or professional school.
  
2. The curriculum is based on clear and rigorous goals. These include the following:
  - a. Synthesizing the natural science and social science aspects of psychology by requiring students to take courses in both knowledge bases.
  - b. Evaluating research methods (quantitative, qualitative, archival), research designs (experimental, correlational, case study), statistics, and psychometric principles.
  - c. Appreciating the ethical practice of scientific inquiry.
  - d. Thinking scientifically, understanding the relationships between theories, observations, and conclusions; critically evaluating the empirical support for various theories and findings.
  - e. Speaking and writing effectively in the discourse of the discipline.
  - f. Respecting the diversity of behavior and experience and appreciating the rich opportunities for science and social relationships that such differences provide.
  - g. Understanding how the study of psychology enables individuals to make informed judgments which strengthen the community and build public policy.

Goals and standards for quality undergraduate psychology programs:

1. Set clear and high expectations for students, promote active learning, and give students systematic assessment and feedback on their progress.
2. Recognize that students learn about psychology in multiple settings including classrooms, laboratories, field experience, internships, and co-curricular programs (e.g., psychology clubs and science fairs) and through formal and informal contacts with faculty and student peers.
3. Be enriched by the diverse characteristics of students, drawing on and responding to their differences in age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, and socioeconomic status.
4. Foster effective student advising that goes beyond providing information about institutional procedures and policies by motivating students
  - a. To explore and develop their values, interests, abilities, and career and life goals.
  - b. To encourage the student to consider the many post baccalaureate educational possibilities, including graduate and professional school.
  - c. To become increasingly independent in their decision making.
  - d. To play an active role in shaping advising policies and procedures.
5. Support effective student advising by providing faculty
  - a. Unequivocal administrative support for the activity
  - b. Continuing education opportunities in innovative advising methods
  - c. Tangible rewards for excellence, including the consideration of quality advising in tenure and promotion decisions.

The department undergraduate programs are designed to meet and exceed these standards and achieve both the student and curriculum goals and objectives outlined in this report. We have a faculty driven curriculum that is rigorous and includes all the elements described above. Our curriculum is created with a strong methodology component, has rigorous goals for understanding and conducting research, presenting results and critically evaluating scientific and popular information. We have capstone courses in the discipline and are creating upper level courses that would serve as application courses for specific departmental concentrations. Faculty are in charge of the curriculum and have been reevaluating our offerings based on shifts in pedagogy, changes in emphases in the discipline, needs of students, and university undergraduate initiatives for writing in the discipline, research experiences, technological literacy, and other system initiated innovations.

The graduate programs are at the forefront of the discipline in terms of graduate training. Built on a conceptualization of Leon Levy, the former chair of psychology at UMBC who advocated for an integrated, bio-psycho-social approach to training and research, both the ADP and the HSP programs are models of applied research programs with significant research and training integration, a capacity for graduate students to specialize in content

areas, significant practicum training and experience, rigorous research requirements, and a supportive and active graduate student association. Students have access to a number of active research laboratories and faculty research that is state of the art and supported by external funding in many cases. In many ways these are model programs and ahead of the program offerings in traditional departments of psychology because we have not had a history of large subprograms with issues of boundaries and territory that would hinder the kind of flexibility in focus across sub discipline boundaries that exists in our programs. Nevertheless there are still challenges for our graduate programs that include marketing and visibility, consolidation of core requirements and offering of advanced courses to keep up with the ever expanding sub areas of psychology, funding for grad students, and keeping reasonable the demands of courses, experiential learning, research requirements, and other demands of becoming a professional psychologist (see Appendix D for APA Accreditation Site Visit Report and Responses).

6. List of Courses

A list of the courses offered over the years 1999 to 2003 is included in table 1 at the end of this report. The department offers 60 to 70 sections of courses every semester with 3 or 4 sections of the important undergraduate courses that also fulfill general education requirements (Psych 100, 200, 285) and three or four courses each with 2 or 3 sections of our lab courses (Psych 331, 332). In addition we offer multiple courses in our required group I and group II list of courses every semester. Finally we offer a number of 300 and 400 level courses for electives. This listing of courses does not include the independent study, research, practicum and cooperative courses or the honors thesis sequence of courses that are offered each semester by multiple faculty depending on student demand and need. Graduate level courses offered include a set of standard foundational courses offered and scheduled in a one year sequence. Graduate programs and subprograms then organize courses on a rotating basis in order to meet the needs of students and the requirements of the program. Student input and pre-registration is solicited each semester to plan for graduate courses offered in the next semester.

7. Courses not Taught

Courses not taught at the undergraduate level during the 5-year period.

|             |  |
|-------------|--|
| Psyc<br>255 | Psychology of the Black Experience<br>Now taught by Africana studies but originally was cross listed |
| Psyc<br>440 | Seminar in Social<br>Psychology  |
| Psyc<br>450 | Seminar in Comparative Psychology and<br>Ethology  |

Psyc  
460 Seminar in Motivation and Emotion

Psyc  
470 Seminar in Perception

Courses not taught at the Graduate Level:

Psyc 624 Principles of Consultation

Psyc 625 Critique of Psychotherapy Research

Psyc 641 Theories of Development

Psyc 652 Learning Problems

Psyc 675 Psychology and the Law

Psyc 730 Parenting

Psyc 780 Language Development

Some of these courses have not been taught because we have lost the professor who developed or taught the course. Some courses are newly titled and have been taught under special topics previously (PSYC 730 and 675). Others have not been taught because there was no demand (PSYC 625 and 652) or other courses have been able to satisfy the needs for these courses.

#### 8. Specializations within programs

In the undergraduate program there are several areas of concentration that have been developed to assist students to further refine their degree focus. A formal certificate and notation on the transcript is currently recorded only for the Personnel and Industrial Psychology concentration. All others are given a certificate from the department certifying completion of the concentration in addition to the degree.

We have defined four areas of concentration: Biopsychology, Developmental Psychology, Human Services Psychology, and Personnel and Industrial Psychology. The Developmental Psychology and Human Services Psychology areas of concentration consist of a set of recommended courses that reflect a focus on either children or human services.

The Biopsychology area of concentration involves an actual change in requirements for the major and instead of the three upper-level psychology courses majors with this concentration are required to take three biology courses and either two 400-level psychology electives or two additional approved biology courses.

The area of concentration in Personnel and Industrial Psychology is specifically designed for students interested in managerial, human resources, or administrative careers. The concentration's requirements include courses in economics, business and several other disciplines. Completion of these requirements, especially when combined with internship or cooperative education experiences, provides an excellent foundation for students planning careers in business or government.

The degree granted at the graduate level is a degree in psychology. However, the two programs offer doctoral specializations in Applied Developmental Psychology, Clinical Psychology, Behavioral Medicine, Community/Social Psychology, and the ability to combine several of these sub specializations to create unique specialties. We have graduates who have had concentrations in community social/behavioral medicine, clinical/community, clinical/behavioral medicine, and a student recently who has met the criteria for both ADP and HSP child clinical programs and received both designations in her degree. Programs and their accreditation status appear in Table 2. All doctoral students are in programs that are certified by the National Register of Psychologists. The clinical program is APA approved and the Association of Behavior Analysis Graduate programs accredit the master degree in behavior analysis.

## 9. Program Modifications

Since the last review and increasingly over the past 5 years, the department has made significant changes both to the undergraduate and graduate programs. These modifications have included additions to the programs as well as modifications of existing programs (see Table 3).

The most significant change in the undergraduate program was the addition of the Bachelor of Science option. This change was initiated for several reasons. Internally, the desire of students and faculty to have a BS option to reflect the basic science nature of our program and, in particular, the growing interest in strengthening the biopsychology concentration made the addition reasonable and desirable. Externally, having the BS degree made our graduates more unique since most undergraduate psychology programs and graduates have a BA degree and more competitive with students from the natural sciences when seeking advanced degrees and even employment in medical related professions. This change has worked well and was done with the assent of the departments that would be affected by students taking the additional biology, math/stats, or chemistry courses. Currently we have a number of students

(estimated at approximately 20) enrolled in this option. In the recent December graduation 8 students graduated with BS degrees in addition to 79 with BA degrees.

This past year we began to offer our BA degree option at the Universities at Shady Grove campus. This is an advanced standing campus where students first gain lower level credits and fulfill general education requirements at local community colleges and then come to Shady Grove in Rockville, Maryland to complete degrees offered by multiple campuses in the UM System. Psychology joined Social Work and Information Systems in offering UMBC degree programs at that campus. In our first year we have 28 majors enrolled and expect approximately 60 when the program is fully functioning next year exceeding our target goals of 25 and 50.

We have also created a five year BA/MA track option for students interested in the Applied Behavior Analysis masters program so that undergraduates could use some of their undergraduate credits (9) and add graduate credits and experiences to be able to obtain a masters degree in 5 years according to the regulations of our undergraduate program at UMBC. We have advertised this option on our website and materials and we have had students inquire about this option but no student has yet completed it. However, it has only been in place for a couple of years and this option needs highlighting in our marketing.

Other changes to the undergraduate program have included specification of the topics and realignment of lab enrollments in PSYCH 331 and 332, making the honors thesis one credit introduction optional, adding several upper level courses (Introduction to clinical psychology and the therapeutic relationship, Etiology and treatment of addictive behaviors, Neuroanatomy), adding cognitive psychology to our Group I options and eliminating comparative psychology and ethology, and creating an online support site using the Blackboard system to house materials and information about courses that can be shared among faculty and among TAs. We have made some changes in requirements for the minor, added some courses to our dual major program with sociology/anthropology, and revised our concentrations in order to make them more parallel with our graduate program offerings.

We have also enhanced our advising capacity with the addition of an advisor housed in the department who has been very helpful in dealing with student issues. The departmental advisor is part of a university initiative to increase the usefulness of advising, increase retention, and reduce time to degree.

At the graduate level there have been additions and modifications as well. We have added a small terminal Masters Degree program for students interested in careers in Applied Behavior Analysis. This program was created under the HSP program in collaboration with the Kennedy Krieger Institute and serves to train the workforce at Kennedy Krieger as well as has become a path for students who have become interested in going on for a doctorate degree in the HSP and in the ADP programs. We are creating better linkages for students interested in moving from the masters to a doctoral degree in the Applied Developmental doctoral program.

We have also increased the options for graduate students in the HSP program for creating cross sub program options and developed a community/clinical and community/behavioral medicine track and strengthened our clinical/behavioral medicine track for students who are interested in these crossover specializations. We have also delineated a child clinical or clinical/behavioral medicine track for HSP students interested in focusing more on children.

In the graduate program we have also changed some program requirements that were recommended or required by shifting APA accreditation requirements and in the interest of facilitating completion of research requirements. We have added required courses in diversity, research design and methodology, as well as courses in addictions, policy, and courses for the applied behavior analysis program. We have created more clinical training experiences in the community and developed a more organized preceptor experience for all HSP graduate students who are on external practicum experiences in the community so that they all have a faculty preceptor overseeing the training experiences. Programs and subprograms have added one credit topics courses where students can get overviews of their areas and participate with faculty in what are essentially brown bag discussions. Programs have developed better defined areas of concentration and created contingencies and program tracking mechanisms that have been helpful in keeping students on track and speeding time to degree. Finally, we have developed a cadre of adjunct faculty who are regular contributors to our graduate program in offering courses in specialty areas and in working with our students in the community and on research taking advantage of the rich regional resources to which our programs have access.

#### 10. Programmatic Changes

There are also a number of anticipated changes to the curriculum and programs that are ongoing and planned for the near term.

In the undergraduate program the department undergraduate committee is working on creating 400 level courses with more “writing in the discipline” requirements and the department has approved the following changes:

400-level courses should uniformly provide a more advanced, in-depth learning experience than 300-level courses. Requiring students to complete PSYC 332 prior to taking a 400-level course will ensure adequate preparation for this higher level of academic rigor. 400-level courses are designed to provide students with skills and ability to understand an area of psychology in depth. Class size is ideally no larger than 25 and the class is to include substantial reading and analysis of primary source material. Written work, advanced analytical work, and/or other advanced creative experience will comprise a significant ( $\geq 30\%$ ) proportion of the course grade. Prerequisites: PSYC 332 and other appropriate lower-level courses, or Instructor Permission.”

In addition the committee is considering freshman seminars, success seminars and other initiatives in response to larger university wide task force that defined an honors university experience and made recommendations for curriculum, advising, and freshman experiences.

At the graduate level there is continued examination of the curriculum and a proposal approved by the faculty at the annual retreat that will be implemented next year that changes the structure of the core courses for both graduate doctoral programs. Core requirements have been reduced from 4 or 5 required 3 credit courses to two 4 credit courses offered in a fall spring sequence that would bring together the core curriculum foundational information in the areas of individual differences, biological and social bases of behavior, learning, developmental psychology, community and cultural aspects of psychology, behavior change and history and systems. These courses would supplant or supplement advanced courses that cover these issues in various ways and meet the accreditation requirements while giving all the students a similar, bio-psycho-social foundational perspective that is the trademark of our graduate programs in the department. We are also examining a scheme for scheduling classes that could work better with external practicum experiences so that there would be less conflict of schedules for our graduate students.

#### 11. Relationship Between Graduate and Undergraduate Curriculum

The Department of Psychology views both the undergraduate and graduate curricula as central and integral parts of a single teaching mission. Faculty members are recruited to teach at both the graduate and undergraduate programs and with few exceptions faculty teach courses at both levels. Since we are a rather small faculty who are expected to have research programs relevant to our graduate programs, it is critical that there be synergy that can flow between teaching and research and between undergraduate and graduate programs. Thus we attempt to offer concentrations at the undergraduate level that parallel the graduate programs and offer upper level courses that reflect the interests and research of our faculty.

#### 12. Undergraduate Curriculum

*a) At what points are students introduced to the modes of inquiry and methodology of the discipline? In what ways? Are these modes utilized in assigned for subsequent courses?*

A two-semester course sequence, Experimental Psychology Design and Analysis I and II (PSYC 331 and 332) introduces students to the modes of inquiry and methodology in Psychology. These rigorous, 4-credit courses cover principles to research design, introduction to psychology literature, quantitative analytical techniques, and writing of psychology reports. Students are advised to take this sequence in their sophomore or junior year.

*b) Is there a common core of courses taken by all students in the program? If so, please describe.*

All majors and minors take Introduction to Psychology (PSYC 100), which provides a foundation in the basic concepts and content areas of psychology. Majors also take the two-semester sequence in Experimental Psychology (PSYC 331 and 332) described above in (a). In addition, students pursuing the Bachelor of Science degree in Psychology take three

biologically-oriented psychology courses: Learning (PSYC 210, Physiological Psychology (PSYC 335), and Sensation and Perception (PSYC 370).

*c) Is there a capstone experience (such as a senior seminar, a senior project, a thesis, comprehensive examination) that provides students with an opportunity to integrate what they have learned? If so, please specify.*

A two-semester honors sequence, PSYC 498 and 499, is open to qualified students who wish to pursue advanced independent research in psychology. Students conduct original research under the supervision of a psychology faculty member, culminating in a written honors thesis. At this point only a few students are taking advantage of this option although we are working to create a culture of doing an honors thesis especially among our Psi Chi members and other stellar students in PSYC 332. The proposed changes to the 400 level courses will make them into senior seminar capstone courses.

*d) What opportunities for student development other than courses (lectures, colloquia, workshops, publications, etc.) does the department provide?*

Students who have conducted independent research with a faculty member are encouraged to present their findings at UMBC's annual Undergraduate Research and Creative Achievement Day. Typically we have at least 3 or 4 students with posters or presentations at this event. One or two students per year have their work published in the selective UMBC Undergraduate Review, a peer reviewed publication, and many have presented at local and national professional conferences. Undergraduates also publish with faculty and graduate students. There are also opportunities for students to take part in the Social Sciences Lecture Series that bring speakers from the social sciences to campus. We have a career day where alumni who are in various careers come back for a psychology department sponsored lunch to discuss career paths. Psi Chi sponsors a number of activities fostering research and letting students know about how to apply to graduate school.

Students may also receive academic credit for structured practical experience in psychology by taking either PSYC 398 (Applied Psychology Internship), which can represent a part-time work experience, or PSYC 399 (Cooperative Education in Psychology), which represents a full-time work experience. Reflections on these experiences are typically part of the requirements for getting credit.

*e) Which of your courses are cross-listed and with which departments? Which other major programs require courses in your discipline? How many hours from your discipline are required by other programs?*

We have cross-listed courses with Women's studies (PSYC 357), Africana Studies (Psychology of the Black Experience). Education requires several psychology courses (PSYC 100, 200, and 306 as well as some electives).

*f) How does the program curriculum interconnect with general education?*

We have 12 current psychology course offerings that fulfill the Social Science area of General Education requirements. These include PSYC 100, 200, 210, 230, 255, 285, 304, 331, 335, 340, 370, and 380. PSYC 230 also fulfills the culture requirement.

*g) How does the program curriculum address technology fluency of its students?*

Students become familiar with technology-based aspects of contemporary psychology, e.g. computer-based data analyses and information retrieval, during the two-semester sequence in Experimental Psychology (PSYC 331 and 332), which is required for all majors. In many courses students are required to access the Internet, use blackboard, participate in blackboard discussions, and interact with the professor through email.

### Graduate Student Teaching

Although we have approximately 25 teaching assistants in the department who are graduate students, few actually teach courses. Most serve as TAs to PSYC 331 and 332, 100, 285, and a variety of other courses as need and availability allow. Students in the labs for PSYC 331 and 332 do have to make presentations and teach lab sections as well as consult with students, so they have some teaching experience. We also have some graduate students who have expressed interest in teaching as a career option and we developed about 8 years ago a program for them to be able to gain teaching experience.

We have a course especially designed to enhance the graduate teaching experience, PSYC 696: Graduate Seminar in Teaching of Psychology. All graduate students are required to have a mentored experience of teaching the first time that they teach a course in the department. Typically they are assigned a basic course to teach and mentored by a professor who typically teaches that course. Teaching opportunities are limited since the department wants to make sure that undergraduate students have access to faculty and that faculty members teach the lower as well as the upper level courses. However, with the advent of the Shady Grove Campus and the increase in courses offered, we anticipate that there may be more opportunities to meet the growing demand of graduate students who are interested in developing a teaching portfolio for career purposes.

Graduate Students who have taught independent courses for the department over the past 7 years:

Adia Garrett  
Colleen Loomis  
Hema Ganapathy  
Tim Wisniewski  
Marie Cugini

Mike Nolet  
Amie Hane  
Jamie Winters  
Sonja Arteaga  
Patti Tenowich

### **13. Research Opportunities for Graduate and Undergraduate Students**

We encourage many of our students, especially those interested in going onto graduate studies, to engage in independent research with a faculty member. They can get credit by registering for PSYC 397 or PSYC 490.

PSYC 397 (Research Experience in Psychology) provides opportunities for research experience under direct supervision of a faculty member. The student serves as a research assistant in an ongoing project, but generally is not responsible for the entire scope of an experiment (e.g., design, execution, data analysis, and preparing a manuscript). PSYC 397 can only be taken pass/fail, and may be repeated for up to 6 credits. We market research opportunities in the section of our undergraduate guide entitled “Research Opportunities for Undergraduates” and with a large poster highlighting research opportunities displayed opposite the undergraduate advising office.

Students taking PSYC 490 (Independent Research Project or Independent Reading in Psychology) play a more active role in every phase of a research project, and they often take primary responsibility for an entire experiment. PSYC 490 can be repeated for up to 9 credits, but only 6 credits can be used for meeting major requirements. Details of course requirements must be worked out in advance with the instructor.

All graduate students are expected to be involved in and to conduct research in the course of their studies. Either a research competency or a thesis is required as well as the dissertation. The tradition is to do an empirical research project for the master’s thesis and doctoral dissertation.

### C. Student/Enrollment Profile

#### 1. Graduate Enrollment

Over the past 5 years graduate enrollment has continued to grow modestly through a concerted effort of faculty to recruit more students and an increase in throughput in both programs so there was space for additional students. Modest growth in the HSP program is related to efforts to make sure that there are students in sub tracks and to support from the Graduate Meyerhoff program for minority graduate students, which has helped with recruitment and retention of minority students. After a period of slowed enrollment and graduation rates, the ADP program has had a significant increase in their numbers of new graduate students. The addition of several new young faculty members replacing some faculty who have left should keep this level of enrollment stable. The new ABA terminal Masters Degree program was initiated under the degree granting authority of the HSP program in 1999 as a small specialty masters program in response to the university’s attempt to build graduate student enrollment through Masters Degree programs. Enrollment in the Applied Behavior Analysis program represents new students since the prior terminal master degree program in clinical community gradually phased out when the department went to a doctoral degree.

Each year the department has about 120 applicants to the HSP program, 30 for the ADP program and 15 or so for the ABA Masters program. Doctoral programs select about 10 to 15 percent of these applicants for admission with a higher percentage of accepted in the ABA program. Typical time to degree in the doctoral programs is now about 5 to 6 years depending on the need for a year-long internship that is required for all our clinical graduate students. The department averages about 110 to 120 graduate students at any one time. We have had a substantial and productive flow of students through our programs and we have continued to produce 10 to 15 PhDs per year with corresponding numbers of master degrees granted along the way to the doctorate. With the current faculty and the multiple agendas of the department, we are at or a little beyond the capacity of our faculty to mentor additional graduate students (see Table 4).

Each of our graduate programs has a separate admission process managed by the graduate committees of those programs. However, they have a common procedure. Several faculty members from the specific graduate program review each applicant and then recommendations are made for more extensive review. Ratings and ranking as well as fit with mentors and program are also evaluated in making final decisions. Although GREs and GPA are used in the evaluation, personal statements, letters of recommendations, and availability of an appropriate mentor are also important considerations in the decision-making. The final pool of applicants selected on credentials are invited into a visit day where the top applicants (this year we invited almost 50 from both doctoral programs) are given an orientation to the programs, access to current graduate students and labs, and are interviewed by at least three faculty members in a final evaluation. Final selections are based on the total applicant picture of paper credentials and interview data. Offers are made well ahead of the April 15 deadline for applicant decisions.

Recruitment efforts and strategies for graduate students in the various programs have varied over the years. Flyers describing the programs have been sent to departments of psychology in the US but this has not been done for several years because of costs. We have developed one page brochures that have been printed up and are sent to applicants and brought to various recruitment fairs sponsored by the graduate school. We take part in the graduate school initiatives to recruit minority students in terms of visit days in the Graduate Horizons Program and engagement in the multi campus Promise program, Maryland's Alliance for Graduate Educations and the Professoriate, dedicated to increasing the numbers and diversity of Ph.D. graduates particularly in the sciences and engineering who go on to academic careers. We also encourage our grad students to present at conferences and encourage them to be part of various APA and MPA student organizations, thereby increasing the visibility of the program. Numbers of applicants have been rather stable over the past 5 years after an initial decrease in the mid 90s that seemed to happen across many programs. Graduate student admissions are limited, and we have a pool to pick from and more students wanting to get into our graduate programs than we can admit, so there is not a concern about recruiting numbers. However, we believe that we do need to increase the visibility and recognition of our programs and increase the pool of applicants in terms of quality and quantity. We are planning a major campaign to increase the visibility of our graduate programs in the next year.

Program committees evaluate all graduate students on a yearly basis and there is a tracking form that is used to monitor progress. When issues arise with a particular graduate student or problematic behaviors are noted, there is an immediate review and discussion with the student and about the students by the advisor, program director and, if appropriate, the chair. At the graduate student orientation at the beginning of the year, all new grad students are advised of the program demands and encouraged to discuss problems with advisors and program directors. All graduate students are also advised to discuss and/or report any ethical concerns and professional issues in the department or in any of the sites where they are working. Each year the chair meets with graduate students in a private meeting where students are given an overview of progress to meeting any prior grad student concerns and are asked to discuss their experiences in the program and offer any suggestions for improving the process of recruitment, retention, and progress through the program.

Teaching and research assistant support is offered during the recruitment process as part of recruitment packages to our most competitive students. We try to offer as many assistantships as possible but these are limited because of prior commitments of lines (there are only 26 state funded TA lines and over 100 graduate students). Thus we rely on research assistantships to support many graduate students. Research assistantships are generated by the faculty members who have funded research and the other funded projects seeking graduate students at institutions in the medical centers or at other collaborating agencies and organizations. Selections of students for these research assistantships are the province of the principal investigators or project directors at various agencies. Students in the faculty member's research team or students who apply upon hearing of an opening through periodic email announcements are hired for these research assistantships. Within the department and university this year we have been able to fund over 40 students in research assistantship positions. However, this funding is variable from year to year depending on faculty funding and available projects. We also look within the university for opportunities for our graduate students and have had graduate students funded to work in the Graduate Student Association, Judicial Affairs, Student Services, and Health Services.

If there are any concerns about the teaching ability or the language ability of any students being considered for a TA position, we request a language evaluation and decide assignments based on that evaluation. Such an evaluation is mandatory for all foreign students. Assignment of graduate student TAs to courses is done by the TA coordinator (currently Dr. Warwick) through a matching of schedules and needs of faculty and students. This is a complex process, and we normally have greater demand for teaching assistance than we have teaching assistants to go around, again highlighting the fact that there is a need for additional support for funds for Teaching Assistants. We have been able to accommodate at times some advanced students who need funding and do not have a commitment for funding that year with teaching assistantships since we have a large number of funded positions on research grants. Each fall and spring when we have openings for TA slots we ask all the grad students who have funding needs to apply and then make decisions in conjunction with the programs directors to fill these slots.

Psychology department graduate students come from a variety of undergraduate programs around the country (Yale, Brandeis, Beloit, Illinois, Hopkins, Michigan, U California San Diego, West Virginia, Penn State, Ohio State). GPAs of incoming students are around 3.5 and many students have stellar undergraduate credentials and some experience in the field of psychology. We accept students who already have Masters Degrees as well into the doctoral programs so we have a subgroup of students who have advanced standing in terms of completing some of the required courses. During their graduate career most students present papers at professional conferences and publish one or more articles or book chapters with their mentors.

## 2. Undergraduate Enrollment

This past year we have exceeded 700 majors again and have graduated over 200 majors (see Table 5). These numbers have been constant over the past few years. There was a slight downturn in majors during the early 90s but demand has begun to increase over the past 5 years and stabilized. We expect some growth in enrollment with the addition this year of the Shady Grove offerings and new majors at Shady Grove as well as some additional students taking the BS option (see Appendix A for a brief description of the initial semester of the Shady Grove psychology program). We are able to manage the large number of majors by using a significant number of part time faculty members to teach a number of critical courses in our program (10 or more per semester) and our concentrations. Without the contributions of these part time faculty members, we could not accommodate the current numbers of students. Without a significant growth in faculty, the department cannot accommodate more students. A number of our courses are taught in large classes now (class sizes of 150 or more) and the only way we can accommodate is to increase the enrollment of these already large classes.

Advertisement of our program is low key. Although an increasing number of freshman are indicating their desire to study psychology when they come to UMBC, most of our students come to our major after arriving at UMBC or by transferring into our program from various community colleges. We have faculty who have gone to high schools in the area to do lectures and have talked with psychology AP teachers in local high schools in the area. Dr. DiClemente sits on a coordination committee with psychology coordinators at the Community Colleges of Baltimore County to discuss articulation of programs. The chair or members of the faculty participate in all recruitment events on campus, which total 15 to 20 per year. We also send a letter to all students who make a grade of A in our Psychology 100 course asking them to consider psychology as a major.

All students who are interested in psychology as a major or who have declared it as a major are encouraged to see the advisor in the department to problem solve and discuss general education requirements. All students who are majors must be cleared for registration by a faculty member in the declared department (this is not foolproof and it appears that a number of students are cleared by other means). However, this means that twice a year students are

required to meet with faculty advisors to discuss progress and to select courses for the next year.

### 3. Graduate Student Profile

Table 6 details the students currently enrolled in the three graduate programs. Students are predominantly female, in their late 20s and have Maryland residency. We have a significant number of African American and Asian students, representing about a quarter of the student body. Increased enrollment of minority students in the doctoral programs is a result of our more extensive recruitment efforts and new recruitment programs and financial support provided by the graduate school and other support programs on campus. Almost all our doctoral graduate students are full time. The part time status is often a function of older students not needing to take a full load of classes and being considered part time. However, many of these students are working as research assistants and in other positions while completing the requirements for degrees, so are not enrolled full time.

### 4. Undergraduate Student Profile

Table 7 details the demographics of our undergraduate majors. The vast majority of our majors are full time in terms of course enrollment. However, many are also working part time or more. This is particularly true of the transfer students who typically do not live on campus. We have a fair number of out of state students proportionally (approximately 12%) since only about 15% of UMBC students are out of state. Majors are predominantly female with a mean age of 21. We have a very diverse student population with over one third ethnic minorities and almost 20% African American students. Enrollment patterns have been amazingly stable over the past 5 years.

### 5. Graduate and Undergraduate Degrees Awarded

In both our graduate and undergraduate programs students have been progressing well toward degrees. Graduate student degree production has been steady in the ADP program and has grown modestly in the HSP program. We are graduating about 10 to 15 doctoral students per year, which parallels the 15 to 20 students we are accepting per year. During the past 8 years both programs have worked hard to increase the movement of students through the programs and created incentives and deadlines that have been helpful. Moreover, the graduate school has provided some dissertation awards to support students in completing the dissertation, and clinical students are required to defend proposals before being allowed to apply for internships. We expect to have similar numbers of students enrolled and graduating in the next three years post review (see Table 8). We should note that the graduate school has been very helpful in assisting in obtaining funds and creating programs that have been helpful in moving students through the program.

Undergraduate students are also moving to degree in proportion to enrollment. We are graduating approximately 30% of our undergraduate majors per year. Since many declare the

major in sophomore and junior year, this does indicate a rather solid 6 year graduation rate although it is impossible to track these students in precisely this way. However, yield is positive and the enrollment and graduation numbers are projected to increase slightly over the next 3 years with the addition of the major at the Shady Grove Campus (see Table 8A) and the BS option (See table 8).

#### 6. Financial Support of Graduate Students

Several years ago graduate assistantship budgets were decentralized and departments could use the funds in more flexible ways to support graduate students. These funds support about 27 graduate assistant lines of which approximately 24 are considered teaching assistant lines. These funds include stipends (approximately \$13,000 for 9 months, benefit packages costing approximately \$1000, and tuition which currently is about \$7,000 per year). The flexibility afforded to the department by allowing us to control the funds has helped us use the funds to offer benefits and tuition packages to some student who have research assistantships which do not cover tuition, to offer half time and full time graduate assistantships, and to work with faculty who have some funding for graduate assistants to allow them to recruit and support current students. Table 9 indicates the numbers of students supported by teaching and research assistantships. Because of the increased external funding obtained by faculty, we have been able to support 76 students with university based funds. However, two thirds of these students are funded by grants and contracts and are essentially on soft money. Decreases in external support would significantly affect our ability to support students. Additional funds would increase our ability to offer commitments of 4 years of funding to incoming graduate students, making us more competitive for our most competitive student applicants and increasing our ability to support undergraduate education initiatives with additional teaching assistant support.

#### 7. Graduate and Undergraduate Advisement

For undergraduate advising, students are assigned to faculty members based on an alphabetical system. Students can also request to have a particular faculty advisor assigned should they have an interest in his or her research area. In April of 2002, the department was able to hire a departmental advisor to meet the needs of incoming freshmen, transfers and recently declared majors. The departmental advisor, who has a Master's Degree in Psychology, also assists students with a psychology minor and those students who may be considering psychology as a major. Additionally, the departmental advisor is available to answer questions about University requirements (such as academic policies, registration concerns and General Foundations Requirements), academic support, transfer concerns, research opportunities and career options. Once students are oriented to the major and requirements (generally two advising sessions), they are then assigned to a faculty member until they graduate, switch majors, or discontinue their academic pursuits.

Students are encouraged to seek advising throughout the year, not just during peak registration periods, as all faculty members have posted office hours. The approximate advising ratio (with the current major count of 750) is 35 students per faculty advisor. The

departmental advisor typically assists 100-125 students each advising period (April/May and November/December).

The effectiveness of the advisement process for the department seems to be very high with the current system. Having a main contact to handle requests, transfer issues, probation and suspension concerns and other administrative tasks has freed up time for faculty advisors to meet with their students and discuss career concerns, graduate school pursuits and more in-depth psychology related questions. Feedback from students has been very positive in this regard.

The undergraduate committee created information sheets and a guide for majors that is printed and available to all students in the psychology office (see Appendix A). We believe that this guide assists students to make the most of the advising experience and offers faculty a resource that is invaluable in guiding students. We have also implemented an advising file system so that each major should have a file in the main office with the recent contact information and guidance offered noted. If an advisor is unavailable due to sickness or sabbatical any particular semester, the file helps provide continuity of advising and a record of activity.

Although we believe that we have implemented an efficient and effective advising system, there are still gaps and room for improvement. There is a system of advisement approval that should make seeing an advisor mandatory, but it is clear that some students circumvent the system and get advising outside the department or at least get permission to register from other sources. There are alternative sources of advisement in athletics, honors programs, minors, etc. that seem to make it easy for some students to circumvent the system. Currently, there is an information technology system that allows faculty to access student transcripts on line that has also helped in faculty advising. We continue to pursue information about who advises our majors, and the PeopleSoft student administration system which is being prepared for implementation in 2007 should give us better access to the records of students and their advisement history. We also continue to discuss advising and its challenges with faculty and to train faculty in the latest programs to access student records. The departmental advisor, Michael Putts, has been invaluable in keeping faculty up to date on requirements, providing information about student demand and comments, and assisting in developing schedules of classes that will serve our advisees well.

The following is a reprint of sections on career options that appears in our undergraduate guide for all students interested in psychology either as a major or minor. It provides basic advising information in a take home form that also appears on our web site (See Appendix A).

### *CAREERS IN PSYCHOLOGY*

*There are many careers that are open to students with a degree in psychology – far too many to list here. UMBC's Career Development and Placement Center (MP 204, 410-455-2216) is set up to provide you with guidance and to give you ideas; pay them a visit. The Shriver Center (410-455-2493) is another campus service that can help you. Such books as *The Psychology Major: Training & Employment Strategies* by Paul J. Woods are available in the*

library, and are worth consulting. We also have a listing of psychology career web resources on our home page: <http://www.umbc.edu/psyc/undergrad/careerinfo.htm>

## HEADING TOWARDS GRADUATE SCHOOL

*If you are thinking of psychology as a profession, you should be thinking about graduate school. There are over 300 graduate psychology programs in the U.S. A list of these programs is published in the journal *American Psychologist* (available in the library), under the title "Educational Facilities and Financial Assistance for Graduate Students in Psychology." Another very useful source of information is the American Psychological Association's *Graduate Study in Psychology and Associated Fields*, also available in the library. Check these volumes to get an idea of GPA and other requirements for admission, as well as tuition and the availability of financial assistance.*

*It is never too early to start planning for graduate study. Writing skills are important, so you should seriously consider taking ENGL 383 (Science Writing), ENGL 391 (Intermediate Exposition), and ENGL 393 (Technical Writing). UMBC's psychology major requirements will meet the admission requirements for many graduate schools, but some schools have additional requirements; again, check the publications above, or write directly to the school.*

*Graduate schools also want letters of recommendation from faculty members, and you will want to be sure that at least one faculty member knows you well enough to write a convincing letter. Getting involved in Independent Research is one way of getting a strong recommendation. (The standard, "X was a student in my course and earned an A" is not very convincing; the graduate school already has your transcript.)*

*Finally, many graduate schools will want to see your scores on the Graduate Record Exam (GRE), the Miller Analogies Test (MAT), or other standardized tests. Check on graduate school deadlines well enough in advance to have all these out of the way. For example, a December graduate school application deadline means taking the GREs in October, which in turn means that you should register for the GRE during the summer before your senior year (and spend part of the summer reviewing for the GREs). By the last half of your junior year, your search for a graduate school should be well underway.*

*Some useful books include *Career Opportunities for Psychologists*, *Graduate Study in Psychology and Associated Fields*, and *Preparing for Graduate Study: Not for Seniors Only*. All of these are available from the American Psychological Association, Order Dept., 1200 Seventeenth Street NW, Washington, DC 20036 (202-955-7600), and some are in the UMBC library.*

## 8. Undergraduate Council of Majors

The department does not currently have a psychology Council of Majors. There was not a demand for a council since most students who would have been interested were in the current active chapter of our Psi Chi organization (see #10 below) and the Council of Majors group became defunct several years ago. Recent discussions with our undergraduates has spurred some new interest in starting up a new Council of Majors to generate participation of those majors that may not qualify for Psi Chi membership and to address such issues as curriculum changes, course effectiveness and community involvement.

#### 9. Undergraduate Honors

Students interested in pursuing departmental honors are strongly encouraged early on to engage in research and co-curricular activities. The admissions process entails having 45 college credits with a minimum 3.0 GPA, a 3.5 GPA in at least 13 psychology credits at UMBC and a 3.5 average GPA in PSYC 331 and 332 (Experimental Psychology: Design and Analysis I & II). Students must complete PSYC 498H: Honors Research and PSYC 499H: Honors Thesis. Students who complete the honors sequence of courses and have a GPA in psychology of 3.5 or above are eligible to receive the B.A. or B.S. with departmental honors.

#### 10. Graduate and Undergraduate Honors Societies

At the undergraduate level, the department supports Psi Chi, the national honor society in psychology. They are a very involved group, sponsoring numerous activities on campus, supporting a tutoring program for psychology courses, assisting with alumni events, developing fund raisers and community involvement services. There are currently 86 members.

#### 11. Graduate and Undergraduate Departmental Awards

At the undergraduate level, the department has several programs in place to recognize students. Each graduation period, we evaluate 2-3 psychology majors who are eligible for Valedictorian status at graduation. We also have several students present their research at the Undergraduate Research and Creative Achievement Day (URCAD) each spring semester. A few turn these presentations into publications in the UMBC Review, an outlet for undergraduate research and scholarship. The department is also home to over 100 scholarship students in the Honors College and Meyerhoff and McNair programs. There are no specific awards for graduate students within the department. However, graduate students have competed successfully for NIH dissertation awards and have received various travel, poster and divisional awards from APA.

#### 12. Graduate and Undergraduate Student Recognition

In addition to the awards and programs listed above, we also nominate 6 students each May for Student Recognition Day hosted by the Office of the Provost. We also have departmental

awards for distinguished scholarship and service. In addition, this past January, we presented an outstanding undergraduate student, Megan Smell, with the first annual Elliot Shimoff Achievement Award in memory of our colleague who recently died of cancer and who was dedicated to undergraduate teaching.

### 13. Graduate Assistantships and Fellowship Assignments

Almost all of the incoming graduate students are offered graduate assistantships. We have approximately 27 graduate assistantships available in the department GA budget. Almost all of these are designated for teaching assistantships and are divided by the program with the ADP program having access to 9 lines and the HSP program access to 17 lines with each program having a graduate research assistant line in that total. Each program decides how to allocate the lines to students and does so differently. The ADP program typically offers only a couple of funded assistantships to its graduate students in any one year because they make offers of 4 years of funding and need lines to be free to make offers. The program needs to offer 4 year funded assistantships to be competitive and until recently had few options to move senior students to research grants. The HSP program typically makes more one-year offers with guarantees of at least a second year of funding at 50% and thus offers most students who enter an assistantship. Thus, state funded assistantships are rather limited and offered in service of recruitment and retention of students since we recommend that all students be full time and not part time (although that option is available but discouraged). Since we have a total graduate student body of over 100 students, it is clear that the state supported graduate assistant budget can only support about one quarter of the students. Selection of students for these assistantships is challenging at recruitment time. Additional funding for graduate assistants would enable our programs to be more competitive and to recruit a few more students into the programs.

Since these lines are primarily teaching assistantship lines and we have a significant need for TAs in our teaching labs and other large and small courses, there is a need to allocate TAs by some formula of need. Faculty fill out request forms for TAs stating need, tasks to be given, amount of time needed, and role of TA in the course. The vast majority of our teaching assistants are used to support our upper level design and statistical method sections of PSYC 331 and 332. PSYC 331 labs have 30 students and PSYC 332 has 20 students per lab. We typically offer three separate courses with a total of 8 or 9 lab sections for each of these two courses each semester. Other priority assignments are large psych 100 classes, and courses in assessment, graduate statistics, then large lower level and upper level courses requiring significant writing or videotaping (for the interviewing course). Because of the needs and the demands, students are frequently given several courses to cover during a semester. However, it is made clear to students and faculty that the limit is 15 to 20 hours per week of work for the assistantships.

As students progress through the program, they typically move to research assistantships with major professors or with other professionals working on grants or other projects at the medical school or other research or service organizations.

#### 14. Demand for Graduates of your Undergraduate and Graduate Programs

Although there is no systematic follow-up of the 200 or so majors who graduate each year, we have informal feedback from a number of students that the degree has served them well in obtaining jobs post graduation. Each year we have a career forum sponsored by the alumni association where 10 or so graduates from our program from a variety of fields return and meet with current undergraduates. They are employed in criminal justice, human resources, advertising, service agencies, education, computer science, sales, consulting, research agencies and support organizations that work with NIH Institutes and at NIH itself. The demand for students with the skills that our students have seems to be stable, and the opportunities to use this degree to enter multiple workforce areas continue to be strong. In fact we have seen a movement of students from more technology specific programs to more general degrees, keeping demand for our program among undergraduates strong. The multidimensionality of the science of psychology serves these students well in areas that require some sophisticated knowledge of the interface of biological, psychological, and social/community dimensions of the human experience.

At the graduate level, demand for our students is best measured by placements and the ability of the students to obtain APA internships in various areas of the country. HSP graduate students in clinical are obtaining internships in very prestigious settings across the country. The best of our students receive multiple offers and invitations to visit many of the top internship settings. Students in the ADP and HSP programs have also obtained postdoctoral fellowships at Yale, South Carolina, UCSF, Brown, UT Medical School at Dallas, Miami, New York University, University of Maryland, College Park, and in Veterans Administration programs across the country. Regional demand is also high for our students, as demonstrated by constant requests for our students to take research and service jobs even before they graduate and the fact that many are employed in regional institutions related to education, medical services, mental health services, research, and provision of psychological services (see Table 10).

#### 15. Placement of Graduates of your Graduate and Undergraduate Programs

Surveys of recent graduates of our program done by the alumni association indicate that about 30% of our undergraduate students go on to graduate school and the other 65 to 70 % obtain employment in a variety of areas (see table 11). The third of our graduates that go into graduate schools enter masters programs as well as doctoral programs in psychology, law schools, medical schools, social work schools, and in allied health professions. The psychology major does seem to be used as foundational for a number of graduate programs, and our graduates have found jobs in a wide variety of occupations as noted in table 11. Although we believe that opportunities and placement of our graduates is very good, we realize that it is a competitive marketplace. We continue to work to shape the concentrations to assist students with particular career goals, as we have done with the personnel and

industrial, biopsychology, human services and developmental concentrations, and to increase the value of the minor in psychology.

In Table 10 there is a listing of recent masters and doctoral students and the current positions that they have. What is very evident from this listing is that our graduate students have achieved significant success in their placements post graduation with positions across the country as well as in the region. We have students with postdoctoral fellowships in premier laboratories and institutions. Increasingly our students are obtaining academic positions either in medical and other professional schools as well as in departments of psychology and related disciplines. We have a number of our students who have obtained employment with NIH related organizations continuing to work on applied research and intervention programs across a wide range of areas, from those who work with children to those working with adults, from asthma to addictions. There seem to be particularly good opportunities for students who have health and behavioral medicine orientations. In addition, our masters students in Applied Behavior Analysis have an excellent employment profile since there is good demand for this specialty and the connection with Kennedy Krieger makes them particularly attractive for employment there as well as other similar organizations and treatment programs.

#### 16. Graduate and Undergraduate Alumni Satisfaction

Until recently we had data only for some of our undergraduates from the alumni surveys taken by the alumni association. We do not have resources to conduct our own surveys post graduation. There is little data on satisfaction in these alumni surveys. The only question related to satisfaction with the discipline is whether they would major in the same field. It is hard to interpret these data, but 50% or more say that they would major in the same field and only 15 to 30 % say no in these alumni surveys. However, during this current academic year in preparation for this self-study, the undergraduate committee constructed a survey administered to the students in PSYC 332, which represents the second course in our methodology sequence and the final required course that all our majors take. The survey was an attempt to see the career paths of our students and the current level of satisfaction with their preparation for employment or grad school and ratings of course offerings, availability and mentoring. The survey and a tabulation of its results are in Appendix A. Over 80 students responded to this survey from the fall courses. Almost 75% of these students indicated that they would like to attend graduate school, with the largest subgroups being in psychology (38%) or in medical or medical related graduate programs (19%). Ratings were generally positive and had a modal response of 5 on a 7-point scale from poor to excellent. The ratings of the students wanting to go to graduate school were higher than those who intended to seek employment immediately after graduating. This seems to indicate positive satisfaction but clearly with some room for improvement. We will continue to use this survey to track our 332 students across semesters and years.

We have no formal mechanism for evaluating graduate alumni satisfaction. We have had some graduate alumni events in the department and had a number of students return for an event honoring the former chair of the Department, Dr. Levy. Though a select sample, they

indicated a positive evaluation of the program and the training that they have received. It is only in the past 5 years that we are generating significant numbers of doctoral graduates, so satisfaction 5 and 10 years post degree could be evaluated down the road.

#### D. Faculty Profile and Productivity

##### 1. Curriculum Vitae

The vitas of the entire full time faculty are included in Appendix E. The numbers of vitas will not match the number of full time tenure track faculty since we have also included the vitas of both our lecturers, Drs. Freiberg and O'Brien, of Dr. Feldstein, who has retired but was rehired as a research professor half time for at least 2 years post retirement, and of our two faculty members who have full time appointments in administration, Dr. Finkelstein, an associate dean of Arts and Sciences and Dr. Marilyn Demorest, vice provost for faculty affairs. We have also included vitas of the two newly hired faculty members, Drs. Bediako and Stapleton, who will join the faculty in fall of 2005.

##### 2. Five-Year Faculty Profile

The faculty profile in Table 12 indicates that the number of full time faculty has actually decreased since 1999. There are several important points to be made about this profile. One of the full-time off track faculty in 1999 was a visiting professor and so the number of off track faculty (2 lecturers) has held steady for the past 5 years. There has been a decrease in tenure track faculty, despite hiring a number of new faculty members, because of retirements, deaths, and moves. There has also been a decrease in part time faculty mainly because we have built more permanent relationships with some faculty so that they regularly teach several courses for the department per semester, and we have begun using graduate students to teach a few courses who are sometimes paid as teaching assistants rather than part time faculty. Typically over the year we hire approximately 15 to 20 part time faculty members to teach 30 plus courses and have a part time budget that has reached over 100 thousand dollars per year.

In terms of professorial ranks, the department is becoming more balanced with more assistant and associate professors as we hire new faculty. However, the median age of faculty continues to be around 50 years of age. The gender mix in full time faculty is getting better. However, after making some significant progress in getting both full and part time faculty representing different ethnic groups, the diversity of faculty continues to fluctuate from year to year. We have made multiple offers to minority candidates (two in the last year alone) but continue to lose out to other programs or better offers. We have made minority hiring part of the mix in our recruitment every year and for every position but have not always been successful in maintaining our gains. However, we have added one international faculty member this year and have just completed the successfully recruitment of two new faculty one an African American male and one a Caucasian female. Clearly we are making important strides and need to continue to pay attention to the diversity of our faculty and student body.

### 3. Needs

Since the arrival of Dr. DiClemente in fall of 1995 there has been significant turnover and transition among our faculty. Although changing gradually, the psychology department had one of the oldest and most senior of the departments on campus. Since 1995 we have lost 12 faculty to retirement, moves, and death and 2 to administration. We have added a number of new faculty members (10) but continue to be understaffed in terms of the number of faculty needed to accomplish the basic mission of the department, let alone to grow or begin new initiatives. Below is a listing of faculty who are no longer in the department and faculty hired during the same period.

Faculty members in the psychology department:

Leaving since 1995

Levy – retirement  
LaPorte – P & T related move  
Metzger – retirement  
Neeman – contract renewal  
Petrovich – deceased  
Siegman – retirement  
Hatchett – move (U of Illinois)  
Serpell – move (U of Zambia)  
Teti – move (Penn State)  
Shimoff – deceased  
Starr – retirement  
Feldstein - retirement

Arriving since 1995

DiClemente  
Dahlquist  
Brodsky  
Hatchett (left since hiring)  
Jordan  
Pitts  
Schaeffer  
McGuire  
Schultz  
Richman  
Cheah

Finkelstein (full time administration)

Demorest (full time administration)

At the beginning of this period there was already one unfilled faculty line in the department and we were given another line for the opportunity hiring of a minority faculty member. Even with the hiring of two new faculty members to join the department in the fall of 2005, there are two continuing vacancies in positions allocated to the department. Since 1995 we have been able to turn some part time funds into a permanent full time lecturer position that Dr. Freiberg holds. We have also been given a temporary (renewable one year contract) lecturer position to help with teaching load that Dr. O'Brien occupies. This past year we have also hired a full time lecturer and director of the psychology program at Shady Grove, Dr. Alonso, whose primary responsibilities are at Shady Grove and who is paid from funds generated by that campus.

During this same period we began several new initiatives, including the masters program in Applied Behavior Analysis that was started with no new faculty, increased the number of graduate student admissions, began a BS option, started our program at Shady Grove, and

increased credit hour production. We have accomplished this largely by using more and more part time faculty to teach our courses, by the majority of faculty teaching above the standard workload of 5 courses per year, and increasing the numbers of students in our classes. We have over half of our full time tenure track faculty who exceed the standard workload (>5.5) of the departmental policy which is a total of 5 three credit course units with some teaching loads reaching the equivalent of 8 or more courses per year when all graduate and undergraduate independent courses, precepting, theses, and dissertation credits are counted. Even many faculty who are given course reductions meet or exceed workload targets.

The reality is that even with very productive faculty, the needs of the department exceed the capacity, and continued hiring is barely keeping up with the turnover. The faculty profile in Table 12 indicates that we have gone from 27 full-time on and off tenure track faculty in the fall of 1999 to 24 in the fall of 2003. We are continuing to recruit new faculty but need a net of 4 or 5 new faculty hires (all but 1 would be a replacement line since we have currently 4 vacant faculty lines) in order to stabilize the department, to support current initiatives and to continue to modernize our program offerings and develop new initiatives. We have been fortunate to have an increasing number of faculty members who have grants and are able to get course release with grant funds. However, this increases our need for part time faculty and seriously hinders our offering of graduate courses.

Graduate programs also need additional faculty. The ADP program has four core faculty members now with several other faculty members who are working with their students. However, they cannot continue to bring in 5 to 7 students as they have been doing without new faculty hires. The HSP program has a large pool of graduate applicants but cannot continue to bring in the 10 to 14 students needed to keep the program and subprograms viable without increases in faculty. Some of our faculty members have 8 or more current graduate students. This creates an enormous load for precepting and mentoring in addition to research and grant work, teaching, and service. Individual faculty members are stretched and we are at grave risk of burning out our most productive faculty members.

#### 4. Faculty Development

In the past 7 years there has been greater attention given to faculty development on campus. There is now on campus accessible to all faculty an office of faculty development that has a director (Jack Prostko) but no additional staff. There are activities for new faculty and training programs and brown bag seminars available to all faculty. We have increased time for faculty development at the new faculty orientation and included an orientation for part time faculty. Dr. Prostko is available to visit classrooms, watch videotapes of lectures, poll classes to get feedback, and discuss teaching issues and problems with all faculty. We have had Dr. Prostko visit at a faculty meeting and he is part of our standard orientation for TAs. Thus there are resources at the university level that faculty can request and use. Some faculty have taken advantage of these services but they are confidential and not recorded.

Another faculty development program is a travel program sponsored by the dean that offered faculty access to funds for one trip per year funded partly by the dean (40%) and partly by the

department (60%). Faculty had to request and justify use of these funds to present papers or for development purposes. With budget cuts, more and more of the costs of this program have become the responsibility of the department. In the current year the department will have to fund all of this travel from the departmental Designated Research Initiative Fund that consists of the return on indirect to the department from grants. Clearly this is not a viable long term solution, and more funds for professional travel are needed from the university earmarked for faculty development. Faculty members, particularly young faculty, need the connections with other colleagues at these meetings in order to support research endeavors and build reputation.

The department has a policy of supporting young faculty by offering some course release time during the first year so that the faculty can accommodate to teaching loads and prepare new classes. Each new faculty is advised to seek out one or more members of the faculty for mentoring in teaching and research. This is currently done on a volunteer basis with the chair suggesting and talking with senior faculty to facilitate the connection. The chair meets with new faculty and offers to meet with all faculty members on a yearly basis in conjunction with feedback about individual faculty member's prior year workload.

## 5. Teaching Quality

Student Course Evaluation Questionnaires (SCEQ), the legacy system for evaluation of teaching used at UMBC, are used to look at teaching quality of each faculty member as well as the faculty as a whole. In general, departmental means are at or above UMBC means with some exceptions. We have made efforts to improve faculty access to technology and increased use of Blackboard, Power Point, and other enhancements. The chair reviews the SCEQs each year and recently sent memos to faculty noting any courses that were in the bottom 10<sup>th</sup> percentile of the distribution of scores on a couple of key indicators, asking them to examine these courses and reminding them about quality teaching and access to faculty development. There were only a few faculty who had ratings in this category and usually for only one of the several courses taught. Although the overall quality of teaching in the department remains high, there is room for improvement.

On the more positive side we try to reward and recognize good teaching and ratings on the SCEQs. The current merit system in the department is a rating system that is based on points earned for various activities. Having three of four courses with strong ratings on three of 4 key indicators generates points toward merit money when they are available and allocated. The excellent quality of teaching in the department has gained significant recognition from outside the department as well. Over the past 10 years two of our faculty (Drs. Demorest and Deluty) have been selected as presidential teaching professors named by UMBC, and Dr. Deluty received the annual system wide mentoring award by the UM system.

Currently the university and the department are in discussions about how to better evaluate teaching and more importantly learning. Satisfaction questions are confounded by many

different variables. SCEQs often are completed by a minority of students in the classes and may not be representative. Questions do not always fit different type of classes. There is a need for a different method of assessment and a new set of questions.

## 6. Department and University Service

All faculty members participate in the administrative and committee tasks of the department. There are a number of committees that manage the graduate programs and undergraduate program. For search committees and promotion and tenure, the Chair seeks out members who would be logical choices in each case. Unless there is some compelling reason, members of the department readily agree to serve. Several years ago at the time of his reappointment after his first five-year term, the chair had a leadership review when all key leadership positions were evaluated and some changes made in the chairs of various committees. Key roles of chairs of graduate programs and subprograms are done in consultation with the program committees.

There is a tradition in the department to protect untenured faculty from too much service so advising of undergraduates is assigned only after the first year on campus. Committee activity is limited but all are involved in at least one or two committees. Young faculty also tend to consult with the chair about serving on university committees and doing other community service since there is a benefit to doing some of this as long as the burden is not too great and the research and scholarship is progressing. Senior faculty members serve on a number of university wide committees as members and in positions of leadership, serving as president of the faculty senate, chair of the senate academic planning and budget committee, member and committee chairs on the undergraduate committee, faculty affairs, university faculty review committee, institutional review board, and many other standing and ad hoc committees and task forces.

## 7. Faculty productivity

The psychology department has a core of 24 full-time instructional faculty members (22 full time tenure/tenure track) and, in addition, employs 15 to 20 part-time faculty members to create our course offerings at both the graduate and undergraduate levels. Teaching productivity can be measured by various types of indicators. Psychology has been either the first or second largest producer of Bachelors Degrees at UMBC over the past five years, graduating over 200 bachelors degrees on average. We are 3<sup>rd</sup> or 4<sup>th</sup> in largest numbers of current majors with 650 to 700 majors. In FY 2004 the psychology department generated 19,884 semester credit hours and accounted for 686 Full Time Equivalent Students (FTES). In addition, we have one of the largest doctoral level programs in the university with a total of over 110 active graduate students. In the past years our Human Services Psychology and Applied Developmental Psychology graduate programs have produced approximately 20% of the doctoral graduates at UMBC. (see Tables 13, 14, & 15)

In terms of scholarship the full time faculty members are a very productive and well recognized group of psychologists. We have published a large number of books (over 30 in the past 5 years) with some being edited and many sole or multiple authored. These range from a biography of Stanley Milgram to a book on the biological, psychological, and social dimensions of laughter, from books on education of minorities to medical neuropsychology, from poetry to the process of change involved in addiction, from the RAWA of Afghanistan to literacy development and pediatric pain management. Almost all faculty members continue to publish at minimum an average of one to two articles per year in respected journals. We currently have 3 or 4 associate editors of respected journals (Health Psychology; Journal of Educational Psychology, Behavior Analysis, Alcohol and Alcoholism). Faculty members have been featured in various newspaper and magazine articles, have been part of TV specials and radio programs on the Discovery channel and other news and current programs, and have received awards from professional organizations and foundations.

In terms of research and external funding the department has increased from around 450K in external funding in 1995 to almost 2 million in external funding this past year. We have 10 or more faculty members with external funding out of the 22 full time tenure track faculty. Table 14 indicates grant activity but needs to be read with caution since in FY02 some grants funded through the Shriver Center with John Martello, an affiliate professor in the department, have been combined with the totals for our full time faculty. Although the department has increased external funding in these recent years, it has not reached the 5.5 million that is indicated in the table. However, we do collaborate in many of the projects at the Shriver Center with regular faculty and graduate students as well as one of the department's recent doctoral graduates actively involved in Shriver projects. Currently we have at least 20 current grants and contracts being administered in the department. Very recently we established a community collaboratory that will bring in additional contracts and funds to support community engagement around clinical services, community capacity building, training, and prevention with the AIDS Administration and with the Department of health and Mental Hygiene.

The faculty also is very active in the community and provides service and consultation to a number of agencies and community organizations, both as part of grant and contract activity as well as in direct service provision like training of staff in addiction treatment, domestic violence, and juvenile justice programs, making presentation for national agencies in the area (NASA, NSA, NCI, NHLBI, NICHD, etc.) and local agencies (DHMH, Mental Health Association, Delmarva Foundation, Casey Foundation).

## 8. Departmental Integration

All faculty members are expected to contribute to the teaching, research/scholarship, and service mission of the department. Unless excused by sabbatical or incoming faculty first year status, all tenure track faculty except the chair have an advising responsibility for majors. Faculty members on tenure track are expected to generate 5 course units per year per department policy. This usually entails teaching 2 regular three or four credit courses per semester and course units generated by practicum courses, theses and dissertation credits, and

precepting clinical or applied placements. Almost all faculty members teach both graduate and undergraduate courses, and there is an attempt to teach one undergraduate and one graduate course in a semester if that is feasible. Funded research can be used to buy out of teaching one course per semester, but all tenure track faculty members are required to teach one course per semester. There are some workload reduction considerations given for extensive service commitments in the department. Chairs of the two graduate programs and of the undergraduate committee can be given a course reduction per year. The director of clinical training gets a summer stipend or a course reduction. All other considerations are done by negotiation of faculty with the chair in consultation with the Dean. We have negotiated several family leaves for childbirth, offered special assistance to support faculty research in terms of training and research assistance through the department graduate assistants, and worked with faculty to be able to teach at undergraduate or graduate level a specialty course that includes some research and scholarship interests.

The department has a tradition of keeping fluid boundaries between programs and subprograms so that there is a significant amount of crossover and collaboration among programs. Although programs have some autonomy, decisions affecting the entire department are made by the entire faculty. Each year we have a departmental retreat in January where we spend a day discussing important issues and taking stock of current levels of productivity. Recent changes in the graduate core courses were brainstormed, discussed, and decided upon in these retreats. Hiring needs, program directions, budget, and curriculum are all topics that have been discussed in these retreats. Thus we have a significant level of departmental integration actually dictated in part by the small number of faculty and the philosophy of the department. The down side of this integration is that many faculty members have multiple responsibilities and there is little energy to mount new programs and initiatives.

### Instructional Support

Resources for the department are detailed in an overview fashion in Table 16. In general the financial resources for instructional support in the department are sizeable in terms of totals but problematic when viewed at a level of detail.

Faculty salaries for incoming faculty are competitive but on the lower end of the spectrum of peer institutions. Salaries of associate and full professors have suffered from compression and several years of no raises. So we have some upper level faculty below expectations for research faculty similar in rank and seniority at comparable institutions. We have a very structured formula for allocating merit so that merit increases are tied to faculty productivity and distributed across faculty. There have been some attempts to apply some equity raises on campus but the sums are not enough to solve the problems. We are also not able to solve these problems immediately and will have to do this on a continuing basis as funding becomes available.

Administrative staff is adequate for basic functions of the department, with one administrative assistant to support all the graduate programs and students and be the primary support for the chair, one to handle all purchasing, credit card, travel, and to support the undergraduate program, and a senior supervising administrative person managing the office staff, work study students, payroll, inventory, part time faculty hiring, budgeting, and grant support for the entire department. In addition, we have a department coordinator who works on class scheduling and oversees physical plant needs and faculty needs and a full time undergraduate advisor who works with the advisement center and the department. The workload of the senior administrative assistant is overwhelming and she is not able to provide the type of grant support both pre award and post award that is critical to continue to assist faculty who are being encouraged to seek funding. External funding in numbers of dollars and numbers of grants and contracts has more than tripled in the past 10 years with no increase in staff. Problems with the PeopleSoft financial and human resources support system and inadequate resources in the Office of Sponsored Programs have created a real emergency for our department and its funded faculty. Recent attempts to assist with some temporary accounting personnel have helped but are not a long-term solution. The department needs a permanent full time business manager to handle the close to \$2 million in grants and contracts as well as to assist in the budget and finance aspects of the department. We need assistance with effort reporting needed for grants, better tracking of inventory and equipment, and help with new initiatives that are trying to create additional sources of revenue for the department. Recent efforts include a contract to house animals for one of our research tech firms in the South Campus in our animal facility and efforts to get subcontracts with agencies to support graduate students and faculty research.

The departmental operating budget is also inadequate. Currently, the department receives an operating budget of \$113,654 that includes an allocation for part time contractual faculty of \$34,242. Thus the actual operating budget for all other costs (association fees and dues, travel, student help, postage, printing and reproduction, office and lab supplies, animal care, telephone, support for advertising, recruitment of faculty and staff, and equipment maintenance) is \$79,412. Our Xeroxing machine alone accounts for over \$20,000 per year and has to be supplemented by charging graduate students for Xeroxing. Departmental needs are often paid for out of DRIF generated by return on indirect and a revolving account that manages income allocations from summer/winter teaching that are given to the department. The part-time faculty allocation is inadequate and is supplemented by the Dean's Flexible Reallocation Accounting Plan (FRAP) which allocates some money to the department for teaching based on numbers of empty lines, full year sabbaticals, leaves, research buyouts, and emergency needs related to illness and deaths. These funds vary from year to year and have been sizeable since we have a number of empty lines, sabbaticals, leaves, and several faculty members who need course relief because of grant obligations. Without these funds, we could not support the curriculum needs and hire the part time faculty that we need. It is true that need for part time is generated by the above activities as well. However, even if we had a full complement of faculty and did not have any FRAP adjustments to our budget, we would not be able to teach our courses since tenure track faculty could not teach the 20 to 30 courses per year currently taught by part time faculty. Nor would this be ideal since part time faculty add important areas of expertise and full time tenure track faculty need to seek grant funding.

Some creative blending of tenure track, lecturers, and adjunct professors is needed to continue to function and to continue to make progress to all departmental and university goals for the future.

Graduate student support is substantial and appreciated. These teaching assistantships help to meet the department teaching mission and allow for recruiting and retention of graduate students to our doctoral programs. However, most of our competitors offer funding for students for the duration of their graduate career. We offer a few students a guaranteed funding for 4 years. The ADP program requires 4 years of funding to be competitive. In the HSP program most students are given a guarantee of the first year or two years and then have to find funding on or off campus to continue funding. We have been very fortunate to have so much external funding to support graduate students and that they are very desirable as research assistants on grants in the medical center and on campus. Currently we have been able to accommodate all students seeking funding in one way or another. Of the 76 Graduate Assistants noted in table 9 who were funded during this academic year, only 27 of them are funded by the graduate assistants' budget from the university. With the advent of young faculty and the hope of expanding our student recruitment by a few students, there will be increasing need for support of graduate students and some modest increases in the graduate assistant budget would be helpful. The current amount of \$608,867 includes benefits and tuition. Increases in tuition will shrink our ability to continue to fund even 27 students unless there are corresponding increases in funding.

Space and physical facilities are evaluated in Table 17. We are housed in two of the oldest buildings on campus. Although they have been retrofitted for better air handling and heating, there are still significant problems with quality of air and ventilation in both the Math/Psych and Social Sciences buildings. Space for faculty is generally adequate but space for graduate students is very problematic. We have 4 and 5 students or more currently assigned to a single office. We have TAs in cubicles in the basement of the Math/Psych building that leave little room for privacy as they discuss issues with undergraduate students. We have little room for part time faculty. Laboratory space is allocated and used. We currently have one faculty member in a temporary lab and no space for a permanent one. The only alternative is to subdivide current labs or to cannibalize one of the two classroom spaces still remaining under departmental control. We have been promised space on the second floor of the Math/Psych building that would alleviate some of these problems, but there seem to be administrative and facility problems that are making this space inaccessible for the present. Quality and quantity of space are indeed significant problems. In addition, the classrooms in these two buildings are not state of the art, not well kept, and are problematic for using technology. Teaching space, which overall has improved on campus with the advent of new buildings, needs upgrading in many of the rooms where we teach. Finally, although we have bought some computers for graduate student use, we still have too few and too little space for additional ones. We have recently renovated space vacated by the Math Department on the third floor where our department is housed to create a graduate student lounge and add some computers. This is being done with departmental DRIF and revolving funds without assistance from university funds. However, there is still a need for additional computer stations and for upgrading lab computers for faculty and graduate students.

## General Evaluation

The Department of Psychology at UMBC is healthy and productive. We are undersized in terms of faculty and staff for the numbers of programs and activities that we offer and the overall productivity of this group of faculty. Programs with almost 800 majors and 100 mostly full time graduate students typically have more faculty and support. However, we continue to produce quality teaching, impressive research, important service, significant science, mentoring of undergraduate and graduate students, grants and contracts, and most importantly graduates from our programs making contributions throughout the region and the world. We have vibrant undergraduate and graduate programs, well respected and known faculty who are sought after for information and expertise, and a stable and effective departmental structure and support system. Over the past 5 plus years since the last site visit we have been reviewed and accredited by the American Psychological Association for our clinical program and received a 7 year approval, the longest approval term possible and our Applied Behavior Analysis program received accreditation by the Behavior Analysis Association.

Resources are needed to sustain and maintain this level of effort. Faculty lines need to be filled and additional support staff (at least a business manager) to be hired simply to remain in place. We are considering a number of initiatives at the undergraduate and graduate levels that would require more resources. If we implement the smaller, writing oriented courses as capstone experiences for our majors, we will need additional teaching assistance, training for faculty to monitor and give feedback on writing, and enough faculty to support the smaller classes without reducing offerings to majors and to the undergraduate community. We began the Applied Behavior Analysis program with no new resources, but as the needs and numbers of these students grow, we will need some dedicated faculty or joint faculty appointments with Kennedy Krieger to continue this effort. As more and more faculty get grants and have alternate sources of support, we will need new faculty (both lecturers and tenure track) to support our program offerings. We would like to expand some graduate program offerings, but this cannot be done without additional faculty. As we have expanded capacity for students to be cross-trained in several areas and sought faculty who could teach in these areas, we have increased demand for courses and need to expand faculty who can teach undergraduate courses that these faculty members used to teach.

Graduate students are moving through their programs satisfactorily but we need to revise core courses and to try to get additional funding to support students and keep them on campus so that classes, practicum and funding generated responsibilities do not so over commit students. Teaching assistants need additional space for doing advising of students in classes and for their own offices and research as well as more technical support in the form of computers.

Additional space is needed for faculty and for labs. Hiring new faculty will move us beyond our ability to divide and subdivide current labs as we have done to accommodate current

faculty. We have a need for one more lab currently and anticipate greater need for space. Promised relief is not forthcoming as expected.

In the academic planning exercise currently underway on campus, the department highlighted several themes that could be the foundation of education and research initiatives in health, human nature, public policy, and building projects to enhance the well being of the urban community in Baltimore. These initiatives can build on current faculty activities and educational offerings. However, there are many new opportunities like the UMBC Psychology Community Collaboratory for Prevention Treatment and Training initiated with funding by the AIDS Administration and DHMH that continue to stretch current resources but are critical to the health and growth of the department. They will need additional resources as well. The Psychology Department has the potential to make additional contributions to the UMBC mission but currently has the resources only to maintain the status quo which, while impressive, is less than could be accomplished. The department has been acknowledged, supported and encouraged by the administration throughout the past 5 plus years and is recognized as one of the most productive and important in terms of contribution. However, the department is at a crossroads and will need to decide whether to work hard to simply sustain the status quo or to grow and undertake new initiatives. Without support for these new initiatives, the only option available will be the former.