

Year Three Review Action Plan - Psychology

YTR Meeting - May 3, 2016

Attending: Philip Rous, Tony Moreira, Scott Casper, Chris Murphy, Nicole Else-Quest, Janet Rutledge, Karen Fedderly

Part 1 -- Updates and Reflection on Action Items from APR

| Recommendation | DEPARTMENT ACTION | COLLEGE ACTION | PROVOST'S OFFICE ACTION | Action Plan Update |
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| A.1. Enhance faculty morale: | | | | |
| A.1.a. improve department advising processes | | | | See Narrative, Section 4.B. (p. 4) |
| A.1.b. restore TA lines | | | | The department has not realized any increase in TA support since the APR. The post-APR action plan suggested the use of pressure enrollment to support this effort. However, the department's course planning and scheduling process does not appear to align with the pressure enrollment process. As a result, PSYC has not made any pressure enrollment requests in recent years and has obtained only \$3500 in annual support from the pressure enrollment process since it was instituted. |
| A.1.c find a means to compensate and retain junior faculty members | | | | See Narrative, section 2.D. (p. 2). The APR planning process expanded this concern to faculty at all ranks. |

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| A.2. Develop a strategic hiring plan | | | | |
| <i>Short-term:</i> Hire 1-2 faculty members in neuroscience that will use fMRI resources | | | | Narrative, section 3.A. (p. 3). We have hired one individual in this area (Quiton) |
| Long-term: Develop a strategic hiring plan that leverages strengths and builds in areas with high potential for funding | | | | Narrative, section 3.A. (p. 3); also addressed in Part 2, Item 1a (below) |
| A.3. Develop a plan to enhance faculty diversity and find the resources to retain a diverse faculty | | | | Narrative, section 2.E. (p. 3); also addressed in Part 2, Item 2 (below) |
| B .1 Seek resources and space to develop a proposed Psychology Training, Research, and Services Center. (PTRSC) | | | | Narrative, section 2.A. (p. 1); also addressed in Part 2, Item 3 (below) |
| B.1.a Develop the capacity to support practice training activities for doctoral program students | | | | Narrative, section 2.A. (p. 1); also addressed in Part 2, Item 3 (below) |
| B.1.b Develop PTRSC community training activities in concert with Continuing and Professional Studies | | | | Narrative, section 2.A. (p. 1) |
| B.1.c Develop PTRSC research (and/or consultation) activities | | | | Narrative, section 2.A. (p. 1) |

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| B.2. Work with the Dean to explore how to implement guaranteed funding of graduate students “throughout their tenure,” including seeking NIH or NSF training grants. | | | | Narrative, section 2.B. (p. 2). |
| B.3 Address the number and focus of existing graduate programs | | | | Narrative, section 2.C. (p. 2) |
| C.1.Re-energize and publicize the Honors Program | | | | Narrative, section 4.C. (p. 4); also addressed in Part 2, Item 5 (below) |
| C.2.a. better disseminate information about opportunities for undergraduates to participate in faculty research | | | | Narrative, section 4.D. (p. 4-5) |
| C.2.b. increase opportunities for undergraduates to write and receive feedback | | | | Narrative, section 4.E. (p. 5); also addressed in Part 2, Item 4 (below) |
| D.1. Invest in staff support for administration and advising at Shady Grove. | | | | Narrative, section 2.F. (p. 3) |
| D.2.a Upgrade laboratory space | | | | Narrative, section 3.B. (p. 4); also addressed in Part 2, Item 1 b (below) |
| D.2.b Expand office space | | | | Narrative, section 3.B. (p. 4) |

| D.3. Further develop on-line administrative systems. | | | | <p>Narrative, section 4.B. (p. 4) addresses the use of on-line resources to assist with advising. UMBC implementation of electronic time-sheets, coupled with some changes in department staffing and staff duties, has dramatically increased efficiency in payroll processing.</p> |
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| Part 2 -- Current/Ongoing Action Items for YTR | | | | |
| Recommendation | DEPARTMENT ACTION | COLLEGE ACTION | PROVOST'S OFFICE ACTION | Action Plan |
| 1) Continue to expand core faculty and research capacity in strategic areas | | | | |
| 1 a) Expand core faculty | ✓ | ✓ | ✓ | <p>The Department will continue to refine its strategic hiring plan, and will explore opportunities to participate in inter- and multi-disciplinary hiring initiatives. The Dean will consider requests through the hiring process. The Provost, Dean, and Department will provide startup support for strategic hires.</p> |

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| 1 b) Enhance effective use of research space and facilities | ✓ | ✓ | ✓ | <p>The Department will create a plan to enhance the use of research space (by September of 2017). The plan will consider development of core facilities and shared space arrangements, as well as the intended future use of space currently allocated to animal research. The Department plan will emphasize short-term, small changes that do not require extensive renovations and can be initiated within the current (3 year) planning phase. In addition, the plan will outline some longer-term options that may require more extensive renovations and are designed in concert with the department's strategic planning for research and hiring. Any extensive or costly renovations will require additional input from Facilities Management. The Dean's office will review and comment. The Provost and Dean will consider any resulting requests through the UMBC space allocation process, and will consider funding requests for space renovation or core facilities support.</p> |
| 2) Complete and approve a department diversity plan | ✓ | ✓ | ✓ | <p>The Psychology Ethnic and Cultural Diversity Committee will create an expanded draft of the department diversity plan (by May, 2016) and distribute it for review and comment to the department faculty, Dean's office, and Provost's office. The department will engage in further deliberations during the fall 2016 semester and will refine and approve the plan by January 2017.</p> |

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| 3) Create a long-term plan to stabilize staffing for clinical training at the PTRSC | ✓ | ✓ | ✓ | The Department will formulate a clear request for the Clinic Director position in line with its strategic hiring plan (by February 2017). The Dean's office will consider this request through the College hiring and budget process. |
| 4) Identify funding to support the Writing Fellows Program (as well as the closely associated Peer Mentor Program that currently supports PSYC 100) | ✓ | ✓ | ✓ | The Department submitted a funding request for consideration to the Dean's office (in Feb., 2016). The Dean will consider this request in concert with the Provost and other university resources. The Department has committed to continue supporting a portion of the costs for these programs. The Department will work with the Dean, and the Provost's Office on collaborative funding. The Department will consider applying for a Hrabowski Innovation Grant. |
| 5) Enhance the honors program within the Psychology major | ✓ | | | The Undergraduate Committee has begun considering options to increase department honors program enrollments. The department will form a committee to examine honors program models from other psychology departments (e.g., cohort vs individual thesis models; approaches that integrate honors activities into existing coursework). The committee will propose changes to our model (by spring, 2017) that will be implemented on a pilot basis in FY18. |

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| <p>6) Continue to enhance and refine the assessment of student learning outcomes</p> | <p>✓</p> | <p>✓</p> | <p>1) Evaluate recent changes to the major through direct assessment of student writing and student surveys conducted in 400-level courses; 2) Create greater alignment of our assessments with the revised (2013) American Psychological Association Guidelines for the undergraduate major; 3) Enhance automated capture of SLOA data through Blackboard; 4) Merge our graduate SLOA processes with evaluation and reporting requirements for accredited graduate training tracks</p> |
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| 7) Instructional Systems Development Program | ✓ | ✓ | <p>In collaboration with the Instructional Systems Development Program Director, the Division of Professional Studies, the I/O Psychology Program Director, The Dean of the Graduate School, and faculty experts, Psychology will develop a formal proposal to move the ISD Master's degree program from the Education Department to Psychology. This plan is consistent with recommendations in the 2013 ISD APR, and has been encouraged by the Dean of the Graduate School. The proposal will address potential areas of synergy between I/O Psychology and ISD, re-structuring (and in some cases renaming) of ISD certificate programs, and options for new certificate programs. The proposal will contain a funding model that includes shifting the state-support for the program from DPS to CAHSS, along with a plan for self-support in concert with increased enrollments.</p> |
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