

1. Summary of Institutional 3-Year Program Data Review Table

From fall, 2012 to fall, 2014, full-time psychology faculty increased from 27 to 31, reflecting a net gain of 1 tenure-track and 3 non-tenure track faculty. Total undergraduate major enrollment plans increased by 4.1% (from 1089 to 1134), including a 0.9% decline in BA plan enrollments (from 869 to 861) and a 24.1% increase in BS plan enrollments (from 220 to 273). Minor enrollment plans increased by 34.9% (from 307 to 414), and Psychology of the Workplace certificate enrollments increased by 26.7% (from 15 to 19). The notable increase in BS and minor plans may reflect enhanced attention to psychology among pre-medical students in response to changes in the MCAT exam. Bachelor's degrees awarded increased by 8.8% (from 295 to 321). Industrial/Organizational MPS enrollments increased by 44% (from 59 to 85); Applied Behavior Analysis MA track enrollments declined by 23% (from 35 to 27); and doctoral program enrollments declined by 1.1% (from 90 to 89). Master's degrees awarded increased by 15.9% (44 to 51); doctoral degrees awarded declined by 13.3% (from 15 to 13). These graduate enrollment figures reflect relative stability in state-supported programs and modest strategic growth in self-funded programs.

2. Organizational and Programmatic Initiatives

A. Development and Implementation of the Psychology Training, Research, and Services Center (PTRSC)

Consistent with the post-APR action plan, we have initiated operations of the PTRSC, which is located within a formerly vacant office and training suite at bwtech@UMBC South that was under contract to DPS. The department developed a faculty oversight committee, completed an extensive consultation with the Director of the University of Delaware Psychology Clinic, and successfully recruited Dr. Rebecca Schacht in fall 2013 as a Clinical Assistant Professor with a 50% effort commitment devoted to administration and supervision of the UMBC Psychology Training Clinic, the graduate clinical training component of the PTRSC. Dr. Schacht developed procedures for clinical services and resolved a complex array of legal, ethical, financial, and facilities management challenges to facilitate the initiation of graduate clinical training activities at the PTRSC in fall, 2014.

Clinical Training Activities. At present, ten doctoral students are training at the PTRSC, providing a limited range of psychological assessment and therapy services to the local and UMBC communities. This clinical training function of the PTRSC is critical to the continued success of our APA-accredited Clinical Psychology training program.

Community Training Activities. The PTRSC serves as the main activity site for the Maryland Maternal, Infant, and Early Childhood Home Visiting Training Program (MIECHV), a state-funded training development project directed by Dr. Carlo DiClemente and five faculty collaborators (Drs. Barry, Dahlquist, Cheah, Schacht, and Schultz). This program was initiated with a \$500,000 contract from the Maryland DHMH, which was recently extended for funding through September, 2017. The PTRSC is also a primary training site for MDQuit, a DHMH-funded resource center headed by Dr. DiClemente which has, to date, delivered training in tobacco cessation to over 650 Maryland health care providers.

Research Activities. At yet, there are no active research protocols running through the PTRSC, but the recent initiation of direct service activities has made it possible to begin planning clinical research at the PTRSC. Two submitted federal funding applications proposed to use the

PTRSC as a recruitment or research site; one (an NIMH grant by Drs. Quiton and Schacht) is under revision for resubmission. Faculty members working on the home visitor project have also conveyed plans to submit funding requests which build upon their community training efforts.

Challenges. The long-term stability of the PTRSC is contingent upon stabilizing base funding for Dr. Schacht's position, which until now has been supported through one-time and temporary funding arrangements. At present, the Department and Dean's office are sharing the costs for Dr. Schacht's position through December, 2017. The department is deliberating tenure-track versus non-tenure track options for a permanent position request and will formalize this request as a hiring priority to be submitted in February, 2017.

B. Graduate Student Funding

The department has managed to fulfill the post-APR plan to enhance funding offers for incoming doctoral students. Previous to the 2012 APR, GA funds were divided on a strict formula between the two doctoral programs despite notable differences in utilization including persistent rollover of GA funds in one of the programs. In 2013, GA funds were centralized and enhanced commitments were offered following a 3 year budget projection in light of several considerations, including: 1) the identified need in the 2012 APR to support recruitment efforts in the Applied Developmental Psychology (ADP) program; 2) the fact that all students who requested department funding had been supported through year 6 for many years; 3) a solid history of external funding for graduate students within the Human Services Psychology (HSP) program; 4) further analysis indicating that approximately 60% of the support for graduate student funding in the department had derived from sources other than the state-supported GA budget for many years; and 5) identification of funds within the department's flexible spending account to provide backup support for the GA funding commitments. As a result, the HSP program was able to go from providing only 1 year of guaranteed funding to incoming students to providing a 3-year commitment. The ADP program went from providing a 3-year to a 4-year commitment, and also offered 12-month support for the first 2 years of the program to a small number of top applicants in an effort to address recruitment problems identified in the APR.

C. Number and Focus of Existing Graduate Programs

To better reflect program strengths and curricular offerings, in fall 2015 HSP dropped Applied Social Psychology from its training track in Community and Applied Social Psychology. APR concerns about the well-being of the ADP program have been addressed through successful recruitment of 14 new doctoral students in the past 3 years. Our strategic hiring plan contains provisions to support the success of existing graduate programs, including efforts to maintain a strong training program in clinical psychology, to strengthen faculty resources and expertise in community health, behavioral health, health disparities, and prevention science, and to enhance collaborative capacities in cognitive and neuroscience.

D. Faculty Retention and Compensation

We have experienced both continued challenges and important successes in the area of faculty retention and compensation. In FY 13, a junior colleague who expressed disaffection over having never received a positive salary adjustment in his six years at UMBC, was hired away by another institution. On the positive side, since the 2012 APR, the Dean and Provost have supported several proactive retention adjustments to address salary compression and other issues in compensation equity and have been highly supportive of faculty retention efforts.

E. Faculty Diversity Initiatives

In January of 2014 the department held a full-day faculty retreat focused on diversity and inclusion. Dr. Bertha Holliday, former director of the Office of Ethnic Minority Affairs of the American Psychological Association, and an expert on diversity training initiatives in our discipline, served as our external consultant and retreat facilitator. Prior to the retreat, Dr. Holliday conducted focus group meetings with students and faculty, reviewed the department curriculum and diversity materials, and examined results of a diversity climate survey of graduate students conducted by the Psychology Ethnic and Cultural Diversity Committee (ECD). Dr. Holliday provided extensive resource materials, conducted training on diversity and inclusion, and facilitated faculty planning activities. Through this initiative, the department's draft plan for recruitment and retention of a diverse faculty and student body has been extended to focus on fostering a more supportive and inclusive department climate, enhancing coverage of human diversity in the curriculum, and expanding pedagogical strategies to address topics of diversity and inclusion. The ECD is currently revising the department's diversity plan.

Psychology is actively engaged in several additional initiatives in this arena. For example, the undergraduate committee recently developed a major concentration in Diversity, Inclusion, and Multicultural Psychology. They also conducted a diversity climate survey with students in 400-level Psychology courses. Our doctoral programs have initiated a half-day diversity training during new student orientation. Department colleagues have organized a repository of teaching materials and resources on diversity and inclusion housed on our faculty blackboard site. The ECD has organized town-hall meetings and trainings on related topics, and is currently organizing a workshop for faculty and students on micro-aggressions.

F. Staffing

The action plan called for increased administrative support for the program at Shady Grove, most notably in the area of advising. Through cooperative efforts involving DPS and the other UMBC Shady Grove undergraduate programs, a full-time UMBC advisor and student success coordinator was brought on board in FY 15.

3. Research

A. Strategic Hiring Initiatives

Consistent with the post-APR plan, in January 2013 the department held a strategic planning retreat facilitated by Dr. Jean Lau Chin, who has extensive experience in academic administration, program planning, and leadership development in psychology. The faculty analyzed department strengths, weaknesses, opportunities, and challenges and identified areas of potential research synergy that dovetail with academic program needs. This effort resulted in an enumeration of strategic hiring principles and specific plans for expanding the core department faculty in the following areas: 1) Neuroscience / Cognitive Science / Human Factors; 2) Applied Behavior Analysis; 3) Health Promotion / Health Disparities / Prevention Science; and 4) Clinical Science and Training (the latter in concert with the development of the PTRSC).

In the past three years, the department has successfully recruited core faculty in several areas enumerated in our strategic hiring plan, including Dr. Raimi Quito (a systems neuroscientist) in FY 14, Dr. Jolene Sy (an applied behavior analyst) in FY 15, and Drs. Jasmine Abrams (a health psychologist) and Brownwy Hunter (a community and clinical psychologist),

both of whom conduct research on topics related to community health promotion and prevention science, in FY 16. Challenges in sustaining faculty growth result from periodic retention issues, including the loss of Soggi Siggurdsson, (an applied behavior analyst who went to Florida Institute of Technology in FY 14), and retirements, including Bob Provine (a developmental neuroscientist) in FY 14, Tom Blass (a social psychologist) in FY 15, and Robert Deluty (a clinical psychologist), anticipated in FY 17.

B. Facilities and Space

In 2013, the department made a formal request for additional space to support expansion of core faculty. This request resulted in a modest net increase in space consolidated on the bottom floor of Math/Psychology. This additional space will be helpful in supporting the department's strategic plan to expand core faculty over the next several years.

4. Student Experience and Success

A. Faculty Hiring

The department has added faculty in non-tenure track positions to support pressing instructional needs. In FY 13, Dr. Julie Murphy was hired into a lecturer position with high-intensity commitment to academic advising. In FY 14, Dr. Rebecca Schacht was hired into a half-time position to support clinical training activities at the PTRSC. In FY 15, Drs. Laura Rose and Robert Anderson began appointments as full-time lecturers, and in FY 16, Dr. Donald Knight joined our department as full-time lecturer at Shady Grove. These hires reflect growth beyond replacement. Since the APR, we lost a senior lecturer to retirement (Karen Freiberg in FY 13), and a lecturer (Adia Garrett in FY 13 went to BCCC).

B. Advising

Consistent with the Post-APR action plan, the department has made several important changes in advising processes. We conducted a search for a lecturer with a high activity commitment to advising, and hired Dr. Julie Murphy beginning in January 2013. In addition, Darian Schiffman came on board as our new department advisor in February 2013. A review of advising assignments identified considerable inequities, with up to a 4-fold differential between the highest and lowest advising load for core faculty members. These data were conveyed to the faculty before instituting a new assignment process which has equalized faculty advising loads (currently at about 40 advisees each). Dr. Julie Murphy integrated this assignment process into the myAdvisor function of myUMBC so students can easily locate their academic advisor. Faculty adopted an electronic sign-up process and developed handouts and preparation sheets to enhance efficiency. These changes appear to have had a positive impact on morale while maintaining high-quality academic advising in the department.

C. Undergraduate Honors Program

To date, we have not made significant progress on enhancing the honors program in response to concerns raised in the 2012 APR. Efforts to invigorate the Honors Program remain a high priority for the department over the next several years.

D. Undergraduate Research and Internship Experiences

The department has made significant strides in disseminating information about experiential learning opportunities. PSYC 211 includes course content focused on careers in psychology and writing activities focused on student career interests. Students are also provided with detailed information about internships and research experiences. We are using our bi-annual survey of students in 400-level Psychology courses to determine whether the introduction of this course enhances student ratings of career preparation and reported engagement in research and internship experiences in contrast to data gathered in prior assessment cycles. We have recently proposed an alternative version of this course, PSYC 310, designed for transfer students and those who declare Psychology majors later in their course of studies.

In addition, the department recently created an internship coordinator role, currently filled by Dr. Robert Anderson, who has been provided course release time to serve as the department liaison to Career Services. Dr. Anderson is working to standardize the guidelines and expectations for PSYC 398 (Applied Psychology Internship). He directly oversees the academic components of internship experiences for a sizeable number of students and facilitates student connections with faculty colleagues who have expertise of relevance to supervise specific internship placements.

E. Writing in the Discipline

In the past two years, the department has committed considerable effort and resources to enhance undergraduate writing in the discipline. Much of this effort has focused on PSYC 211 (The Science and Profession of Psychology), a new required course that was designed to be taken early in the major course of studies. PSYC 211 contains a series of writing assignments, provides support from undergraduate writing fellows, and promotes early detection of students with poor basic skills in grammar and usage. In FY 14, Dr. Diane Alonso obtained a \$5000 UMBC Writing Board grant to help us develop a Writing Fellows Program on main campus closely modeled after an existing program at Shady Grove. Students who have demonstrated good writing skills in prior psychology courses are recruited to serve as writing fellows and given in-depth training on how to help fellow students enhance writing skills. Each fellow works with approximately 8 students, providing feedback and guidance on specific course assignments. Writing fellows choose between internship credit and hourly pay for their effort. At present, our writing fellows program is focused exclusively on PSYC 211. Dr. Laura Rose is given course release time to recruit, train, and supervise approximately 25 writing fellows each semester. Initial evaluation has revealed a high level of student satisfaction with the program, and evidence of enhanced student engagement in important writing processes, including greater use of pre-writing strategies and greater openness to feedback on written assignments. In addition, the department has continued to increase the number of writing intensive 400-level courses, and had allocated a greater proportion of graduate TA resources to support 400-level writing intensive courses.

F. Assessment of Student Learning Outcomes

The department's undergraduate SLOA process is undergoing significant revision due to changes in major requirements (dropping PSYC 332, which was used to provide direct assessment of several objectives), and a 2013 revision of the American Psychological Association guidelines for the undergraduate major. In addition, the graduate SLOA process needs to be updated and better integrated with the competency and outcomes assessments required for accredited training tracks in Clinical Psychology and Applied Behavior Analysis.