UNIVERSITY OF SAN FRANCISCO

COLLEGE OF ARTS AND SCIENCES

Department of Psychology

Self–Study

March 2004

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APPENDICES

1. Statement of purpose and goals

The purpose of the Department of Psychology is to educate students about the science of behavior and mental processes. Additionally, we seek to expose students to historical and contemporary applications of psychological knowledge in their world and in themselves.

The overall goals of the Department, adapted from the American Psychological Association (APA) principles for quality undergraduate psychology programs, are the following:

1. To foster in our students the ability to think scientifically about human behavior and psychological processes, to evaluate research methods and designs, to distinguish observations from conclusion, and to appreciate the differences between conclusions based on evidence and those based on speculation. Although this goal is present in all courses, it is the particular focus in General Psychology, Psychological Statistics, Psychological Research Methods, and the senior-level experimental courses.
2. To provide students with some breadth of understanding of psychology, and with a basic knowledge of statistics, research design and analysis. This goal is reached in the foundation courses in these areas, as well as in upper-division courses with an experimental psychology focus.
3. To provide students with opportunities to learn different approaches to the study of psychology, such as biological, interpersonal, and sociological approaches. This goal is achieved by requiring a foundation course in Biological Psychology, as well as by having students complete two courses in an applied/breadth area including Social Psychology, Child Development, Abnormal Psychology, Theories of Personality, and Learning, Memory, and Cognition.
4. To foster respect and appreciation for diversity in others, and for the contribution of that diversity to psychology both as a science and as a profession. This goal is achieved by requiring a course from the diversity area that includes Diversity Issues in Psychology, Psychology of Ethnic Groups in the United States, Cross-Cultural Psychology, Asian-American Psychology, and Psychology of Gender.
5. To help our students learn to speak and write intelligently and effectively both in the language of the discipline and generally, and to conduct library research in support of such efforts. Although this goal is present in all classes that require students to write essay examinations, complete journals, make classroom presentations, and complete term and research projects, it is particularly present in Biological Psychology, Psychological Research Methods, and the upper-division experimental classes and advanced topic seminars.
6. To allow students opportunities to be both active and collaborative learners through course work, research, fieldwork, and community service as fits their individual interests and curricular needs. Many of the Faculty have included undergraduate students in faculty research and have encouraged students to present papers at the Western Psychological Association and the regional Undergraduate Research Convention. In addition, virtually all of the student majors include the Psychology Practicum in their study, so that they gain experience as volunteers in a variety of clinical, institutional, and social service settings.
7. To introduce students to the ethical practice of scientific inquiry, and to provide opportunities for them to consider ethical issues and values both within and beyond the discipline. This goal is promoted in all of the Department course offerings, with special emphasis in the Psychological Research Methods and the upper-division experimental courses.
8. To better prepare students for graduate work in the field of Psychology and related fields. In order to achieve this goal, the Department has provided more research experience for the students to work independently as well as collaboratively with other students and faculty, and has instituted innovations such as greater writing requirements, more stringent grading of written work, and more intensive computer-based research experiences. In addition, students are required to take an upper-division experimental course, in which they often begin to explore research areas that they can further develop in graduate school. Each Faculty member has developed active research projects that students may participate in as undergraduate

research assistants. Students may receive course credit by taking an independent study, directed research or directed readings course. The Faculty, in conjunction with Psi Chi, also offer panel discussions on the graduate school application process and what students should expect if they pursue a graduate degree.

9. To foster critical thinking skills. Although this goal is present in all courses, it is particularly present in research-oriented classes such as Psychological Statistics, Psychological Research Methods, and the upper-division experimental courses.

10. To impart the skills and enthusiasm that will allow graduates to make useful contributions to society through their employment and/or community participation. This goal is implicit in all course offerings, but specifically in research, practicum, and applied/breadth courses. The Department also meets this goal by playing an active role in educating Dual Degree Psychology majors who are working towards obtaining a teaching credential.

11. To assist our students' personal, academic, and professional growth through activities such as advising, collaborating on research projects, bringing students to professional conventions, writing letters of recommendation, and participating in student Psi Chi activities. With the highest priority given to teaching, each member of the Department Faculty attempts to fulfill this goal in student-faculty interactions, both inside and outside the classroom.

2. Brief History of the Department- The last twelve years 1992-2004

2.1 Personnel History

For many years, the Psychology Department consisted of five members – a developmental psychologist, an experimental psychologist (both now retired), two social psychologists (Gerardo Marin and Colin Silverthorne) and an individual differences/social psychologist (Maureen O'Sullivan). The university's internal administrative difficulties as well as funding shortfalls did not permit expanding the Faculty.

With the arrival of a new president in the early 1990s (Fr. Schlegel), funds became available for hiring new faculty and replacing retired ones. We recruited faculty to fill disciplinary gaps in the teaching staff and to increase the cultural and gender diversity of the Faculty. Our first hire, in 1992, was Pamela Balls Organista, an African American clinical psychologist with a health psychology focus. Michael Bloch, whose research interests include neuropsychology and learning disabilities, followed her in 1993. He is now on administrative leave from the Department while he serves as Associate Dean to the college. In 1994, June Madsen Clausen, a clinical child psychologist with a research interest in foster care, was hired. In 1995, Susan Heidenreich, an experimental psychologist with research interests in neuropsychology and vision, was hired. The cultural diversity of our Faculty was enhanced by the addition of Kevin Chun in 1996. He is a clinical psychologist and an Irvine Scholar with research interests in the area of Asian American psychology. Gerardo Marin, a social psychologist, has been on administrative leave from the Department continuously since 1995 and remains in an administrative position with the University. Consequently, Lisa Wagner was initially hired in 1997 to enhance our social psychology offerings. She has applied for tenure during the 2003-2004 academic year. With Larry Murphy's retirement, Kay Livesay, a cognitive psychologist, was hired in 2000 to teach Research Methods. She, however, has left the university; the Department is currently recruiting a replacement to fill this position. Shirley McGuire was hired in 2001 to fill a developmental position occupied by a series of developmental psychologists, who were not interested in maintaining a research agenda and a heavy teaching load. We believe that Shirley's strength in research is more than matched by her strength in teaching and service; she has applied for tenure during the 2003-2004 academic year. Saera Khan, who was hired in 2002, has expertise in stereotyping and further strengthens our course offerings in social psychology. David Marcotte, S.J., a clinician, joined our Faculty in Fall 2003. He has been assisting in meeting our teaching needs in research and biological psychology; he has research interests in coping behaviors. The Department has sought and failed to find a psychologist trained in some applied area, such as organizational psychology, to complement our strengths and address some weaknesses. Although this is a continuing need, no position is open at present.

2.2 Curricular History

At the time of the last program review (1994), the Psychology Department offered three distinct undergraduate majors designed to provide a comprehensive range of programs for students interested in pursuing a major in the discipline. The traditional Psychology major was offered to provide a broad perspective of traditional and contemporary psychology for students, so that they may be prepared for the widest variety of options after completing the baccalaureate degree, including graduate study in psychology and related fields. The Psychological Services major was developed in the 1970s for students who might pursue human service careers and who did not desire the more rigorous emphasis on experimental methods and analysis found in the Psychology major. The Psychology and Religion major, drawing on resources present in a Jesuit institution, was developed in the 1980s for students who might wish to focus on issues of personal and spiritual growth. All of the majors emphasized the development of the students' analytical and research skills, ethical concerns for individuals, and a commitment to understanding and improving the human condition. Departmental statistics from 1994 showed that 90% of the students were enrolled as traditional Psychology majors, 9% were enrolled as Psychological Services majors, and 1% were enrolled as Psychology and Religion majors.

Shortly after the last program review in 1994, the Psychology and Religion emphasis was eliminated due to a lack of student interest. In the past several years, it became increasingly obvious to the Department that the Psychological Services major met the needs and interests of some students who did not plan on pursuing graduate work in Psychology or a related field. Although this program attracted some very bright students, it sometimes was the case that those students, who were not able to achieve passing grades in the more rigorous classes required by the traditional Psychology major (*i.e.,* Psychological Research Methods and upper-division experimental courses), changed from Psychology to Psychological Services. As a result, the Psychological Services major became the fallback option for students who were unable to meet the rigorous demands of the traditional major and chose this option only after failing to obtain a passing grade (C) in Statistics or Psychological Research Methods. Originally, this major was intended for those wanting a more service-oriented, less scientifically rigorous program in Psychology. In line with the Department's wishes to continue to develop its rigorous, scientific identity, the Department recently decided to eliminate the Psychological Services option. Students who are currently Psychology Services majors will be allowed to finish their course of study, but no further students will be enrolled in this major. Therefore, the Department currently offers only the traditional Psychology major to incoming students.

Two substantive additions, which remain in place, were made to the psychology curriculum in 1996. First, all students are required to complete Biological Psychology (formerly Brain and Behavior) with a grade of C or better, along with General Psychology, Statistics and Research Methods. Second, all psychology majors must complete a course on cultural diversity in psychology. These requirements were designed to upgrade the academic quality of students, and continue the Department's commitment to educate our students about cultural and individual differences.

In 2002, the university moved from a 3-unit to a 4-unit based curriculum. By implementing a 4-unit curriculum, students take fewer courses; however, courses are more in-depth and allow for greater learning opportunities, such as extended research and writing projects. Prior to the change, most psychology students met the 41-unit requirement for the major by taking approximately 14 psychology courses. At that time, students were required to have at least two courses that provided hands-on experiences with designing, executing and writing up experiments (*i.e.,* students completed two courses, for 6 units, in a major that required 41 units). The current psychology curriculum requires students to complete at least 40 units in the major; most students do so by taking ten 4-unit courses. Consequently, we reduced the number of upper-division experimental courses required from two to one, so that students now complete one experimental course, for 4 units, in a major that requires 40 units. Additionally, we incorporated more aspects of experimental design and analysis into several courses. Specifically, students are introduced to data analysis with SPSS in the Statistics course; also, students learn to conduct literature searches and write corresponding literature reviews (in APA

format) in the Biological Psychology course; furthermore, students complete more extensive writing assignments (again, in APA format) in Research Methods. We believe this *distributed practice* will be far more effective than the previous *massed practice* approach.

In terms of contribution to the General Education and/or Core Curriculum, the Psychology Department has always been an active and appreciated contributor. Under the previous GEC model, our courses in Social Science Research Methods always filled quickly. Under the new Core, our General Psychology, Psychological Statistics, and several cultural diversity and service learning courses apply to two areas of the core. However, General Psychology is a very popular class with non-majors. This has created problems for incoming first-year psychology majors who find all of the introductory course sections in their major closed when they attempt to register. This is being addressed by reserving a set number of seats per course section for psychology majors. In addition, the Department has a long history of providing support courses for the Dual Degree program (whereby students earn teaching credentials), the Nursing School, the St. Ignatius Institute, the Erasmus program, and the Department of Exercise and Sports Science; the Department also provides courses for the Ethnic Studies minor, the Asian American Studies minor, and the Gender and Sexualities minor. Our Social Psychology course is cross-listed with the Department of Sociology. Our Life Span Development course is specifically designed for non-major, Nursing and Dual Degree students. Additionally, a number of students, particularly those majoring in English and Philosophy, double-major in psychology. Unfortunately, it has been very difficult for us to plan for the number of sections of courses that are necessary, in order to meet the needs of so many varied programs; the difficulty arises, in part, due to fluctuating enrollments in other Departments and colleges. Consequently, sections of courses may not always be available to meet demands.

2.3 Social and Political History

After more than 20 years of little staff change, the USF Psychology Department has added 10 new Faculty members in 10 years. This extraordinary growth and change has been achieved with only minimal discomfort, due, in large measure, to the superlative leadership of our chairpersons during this period, as well as to the annual retreats at which all members of the Department contribute actively. Other aspects of the Department's structure that have made this growth possible have been our willingness to provide formal and informal mentoring to one another, and to raise concerns when members do not carry their weight in teaching and service responsibilities.

The members of the Psychology Department have been extraordinarily active in their service to the University, especially in administrative positions and in committee work and leadership. Colin Silverthorne was the founding Dean of the College of Professional Studies. As Dean, he started several highly successful programs, such as the Master of Arts in Writing and the Masters in Environmental Sciences; both programs were later moved to the College of Arts and Sciences. Maureen O'Sullivan was Associate Dean for Arts and Chaired the Budget Review Committee. Gerardo Marin was Senior Associate Dean and recently was promoted to Associate Provost, Academic Affairs. Michael Bloch has co-chaired the Dual Degree Program and is now Associate Dean for Social Sciences. Pamela Balls Organista heads the Ethnic Studies Certificate Program and is active on many campus-wide committees. Lisa Wagner and Susan Heidenreich served on the USF Faculty Association Policy Board. June Madsen Clausen chaired the university's IRB committee for several years.

3. Curriculum Analysis

3.1 Overview

The University of San Francisco strives to be, "...internationally recognized as an urban Jesuit Catholic university, …. with a global international perspective, … that educates leaders who will fashion a more humane and just world." One of the core values of a Jesuit education is the interdisciplinary nature of education, with the goal of educating the whole person, so that he or she may gain a broader

perspective of humankind. The Psychology Department actively embraces these goals, as well as goals more specific to the discipline. Therefore, our Department is interdisciplinary in many ways. Research interests and activities include investigating differences and similarities between people of different ethnic, cultural, economic and educational backgrounds. The Department has been instrumental in furthering diversity and community service and involvement by requiring a psychology diversity class as part of the major. There is also the opportunity for students to take Psychological Practicum, which provides them the opportunity to work in the community.

Faculty in the Department are actively involved in a number of interdisciplinary programs within the College and University. The Department's course offerings are strongly represented in the Ethnic Studies Program, designed to provide a comparative and multidisciplinary approach to the study of the human experiences, cultures, scholarship, and intellectual and artistic contributions of racial and ethnic populations in the United States. Particular attention is paid to American Indians, African Americans, Hispanics/Latinos/Latinas, and Asian Americans. This minor seeks to acquaint students with the commonalities and tensions that accompany diverse expressions of racial and ethnic life in the United States, while concomitantly recognizing that the voices and experiences of each community have a uniqueness and an integrity of their own. Psychology Faculty who teach in the program include Drs. Balls Organista (founding and current Faculty coordinator of the program), Chun, Wagner, and adjunct Faculty member, Dr. Boucher.

The Department is also strongly involved with the Dual Degree Teacher Preparation Program, which is designed to enable students to earn a Bachelor's Degree, Master's Degree, and a Teaching Credential in an accelerated amount of time. This is an extremely demanding course of study and requires great dedication and determination on the part of the students. Approximately 20% of the students in the program are majoring in Psychology. Psychology Faculty who have taught and advised in the program include Drs. Bloch (now in administration) and McGuire.

The Department offers courses that are included in the Asian American Studies minor. This minor is an interdisciplinary program of study concerned with significant concepts and realities that address Asian Pacific American identity and culture. Special attention is focused on the advocacy of people of Asian and Pacific Islander descent residing in the United States. The program highlights their legacy of struggle and their ongoing contributions to American culture and democracy. It also strives to broaden perspectives in class, gender, sexual, religious, and other differences that characterize Asian Pacific America. Dr. Chun teaches and advises in this program.

The Department also provides courses that are part of the Gender and Sexualities Minor, which offers a global, cross-cultural, and interdisciplinary approach to the study of women, gender, and sexuality. The courses in the Gender and Sexualities Minor consistently reflect the University's commitment to social justice and the diverse communities, local and global, that shape our understanding of the world, our lives, our knowledge, our labor, and our arts. Dr. Heidenreich and Dr. Kahn teach and advise in this program. Dr. Kahn teaches in the Martin-Baro living-learning community on campus.

Additionally, the Department is strongly associated with the Leo T. McCarthy Center for Public Service and the Common Good. The Center was designed to prepare USF students for careers that exemplify skilled, ethical public service and leadership. Students are given exposure to several areas of public service and policy that support the common good and welfare of citizens. The Center was established in the fall of 2002, through the contributions of several individuals (*i.e.,* former Lieutenant Governor of California and Speaker of the California State Assembly, Leo T. McCarthy; USF Professor Emeritus, Ralph Lane and his wife Joan; and the late Robert Mills Holstein and his wife Loretta). Dr. Balls Organista serves on the faculty and student steering and executive committee for the Center, and helped initiate the Common Hope Project, designed to bring history and hope to the future relationship between African American and Asian American Communities. Dr. Madsen Clausen, Chair of the USF Committee on Children and Youth, has worked in collaboration with the McCarthy Center to co-sponsor community colloquiums on issues related to children and families. The Social Psychology course currently is included as part of the academic portion of this program.

The Department provides its students with the necessary knowledge and skills to succeed as individuals and professionals. Our students are prepared for graduate studies in a variety of fields. Many of our alumni enroll in graduate programs that train students for careers as psychologists, teachers, counselors, and human resource managers; many continue their studies by enrolling in law, medicine and research programs, as well. A substantial proportion of our graduates go on to work with socially marginalized populations, as one might expect from a discipline that focuses, in part, on the nature of the human condition. However, our curriculum specifically implements a diversity-awareness approach, in order to enable our students to develop richer interpersonal relationships, and to teach them to be sensitive to a variety of people with various needs. We attempt to help our students become men and women who will fashion a more humane and just world.

The Faculty serve as role models for our students. Each member, in some way, strives to enhance diversity and increase socially responsible learning, by conducting quality scholarship and implementing academic rigor. The outcomes of these goals are evident in the research conducted in the Department, such as studies concerning social issues related to AIDS or cross-cultural applications of organizational psychology. In addition, the practicum course allows students to be exposed to a variety of social, psychological and organizational real world experiences. The Department is diverse and we strive to hire to enhance this quality and its relation to the university mission.

The University of San Francisco's location serves to strengthen the goal of gaining a global perspective. The Department draws from the cultural, intellectual, and economic resources from the San Francisco Bay area and its connection with the Pacific Rim, in order to enrich and strengthen the Department's educational program. Our curriculum content and our research agendas tend to emphasize the applied aspects of psychology. This applied focus serves to further advance a perspective that takes the students beyond the classroom experience and provides a global perspective.

3.2 Diversity in the curriculum

Psychology programs face the growing need to infuse diversity into the curricula. Although some of the impetus to include diversity stems from external sources, such as accrediting agencies, there is increased concern among psychology faculty and students that courses reflect the changing demographic characteristics of the United States and its international communities. In addition, there exists the expectation that courses address the applicability of psychological theories and interventions across various groups, defined by different demographic characteristics (*e.g.*, culture, ethnicity, gender, social class, etc.), thereby allowing a more appropriate and complete analysis of the human experience.

In response to these and other concerns raised by our previous program review (in 1993-1994), the Psychology Department introduced a new requirement: Each student now must complete at least one psychology course that primarily addresses diversity in psychology. To fulfill this requirement, students can take one of the Diversity courses described below. Future diversity courses (e.g., gay and lesbian issues in psychology, social class and psychology) will be developed to meet faculty and student interests.

In addition to the diversity course requirement, Faculty members strive to address issues of diversity in each of their classes. Course materials (e.g., textbooks, films, articles) are selected so that diverse lives and experiences are represented. Faculty also discuss in class whether a psychological principle has been studied in different groups and whether the research findings generalize or differ across these different groups.

The Department's focus on diversity extends beyond the classroom to our research. All Faculty members are involved in active research programs. The research topics of these programs represent a full range of diversity: culture, ethnicity, gender, social class, disability, immigration status, and age.

3.3 The Major in Psychology

Students majoring in Psychology are required to complete 40 units in Psychology, which appears to be average for the University as a whole. These 40 units are composed of 10 4-unit courses.

3.4 Foundation Courses

3.4.1 Lower division requirements

Majors take each of the following four Psychology courses in their first three semesters at USF:

General Psychology (101) A basic survey course of the discipline, which is fairly traditional in scope and depth.

Psychological Statistics (260) An introductory statistics course, which covers statistics through analysis of variance and emphasizes different types of statistics and their appropriate use. Students are also introduced to the SPSS statistical analysis computer program where they learn how to conduct a variety of statistical analyses as well as create a Results section of a research paper, prepared in accordance with the APA guidelines for writing.

Psychological Research Methods (265) An introductory research course, including a laboratory, which introduces students to the major techniques and issues involved in behavioral research. The students are also taught how to prepare the various sections of a research paper, prepared in accordance with the APA guidelines for writing.

Biological Psychology (270) At the time of the last program review (1994), Physiological Psychology served only as an upper-division course. The course was redesigned in 1996 as a lower-division course with a broader, survey approach. This course is included as a foundation course to reflect the growing research indicating the biological bases of much of human behavior and thought. In this course the students learn to conduct and write a literature review, prepared in accordance with the APA guidelines.

General Psychology is a pre-requisite for all of the other Psychology courses; students take this course their first semester. During their second semester they are encouraged to take Biological Psychology and/or Psychological Statistics. During their third semester they are encouraged to take Psychological Research Methods. The goal is to have these four courses completed by every psychology major by the end of their sophomore year.

3.4.2 Diversity Requirement

Since the last program review, the Department has intensified its commitment to diversity by requiring majors to take a course designed to foster respect and appreciation for diversity in others, and for the contribution of that diversity to psychology both as a science and as a profession. The students may choose from the following courses:

Diversity Issues in Psychology (301) This course addresses the issues of diversity as explored in the discipline of psychology. The focus is dependent on the expertise and interests of the Faculty member.

Psychology of Ethnic Groups in the United States (305) This course investigates the major mental health and related social issues facing individuals from different cultural groups. Attention is focused on four major ethnic groups in North America: African Americans, Hispanics/Latinos/Latinas, Asian Americans, and American Indians.

Cross-Cultural Psychology (307) This course increases understanding of the similarities and differences among cultures through experimental evidence, group experience, and class discussion.

Asian-American Psychology (317) The course provides a comprehensive survey of current psychological issues facing the Asian American community. Topics include family issues, psychopathology, ethnic identity, acculturation, and culturally-responsive treatment strategies.

Psychology of Gender (335) This course reviews the social-psychological research literature, including the impact of biological and environmental factors on sex differences across many cultural groups.

3.4.3   Social Science

The Department has identified the following as Departmental core Social Science sub-areas within the discipline. Majors are required to take two from the following selection of courses:

Social Psychology (310) This course investigates individual motives, cognitions, and attitudes, as well as the role of the individual in groups and society. It also investigates how behavior is influenced by social forces.

Child Development (312) This course investigates psychological development from birth to adolescence, emphasizing current theory and research. Topics may include perception, cognition, social understanding, language acquisition, attachment, and gender role development.

Abnormal Psychology (313) This course provides an intensive study of abnormal behavior, emphasizing definitions, etiologies, symptoms, dynamics, and treatment.

Theories of Personality (318) This course provides a review of approaches currently supported in contemporary psychology so as to understand normal human personality in terms of theory, assessment, application, and relevant research.

Learning and Memory (319) This course provides an overview of theories of learning, memory, and cognition, with an emphasis on human information processing.

3.4.4   Experimental Science

The Experimental Science courses are designed, in part, to provide an opportunity for students to synthesize much of the knowledge they have gained in their coursework and to explore their own research interests. The course is usually taken during the senior year. All of the experimental courses require Psychological Statistics and Psychological Research Methods as pre-requisites; in addition, several of the experimental courses have topic-specific pre-requisites. These experimental courses, in particular, serve in part as capstone experiences for students choosing to take those classes. The majors are required to take one from the following courses:

Sensation and Perception (380) This course provides an in-depth study of the psychophysical and physiological bases of perception.

Experimental Developmental (381) (specific pre-requisite Child Development) This course investigates the experimental methods used in studying child development.

Experimental Social (382) (specific pre-requisite Social Psychology) This course provides an advanced study of research methods in social psychology including surveys, experiments, simulations, content analysis, and archival research.

Cognition (383) (specific pre-requisite Learning and Memory) This course provides a discussion of basic principles and research paradigms in learning, memory, perception, and cognition.

Tests and Measurement (386) This course investigates the theory, construction, and application of psychological tests, including intelligence, aptitude, personality, interest, and clinical measures.

3.4.5   Elective courses

In order to complete the 40 units required for the major, students are required to take an additional 8 units of upper-division psychology courses. These may be chosen from any of the course offerings.

3.5 The Minor in Psychology

The Psychology Department offers a minor program of study. Psychology is a natural complement to Business, Nursing, pre-professional programs in Law and Medicine, and Exercise and Sport Science majors, as well as other majors in the social and physical sciences. The student minoring in Psychology must take General Psychology, as well as 4 other classes in Psychology, at least 3 of which must be 300-level courses.

3.6 Honors Program

An Honors Program in Psychology is offered for students who have an overall grade point average (GPA) of 3.5 or better, and a GPA of 3.5 or better in Psychology. In addition to the regular major requirements, honors students must complete a second course in the experimental series, as well as PSYC 398 Directed Research Project, and PSYC 470 Honors Thesis. In the decade preceding the last program review, only three students had completed the honors requirements. In nine years since the last program review, 16 students have completed the honors requirements.

3.7 Courses in Psychology

The Department's courses are listed in the University General Catalog for 2003-2004 (see pages 176-179). They are not detailed here, since the Catalog is included in the binder accompanying this report. The Department does have two course listings- Psychology 350, Perspectives and Psychology 392, Advanced Topics Seminar- that are designed to allow new and experimental courses to be developed and offered. Sometimes these courses are offered only once, while at other times, such courses are eventually integrated in to the curriculum.

3.8 Scheduling of Courses

The Department has regularly scheduled course plans. Courses with high demand are offered every semester, often with multiple sections (e.g., General Psychology, Psychological Statistics, Biological Psychology, and Social Psychology). Other courses are offered once a semester, once a year, or intermittently. Each year a conscious effort is made to balance the course offerings by type and topic. For example, we attempt to offer the same number of experimental courses, so that there are at least two experimental classes per semester. The schedule is planned in such a way as to minimize the overlap of courses. This has not always been possible, given the small number of full-time Faculty and the advent of course reductions that are due to planned or unforeseen circumstances (*i.e.,* sabbatical leaves, other leaves of absence, course reductions for extensive committee work, or grant stipulations). As the number of majors has increased and research commitments of the Faculty have grown,

scheduling has become more problematic. However, the Department members have been flexible with regard to enrollment caps, so that virtually all students can take the courses they need, usually when they wish; this especially is the case when students carefully plan their schedules. Certainly, schedules and course offerings have not caused any problems that may interfere with a student's ability to meet graduation requirements in a reasonable period of time.

3.9 Faculty Appraisal of the Psychology Curriculum

The curriculum has often reflected the interests of the Faculty. The Department, in its hiring plan, has sought to improve the experimental area of interest. There has been an awareness of the increasing role and interest by students in the area of neuropsychology, and, particularly, clinical neuropsychology. An attempt is being made to address this in upcoming faculty searches. Although the Department has Faculty who can competently fill these positions, research interests and service demands do not permit them to offer an adequate supply of course offerings in these areas.

4.   Statement of desired student-learning outcomes

4.1 Formal learning outcomes

1. *Students will learn the fundamentals of behavioral science within the context of a traditional liberal arts education.* All of our courses incorporate basic concepts in the social sciences (e.g., the use of the scientific method, the importance of diverse perspectives, research ethics). These ideas are introduced in the General Psychology class. Students then analyze explanations of different aspects of human behavior in more depth in the diversity, area, and elective classes. Students also analyze links between psychology and other disciplines (e.g., biology, neurology, sociology, anthropology) in these courses. Students receive training in psychology as a science in statistics and the laboratory classes. Students discuss the importance of research ethics, especially as it relates to the study of vulnerable populations (e.g., disabled individuals, homeless people, children, and the elderly) and patients' rights during the treatment process in our applied courses.

2. *Students will receive comprehensive exposure to the foundations of psychological theory and application, and are introduced to laboratory and field research.* Students are introduced to psychological theories and research methods in General Psychology. They explore theories of behavior in more depth in the area classes that concentrate on a particular subfield (e.g., social psychology, cognition, developmental psychology, personality, and abnormal psychology). All of our classes review laboratory and field research techniques in relation to a particular subject area; however, some classes in our curriculum are more laboratory-based (e.g., biological psychology, learning, memory, and cognition, cognition, sensation and perception), whereas others are more applied (e.g., practicum, child development, social psychology, personality, and abnormal psychology). Thus, students are exposed to a variety of data collection strategies. Students practice using laboratory or field techniques in our research methods and advanced laboratory classes.

3. *Students will be prepared for a variety of professional and business careers and for graduate study in psychology and related disciplines.* After completing our program, students will be in a position to evaluate research findings presented in the public forum and to analyze human behavior using a scientific perspective. These are necessary skills for students pursuing careers in medicine, law, politics, social work, human resources, and the service industry. Our program prepares students for graduate study in psychology and related disciplines by teaching students how to think critically about the foundations of human behavior and by providing them with laboratory experiences. Successful completion of our Department requirements generally meets the prerequisite course admission requirements of most graduate programs. Students who plan to pursue a research career have already collected and analyzed data on a topic of their choice in the advanced laboratory classes. Students who plan to pursue an applied degree have worked with a specific population in our practicum class.

4.2 Educational goals of the program

The major in Psychology is designed to provide students with, ".. the fundamentals of behavioral science within the context of a traditional liberal arts education….The major is designed to prepare students for a wide variety of professional and business careers, and it prepares students for graduate study in psychology related disciplines." In addition, the program integrates traditional emphases with recent advances, such as the roles that biological psychology and diversity play in advancing the field. The Psychology major accomplishes these goals by including Psychology 270 (Biological Psychology) as well as a Diversity course in the major. Although the emphasis on Biological Psychology has been incorporated in curricula in various psychology programs over the last decade, it is only recently that programs have widened the focus to include a diversity requirement. The Psychology curriculum at USF is a leader in this trend.

These goals are integrated into our curriculum in ways that are compatible with and complementary to the mission of the University. The goals are communicated to the Faculty and students in the form of learning outcomes specific to each course. In addition, the goals are constantly reassessed and refined at Department meetings and yearly retreats.

There are several ways that Faculty are able to determine that these goals are being met. A recent addition to the curriculum has been the emphasis on learning outcomes listed in the syllabus of each class. Informal student feedback, along with formal grading procedures, allow Faculty to assess whether the outcomes are being attained.

4.3 Assessment

There has been a recent move in the national educational system, adopted by the University, to further emphasize learning outcomes and assessment. One focus has been the need for accessing student learning that transcends individual courses and identifies cumulative learning. Often this is the purpose of an experimental course, a senior capstone course, or an exit exam. Although the Department is unanimous in acknowledging the need for assessment, we are less convinced that assessments from a capstone course or exit exams are truly a measure of learning that transcends individual courses. It is often the case that the evidence of true learning and utilizing the information does not emerge until a student is well out of college and applying the information attained in a variety of circumstances. This is particularly true when learning is focused on critical thinking skills rather than course content. Indeed, many, if not all of us in the Department, stress critical thinking skills as an extremely important component of one's education. Therefore, we have consistently decided against a capstone course or exit exam. We do believe that the curriculum stresses the interconnectedness between the classes. It is certainly the case that the information learned in Biological Psychology, Statistics, and Research Methods is crystallized in the experimental courses. However, we are open to further discussing the possibility of using a worthwhile assessment tool that will aid us in determining whether students are able to use the information beyond the classroom. The data that is available to the Department is summarized below and the complete report is provided as part of the supporting documentation provided by the Dean's office.

Three reports are available based on ETS Self Assessment service questionnaires distributed to current Faculty and students and alumni.

Response rates:

	# DISTRIBUTED	# RETURNED	#USABLE	RESPONSE RATE
Faculty	10	7	7	70%
Students	268	57	56	21%
Alumni	371	86	86	23%

These response rates are a little disappointing particularly for current Faculty and students. In addition, the alumni data does not reflect or report how many years have passed since graduation, which makes the data difficult to evaluate. Overall, the Department scores are slightly better than the norms provided by ETS. Also, the Faculty appear to think we are doing better than most of the students and alumni but not by much, so these differences may be more reflective of both the small sample size for Faculty and a couple of significant student outlier scores that impacted student averages rather than any significant differences. Perhaps the major surprise is that despite the poor classroom spaces and lack of research space and other facilities, the Faculty have a positive view of the work environment. The data suggests that the Department needs to do a better job of communicating with students in areas such as concerns and support, which students do not see as strong as the Faculty and alumni think they are. The strongest finding is the almost double percentage of research activities created by USF Faculty when compared to the normative data for other equivalent Departments and institutions.

Summary Results:

ITEM	GROUP	N	MEAN	S.E.	NORMS
1. Environment for learning	*Faculty*	6	3.40	0.13	3.11
	Students	56	3.11	0.07	3.16
	Alumni	81	3.18	0.05	3.12
2. Scholarly Excellence	*Faculty*	7	3.03	0.10	3.18
	Students	55	3.15	0.08	3.07
	Alumni	82	3.15	0.05	3.18
3. Quality of Teaching	*Faculty*	7	3.55	0.14	3.08
	Students	54	3.14	0.09	3.18
	Alumni	82	3.19	0.05	3.03
4. Faculty Concern for Students	*Faculty*	6	3.65	0.12	3.09
	Students	56	3.13	0.08	3.17
	Alumni	79	3.18	0.07	3.02
5. Curriculum	*Faculty*	7	2.96	0.11	2.66
	Students	54	2.50	0.10	2.80
	Alumni	81	2.72	0.07	2.67
6. Departmental Procedures	*Faculty*	7	3.40	0.11	2.75
	Students	55	2.64	0.08	3.04
	Alumni	82	2.82	0.07	2.81
7. Available Resources	*Faculty*	6	1.92	0.10	2.76
	Students	55	2.55	0.09	2.48
	Alumni	81	2.65	0.06	2.74
8. Student Satisfaction with the Program	*Students*	56	3.28	0.08	3.22
	Alumni	81	3.37	0.07	3.29
9. Internships etc.	*Students*	23	2.70	0.14	3.10
	Alumni	62	2.89	0.08	3.19
10. Resource Accessibility	*Students*	51	2.49	0.11	2.71
11. Employment Assistance	*Alumni*	33	1.96	0.11	2.27
12. Faculty Work Environment	*Faculty*	6	3.46	0.13	3.02
13. Faculty Program Development	*Faculty*	6	2.63	0.08	2.37
14. Faculty Research Activities	*Faculty*	7	60%	11%	30%
15. Faculty Professional Activities	*Faculty*	7	29%	10%	34%
16. Student Accomplishments	*Students*	55	37%	2%	44%

5. Students

5.1 Student Characteristics

Data on GPA and SAT scores are available by Department for incoming students, but are not available by major for graduating students. The available data are included in Appendix One. The available data is incomplete and does not reflect the reality of the graduation numbers based on Departmental internal reporting procedures.

There are a variety of skills that we expect from our incoming students. These include, but are not limited to, communication skills (written and verbal) and critical thinking skills. We have found that the majority of our students are often unprepared when they enter the major. Their communication and critical thinking skills are below par. This has presented problems and continues to do so. Traditionally, many students initially wish to major in Psychology because they feel they are 'good listeners' and help friends with their problems. It is often a rude awakening when they realize that Psychology is a demanding science, utilizing scientific methodology and academic rigor. Often these students do not pass Biological Psychology, Statistics, or Research Methods in their first attempts. In the past, students having difficulty understanding the scientific methodology were counseled to change from Psychology to Psychological Services, a less scientifically rigorous option. However, as we attempt to raise the bar of academic and scientific rigor in the Department, and phase out the Psychological Services major, the issue of lack of preparedness becomes a greater problem. One attempt to help ameliorate this problem is the restructuring of the lower-level core Psychology courses. The inclusion and integration of the research components of Biological Psychology and Statistics will hopefully better prepare the majors for Research Methods.

There are other various ways in which we are attempting to assist those students who are wishing to pursue the newly structured Psychology major but have underdeveloped skills. There are concerns across the country about the low levels of literacy skills shown by a significant number of students at all grade levels and in all fields. Special reading and writing programs are being instituted in a number of institutions of lower and higher education. We in the Department are addressing our concerns in this area by requiring more and better written output from our students. Less emphasis is being placed on multiple-choice type exams and more emphasis is being put on papers of various lengths and essay exams. To this end we have also contacted adjunct faculty in the Rhetoric and Composition Department to assist us in teaching writing skills and APA format. We anticipate that these changes will result in enhanced proficiency in our students.

A related area of concern is computer literacy. As computer utilization and literacy is becoming the norm rather than the exception inside and outside of academia, we have increased our computer facilities and experiences as a means of better preparing our students to gain information from databases, conduct research, and prepare papers using computers. Previously, students were required to take a 1-unit course in Excel Spreadsheets outside the Department as a pre-requisite for Research Methods. They then were taught basic computer skills, as they pertain to the field of Psychology, in Research Methods and in some of their experimental courses. Within the new 4-unit curriculum, the students are no longer required to take the 1-unit Excel course. Rather, Psychological Statistics now has the computer component in which the students learn how to input data and conduct various tests of significance.

Finally, in an additional attempt to raise the academic rigor of our students, the Department has moved toward using more demanding texts. While presenting more recent research and often more complex and comprehensive theories, they also often require greater critical thinking and other cognitive skills.

It is important to stress that the issue of lack of adequate preparation of a significant population of our students is a serious concern within the Department. Although the various curricular changes discussed above have been taken to assist those students truly capable of completing a scientifically

rigorous curriculum, there are also a number of students who, for various reasons, are not capable of completing this curriculum. In the past, these students were often placed in the Psychological Services major. In the future, these students will need to be counseled in the direction of choosing a more appropriate major.

There are many ways the Department has attempted to assist struggling students as well as raise the academic bar of rigor. Curricular changes have been discussed above. However, there are a number of ways in which individual students have been assisted on a one-on-one interaction with a professor, advisor, or other professional.

Struggling students are often referred to various organizations on campus that are designed to assist students at risk for academic problems. These include Disability Related Services, Freshman Programs, Learning Disability Services, the Learning and Writing Center, the ESL Center, and the Counseling Center. We have found that struggling students are often not aware of the services that the University can provide to assist them. As psychologists, we tend to pay close attention to the students rather than narrowly focusing on the classroom material. In this way we are better able to identify and assist those with special needs.

In the classroom we are repeatedly monitoring student learning and work. All Psychology students are required to pass each course in the major with a grade of 'C' or better. Students whose work during the semester falls below this grade are usually encouraged or required to see the instructors and attend tutoring sessions with the instructor, the TA, or at the Learning Center. Instructors often look at the students' notes during these tutoring sessions in order to help assess where the problems may lie. Instructors are also aware that there are a variety of styles that students use to learn the material. In order to better accommodate various learning styles, instructors often provide and/or utilize a wealth of supplementary materials and learning experiences that include handouts, study guides, videos, and interactive demonstrations. Students are usually able to turn in drafts of written work, whereby they can get instructor comments to improve their work before it is graded. Some instructors also use a peer-review system of grading papers. This enhances critical thinking skills as students learn how to critique and edit work.

Finally, students with suspected or identified specific learning disabilities were often referred to a particular Faculty member, Dr. Michael Bloch, prior to his move into administration. Dr. Bloch is an Educational Therapist in private practice, who often assisted struggling students in developing better learning skills. All members of the Department regularly refer students who might have learning disabilities to the Learning Disability Services office or to outside sources for remediation or testing.

Our students appear to follow an academic bimodal distribution, regardless of course. We have a significant number of lower-ability or struggling students who require a great deal of remediation and guidance in order to help them succeed. We also have a significant number of higher-ability or advanced students who require various forms of enrichment and enhancement to help them attain their potential. Although the above paragraphs have focused on the lower-ability or struggling students, it is important to describe the ways in which the Department supports and motivates the higher-ability students. There are various opportunities for enrichment available to these students. Often, they choose to pursue a course of Independent Study or Honors Thesis with an appropriate professor. These opportunities enable them to further develop their own interests and devise tests of their own. Faculty receive no additional money or course reduction for the hours spent supervising students in these programs. However, the Faculty is readily willing and accommodating to serve in this capacity. Higher-ability students are also given the opportunity to work as Teaching and Research Assistants. These experiences provide the students with the experience of assisting other students, assisting in experimentation, getting paid for their services, and often being co-authors when the data are presented at conferences or published. The higher-ability students also receive a greater amount of informal advising concerning their interests in appropriate graduate programs. The awarding of an NIH grant to Dr. McGuire has enabled her to involve sixteen of our top students as research assistants.

There are other ways in which the Faculty wish to further engage the higher-ability students. One way is to further engage the students is to raise the standards and expectations in the Department. The abandonment of the Psychological Services Major is a move in this direction. Another proposed change would be to offer a Bachelor of Science as well as the Bachelor of Arts. There are various Psychology programs across the United States that offer both degrees and we have been reviewing the requirements and goals of these programs. As the University moved to the 4-unit curriculum, it was necessary to delay decision concerning this change. Now that the transition to the 4-unit curriculum is complete, the Department is once again investigating the possibility of moving in this direction. The goal would be to better provide for the Psychology majors who want a more traditional science degree, while still accommodating those wishing to attain a more traditional arts degree. While the Department is still discussing various goals and strategies, it is the unanimous feeling that the nature of the field of Psychology is more allied with the Sciences than the Arts. This feeling is part of the impetus to investigate the possibility of offering the Bachelor of Science degree.

5.2 Student Advising

Every student in the Department is assigned to a faculty advisor on a semi-random basis, with some attempt being made to make the numbers of advisees comparable for each Faculty member while matching Faculty and students' interests. After the initial assignment, students are free to change advisors, usually selecting a Faculty member whom they have had as an instructor, or with whom they feel comfortable. This process has led to some imbalance, with students choosing some faculty members more than others, thereby increasing the advising loads of some Faculty members and decreasing their availability.

Although there are always students who are displeased because the Faculty member they want to see if not available at 6:15 p.m. on a Friday evening when they 'drop by,' most students, past and present, agree that the Psychology Faculty provide both ample quantity and good quality in their advising. Office hours are well staffed; Faculty are in their offices when they say they will be. In their responses to the ETS questionnaires, students routinely mentioned the availability and friendliness of the Faculty as a major strength of the Department.

The Department has prepared materials to aid in advising that give both the student and the Faculty advisor an overview of the student's course requirements. Such course requirement advising usually happens only at pre-registration. Students only infrequently avail themselves of faculty guidance concerning curriculum choices at other times.

Although Faculty are available for career counseling at any time, and several Faculty spend many hours in this activity with individual students, several students and alumni, in their past questionnaire responses, requested more guidance about career choices, graduate school activities and choices, 'real-life' after college, etc. In order to better serve the students, the Department has been meeting these career advising needs through a combination of individual advising sessions, Psi Chi meetings during which Faculty discuss career options, and referrals to the University's Career Services Center. It should be noted that USF currently provides much more in the way of career advising than is available at larger universities in the Bay Area. USF students, however, seem less aggressive in seeking such information for themselves, and seem also to have the expectation that such information should be provided to them by the Faculty with more vigor and direction than has been the case.

5.3 Student Research

Inadequate student research opportunities were raised as an area of concern in the last program review. In the past, although many of our students had the necessary GPAs and GRE scores to gain admission to prestigious graduate programs, a repeated concern from these institutions was a lack of outstanding student research experiences and publications. Graduate admissions committees seem to be requiring research publications by undergraduates with increasing frequency. Over the past ten years, there have been a number of ways in which this concern has been addressed.

First, in hiring new faculty, there has been a movement to hire faculty who have active research programs that can employ and include student assistants. Virtually all of the Faculty hired since the last program review employ student research assistants who gain experience conducting the research as well as recognition as co-authors when the research is presented at conferences and published.

Second, the curriculum has been altered to provide greater research experience. General Psychology students are now required to serve as research subjects; this provides them with the experience and appreciation of the scientific methodology early in their academic careers; it also provides more advanced students with a subject pool from which to conduct their own research. Although methodology is stressed in all of the courses in the curriculum, the lower division courses in particular (General Psychology, Biological Psychology, Psychological Statistics, and Research Methods) have been restructured to include a greater emphasis on methodology as well as providing a framework for the preparation of studies for publication.

As in the previous curriculum, the experimental courses (380 series courses) require students to conduct their own studies and present their findings at conferences at the end of the semester. In area-specific pre-requisite courses (Child Development, Social Psychology, Learning, Memory and Cognition) students are encouraged to investigate topics that they can then formally investigate in the area-specific experimental courses that follow these pre-requisite courses (Experimental Developmental, Experimental Social, Cognition). Lack of research space has severely hampered the ability of the Department to provide more students with publishable quality research experiences.

Third, more advanced students are also encouraged to conduct Honors Theses or Directed Studies in which, as part of the requirement, they conduct their own research. These additions described above have been included to better prepare students for graduate training. However, it must be emphatically stated that the opportunities are extremely limited due to lack of adequate space. There is not adequate space for the Department to effectively accommodate the interested students and the space issue must be addressed in the near future. This point cannot be overstated.

5.4 Student employment in the Department

Students are employed in the Department in a number of ways. Many serve as paid Teaching Assistants, assisting professors with grading of non-essay work, assisting students in need of further help, gathering and organizing teaching materials, and other various functions. Many also serve as paid Research Assistants. In this role they assist in conducting literature reviews, designing and running experiments, analyzing data, and preparing the material for publication and/or conference presentation. They are often listed as co-authors when these findings are presented. Other students serve as voluntary Research Assistants. They often perform the same duties as paid Research Assistants but are not paid due to lack of funds. The RA experience is seen as a way of better perfecting their research skills and making them more competitive graduate school applicants. It is for these reasons that many are willing to be unpaid RAs. Finally, a small number of students also serve as paid Office Assistants, helping the Department Program Assistant in a variety of ways.

5.5 Students after leaving USF

It is hard to gather accurate information about Department alumni, because we not have the ability to track them; we are not helped by the Alumni Office, because it only tracks former students by College, rather than Department. However, the number of students going on to some form of post-graduate program ranges from 20 to 30 a year or about 25% of the graduating class. A typical profile might look like this: 2-3 students attending Ph.D. programs in Psychology; 8-10 students attending Masters level graduate programs in Psychology (some subsequently pursue doctorates, but exact numbers are hard to find); 8-10 students entering professional programs in law, medicine and dentistry and 8-10 students pursuing other programs such as physical therapy or social work. We have also had at least two students go on to graduate programs in writing. Numerous other graduates pursue a teaching

credential; the number of psychology students in the teacher preparation dual-degree program is provided elsewhere in this report.

5.6 Student Suggestions for Program Improvements

The Department has no mechanism for gathering information on the academic portion of our programs. Conversations with students after graduation are informal and provide only limited feedback on how well our courses prepared them for graduate programs or work. Anecdotal evidence indicates that we are on the right track but solid data needs to be collected. This is really beyond the purview and resources of the Department. The university needs to develop data gathering mechanisms from graduates at specific times after graduation and then provide appropriate information to the Psychology Department (and others) for our review and consideration.

6. Faculty

6.1 Full-Time Faculty

Since the last program review in 1993 - 94, there has been significant growth and change within the Department. At that time, the following eight full-time faculty constituted the Department: Larry Murphy, Colin Silverthorne, Maureen O'Sullivan, Gerardo Marin, Angeline Lillard, James Schirillo, Pamela Balls Organista, and Michael Bloch. The following is a short chronology to illustrate the changes in the last 10 years.

> 1965- Larry Murphy hired, retired in 2001
> 1970- Colin Silverthorne hired
> 1972- Maureen O'Sullivan hired
> 1972- Gerardo Marin hired, moved to the Dean's office in 1992-1993 and again in 1995.
> 1991- Angeline Lillard hired, resigned 1994
> 1992- Pamela Balls Organista hired.
> 1993- James Schirillo hired, resigned 1996
>   Michael Bloch, hired
> 1994- June Madsen Clausen hired
> 1995- Susan Heidenreich hired
> 1996- Kevin Chun hired
> 1997- James Carson hired, resigned 2001
> 1997- Lisa Wagner hired
> 2000- Kay Livesay hired, resigned 2003
> 2001- Shirley McGuire hired
> 2002- Saera Khan hired
> 2003- David Marcotte, S.J. hired

Biographical sketches of the full-time, 2003-2004 Faculty are as follows, in order of seniority, noting academic rank and service, graduate training, primary courses taught, and professional activities. Note that the following is an abbreviated list of service, as virtually all Faculty provide an enormous amount and variety of service.

Colin P. Silverthorne, Ph.D.
> Professor, at USF since 1970; Ph.D. in Social-Organizational Psychology, University of Cincinnati, 1970
>
> Courses: Psychological Statistics (text author), Social Psychology, Experimental Social Psychology, Organizational and Group Processes
>
> Research interests: Organizational behavior, attitude change, leadership development and training.

Associate Dean, College of Professional Studies, 1979-1980.
Dean, College of Professional Studies, 1980-1989.

Major service: Served sixteen years as Department chair, chair and/or member of numerous committees.

Maureen O'Sullivan, Ph.D.

Professor, at USF since 1972; Ph.D. in. Psychometrics, University of Southern California, 1965; Clinical Psychology license, 1972.

Clinical professor, University of California at San Francisco since 1966.

Courses: General Psychology, Tests and Measurement, Interviewing Techniques, Psychological Statistics, Experimental Social Psychology, Motivation and Emotion, Psychology Practicum.

Research interests: Nonverbal communication, deception, human interaction, individual differences in emotion recognition.

Associate Dean, Arts and Sciences, 1988.

Editorial Board of *Educational and Psychological Measurement and The Journal of Nonverbal Behavior.*
Ad hoc reviewer for *The Journal of Personality and Social Psychology and Motivation and Emotion.*

University Outstanding Teaching Award, 1987.

Elected member of alpha sigma Nu, 1987.

Major service: St. Ignatius Advisory Board; various orientation lectures. Served eight years (1980-1988) as Department chair. Served three years (1989-1992) as chair of the budget Review Committee.

Pamela Balls Organista, Ph.D.

Professor, at USF since 1992; Ph.D. in. Clinical Psychology, Arizona State University, 1989.

Faculty Coordinator: Ethnic Studies Program (since Spring 1995)
Director of Academic Advising, College of Arts and Sciences, 1998-2000

Courses: Clinical Psychology, Health Psychology, Abnormal Psychology, Psychology of Ethnic Groups in the United States

Research interests: Health psychology, Ethnic Psychology, AIDS and Mexican Migrant Laborers, Community Psychology, Prevention Interventions

Major service: Member, Steering and executive Committee, Leo T. McCarthy Center for Public Service and the Common Good, 2002-currently; Member of the Board, Jesuit Foundation, 1999-currently; Member, Honorary Degree Committee, 1998- currently; Advisory Board Member, Catholic Studies Program, 1998- currently; Member, Academic Services Advisory Committee, 1998- currently; Member, Student Life Subcommittee, USF Board of Trustees, 1996-2000; Coordinator, USF Minority Faculty Development Program supported by the James Irvine Foundation, 2001- currently; Faculty consultant, Martin Baro Living Learning Community, 2002-currently; Member, African American Studies Program Planning Committee, 2003- currently

Michael Bloch, Ph.D. (On administrative leave from the Department)
Associate Professor, at USF since 1993; Ph.D. in Experimental/Cognitive Psychology, University of Southern California, 1990.

Postdoctoral work, University of California Los Angeles, Behavioral Neuroscience/Neuropsychology, 1991-1993.

Educational Therapist in private practice.

Courses: General Psychology, Psychological Statistics, Biological Psychology, Psychology of Reading and Dyslexia, Learning, Memory, and Cognition, History and Systems, Human Neuropsychology, Cognition.

Research interests: Hemispheric asymmetry and integration in dyslexic, ADD, and non-disabled children and adults, the effects of olfactory stimulation on cognitive and emotional performance.

Associate editor, *The Educational Therapist*

Major service: Chair of the Department (2000-2003), Advisor to Dual Degree in Teacher Preparation Program, Chair of CORE advisory board for Social Sciences

June Madsen Clausen, Ph.D.
Associate Professor, at USF since 1994; Ph.D. in Clinical Psychology, University of California, San Diego, 1992.

Courses: Abnormal Psychology, Child Psychopathology, Clinical Psychology, Child Maltreatment, Social Science Research Methods, General Psychology

Research Interests: Child Abuse and Neglect, Child Welfare, Foster Care External Grants: "The McKenna Project: Pathways Through the Children's Shelter of Santa Clara County", Silicon Valley Children's Fund, January 2002-June 2004 ($123,740.00)

Major Service: Chair, Institutional Review Board for the Protection of Human Subjects (1996-2000); Founding Chair, Committee on Children and Youth (2002-present)

Licensed Psychologist with active clinical practice since 1994.

Susan M. Heidenreich, Ph.D.
Associate Professor, at USF since 1995; Ph.D. in Experimental Psychology, University of Wisconsin, Madison, 1990.

Courses: Biological Psychology, Research Methods, Sensation and Perception, Psychology of Human Sexuality, General Psychology, and Psychology of Gender.

Research interests: Measuring the effects of eye movements on the perception of motion; using psychophysical procedures to assess the degree to which eye movements, made under natural conditions, are predicted by mathematical models of visual search; assessing the relationship between visual perception and aesthetic judgments of artwork.

Ad hoc reviewer for *Perception* and *Journal of Vision*

Major service: In-coming Chair of the Department (2003-2006); Active or previous member of the following committees: Institutional Review Board for the Protection of Human Subjects, Arts Representative and Grievance Representative for the USF Faculty Association; Joint University Distinguished Teaching Award Committee; Faculty Development Fund Committee; Women's Studies Advisory Committee; served on five different search committees to fill Faculty positions in the College.

Kevin Chun, Ph.D.

Associate Professor; at USF since 1995; Ph.D. in Clinical / Ethnic Minority Psychology, UCLA 1995

Psychology internship, Palo Alto Veterans Affairs Medical Center 1994-1995.

Co-Investigator, USF Religion and Immigration Project
Senior Investigator, SF Family Diabetes Project, UCSF Dept. of Family and Community Medicine,

Courses: General Psychology, Psychology of Ethnic Groups in the US, Asian American Psychology, Abnormal Psychology.

Major service: Member, Arts Peer Review Committee for Tenure and Promotion, 2002-, Member, University-Wide Peer Review Committee for Tenure and Promotion, 2002- currently, University Faculty Representative, University Life Committee, Board of Trustees, 2002- currently, Faculty Consultant, Martin-Baro Living Learning Community, 2002- currently,Member, USF Student Affairs Steering Committee, 2001-2002,
Member, USF Irvine Ad-Hoc Advisory Committee, 2000-2001, Member and Chairperson (2000-2001), USF Multicultural Action Plan (MAP) Advisory Board (1996-2001), Member, USF Asian American Studies Program Steering Committee, 1999- currently,Co-Chair, Asian American Studies Program, 2003-2004

Lisa S. Wagner, Ph.D.

Assistant Professor, at USF since 1997; Ph.D. in Social Psychology and Personality, University of Washington, 1997.

Courses: Social Psychology, Cross-Cultural Psychology, Problems and Methods in Stereotyping and Prejudice, Psychology of Prejudice, Seminar on Ageism/Adultism and Intergenerational Communication, Social Influence and Attitude Change.

Research Interests: Inter-group relations, stereotyping and prejudice, aging (funded by an NIA grant for 2002-2004), role of culture in stress and coping.

Ad Hoc reviewer for *Psychology and Aging*

Major service: Policy Board Representative, 1999-2001; Pre-Professional Health Committee, 1999-present; Faculty Liaison to Fromm Institute for Lifelong Learning

Shirley McGuire, Ph.D.

Assistant Professor, at USF since 2001; Ph.D. in Human Development and Family Studies, The Pennsylvania State University, 1993; M.S. in Experimental Psychology, Western Carolina University, 1988.

Courses: General Psychology, Child Development, Experimental Developmental Psychology, Family Psychology.

Research Interests: Sibling socialization effects during middle childhood and adolescence (funded by a NIMH grant from 2002-2005); the development of self/ personality and behavior problems during childhood and adolescence.

Davies Professor in Fall 2004

Editorial Board: *British Journal of Developmental Psychology*

Ad hoc reviewer for the following journals: *Child Development, Developmental and Behavioral Pediatrics, Developmental Psychology, Family Relations, International Journal of Behavioral Development, Journal of Child Psychiatry and Psychology and Allied Disciplines, Journal of Marriage and the Family, Journal of Research on Adolescence, Journal of Social and Personal Relationships, Merrill-Palmer Quarterly, Psychological Bulletin, Psychological Methods, Psychological Review*

Grant reviewer for: National Institutes of Mental Health (US), Economic & Social Research Council (UK)

Major Service: Curriculum Committee (2002 – 04), Dean's Medal Committee (2003-04), Child Policy Committee (2002-04), Advisor for the Dual Degree program.

Saera R. Khan, Ph.D.

Assistant Professor, at USF since 2002; Ph.D. in Social Psychology, Washington University St. Louis, 1999

Courses: General Psychology, Social Psychology, Psychology of Gender

Research interests: Stereotyping through a Social Cognitive Perspective

Major service: Teaching in the Martin-Baro Scholars Program, Advisor to Psi Chi

David Marcotte, Ph.D., S.J.

Assistant Professor at USF since 2003; Ph.D. in Clinical Psychology, New School for Social Research, NY

Courses taught this semester: Biological Psych and Research Methods

Research interests: Focused principally on the process of coping with traumatic events and the effect of hardiness/resilience on subsequent character development.

6.2 Part-Time Faculty

Each semester, the Department enlists the services of from three to five part-time faculty members so as to offer diversity in its courses, as well as to meet the needs of the Nursing students. They are recruited from the community; most part-time faculty are applied psychologists in clinical, health, and developmental areas, with doctorates.

6.3 Advising Load

All full-time Faculty contribute to advising students on their basic course offerings. At the very least, this give us approximately a 40/1 student/faculty ratio that is particularly difficult when we try to offer considerable and effective advising to our majors as well as minors. Often, it is the case that Faculty are on sabbatical or other leaves of absence, requiring other Faculty to advise additional students. Consequently, it is not unusual for Faculty to advise 50+ students each semester. It is important to

note that this ratio far exceeds the ratio for the College and University as a whole and greatly impairs our ability to optimally complete other academic and professional demands. It also means that the advising emphasis is on course choices rather than helping students in other areas like career or graduate study guidance.

6.4 Teaching

6.4.1 Teaching Load and Course Offerings

At the time of the last program review, each Faculty member was given a three-course teaching load per semester with the expectation that they would be active in research and publication. Since the College adopted the 4-unit curriculum in Fall, 2002, the teaching load is now seven courses every two years (2-2-2-3 load, with the 3-course semester occurring sometime within the two year period) with the continuing expectation of research and publication activity. The Chair is given a course reduction resulting in a three course/year load. Other Faculty may negotiate course reductions due to salary compensations from grants or other services to the College and University.

The Department offers two service courses: General Psychology and Lifespan Psychology, offered to the students in the School of Nursing. The Department also intermittently contributes other services courses such as Freshman Seminars and courses in the Martin-Baro Program.

The Faculty mainly focus on teaching the required course set. With the present number of full-time Faculty and majors and minors, it is very difficult to offer additional courses to meet the diverse needs of our students and Faculty.

6.4.2 Teaching Quality

Teaching quality is assessed by College-administered standardized surveys during the last few weeks of each semester, as well as by individual Faculty choice at other points. The Psychology Faculty have well-established reputations as excellent teachers. The Department consistently earns student evaluation ratings significantly greater than the average for the College.

6.4.3 Maintaining quality teaching through mentoring-

The Department highly values quality teaching and is able to attain a high standard teaching. The teaching evaluations in the Psychology Department are consistently and significantly above the average for the rest of the College as well as the University. There are many ways in which both the junior and senior Faculty are encouraged to constantly develop their teaching abilities and strategies. After hiring, junior Faculty are assigned a tenured professor to act as mentor. It is the mentor's role to observe the junior Faculty member in the classroom, meet regularly with the junior Faculty member and discuss areas of strength and concern. Junior Faculty are also encouraged to discuss teaching issues with other professors in the Department. Senior members are also encouraged to meet with other senior members as well as junior members in order to discuss senior members' teaching ability and methods of improvement. It is important to stress that this is a career-long interaction among all members of the Faculty. There are informal as well as formal opportunities to discuss teaching strategies. Many of the Faculty attend teaching workshops and faculty development workshops, and relay that information to the rest of the Department. At the various brown-bags, monthly Department meetings, and yearly Department retreats teaching concerns are discussed and strategies shared.

Junior faculty are hired, in part, based on their ability to be effective teachers and the promise of continuing to develop as effective teachers. Faculty who have not yet attained the level of Full Professor also have the added incentive of rank of promotion requirements. In order to obtain tenure and advance from Assistant to Associate to Full Professor, high quality teaching must be consistently demonstrated.

Lastly, there is a level of 'peer pressure' within the Department to continue to demonstrate high quality teaching. In a Department that has consistently received teaching evaluations significantly higher than the majority of the rest of the College and University, both junior and senior Faculty feel the need to continue to perform at this high level. We are all invested in continuing to have the Department recognized as one that encourages and demonstrates excellent teaching ability.

Although the above information describes mentoring of new and senior Faculty, it is important to note that part-time Faculty also receive a significant amount of mentoring. The Department regularly employs from two to four part-time instructors. Two of the instructors have been teaching within the Department for nearly 10 years. They have proven records of excellent teaching as evidenced by student feedback to the Chair and the rest of the Department. Newer part-time Faculty are also monitored and encouraged to further develop their teaching abilities.

6.4.4 Incentives and rewards

In order to obtain tenure and promotion, high quality teaching is expected from every Faculty member. Although excellence is expected, professors are not necessarily rewarded for excellent teaching (other than those up for promotion and/or tenure). This is particularly true of senior Faculty wishing to improve their teaching. There are often a lack of resources and incentives for those who are not candidates for promotion and/or tenure.

6.4.5 Mentoring Faculty outside the Department

In addition to mentoring Faculty within the Department, a number of the full-time Faculty often mentor faculty outside of the Department. These activities include mentoring Irvine scholars and ethnic faculty in the University, assisting faculty to better understand and teach students diagnosed as learning disabled, mentoring Dual Degree Teacher Preparation students who are pursuing careers in the field of teaching, and mentoring teachers and Educational Therapists in the community. In addition to providing individual mentoring, members of the Department have conducted teaching workshops and guest lectures in order to assist junior as well as senior faculty.

6.4.6 Evaluating teaching

The current teaching evaluations are based mainly upon formal student evaluations. This process is flawed for a number of reasons. First, the evaluations themselves are rather confusing and the students don't necessarily see the importance or relevance of the forms. In the past six years, the University has used three different evaluation forms, in hopes of finding a less flawed/more valid form. We are hopeful that the University will continue in its search for a better form. Second, since the forms are scored at the end of the semester, the professor does not get feedback until some time in the first month of the next semester. If the professor is teaching a different class, then the information contained in the evaluation may be of limited value at that time. In order to address these problems, many, if not all, of the Faculty evaluate several times during the semester. Often these evaluations may consist of structured forms that the students anonymously fill out and turn in. This method is particularly helpful to new faculty or faculty teaching a new course. More often, informal methods of evaluation are utilized at various times during the semester, wherein an instructor may ask the students for written or verbal feedback in order to assess style/effectiveness of teaching and level of student learning.

The use of the formal teaching evaluation raises an important problem. It is often the case that students are basing their evaluation on whether they liked the teacher or class rather than the effectiveness of the teacher or the course content. It is often the case that more rigorous or less entertaining courses are evaluated lower than other classes. Although the students are encouraged to evaluate the course based on effectiveness of the teacher or course content, these evaluations often suggest that the evaluations are far from objective. This causes concern, particularly among the junior Faculty who are on the road to tenure and promotion. Further compounding this concern is the affect

of the proposed changes directed towards making the Department's curriculum more rigorous. The results of such a move could negatively affect teaching evaluations and jeopardize professors' chances of attaining tenure and promotion. We strongly feel that the methods of and value placed on formal evaluation needs to be addressed by the various Departments and administration of the University.

6.4.7   Determination of teaching assignments

In the past, determination of teaching assignments (courses/days) was successful because of the close relationship among the small number of Faculty members in the Department. Because of our increased size and greater overlap of teaching interests, the Department has recently begun discussing other methods of determining these assignments. As our Department has grown, the potential that two or more professors would want to teach the same class has grown. Although this has generally been handled in an informal and amicable way, we have determined that a more formal policy may need to be adopted by the Department. This is an issue that is currently being discussed within the Department.

6.5 Faculty Research

6.5.1   Areas

The following section describes the research focus of each member of the Psychology Department.

Dr. Balls Organista's research interests include prevention interventions and ethnic minority health issues. Her research publications focus on ethnic minority psychology, acculturation, migrant laborers and AIDS, and stress and coping in primary care patients. Currently, she is analyzing data from studies that explore predictors of smoking behavior in Hispanic and African American youth.

Dr. Chun's research and publications focus on processes of adaptation and their relation to health and psychosocial adjustment for Asian American immigrants and refugees. Currently, he is working on a number of publications focusing on cultural issues in the management of type II diabetes for Chinese immigrants and their families. Additionally, he is working on an ethnographic study of acculturation strategies and processes for new Chinese immigrants at religious sites in San Francisco Chinatown.

Dr. Heidenreich's current research uses psychophysical methods to investigate the degree to which eye movements are related to different aspects of visual perception. One set of studies measures how eye movements from an observer, viewing paintings in a museum, are related to judgments of the aesthetic qualities of the artwork. Another set of experiments tests hypotheses concerning how eye movements change under a variety of conditions.

Dr. Khan's primary goal in research is exploring how individuals' motivation and their processing of social information act to influence their use of stereotypes when judging others. Her interest is in gaining a comprehensive view of stereotyping by examining the process from multiple perspectives. For example, stereotypes can be studied from the point of view of (a) the target (i.e., the individual belonging to the stereotyped group), (b) the observer (i.e., a third party observing the use of stereotypes by the perceiver) (c) or the perceiver (i.e., the person using the stereotype to judge an individual). All of these lines of research do have implications for social justice. Currently, she is seeking to understand how perceivers respond to information that confirms the stereotype about their group and the extent to which people view discrimination as rational.

Dr. Madsen Clausen's research interests lie in the field of child maltreatment. Specifically, she is interested in improving the response to child abuse and neglect by examining the out-of-home placement system. Her research team, the Foster Care Research Group (FCRG), is currently running five research studies, each focused on a different aspect of the experience of children who are removed from their homes for reasons of suspected abuse and neglect.

Dr. Marcotte's research interests are focused principally on the process of coping with traumatic events and the effect of hardiness/resilience on subsequent character development. The trajectory of exploration has considered various components implicated in this task, including the role of primary and on-going social-emotional attachments, the function of "meaning" or "purpose-in-life" as a coping resource along with factors that increase the sense of "meaning," the self as a source of agency, the use of spirituality to achieve "transcendence" (defined as the ability to rise above the limitations of an oppressive reality or situation), and the role of this transcendence in coping with injury.

Dr. McGuire's research involves using a biocontextual approach to study children's social and personality development and adjustment during middle childhood and adolescence. She has published papers on twin/sibling similarities and differences in self-concept, personality and loneliness. She has also investigated the nature of children's parent-child and sibling relationships. She received a grant from the National Institute of Mental Health to examine sibling socialization effects and the development of juvenile delinquency and adjustment problems. She is also developing a developmental model of children's computer hacking, a new type of children's behavior problems.

Dr. O'Sullivan's Ph.D. is in Psychometrics. She also completed post-graduate training in Clinical Psychology. Her general research area is individual differences in the experience, expression and perception of emotion. This interest has involved her development of several social/emotional intelligence tests based on Guilford's Structure of Intellect model, as well as several measures of the ability to recognize facial expressions of emotion. In the last several years, she has been interested in cross-cultural differences in the experience of romantic love and the experiential forces that shape those varying phenomenologies. For many years, she has collaborated with Paul Ekman on cross-cultural studies of emotion as well as research on the nonverbal cues to deception. Currently, she is heading a collaborative project with him (The Diogenes Project) in which professionals with the very rare ability to detect deception have been identified. She is currently interviewing them and their controls in order to discover how and why they are so different from most people, who are unable to detect deception accurately.

Dr. Silverthorne's research interests include a broad spectrum of social and organizational psychology topics. In social psychology, he has a particular interest in group processes and the impact of perception on a variety of group and individual behaviors. Recently, his research has focused on organizational psychology with an emphasis on the applicability and validity of American theories of organizational behavior in cross-cultural settings.

Dr. Wagner's research interests include intergroup relations, stereotyping and prejudice, and aging. She received a grant from the National Institute on Aging to study stereotype threat and older adults. She also conducts research examining the role of culture in stress and coping, communication, information access and health related behaviors.

6.5.2   Current and required space

The urgent necessity for more space is not new. It has been noted and requested openly and repeatedly by the Faculty during many meetings with the Dean and other members of the Administration (*e.g.,* during discussions of re-structuring Campion Hall and during interviews for each annual Faculty Academic Career Plan meeting). Others also have noted the need; for example, the *Report of the External Review Committee, 1994* stated, "Space for research-related instruction and individual Faculty and student research... is quite limited. ...[T]he Dean and the Department should ... give attention to ...accommodations that would allow the Department to expand its research activities both for students and faculty." (p. 14). Although modest attempts have been made to alleviate the predicament, the demands for more space have multiplied exponentially over the past 10 years; likewise, the problems associated with this also have increased. Two noteworthy concerns are that Faculty are having difficulty meeting the facilities and space requirements established when their research grants are awarded.; and, some Faculty have no research space at all. Without more physical space and improved

laboratory facilities, the Faculty will not be able to deliver the existing undergraduate curriculum and maintain their high levels of research productivity. We discuss these factors in more depth.

Lab Space Is Needed for Curriculum Implementation

The pressing need for more space stems directly from the desire of the Psychology faculty to implement a sound and scientifically rigorous curriculum. Pedagogically, students need to have direct experience with the scientific method, if they are to gain a strong and broad-based education in Psychology. The requirement is that every undergraduate must complete Statistics, Research Methods, and at least one of several upper-division courses, such as Experimental Social Psychology and Cognitive Psychology. (The present Curriculum includes 8 courses that utilize lab facilities). As a result, students learn to design, conduct and analyze experiments to complete course requirements; in some cases, students conduct research on an individual basis, such as the Senior Honors Thesis.

Students also realize the necessity for lab-based experiences; as noted in the *Report of the External Review Committee, 1994:* "Students consistently expressed ...the desire for more research opportunities" (p.11), as a way to enhance their applications for graduate and professional programs, and learn more about the research process. This is true today. On average, each member of the Faculty is approached every semester by about a dozen students, asking to work on research projects and is only able to occasionally accommodate one or two students.

Although 10 students currently conduct independent and/or faculty-sponsored research projects, the number is limited by inadequate space. Additionally, only one lab has been issued for the Department; this presents a problem when 30 to 60 students, from several classes, must share the space to conduct research projects to meet course requirements.

Lab Space Is Needed for Faculty Research

The full-time members of the Psychology Faculty are required to maintain an active research agenda. We are proud to report that this is the case; in fact, the accomplishments of the Faculty, including their high-level of research output and funded grants, are exceptional, given the space constraints. As noted elsewhere in this report, Faculty have produced the following within the last two years: 3 federally funded grants; one regionally funded grant, 11 articles and abstracts in peer-reviewed, professional journals plus five more currently under review; 8 edited books and/or chapters in books; 7 presentations at international or national conferences; 14 presentations at regional conferences; 6 articles and abstracts including student authors; 9 presentations including student authors and 5 keynote speeches at various professional events and three books.

Within the last 10 years, the size of the Psychology Faculty has grown, from six to eleven (includes one open position) full-time members; therefore, the demands for space, to allow scientifically sound research, have multiplied, for several reasons: first, several Faculty have received federally funded grants to conduct long-term research projects; second, many Faculty are conducting more and larger studies that allow them to incorporate and hire psychology undergraduates as research assistants; third, junior-and mid-level Faculty are implementing productive research agendas, in order to establish their careers and meet criteria for tenure and promotion; fourth, senior-level Faculty are actively publishing research that has earned them national and international recognition.

Currently, the research space awarded to the 11 Faculty is approximately 500 sq. ft. and a classroom/lab is available as additional research space on occasions when it is not used for classes. Five Faculty members have <u>NO</u> assigned lab space (Balls Organista, Chun, Marcotte, O'Sullivan, and Silverthorne); five have very minimal space (Bloch, Madsen Clausen, Heidenreich, Khan, and Wagner); and only one member has anything approximating adequate space (McGuire). At least three members (Madsen Clausen, Wagner and McGuire) have no security and privacy for collecting and analyzing data with human subjects. At least two junior-faculty members, both of whom are untenured, (Khan and Wagner) cannot conduct research when the classroom lab is used for classes;

another junior-faculty member (Wagner) has been told by her federal granting agent that her space is woefully inadequate for testing older adults. Several Faculty (Balls Organista, Chun, and Wagner) must use home offices or find free, off-campus space to conduct research activities. Two Faculty (Madsen Clausen and Wagner) have to use their offices at USF as research space. Currently, as a result of collaboration with an off-campus agency, Madsen Clausen has been given temporary space at the agency's shelter without a financial charge. NO Faculty member has a lab facility on-campus that is completely handicapped-accessible and in fact most Psychology Department Faculty offices are not handicapped accessible. Finally, the limited storage space for lab equipment and data files restricts the ability to secure confidential files, computers and other expensive equipment. One faculty member spends summers at Johns Hopkins University as the only way she can conduct one area of her research.

Given our solid and productive research output, it is worth noting that none of the Faculty has graduate and/or post-doctoral students to help with research endeavors. Some of the Faculty have hired student and non-student assistants, but are, in part, limited by insufficient space for the assistants to work. Some of the research assistants have specifically expressed concern regarding security issues.

Conclusion

If the Faculty are to continue their active research programs, allowing them to produce numerous publications in peer-reviewed publications, present at regional, national and international conferences, earn grant awards, hire assistants and involve more undergraduate students, more space must be allotted. Furthermore, if they are to successfully implement the Psychology Curriculum, offering necessary research experience for our undergraduate majors, more space must be provided.

6.5.3 Grant needs

The full-time members of the Psychology Faculty are required to maintain an active research agenda. Most of our scholarly activities require some form of funding. We are fortunate that faculty can apply to the College of Arts and Sciences for small grants for scholarly travel and research. The committee has been generous and most of our Faculty have benefited from the use of such funds. Still, extramural funding is necessary for some of Faculty to purse their research questions. In addition, outside funding increases USF's visibility in the social science community and brings money to the university in the form of indirect funds. Since our last review, our Faculty has obtained $868,269 in federal funds from NIH and $123,000 from the Silicon Valley Children's Fund.

It is crucial that USF support, and possibly expand, the Office of Sponsored Research Projects. Prior to the creation of this office in February 2003, Faculty in the Psychology Department encountered significant obstacles during both the pre-award and post-award processes. Faculty received little information about grant opportunities. Faculty who have submitted grants have faced delays due to errors made by inexperienced staff members using out-dated information (e.g., one grant submission was returned because the font size was incorrect and two grant submissions contained expired assurance numbers). The problems continued during the post-award stage (i.e., subcontracts took months to process, budget staff were not knowledgeable about federal agency rules, and most administrative work fell on the PI's shoulders). Since the establishment of the Office of Sponsored Projects, most post-award activities have been handled in an appropriate and timely manner and issues with the Budget office have been resolved.   Psychology Faculty members have found these changes encouraging and are waiting to hear about funding opportunities, grant writing workshops and other pre-award opportunities and assistance.

There are three other issues that Faculty members face when considering pursuing extramural funding. First, there is no allotted space available to conduct research. In fact, a junior-faculty member (Wagner) has been told by an expert in the aging field that her space is woefully inadequate for testing older adults. Second, the USF Psychology Department does not have a graduate program and, therefore, it has been difficult to find good, qualified research assistants. Faculty cannot use intramural

funds to hire experienced assistants (e.g., graduate students from other universities or new USF graduates who need experience for graduate school) and even if we could there is no space to house them. Only persons with extramural funding have been able to hire outside of USF; however, this is also fraught with logistical difficulties, as the faculty member must wade through university personnel rules and salary guidelines with little help. Third, Faculty must hire, train, and supervise research project staff while teaching a full-load. In fact, one Faculty member (McGuire) supervises a staff of seven paid research assistants (two full-time and five part-time; one with a Ph.D., four with M.A/M.S. degrees, and two with B.A. degrees) while teaching a full load.

It appears that university sanctioned course buy-outs would be one answer to this problem. In the past, course buy-outs have been too expensive for Faculty members at USF in terms of both dollars and release time. The cost of buying out of one course during a semester a faculty member was teaching two courses at _ of the faculty member's salary for that semester. This buy-out rate is much higher than other institutions and makes it very difficult to use grant money to buy out of a course. Changing the course buy-out rate has been a controversial topic at USF. However, the USF administration developed a new buy out rate of 12.5% of a professor yearly salary per course. This is a positive step since several Faculty in the Psychology Department believe that allowing researchers to buy-out of a class frees them to train and supervise undergraduate research assistants, which is another form of teaching. Today's undergraduates need research experience in order to compete for spots in prestigious graduate programs. It is true that granting a course buy-out moves a scientist out of the classroom, but it moves them into another important educational setting – an active lab. USF students deserve experience in active research laboratories.

6.5.4   Incorporating students into research programs

Section 5.3 above (Student Research) described the ways we strive to provide opportunities to enhance the scientific methodology experience. It also described the limitations of student research opportunities due to inadequate space. It must be pointed out that inadequate faculty space for research severely limits student opportunities. It is the usual case that far more students ask faculty members for unpaid Research Assistant opportunities than faculty can accommodate. Most faculty members employ 2-3 Research Assistants each semester (both paid and unpaid). We could easily accommodate twice that amount if adequate space for faculty research was made available. Additional research space would benefit the faculty, the students, and the University by providing a way to raise the intellectual and scientific visibility of the University.

6.5.5   Mentoring student research and TA's

There are various ways in which we mentor not only our faculty but also our students within the Department. These mentoring responsibilities, although extremely rewarding, are also quite demanding of our time. Quite a bit of time and effort is directed toward student mentoring in the Research Methods and experimental classes, with the anticipated goal of helping them ultimately pursue their own research interests. To further that end, students are also individually mentored in Directed Study, Directed Reading, and Honors Theses, as well as acting as Research Assistants on various projects. Students are also mentored in regards to their ability to assist a variety of students with various needs in their roles as Teaching Assistants. Although the role of a Teaching Assistant or Research Assistant may initially be described as a student assisting the professor, it is rather the case that the assistance is bi-directional with the mentoring time and energy spent by the professor being significant.

6.6 Faculty Service

6.6.1   Students

During the past decade, the USF chapter of Psi Chi, the National Honor Society in Psychology, achieved several notable accomplishments. The USF chapter won multiple awards for papers presented

at the Western Psychological Association's annual conferences in 1994 (Psi Chi Member Researchers' Award & Psi Chi President's Award), 1995 (Psi Chi National Council Award & Psi Chi Officers' Award), and 1996 (Psi Chi Officers' Award). During 1997, the chapter was awarded the *Psi Chi Regional Chapter Award* in the Western Region for schools with an enrollment of more than 5,000 students. This award recognizes the accomplishments during 1994-97. In addition, the chapter developed programs and activities: It held several "New Ideas in Psychology" (symposia focused on educating the university community on current developments in the field of psychology) and Small Group Idea Exchanges (informal discussions lead by psychologists on their clinical and research areas of expertise). Up until Fall 2000, Psi Chi produced a newsletter, *Psych-Out*, which served as a source of Psi Chi activities, Psychology Department information, faculty interviews, and research and clinical internship opportunities. Psi Chi continues to offer a Graduate and Professional School Seminar each year in order to educate students about the application process and career options for graduate study in psychology. Psi Chi faculty coordinators have included Pamela Balls Organista, June Madsen Clausen, Susan Heidenreich, Jim Carson, Kay Livesay and Saera Khan.

6.6.2   Department

Within the Department, faculty service includes very high advising loads as discussed elsewhere in this report. In addition, the growth and turnover in faculty has required that Departmental faculty are involved in numerous faculty searches. Other Department service includes overseeing student directed studies and research, advising Psi Chi and mentoring new faculty members.

6.6.3 and 6.6.4   College and University

The Department members serve on numerous college committees both standing committees and temporary committees, like the Campion Hall renovation committee. Some committee memberships have a major impact on the University, like the Peer Review committee for rank and tenure and the core curriculum committee while other activities like membership on specialized academic programs (e.g. Martin-Boro) involve the mission and values of the University. Department members are active in all of these areas and some of the more important assignments are listed in the faculty section. Department members have also been active within the faculty union and at least four Department members have been on the Faculty Union Policy Board including one member who is currently serving.

6.6.5 Community

One of the strengths of USF's Psychology Department is its location in the culturally-diverse, and culturally-rich city of San Francisco. Our geographic location provides a context for our course offerings and our students' college experience that is incalculable. In return, the Psychology Department, through the individual efforts of its faculty, as well as its curricular offerings significantly contributes to the well-being of the community.

Listed below are the faculty contributions, such as professional activities and research programs, that have a positive effect on the community:

Professional activities

June Madsen Clausen is a therapist with a small private practice in the Bay area. She, along with Pamela Balls Organista and Kevin Chun, also provide *pro bono* clinical consultations on occasion. Colin Silverthorne has been active in organizational consulting, most recently working with managers and organizations in Taiwan, PRC and Thailand. Maureen O'Sullivan does training workshops with various police organizations, as well as state-wide and national judge and lawyer groups. In the past, various members of the faculty have been active on mental health boards, as presidents of local mental health and educational organizations and in running for political office.

Research activities

Although all psychological research has potential benefit to the local community, within the USF Department, the research programs of several of our faculty members are directly related to the welfare of local community members. These include: Lisa Wagner's research on the cognitive functioning of older adults, her collaboration with the Fromm Institute and her organizing a group of faculty and staff people interested in the problems of older adults; June Madsen Clausen's research on foster children, her spearheading a campus-wide consortium of people interested in research related to children and her involvement in the McCarthy Center; Pamela Balls Organista's research on health issues among African Americans in the Bay area; Kevin Chun's work on Chinese immigrants, Shirley McGuire's research on delinquency and Michael Bloch's research on the etiology and treatment of learning disabilities.

Curricular activities

USF has offered a field work/practicum course for more than thirty years. This Practicum was a required element of our Psychological Services major. It now serves to fulfill the newly-mandated service learning requirement of the university. Between 60 to 100 students a year volunteer in one of 80 or more community agencies, such as schools, hospitals, treatment facilities, jails, non-profits, hot-lines, and day care centers. Many of these organizations serve inner-city, economically disadvantaged people. Students write reflection papers about their experiences, meet in small groups to discuss their work, and are evaluated by field-work supervisors. Most students complete 75 to 100 hours of work a semester. Over the last ten years, USF psychology majors have volunteered about 5000 hours a year to various San Francisco area organizations. Our students routinely receive glowing evaluations from their placement supervisors. The course always receives high evaluations from students who appreciate the eye-opening view of the "real" world, as well as the opportunity to apply their book-learning to help those less fortunate than themselves and to clarify their career goals.

Other psychology courses have also included an occasional, but more-limited opportunity for students to apply their course knowledge in community settings. For example, Michael Bloch has had students volunteer in local schools and students doing research with June Madsen Clausen, Shirley McGuire and Pamela Balls Organista have volunteered in community organizations for varying amounts of time as part of their research involvement.

6.7 Department Operations

Faculty meetings are scheduled monthly. Agendas are issued before the meetings, which are run by the chair. Meetings are fairly informal and fluid, and most issues are resolved by discussion. The Department also meets annually for an all-day retreat early in the Fall semester to plan future directions for the Department.

6.7.1   Needs

The Department is clearly in need of additional faculty to round out our areas of expertise. We have recently lost one faculty member who was one of two Cognitive psychologists. We have a need for a Cognitive replacement, a Clinical or Cognitive Neuropsychologist, and an Adult Developmentalist to allow us to offer more seminars, to take on more students as research colleagues, and to make more reasonable our advising loads.

7. Department Environment and Resources

7.1 Department Personnel

The Department has grown rapidly in number of faculty and students since the last program review. In 1993, the Department had seven full-time faculty and one term position member. Since that time, of the original seven, one member has retired, one has assumed a full-time administrative position for the University, and two have left before attaining tenure. At present, the Department has eleven full-time faculty, eight of whom have been hired since 1993. The Department has been able to survive and adapt to these changes due to four factors:

> - exceptional Faculty who are respected by students for their teaching skills and appreciated by students for their advice and support in academic and career development

> - exceptional senior Faculty who are respected by junior Faculty for their commitment to Departmental mentoring

> - a core of talented and enthusiastic students

> - effective support from the former Dean and associate Deans, as well as the multitalented assistance of our past and present Departmental Program Assistants.

The Faculty as a resource has been committed to excellence in teaching and scholarly and professional productivity. The increase in support of the professional development of the faculty in the last several years has been reciprocated by greater identification and involvement with University service by both senior and junior Faculty members. As Faculty working with students, we are active in collaborative research, consultation in student practicum and advisement, and in voluntary services toward civic needs.

At present, the majority of our classes are filled and most 'close' early at registration. The Department is clearly in need of additional faculty to continue our development in a positive direction. Additional faculty would increase our areas of expertise in specialized areas of psychology such as Cognitive psychology, Cognitive or Clinical Neuropsychology, and Adult Development. Furthermore, we could offer additional specialty courses beyond the basic and foundational courses and reduce advising loads and student/teacher ratio to more effective levels.

7.2 Equipment Needs

Equipment needs continue to be a problem faced by the Department. We currently have a computer-equipped classroom that can adequately accommodate 24 students in the classroom and 12 students in the laboratory cubicles. We also have a Psychology computer laboratory that has nine computer terminals that are used by students for classroom projects. The computers in these laboratories are updated regularly and adequate software is purchased. However, there is a need for a larger computer-equipped classroom. As more of our classes are utilizing computer exercises and demonstrations, there is a tremendous need for a classroom that can accommodate 48 students at 24 computer terminals. This would greatly improve our ability to provide instruction using technology-enhanced teaching. It is hoped that in the plans for the renovation of Campion Hall, a classroom will be built to meet these needs but these discussions have been going on for almost ten years without resolution.

It appears that faculty computer needs are being met. The University has recently instituted a 3-year computer updating system whereby each faculty member's computer will be replaced every three years. This should enable faculty members to remain active and current in meeting the technological demands of their area.

7.3 Operating and Capital Expenses Budget

Basically the Department has no Capital budget but the Dean has some discretionary monies that can be used for Capital expenses. The operating budget is inadequate and has been so for many years. The problem has increased over time because the Department has expanded in the number of faculty and students but increases in the amount of money in the budget have barely kept up with inflation.

7.4 Space Allocation

Space needs are a critical problem, for we have little or no additional space for additional faculty offices, student and faculty research, student activities (e.g., Psi Chi office space), and storage of important research or Department data. The University has plans to remodel/renovate Campion Hall within the next four to five years, which has major implications for the planning of facilities of the Department. In the meantime, how we handle the pressures of greatly inadequate space remains a dilemma and a major concern.

8.   Relationship between previous and current program review

8.1 Conclusions of previous program review

In the previous program review, the multiple majors and areas of specialization in the Department were questioned. This issue was addressed by the elimination of two of our majors and the elimination of specialties.

The issue of following-up on graduates remains. The Department does not have the means to do this effectively, and the university has not established a means to help us, directly or indirectly, in this area.

The space problem has not been addressed by the University, as yet; and, in fact, the situation is much worse than it was at the time of the previous review.

Faculty needs have been addressed but turnover has been a major problem and completely resolving this issue is some years away.

The issue of getting student input into our programs has also not been addressed although the Department has made numerous attempts top establish mechanisms for student input and evaluation nothing has been put in place. The university reports exit interview data by College rather than Department so this information is not available to us for integration into any program development.

8.2 Changes in program since previous program review

As can be seen from the various parts of this report the Department has changed in many ways. They include the size of the Department, the major, the curriculum, the number of research grants and involvement of the faculty in the many new academic programs developed and introduced by other parts of the university.

8.3 Program goals met

Most of the goals we have set for ourselves as a Department have been met. The primary goals of having adequate space, appropriate faculty, lower turnover rates and reasonable advising loads have not been met but they are beyond the direct control of the Department. The primary unmet goal established in the earlier review relates to program evaluation by students, and developing procedures for following-up on graduates. Some Department members also have expressed a willingness and

desire to be involved in fund raising with alumni for the Psychology Department; but, Departmental and independent fund raising is frowned upon by the University office responsible.

8.4 Problems facing the program

The problems facing the Department are clearly laid out throughout this report. However, they can be restated as research space, adequate research and teaching space, space, faculty, research assistance and equipment, a high advising load and more space.

8.5 Administration's response to last review; what is the role of the Dean's Office's in assisting in implementing recommended modifications?

The office of the Dean has been very supportive of the Department in the areas where it can help. In general, the Department's relationship with the Dean's office has been one of mutual respect; and, we have had a history of Department members spending time as administrators in the Dean's office. The major concerns are under the purview of the University rather than the Dean's office. However, some Faculty believe that the Dean's office has not been successful in prioritizing the Department's needs and getting positive responses from the University.

8.6 How to modify the Department

The Department needs to continue to offer existing programs at the desired levels of quality. We will need to evaluate how the change from 3 units to 4 units has impacted our students, our course offerings and our enrollment. Without adequate space for conducting research, members of the Department will continue to experience serious problems implementing their research agendas and including students in their work. The negative effects caused by insufficient space are most salient for the junior faculty members, who must develop an active research plan that will enhance or guarantee their applications for rank and tenure.

The Department needs to fill the current vacancy in the Faculty. Hopefully, this will be accomplished during the current academic year. However, the large number of openings in California and our lack of research space could affect our ability to attract an adequate or better candidate. The Department has also discussed the need for a neuropsychologist. This position represents an area where psychology is actively growing and we need to have a faculty member to help us continue to adequately prepare our students. Our lone office support person retired in January 2004 after 27 years at the university. Although her position has been filled, it is becoming apparent that one person cannot service all of the faculty and students needs that have doubled in size during her tenure. The Department needs increased office and administrative support. Advising the large number of students in the Department will continue to be a serious problem as long as we continue to have around 400 majors. The large number of majors also impacts the Departments ability to communicate with all students and build a sense of community among Psychology majors. The university needs to provide assistance or procedural solutions to help alleviate this problem. Finally, assistance for laboratory courses would also be of value in increasing the academic quality of our student research experiences.

8.7 New programs or emphases

The Department continues to debate the relative importance of adding a BS option to the current BA program but without resolution as yet. As mentioned earlier, we need at least one more faculty member in the area of neuroscience as well as to fill the current vacant position. Until space and faculty issues are resolved any discussion of new or modified programs seems premature.