

UNIVERSITY OF SAN FRANCISCO
COLLEGE OF ARTS AND SCIENCES

Department of Psychology
Self-Study

January 2011

I. Mission and History

Mission

The Psychology major is designed for students who desire to learn the fundamentals of behavioral science within the context of a traditional liberal arts education. Students receive a comprehensive exposure to the foundations of psychological theory and application and are introduced to laboratory and field research. The Psychology major prepares students for a wide variety of professional and business careers, and it provides the necessary foundation for graduate study in psychology or related disciplines (e.g., social work, counseling, law, and education). The Department's focus and its fit within the University's mission and strategic priorities will be discussed more specifically under the section on Goals of the Program (See pages 6-7).

Brief History of the Department: 1990 - 2010

Faculty 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, S.J.), 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, a clinical psychologist whose research focuses on health behaviors in underserved populations. Michael Bloch, a cognitive psychologist with research interests in neuropsychology and learning disabilities, followed her in 1993. He is now on administrative leave from the Department while he serves as Associate Dean of Social Sciences in Arts and Sciences. In 1994, June Madsen Clausen, a clinical child psychologist with a research interest in the mental health of foster children, was hired. In 1995, Susan Heidenreich, an experimental psychologist with research interests in neuroscience and vision, was hired. Kevin Chun, a clinical psychologist with research interests in acculturation, immigrant health and Asian American psychology, was hired in 1996 as a James Irvine Foundation dissertation scholar and then as a tenure-track faculty. Gerardo Marin, a social psychologist, has been on administrative leave from the Department continuously since 1995 and remains in an administrative position as Vice Provost for Academic Affairs. Lisa Wagner, a social psychologist with research interests in social psychology of aging, was hired in 1997. With Larry Murphy's retirement, Kay Livesay, a cognitive psychologist, was hired in 2000 to teach Research Methods; she left the university in 2003. Shirley McGuire was hired in 2001 to fill a developmental position and to add to the department's research profile; her research focuses on sibling relationships and development. Saera Khan, a social psychologist, was hired in 2002; her expertise lies in social cognition and

stereotyping. David Marcotte, S.J., a clinician, joined the Faculty in Fall 2003 but left the Department in 2006.

Since the last program review, Edward Munnich, a cognitive psychologist, was hired in 2004 and as of this year has earned tenure and promotion; his research concerns cognition, especially learning and reasoning. Marisa Knight was hired in 2007; her research focuses on the cognitive neuroscience of aging, emotion and memory. Violet Cheung, a developmental psychologist, joined the Faculty in 2008, first as a Dissertation Scholar and then as a tenure-track member; her research addresses self-control, aggression and war. Maureen O' Sullivan retired from the University in December 2009. Her position has not been replaced. In the fall of 2010, John Pérez, a clinical psychologist, joined the department; his research focuses on religious coping and health outcomes in multicultural populations.

Curricular History

At the time of the last program review in 2003-2004, the Psychology Department offered a single undergraduate major designed to provide a comprehensive range of courses for students interested in pursuing a major in the discipline. It provides 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. 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 higher, along with General Psychology, Statistics and Research Design. Second, all Psychology majors must complete a course on cultural diversity in psychology. These requirements were designed to upgrade the academic quality of the students' experiences, and to continue the Department's commitment to educate its students about cultural and individual differences. Additionally, in 2005, a required writing course was added to the major, to serve as a prerequisite for Research Design; it is taught by faculty in the Rhetoric and Composition Department, with an emphasis on scientific writing using the American Psychological Association (APA) format.

Current Status and Changes since the Previous Review

The Department believes it is on the path toward becoming a top undergraduate psychology department. Department faculty have very active, diverse research programs and teach students eager to learn how psychology can help make our world a more humane and just place. Students have opportunities to receive valuable hands-on experience conducting research with faculty and to gain experience working intensively in community settings. The Department's focus fits well within and actively supports the University mission to educate minds and hearts to change the world and strategic priorities to achieve and promote academic excellence within a premier Jesuit Catholic, diverse urban university.

The development of the Department's strong program occurred partly in response to the previous program review. Most notably, the program review indicated a need to expand upper-level opportunities for students. Faculty accomplished this by increasing the amount of time devoted both inside and outside the classroom with respect to hands-on experience with research, clinical, and community work. Administration facilitated these developments by supporting the Department's requests for continued access to research labs and by agreeing to the Department's curricular changes. A detailed description of the changes made will be addressed in relevant sections of this self-study. In general, the changes made following the program review have led to major accomplishments, some of which include:

Building a Culture of Research within the Psychology Department

- an active and engaged psychology undergraduate student body that developed and organized an annual psychology research conference
- expanded research labs with more students in research assistant positions
- more faculty running research programs involving students
- more students collecting their own data or evaluating community programs in Advanced Research Methods classes
- more students conducting independent honors projects through the new Honors in Psychology Program
- more students attending research conferences
- students applying (and receiving) grants from national organizations

Faculty's Distinctive Dedication to Diversity Learning in Psychology

- greater number of course offerings for the required completion of a diversity course within psychology
- faculty publication of a number of research manuscripts and books focused on diversity issues within psychology
- cultural diversity course offerings that apply to the psychology major and to other interdisciplinary programs such as Ethnic Studies, Asian American Studies, African American Studies, Gender and Sexualities, and Gerontology
- recruitment and retention of diverse faculty with expertise in diversity issues within psychology
- faculty's active participation in service devoted to diversity

Significant Faculty Participation in Interdisciplinary Programs

- four faculty members currently direct interdisciplinary minors:
 - Pamela Balls Organista—Ethnic Studies
 - Kevin Chun—Asian American Studies
 - June Madsen Clausen—Child and Youth Studies
 - Susan Heidenreich—Neuroscience
- several faculty serve on minor advisory boards or teach within interdisciplinary minor programs

- two of the most popular interdisciplinary programs, Child and Youth Studies and Neuroscience, are housed within the Psychology Department

Extending Department's Community Connections through Service Learning and Research Opportunities

- students committing their efforts to community organizations and outreach facilities for long blocks of time
- faculty engaged in community-based research and learning opportunities for students

These accomplishments, among many others, were born of faculty members' hard work, sacrifice, and commitment to mission-driven learning goals and objectives during a time of tremendous transition and difficult events.

Current Morale and Atmosphere

Each event or transition, in and of itself, might not warrant discussion in a self-study, but the collection of the events concentrated in a period of seven years helps to explain 1) why the department is proud of what it has accomplished, and 2) why stability must be attained for faculty energy and morale to sustain the current high level of performance and fulfill the department's potential to become a premier undergraduate psychology department.

The major transitions experienced in the past seven years include:

- multiple moves
- outdated technology
- mandated change in course scheduling
- personnel changes

Multiple Moves: Due to renovations of the former Campion building, the department made 4 major moves (including all offices and research labs), with 3 moves occurring within 6 months. During the 2.5 years in temporary trailers, the department experienced a mold infestation, repeated roof leaks and potential chemical and x-ray exposure from efforts to fix the roof leaks. Each event resulted in time during which access to offices, research space and the research classroom was prohibited. Upon the move into the remodeled building, the department faced serious lab access issues and repeated flooding.

Technology: New computers promised for the renovated building were not provided leading to patched-together fixes with old computers. Despite the building infrastructure to support technology, the department continued to struggle with limited computer access and difficulties keeping existing hardware and software running for two years. As of mid-November, new computers were scheduled to be installed by December 2010, but a delay will continue to hurt the department.

Course Scheduling: Late in Fall 2009, administration mandated a change in course scheduling with no faculty input. Faculty were required to move from 2-day, longer class format teaching schedules into distributing courses over a 3/2 schedule. The full impact of this is discussed under curriculum, but the limited flexibility on the part of administration to allow the department to continue providing its quality curriculum as designed was frustrating and demoralizing to many department members.

Personnel: Immediately prior to the last review, two faculty members left the department; since the review, five new faculty members have joined the department and 2 faculty have left. There have been four different department chairs and 2 program assistants. Major health events for faculty included surgeries, cancer, and an adjunct faculty member suffered a major stroke. The death of a long-time faculty member and the deaths of six immediate members of faculties' families have occurred. Even positive events within the department can increase stress, especially in a department that supports one another in times of transition. Since the last review, three children and 3 grandchildren were born to faculty. Maternity leaves and adjustments to schedules due to childcare responsibilities add to the transitions.

Despite the challenges, the Department has managed to offer a strong program that provides rigorous classroom learning and opportunities for students to conduct research and/or work in the community depending on the student's interests and needs. Aspects of the Department's structure that have made continued progress possible have been the willingness to provide formal and informal mentoring to one another, to support each other whatever way they can in times of transition, and to raise concerns about the distribution of teaching and service responsibilities. However, progress can be hampered by daily roadblocks (e.g., new administrative systems, non-working existing computers, etc.). Thus, for several faculty members, morale is low as faculty members are exhausted and energy is maintained with adrenalin.

Goals of the Program

One of USF's strategic initiatives is to "enroll, support, and graduate a diverse student body, which demonstrates high academic achievement, strong leadership capability, concern for others and a sense of responsibility for the weak and vulnerable." This initiative is reflected in the Department's broad goal to provide its students with the necessary knowledge and skills to succeed as individuals and professionals. Many of the psychology majors are prepared for graduate studies in a variety of fields. Several 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 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, the psychology curriculum specifically implements a diversity-awareness approach, in order to enable students to develop richer interpersonal relationships, and to teach them to be sensitive to a variety of people with various needs. There is an intentional attempt to help students become men and women who will fashion a more humane and just world.

The faculty serve as role models for the 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 strives 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 and intellectual 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. The curriculum content and faculty 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.

The following program goals represent the minimum that students will achieve through their studies in the Department. Students who graduate from the Department with a B.A. in Psychology will be able to:

- demonstrate the ability to think scientifically about human behavior and psychological processes and to differentiate conclusions based on evidence from those based on speculation or personal belief.
- evaluate research methods and designs, to distinguish observations from conclusion.
- demonstrate an understanding of the breadth of psychology, including different areas of psychology, such as the social, abnormal, developmental, personality, and cognitive areas, and different approaches to the study of psychology, such as biological, interpersonal, and sociological approaches.
- show respect and appreciation for human diversity.
- interpret the ethical practice of scientific inquiry and apply a consideration of ethical issues and values, both within and beyond the discipline, to their daily lives.
- speak and write effectively, both generally and in the language of the discipline.
- research, review, and critically analyze a current topic in psychology.

These goals and student learning outcomes are discussed in more detail in Section III - Assessment section.

II. Curriculum

Over the past seven years, the Department faculty has developed a strong curriculum that includes both in- and out-of-class learning experiences. This curriculum was developed and improved in response to the previous departmental program review and implemented during a time of tremendous change under less than ideal circumstances (including 4 moves in 2 years).

The Major in Psychology

Students majoring in Psychology must complete a total of forty-eight (48) units in Psychology. The following brief outline of the major is provided as a framework for the more detailed discussion of the curriculum later in this document.

Students must obtain at least a “C” grade in each required course in the major. Students may retake *no more than one* course applied towards the Psychology major.

Five Foundation Courses (20 units). The foundation courses are usually taken during the freshman and sophomore years. They consist of the following:

PSYC 101	General Psychology
PSYC 260	Psychological Statistics
PSYC 270	Biological Psychology
RCOM 301	Writing in Psychology
PSYC 265	Research Design

Diversity Requirement (4 units). Students are required to take one course focused on diversity in Psychology. They can choose from the following:

PSYC 301	Diversity Issues in Psychology
PSYC 302	Psychology of Prejudice
PSYC 305	Psychology of Ethnic Groups in the United States
PSYC 307	Cross-Cultural Psychology
PSYC 317	Asian American Psychology
PSYC 335	Psychology of Gender
PSYC 350	Perspectives: African American Psychology

Breadth Courses in Psychology (12 units). In addition to the five foundation courses and the diversity course, students must complete three breadth courses, selected from among the following:

PSYC 310	Social Psychology
PSYC 312	Child Development
PSYC 313	Abnormal Psychology
PSYC 318	Theories of Personality
PSYC 319	Learning, Memory, and Cognition

Advanced Research Methods (4 units). Students are also required to complete one course in Advanced Research Methods (ARM). The focus of each ARM section depends on the expertise of the faculty teaching it.

PSYC 388-01 ARM: Sibling Relationships
PSYC 388-03 ARM: Social Psychology of Aging
PSYC 388-04 ARM: Sensation & Perception
PSYC 388-05 ARM: Measuring Racism
PSYC 388-07 ARM: Addictions
PSYC 388-08 ARM: Foster Children
PSYC 388-09 ARM: Dreams and Meditation
PSYC 388-10 ARM: Community Health
PSYC 388-11 ARM: Acculturation
PSYC 388-12 ARM: Psych Testing
PSYC 388-13 ARM: Social Influence
PSYC 388-14 ARM: Advanced Social Psychology
PSYC 388-16 ARM: Changing Misconceptions
PSYC 388-17 ARM: Measurement of Career Preparedness

Elective Courses (8 units). To complete the 48 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 upper-division offerings in Psychology (300-level or above).

PSYC 321 Clinical Psychology
PSYC 322 Health Psychology
PSYC 323 Interviewing
PSYC 327 Organizational and Group Processes
PSYC 328 Child Psychopathology
PSYC 331 Psychology of Sexuality
PSYC 333 Forum on Contemporary Issues in Psychology
PSYC 336 History and Systems
PSYC 339 Adulthood and Aging
PSYC 344 Motivation and Emotion
PSYC 350 Perspectives in Psychology
PSYC 351 Human Neuropsychology
PSYC 396 Psychology Practicum

Sequence of the Major

Foundation Courses

Students take General Psychology in their first semester, and this course is a prerequisite for all other Psychology courses, except Psychological Statistics. During their second semester, students are encouraged to take Biological Psychology and Writing in Psychology or Psychological Statistics. During their third semester they are encouraged to take Psychological Research Methods (Writing in Psychology and Psychological Statistics are prerequisites for this course). The goal is to have these five foundation courses completed by every Psychology major by the end of their sophomore year.

General Psychology (101) This course is a basic survey of the discipline, which is fairly traditional in scope and depth. This course is a pre-requisite for all other psychology courses except Psychological Statistics.

Psychological Statistics (260) This course is an introduction to statistics, 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.

Biological Psychology (270) This course (originally an upper-division course, Physiological Psychology) 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. The course is a prerequisite for Abnormal Psychology.

Rhetoric and Composition: Writing in Psychology (301) This course features argumentation and critical writing, reading, and thinking skills as applied to analysis of articles central to the field of Psychology. It was introduced into the psychology curriculum in 2005. The course is a prerequisite for Research Design.

Psychological Research Methods (265) This course is an introduction to research, 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. The course is a prerequisite for Advanced Research Methods (ARM).

Diversity in the Major

The Department attempts to infuse diversity within its curriculum. Moreover, students are required to take at least one major course that is dedicated to addressing diversity within psychology. The importance of attending to issues of diversity within the curriculum, research activity, and service is discussed in section VIII, Diversity and Global Learning.

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 Prejudice (302) This course examines the psychology of prejudice with a particular focus on the effects of interpersonal discrimination. Included is an examination of the fundamentals of how and why we are prejudiced against each other, as well as search for ways to decrease prejudice

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.

Perspectives: African American Psychology (350) This course provides a comprehensive overview of the field of African American Psychology. Topics include the analysis of the Black family, educational achievement, interpersonal relationships, ethnic identity, physical and mental health, and the psychosocial impact of environmental stress.

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. The faculty also discusses in class whether a psychological principle has been studied in different groups and whether the research findings generalize or differ across these different groups.

Breadth Courses in Psychology

The Department has identified the breadths as core Social Science sub-areas within the discipline. Majors are required to take three of 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, Memory, and Cognition (319) This course provides an overview of theories of learning, memory, and cognition, with an emphasis on human information processing.

Advanced Research Methods

Students are also required to do one course in *Advanced Research Methods* (4 units), PSYC 388. This course includes an advanced study of research methods in psychology, including a review of the scientific approach, research design and measurement, and research ethics. The research focus depends on the expertise of the instructor. Prerequisites are General Psychology, Psychological Statistics, Writing in Psychology and Research Design. A detailed description of the creation of this course is given under “Curriculum Changes” below.

Elective Courses

In order to complete the 48 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 upper-division offerings in Psychology (300-level or above).

Class Format of Major Courses

The majority of course offerings are lecture format and range in size from 40 students (in the introductory General Psychology course) to 35 for the breadth, diversity, and most of the upper-level psychology electives. Select courses are capped at 30 students (Psychological Statistics), 20 students (Psychology Practicum), 18 students (Advanced Topics Seminar, and 16 students (Forum on Contemporary Issues and Psychology) to allow for more applied activities and discussion. The foundational Research Design course offers the largest lecture class of 48 students, but the lab portion of the course is restricted to 12 students per section. The lab section is held in the psychology lab/computer classroom and provides opportunities for students to apply the lecture knowledge to experimental computer-based lab activities. The upper-level Advanced Research Methods course also takes place in the psychology lab classroom and is limited to 18 students.

Because Psychology is the largest major, classes are frequently filled to capacity and rarely canceled due to low enrollment. In addition, the high number of students and comparable number of full-time faculty compared to other departments with a smaller number of majors limits the Department’s ability to offer seminar courses on special topics on a regular basis.

Most courses, with the exception of General Psychology, are primarily comprised of Psychology majors, but the core foundation courses—General Psychology and Psychological Statistics--have a fair number of students from a variety of majors. Furthermore, as noted above, the upper-level courses serve an array of other related majors (e.g., sociology, exercise and sport science, nursing) and interdisciplinary minor programs.

Honors in Psychology

Students majoring in Psychology may be eligible to graduate with the designation Honors in Psychology, if they meet the following five criteria: both their GPA in psychology and overall GPA are 3.5 or higher, they complete PSYC 498 (Thesis Development Seminar) and 499 (Honors Thesis Seminar), and make an oral presentation of their Honors Thesis. Information on the development of this program can be found within section VI: Students on pp. 48-49.

Trends in Enrollment, Retention and Graduation in Psychology

Number of Psychology Majors

Psychology continues to be one of the largest and most popular majors in the college. Despite major curricular changes of increasing units, instituting a mandatory C-level performance in all courses, and only allowing one repeated course, the number of majors has remained fairly stable. In Table 1, see the data for the number of declared majors who had psychology as a major or as a double major in the past seven years.

Table 1: Total Number of Psychology Majors 2003-2010

Graduation Year	Total Number of Psychology Majors
2003	333
2004	366
2005	373
2006	342
2007	321
2008	349
2009	355
Grand Total	2439

Number of Graduating Students in Psychology

In Table 2, see the data for the number of graduating students who had Psychology as a major or as a double major in the past seven years.

Table 2: Number of Psychology Graduates 2003-2010

Graduation Year	Total Number of Psychology Graduates
2003	64
2004	75
2005	97
2006	92
2007	95
2008	87
2009	86
2010	57*

*August and Dec. 2010 degrees yet to be posted.

Based upon these data, the number of majors has ranged between 321-373 students. Over the past two years, the number has gone toward the higher end of this continuum. The Department anticipates that enrollments will continue to hover at the 360+ mark over the next few years.

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. This program requires completion of twenty (20) units in Psychology, at least 16 of which must be taken in residence at USF. Requirements are as follows:

PSYC 101 (4 units).

Four (4) elective courses (16 units), of which three (3) must be upper-division (300-level or above).

The minor is designed to be flexible to allow each student to follow his or her individual interests after taking the General Psychology course. Students pursuing a minor in psychology can meet with faculty to determine which courses best fit their needs, but set recommendations for some fields are also given. For example, the following courses are recommended for nursing students who minor in Psychology:

- PSYC 210 Lifespan Development
- PSYC 313 Abnormal Psychology
- PSYC 322 Health Psychology
- PSYC 328 Child Psychopathology

Students must obtain a “C” grade or better in each course for the minor.

Number of Psychology Minors

In Table 3 see the number of students who had Psychology listed as their first or second minor.

Table 3: Total Number of Psychology Minors 2003-2010

Graduation Year	Total Number of Psychology Minors
2003	33
2004	43
2005	46
2006	62
2007	49
2008	43
2009	27
Grand Total	303

Minor numbers have varied between 27 and 62. The most recent relatively low number of 27 minors may reflect the popularity of other related interdisciplinary minors that have emerged in the past few years such as Child and Youth Studies and Neuroscience. These minors likely offer alternatives for students who are interested in a specialized area of human study.

Curriculum Development

In 2002, shortly before the last program review, 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. In addition to the change from 3 to 4-unit classes, the teaching schedule was changed from a MWF/TTh model to a MW/TTh/F model. Previously, approximately half of the faculty (mostly senior faculty) taught longer classes on a TTh schedule and the other half taught shorter classes on a MWF schedule (mostly junior faculty). The change to a 2-day teaching schedule meant that courses taught on two days (MW or TTh) were each 1 hour, 45 minutes long. Classes taught only on Fridays were 3 hours, 40 minutes long. This teaching schedule change allowed all courses taught to have long class periods in which in-depth teaching techniques could be used. This schedule also allowed the department to hire highly-skilled post-docs from UCSF who were previously unable to accommodate a MWF course, but were now able to arrange their schedules to teach a long course on Friday.

This change from 3- to 4- units and from a varied MWF/TTh to a standard MW/TTh schedule allowed the Department to significantly improve its undergraduate experience. These improvements were seen 1) in the actual classroom curriculum, 2) in the opportunities for students to participate in and conduct research, and 3) in an increase in concentrated practicum time. Each of these impacts will be discussed below. However, toward the end of the fall semester of 2009, this master classroom schedule returned again to a schedule that required an even distribution between MWF and TR classes

effective Fall 2010. This recent change and its impact on the curriculum are discussed under “Classroom Scheduling,” pp.19-20.

Changes in Course Curriculum

In 2003, the psychology curriculum required students to complete at least 40 units in the major; most students did so by taking ten 4-unit courses. In response to the unit change, the Department initially focused on increasing content in each course. Additionally, more aspects of experimental design and analysis are incorporated into several courses. Specifically, students are introduced to data analysis with SPSS/PASW in the Statistics course; also, students learn to conduct literature searches and write corresponding literature reviews (in APA format) in the Biological Psychology course and the required writing course. Furthermore, students complete more extensive writing assignments (again, in APA format) in Research Design.

Through departmental meetings and retreats, faculty determined that students were not getting enough psychology content to have a strong background in psychology. Under the 3-unit model, students took 13 3-unit classes and the 10 classes under the 4-unit model did not seem sufficient to provide both the breadth and depth that faculty felt were important. Following an examination of the curriculum, three primary changes were implemented: 1) revised the upper division research course by essentially creating a new advanced research class taught on rotation that replaced the old advanced research courses, 2) created a new Writing in Psychology class, and 3) increased the major requirement from 40 to 48 units.

The first change was done by changing the way the advanced experimental course was taught. Feedback from the previous departmental review indicated that students were not able to gain knowledge from faculty’s areas of expertise because there was too great of a focus on servicing the CORE and the introduction into psychology (General Psychology) with very few upper-division specialty courses. Given that budget constraints from administration did not allow for a substantial increase in the size of the Department, adding new upper-division specialty electives was not possible. Instead, the Department decided to turn the advanced research class into a class that varied according to the faculty member’s expertise. Faculty agreed that each member would teach some kind of research course (either the foundation research design [PSYC 265] or the newly titled course, Advanced Research Methods or ARM). In the new ARM, the specialty area reflects the instructor’s research area of expertise. This change has increased the variety of research topics that the students are exposed to and allows faculty to share unique areas of expertise, e.g., research on foster care, community health, or acculturation. It has also led to increased workload as faculty needs to prepare a research-based course at least every 2 years.

The second change was the creation of the Writing in Psychology course. In collaboration with Rhetoric and Composition, Psychology added a required upper-level rhetoric and composition course, RHET 301, to the psychology curriculum. This course provides students with more practice of the APA style and experience writing. Furthermore, students complete more extensive writing assignments (again, in APA format) in Research Methods. The Department believes this distributed practice is far more effective than the previous massed practice approach.

Third, the units required for the major increased from 40 to 48. Four of these units reflect the new Writing in Psychology class, but the other four units were added to encourage students to take more upper-division psychology courses in order to gain the breadth and depth of the field.

Structural changes also were implemented to encourage students to determine whether the Psychology major was a good fit for them, rather than floundering in the major for years without making a decision. The Student Development Coordinator position was created in order to have a designated faculty member provide informational sessions about how to succeed in Psychology and contact and meet with students whose grades suggest that they are struggling in the major. Additional information about the Student Development Coordinator can be found below in section V Governance. In addition, the Department instituted a restriction on the number of times a student could repeat a psychology course in which they received a C- or below (one time).

An unexpected side-benefit of increasing the concentrated class time for most Psychology courses (from a 3-day distribution to a 2-day distribution) was that all faculty were able to infuse more rich classroom activities into the curriculum. Statistics classes had enough time to calm students' math worries, reintegrate them into the current concept, and move on to new material. More involved experiential learning activities could be done, and the usual start-up/closing time costs were decreased by 1/3 in MWF classes resulting in more teaching time. The lengthened seat-time allowed curriculum delivery that resulted in increased active learning and more in depth examination of concepts for all classes instead of just TTH classes.

Servicing the CORE Curriculum

In terms of contribution to the General Education and/or Core Curriculum, the Psychology Department has always been an active and appreciated contributor. Within the Core, the General Psychology, Psychological Statistics, and Psychology Practicum apply to three areas of the core: social science, math, and service learning. General Psychology is a very popular class with non-majors. The Chair ensures that there is a sufficient number of sections available to meet this demand by reserving a set number of seats per course section for Psychology majors.

Transfer Policies

In order to receive credit for transferred courses, students are required to submit copies of course syllabi for review. The Chair receives syllabi and distributes them to psychology faculty who teach similar courses within the curriculum. Faculty evaluate the courses for equivalency and relay their reviews to the Chair who then completes a substitution form (if a course is determined to be equivalent) or informs the student if the course does not satisfactorily meet the requirements of a particular course.

Ongoing Barriers to Departmental Success

Accomplishments with the curriculum are the result of the Department's ability to assess problems and find optimal solutions often with support from the administration. Unfortunately, there have been roadblocks on the way to success. Some of these roadblocks are random and seemingly unforeseeable events (like mold infesting the trailers), but others are more predictable and preventable events (like designing a classroom for laptops and then receiving used desktops instead, which leads to poor classroom space utilization).

Need for Improved Communication between the Department and Administration

One continuing problem faculty perceives is a lack of understanding from administration about what the Psychology Department does. The Department is regularly praised by administration for the lack of difficulties and troubles that it creates for administration, but this praise does not translate into an understanding and appreciation of unique needs that the Department has. Instead of recognizing the Department as a major revenue contributor for the College, many departmental requests (e.g., for extra support staff given the large number of students), are often met with rejection with the reason given that if Psychology has it, then administration will have to do the same for other departments. In addition, administration had to be reminded repeatedly during the three years of building renovations that Psychology needed continued access to research labs, as administration did not seem to understand that space to conduct research was essential. The failure to purchase needed computer equipment without recognizing the difficulties that would create in teaching the curriculum is another example of the departmental needs being overlooked and misunderstood. In addition, the department has spent the past 2.5 years trying to work with administration to correct limitations with the lab support technician, with these discussions often resulting in more work for some departmental members. Implications of the new teaching schedule for the Department's ability to deliver its curriculum were never considered. Communication between the Department and administration can be a source of frustration for the faculty.

Although the administration has been supportive of the Psychology Department in some areas, in other areas there seem to be inconsistencies. For example, during the first year of the new Honors program, not enough students qualified for it and were willing to make the commitment to it. Despite the Department's request to run the program with only 6 students, the request was denied. In order to get the program started, the new director

had to combine the enrollments in her regular ARM class with the new Honors class; this necessitated extensive change to the content of the class and additional hours of instruction to the Honors students outside of class. Still, the additional work seemed appropriate because the College was dealing with an economic crisis. However, it appeared that another social science department (Sociology) offered their Honors course with only 5 students. This is not to suggest that fair treatment by administration can only occur if all departments are treated equally, but the Psychology Department's request (to allow the program to start with lower numbers upon start-up) seems reasonable given the size of the department, and allowing another, smaller department to teach the same course with lower enrollment seems unfair. Transparency and sound explanation of any differential accommodations to departments are needed to ensure faculty morale, energy and trust.

Class Scheduling and New Course Schedule's Impact on the Curriculum

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, there is an attempt to offer the same number of Advanced Research Methods courses, so that there are at least three Advanced Research Methods classes per semester. The schedule is planned in such a way as to minimize the overlap of courses. However, this goal 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 the research commitments of faculty have grown, scheduling has become more challenging.

In Fall 2009, the Department was presented with another significant scheduling challenge. After spending seven years developing the teaching, research and practicum programs around a MW/TTH/F schedule, the Provost announced that the University would return to a MWF/TTH schedule effective Fall 2010 in order to use classroom space more efficiently. The change also required each department to split their courses evenly between MWF/TTH timeslots, a move that greatly reduced the Psychology computer classroom availability for data collection, students' ability to facilitate or participate in research on Fridays, and Practicum students without large blocks of time to work in community agencies. The development of the new schedule was done without faculty input and was not shared with faculty until November 2009. Despite faculty efforts through the Faculty Association to get some faculty input into the change, administration responded by only changing 2 MWF timeslots to MW evening/F slots.

The Dean's office did allow the Department to have a lower MWF/TTH ratio to accommodate all Research Methods classes to be delivered on two-day schedules. Although the Department appreciates administration's accommodation, the carefully-constructed curriculum has been significantly altered. In addition, the Department had to

spend a significant amount of time to develop a process that transparently and fairly rotated faculty teaching schedules to adhere to the new classroom schedule in order to avoid past resentment that had occurred with inequitable teaching schedules.

Following the schedule change, faculty have been simultaneously scrambling to adjust courses into shorter times and struggling to collect data with limited computer availability. During the day-long fall 2010 department meeting, faculty members currently teaching on the MWF schedule reported some initial feedback regarding the new schedule. In general, there is less teaching time on a MWF schedule due to additional time needed for start-up and summarizing each class, thus less material can be covered in the course. Faculty found themselves removing material from the course with differential effects depending on the instructor and the course topic. For example, time spent reducing anxiety in a statistics class for an extra day precluded having time for more practice, experiential activities that make USF courses different from psychology classes at larger universities were pulled from a breadth class, whereas another faculty member reduced coverage of certain material from the textbook. Positive feedback included some faculty who found an increase in students' attention given the shorter class length, but all faculty agreed that adjusting from a 2-day to a 3-day schedule required much work. Still, the schedule change has impacted many faculty members' opinions of administration, with some feeling substantially decreased levels of trust while others remain cautiously optimistic as they attempt to find new ways to continue to provide the exciting and rigorous curriculum.

Limited Number of Full-time Faculty

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 future faculty searches, but there is a current hiring freeze on positions. 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. In addition, changes made to the curriculum as a result of the last program review have resulted in few full-time faculty members teaching General Psychology, the introduction to the major.

III. Assessment

Department meetings provide opportunities for faculty to discuss issues of course objectives, learning outcomes, course content, and grading standards. In addition, in 2008, the department developed an assessment plan to guide the annual assessment of specific program outcomes. Goals and outcomes have been shaped by previous department self studies/program reviews as well as APA guidelines for undergraduate psychology programs.

Psychology Department Goals and Learning Outcomes

Within the Assessment Plan, the Psychology Department goals are divided to correspond to four areas of major requirements: Foundation, Diversity, Breadth and Advanced Research. Psychology electives can also supplement each of these areas. There also are two general goals. Eleven department goals and 41 learning outcomes have been identified (See Appendix A for a copy of the Psychology Assessment Plan). The Department goals and their corresponding learning outcomes are as follows:

Foundation

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 conclusions, and to appreciate the differences between conclusions based on evidence and those based on speculation.

Learning Outcomes

Characterize Psychology as a discipline by being able to:

- a. Explain why Psychology is a science.
- b. Identify and explain the primary objectives of psychology which are to describe, understand, predict and control behavior and mental processes.
- c. Compare and contrast methods used in psychology.
- d. Identify and justify relevant ethical issues including a general understanding of the APA Code of Ethics.
- e. Identify the history of Psychology including the evolution of methods of psychology and theoretical conflicts.

To provide students with some breadth of understanding of psychology, and with a basic knowledge of statistics, research design and analysis.

Learning Outcomes

- a. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected areas of psychology.
- b. Explain different research methods used by psychologists.
- c. Interpret basic statistical results.
- d. Evaluate the appropriateness of conclusions derived from psychological research.
- e. Articulate strengths and limitations of various research designs.
- f. Be able to choose the appropriate statistical analysis and its relationship to research design.

To provide students with the opportunities to learn different approaches to the study of psychology, such as biological, interpersonal, and sociological approaches.

Learning Outcomes

- a. Interpret behavior and mental processes at the appropriate level of complexity.
- b. Demonstrate knowledge of theories and research appropriate to the study of psychology.
- c. Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, humanistic and sociocultural).

To help 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.

Learning Outcomes

- a. Describe behavior and mental processes empirically including operational definitions.
- b. Use APA style effectively in empirically based reports, literature reviews and theoretical papers.
- c. Demonstrate effective oral skills in various formats (e.g., group discussions, presentations etc).
- d. Exhibit quantitative proficiency by being able to use relevant statistical analyses to facilitate interpretations of measurements.

Diversity

To foster respect and appreciation for diversity for others, and for the contribution of that diversity to psychology both as a science and as a profession.

Learning Outcomes

- a. Compare the sociocultural, gender and international contexts that influence individual differences.
- b. Explain how individual differences influence beliefs, values and interactions with others.
- c. Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others.
- d. Recognize and respect human diversity and understand that psychological explanations vary across populations and contexts.

Breadth

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.

Learning Outcomes

- a. Identify critical theories and issues in at least three of the following core areas of psychology: Learning and cognition, social psychology, theories of personality, abnormal psychology or developmental psychology.
- b. Describe the major applied areas of Psychology.
- c. Identify appropriate applications of Psychology in solving problems.

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.

Learning Outcomes

- a. Follow the APA code of ethics in the treatment of human subjects in the design, data collection and interpretation of research results.
- b. Recognize that ethically complex situations can develop in the application of psychological principles.

Advanced Research

To better prepare students for graduate work in the field of psychology and related fields.

Learning Outcomes

- a. Design and conduct basic studies to address psychological questions using appropriate research methods.
- b. To identify a particular topic in more depth and be able to identify specific types of research application.
- c. Locate and use relevant data-bases, research and theory to plan, conduct, and interpret results of research studies.
- d. Formulate testable research hypotheses based on operational definition of variables.

To further critical thinking skills

Learning Outcomes

- a. Use critical thinking effectively.
- b. Identify and evaluate the source, context and credibility of information.
- c. Approach problems and problem solving effectively.

General

To impart the skills and enthusiasm that will allow graduates to make useful contributions to society through their employment and/or community participation.

Learning Outcomes

- a. Apply psychological principles to promote personal development.
- b. Work with groups to complete projects within reasonable timeframes.
- c. Assess and justify their engagement with respect to civic, social, and global responsibilities.
- d. Achieve a better understanding of their strengths and weaknesses in providing services to others.
- e. Apply the academic knowledge of psychology to real-life experiences.

To assist students' personal academic and professional growth through activities such as advising, collaborating on research projects, bringing students to professional meetings, writing letters of recommendation, and participating in Psi Chi activities.

Learning Outcomes

- a. Students will clarify career goals through writing, reading and reflection.
- b. Faculty will actively work with students to help them achieve their career and educational goals.

Rubrics and Methods for Measuring Achievement of Learning Outcomes

Specific standards and rubrics for measuring success in achieving the learning outcomes are detailed in the Assessment Plan.

Outcomes from Assessment Reports 2008-2009 and 2009-2010

An annual assessment of selected learning outcomes started in 2008-2009. During that year, assessment of foundation goals and general goals were the focus. The following year, 2009-2010, diversity goals and continuing assessment of general goals were the focus (See Appendix B for detailed department/ annual assessment reports and summary of outcomes).

Individual Course Assessment of Learning Outcomes

Given the number and specificity of learning outcomes in the Assessment Plan, only a

selected set of outcomes are assessed in a given year. This means that results from all courses will not be included in the annual reports. However, each course syllabus must contain a specific list of learning outcomes and means by which students will be evaluated to determine if they are meeting these stated objectives. In addition, individual courses and instructors, however, continue to be evaluated by students as part of the traditional SUMMA evaluations distributed at the end of each term.

Department's Reflections on Retention/Persistence to Graduation

The Department is very committed to the University's strategic objective that students complete program requirements in a timely manner. Students are given the message during orientation to the major, at group advising sessions, and individual advising meetings to "stay on track" through careful planning of their course schedule, staying on top of program requirements, and meeting with advisors as needed when questions arise.

IV. Faculty

Teaching

The following outlines courses taught by full-time faculty of the department, listed in alphabetical order.

Pamela Balls Organista, Ph.D., Professor (Clinical Psychology, Arizona State University, 1989; Postdoctorate, University of California, San Francisco, 1988-1990) teaches Clinical Psychology, Health Psychology, Abnormal Psychology, Psychology of Ethnic Groups in the United States, African American Psychology, and Advanced Research Methods: Community Health.

Violet Cheung, Ph.D., Assistant Professor (Developmental Psychology, University of California at Berkeley, 2007) teaches Child Development, Measurement, Theories of Personality, Advanced Research Methods: Measurement and Career Preparedness and Advanced Research Methods: Measurement: Peace/Conflict.

Kevin M. Chun, Ph.D., Professor (Clinical Psychology, University of California, Los Angeles, 1995) teaches General Psychology, Psychology of Ethnic Groups in the US, Asian American Psychology, Abnormal Psychology, and Advanced Research Methods: Acculturation.

Susan M. Heidenreich, Ph.D., Associate Professor (Experimental Psychology, University of Wisconsin, Madison, 1990) teaches Biological Psychology, Statistics, Research Methods, Sensation and Perception, Psychology of Human Sexuality, General Psychology, and Psychology of Gender.

Saera R. Khan, Ph.D., Associate Professor, (Social Psychology, Washington University St. Louis, 1999) teaches General Psychology, Martin-Baro Scholars Program, Social Psychology, Psychology of Gender, Stereotyping and Social Cognition, Social Animal, ARM: Social Influence, ARM: Measuring Prejudice, and Moral Psychology.

Marisa Knight, Ph.D., Assistant Professor (Cognitive Psychology, University of California, Santa Cruz, 2007) teaches Research Design/ Lab and Biological Psychology.

June Madsen Clausen, Ph.D. Associate Professor (Clinical Psychology, University of California, San Diego, 1992) Psychology Practicum, Abnormal Psychology, Child Psychopathology, Clinical Psychology, Child Maltreatment, Forensic Psychology, Advanced Research Methods: Foster Children, and General Psychology.

Shirley McGuire, Ph.D., Professor (Human Development and Family Studies, The Pennsylvania State University, 1993) teaches General Psychology, Child Development, Perspectives: Family Psychology, Experimental Developmental Psychology, Advanced Research Methods, Thesis Development Seminar, and Honors Seminar.

Ed Munnich, Ph.D., Associate Professor (University of Delaware; Postdoctorate, University of California at Berkeley) teaches Research Design and Lab; Learning, Memory, and Cognition; General Psychology; Language and Thought; and Advanced Research Methods: Changing Misconceptions.

John Pérez, Ph.D., Associate Professor (Clinical Psychology, Yale University, 2002; Postdoctorate, University of California, San Francisco) teaches Research Design/Lab

Colin P. Silverthorne, Ph.D., Professor (Social-Organizational Psychology, University of Cincinnati, 1970) teaches Psychological Statistics (text author), Social Psychology, Experimental Social Psychology, Organizational and Group Processes, Advanced Research Methods: Applied Social Psychology.

Lisa S. Wagner, Ph.D., Associate Professor (Social and Personality Psychology, University of Washington, 1997) teaches Social Psychology, Psychology of Prejudice, ARM: Social Psychology of Aging, Forum on Contemporary Issues in Psychology: Talkin' about my Generation with another Generation, Adulthood and Aging (Spring 2011), Cross-Cultural Psychology, Problems and Methods in Stereotyping and Prejudice, Freshman Seminar on Communication Between Generations, and Social Influence and Attitude Change.

Part-Time Faculty

The Department's part-time faculty consists of two different groups: Preferred Hiring Pool (PHP) faculty and a rotation of adjunct faculty. Part-time faculty who have successfully taught a minimum of six courses in the department are eligible to apply for PHP status. Having PHP status means an increase in salary. In addition, if a course is not already staffed by a full time faculty member and it is a course that a candidate is qualified to teach, the individual with PHP status is given first priority to accept or

decline teaching this course over other adjunct faculty. Currently the Department has four highly qualified PHP faculty who regularly teach as well as informally mentor many psychology students.

PHP Adjunct Faculty

Jerry D. Boucher, Ph.D. (University of California, San Francisco Medical Center) teaches Cross-Cultural Psychology, History and Systems of Psychology, Interviewing Techniques, Motivation, Motivation and Emotion, Psychology of Emotion, Advanced Research Topics: Emotion, Psychology Methods and Movements (for St. Ignatius Institute).

Davina Chan, Ph.D. (University of California at Berkeley) teaches General Psychology, Learning, Memory & Cognition, Asian American Psychology, Biological Psychology, and Advanced Research Methods: Dreams and Meditation.

Mel Ciena, Ph.D. (Stanford University) teaches General Psychology, Child Development, Lifespan development, Adulthood and Aging, and Theories of Personality.

Kate Gapinski, Ph.D. (Yale University) teaches Psychology of Gender, Psychology of Sexuality, and General Psychology.

Adjunct Faculty

Each semester, the Department enlists the services of three to eight part-time faculty members so that enough courses are offered to meet our curricular needs. Adjuncts teach required and elective courses. They are recruited from the community; many part-time faculty are from UCSF medical center where they are employed as post-docs working on grant funded research projects. All adjuncts are required to hold doctorates and to have an established record of successful teaching. An adjunct is rehired to teach provided they demonstrate a record of successful teaching based on their course evaluations.

Teaching Load

The teaching load is seven four-unit 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 one course reduction per academic year. Other faculty may negotiate course reductions due to salary compensations from grants or other services to the College and University.

Three department service positions offer one unit of compensation for each semester served. The Adjunct Faculty Mentor, Undergraduate Research Coordinator, and Student Development Coordinator (more details about these positions can be found in the Governance section). Hence, if the faculty maintains these positions for four semesters, they are able to teach (2-2-2-2) over a two-year period.

Determination of Teaching Assignments

While working within the University scheduling framework, the Chair first assesses curricular needs and determines what courses must be offered. The Chair then seeks faculty preferences for teaching of those courses, and then goes on to negotiate with individual fulltime and adjunct faculty so that the courses are staffed.

In 2009, the Department voted to formally adopt a rotation system for teaching research-related courses (e.g., Research Design, Advanced Research Methods, and the Honors Research course). Given department faculty's research experience and varied areas of expertise, all full-time faculty members are required to participate in teaching these types of courses. Each faculty member teaches a research-related course roughly every other year. This vote was not unanimous: therefore, people may have differing opinions about this system. As the Department has grown, other issues have emerged that may require additional changes to the way courses are assigned. For instance, some courses are impacted and others have more than one professor who would like to teach it. These growth-related issues may mean that the department has to move to a formal method to decide some teaching assignments, which the department will consider in the future.

Teaching Outside of the Department

When a faculty member makes a request to teach outside the department, the Chair makes sure that Psychology's course needs will be met either by another full-time member or an adjunct. With department needs met and Dean's approval, the faculty is granted permission to teach outside of the Department. Thus far, very few faculty have done this. In these cases, the Department has not experienced any serious difficulties in offering its curriculum. When faculty members offer courses that serve other programs, the courses often serve the Psychology Department as well. 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 upper-level elective courses to meet the diverse needs of the students and faculty.

Enjoyment of Teaching Courses

In the absence of any concrete data, the Department can only infer that the answer to this question varies. In general, it seems that faculty members are eager to teach courses within their specialty. Some faculty specifically request to teach General Psychology and are always granted the opportunity to do so. Other required courses are met with different reactions, depending on the faculty member and how often they are asked to teach a particular course.

A more abstract issue related to the enjoyment of teaching relates to the amount of pressure faculty place on themselves to excel in teaching. Faculty members often describe working on their courses to the point of experiencing much difficulty in balancing work/life issues and also balancing their other work obligations (e.g., research

and service). On the one hand, all faculty members have an intrinsic love for teaching; on the other hand, the pressure to excel can lead to much anxiety and stress.

Evaluating Teaching

The current evaluation of teaching is based mainly upon College-administered standardized surveys during the last few weeks of each semester. This process is flawed for a number of reasons. First, the evaluations themselves are rather confusing, and the students do not necessarily see the importance or relevance of the forms. In addition, there is a concern 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. Since the forms are scored at the end of the semester, the professor does not get feedback until sometime in the first month or later of the next semester. If the professor is teaching a different class, the information contained in the evaluation may be of limited value at that time. In order to address some of these problems, many, if not all, of the faculty administer evaluations more than once during the semester. Often these evaluations may consist of structured forms that the students anonymously complete. This method is particularly helpful to new full-time and adjunct 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.

Tenure and promotion typically require excellence in teaching. To obtain high marks in this area, extremely high teaching evaluations are expected. The Psychology Department has an excellent track record in teaching, as evidenced in the consistently high evaluation marks received. However, the time spent to obtain these high marks means time not invested in research or service. Furthermore, the incentive structure is set up so that faculty may spend a disproportionate amount of time to gain small increments in their ratings, because they know that these small differences will have a large impact on their career. Psychology faculty members have well-established reputations as excellent teachers. The Department consistently earns student evaluation ratings significantly greater than the average for the College as well as the University.

For promotion to full professor, evaluations as well as significant curriculum development is expected. Faculty is encouraged to teach new courses and to create new interdisciplinary programs and minors. These undertakings require an enormous amount of time and coordination. For further details on the department's involvement in this area please refer to the Faculty Section on relationships with other departments and programs.

Innovation of Teaching Methods

Based on the WASC report and a variety of other surveys, USF students report valuing the amount of personal attention they receive inside and outside the classroom. The Psychology Department provides many hands on experiences within the classroom. In fact, five members of the Department presented at the 2009 Teaching of Psychology Conference (Div. 2) on their innovative techniques to reach and teach psychology

students. Depending on the particular course and its curriculum, members of the Department have created or implemented a variety of techniques designed to actively engage the students. The following examples are just a brief survey of the kinds of activities used.

- Cultural diversity courses include experiential exercises (e.g., role-play, demonstrations) and activities (e.g., viewing play productions, art exhibitions, films/documentaries) designed to bring psychological concepts to life.
- Courses such as Social Psychology, Health Psychology, and Practicum implement reflection logs to help students articulate their personal experiences with the material learned in the course.
- Demonstrations of sensory/perception and cognitive phenomena are frequently employed in General Psychology, Neuropsychology and Learning, Memory, and Cognition courses.
- Psychological Statistics, Research Design, the Honors seminar and many of the Advanced Research Methods section require students use SPSS to analyze data. Qualitative methods are also introduced in certain ARM courses (e.g., Community Health and Acculturation).
- Many faculty members rely on Blackboard to communicate with students as well as administer quizzes to help students monitor their comprehension.
- Survey Monkey for conducting psychological research is taught in several of the ARM courses.
- One faculty has used clickers in the classroom. Students respond to the questions or polls embedded in PowerPoint by clicking the remote-control like devices. The devices serve to increase the interaction between instructors and students (especially in large classes) and also help gauge student learning in real time.
- One faculty has used just-in-time teaching method. It is a teaching and learning strategy based on the interaction between web-based study assignments and an active learner classroom. Students respond electronically to carefully constructed web-based assignments which are due shortly before class, and the instructor reads the student submissions "just-in-time" to adjust the classroom lesson to suit the students' needs.

The Department is open to employing more innovative technology into its curriculum. However, the Department has historically lacked adequately functioning computers and technology support. Further details on this challenge and recent potential improvements can be found in the Facilities and Technology section of this report.

New Courses

The department strives to offer a variety of courses that are valued by the students (see Curriculum section for details). However, opportunities to teach highly specialized courses (especially the Advanced Seminar course) are rare and are often seen as privileges, because of their desirable cap of 18 students. Relative to highly specialized courses, breadth courses are seen as more critical, because they provide required course options for the major and offer more seats (capped at 35 students). Because Psychology

is the largest major, many of these courses naturally fill to capacity. Although the very bright students would greatly benefit from more specialized seminars, the relatively low number of full-time faculty available to teach other courses makes it difficult to offer these seminar courses regularly.

New Technology

Access to new technology, and computer technology in particular, is critical to fostering academic success in the field of psychology. Faculty and students alike are increasingly integrating new technology into the learning experience inside and outside of the classroom. The integration of technology into the curriculum has increased and diversified the tools used to share information and communicate with students. The Department relies on access to computers, internet technology and specialized software, in order to teach students how to gather information from scientific databases and how to organize and analyze data with Excel and SPSS software programs. Students in Research Design, Advanced Research Methods and the Honors program are expected to use computers frequently in literature searches, data organization and analysis, running experiments, administering surveys and generating scientific reports. In addition, students use word processing and presentation software to prepare papers in APA style and to create in-class presentations and posters for professional conferences. Unfortunately, there has been a history of the Department's computer facilities falling short of what is needed to prepare students for future studies and careers that require these computer-based skills (see Facilities and Technology section).

Ways of Supporting Improvements in Student Learning

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

There are many ways in which both junior and senior faculty members are encouraged to develop their teaching abilities and strategies. Upon joining the department, junior faculty members are assigned a tenured professor who serves as a mentor. The duties of the faculty mentor are to observe the junior faculty member in the classroom, meet regularly with the junior faculty member and discuss areas of strength and concern. The culture of the department encourages all faculty members to discuss teaching issues with one another. There are informal as well as formal opportunities to discuss teaching strategies. Some members of the faculty attend teaching and faculty development workshops and share relevant information with the Department. At various brown-bags, monthly department meetings, and yearly department day-long meetings, teaching concerns are discussed and strategies are shared.

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 Dissertation Scholars and other junior faculty throughout 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. Department faculty members also have conducted teaching workshops and given guest lectures in order to assist junior as well as senior faculty of the University.

Student Learning and Development Outside of the Classroom

Faculty Mentoring of Students

Selected psychology students are mentored closely by faculty. These mentoring responsibilities, although extremely rewarding, are also quite demanding of faculty time. A substantial amount of time and effort is directed toward student mentoring in the Research Design and other experimental classes, with the anticipated goal of helping students ultimately pursue their own research interests. Students are also individually mentored in Directed Study, Directed Reading, and Honors Thesis, as well as acting as research assistants on various projects. In addition, students who serve as teaching assistants are mentored in regards to their ability to assist their undergraduate peers. 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.

Some faculty serve in special mentor roles. For example, Dr. Cheung serves as a University Scholars mentor. University Scholars are high achieving, early applicant students who are awarded scholarship support throughout their matriculation at USF if they maintain a high GPA. Mentors engage University Scholars through conversation and activities and help provide a supportive community in an effort to improve the retention rates of these students. Dr. Knight serves in the newly established College Mentorship Program that is open to Arts and Sciences alumni, undergraduates, and faculty who may serve as mentors to students who have an interest in their field of study. Faculty have also received university and regional awards in recognition of their leadership in mentoring, for example, Dr. Madsen Clausen was awarded the Western Psychological Association 2004 Faculty Mentor of the Year and Dr. Knight was awarded the USF Student Leadership and Engagement 2009 Faculty Advisor of the Year.

Psi Chi Activities

In addition to the advising that is detailed in the Students section of this report, several full-time faculty have served as advisors to the USF chapter of Psi Chi, the National Honor Society in Psychology. Over the past 15 years, faculty advisors have included Pamela Balls Organista, June Madsen Clausen, Saera Khan, Ed Munnich and Marisa Knight. Within that time, Psi Chi has achieved several notable accomplishments. The USF chapter won multiple awards for papers presented at the Western Psychological

Association's annual conferences in 1994, 1995, 1996 and 1997. In the spring of 2009 and again in 2010, in collaboration with the Department, Psi Chi helped organize and sponsored two department-wide undergraduate research conferences (see p. 47). In the fall of 2005, the group developed a website to promote the mission of Psi Chi; to keep members, majors and the larger campus community informed about Psi Chi events; and to post announcements for psychological research internships and job opportunities. In the fall of 2009, Psi Chi produced a newsletter, which served as a source for Psi Chi activities, department information, faculty interviews, a short report on a featured "Psychologist of the Month," and research and clinical internship opportunities. In spring of 2010, 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. Finally, 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.

Research

The following section describes the research focus of the full-time faculty of the department, listed in alphabetical order. The Department has sought to reflect the wide diversity of psychology as a field. Recent hires represent the changing direction of the field. Namely, there was a deliberate search for candidates with neuropsychological expertise and multidisciplinary interests. The Department has a strong record of publishing research and mentoring undergraduate research scholarship (please refer to Appendix B) that includes assessment of the number and type of research presentations and publications with student co-authors over the past two years). Department faculty have received high marks in research scholarship when evaluated for tenure and promotion.

Dr. Balls Organista's research interests include prevention interventions and ethnic minority health issues. Her research publications focus on health issues in underserved populations, ethnic minority psychology, and acculturation. Currently, she is collaborating with researchers at the Center for AIDS Prevention Studies at the University of California, San Francisco to analyze data from an intervention designed to reduce HIV risk of women who are sexual partners of recently incarcerated men.

Dr. Cheung's research focuses on emotion processes and self-regulation. These topics are approached from both developmental and social psychology perspectives. For example, she studied various forms of self-regulation in families in order to examine whether these abilities are transmitted across generations, whether the mechanism is nature and/or nurture, and how these abilities matter to a person's life in terms of cognitive and social functioning. She also studied the role emotions played in the aftermath of 9/11, and found that anger was the linchpin emotion in public support for war. Emotion regulation is one of solutions she advocates to change our future interstate behavior.

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.

External Grants: 2008-current Co-Principal Investigator, Community Based Participatory Research (CBPR) with Immigrant Chinese with Diabetes [National Institute of Nursing Research, National Institutes of Health – #1 R01 NR010693-01] 2004-2008

Co-Principal Investigator, Family Processes in Chinese Americans with Diabetes [National Institute of Nursing Research, National Institutes of Health - #1 R01 NR009111-01] 2000 – 2004

Co-Principal Investigator, The USF Religion and Immigration Project [The Pew Charitable Trusts, Religion and the New Immigrants Initiative]

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. Knight's research interests are focused on the interplay between motivation, emotion and cognitive functioning across the lifespan. In one line of research, she is examining how particular emotion regulation strategies influence emotional experience and memory performance in older and younger adults. In another line of research, she is investigating the factors that lead to both the enhancement and impairment of memories that are associated with emotional arousal.

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.

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); “The Children’s Psychotherapy Project”, A Home Within, January 2005 - June 2005 (\$15,982.00)

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.

External Grant: Sibling socialization effects during middle childhood and adolescence (R01 grant funded by a NIMH from 2002-2006)

Dr. Munnich's research focuses on whether, and to what extent, statistics influence people's beliefs and preferences about personal and public policy issues. In a series of studies, he has found that people's beliefs and preferences about numbers are influenced by how numbers are presented to them, and that these effects last for a considerable time. In a complementary line of research, he has focused how people can learn to look for multiple perspectives and thereby improve the accuracy of their numerical beliefs. He has also explored ways in which exposure to spatial semantics (words used to describe spatial relationships) relates to spatial cognition.

Dr. Pérez's research focuses on exploring how diverse people use religious and spiritual resources (e.g., prayer, support from religious communities) to cope with stressful life events and chronic illnesses. In a related area of research, he studies health promotion interventions among low-income, underserved Latinos, with a recent focus on cancer prevention via faith-based organizations. In addition, he examines the cognitive, social, and cultural mechanisms that buffer high-risk populations against depression.

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 examines how stereotypes affect both the person holding the stereotype and the target of that stereotype. Her research has examined both ethnic/racial stereotypes and age-related stereotypes with her most recent research

focusing on the social psychology of aging. She received a grant from the National Institute on Aging to study stereotype threat and older adults.

External Grant: Social psychology of aging, stereotype threat and older adults (R03 grant from NIA; 2002-2004)

Service

The following outlines the major service of full-time faculty of the department, listed in alphabetical order.

Dr. Balls Organista

Chair:

Department of Psychology since 2008

Faculty Director:

Ethnic Studies Program (since Spring 1995)

Director of Academic Advising, College of Arts and Sciences, 1998-2000

Major service:

Coordinator: A&S Writing Retreat Program (2005-currently) and University-wide ethnic minority faculty Writing Retreat Program (1998-currently); Director Ethnic Minority Faculty Development Program (1998-currently); Secretary and Member, Board of Trustees Julia Morgan School for Girls (2008- currently); Member, African American Studies Program Advisory Board (2003- currently); Core E Curriculum Chair (2008-currently); Member, Steering and Executive Committee, Leo T. McCarthy Center for Public Service and the Common Good, 2002-2007; Member of the Board, Jesuit Foundation, 1999- 2006; Member, Honorary Degree Committee, 1998-2006; Member, Academic Services Advisory Committee, 1998-2006; faculty consultant, Martin Baro Living Learning Community, 2002- 2005; Member, Student Life Subcommittee, USF Board of Trustees, 1996-2000

Michael Bloch, Ph.D. (On administrative leave from the department)

Dr. Cheung

Major service:

Member, Curriculum committee (2009-present); Member, Honorary Degree Committee (2009-present); Mentor, University Scholars Program (2008-present); Member, Asian Americans Studies (2008-present); Member, Child and Youth Minor (2010-present); Interviewer, Berkeley Leadership Program (2009-present).

Dr. Chun

Faculty Director:

Asian American Studies Program.

Major service:

Member, Arts Peer Review Committee for Tenure and Promotion, 2002-,
Member, University-Wide Peer Review Committee for Tenure and Promotion,

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-Founder, Asian American Studies Program, 2000. Editorial Board Member, *Asian American Journal of Psychology*

Dr. Heidenreich

Chair:

Department of Psychology, 2003-2004
College Peer Review Committee for Tenure and Promotion (one year)

Faculty Director:

Neuroscience Minor Program

Major service:

Active on 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; College and University-Wide Peer Review Committee for Tenure and Promotion; faculty mentor to two Psychology faculty; developed interdisciplinary Neuroscience Minor (along with 3 other USF faculty); served on five different search committees for faculty positions in the College.

Dr. Khan

Major service:

Teaching in the Martin-Baro Scholars Program (2003-2004); Founding Advisor for the National Collegiate Scholars chapter at USF (2003-2005); University Scholar Mentor (2008); Faculty Advisor for Muslim Student Association (2004-2005); Gender and Sexuality Studies Advisory Board (2002-2004); Faculty Development Funds Board member (2006-2010); Served on 2 psychology search committees; Adjunct Faculty Mentor 2005- present.

Dr. Knight

Major service:

Advisor to Psi Chi 2008 - present; Member, USF Interdisciplinary Committee on Aging, 2008 - present; Member, Neuroscience Minor, 2008 - present; Undergraduate Research Coordinator, 2010 - present; College of Arts & Sciences Advising Workshops Spring 2008-Spring 2009; Member, College of Arts and Sciences Mentorship Program, 2010 - present

Dr. Madsen Clausen

Chair:

Department of Psychology, 2005-2008
(Founding) Committee on Children and Youth, 2002-2005 and 2010-present

Faculty Director:

Institutional Review Board for the Protection of Human Subjects, 1996-2000

Child and Youth Studies Program

Major Service:

New Faculty Mentor (1999-2006 and 2010 - present); (Inaugural) Adjunct Faculty Coordinator (2004-2005); Psi Chi Advisor (1995-1997); Chair of 1 tenure-track faculty search and membership on 3 other searches; Licensed Psychologist with active clinical practice since 1994.

Gerardo Marin, Ph.D. (On administrative leave from the department)

Dr. McGuire

Chair:

Department of Psychology, to begin June 1, 2011
Committee on Children and Youth, Fall 2008- Spring 2010
Ethnic Minority Dissertation Fellow Search Committee, Spring 2007
Dean's Medal Committee, Fall 2004- Spring 2006

Faculty Director:

Honors in Psychology Program, Fall 2008-present
Child and Youth Studies Minor Program, Fall 2008-Spring 2010; Chair,;

Major service:

Founder and President, USF LGBTQ Caucus, Fall 2004-present; Advisory Board, Joan and Ralph Lane Center for Catholic Studies and Social Thought, Spring 2007-present; Undergraduate Research Coordinator, Fall 2008-Spring 2010; Member, Fall 2002-present; Coordinator, College of Arts & Sciences Advising Workshops Fall 2005-Spring 2007; Member, Davies Forum Committee, Fall 2005-present; Dual Degree Advisor, 2001-present; Member, College of Arts & Sciences Curriculum Committee, 2002-2005. Editorial Board: *British Journal of Developmental Psychology* (2003-present)

Dr. Munnich

Chair:

Co-Chair, University Committee on Teaching Evaluation (2010-2011)

Major service:

Student Development Coordinator (2005-present); Member, Neuroscience Minor Committee (2004-present); Member, Service Learning Committee (2005-present); Member, Psychology Department Space Committee (2010); Member, Communication Studies Search Committee (2008-2009); Psi Chi Advisor (2005-2008); USF Delegate to Western Conversations Conference (Jesuit Universities in the Western US; 2007); Member, Psychology Search Committee (2006-2007).

Dr. Silverthorne

Dean:

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

Chair:

Served sixteen years as department chair and chair of numerous committees.

Major service:

Served sixteen years as member of numerous committees.

Dr. Wagner

Chair:

Interdisciplinary Committee on Aging

Major service:

Pre-Professional Health Committee, 1999- present; Member Psychology Space Committee, 2010- present; Member, Fromm Institute for Lifelong Learning at USF Board of Directors, 2010- present; Member and Co-chair of Working Group #1, WASC Reaccreditation Committee, 2006-2010, Adjunct faculty Mentor, 2008-2009.

Relationships with Other Departments and Programs

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, the 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 as well as people from different generations.

Faculty members in the Department are also actively involved in a number of interdisciplinary programs within the College and University described below:

Interdisciplinary Minor Programs

- *Child and Youth Studies minor* is a program that provides the undergraduate student with a scholarly and experiential understanding of childhood and adolescence. The minor educates students about the physical, psychological, spiritual, social, and cultural aspects of human development during the first 18 years of life. It integrates the many child- and youth-focused courses and service learning experiences across disciplines within the schools and colleges at USF to provide a structured course of study for the undergraduate student interested in learning about children. The Committee on Children and Youth (CHYS), founded and chaired by Dr. Clausen, includes Drs. Clausen, McGuire, Cheung, and Ciena as instructors in the minor. The CHYS minor averages 65 students enrolled.
- *Neuroscience minor* can complement many students' studies, especially those planning a career in health-related fields, such as medicine, physical therapy, or psychology. The field of neuroscience is one of the most exciting and rapidly growing areas within the sciences. It draws heavily from traditional natural science and social science areas, such as Biology, Physics, and Psychology, as

well as newer disciplines such as Exercise and Sport Science. In addition, the field encompasses many diverse topics that typically are discussed in philosophy, economics, art, politics, music, anthropology, and computer science. The Neuroscience minor was developed by an interdisciplinary team including two Psychology Faculty, Drs. Heidenreich and Michael Bloch. Drs. Knight, Munnich, and Heidenreich teach psychology courses that are a part of the Neuroscience minor, specifically: Biological Psychology, Learning, Memory and Cognition, and advanced research courses, such as Sensation and Perception. Typically 45-50 students are enrolled in the Neuropsychology minor with the majority of students from Biology, Exercise and Sports Science, and Psychology.

- *Ethnic Studies minor.* 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 members who teach in the program include Drs. Balls Organista (founding and current Faculty director of the program), Chun, Wagner, and adjunct Faculty member, Dr. Boucher.
- *Asian American Studies minor.* 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 (current Faculty director of the minor) teaches in this program.
- *Gerontology minor* provides students with an understanding of the many aspects of the aging process and gives them the knowledge to pursue a career in the growing field of gerontology. The Gerontology minor was developed by USF Interdisciplinary Committee on Aging which is founded and chaired by Dr. Wagner. Dr. Wagner and adjunct faculty member Dr. Ciena teach in the gerontology minor.
- *Gender and Sexualities Minor.* The Department 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, local and global communities that shape our understanding of the world, our lives, our knowledge, our labor, and our arts. Dr. Heidenreich and Dr. Khan have taught and advised in this program. Over the past 5 years, the Psychology of Gender course has been taught by adjunct faculty members.

- *African American Studies Minor*, which exposes students to the interdisciplinary study of the history, politics, arts, experiences, and intellectual traditions of African Americans. Dr. Balls Organista serves as a founding and current member of the African American Studies advisory board. She teaches one of the primary distribution courses that can be applied toward the minor, African American Psychology. Drs. Chun and Boucher, teach elective courses that can be applied toward the minor.

Dual Degree Teacher Preparation Program

The Department is 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 members who have advised students in the program include Drs. Bloch (now in administration), O'Sullivan (retired), and McGuire.

Leo T. McCarthy Center

The Department is 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 served 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. Dr. Munnich served on the Service Learning Committee and was a participant in the Faculty Service Learning Seminar. The Social Psychology course currently is included as part of the academic portion of this program.

Other Departments and Programs

The Department has a history of providing support courses for the Nursing School, the St. Ignatius Institute, and the Department of Exercise and Sports Science. The Social Psychology course is cross-listed with the Department of Sociology. The Life Span Development course is specifically designed for non-major, Nursing students. In 2003-2004 academic year, Dr. Khan taught a year long course for the Martin-Baro Scholars program, a residential living-learning community program for first year students. Currently she teaches a course for the St. Ignatius Institute, a Great Books program offering a curriculum founded in the Western intellectual tradition. Her course focuses on historical and current psychological readings devoted to understanding the intersection of philosophy and psychology. Additionally, a number of students double-major with psychology as one major.

Impediments to Faculty Productivity

The faculty endured a total of four full department moves (including offices and labs) in the last six years. Prior to moving into Kalmanovitz Hall, the faculty spent almost two years in trailers placed on campus. Despite this major upheaval, the faculty delivered the curriculum according to its high academic standards. Although research productivity was adequate, almost everyone reported a great amount of stress and frustration in not getting as much done as they would have liked. The new department research space in Kalmanovitz required adaptation and adjustments as the faculty laboratories have developed over the past two years.

As detailed elsewhere (see Facilities and Technology sections) the faculty has frequently encountered problems with their office and lab computers but do not receive the technology support they need in a timely manner. Although this may sound like a small frustration, the daily hassles of having inadequate computers and technological support affects the quality of scholarship and the pace of research. Concerns involving the lack of technical support can place constraints on the types of studies faculty choose to conduct both in the lab and in the classroom.

As mentioned previously, the culture of the Institution and the Department requires a high level of interactions between faculty and students. As gratifying as some of these experiences may be, they take a toll on the faculty to meet the demands of students. Psychology students seek the support of faculty for academic, advising, and adjustment issues. The expectation is that faculty will nurture and problem-solve for students, especially when they do not feel supported by administrative staff offices designed to meet these particular needs.

V. Departmental Governance

The Department of Psychology is organized around delivering a sound curriculum to students obtaining a Bachelor of Arts degree in Psychology from USF. The By-Laws of the Department are included as Appendix C.

All full-time faculty members in good standing with the USF Faculty Association who hold academic appointments in the Department of Psychology are members of the Department and are expected to attend department meetings. Governance of the department occurs primarily through monthly or semi-monthly, short department meetings and annual or semi-annual, all-day department meetings. Part-time faculty in Psychology are welcome to attend department meeting as visitors, but are not permitted to vote.

The term of the Chair of Psychology is three years. The Chair is elected by a secret ballot vote of the current full-time faculty in the fall semester of the third year of each Chair's tenure. This allows the incoming Chair to participate in course scheduling and departmental planning for the following fall semester.

The Chair, according to the USF Faculty Association agreement, is a peer to the remaining full-time faculty in Psychology. The following list contains some of the primary responsibilities of the Chair:

- represents the Department in all dealings with the administration
- manages department budget
- attends monthly College Council meetings and Arts Council meetings
- problem-solves student, personnel, or facilities problems or issues that may arise within the department and consults with deans accordingly
- schedules and leads departmental meetings
- advises all Psychology minors in addition to his/her major advisees
- recruits, interviews and recommends prospective adjunct faculty for hire
- circulates transfer course syllabi for faculty review
- completes paperwork for substitutions/waivers, student changes in academic plans, and petitions to enroll in another institution
- submits a draft schedule of classes each semester to the Associate Dean of Social Sciences for approval.
- together with the faculty Student Development Coordinator, organizes and presents the Orientation to the Major for incoming students each semester
- works with the Student Development Coordinator to organize group advising sessions
- organizes the end of the year Graduation Celebration for graduating seniors and their families
- oversees assessment of department learning goals and writes an annual report of findings (since 2008-)

The Chair is compensated with one 4-unit course release per academic year during his/her tenure as Chair. Given the size of the psychology major, this one course release

hardly begins to compensate for the numerous hours spent working in this capacity throughout the academic year, and there is no compensation for administrative summer work.

Faculty Department Support Positions

The Dean of the College of Arts and Sciences, after consultation with the Chair, allocates three 1-unit course releases each semester to support administrative work by full-time faculty members. Currently, the Department allocates these units to faculty in the roles of Student Development Coordinator, Adjunct Faculty Mentor, and Undergraduate Research Coordinator. Assignment of faculty to these roles is determined by discussion at department meetings and/or by request of the Chair.

Student Development Coordinator

Since the fall of 2004, a faculty member has served as Student Development Coordinator in the Department of Psychology. As the largest major in Arts and Sciences, with very high ratios of advisees to advisors, the Psychology Department created this position to enhance the quality of advising and coordinate advising efforts with the University and College's strategic emphasis on student retention. The Coordinator's responsibilities include coordinating the department's Fall and Spring Orientation programs and two additional workshops per semester for new students (i.e., freshman and new transfer students), which provide advice for advancing in the major—including time management, taking classes in the best order to reach their goals, and research or service opportunities they can get involved in. The Coordinator also works closely with the Chair to organize group advising sessions each semester, in which faculty members discuss general advising information for first and second year students. Finally, in addition to the Chair, the Student Development Coordinator meets with struggling students in Psychology (those who have either (a) earned a GPA below 2.0 in the Psychology major, or (b) received a grade lower than "C" in a foundation course in Psychology) to inform them that they are at risk of losing eligibility to complete the Psychology major, and discuss their options. During these meetings, the Coordinator helps students develop a plan for improving in the Psychology major and/or identify other possible majors that may be more compatible with the student's strengths. If personal issues or learning problems need to be addressed, referrals are made to Student Academic Services, the Counseling Center, or Student Disability Services for evaluation. The student's advisor is informed about what action the student plans to take. If a student continues to have difficulty, the Coordinator recommends action to the Chair based on the conversations that were had with the student and the student's efforts to follow through on the plan made with the Coordinator. Drs. Marcotte and Clausen have served as Student Development Coordinators, and Dr. Munnich is currently serving in this position.

Adjunct Faculty Mentor

The Adjunct Faculty Mentor position was created to help promote uniformity of standards across Adjunct Faculty. The mentor provides new psychology adjunct

faculty with an orientation to policies of the department/university. Furthermore, the mentor assists with the development of adjuncts' syllabi, evaluation of adjuncts' courses, feedback regarding teaching, and serves as a support to the Chair for managing personnel matters that concern adjunct faculty. Drs. Madsen Clausen, McGuire and Wagner have served as Adjunct Faculty Mentors, and Dr. Khan is currently serving in this position.

Undergraduate Research Coordinator

The Department considers research to be a fundamental aspect of the education and professional development of all USF undergraduate Psychology majors. The increased number of faculty and students conducting research led to the creation of the position of Undergraduate Research (UR) Coordinator. The UR Coordinator assists the Chair with three aspects of the undergraduate research experience: (1) monitoring and evaluating General Psychology students' fulfillment of their research requirement and providing faculty and research assistants with access to the research participant pool; (2) serving as the faculty point person for the undergraduate research classroom and computer laboratory; (3) serving as faculty point person for departmental policies and procedures concerning undergraduate research assistantships. One member of the full-time Psychology Faculty serves as the URC. Drs. O'Sullivan, Khan, and McGuire have served as UR Coordinator, and Dr. Knight is currently serving in this position.

Departmental Decision-making

All full-time faculty members are included in departmental decision-making. Curricular changes, policy questions, student issues, departmental tasks, and university events are discussed via email and/or at department meetings; decisions about these items, when needed, are made by consensus or by formal vote. During discussions, all faculty members are encouraged to participate. Junior faculty are openly encouraged to participate, and, when needed, are encouraged to do so by their faculty mentors.

VI. Students

Student Characteristics

A variety of skills are expected from incoming students including, but not limited to, communication skills (written and verbal), scientific reasoning ability, and rudimentary computer literacy. For students who are inadequately prepared in these areas when they enter the major, considerable attention is placed on communicating expectations so that steps can be taken toward meeting Department expectations.

Regarding computer literacy, most students enter the program feeling very comfortable using computers. The advantage of this is that the faculty is more able to make use of technology such as Blackboard, online discussion groups and Wikis to facilitate students' engagement in scientific discourse than in past years. Moreover, student research

experience through sites like SurveyMonkey and CogLab, play an important role in fostering the scientific reasoning central to psychology. However, even as students have become more at ease with computers, there continues to be a gap in their readiness for gaining information from scientific databases (i.e., PsycInfo or Medline), organizing and analyzing data with programs like Excel and SPSS, and preparing papers in APA style. In addition, some faculty have observed that students in recent years need to be broken of detrimental habits that have been fostered by the widespread use of computers—for example, students often use laptops and other electronic devices in class for activities other than class work; they have easy access to electronic versions of past course papers and may be tempted to cut and paste verbatim from published work rather than summarizing results in their own words; and they often do not discern the difference in quality between a scientific reference and a result from Wikipedia or a Google search. In short, the computer literacy is no longer a matter of learning *how* to employ computers for various tasks and more often involves the *ability to discriminate* between helpful and detrimental uses of computers.

Although there are some students who struggle academically and require a great deal of remediation and guidance in order to help them succeed, there are also a significant number of high-ability students who benefit from various forms of enrichment and enhancement to help them reach their potential. These strategies include encouraging participation in the Honors program, publicizing student research opportunities both at USF and at other local institutions, giving students a forum to present their research through the annual Psi Chi Research Conference, and fostering mentoring connections between alumni and current students on a limited basis. Moreover, high-achieving students can assist with advising of their peers through group advising in fall and spring semesters. These efforts have helped to convey the message that commitment to organization and achievement—regardless of one’s initial ability level—is the norm in the department.

Creating a Climate for Student Development and Achievement of Objectives *Academic Expectations*

In response to the last program review, the Psychology Department carried out a variety of curricular changes aimed at infusing greater research focus throughout the curriculum, setting minimum standards for continuation in the major, and involving more students in faculty research earlier in their academic careers.

Prestigious graduate programs increasingly expect significant student research experiences and publications. Over the past ten years, the Department has addressed this concern in several ways. First, there has been a movement to hire faculty who have active research programs that can employ and include student assistants. The vast majority of Psychology faculty—including all faculty members hired since the last program review—now 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 continues to change in ways that better prepare

students for research. General Psychology students are now required either to serve as research participants or to write reviews of five research articles, which provide them with the experience and appreciation of the scientific methodology early in their academic careers; this also provides advanced students with a participant pool with which to conduct their own research. Although methodology is stressed in all of the courses in the curriculum, the foundation courses in particular (General Psychology, Biological Psychology, Psychological Statistics, and Research Design) have a strong emphasis on methodology as well as providing a framework for the preparation of studies for publication. Finally, through experience in faculty members' research programs, a select group of students receive further preparation in research.

In conjunction with an increased emphasis on research, the Department has developed a greater number of opportunities for students to integrate computers into their learning experience across the Psychology curriculum. Beginning in foundation courses, and culminating in Advanced Research Methods courses (or, for some, the Honors program), students are expected to use computers to identify relevant past research, carry out experiments, administer surveys, and analyze data. To support the use of computers across the curriculum, the Department has sought with mixed success to increase the number and quality of computers available to students (see Technology and Informational Resources section for a detailed description of the Department's needs and limitations on support). These are important issues, as they continue to limit the potential of the departmental curriculum to prepare students for careers in which computer use is a prerequisite and keep departmental space from reaching its potential as a learning environment.

Increased Research Opportunities for Students

Prior to the change in the classroom schedule in Fall 2010, Friday became a shared time when many faculty and students worked on "out-of-class" learning. Having the full day of Friday allowed students to act as both researchers and participants in studies, contributing to Psychology's research program and curriculum. For instance, 6 studies were conducted in Fall 2009 that required 255 hour-long slots to be booked in Psychology Department Research Space. These booked times yielded 1,007 hour-long research opportunities for general psychology students. Researchers include honors students, undergraduates in Advanced Research Methods classes supervised by their professor, and teams of undergraduate research assistants supervised by departmental faculty. Consequently, all research conducted served curricular needs. Faculty spend countless hours training undergraduate research assistants to conduct this research and most relied on Friday as a day for training, data collection and shared learning outside of the classroom when there were long blocks of time and students were available (again, both as research assistants and participants). The Department was able to continue its tradition of excellence in teaching and simultaneously immerse undergraduate majors in a culture of tremendous research productivity and opportunity.

The Department delivers a broad-based curriculum to a large number of majors that relies heavily on adjunct faculty (up to one-third of psychology courses are taught by adjunct

faculty). Prior to Fall 2010, many of these faculty worked at UCSF and arranged their UCSF schedule to have 4 longer days and then one day of teaching at USF. Since the implementation of the new schedule, most of psychology adjuncts who are employed as postdoctorates or full-time employees at other institutions teach on a 2-day M/W or T/Th evening schedule. There are also three long-term adjuncts who have flexible schedules that allow them to teach during the standard day-time schedule throughout the entire week. The Department has hired experts in health psychology, forensics, neuropsychology, and clinical psychology as well as faculty to supplement the General Psychology course. In addition to teaching courses, these adjunct faculty bring USF undergraduate students into their research programs at their primary institutions. Although students often begin as volunteer research assistants, experience in areas outside of the full-time faculty expertise is invaluable for the students' career development and, indeed, some students are able to find paid work as a result.

Another research initiative has been the establishment of the annual Psi Chi Human Behavior Conference. This conference was first presented in Spring 2009. Organized by student leaders in the USF chapter of Psi Chi, with the mentorship of Dr. Knight, the conference provides an opportunity to bring together members of the university community to learn about original research being conducted by teams of USF psychology faculty and undergraduate students. It is dedicated to promoting psychological research and fostering students' professional networking and presentation skills. Over three dozen students presented their research in 2009 and 2010. Feedback from students, faculty, and administrators has been overwhelmingly positive.

With the move to the renovated Kalmanovitz Hall and larger research lab space, faculty have been able to enlist a greater number of research assistants (paid and volunteer) into their research labs and programs. During any given semester, approximately 20 students are working directly with faculty on research, not including honors and ARM students. A high number of student research assistants and consequent collaborative research presentations and publications have been maintained since 2008-2009 as part of the psychology department assessment reports (see section III on Assessment).

Honors Program in Psychology

Up until 2008, the Honors program in Psychology served very few students. In the 20 years prior to the last program review, only 19 students completed the requirements to receive Honors in Psychology. With the goal to better serve and retain the highest functioning students, the Honors program was completely restructured. Originally the program was a diffuse, one-on-one faculty to student program where individual faculty would agree to assist a student on an Honors project, teaching them all aspects of the research and shepherding them through the thesis process. No teaching credit was given to faculty assisting honors students. The department spent three years developing the proposal for a new program, which was approved by the Dean's office to begin in Fall 2008. The new Honors program is a cohort-based program where a small group of students move together through the honors courses. One faculty member teaches PSYC 498, proposal development and IRB application, and PSYC 499, data gathering and

thesis writing, giving a two-course sequence for high achieving and highly motivated Psychology majors, which gives them hands-on experience in generating, conducting, analyzing and communicating the results of empirical psychological research. The program is completed in the following sequence: PSYC 498, proposal development and IRB application (Spring, junior year); PSYC 499, data gathering and thesis writing (Fall, senior year); oral presentation (Spring, senior year). The faculty member running the Honors program receives teaching credit for both PSYC 498 and 499, and the students are able to assist each other as they learn how to and then actually conduct individual research projects.

To start this program required collaborative departmental planning during a time of tremendous flux (while the new building was being renovated and temporary trailers became infested with mold) and it also required the exceptional efforts of the first and current Director of the Honors Program, Dr. McGuire. Her hard work paid off as that cohort graduated 5 students, the second cohort has 9 students, and the third cohort has a full class of 10 students enrolled for Spring 2011. In only three years the Department is on track to surpass the number of students in the previous 20 years.

Increases in Practicum and Community-Based Learning Focus

When USF instituted a Service Learning Requirement for all undergraduate students in 2002, Psychology Practicum was included as a course that, given the nature of the fieldwork placement experiences, would "count" towards the service learning mandate. This decision ultimately led to two different types of students enrolling in Psychology Practicum, those students who were taking the course exclusively (or nearly exclusively) to meet the SL requirement (enrolled for 1 or 2 units) and those students who were taking the course in order to obtain a fieldwork placement experience in psychology. Having two groups of students with differing goals and expectations made the course difficult. Faculty teaching Practicum adapted the course over time to make it more meaningful for the psychology students who are taking it for 3-4 units. In addition to increased time volunteering in the community setting, adaptations to the 3-4 unit class include weekly class meetings where readings are assigned and discussions about different experiences in the community settings are held and weekly reflection assignments to help the students process their experiences. Feedback from students regarding these changes has been so positive that beginning in 2010, Psychology Practicum is offered during the academic year for only 3 and 4 units to encourage a meaningful community work experience. This change has resulted in a more homogeneous group of students, motivated to challenge themselves to apply what they have learned in coursework to actual clients and agencies in the community.

Innovative One-unit Courses to Promote Interaction and Dialogue

Within the constraints of department size, the faculty has attempted to create new, innovative courses that will address the needs of psychology students. An example is the recently created course entitled *Forum on Contemporary Issues in Psychology*, which will house 1-unit courses designed to promote interaction, dialogue, and understanding

among students through study of specific contemporary topics in psychology. Fall 2010, the first Forum subtitled “Talkin’ about my Generation with another Generation” is being offered. Instructed by Dr. Wagner, this course enrolls both USF undergraduates and older adult students from the Fromm Institute for Lifelong Learning on USF’s campus. Sixteen USF and sixteen Fromm students meet weekly to discuss topical issues related to groups (which Dr. Wagner then relates to issues around stereotyping and prejudice). Future Forum courses are being planned on topics such as “Succeeding in the Psychology Major” and “Preparing for Life after Your BA”. These two courses will address concerns that many students do not know how to take advantage of their undergraduate experience in order to really benefit from all the department has to offer and they also struggle to prepare themselves for life after they get the degree – whether that life entails applying for jobs or for graduate school.

Student Organization and Participation

Student Assistants

Highly talented and motivated students in the Department have the opportunity to work as research, teaching, and department assistants. Research assistants work with faculty members in conducting literature reviews, designing and running experiments, analyzing data, and preparing material for publication and/or conference presentation. They are often listed as co-authors when these findings are presented. Typically students are expected to serve as voluntary research assistants, and then progress to paid research assistants, as they demonstrate their skill and their commitment to a research project. As research assistants they are able to hone their research skills, making them more competitive graduate school applicants. At one point, Dr. McGuire’s NIH grant enabled her to involve sixteen psychology students as research assistants. The new lab space in Kalmanovitz Hall, as well as the availability of Faculty Development Funds from USF, has increased the capacity of Psychology faculty to involve students in research. At any given time, typically 20-30 research assistants work across the various research groups in the Department. Moreover, research experiences often give students critical skills which help them to be hired as research assistants in large projects at other area institutions, such as UCSF and the VA Hospital, broadening and deepening their preparation for graduate school. In addition to research assistant positions, students serve as teaching assistants, where they have the opportunity to consolidate what they learn in class by assisting professors with grading of non-essay work, assisting students in need of further help, gathering and organizing teaching materials, and other various functions. Finally, a small number of students also serve as paid department assistants, providing faculty members with additional support in a variety of ways.

Psi Chi Honor Society

The USF chapter of the Psi Chi Honor Society has been a vital piece in building a proactive, research-focused culture. USF Psychology’s Psi Chi chapter has distinguished itself in a number of ways. First, the chapter produced a website that is a key conduit of information for Psychology majors. In addition, it includes a listing of research and

service opportunities both in the department and at other institutions in San Francisco. Second, the chapter hosts two or more panel discussions each year, focusing on issues in psychology, as well as graduate school and career preparation seminars. These panel discussions involve Psychology faculty, experts from outside USF, and the USF Career Center. Third, the chapter has organized the annual Psi Chi Research Conference noted earlier in this section. Faculty have encouraged Psi Chi to identify opportunities that the members most need, and we have supported members both financially—for example, by subsidizing travel to research conferences—as well as by serving on panels discussing issues of interest to students. USF Psi Chi’s activities have now been recognized beyond USF, as the chapter was named Outstanding Chapter in the Western Region for the 2009-2010 academic year.

During the department’s Fall and Spring Orientation Programs, the Student Development Coordinator invites members of the Psi Chi Honor Society to discuss networking opportunities and informational programs that they host, and the kinds of additional information that students can find on the Psi Chi website regarding research opportunities, conferences, etc. In addition, students participate in group advising sessions each semester. For each group advising session, top juniors and seniors in the department are recruited to assist new students in picking out the best schedules for their interests; this emphasis on students helping students further promotes the proactive culture of the Psychology Department. This also allows students to achieve a basic understanding of what they need to do, so that advising can focus on the larger issues of academic and career planning.

Communicating Expectations and Keeping Students Informed of Their Progress ***Office Hours and Scheduled Appointments***

Department advising through faculty’s set office hours (each faculty member is required to provide one office hour per 4-unit course) or scheduled appointments with students, serves as the most common route of communicating department expectations and informing students of their progress. Many faculty members engage in direct outreach to their students via mid-semester progress reports or messages that prompt students to meet regarding their progress in their classes. Regular office hours and reliance on appointments have helped to reinforce the idea that faculty are very available, provided that students plan ahead. Although occasionally there are students who are displeased because the faculty member they want to see is not available when they ‘drop by,’ many department faculty members observe that students appear to be pleased with both the quantity and quality of advising.

Advising

All full-time faculty members share the student advising load; the Program Assistant, who distributes the advising load equally across all full-time faculty members, assigns Psychology majors to faculty advisors. When a faculty member is on leave, any available full-time faculty member in Psychology sees his or her advisees. In addition to advising,

all members of the Department alternate service on various department committees, including search committees and the Research Space Committee; a full-time faculty member may serve as a mentor to a newly hired colleague, by request of the Associate Dean.

After a student has declared a major in psychology, the program assistant, Sherry Smith-Williams, assigns an advisor randomly in a manner so as to assure that each faculty member has the same number of advisees. Students are free to change advisors if they later determine that there is a more appropriate fit with a faculty member's expertise in a particular area. In order to know if there are new students in the program who need to be assigned advisers, she runs a report each week. She also maintains copies of Change of Academic Major forms and tracks students until they come online officially as a major. Since the number of students registered in a term and in the major at any one time changes frequently, she reconciles these numbers after each Census Date (fall semester and spring semester). Census Date provides the University the best snapshot of the numbers of students in a program. The program assistant does not assign advisees to faculty on sabbatical, but waits until they return. The totals at present are about 35 advisees per faculty member.

Advising is considered an important part of the Department's teaching mission. Full-time faculty contributes many hours to advising each semester. Students can meet with faculty advisors during their office hours or scheduled appointments. The peak times for advisement are during pre-registration periods in the fall and spring semesters. Efforts to advise in a smart manner—through a combination of standard one-on-one and group formats organized by the Student Development Coordinator and Chair—have proven helpful in serving a large group of students while maintaining attention to the individual needs of advisees.

In addition to academic advising, Psychology faculty—either in the capacity of advisor or instructor—are often the first USF employees to be aware of issues that affect students' academic performance. When academic difficulties are prominent, faculty regularly refer students who might have learning disabilities to the Student Disability Services office, and refer those who have language and/or writing issues to the Learning and Writing Center. When personal issues are affecting students' academic performance, students are routinely referred to Student Academic Services. Finally, students who need immediate counseling are referred to the Counseling Center, and (with student's consent) many faculty members place a phone call to the Center to urge that the student be seen as soon as possible.

Given the high number of advisees per full-time faculty, support provided through the Student Development Coordinator's activities (detailed in the Governance section, p. 44) helps to alleviate some but not the majority of the advising load. Continued efforts to support faculty advising are needed.

Department Alumni

It is difficult to gather accurate information about department alumni, because faculty members do not have the ability to track them. There is no assistance from the Alumni Office, because that office only tracks former students by college rather than by department.

An important area in which the Department would like to improve is in funneling insights, mentoring, and perhaps financial contributions from department alumni back to current students. The USF Alumni Office has taken the stance that contact with alumni must come from within their office, which has limited the Department's communication with alumni. Faculty has started exploring the potential of social networking sites to provide a basis for interaction among current students, faculty, and alumni, which would be an alternative to working through the Alumni Office. Meanwhile, faculty continue to hope that there is some way to persuade the Alumni Office of the tremendous potential benefit for current students that can be derived from contact between the Department and its alumni—in essence, weaving a fabric of achievement and support across cohorts of students.

VII. Staff

The Department of Psychology has 1.33 staff positions: one full-time Program Assistant and one part-time (.33) Computer Lab Technician.

Psychology Program Assistant

The Program Assistant's main functions include administrative support for the Chair and department faculty, facilities/ office management, instructional support, academic services, and human resources. The current responsibilities of the position of the Program Assistant are to:

- provide administrative, logistical and strategic support to the department Chair for administration, class scheduling, department meetings, program review, and research for projects on an as-needed basis.
- provide administrative and logistical support for faculty searches, hiring and set-up of new faculty, and support for the Adjunct Faculty Mentor, including preparation and processing of adjunct mid-term evaluations.
- manage department facilities and services on the ground floor of Kalmanovitz Hall: department office (reception, office machines, department supplies), 16 faculty offices, 11 research labs, 5 data collection rooms, and, in conjunction with the department Lab Technician, 2 computer labs.
- manage general building and room access to 39 access points and three keyed spaces for 20-25 faculty, full- and part-time, 2 administrative and technical

- staff, and 35-40 student assistants and research affiliates, as well as setting up calendars and providing calendaring capabilities for department shared space.
- hire, train, and supervise student assistants to staff the department office and meet specialized department needs (e.g., website development, scantron processing, inventory and supply ordering, etc.).
 - manage department business and finance transactions: purchases and acquisitions, reimbursements and monetary rewards, wire transfers, check requests, and, in conjunction with department faculty, expense reports.
 - provide administrative support for registration and advising of approximately 350 majors and 50 minors, including use of INB to register students (e.g., to enroll them in Writing in Psychology, to move them up from waitlists, to override prerequisites, etc.) and assign student advisors, in addition to support for the Student Development Coordinator, including preparation of Orientation and Advising materials.
 - provide administrative support to faculty directors of the Neuroscience and Child and Youth Studies minors, each serving approximately 50 students.
 - serve as liaison with the staff of the College of Arts and Sciences and the Registrar's Office regarding various student academic and instructional matters.
 - provide instructional support to faculty each semester: producing the Schedule of Classes (with office hours and faculty contact information), archiving syllabi and finals, facilitating textbook ordering, and other services on an as-needed basis.
 - process the hiring in Banner of approximately 35 student assistants with multiple positions within and outside of the department (work-study, non-work study, and international students) and work with Human Resources to troubleshoot student payroll issues.
 - manage logistics of annual Psychology Department Graduation: room reservation, catering, production and distribution of invitations, production of graduation program, and arrangements for the engraved and the monetary Minnigerode Award for the outstanding Psychology graduate.

Psychology Computer Lab Technician

The Computer Lab Technician's main functions include provision of technological support to the Department and faculty research labs. The current responsibilities of the position of Lab Technician are to:

- assist faculty in the use of research and teaching-related software.
- renew software licenses.
- coordinate the upgrade of computers and other technological equipment.
- troubleshoot technical issues.

The department has also relied on creative solutions to deal with demands outside regular activities. For example, a graduate student in Computer Science was hired on a part-time

basis to oversee webpage construction and maintenance following the recent migration of USF websites.

VIII. Diversity and Global Learning

The University is committed to providing a supportive environment for all members of the community and ensuring that everyone is included in the life of the University in ways that enhance professional development and academic success. In addition, the University is committed to providing faculty and students opportunities to add an international and global dimension to the liberal arts experience.

The Psychology Department remains committed to promoting diversity in all of its forms as outlined in the University's mission and values statement. The department's commitment to supporting diversity is best reflected in: a) the recruitment of diverse faculty and students, b) the psychology curriculum and major requirements, c) student mentorship and learning opportunities, d) faculty research programs.

Recruitment of Diverse Faculty and Students

The department has a strong record of supporting diversity through faculty and student recruitment. For the purposes of this section, the term "underrepresented groups" refers to gender, race and ethnicity. Ethnic minorities within the United States (including citizens and permanent residents) and faculty and students from overseas are listed separately. Among current full-time faculty (N=12), 42% are ethnic minorities and 67% are women. Percentage of FT ethnic minority faculty by rank is as follows: Full Professor (2/4) = 50%, Associate Professor (2/6) = 30%, and Assistant Professor (1/2) = 50%. Percentage of FT women faculty by rank is as follows: Full Professor (2/4) = 50%, Associate Professor (4/6) = 67%, and Assistant Professor (2/2) = 100%.

Among currently enrolled majors (Fall 2010) (N=353), 47% are ethnic minorities, 79% are women, and 5% are international students. The following are diversity statistics among currently enrolled majors by entering cohort:

	Ethnic Minority	International	Women
Freshmen (N=80)	59%	3%	74%
Sophomores (N=86)	50%	5%	80%
Juniors (N=89)	45%	3%	84%
Seniors (N=98)	38%	7%	78%

Efforts to recruit and retain underrepresented groups in the department are facilitated by university-wide recruitment efforts and the diverse cultural resources and setting of San Francisco. In terms of university-wide efforts to recruit ethnic minority faculty, the department has benefitted from the Minority Dissertation Scholars Program, which contributed to the hiring of two FT ethnic minority psychology professors. Additionally,

the diverse cultural resources and setting of San Francisco continue to attract diverse faculty and students who are interested in investigating or learning about diversity issues in psychology. Continued institutional support for the Minority Dissertations Scholars Program as well as support and training for university-wide affirmative action hiring practices are essential to recruit more underrepresented faculty and staff. In addition, faculty and student applied research and service-learning opportunities in diverse local communities will help strengthen the presence of underrepresented faculty and students in the department.

Psychology Curriculum and Major Requirements in Diversity

Psychology students are offered a broad array of courses that cover multiple diversity dimensions, including race, ethnicity, gender, sexual orientation, class, and age. The Psychology Department has a history of developing innovative courses in these areas, some of which (e.g., African American Psychology, Asian American Psychology, Psychology of Ethnic Groups in the U.S.) were the first to be offered in the San Francisco Bay Area to psychology undergraduates. Lectures and exercises in diversity courses emphasize intersecting individual and collective identity dimensions (e.g., intersections between age, gender, race and sexual orientation) and their complex relationships to psychological functioning. This didactic approach allows students to formulate more sophisticated understandings of diversity reflecting current trends in the field and in allied social science disciplines.

The department also promotes learning of global and international communities in its curriculum. In particular, courses in Cross-Cultural Psychology, Asian American Psychology, African American Psychology, and Ethnic Psychology examine psychological issues from cross-national perspectives or in the context of transnational and diasporic immigrant communities in the U.S. and abroad.

Psychology students are currently required to fulfill one diversity course requirement for the major. The department unanimously agreed that the diversity requirement for the major should be an additional requirement outside of the cultural diversity CORE requirement. Psychology departments are increasingly recognizing the important role that diversity plays in psychology. 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.

The Department has long recognized the importance of infusing diversity into the curricula. For over 15 years, students receiving a degree in Psychology have been required to complete at least one psychology course that primarily addresses diversity in psychology. Thus, as noted earlier in section II. Curriculum, the Department maintains 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. Because of the value placed on diversity, it is optimal for students to take more diversity courses rather than fewer. To that end, Psychology majors are not permitted to count the Psychology diversity course toward their general CORE curriculum. Thus all Psychology majors take at least two courses focused on diversity: one inside and one outside of the department. Over time the Department has expanded its course offerings to include courses that focus on the diversity within ethnic groups (e.g., Asian American Psychology), gender, and on understanding prejudice against any group (e.g., Psychology of Prejudice). Future diversity courses (e.g., gay and lesbian issues in psychology, social class and psychology) will be developed to meet faculty and student interests.

Diversity Research and Service

The Department's focus on diversity extends beyond the classroom to research and service. 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. Over the past seven years, four books on diversity have been published by faculty in the Department: *Acculturation: Advances in Theory, Measurement and Applied Research* (Chun, Balls Organista, & Marin (Eds.), 2003, APA), *Organization Psychology in Cross-cultural Perspective* (Silverthorne, 2005, New York University Press), *Aging and Diversity: An Active Learning Experience* (Mehrotra & Wagner, 2009, Routledge), *The Psychology of Ethnic Groups in the United States* (Balls Organista, Marin & Chun, 2010, Sage). In addition, several faculty have conducted research studies and published articles focused on ethnic minority populations and cross-cultural issues. Diversity-related service includes Pamela Balls Organista as Director of Ethnic Studies, and member of the African American Studies Advisory Board, and coordination of events for the Ethnic Minority Faculty Development Program, Kevin Chun as Director of Asian American Studies, Shirley McGuire as President of the LGBTQ Caucus, Susan Heidenreich's work on the Gender and Sexualities minor and Lisa Wagner as Chair of the USF Interdisciplinary Committee on Aging.

Student Mentoring and Learning Opportunities

Department faculty continues to provide extensive individual mentorship and unique learning opportunities to underrepresented students. This includes providing professional advice on strategies for academic success, graduate school requirements and career paths in psychology. Such mentorship is especially essential for the many first-generation

minority students who come to USF. Department faculty members also maintain active research programs that help foster the academic development and research interests of underrepresented students. Given that many of the psychology faculty conduct applied research in diverse communities, students often have special opportunities to explore and strengthen their research and career interests in diversity issues in psychology. The department has a strong record of assisting underrepresented students in entering graduate school and pursuing careers in psychology. Institutional support for gathering post-graduation data for Psychology majors would be helpful to better assess the departments' efforts in this area.

Faculty Research Programs

Support for diversity in the department is also evidenced by faculty research activities. Many psychology faculty members conduct applied research with diverse communities. In addition to supporting student learning of diversity issues, such faculty research programs enhance course development on diversity topics, particularly for those courses fulfilling the department's diversity requirement. Institutional support for applied research in diverse communities (most notably through competitive Faculty Development Funds offered by the College) continues to sustain faculty research on diversity issues and attract a diverse applicant pool for faculty positions in the department.

IX. Facilities and Technology

During the last review, both the Department and the external review committee agreed that the Psychology Department needed more space. The Department moved into their new space on the ground level of Kalmanovitz Hall (K-Hall) in August of 2008.

The Psychology Department is the only program on the G-level of K-Hall. The space includes a main lobby for the Department that houses the Program Assistant's work space, a desk for department assistants, a waiting area, and faculty mailboxes. Another small room contains a copier, printer, shredder, and fax machine; scantrons are also processed in this space. All full-time faculty members have separate offices and most adjunct faculty share an office for office hours. The ground floor of K-Hall also includes a research classroom (G15) with 21 computers, a student computer lab (G49) with 11 (check) computers, shared research spaces, and individual research labs or project offices. The new facilities were a welcome change. But, the department had to spend significant time during the last two years dealing with various move-in issues. Some of the issues were expected. For instance, card access to certain rooms (e.g., research labs, area with faculty office, supply closet, and copy room) had to be decided and procedures had to be outlined, tested, and revised. Other issues were not. For example, rainwater leaked into the photocopy room, women's bathroom and the videotape coding room on several

occasions. There are currently, however, no major problems regarding the main office space. Continuing issues concerning the classroom and research-related spaces are discussed below.

Technology supports the course work and research activities that occur in the Department. Computer skills and knowledge of statistics are essential for all Psychology majors. Computers in the research classroom and student lab are used not only for coursework but also for research-related activities, such as data management, statistical analyses, creating conference presentations, and writing manuscripts. The Department uses the statistical software SPSS in their classes and research labs for data analysis and the Sona Systems web-based program to manage the Psychology Department Participant Pool. Both programs require funds from the Dean's office. The department recently reduced the number of SPSS licenses for computers in the student lab to only five in order to assist with budget cuts last year. Issues regarding funding statistical software are ongoing, especially given the need to cut back in these difficult economic times.

Department Philosophy: A Holistic Approach to the Use of Space & Technology

The past review committee suggested that the Department develop a plan for space use in the new building. The department worked for several years to develop not just a plan, but a philosophy regarding the use of space. While it was tempting to divide all the research space into separate labs for each faculty member, the department decided to take a more holistic approach. That is, space is considered as a whole when making any major departmental decisions regarding use. Rooms were designed to be flexible so that multiple configurations could be considered across time. Shared data collection spaces were designated in order to maximize productivity across research projects. Shared spaces meant that faculty members did not need large individual labs where space would go unused for periods of time. The shared spaces were also designed to support different types of research activities. For instance, G33 was designed with few furnishings to allow it to be used to conduct experiments, while G66 was designed with nice furnishings for use with research that involves bringing community members (e.g., older adults) to campus. A space committee was created to assist the department with decisions regarding space allocation. The purpose of the committee is to facilitate discussion of common problems, create an institutional memory regarding space needs and decisions, and problem-solve during times of change. Thus, in a way, all research spaces are considered shared departmental spaces by the members of the Department. The goal is flexibility over time, so that the department can respond to changes in needs at both the departmental level and the individual faculty level.

The classroom and research space was also designed to create strong bridges between student learning and research activities. The research classroom and the student computer lab were designed to bring science into the student learning environment. Technology is an important part of this goal. For example, the original departmental plan included using laptops in the G15 classroom in order to maximize flexibility during statistics and research methods class meetings (e.g., instructors could move freely around the room,

students could form different groups within the same lesson). In addition, the research classroom would be used for data collection by faculty and students when not being used for courses. Individual research labs were designed to be close to the research classroom, so that undergraduates could walk a short distance to spaces where they could put what they learned in the classroom into practice as research assistants. Even small actions, such as hanging students' conference posters on the hallway walls, are part of the plan to create a culture of science in the Department. The line between the classroom and the research lab is purposely blurred in the Department in order to allow its science-based curriculum and research productivity to grow simultaneously.

Recent Growth

The recent increase in useable space has, indeed, resulted in rapid growth in undergraduate student research activities in two short years. Since the last review, the lab-based curriculum has developed. The Department created an advanced course in research methods and a revised Honors program that accommodates more students (see pp. 48-49). Students in several of the advanced research methods sections and most of the honors students collect data on campus as part of research projects designed and implemented in these courses. Consequently, these curriculum changes have resulted in more research experience for undergraduate students and greater use of the data collections rooms and the Department Participant Pool. In addition, growth in undergraduate research is reflected in the many presentations in the research conference by the USF chapter of Psi Chi, which is held every spring in the main student sitting area (see p. 48). Faculty and students are publishing and presenting research at conferences at a steady rate. A "research culture" is emerging within the department at the student level, in addition to the faculty level. With these changes, however, have also come challenges.

Challenges and Needs

Faculty and students in the department encounter numerous serious computer problems on a daily basis that interfere with their ability to do their work. The two largest obstacles to continued growth are: a) dated technology and b) a lack of necessary technological support. These problems need to be solved as soon as possible, because they not only hurt the research-based curriculum and undergraduate research projects, but they also impact faculty productivity both inside and outside the classroom.

Dated technology is keeping the Department from reaching its full potential as an innovative learning and research environment. The best example of the impact of technology problems on the delivery of the curriculum is the research classroom, G15. As mentioned above, G15 was originally designed to hold laptop computers that could allow for multiple teaching configurations. Based on discussions with administrators, the Department believed that it would receive the computer technology needed to meet this

goal. The Department was told during the move into the new building that it would no longer receive new laptop computers for G15. Several faculty members worked very quickly—research methods courses were going to start in a few days—to find a short-term solution that would allow desktop computers to fit in the room. The configuration is not optimal, because it does not allow the instructor to move around the room during class nor permit a student with a wheelchair to negotiate the room. In addition, the research being conducted in the department has grown increasingly dependent on the use of computers during data collection. Thus, G15 is often booked for data collection, and the out-of-date computers are slow and have hindered these activities. The problem extends into the student computer lab (G49); those computers are also old and, not surprisingly, the lab is underutilized.

Problems with dated technology were communicated several times to the Dean's office in the past two years. The recent economic crisis had, no doubt, left administrators with few options for improving the situation. In November 2010, The Department met with the then Interim Dean and was able to show him the state of the Department's computer technology firsthand. The Interim Dean discussed the situation with the Vice President of Information Technology that day. Soon after, the Department was notified that new computers are going to be installed in the research classroom (G15) and student lab (G49) in December 2010. If the Department does not receive the computers, however, dated technology will continue to have a large negative impact on the Department's ability to obtain short-term and long-term goals.

The Department has also faced a second problem: there has been very limited and inadequate technological support to assist with computer-related problems. Department members have had serious issues with their office computers, including computer crashes and ongoing printing problems. The USF Information Technology Services (ITS) Department is the primary source of support for these technology issues. ITS used to have a person dedicated to assisting the Psychology Department and problems were solved quickly and efficiently. Connecting with ITS staff is more difficult now, and the turnaround time with computers has increased. Some faculty members have been without their office computers for several days at a time. The Vice President of Information Technology met with several faculty members in November to address these issues. He assured department members that problems would be addressed quickly. But, if these problems are not addressed, faculty work will suffer.

The Department has also had insufficient help with the research classroom and individual lab computers. After moving into K-Hall, the Dean's office arranged for the Department to receive part-time tech support from the lab technician (LT) who assists the Department of Modern and Classical Languages. As noted in the "staff" section, the responsibilities of the LT for the Department of Psychology include: assisting faculty with use of statistical software; updating, maintaining, and repairing all technological equipment; and keeping an inventory of all computer hardware. The LT is supervised by the Associate Dean, but the Department believed it was necessary to make sure that a faculty member was also in the loop regarding technology issues. Consequently, the job responsibilities of the Undergraduate Research (UR) Coordinator were expanded to include being faculty

liaison to the LT and the Associate Dean regarding the Department's computer and technology needs. Department faculty members, however, communicated to the UR Coordinator that the LT position, in its current form, is not meeting the needs of the Department. The person currently occupying the position has little background in social sciences and has trouble understanding the needs of a psychology department. The LT's meeting regularly with the UR Coordinator about Departmental needs did not seem to alleviate these problems. In addition, needs have not been met in a timely fashion, which may be due to the fact that the position is only 33%. Given the state of the computer hardware, these support issues have been particularly problematic. As a laboratory science, the Psychology Department needs a full-time laboratory technician that has experience in psychology or at least the social sciences and this need has not been addressed yet.

X. Summary and Conclusion

Department Primary Strengths

The following list summarizes the Department's strengths as discussed in this self study:

Delivery of an Informed, Broad-based, and Rigorous Curriculum

- goals and outcomes shaped by previous department reviews and APA guidelines for undergraduate psychology programs
- University mission and strategic objectives also serve to inform department goals
- a comprehensive curriculum that emphasizes psychology as a social and empirical science
- curriculum includes both in- and out-of-class learning experiences
- majors must pass all psychology classes with a grade of "C" or higher

Dynamic and Diverse Faculty and Students

- faculty expertise is extensive and complementary
- faculty members are involved in active research programs
- faculty members are highly regarded for their excellence in teaching
- faculty members have an extensive record of service
- several faculty members are involved in a number of interdisciplinary programs within the College and University
- faculty members are committed to include attention to diversity's relevance in psychology
 - all majors are required to take one course focused on diversity in psychology
 - several faculty have expertise in diversity issues in psychology
- diverse (ethnicity and gender) faculty
- diverse (ethnicity) students

Expanded Emphasis on Student Research and Teaching

- an active and engaged psychology undergraduate student body that developed and organized an annual psychology research conference

- expanded research labs with more students in research assistant positions
- more students collecting their own data or evaluating community programs in Advanced Research Methods classes
- more students conducting independent honors projects through the new Honors in Psychology Program
- more students attending professional research conferences
- students applying (and receiving) grants from national organizations
- students committing their efforts to community organizations and outreach facilities
- opportunities for students to serve as teaching assistants
- formal and informal mentoring among faculty

Cohesive and Supportive Faculty

- willingness to provide formal and informal mentoring to one another
- faculty provide support and coverage for each other as needed
- willingness to raise concerns and problem-solve when faculty, student, programmatic, or structural problems emerge
- all full-time faculty are included in department decision-making—effort is made to manage department affairs in a transparent and inclusive fashion

Department Primary Challenges

The following list summarizes the Department’s challenges discussed in this self-study:

Technology and Technology Support

- Technology and technological support need significant improvements
 - new computers promised for the renovated building have been deferred for over two and one-half years—leading to limited computer access and numerous computer failures
 - issues regarding funding statistical software are ongoing, especially given budgetary constraints
 - insufficient technological help with the research classroom and individual lab computers—ITS and lab tech support are limited
 - current lab technician has little background in social sciences which limits his understanding of the needs of a psychology department
 - need a full-time laboratory technician with experience in psychology or social sciences.
 - lack of timely response to computer support needs

Faculty Lines

- Additional faculty lines are needed
 - classes are frequently filled to capacity
 - up to one-third of psychology courses are taught by adjunct faculty

- limited number of full-time faculty leads to few opportunities to offer seminar courses on special topics on a regular basis
- too few full-time faculty have opportunity to teach the introductory General Psychology course
- high ratio of number of advisees to full-time faculty advisors

Need to Strengthen Alumni Communication and Relationship with the Department

- need for easier access to connect with alumni
- increase mentoring of alumni
- increase financial contributions from alumni
- Faculty has started exploring the potential of social networking sites to provide a basis for interaction among current students, faculty, and alumni

Need for Improved Communication between Department and Administration

- some faculty perceive a lack of understanding from administration about what the psychology department does and its unique needs
- greater transparency and explanation for any differential administrative accommodations to departments would enhance a sense of trust and predictability

XI. Comprehensive Plan for the Future

This final section of the review highlights the Department’s targets for improvement over the next five years with attention to curricular, technology, faculty recruitment and development, research, alumni relations, and diversity goals.

Curricular

- Continue to offer existing programs at an excellent level of quality
 - Utilize assessment plan to monitor achievement of learning outcomes and modify when necessary objectives and goals of the program
 - Retain and grow the stable core of faculty committed to excellence in teaching, research, and service
- Monitor the impact of the new class schedule on the quality of courses (e.g., course content, teaching process, student learning, etc.), research productivity (for both faculty and students), applied learning experiences, adjunct faculty recruitment and retention, and faculty and student morale.
 - Hopefully, this will include feedback and engagement between faculty and administration over the advantages and disadvantages of the master class schedule—with continued negotiations and modifications as needed. In addition, the Department can continue to educate the administration about its needs and goals.

- Although the Department houses two of the most successful interdisciplinary minors, Child and Youth Studies and Neuroscience, these programs deserve greater structural support and their own lines of funding in light of their growing number of minors and the large number of Psychology majors and minors.

Address Technology Needs and Support

- The limitations and persistent issues with technology and support have been clearly laid out in this self-study.
 - At the time of this report, the Department is still awaiting the new computers—these must be delivered and up and running as soon as possible.
 - Dedicated tech support for the Department—sensitive to its needs as a social science that relies upon its research labs to sustain a level of scholarly excellence

Faculty Recruitment and Development

- The Department needs to fill the vacancy left by the retirement in fall 2009 of a full-time faculty. There is particular interest in recruiting a faculty with expertise in neuropsychology. This area continues to be very popular given psychology's growing attention to the biological basis of human behavior and adjustment. The Department and College are particularly suited to recruit and mentor faculty in this area. A new faculty member would benefit from the expertise of our faculty in the areas of cognitive, experimental, and clinical psychology. In addition, with the burgeoning growth of our interdisciplinary neuroscience minor program, new faculty could gain exposure to other faculty and students in related disciplines within the college. This would continue to build upon the Department's strengths in cognitive and clinical areas. In addition, USF with its ties to a number of research institutions (e.g., UCSF, UC Berkeley, and Stanford) is an ideal place for new researchers to study the biological basis of behavior and psychology

Continued Cultivation of a Research Culture

- This will be achieved through the efforts and attention toward the curricular, faculty staffing, and technological needs noted above and:
 - Continued preservation and maintenance of adequate research space. In addition to technology and support, space is absolutely vital for supporting the research culture and excellence of the Department

- Support continued collaborative research between faculty and students
- Increase funding of student scholarly travel
- Continued support of annual Psi Chi human behavior research conference
- Mentoring of student applications for presentations at professional research conferences and grant opportunities
- Foster opportunities for community-based research as well as laboratory-based research
- Foster opportunities for students to serve research and teaching assistants

Development of Psychology Alumni Relations

- Will explore the potential of social networking sites for increasing interaction among current students, faculty, and alumni

Maintenance and Continued Growth of Diversity Commitment

- This will require ongoing support and development of curricular, research, and service activities of department members