

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Academic Affairs

NO: AAC 15-07

COMMITTEE DATE: October 14, 2014

BOARD DATE: October 21, 2014

APPLICATION OF UNIVERSITY OF MASSACHUSETTS LOWELL TO AWARD THE DOCTOR OF PHILOSOPHY IN APPLIED PSYCHOLOGY AND PREVENTION SCIENCE PROGRAM

MOVED: The Board of Higher Education hereby approves the application of **University of Massachusetts Lowell** to award the **Doctor of Philosophy in Applied Psychology and Prevention Science**.

Upon graduating the first class for this program, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b)

Contact: Winifred M. Hagan, Ed.D., Director for Educator Policy

BOARD OF HIGHER EDUCATION

October 2014

University of Massachusetts Lowell Doctor of Philosophy in Applied Psychology and Prevention Science

INTENT AND MISSION

The University of Massachusetts Lowell (UML) is a public research university committed to excellence in teaching, research and community engagement. UML is dedicated to transformational education that fosters student success, lifelong learning and global awareness. The UML proposed Ph.D. in Applied Psychology and Prevention Science (APPS) is aligned with this mission as it is intended to emphasize Community and Applied Social Psychology, Applied Cognitive Psychology, and Applied Developmental Psychology. An applied psychological approach that emphasizes the importance of preventing problems and promoting positive behavior in these areas builds on expertise of UML faculty, enriches students' understanding of the importance of prevention, expands involvement with communities, enhances research skills, and increases opportunities for students' career successes.

The proposed program has obtained all necessary governance approvals on campus and was approved by the University of Massachusetts, Board of Trustees on June 18, 2014. The required letter of intent was circulated on March 14, 2014. No comments were received.

NEED AND DEMAND

National and State Labor Market Outlook

According to the National Center for Education Statistics, in 2009-2010, more than 100,000 bachelor's degrees were awarded to psychology majors. Of these graduates, 25% continued with graduate school, and between 4 and 6% enrolled in doctoral psychology programs. The American Psychological Association's Applied Psychology web pages list 46 non-academic careers for individuals with a Ph.D. in Applied Psychology including employment in applied settings. It is anticipated that APPS graduates will have access to these careers as well as opportunities writing and implementing policy for the field.

UML reported that the number of student majoring in psychology has steadily grown and this has increased the demand for the Ph.D. in Psychology. During the 2011-2012 job market cycle over one hundred positions in U.S. higher education institutions called specifically for expertise in applied aspects of psychology including 31 postings in Cognitive Psychology, 27 postings in Health and Prevention Science, 29 postings in Industrial and Organizational Psychology, and 21 postings in Clinical Counseling and School Psychology.

Student Demand

University of Massachusetts Boston's doctoral program in clinical psychology indicated that 300 applications are received each year, of which only 8-10 students are admitted. The Department of Psychology at UML reports an increase in enrollments of 97.3% over seven years. Currently there are 40 students in the master's program in Community Social Psychology and 10 students

in the Autism Studies master's program. UML expects to recruit students from the undergraduate and master's programs to apply and enroll in the proposed APPS program.

OVERVIEW OF PROPOSED PROGRAM

The proposed Ph.D. in APPS is expected to equip graduates with the theoretical and methodological skills to design, implement, and evaluate the success of intervention, prevention, and health-promotion programs. The formal development of the APPS Program began when the chairperson of the Psychology Department initiated a survey of faculty members regarding interest in a Ph.D. Subsequently departmental meetings indicated that there was unanimous approval to complete a proposal. UML intends that the proposed APPS program students will assist members of the faculty who are developing or implementing funded research. The doctoral program will position UML to be more competitive in pursuing grant opportunities.

The proposed APPS program is planned to be delivered through an interdisciplinary graduate group. This approach is already in use across the wider UML campus and calls for identification of relevant faculty to be responsible for curriculum and delivery. UML has found this approach to be an effective and efficient model for interdisciplinary programs. Faculty resources are not limited by departmental boundaries, rather they are deployed to meet interdisciplinary curriculum needs and to match research expertise with student interest.

Formation of the graduate group is planned to begin with the appointment of an eight-member Executive Committee comprised of the Vice Provost for graduate education, deans, and senior faculty, one of whom to be designated as program director. Program operation will be the responsibility of this group and it is planned that graduate group members will teach within the program, advise students, and serve on admission and dissertation committees. Membership in the graduate group will be open to any full-time University of Massachusetts and State University faculty members in Massachusetts who are qualified to teach in the academic program and who have interest and expertise in the area.

Duplication

University of Massachusetts Amherst offers a doctorate in experimental psychology with options in Neuroscience and Behavior, Clinical, Cognitive, and Developmental Psychology. University of Massachusetts Boston offers a Ph.D. in Clinical Psychology with an emphasis on educating students to serve underserved populations. The proposed APPS program does not plan to include a clinical option, but instead would be focused on prevention of problems and promotion of positive outcomes. Salem State University (SSU) offers Master's of Science programs in Counseling Psychology and Industrial Organizational Psychology, and will serve as a partner in the proposed program. The University of Massachusetts Medical School (UMMS) will also be a partner in the APPS program. UML identified 12 institutions in the United States that offer degree programs in Prevention Science with Harvard University the only MA institution. While UML identified 67 institutions in North America that offer doctoral degree programs in Applied Psychology, Boston College, Tufts University and the University of Connecticut are the only institutions in the region offering doctoral degree programs in Applied Psychology.

ACADEMIC AND RELATED MATTERS

Admission

The Ph.D. program is designed for qualified students and working professionals who have completed a master's degree in a relevant field. Applicants must submit an application, a personal essay, GRE scores, three letters of recommendation, and official academic transcripts. It is expected that selected applicants will have a bachelor's level GPA of 3.25 or higher and a master's level GPA of 3.75 or higher. All international applicants are required to submit results of the TOEFL exam except citizens of Australia, Canada, United Kingdom, Ireland, New Zealand, Guyana and English-speaking countries of Africa and West Indies. The TOEFL requirement can be waived if an applicant can demonstrate that they have completed at least two academic semesters of full-time college/university study in the USA by the date of submission of the application. The APPS Admissions Committee will use a holistic evaluation of an applicant's entire application. Thus, applicants who are specially qualified in prior experience or have exceptionally high GRE scores will be considered even if they have a GPA below expected levels.

Program Enrollment Projection

	# of Students Year 1	# of Students Year 2	# of Students Year 3	# of Students Year 4*
New Full-Time (TA)	4	4	4	4
Continuing Full-Time (TA) ¹	0	4	8	8
New Full-Time Paid	2	2	2	2
Continuing Full-Time Paid	---	2	4	4
New Part-Time	4	4	4	4
Continuing Part-Time		4	8	12
TOTAL STUDENTS ENROLLED	10	20	30	34
<i>Subtotal Full Time</i>	<i>6</i>	<i>12</i>	<i>18</i>	<i>18</i>
<i>Subtotal Part Time</i>	<i>4</i>	<i>8</i>	<i>12</i>	<i>16</i>

Curriculum (Attachment A)

It is planned that students will complete Introduction to APPS I and II, and select 2 out of 3 foundation courses, Introduction to Community Social Psychology, Applied Cognitive Psychology, or Applied Developmental Psychology. In addition students will complete Research and Data Analysis in APPS, and two advanced research methods or data analysis courses. Through consultation with their advisor, it is expected that students will choose three doctoral elective courses in one of the three areas of study. Graduation requirements include

satisfactory completion of coursework, qualifying examinations, dissertation proposal, and the dissertation.

Internships or Field Studies

There are no internships or field work components of the curriculum included in the proposed program.

RESOURCES AND BUDGET

Fiscal (Attachment B)

No new faculty positions are required specifically for the program because it is anticipated that the department will be adding faculty members who can serve the proposed program as well other programs in the department. UML plans to allocate the costs of doctoral teaching assistants (TA's) to the undergraduate programs where courses are taught. Funding for teaching assistants will be partly accomplished by a reduction in adjunct faculty. UML TAs are more integrated into the academic life of the college than adjunct faculty and are more available and accessible on campus. It is expected that funding for Research Assistants while they are working on their dissertations will come from faculty research grants. Part-time students will be encouraged to enroll in 6 credits per semester and are responsible for tuition and fees. The revenue for tuition and fees is based on the official table of Fees and Tuition expenses per semester / per credit hour maintained in the UML Bursar's Office. It is anticipated that half of the students will pay in-state tuition and half will pay out-of-state. Instructional facilities, materials and library acquisitions have recently been enhanced. Annual expenses of \$5,000 are projected to build on our existing resources.

Faculty and Administration (Attachment C)

Thirty-six full-time faculty members from across departments at UML, UMMS, and SSU are expected to teach doctoral courses and serve on dissertation committees for the proposed program. It is anticipated that these faculty members will also serve as an important resource in the advising and mentoring of doctoral students.

A recent Academic Quality Assessment and Development (AQAD) review recommended increasing the number of full-time faculty in the department. In addition, two current full-time faculty members will retire by the end of 2014. The Psychology Department plans to hire 4 additional faculty members. It is planned to hire one with strength in quantitative methods and a subject area relevant to the proposed program, another with prevention science expertise a third with expertise in applied cognitive psychology, and a fourth member with expertise in industrial/organizational psychology.

Facilities, Library and Information Technologies

UML plans that the physical space and equipment will be located in a new building with state-of-the-art laboratories, technologically-equipped classroom facilities and graduate student offices. It is planned that staff currently assigned to the Fine Arts, Humanities, and Social Sciences interdisciplinary programs will be able to serve the APPS program. No additional staff is

required for the proposed program, as the recent AQAD review indicated that the Psychology Department needs additional full-time faculty.

The Library and Information Technology groups are expected to provide extensive electronic resources to the program including support for faculty in the development of web based teaching tools and courses. UML is a member of the Inter-University Consortium for Political and Social Research (ICPSR). This organization provides access to major national and international databases as well as research training for faculty and graduate students. UML faculty and students have access to campus-wide software licenses for conducting data analysis. These include SPSS and WEAVE for quantitative analysis, NVivo, for qualitative analysis. Department licenses for data collection software include Qualtrics for survey research and E-Prime for cognitive experiments. The Provost's Office administers a fund for new software and computers and the UML Research Administration office offers an annual competition for research awards.

Affiliations and Partnerships

It is planned that University of Massachusetts and State University faculty members in Massachusetts will be part of the graduate group. Faculty from University of Massachusetts Medical School in Worcester, and seven faculty members from the Psychology department at Salem State University have expressed interest in membership and an affiliation with the proposed APPS program. As well, a Student Advisory Group composed of students within the program will provide regular feedback to faculty and administration. The program will also have an external advisory group of practitioners and academicians who work in the area of APPS. A series of meetings has been held between UML and SSU representatives, including chairs and deans, to discuss the collaborative possibilities for planning, teaching, advising and research.

PROGRAM EFFECTIVENESS

Goal	Measurable Objectives	Strategy for Achievement	Timetable
Program Enrollment	Attract high-quality applicants from a regional, national, and international applicant pool	Market program through: 1. posters and flyers to colleges and the numerous MA programs in related fields, 2. announcements in academic association newsletters and at professional meetings, 3. web prominence, 4. alumni publications and events and 5. recruitment at international partner institutions	3-6 mos. before implementation, then ongoing
Retention and Graduation	1. High retention of enrollees [80- 90%]; Optimal advising 2. High graduation rate [80-95%]	Accept only high-quality applicants matched to program strengths	Ongoing

Job placement	100% job placement (Please see description of job placement strategies below)	<ol style="list-style-type: none"> 1. Produce high-quality graduates with superior skill sets and publication records. 2. Continue to partner with other universities to facilitate student experiences with conducting research in real-world settings. 3. Create formal partnerships with potential employers to enhance our students having a “track” on possible jobs. 4. Leverage international university partnerships that UMass Lowell has solidified to give students a home base should they desire to collect data abroad. 	After comprehensive exams and then ongoing
National Ranking	Achieve ranking as one of top 10 doctoral programs in Applied Psychology	<ol style="list-style-type: none"> 1. Attract/retain productive faculty. 2. Increase research funding. 	Ongoing

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

The proposed Ph.D. program in APPS was reviewed by Dr. David B. Pillemer, University of New Hampshire, Paul Professor of Developmental Psychology and Senior Fellow at the University of New Hampshire Carsey Institute and Dr. Richard K. Scotch, University of Texas Dallas, Professor of Sociology, Public Policy and Political Economy. The review included a site visit on November 1, 2013.

The reviewers found the proposed APPS program to be based on a well-developed plan incorporating sufficient high-quality faculty and an appropriate curriculum. The new building was underscored as an important asset. The reviewers also found that the proposed program would enhance the scholarly reputation of UML, increase psychology faculty research productivity and grant writing, and enhance the quality of the applicant pool for future faculty positions. They noted valuable complementary resources from UMMS, SSU, and on the UML campus would strengthen the program, providing the city of Lowell and the greater Boston area with a vibrant environment for applied psychological research.

The review team made several broad suggestions for program refinement. These included developing and highlighting a special focus on applied statistics, research methods and experimental design; providing opportunities for students to conduct research in applied settings; broadening the potential applicant pool to include students who have undergraduate

but not master's degrees; providing teaching opportunities for students in their second or third year in graduate school; and limiting part-time admissions.

UML responded that a focus on applied statistics and research methods is congruent with the Psychology Department's plans, and agreed that opportunities to conduct applied research will be included in the program. UML agreed to consider applicants that may not have a master's degree, and at the same time emphasized that the benefit of practical experience and maturity before beginning the Ph.D. in APPS program should be a factor. UML also agreed to limit part time enrollment to highly qualified and select students. Regarding TA's, it is planned that first-year doctoral students will teach undergraduates with faculty supervision and only in the second year would doctoral students be asked to teach first year doctoral courses.

STAFF ANALYSIS AND RECOMMENDATION

Staff thoroughly reviewed all documentation submitted by the **University of Massachusetts Lowell** and external reviewers. Staff recommendation is for approval of the proposed **Doctor of Philosophy in Applied Psychology and Prevention Science** program.

Attachment A: Curriculum

Major Required (Core) Courses (Total core courses required = 7)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
APPS 640	APPS I: Theories of Change	3
APPS 641	APPS II: Fundamentals of Prevention Science	3
2 of 3: 47.665 47.667 47.669	Advanced Community Social Psychology Advanced Applied Cognitive Psychology Advanced Applied Developmental Psychology	6
APPS 700	APPS III Research and Data Analysis	3
Any 2 Student's selection needs to be approved by advisor. Additional courses can be considered.	Advanced Research Methods or Data Analysis Psychology 47.701 Narrative Methods 47.702 Participatory Action Research Work Environment 19.577 Biostatistics for Health Data 19.689 Advanced Regression Modeling Graduate School of Education: 07.704 Introduction to Qualitative Research 07.705 Survey Research Criminology and Justice Studies: 44.590 Distribution and Inferential Statistics 44.792 Survival Analysis	6
<i>Subtotal Number Core Credit Hours Required</i>		<i>21</i>

Elective Course Choices
(Minimum credit hours = 9)

Each course addresses multiple areas: Community & Applied Social (CAS), Applied Cognitive (AC), Applied Developmental (AD)

Students' selection of electives is based on consultation with their faculty advisors. Electives can be from more than one area. The following courses are approved doctoral electives (a few of which may be offered online). Additional elective courses will be developed dependent on enrollment growth, student interest, and market demand.

Elective Courses: Table continues from previous page

Course Number	Areas	Course Title	Credit Hours
47.664	AD, CAS	Child Maltreatment	3
47.668	CAS, AC, AD	Primary Care Behavioral Health (UMMC)	3
47.675	CAS, AC	Seminar in Health Psychology	3
47.527 *	CAS, AC, AD	Immigrant Psychology & Communities	3
47.522 *	CAS, AC, AD	Psychology of Diversity	3
47.676	AC, AD	Seminar in Language Acquisition	3
47.503 *	AC, CAS	Applied Social Psychology	3
47.574 *	CAS, AD	Social & Community Interventions in Autism	3
47.677	CAS, AC, AD	Applying Cognitive Psychology to Education	3
47.678	AC	Seminar in Metacognition	3
47.679	CAS, AC, AD	Psychology & the Law	3
47.680	CAS, AC, AD	Aging and Community	3
47.546 *	CAS, AC, AD	Grant Writing	3
47.611	CAS, AC, AD	Program Evaluation	3
47.571*	AC, AD	Autism and Developmental Psychopathology	3
47.681	CAS, AC, AD	Health Campaigns: Effects & Processes	3
47.702	CAS, AC, AD	Selected Topics (e.g. Everyday Peace)	3

Courses at the 500 level currently offered in existing Master's Programs that will be available to doctoral students with permission and with additional requirements, e.g., Final paper must be submitted for journal publication or conference presentation.

ATTACHMENT B: BUDGET

Revenues

UMass New Program Approval Budget

Campus: UMass Lowell

Program: Applied Psychology and Prevention Science PhD

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REVENUE ESTIMATES										
	Year 1		Year 2		Year 3		Year 4		Year 5	
	2015		2016		2017		2018		2019	
<i>Full-Time Tuition Rate: In-State</i>	\$1,686		\$1,686		\$1,686		\$1,686		\$1,686	
<i>Full-Time Tuition Rate: Out-of-State</i>	\$6,618		\$6,618		\$6,618		\$6,618		\$6,618	
<i>Mandatory Fees per Student (In-state)</i>	\$10,712		\$10,712		\$10,712		\$10,712		\$10,712	
<i>Mandatory Fees per Student (out-state)</i>	\$15,914		\$15,914		\$15,914		\$15,914		\$15,914	
<i>FTE # of New Students: In-State</i>	4		4		4		4		4	
<i>FTE # of New Students: Out-of-State</i>	1		1		1		1		1	
<i># of In-State FTE Students transferring in from the institution's existing programs</i>										
<i># of Out-State FTE Students transferring in from the institution's existing programs</i>										

	Newly Generated Revenue	Revenue from existing programs								
Tuition and Fees										
<u>First Year Students</u>										
Tuition										
In-State	\$6,744	\$0	\$6,744	\$0	\$6,744	\$0	\$6,744	\$0	\$6,744	\$0
Out-of-State	\$6,618	\$0	\$6,618	\$0	\$6,618	\$0	\$6,618	\$0	\$6,618	\$0
Mandatory Fees	\$58,762	\$0	\$58,762	\$0	\$58,762	\$0	\$58,762	\$0	\$58,762	\$0
<u>Second Year Students</u>										
Tuition										
In-State		\$6,744	\$0	\$6,744	\$0	\$6,744	\$0	\$6,744	\$0	\$6,744
Out-of-State		\$6,618	\$0	\$6,618	\$0	\$6,618	\$0	\$6,618	\$0	\$6,618
Mandatory Fees		\$58,762	\$0	\$58,762	\$0	\$58,762	\$0	\$58,762	\$0	\$58,762
<u>Third Year Students</u>										
Tuition										
In-State				\$6,744	\$0	\$6,744	\$0	\$6,744	\$0	\$6,744
Out-of-State				\$6,618	\$0	\$6,618	\$0	\$6,618	\$0	\$6,618
Mandatory Fees				\$58,762	\$0	\$58,762	\$0	\$58,762	\$0	\$58,762
<u>Fourth Year Students</u>										
Tuition										
In-State						\$3,372.22	\$0	\$3,372.22	\$0	\$3,372.22
Out-of-State						\$0.00	\$0	\$0.00	\$0	\$0.00
Mandatory Fees						\$21,424.00	\$0	\$21,424.00	\$0	\$21,424.00
<u>Fifth Year Students</u>										
Tuition										
In-State								\$3,372.22	\$0	\$3,372.22
Out-of-State								\$0	\$0	\$0
Mandatory Fees								\$21,424.00	\$0	\$21,424.00

Gross Tuition and Fees	\$72,124	\$0	\$144,247	\$0	\$216,371	\$0	\$241,167	\$0	\$265,964	\$0
Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus budget allocation	\$80,000		\$160,000		\$240,000		\$240,000		\$240,000	
Other Revenues	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$152,124	\$0	\$304,247	\$0	\$456,371	\$0	\$481,167	\$0	\$505,964	\$0

Expenditures

UMass New Program Approval
Budget

Campus:

Program:

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EXPENDITURE ESTIMATES										
	Year 1 2015		Year 2 2016		Year 3 2017		Year 4 2018		Year 5 2019	
	New Expenditures required for Program	Expenditures from current resources	New Expenditures required for Program	Expenditures from current resources	New Expenditures required for Program	Expenditures from current resources	New Expenditures required for Program	Expenditures from current resources	New Expenditures required for Program	Expenditures from current resources
Personnel Services										
Faculty	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Administrators	\$10,000	\$0	\$10,000	\$0	\$10,000	\$0	\$10,000	\$0	\$10,000	\$0
Support Staff	\$20,000	\$0	\$20,000	\$0	\$20,000	\$0	\$20,000	\$0	\$20,000	\$0
Others	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits ____%	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Personnel	\$30,000	\$0								
Operating Expenses										
Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Marketing/Promotional Expenses	\$15,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0
Laboratory Expenses	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
General Administrative Overhead	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Operating Expenses	\$15,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0
Net Student Assistance										
Assistantships	\$124,000	\$0	\$248,000	\$0	\$372,000	\$0	\$372,000	\$0	\$372,000	\$0
Fellowships	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Stipends/Scholarships	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Student Assistance	\$124,000	\$0	\$248,000	\$0	\$372,000	\$0	\$372,000	\$0	\$372,000	\$0
Capital										
Facilities / Campus recharges	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Capital	\$0	\$0								
Total Expenditures	\$169,000	\$0	\$283,000	\$0	\$407,000	\$0	\$407,000	\$0	\$407,000	\$0

BUDGET SUMMARY OF NEW PROGRAM ONLY

	Year 1	Year 2	Year 3	Year 4	Year 5
	2015	2016	2017	2018	2019
Total of newly generated revenue	\$152,124	\$304,247	\$456,371	\$481,167	\$505,964
Total of additional resources required for program	\$169,000	\$283,000	\$407,000	\$407,000	\$407,000
Excess/ (Deficiency)	(\$16,876)	\$21,247	\$49,371	\$74,167	\$98,964

ATTACHMENT C:FACULTY FORM

Name of faculty member (Name, Degree and Field, Title)	Ten-ured Y/N	Courses Taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	# of sections	Division or College of Employment	Full- or Part-time in Program	Full- or part-time in other department or program (Please specify)	Sites where individual will teach program courses
Arcus, Doreen Ph.D. in Psychology Associate Professor	<input checked="" type="checkbox"/>	Applied Developmental Psychology (C) Autism & Devel. Psychopathology	(1) (1)	Psychology Dept., UML	Full-time	No	UML Campus
Block, Stephanie Ph.D. in Psychology Assistant Professor	<input type="checkbox"/>	Psychology & the Law Child Maltreatment	(1) (1)	Psychology Dept., UML	Full-time	No	UML Campus
Bond, Meg Ph.D. in Psychology Professor	<input checked="" type="checkbox"/>			Psychology Dept., UML	Full-time	No	UML Campus
Dinh, Khanh Ph.D. in Psychology Professor	<input checked="" type="checkbox"/>	APPS II: Prevention Science (C)		Psychology Dept., UML	Full-time	No	UML Campus
Dutta, Urmitapa Ph.D. in Psychology Assistant Professor	<input type="checkbox"/>			Psychology Dept., UML	Full-time	No	UML Campus
Gordon, Thomas Ph.D. in Communication Research Professor	<input checked="" type="checkbox"/>			Psychology Dept., UML	Full-time	No	UML Campus
Haynes, Michelle Ph.D. in Psychology Associate Professor	<input checked="" type="checkbox"/>			Psychology Dept., UML	Full-time	No	UML Campus
Arcus, Doreen Ph.D. in Psychology Associate Professor	<input checked="" type="checkbox"/>	Applied Developmental Psychology (C) Autism & Devel. Psychopathology	(1) (1)	Psychology Dept., UML	Full-time	No	UML Campus
Hillier, Ashleigh Ph.D. in Psychology	<input checked="" type="checkbox"/>	Social and Community		Psychology Dept., UML	Full-time	No	UML Campus

Associate Professor		Interventions in Autism (OL) Disability and Human Services					
Ho, Ivy, Ph.D. in Psychology Associate Professor	<input checked="" type="checkbox"/>	Health Psychology		Psychology Dept., UML	Full-time	No	UML Campus
Hostetler, Andrew Ph.D. in Psychology Associate Professor	<input checked="" type="checkbox"/>			Psychology Dept., UML	Full-time	No	UML Campus
Kuhn, Sarah Ph.D. in Urban Studies & Planning Professor	<input checked="" type="checkbox"/>	Embodied Cognition & Learning Grant Writing Program Evaluation		Psychology Dept., UML	Full-time	No	UML Campus
Lawrence, Jason Ph.D. in Psychology Associate Professor	<input checked="" type="checkbox"/>			Psychology Dept., UML	Full-time	No	UML Campus
McCabe, Allyssa Ph.D. in Psychology Professor	<input checked="" type="checkbox"/>	APPS I: Theories of Change Development of Language Narrative Elicitation & Analysis Development of Language		Psychology Dept., UML	Full-time	No	UML Campus
Rosales, Rocio Ph.D. in Psychology Assistant Professor	<input type="checkbox"/>			Psychology Dept., UML	Full-time	No	UML Campus
Serna, Richard Ph.D. in Psychology Associate Professor	<input type="checkbox"/>			Psychology Dept., UML	Full-time	No	UML Campus
Siegel, Richard Ph.D. in Psychology Professor, Chair	<input checked="" type="checkbox"/>			Psychology Dept., UML	Full-time	No	UML Campus
Sladkova, Jana Ph.D. in Psychology Assistant Professor	<input type="checkbox"/>			Psychology Dept., UML	Full-time	No	UML Campus
Tran, Nellie Ph.D. in Psychology Assistant Professor	<input type="checkbox"/>	Community Psychology (C) Psychology of Diversity		Psychology Dept., UML	Full-time	No	UML Campus

Weinstein, Yana Ph.D. in Psychology Assistant Professor	<input type="checkbox"/>	Applied Cognitive Psychology (C) Applying Cognitive Psychology to Education Seminar in Metacognition		Psychology Dept., UML	Full-time	No	UML Campus
Fisher, William Ph.D. in Sociology Professor	<input checked="" type="checkbox"/>			Criminolog y & Social Justice, UML	Full-time	No	UML Campus
Horgan, John Ph.D. in Applied Psychology Professor	<input checked="" type="checkbox"/>			Criminolog y & Social Justice, UML	Full-time	No	UML Campus
Williams, Linda Ph.D. in Sociology Professor	<input checked="" type="checkbox"/>			Criminolog y & Social Justice, UML	Full-time	No	UML Campus
Cifuentes, Manuel M.D. Sc.D. (Ph.D. equivalent) in Epidemiology Associate Professor	<input checked="" type="checkbox"/>	Quantitative Methodology Epidemiology of Occupational Mental Health Biostatistics for Health Data Advanced Regression Modeling		College of Health Sciences, UML	Full-time	No	UML Campus
Punnett, Laura Sc.D. Epidemiology Professor	<input checked="" type="checkbox"/>			College of Health Sciences, UML	Full-time	No	UML Campus
Margaret Knight Ph.D. in Nursing Science Associate Professor	<input checked="" type="checkbox"/>			College of Health Sciences, UML	Full-time	No	UML Campus
Angela Nannini Ph.D. in Health Policy Associate Professor	<input checked="" type="checkbox"/>			College of Health Sciences, UML	Full-time	No	UML Campus
Blount, Alexander Ed.D. in Counseling Director, Center for Integrated Primary Care	<input checked="" type="checkbox"/>	Primary Care Behavioral Health (OL)		Family Medicine & Community Health, UMMS	Full-time	No	UML Campus

Upshur, Carole Ed.D. in Clinical Psychology & Public Practice Professor	<input checked="" type="checkbox"/>			Family Medicine & Community Health, UMMS	Full-time	No	UML Campus
Weinreb, Linda M.D. Professor	<input checked="" type="checkbox"/>			Family Medicine & Community Health, UMMS	Full-time	No	UML Campus
Aparicio, Carlos Ph.D. in Psychology Associate Professor	<input type="checkbox"/>			Psychology Dept., Salem State University	Full-time	No	UML Campus
Crone-Todd, Darlene, Ph.D. in Psychology Associate Professor	<input checked="" type="checkbox"/>			Psychology Dept., Salem State University	Full-time	No	UML Campus
Evelt, Sophia Ph.D. in Psychology Professor	<input checked="" type="checkbox"/>			Psychology Dept., Salem State University	Full-time	No	UML Campus
Lyons, Teresa Ph.D. in Psychology Professor	<input checked="" type="checkbox"/>			Psychology Dept., Salem State University	Full-time	No	UML Campus
Miller, Patrice Ph.D. in Psychology Professor	<input checked="" type="checkbox"/>			Psychology Dept., Salem State University	Full-time	No	UML Campus
Mobley, Michael Ph.D. in Psychology Associate Professor	<input type="checkbox"/>			Psychology Dept., Salem State University	Full-time	No	UML Campus
Smith-Hansen, Lotte, Ph.D. in Psychology Visiting Assistant Professor	<input checked="" type="checkbox"/>			Psychology Dept., Salem State University	Full-time	No	UML Campus